



Using Explicit Instruction to Transform Tier 1 Literacy

Session 2

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Purpose

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

Intended Outcomes

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

1. Use a variety of active participation strategies
2. Describe procedures for monitoring student performance and providing feedback
3. Plan for before, during, and after reading strategies
4. Explain how to scaffold and differentiate within Tier 1 instruction
5. Evaluate and select instructional grouping methods for Tier 1 instruction

Active Participation Strategies

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

Guiding our Work

- Teach the stuff and cut the fluff
- How well I teach = How well they learn
- Learning is not a spectator sport
- Everyone does everything
- Feedback feeds forward
- Avoid the void for they will fill it
- If you expect it, pre-correct it
- I do it. We do it. You do it.

Agenda

- 1.0 Welcome & Review
- 2.0 Active Participation
- 3.0 Monitor Performance and Provide Feedback
- 4.0 Before, During, and After Reading Strategies
- 5.0 Scaffolding and Differentiation
- 6.0 Grouping Methods
- 7.0 Closing

1.0 Welcome and Review

Key Term: Universal Tier

- Universal instruction is what “**all**” students receive in the form of **academic** and **social-emotional** instruction and **supports**
- The universal tier is **more** than a single **textbook**. It is all the **materials** and **instruction** used to provide the **main** classroom instruction in a particular **content** area
- Whatever it takes to get most **students** meeting **grade-level** standards

Gibbons, Brown, Niebling, 2019

Key Term: Science of Reading

Science of Reading

- A cumulative and evolving body of evidence whose research studies follow a scientific process of inquiry and utilize scientific methods to help answer questions related to reading development and issues related to reading and writing derived from research from multiple fields of Cognitive Psychology, Communication Sciences, Developmental Psychology, Education, Special Education, Implementation Science, Linguistics, and Neuroscience.

Key Term: Cognitive Load Theory

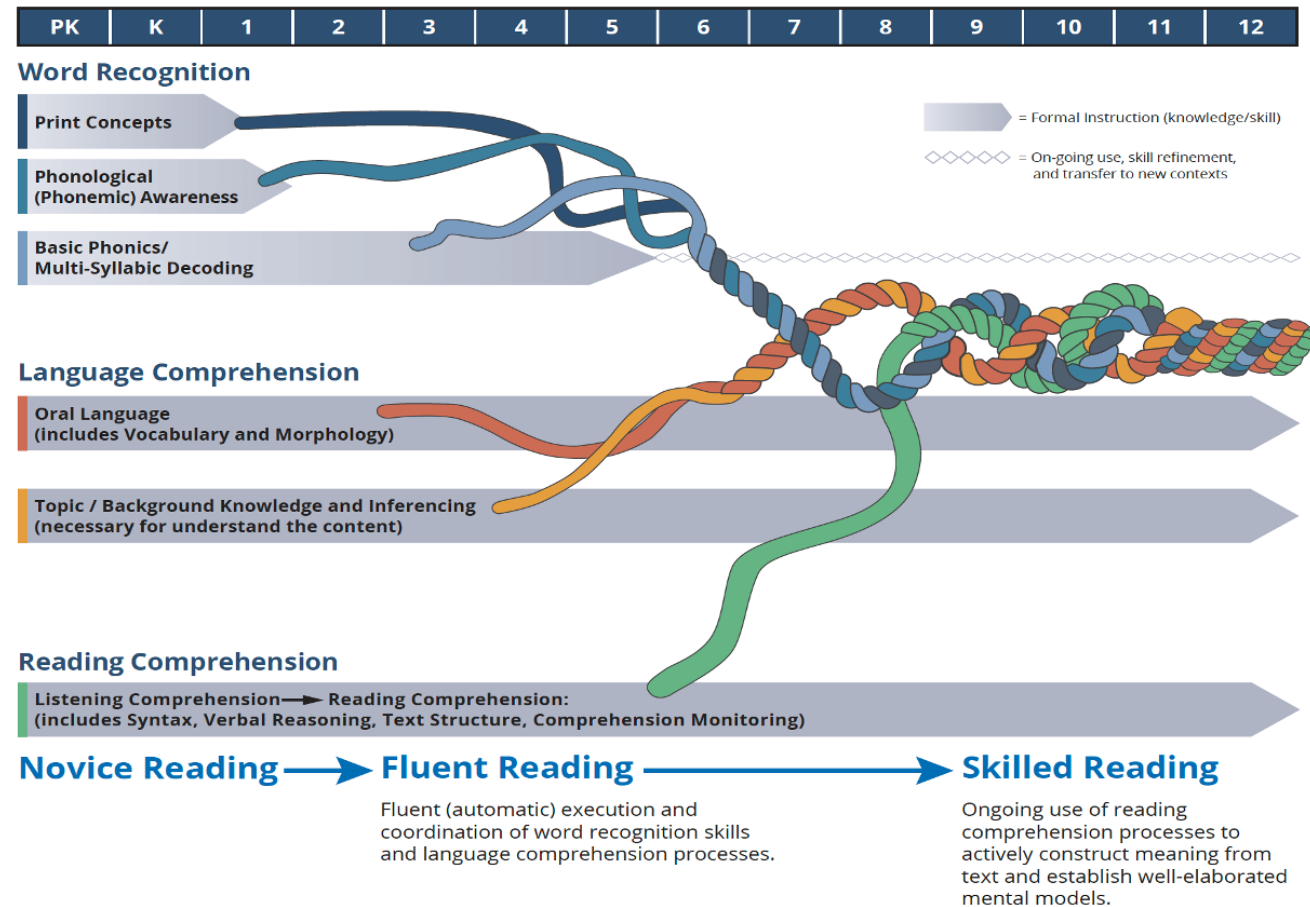
- Premise:
 - The brain has limited working memory
 - The working memory can only hold a small amount of information at one time
- Goal:
 - Optimize learning by designing instruction that manages the mental effort (load) caused by instructional materials

