



Transforming Tier 1 Literacy Instruction Delivering High-Quality Instruction

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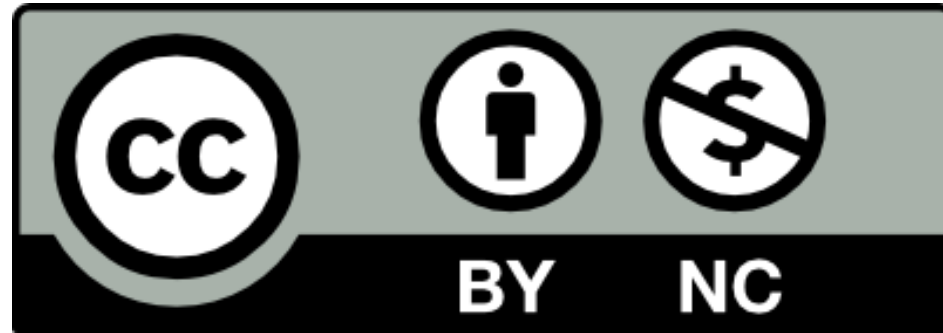


Acknowledgments

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- Anita Archer & Charles Hughes
- Kimberly Gibbons, Sarah Brown & Bradley C. Niebling
- Zach Groshell
- Institute of Education Sciences (IES)
- Louisa Moats & Carol A. Tolman
- Nathaniel Swain

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways

Active Participation Strategies

- Short Choral Response
- Choral Reading
- Cloze Reading
- Partner Sharing (1 and 2)
- Hold-up
 - Fingers
 - Zoom reactions
- Written Responses
 - Best Practices in Session
 - Preparation for Sharing
 - Brain Drains
 - Waterfall

Purpose

- To support successful implementation of Tier 1 literacy instruction by:
 - Equipping educators with the knowledge, strategies, and tools to deliver effective and efficient daily lessons
 - Empowering educators to make informed decisions and provide productive feedback
 - Ensure instructional delivery meets the needs of all learners

Intended Outcomes

By the end of this session, I will...

1. Identify the **components** of effective and **efficient** instruction
2. Reframe and **strengthen** text dependent **questions**
3. Practice using a variety of **active** participation **strategies**
4. Describe procedures for **monitoring** student **performance** and providing **feedback**

Agenda

1.0 Welcome

2.0 Review and Expand Effective and Efficient Instruction

3.0 Text Dependent Questions

4.0 Active Participation

5.0 Monitor Performance and Provide Feedback

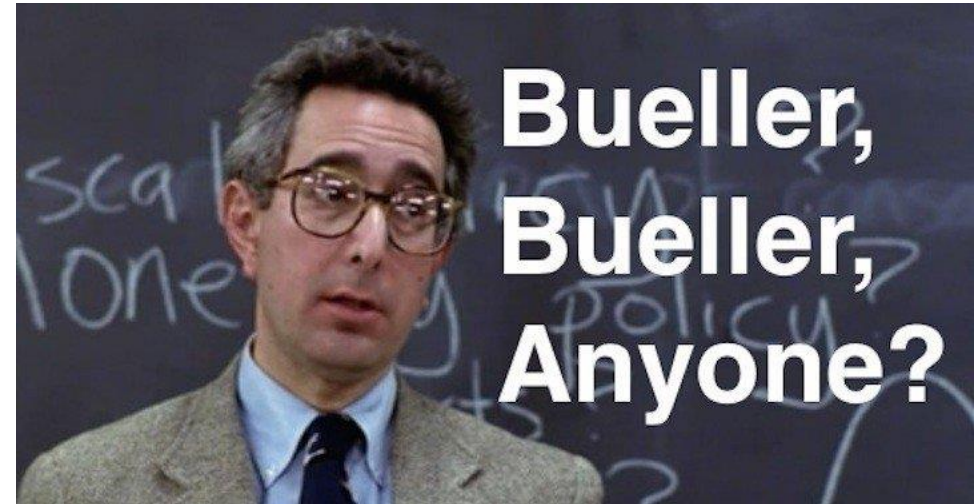
6.0 Other Delivery Considerations

7.0 Closing

1.0 Welcome

About You

- Include in the chat
 - Your name
 - Your role
 - Location/ISD
 - What is your go-to student participation strategy?



