

Features of Effective Instruction

What Makes An Effective Lesson?

- Explicit instruction
- Taught in systematic, manageable steps
- Ample practice opportunities
- Opportunities for immediate feedback

What are the features of effective instruction?

- **Explicit instruction**—Overtly teaching each step through teacher modeling and many examples
- **Systematic instruction**—Breaking lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills
- **Ample practice opportunities**—Providing many opportunities for students to respond and demonstrate what they are learning
- **Immediate feedback**—Incorporating feedback (from teacher or peers) during initial instruction and practice

Explicit Instruction

- Overtly teaching all steps needed to complete a task
- Use of teacher modeling followed by guided practice
- Pace instruction to match students' learning needs
- Scaffold instruction to support and move toward independent practice

Example of Explicit Instruction

- Two ways to teach identifying the first sound in a word:

**“The first sound in man is /mmm/.
Everyone, say the first sound in *man*, /mmm/”**

“Man starts with the same sound as the first sound in *mountain*, *mop*, *moon*, and *Miranda*. Does anyone know other words that begin with the same sound as man?”

- Which is more explicit?

Main Idea Lesson: Implicit

Tell students the main idea of a story tells the most important part of the story. Reread “Dinosaurs” together and ask students to tell the main idea of the story.

Main Idea Lesson: Explicit

- Tell students the main idea of a story tells the most important part of the story. Tell them the main idea names who or what the story was about and the most important thing that happened to the who or what.
- Model stating the main idea for the story just read, “Dinosaurs.” Jacob is the who or what in the story. The most important thing about Jacob is he learned to cooperate. So, the main idea is, “Jacob learned to cooperate.”
- Let me read you a short story. (Read paragraph about Sarah cooking ham.) Who or what is in this story? (Sarah) What is the most important thing about Sarah? What is the main idea of that story?
- Repeat with other short paragraphs.

Systematic Instruction: Use of Manageable Steps

- Break activities into small, sequential steps
- Steps progress manageably for student ability and follow a sequence which progresses from simple to complex
- Students possess the appropriate preskills, prior knowledge and understanding for the new skill being taught

Systematic Instruction: Non-Example

Vce rule

Words with an e at the end have the long vowel sound. This word (*make*) has an e at the end so it has the long sound /a/. The word is *make*. Let's read some more words with e at the end. Remember to say the long vowel sound.

Systematic Instruction: Example

Vce Rule

- (Students can say name of vowel letters and sound of vowel letters)
- Teach letters that are vowels.
- Teach rule (An e at the end of a word tells us to say the first vowel's name).
- Teach students to recognize words with e at end.
- Teach students to say correct vowel sound in words with and without e.
- Have students read the word.

Provide Multiple and Varied Practice Opportunities

- Lessons filled with opportunities for students to respond and demonstrate what they are learning
- Many examples provided for students to practice
- Guided and independent practice
- Maximize opportunities for students to participate and respond
- Model, guide, provide opportunities for independent practice

Creating Ample Practice Opportunities

- After reading the story have two students retell the story. Compare and contrast their retells.

OR

- After reading the story have students get with partners. Each partner retells the story to their partner. After sharing with their partners invite several partners to share one part of the story. Write each idea in order on chart paper.

Immediate Feedback

- Activities allow students to receive immediate feedback on their responses during initial instruction and practice
- Feedback may come from the teacher, assistants, or peers.

Immediate, Corrective Feedback

- Check for understanding
- Provide immediate feedback with appropriate scaffolds
- Match level of support to students' skills and needs
- Monitor progress

Your Turn

What changes could be made to this lesson for students who need more explicit instruction?

Develop Vocabulary

Draw a word web. Write one of the vocabulary words in the center of the web (e.g., stunning). Have children use prior knowledge to find synonyms to complete the web.

Your Turn

How could you adapt this lesson and provide more systematic instruction?

Decoding words ending with -ed

Say the following sentences and write the verbs on the chalkboard. Compare the two forms of the verbs and tell children -ed at the end of a verb usually shows that the action happened in the past.

Sarah went to *play* at the park today.

Sarah *played* at the park yesterday

Things To Think About

- In what reading areas are students on track?
- In what reading areas do students need additional instruction?
- What specific skills have been mastered?
- What instruction can I provide (more practice, more modeling, more scaffolding, smaller group)?
- Which students have similar instructional needs and will form an appropriate group for instruction?

Reading First Initiative: Secretary's Leadership Academy

Remember

1. Focus on improving the core classroom reading instruction (Tier I) that all students receive
2. Provide high-quality supplemental instruction (Tier II) for struggling readers
3. Participate in ongoing professional development to enhance classroom implementation of SBRR practices

Wrap-up

Reminders . . .

- Focus on Tier I instruction
- Incorporate the features of effective instruction
- Implement instructional activities that are research-based
- Target instruction based on data