Sweller, 1988; Groshell, 2024

Key Term: Explicit Instruction

- 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.

Reading Rope Model



From “Intensifying Literacy Instruction” (St. Martin, Vaughn, Troia, Fien, & Coyne, 2020)

Evidence-Based Practices

- IES Practice Guides
 - Published by the Institute of Education Sciences (IES)
 - Translate research into practice
 - Support instructional decision making
 - Recommendations based on multiple high-quality studies

Connection to Legislation

- The law outlines the features of Tier 1, class-wide reading instruction
- Language that outlines instructional methods to teach decoding and word recognition using a “code-emphasis instructional approach”
- Requires a published list of evidence-based Tier 1, class-wide elementary reading curricula/materials that are aligned with science of reading methods that research has shown to improve literacy outcomes

Set the Conditions for Focused Learning

1. Students **face the teacher** without **turning around**
2. Teacher has **close proximity** to students
3. Students can **interact** with partner/group with **ease**
4. Teacher can **see all areas** of the room
5. Teacher can **easily monitor** all areas
6. Teacher and students can **move easily around the room**
7. Teacher can **access instructional materials**
8. Students can **access materials**

Archer & Hughes, 2011

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

Archer & Hughes, 2011

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

2.0 Active Participation Strategies

Learning is Not a Spectator Sport

Contributes to a Positive Learning Environment

- Increases engagement
- Increase on-task behavior
- Increases accountability
- Promotes desired behaviors
- Reduces inappropriate behaviors
- 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

Archer & Hughes, 2011

Promotes Learning

- Focuses students' attention on critical content
- Provides practice of skills, strategies, facts
- Provides rehearsal of information and concepts
- Allows for retrieval practice of critical content

Archer & Hughes, 2011

Clear and Consistent Research Results

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

MacSuga-Gage & Simonsen, 2015

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
• Unison choral • Gesture • Response cards	• Partner sharing • Written answer • Math problem	• 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

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)

Archer & Hughes, 2011

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

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

3.0 Monitor Performance and Provide Feedback

Walk Around, Look Around, Talk Around

Monitor Performance

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

Archer & Hughes, 2011

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

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?