Activity 1.1

- Paired Verbal Fluency Review- Previous Sessions in Series
 - In your breakout rooms decide who is Partner A and who is Partner B
 - Partner A begins
 - 60 seconds without interruption
 - Reviews what has been learned in previous sessions
 - Partner B
 - 30 seconds without interruption
 - Cannot repeat what was previously said

2.0 Review and Expand Effective and Efficient Instruction

Explicit Instruction Definition

- “Direct and **deliberate instruction** through continuous teacher-pupil **interaction** that includes **explanation**, teacher modeling or **example**, and multiple opportunities to **practice** with **feedback** for students to **develop mastery**.”

Compared Variables Related to Explicit Instruction

Explicit teaching strategies	.64	Deliberate practice	.79
Direct instruction	.56	Rehearsal and memorization	.65
Mastery learning	.67	Spaced practice	.65
Goals	.60	Retrieval practice	.51
Clarity	.85	Scaffolding	.52
Questioning	.48	RTI	.73
Classroom Discussions	.82	Collective teacher efficacy	1.34
Feedback (corrective, etc.)	.92	Teacher credibility	1.09
Student control over learning	0.02	Discovery-Based teaching	.27

Hattie, 2019

Explicit Instruction Design Review

- We should teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs
- Explicit lesson design includes Opening, Body (I do, we do, you do) and closing
- All parts of the lesson should be interactive

Elements of Explicit Instruction

Content

1. Critical content
2. Broken down

Design

3. Organize and focused lessons
4. Goal
5. Review
6. I do

Archer & Hughes, 2011

7. We do

8. You do

Delivery

9. Frequent responses

10. Monitor

11. Feedback

12. Brisk pace

Practice

13. Judicious practice

Activity 2.1

Content

1.

2.

Design

3.

4.

5.

6.

7.

8.

Delivery

9.

10.

11.

12.

Practice

13.

Activity 2.2

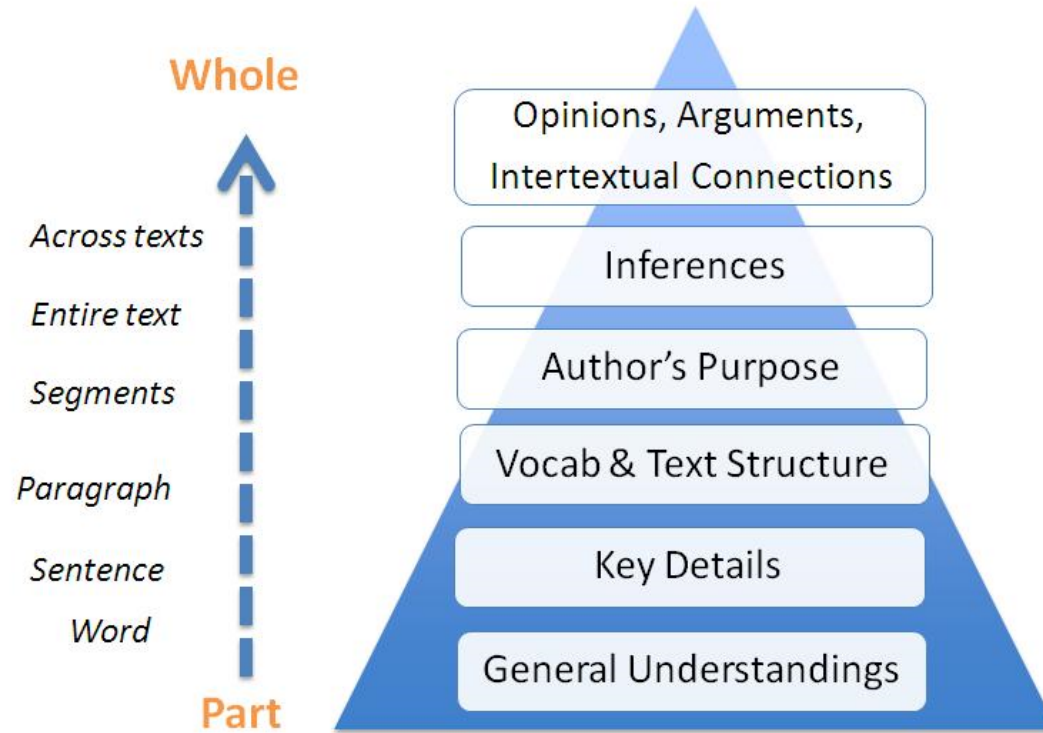
- Why the ‘Science of Reading’ Needs the ‘Science of Teaching’
 1. “The issue is that teaching is so difficult and complex. We so underplay what's involved in being an effective teacher.” - Moats
 2. “...if you have a curriculum that's really well-designed, then your cognitive energy can go to the students, to their corrections, or to their errors.” – Archer
 3. “Teachers cannot teach these aspects of reading purposefully, and intentionally, unless they themselves have a grasp of the content” –Moats
 4. “...one line that says, provide systematic explicit instruction. It isn't even articulated in the documents that are meant to carry it out, and so it's like having a medicine without the doctors' orders about how to take it...” -- Archer

