

Planning for an Explicit Comprehension Lesson

Guiding Question	Action
What portion of the explicit lesson format am I teaching at this point?	
What has been previously taught? Is this a new skill?	
Is there a direct definition?	<i>If not, what is my direct definition of the skill/strategy?</i>
Is there a teacher model?	<i>If not, what "script" will I use?</i>
Is there a clear opportunity for scaffolded guided practice?	<i>If not, how will I plan to gradually hand over the skill/strategy to the students?</i>
Is there an opportunity for me to observe and provide continual feedback on the guided practice?	<i>If not, how can I structure the lesson to provide maximum amounts of feedback?</i>
Is there an independent practice opportunity?	<i>If not, how can I structure the lesson to provide this?</i>

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Active Engagement Techniques for Every Classroom

Give One Get One	This technique allows participants to learn from each other. Individuals list 3-5 ideas on a topic or in a response to a prompt. Draw a line after the final idea. Participants write their names at the top of their pages. They then have structured conversations with a new partner during which they exchange lists, read silently and briefly discuss their ideas. Then they record one idea from the partner's list. Repeat 2-3 times. Then have a structured share-out of one new idea from each participant, stating "from X, I learned..." Optional: teacher or designee records all ideas on overhead or char.
Inside Outside Circle	<ul style="list-style-type: none"> • Partners, designated A and B, face each other in a circle. The teacher calls out a topic or a question. Partner A speaks for 15 seconds on that topic or question. The teacher calls "switch" and Partner B speaks on the same topic or question for 15 seconds. • The inside circle rotates. The teacher calls out a second topic or question. The procedure in step 1 is repeated. Time may be increased to 30 seconds if needed. • Repeat this procedure as necessary
Jigsaw	Members from each team disperse and meet as a group to learn a section or topic together. When they become "experts" they return to their original teams and teach their teams what they have learned.
Numbered Heads	This technique is designed to facilitate team response to a question asked of the students by the teacher. The students number off in their teams 1-4. The teacher then asks a question. The students are given time to collaborate in their teams. The teacher randomly chooses a number and announces that number to the class. Each student who was initially assigned that particular number stands up. She or she then reports the team findings to the class. It is essential to emphasize that the thought shared by the standing student represents the findings of the team.
Outcome statements	Post sentence stem for participants to use to share a learned outcome. Use the following: <ul style="list-style-type: none"> • I now understand how to... • I was surprised by... • I am beginning to wonder why... • I would like to know more about... • I can see the connections between... • I would like some more help with... • I'm becoming more confident about...
Quaker Style Share Out	Students share quotes or ideas they found interesting or important. They can also just read aloud from the text, pointing out a quote. This can be done as a whole-group activity: one person starts, a second continues, and so on without hand raising. This is only effective for groups that can actually decode the target text. Particularly effective with advanced students.
Talking Chips	Each person has an equal number of chips or pieces of paper. To respond to a series of questions or group discussion, each individual must "ante" a chip before speaking. All chips must be used. This ensures all participants contribute.
Think-Pair-Share	This technique gives students an opportunity to share their ideas with a partner before sharing them with the class. The teacher first asks a question. The students think for a moment, and then share their answers or ideas with their partners. The teacher signals the students to stop discussion and they share their ideas/answers with the class.
Whip-Around	Technique for quick synthesis and sharing. Tell participants to do a quick write in response to a prompt and be prepared to share with the whole group. Then call on each participant to quickly share with no intervening comments. Point to each participant in order.

Observation Form for Card 15

Procedure for Strategy Instruction

Date:

Instruction presented to whole-class.

Teacher:

Instruction presented to small group.

Observer:

Grade Level:

Start Time: _____

End Time: _____

+	Criteria fully met for all or most of the observation
✓	Criteria partially met during some of the observation
—	Criteria not met during the observation
N/A	Criteria was not applicable or was not part of the observation

Explain and Model

- ___ Teacher **names the strategy** to be modeled and refers to poster or chart of strategies in the room.
- ___ Teacher explicitly **explains the purpose** of the strategy to be modeled and explains to students that good readers use strategies while they read.
- ___ Teacher reminds students not to yell out any answers during the model. Teacher explains that the **purpose of modeling is to show students the process so that they will be able to use strategies when they are reading on their own.**
- ___ Teacher uses a **transition statement** to let students know that he or she leaving the text to model strategy use for them.
- ___ Teacher uses the terminology, **model**, with students.
- ___ Teacher **thinks-aloud** for students showing each step of the strategy being modeled.
- ___ Teacher remembers **not to ask students questions** during the modeling step.
- ___ Teacher uses techniques to make sure students are **attending to the model.**
- ___ Teacher has a system in place to help students make sure they **don't lose their place** in the text during strategy instruction (e.g. marks place with stick-um).

Guided Practice and Feedback

- ___ Teacher **names the strategy** to be practiced and refers to poster or chart of strategies in the room.
- ___ Teacher explicitly **states the purpose** of the strategy to be practiced and explains to students that good readers use strategies while they read.
- ___ Teacher reminds students not to yell out any answers during the practice. Teacher explains the **purpose of practicing is to show students the process so that they will be able to use strategies when they are reading on their own.**
- ___ Teacher uses a **transition statement** to let students know that they are leaving the text to practice strategy use.
- ___ Teacher uses the terminology, **practice**, with students.
- ___ Teacher **guides students through each step** of the strategy use.
- ___ Teacher makes sure **all students practice** (each step) prior to calling on an individual child to share a response (e.g. think-pair-share, wait time with signal).
- ___ Teacher **provides feedback** on strategy use by students.
- ___ Teacher prompts students to use **multiple strategy use** or make **connections to skills** when appropriate.
- ___ Teacher has a system in place to help students make sure they **don't lose their place** in the text

General Observations

- Teacher has **poster or chart of strategies** in room visible to students.
- Teacher has text from selection written on board **prior to starting lesson** (if applicable).
- Students are **seated** in a location where they can easily **see the instruction**.
- Teacher **gets the attention** of the students prior to beginning instruction.
- Teacher uses appropriate **classroom management** techniques ensuring that all students participate.
- Teacher **uses actual template card** for help with steps (if needed).
- Teacher **paces lesson** appropriately.
- Teacher uses **creative ways to regroup** students during the first read of the selection.
- Teacher uses **supportive reading techniques** to ensure all students have access to strategy instruction.
- Teacher **prompts students to apply strategies** throughout the day whenever they are reading.

Lesson Maps

- Teacher provides **added instruction** where it is indicated on Lesson Map.
- Teacher **replaces instruction** where it is indicated on Lesson Map.

Notes and Comments