Archer & Hughes, 2011

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

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

Archer & Hughes, 2011

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/).

Archer & Hughes, 2011

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

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

Incorrect response when "fact" requested	Tell them the answer Model the correct answer (I do it) Check understanding (You do it) Check again	Teacher displays a letter a. Student says /o/. "This sound is /a/. What sound?"
Incorrect response when strategy or rule is used	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	"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"

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

4.0 Before, During, and After Reading Strategies

Before, During, After Reading Strategies

Before Reading:

- Create a mental map of the content
- Teach pronunciation of critical multisyllabic words
- **Teach the meaning of essential vocabulary words in the passage**
- Present necessary background knowledge

During Reading

- Plan passage reading
- **Guide students in actively reading each segment using effective practices**
- Intentional building of comprehension: **text-dependent questions**, brief notes, paragraph shrinking

After Reading

- Systematically review the passage content
- Guide students in discussion of passage content
- **Write in response to content**

Before Reading: Vocabulary

Teach the meaning of essential vocabulary words in the passage

1. Tell students the pronunciation of the word
2. Tell students the meaning of the word using a student friendly explanation OR
3. List the critical attributes in the definition
4. Present examples that illustrate the meaning of the word
 - a) Contrast with non-examples
5. Check students' understanding

Vocabulary Gap

- Students **enter** school with **different** levels of **vocabulary**. (Hart and Risley, 1995)
- Linguistically “**poor**” first graders knew **5,000** words; linguistically “**rich**” first graders knew **20,000** words. (Moats, 2001)
- Gap in **word** knowledge **persists** though the **elementary** years. (White, Graves, & Slater, 1990)
- The vocabulary **gap** between **struggling** readers and **proficient** readers **grows** each year. (Stanovich, 1986)

Related to Comprehension

- “One of the most enduring **findings** in reading **research** is the **extent** to which students’ **vocabulary** knowledge **relates** to their reading **comprehension**” (Osborn & Hiebert, 2004)
- “Adequate reading **comprehension** depends on a person already **knowing** between 90% to **95%** of the **words** in a text.” (Nagy & Scott, 2000)
- “50-60% of reading **comprehension variability** can be **attributed** to **knowledge** of individual **words**.” (Nagy & Stahl, 2006)

Word Selection Criteria

- Choose **4-5 words** per lesson
 - Additional words addressed as needed
 - Tier 3 often need only a “light touch”
- Choose **unknown** words
 - Not defined in the text
 - Abstract words
 - Unknown concepts
- Choose **critical** words
 - Must know to understand the content
- Choose **generalizable** words
 - What will students use in the future?

Word Selection Criteria continued

- Choose **word relatives** (capital, capitalism, capitalize)
 - Big bang for the buck!
 - Build vocabulary connections
 - One of the family words may be more common and known!
 - Use existing knowledge to expand
 - Take advantage of background knowledge when possible
- **Meaningful Parts & Etymology**
 - Choose words that contain parts found in other words:
 - Prefix
 - Suffix
 - Root (Greek, Latin)
 - Help determine meaning as new words are encountered

Archer & Hughes, 2011; Such, 2021

Word Selection Criteria Summary

Select...

- A limited number of words.
- Words that are unknown.
- Words that are critical to understanding passage or unit of instruction.
- Words that can be used in the future.
- Difficult words that need interpretation.
- Words that have word relatives.
- Words that contain meaningful parts that would generalize to other vocabulary terms.