3.0 Text Dependent Questions

Focus on Text Dependent Questions

- Requires students to cite text evidence with their answer
- Influences how students read text
- Can be used to scaffold thinking and support answering inferential questions

Progression of Text-Dependent Questions



Fisher & Frey, 2012

Keep the Reader IN the Text

- Keeps reader **IN** the text – **Not OUT** of the **text**
- Departing the text **removes** students' **cognition** from the text message, **reducing** concentration and **comprehension**
- Departing from the text in classroom discussion **privileges** those who have **experience** with the topic
- It is **easier** to talk about our **experiences** than to **analyze** the text.



Activity 3.1

Are the following text dependent questions?

1. What are two reasons bees are important to plants?
2. What would you do if you saw a bee in your garden?
3. Why did the boy's feeling about Jeremy Ross change?
4. Have you ever had a friend you didn't like at first?

Creating Better Questions – Reframed Why

- Reframe a question to use “why”
 - Encourages opportunities to generalize

What end punctuation should be used?	Why should this sentence end in a question mark?
Is this a sentence or a clause?	Why is this a clause rather than a sentence?
Which word should be capitalized?	

William, 2017

Creating Better Questions – Reframed Comparison

- Reframe question to use comparison
 - Forces you to examine the critical elements

What is a prime number?	Why is 17 prime and 15 not?
Is a bat a mammal?	Why is a bat a mammal and a penguin not?
What is the author's purpose?	

William, 2017

Creating Better Questions – Reframed Statement

- Reframed as a statement for students to agree/disagree and justify (why/why not)

Are all squares' rectangles?	All squares are rectangles.
Is the author biased?	The author is biased.
How does the character feel in this moment?	

William, 2017

Activity 3.2

- Read the brief passage
- Craft a text-dependent question
- Be prepared to share

“ ‘Do you understand how there could be any writing in a spider’s web?’ ‘Oh, no,’ said Dr. Dorian. ‘I don’t understand it. But for that matter I don’t understand how a spider learned to spin a web in the first place. When the words appeared, everyone said they were a miracle. But nobody pointed out that the web itself is a miracle.’”

Activity 3.3

- As you watch, notice:
 - What best practices do you observe?
 - What questions did she ask?
 - What opportunities are there for improvement?



4.0 Active Participation Strategies

Contributes to a Positive Learning Environment

1. Increases engagement
2. Increases on-task behavior
3. Increases accountability
4. Promotes desired behaviors
5. Reduces inappropriate behaviors
6. Keeps class moving along

Archer & Hughes, 2011

Embedded Formative Assessment

- Frequent checks for understanding
 - Allows the teacher to **monitor** understanding, **adjust** the lesson based on responses, and provide **feedback** to students

Promotes Learning

1. Focuses students' attention on critical content
2. Provides practice of skills, strategies, facts
3. Provides rehearsal of information and concepts
4. Allows for retrieval practice of critical content

Archer & Hughes, 2011

Clear and Consistent Research Results

- Increases time on **task**
- Increases academic **achievement**
- Decreases **disruptive** behaviors
- Increases **intensity** of **interventions**

