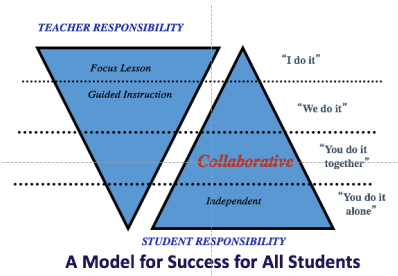


Systematic Instruction

Dean Richards
dean.richards@bend.k12.or.us



Differentiation is the amount of scaffolding that you apply.

More Intensity Means

More Explicit

(more simplified steps, more clear explanation, more structured)

More Modeling

(visually showing exactly how to, leaving examples posted, graphic organizer for each student)

More Time

(return to tough skill every day)

More Practice

(using engagement strategies to get all to practice- read, write, answer)

More Monitoring and Feedback

(immediate rapid praise when correct "Yes" "Right" and immediate correction "My Turn. That word is____." "Fix the spelling of this word.")

I Do It			
<p>What it is</p> <p>Teacher demonstrates, models, explains, and describes thinking in a clear and concise way (e.g. think-alouds, providing several models)</p> <ul style="list-style-type: none"> • Gain Attention • Activate Prior Knowledge • Engaging Students <p>Removing Scaffolds</p> <p>Telling→ Asking→ Reminding</p>			<div>Notes</div>
<p>Verbal Responses</p> <p>Choral Response</p>	<p>Action Responses</p> <p>Response Cards</p> <p>Gestures</p> <p>Touch</p> <p>Facial</p> <p>Expressions</p> <p>Hand signals</p>	<p>Written Responses</p> <p>Answers</p> <p>Partial notes</p> <p>White boards</p> <p>Quick writes</p> <p>Warm-up activity</p> <p>Graphic organizer</p>	

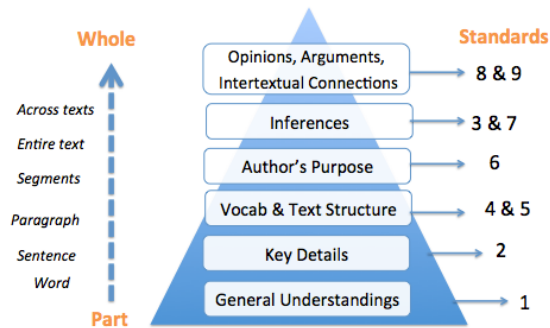
We Do It

What it is

Guided practice, taking students where they are and guiding to next step, with teacher prompts or cues to assist with understanding.

Text-dependent Questions

- Answered through close reading
- Evidence comes from text, not information from outside sources
- Understanding beyond basic facts
- Not recall!



Small Group

- The student not the teacher is the reader
- Using questions and providing prompts and cues guide learners
- Small groups help differentiate support
- Students have similar strengths and needs
- Grouping patterns change frequently

Skill group and Ability group

Notes

Verbal Responses

Choral Response

Action Responses

Response Cards
 Gestures
 Touch
 Facial Expressions
 Hand signals

Written Responses

Answers
 Sentence starter (shared)
 Writing frame (shared)
 Brainstorming
 Quick writes (shared writing)
 Graphic organizer (shared)

You Do It Together

What it is

Partnerships or small groups of 3-6 students working together to consolidate their thinking and understanding

Discussion

K-2 Features

- Following the rules of discussion
- Moving from participation to turn taking
- Sustaining discussion through questioning
- Adult support

3-5 Features

- Preparation for discussion
- Yielding and gaining the floor
- Posing and responding to questions
- From explaining own ideas to explaining the ideas of others

6-8 Features

- Using evidence to probe and reflect
- Collegial discussions include goals and deadlines
- Questions connect ideas from several speakers
- Acknowledge new information

Partner Responses

Why partner responses

Benefit from others ideas

More talk time = stronger language proficiency

Feedback from partners

Social skills and cooperation skills

Learning community

When to use: Partner Responses should be used when the answers are long or short and different.

Collaborative Conversations

- Student to student interactions using academic language.
- Conversations build on each others statements
- Team Task (GLAD)
 - Students each use a colored pencil to work together to complete a task, such as a graphic organizer. Students identify their color.

Notes

Verbal Responses

Partner Response
Partner discussion

Action Responses

Act out
Hand signals

Written Responses

Ask and answer
Sentence starter (shared)
Writing frame (shared)
Quick writes (Partnered writing)
Graphic organizer (shared)

You Do It Alone

<p>What it is An opportunity for students to apply what they have learned</p> <p>Cumulative Practice</p> <ul style="list-style-type: none"> • Skill #1 to mastery • Skill #2 to mastery • Practice #1 & #2 • Skill #3 to mastery • Practice #1, #2, #3 <p>Distributed Practice</p> <ul style="list-style-type: none"> • Studying or practicing a skill in short sessions overtime • Distributing practice overtime (versus massing practice in one session) aids retention <p>In Class Independent Practice</p> <ul style="list-style-type: none"> • Reading a self selected text (with accountability) • Writing about what students read (Reading journal) • Partnered reading (previously read stories, book boxes, small group text, phonics readers) • Word study activities that align with skills taught <p>Homework as Independent Practice</p> <ul style="list-style-type: none"> • Homework is best when it is distributed practice <ul style="list-style-type: none"> – Consider having students practice skills learned over the past weeks or months 		
<div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;">Notes</div> </div>		
<p style="text-align: center;">Verbal Responses</p> <p>Individual response</p>	<p style="text-align: center;">Action Responses</p> <p>Act out Hand signals</p>	<p style="text-align: center;">Written Responses</p> <p>Answer questions Writing frame Quick writes Graphic organizer Assessments</p>