Archer & Hughes, 2011

Characteristics of Effective Vocabulary Instruction

- Instruction is clear and unambiguous
- Instruction involves the presentation of word meanings and contextual examples
- Multiple exposures to the word are provided
- Sufficient instructional time is devoted to vocabulary instruction

Archer & Hughes, 2011

Vocabulary Routine: IPIC

- **I**ntroduce the word
- **P**rovide a Student-Friendly Explanation
- **I**llustrate with Examples
- **C**heck for understanding

Archer, 2011

Introduce the Word's Pronunciation

- Write word on board or display on screen
 - Use lowercase letters
- Read word and have students repeat word
 - Give students the opportunity to say the words multiple times
- Include the part of speech
- Show the word broken down into word parts or tap out the oral syllables

Archer & Hughes, 2011

Provide a Student-Friendly Explanation

- Option 1: Provide the explanation
 - Tell students the explanation or
 - Have them read the explanation with you
- Option 2: Break definition into critical attributes
- Option 3: Introduce word using morphemes (meaningful parts of words)

Archer & Hughes, 2011

Illustrate with Examples

- Illustrate the word with examples
 - Concrete examples
 - Object
 - Act out
 - Visual examples
 - Verbal examples

Archer & Hughes, 2011

Illustrate with Examples – Key Concepts

- It is rare that one example is adequate
- When appropriate use non-examples
- Consider word analysis when it applies
- Use word families when appropriate
- Tie to previously learned terms if possible

Check for Understanding

- Have students discern between examples and non-examples
- Have students generate examples
- Ask deep processing questions
- Compare/Contrast

Archer & Hughes, 2011

Check for Understanding – Key Concepts

- Task should promote **deep** thinking rather than just recognition
 - If all you want is for them to recognize the definition, then why spend the time teaching it so thoroughly?
- Keep the focus on the critical **attributes** of the student-friendly **explanation**. Students should defend their response using the critical attributes.
- Students should always **use** the **term** in their **responses**

During: Active Reading Strategies

Guide students in actively reading each segment using effective practices

- Whisper reading
- Echo reading
- Cloze reading (delete word)
- Cloze reading (complete the sentence)
- Partner reading (Me or We option)

Augmented Silent Reading: Whisper Reading

- Pose pre-reading question
- Tell students to read a certain amount and to reread material if they finish early
- Monitor students' reading
- Have individuals whisper read to you
- Pose post-reading question

Echo Reading

- The teacher reads a word, phrase, or sentence
- Students "echo" read the word, phrase, or sentence
- Useful for building fluency and expression

Choral Reading

- Read selection with students
- Moderate rate
- Pause at commas
- Stop at periods
- Pre-correct: Keep your voice with mine
- Beginning readers
 - Choral read after silent or whisper reading
- Older readers
 - Choral read wording on slide, directions, steps in strategy, initial part of story/chapter

Cloze Reading

Delete word

- Read selection
- Pause and delete "meaningful" words
- Have students read the deleted words
- Beginning readers use for additional practice
- Older readers use when you want to read something quickly and ensure attention