MacSuga-Gage & Simonsen, 2015

Activity 4.1

- Brain drain:
 - In 1 minute list as many reasons why it is important to require frequent responses from students
 - Without looking back at your notes!
- Break out rooms:
 - In your room, decide who will be partner 1 and who will be partner 2
 - Partner 1: Share out all the reasons you were able to list
 - Partner 2: Check off the shared responses & add anything that was not said by partner 1

Importance of Think Time

- When thinking time was extended beyond 3 seconds, these benefits occurred:
 - Greater participation by all learners
 - Longer student responses
 - Use of evidence to support inferences increased
 - Explanations were more logical
 - An increased number of follow-up questions were asked by students

Archer & Hughes, 2011

Guidelines for Response Rates

- 70% of responses unison (all say, write, do)
- 30% individual responses (non-volunteers)

Simple Responses	More Complex Responses	Very Complex or Involved Responses
<ul style="list-style-type: none"> • Unison choral • Gesture • Response cards 	<ul style="list-style-type: none"> • Partner sharing • Written answer • Math problem 	<ul style="list-style-type: none"> • Writing prompt • Completing experiment
3-5 opportunities to respond per minute	At least 1 opportunity to respond per minute	May provide only 1 opportunity to respond every 10-30 minutes

Haydon, et al., 2012; Stevens & Rosenshine, 1981; Mac Suga-Gage & Simonsen, 2015; Simonsen & Myers, 2015

Overt Responses

- Verbal responses – Say
- Written responses – Write
- Action responses - Do

Archer & Hughes, 2011

Verbal Response Procedures	Written Response Procedures	Action Response Procedures	Holdups	Inclusive Passage Reading	Use of Technology
Choral	Short Written responses	Acting out/ Simulations	Whiteboards	Whisper Reading	Computers
Partners	Whiteboards	Touching/ Pointing	Hand Signals	Choral	Tablets
Teams		Gestures	Response Cards	Cloze	Phones
Individual		Facial Expressions	Response Sheets	Partner	
Discussion				Literacy Circles	

Active Participation Essentials

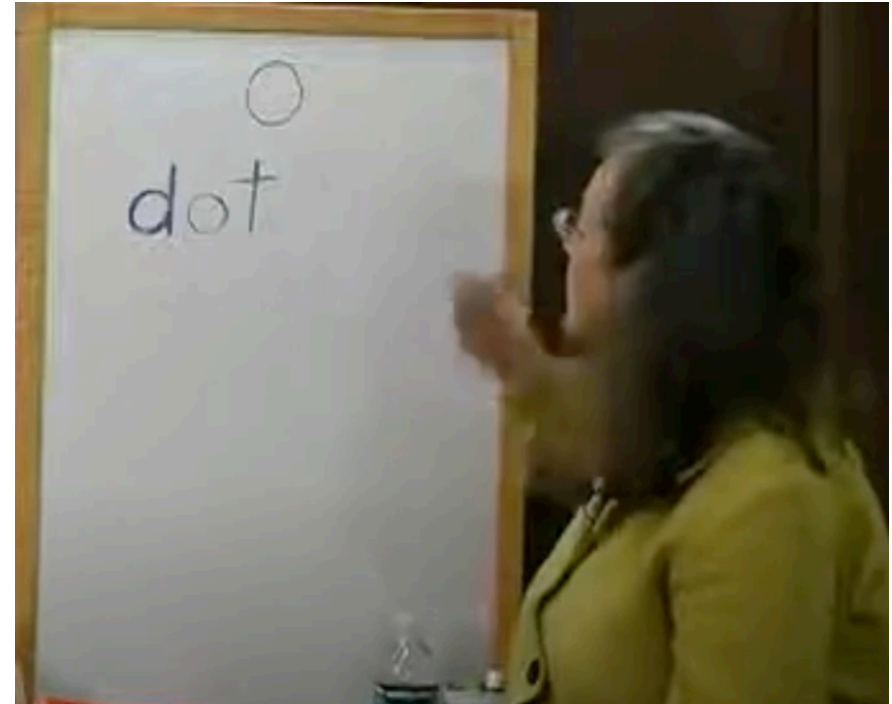
- Essential 1: Request frequent responses from students
- Essential 2: Require overt responses- saying, writing, doing.
- Essential 3: Involve all students. No opt out
- Essential 4: Structure active participation procedures
- Essential 5: Provide adequate think time/ preparation time.

