

Active Participation Reference Sheet

Based on *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes

Choral Responses T. Asks a question T. Gives thinking time T. Signals for response S. Say answer together T. Monitors responses T. Provides feedback	Partners - First T. Asks a question T. Gives thinking time T. Provides sentence starter S. Share answer with partner T. Randomly calls on student S. Says answer (Stand and Deliver) T. Provides feedback
Partners - Think, Pair, Share T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners Recording partner's best ideas T. Circulates and records ideas and names T. Displays ideas and names on screen and shares feedback with class	Partners - Teach T. Indicates which partner is teacher S. Teaches information on graphic organizer or another source OR S. Teaches process or strategy using corrected worked problem
Partners - Review S. Study material (e.g., notes, text, handout) T. Indicates partner #1 or #2 S. Partner tells everything that is recalled S. Other partner helps by asking questions or providing additional information S. Check with notes, text, handout	Partners - Monitor T. Gives directive S. Follow directive T. Asks students to "Check your partner" S. Checks partner compliance to directive
Individual - Question First T. Asks a question T. Gives thinking time T. Randomly calls on student S. Says answer (Stand and Deliver) T. Provides feedback	Whip Around or Pass (short, varied answers) T. Asks a question T. Gives thinking time S. Think of answer (May share with partner) T. Starts at any location in room S. Up and down rows share answers S. Allowed to pass T. Provides feedback
Discussion T. Asks question or introduces prompt T. Gives thinking/response time S. Write talking points related to prompt S. Share talking points with partners T. Provides discussion sentence starters S. Share talking points with class or small group S. Respond to class members' ideas T. Provides feedback	Written Responses T. Gives a clear directive S. Write response to directive T. Circulates and monitors T. Provides feedback to individuals S. Put down pencil to indicate completion T. Provides feedback to group

Response Slates (White Boards) T. Gives a clear directive S. Write response on slate T. Circulates and monitors T. Provides feedback to individuals T. When majority of students are done, asks students to hold up slates S. Hold up slates T. Monitors responses T. Provides feedback to group	Response Cards (or Response Sheets) T. Distributes cards with answers T. Asks a question S. Select correct answer (touch card on desk) T. Circulates and monitors T. Provides feedback to individuals T. Asks students to hold up correct card S. Hold up correct card T. Monitors responses T. Provides feedback to group
Action Responses S. Indicate answer by Touching stimulus Acting out Using gestures Using facial expressions	Hand Signals T. Displays numbered items on screen or word wall T. Asks a question S. Form number of fingers that correspond to correct answer on their desks T. Circulates and monitors T. Asks students to hold up hand and display fingers corresponding to correct answer S. Hold up fingers T. Provides feedback to group
Whisper Reading (Silent Reading) T. Indicates amount to be read silently T. Gives pre-reading question S. Silently read material T. Asks students to whisper read S. Whisper reads to teacher T. Asks question posed before reading	Echo Reading T. Reads a word, phrase, or sentence S. Echo read the word, phrase, or sentence
Choral Reading T. Tells students “Keep your voice with mine” T. Reads selection orally with students at a moderate rate modeling expression/rate S. Read with teacher	Cloze Reading T. Reads orally T. Deletes meaningful words (or end of sentence) S. Read deleted words (or read to the end of the sentence)
Partner Reading – Narrative Text T. Indicates how much students will read before alternating (e.g., sentence, page, specified time) S. Read quietly to partner S. Partner corrects any errors T. Circulates and monitors T. Provides feedback to partnerships on cooperative behaviors	Partner Reading – Informative Text S. Read paragraph quietly to partner S. Partner corrects any errors T. Circulates and monitors S. Stop and Respond Retell content, answer partner questions, take notes, etc T. Provides feedback to partnerships on cooperative behaviors