Delete portions of the sentence

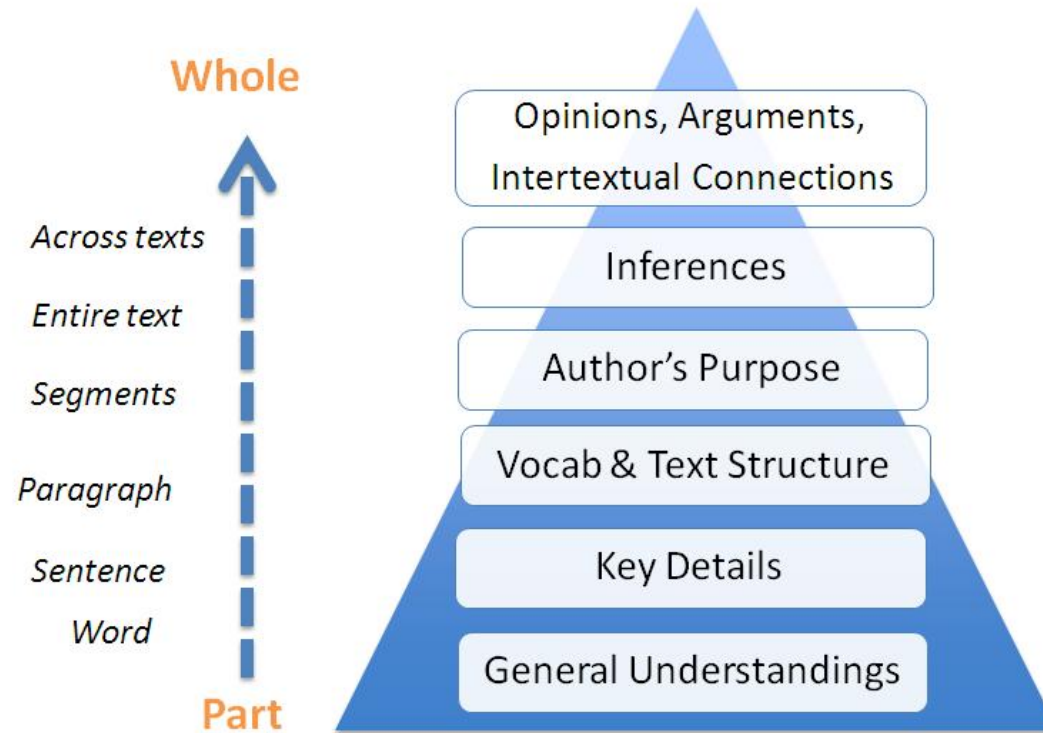
- Read first part of a sentence
- Have students read to the end punctuation
- Beginning readers use for additional practice
- Older readers use when you want to read something quickly and ensure attention

During: 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

Fisher & Frey, 2012

Progression of Text-Dependent Questions



Fisher & Frey, 2012

Keep the Reading IN the Text

- Keep the reading IN the text – Not OUT of the text
- Departing from 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

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

After: Write in Response

- Why write in response to reading?
 - Enables students to anticipate what a reader needs to know and then to provide that information
 - Checks comprehension
 - Fosters close reading
 - Develops the ability to write extended responses and summarize
 - Reinforces academic knowledge and vocabulary
 - Develops analytical thinking

Hochman & Wexler, 2024

Sentence Expansion

1. Give your students a brief, complete sentence: kernel sentence
2. Select appropriate question words for them to respond to from: who, what, when, where, why, and how
3. Have students provide answers to those questions in the form of notes
4. Have students convert those notes into a complete sentence

Sentence Expansion Example

- Kernel: It sprouts.
 - What? seed
 - When? after it gets water + sunlight
 - Where? Soil
 - After it gets water and sunlight, a seed sprouts in the soil.
- Kernel: Mesopotamians built ziggurats.
 - When? Ancient times
 - Where? Center of city-states
 - Why? Provide earthly homes for gods & goddesses
 - In ancient times, Mesopotamians built ziggurats at the center of city-states to provide earthly homes for gods and goddesses.

Sentence Expansion Tips

- You don't need to use all the question words with each kernel
- The question words when, where, and why are the best to use when introducing kernel sentences
- The teacher should ALWAYS be the one to supply the question words – not the students
- The question words you choose will depend on the kernel you're using and the information you want students to add
- The question words who and what will always correspond to a pronoun in the kernel

Hochman & Wexler, 2024

Sentence Expansion Tips, cont.

- Students need to have enough information about the topic to expand the sentence
- When expanding a sentence, students should begin it with the response to when.
- When expanding sentences, students should not add information beyond what is included in the kernel or in their responses to question words. They should also not delete information from the kernel.
- The question word how can indicate a response that is an adverb or it can describe how something is done (by)

Because, But, So...

- Give students sentence stems and have the students turn them into three separate sentences, using each conjunction.
- Requires students to engage in specific and focused thinking
 - Because explains why something is true, why something happened, or why a certain condition exists
 - But indicates a change of direction
 - So tells us what happens as a result of something else – a cause and effect
- Anticipate responses and ensure students have enough content knowledge

Hochman & Wexler, 2024

Because, But, So Example

- Why do seeds need light to grow?
- Seeds need light to grow because...
- Seeds need light to grow, but...
- Seeds need light to grow, so...