Archer & Hughes, 2011

Activity 4.2

As you watch, record:

- Number of opportunities to respond
- Individual responses or everyone?



Structured Choral Responses

Use structured choral response when:

- Answers are short and the same
- Recall and rehearsal of facts is desired
- Quick review of information

Routine for choral response:

- Students are looking at teacher
- Teacher asks questions
- Teacher puts up hands to indicate silence
- Teacher provides think time
- Teacher lowers hands and says “everyone”

Archer & Hughes, 2011

Hints for Structured Choral Responses

- Provide **adequate** thinking **time**
- Have students put up their **thumbs** or **look** at you to **indicate** adequate thinking **time**
- If students don't respond or **blurt** out an answer, **repeat** item (Gentle redo)

Response Cards

- Have students write possible responses on cards/paper or provide prepared cards
 - Generic responses: Yes, No; True – False; etc.
 - Content specific responses
- Ask a question
- Have students select best response card (touch correct card)
- Ask students to hold up response card
- Monitor responses and provide feedback

Archer & Hughes, 2011

Structured Partnerships

- Use structured partnerships when:
 - Answers are long or different
 - Use for foundational and higher-order questions
- Routine for structured partnerships
 - Teacher assigns partners
 - Pair lower-performing students with middle-performing students
 - Give partners a designation
 - Seat them next to each other
 - Utilize triads when appropriate or necessary

Hints for Structured Partnerships

- Teach students how to work together
 - Look, lean, listen, whisper
- Give adequate individual thinking time/preparation time
- Scaffold response with a sentence starter
- Give tasks to both members of the partnership
- Teacher looks, listens, responds

Activity 4.3

- Read the brief passage
- Craft a text-dependent question
- Plan for how to collect responses
 - Individual or everyone?
 - Say, Write or Do?
 - What active participation strategy?
- Be prepared to share out

“Every morning after breakfast, Wilbur walked out to the road with Fern and waited with her till the bus came. She would wave good-bye to him, and he would stand and watch the bus until it vanished round a turn. While Fern was in school, Wilbur was shut up inside his yard. But as soon as she got home in the afternoon, she would take him out and he would follow her round the place. If she went into the house, Wilbur went too.”

Individual Responses

- Limit calling on volunteers
- Limit calling on inattentive students
- Use when:
 - Check an individual's understanding
 - Student report the partnership's answer
 - Increase accountability
- Me or We option

Archer & Hughes, 2011

Hints for Individual Responses

- Non-volunteers
- No hands raised policy
- Cold calls vs. warm calls
 - Enhances participation and engagement
 - Leads to increased volunteering in class discussions
 - Leads to equal rates of participation between women and men
 - Helps build schema – retrieval practice
 - Alleviates stress

Archer & Hughes, 2011; Groshell, 2024

5.0 Monitor Performance and Provide Feedback

Drill and Skill... Drill and Thrill

- Reinforces the basic skills needed to learn more advanced skills
 - Proficiency
 - Fluency
 - Automaticity
- Protects against forgetting
 - Retention and maintenance
- Improves transfer

Archer & Hughes, 2011

Purposes of Practice

- To gain minimum **competency** on a **skill**
- To **improve** and gain **proficiency** on a skill
- To gain **automaticity** on foundation skills **needed** for **higher order** skills
- To **protect** against **forgetting**
- To improve **transfer** of **skills**

Archer & Hughes, 2011

Initial vs. Independent Practice

Initial Practice

- Occurs under the watchful eye of the teacher
- Provides numerous practice opportunities within the teacher-directed lesson to build accuracy
- Provide immediate feedback after each item

Independent Practice

- Extensive monitoring is no longer needed
- Initial acquisition levels are met
 - 85% accuracy
 - 90-95% accuracy full independence
- Delayed feedback is sufficient

Archer & Hughes, 2011; Swain, 2025

Monitor Performance

- Walk Around, Look Around, Talk Around
- Input → Question → Response → Monitor → Feedback
- The monitoring procedure is dependent on the type of response requested

Monitor Responses

Choral Responses	Listen to all Hone in on responses of lower-performing students
Partner Responses	Circulate Look/Listen to responses
Individual responses	Listen carefully
Response Slates or Hand signals	Look carefully when held up
Written Responses	Circulate Look at responses
Action Responses	Look at responses

Archer & Hughes, 2011

Polishing Your Practice

1. Give a clear directive: Model or explain the task if it is unfamiliar
2. Pause and scan
3. Circulate and monitor: Have a plan so you can connect with all students over time
4. Don't talk over the group
5. Side – by –side feedback, focusing on the task
6. Private and Quiet

Archer & Hughes, 2011

Activity 5.4



- As you watch, notice what best practices you observe regarding monitoring and feedback
- Be prepared to share

Goal of Feedback

- Close gap between current performance and desired responses
- Inform students
 - If response is correct or incorrect
 - If understanding is correct or flawed
 - What can be done to improve performance

Archer & Hughes, 2011

Importance of Feedback

- There is a preponderance of evidence that feedback is a powerful influence in the development of learning outcomes
- One of the top 10 influences on student achievement
- Effect size 0.75

Hattie & Gan, 2011

Guidelines for Feedback

- Provide systematic **affirmative** feedback and **informative** feedback on student **performance**
 - Specific praise
 - Corrections
- Praise, Error, **Correct**
- Private and **quiet**
- Ended with students **giving** the **correct** response

Archer & Hughes, 2011

Monitor Student Responses

Walk around, look around, talk around and ask yourself:

1. Are the responses correct or incorrect?
2. If the response(s) is incorrect, what correction should be provided?
3. If the response(s) is correct, what feedback would be appropriate?
4. What adaptations, if any, should be made in the current lesson?
5. What adaptations, if any, should be made in future lessons?

Types of Feedback

- Teacher provided feedback
 - Feedback on responses during instruction
 - Feedback as you circulate and monitor
 - Feedback to group on assignment
 - Feedback to individuals
 - Corrections/Written feedback
- Student provided feedback
 - Self-corrections against a key
 - Self-corrections during instructional group
 - Self-evaluation against a rubric
 - Structured peer feedback using a rubric

Archer & Hughes, 2011

Activity 5.5



- As you watch, notice what best practices you observe regarding monitoring and feedback
- Be prepared to share

Feedback to a Group

- Feedback to a group of students during a lesson
 - Tell answer
 - Students repeat answer
 - Guide in application of strategy or procedure
 - Affirms students with correct answer or effective strategy
 - Informs students with incorrect answer or ineffective strategy

Group Feedback Example

- Instructional Input
 - Our next spelling word is “reconsider.” What word? (reconsider)
 - When we think about something again, we...(reconsider it).
 - Tap and say the syllables in the word. (re con sid er)
 - Write the word
- Feedback to Group
 - Display word on screen
 - Check reconsider. If you made an error, cross out the entire word and rewrite it.

Archer & Hughes, 2011

Feedback to Individual Students

- Feedback to individual students during a lesson
- Specific Praise
- Informative feedback
- Corrective feedback
 - Tell the answer
 - Have students repeat the answer
 - Guide student in application of strategy or procedure

Archer & Hughes, 2011

Individual Feedback Examples

- Informative feedback to individuals during work time
 - After reviewing the attributes for a quality topic sentence, the teacher moves around the room and provides private, quiet feedback as students write
 - “I could not tell if you supported or opposed school uniforms. Strengthening your claim will improve your essay.”
- Corrective feedback to individual within a group
 - “What sound? (/m/). The sound is /m/. Everyone, what sound? (/m/). Sean, what sound? (/m/). Yes, /m/).