Because, But, So Variation

- Practice vocabulary
 - The critic thought the restaurant was mediocre because...
 - The critic thought the restaurant was mediocre, but...
 - The critic thought the restaurant was mediocre, so...
- Different stems on same topic
 - Diversity in a gene pool is better for survival because...
 - Evolution occurs slowly over long periods of time, but...
 - Populations tend to grow and exceed their limited resources, so...

Summarizing

- Do your students have sufficient knowledge of the topic to summarize it?
- What is the purpose of the summary?
- What is the format?
- Is the text able to be summarized?
 - Too simple = already summarized
 - Too complex = difficult for students to understand

Hochman & Wexler, 2024

Single Paragraph Outline (SPO)

- Identify details that support the topic
- Generate a topic sentence
- Select and sequence supporting details
- Write the details as notes on the dotted lines
- Generate a complete concluding sentence

Hochman & Wexler, 2024

SPO Example

T.S. While cost and style are factors to consider when shopping for sunglasses, effective protection is most important.

1. UVA + UVB – damaging rays – cataracts
2. Decal/absorb 99-100% harmful rays/polarized
3. Style/wrap-around
4. Cloudy days + winter – UV radiation

C.S. In conclusion, wearing well-chosen sunglasses throughout the year is crucial for protecting the health of your eyes.

Hochman & Wexler, 2024

5.0 Scaffolding and Differentiation

Scaffolding: What

- Through deliberate, careful, and temporary scaffolding, students can learn new basic skills as well as more complex skills, maintain a high level of success as they do so, and systematically move toward independent use of the skill

Archer & Hughes, 2011

What the Research Says...

1. Scaffolding is the “adult controlling those elements of the task that are essentially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.” - Wood et al, 1976
2. “A dynamic system is established between the tutor and the student which involves a gradual development of the student as he acquires more confidence and capability in the task or concept at hand.” - Lajoie, 2005
3. “Temporary, assisted learning which tries to create independency in the student.” - Malik, 2017

Scaffolding: How & Why

- How it's done:
 - Levels of scaffolding within the lesson
 - Chunk content
 - Gradual release model
 - Fades over time
- Why it's important:
 - Address several areas of learning difficulty, including:
 - Attention problems
 - Working memory deficits
 - Poorly organized knowledge

Scaffolding Prompts

- Types of Prompts
 - Prompt physically
 - Prompt visually
 - Prompt verbally
- Levels of Prompts
 - Tell them what to do
 - Ask them what to do
 - Remind them what to do

Archer & Hughes, 2011

Scaffolding Considerations

- Support system of structure allowing students to access content
- Support system or structure allowing students to move forward with task at hand
- Preplan for scaffolding by anticipating common errors and misconceptions and address them in the lesson
- Scaffolding is meant to be removed

Scaffolding Examples

Acquisition

- Modeling & Think Aloud
- Worked examples & visual aids
- Pre-teach vocabulary & background knowledge
- Sufficient guided practice

Fluency

- Frequent opportunities for drill and practice
- Increased opportunities to respond
- Provide sentence starters or frames

Scaffolding Examples, cont.

Generalization

- Pre-correct for common errors and misconceptions
- Make connections to prior knowledge
- Use verbal prompts
- Sufficient varied practice

Adaptation

- Sufficient practice with increasing levels of complexity
- Simulations
- Self-regulation scaffolds

Differentiation: What

- What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?
 - Content
 - Process
 - Product
 - Learning Environment
- Where teachers modify their lessons to accommodate each child's unique needs, including prior knowledge and skills, interests, and classroom behavior

Tomlinson, 1999

Differentiation: How & Why

- How it's done:
 - Vary learning materials
 - Adjust depth of knowledge
 - Offer flexible pacing
 - Vary instructional approaches
 - Open-ended projects
- Why it's important:
 - Accommodates for diverse learners
 - Boosts engagement and motivation

Tomlinson, 1999

Differentiation Model

- Teacher's responses to learners needs
 - Guided by general principles of differentiation
 - Respectful tasks, flexible grouping, and ongoing assessment and adjustment
 - Teacher can differentiate
 - Content, process, or product
 - According to students
 - Readiness, interests, learning profile

Tomlinson, 1999

Differentiation Examples

- Differentiate by instructional hierarchy
 - Modify content, process, or product depending on instructional stage
- Structured partnerships
 - Partner A task, Partner B task can differentiate by content, process, or product
- Pre-select certain students for specific questions
 - Intentionally plan for students who may need additional support by asking them supportive or enrichment questions

Differentiation within Whole Group

- Choice in process or product
- Questioning techniques
 - Vary questions depending on student needs
 - Ensure adequate wait time
- Provide scaffolds
- Pre-teach a small group
- Intentionally assign seats

Differentiation Considerations

- Not individualized instruction
- Requires planning
- Rooted in assessment
- Flexible grouping
- Different times and different ways to attain the success criteria

Tomlinson & Imbeau, 2010

Scaffolding and Differentiation Similarities

- Occur during whole group or small group
- Support the identified learning target or objective
- Recognize needs of diverse learners
- High effect sizes
 - Scaffolding 0.82
 - Small Group Learning 0.49

Hattie, 2009

Scaffolding and Differentiation Differences

Scaffolding

- Helping students achieved a specified learning goal
- Temporary, structured support that is gradually removed
- Examples
 - Graphic organizer, checklists, sentence stems, worked examples, strategic questioning

Differentiation

- Tailoring instruction to meet varied needs
- Adjusting content, process, product, or learning environment based on student readiness
- Examples
 - Different versions of a worksheet, adjusting pace of instruction

6.0 Grouping Methods

Grouping Strategies Within Tier 1 Instruction

- Whole group instruction followed by small group strategy instruction
 - Grade level instruction during whole group with scaffolds
 - Differentiated instruction during small group by content following your scope and sequence
 - To support targeted needs
 - Pre-teach or re-teach grade level content
 - Additional scaffolds in place as needed

Grouping Strategies Within Tier 1 Instruction, cont.

- Group instruction for all students based on data
 - Students grouped by next instructional need on the scope and sequence
 - Adjust pacing for students who need acceleration
 - Size of group depends on data
- Small group instruction for all students based on skill or interest
 - Centers or Rotations

Grouping Considerations

- Data
- Class size
- Time spent with teacher in instruction
- Teacher supports
- Management
- Independent practice opportunities

Smith, Amendum, & Williams, 2022

Data

- Curriculum based assessments
- Screening and diagnostic data
 - Decoding
 - Fluency
- Progress monitoring data
 - Every 3 - 6 weeks
- Professional observation
 - Behaviors

Class-Wide Intervention

- Find the class median
- If the median is below the criterion, you have a class-wide need
- If the median is okay, but there are over 7 students below benchmark, consider class-wide intervention

Class Size & Time Available

Class Size

- Size of groups
- Number of small groups in a day

Time Available

- Instructional time
 - 90 minutes
 - 120 – 180 minutes
- Transition time
- Student time with teacher

Will you see every student, everyday?

Available Teacher Supports

- Additional staff
 - Grade level teams
 - Paraprofessionals
 - Specials teachers
- Resources and materials
 - Teacher and student resources
- Planning time
 - Dedicated time to plan for multiple groups

What does the Research Say?

- Small group differentiation is effective for word-level skills and writing (Puzio et al. 2020)
 - Constrained vs. Unconstrained skills
- Small group supplemental or intervention is effective (Reis et al., 2011)
- Small groups “were not superior to whole class” teaching (Kamil & Rausher, 1990)
- Research simply doesn’t find small group teaching to be especially powerful or consistent (Shannahan, 2025)

7.0 Closing

Closing Review

- 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
- Reviewing lessons for before, during, and after reading activities shifts reading into a strategic process that improves comprehension, retention, and engagement
- Scaffolding and differentiation are necessary supports for Tier 1 instruction
- When determining grouping for Tier 1 instruction student data should support decision making

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