Immediate Corrective Feedback

- Provided
- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- Delivered with appropriate tone
- Ended with students giving correct response

Archer & Hughes, 2011

Immediate Praise

- Specific **praise**
- Provided for **noteworthy** performance
- Focused on **achievement** and **effort** rather than personality attributes
- Comparing students to **themselves** rather than to others
- Positive, **credible**, genuine
- Unobtrusive (**flows** with the **lesson**)

Archer & Hughes, 2011

Activity 5.6

Example or Non-Example

1. After reading a paragraph students are asked to list at least three important details. “Paul, that is a critical detail about canoes. Add two more. I will be back. (Teacher continues to circulate around the room and then returns to Paul’s desk) Wonderful. Three details that give critical information. You really searched through the paragraph.”
2. “I am going to tell you about one of your vocabulary terms. I am thinking of the process in which water turns from a vapor into a liquid. (Students hold up vocabulary card. Many of them hold up precipitation.) The answer is condensation. Many of you held up precipitation. Remember, precipitation refers to the liquid that falls to the earth in the form of rain, snow, or hail.

When Response is Correct

Correct and quick response	Acknowledge and move on	"Correct" "Yes, that's right" Nod Smile Move on
Correct but hesitant	Acknowledge and add brief 'firm-up explanation'	"Correct. Since this is a telling sentence, it ends with a period."

When Response is Incorrect

<p>Incorrect response when "fact" requested</p>	<p>Tell them the answer Model the correct answer (I do it) Check understanding (You do it) Check again</p>	<p>Teacher displays a letter a. Student says /o/. "This sound is /a/. What sound?"</p>
<p>Incorrect response when strategy or rule is used</p>	<p>Guide student to correct answer Ask questions on the steps of the strategy or rule (We do it) Check understanding (You do it) Check again</p>	<p>"Does 'sit' end with a CVC? Does the ending begin with a vowel? So do we double the final consonant? Everyone, write 'sitting' Show me Correct the spelling of sitting"</p>



Activity 5.7

- Look back at your created text-dependent question(s)
 - What type of responses might your students provide?
 - What types of feedback would you provide?
 - Correct and quick
 - Correct but hesitant
 - Incorrect for fact
 - Incorrect for strategy or rule

Instruction and Feedback

- “Instruction is more effective than feedback. Feedback can only build on something; it is of little value when there is no initial learning or surface information.”

Hattie & Timperley, 2007

6.0 Other Delivery Considerations

Maintain a Brisk Pace

- Prepare for the lesson
- Use instructional routines
- Provide just enough thinking time
- Provide just enough time for responses
- When you get a response, move on
- Avoid verbosity
- Avoid digressions

Archer & Hughes, 2011

Explain Clearly

- Say only the words that need to be said
 - Vagueness
 - Mazes
 - Discontinuity
 - Seductive details

Explain with Examples

- Illustrate **specific** instances of the **material**
- Multiple **carefully** chosen **examples** and **non-examples**
 - Exposure to multiple examples to understand nuance and minimize misconceptions
 - Non-examples provide clear contrast allowing students to discriminate
- Maintain **consistent** wording
- Scaffold examples **beginning** with those that **share** the **greatest** number of features
- Juxtapose non-examples that are just **slightly** different

Groshell, 2024

Explain with Stories

- Use narrative or story structure to convey material to students
- For Cs of Storytelling
 - Causality
 - Conflict
 - Complications
 - Characters
- Personalization
- Expressiveness

Groshell, 2024

7.0 Closing

Closing Review

- Text dependent questions keep the reader in the text, maintains concentration, and levels the playing field for all students
- Active participation contributes to a positive learning environment, is embedded formative assessment, and promotes learning
- Monitor student performance by pausing, scanning, circulating, and talking
- Feedback helps close the gap between performance and desired response
- Other delivery considerations include pace, clarity, examples, and stories

Preview

- In our last session we will explore
 - How will I know if my students are ready for independent practice?
 - What can differentiation look like in my classroom?
 - What scaffolds and other supports should I consider?
 - How will I know if whole group or small group formats is the best organization structure for my Tier 1 lessons?



Activity 6.1

- What? So What? Now What?
 - Take a minute to update your organizer
 - Review your Now What section and identify the action items you wrote
 - Sort these items into three categories
 - Quick Wins
 - Short-term Goals
 - Transformational Changes
 - Place a star on the one item you'll commit to trying first

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