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SAMPLE MATERIAL

Systematic Teaching Strategies

Tri-Community Elementary School, Pennsylvania

Topic: Response to Intervention in Primary Grade Reading

Practice: Systematic Skill Instruction

Tri-Community Elementary School adapted its *Systematic Teaching Strategies* from Pennsylvania Training and Technical Assistance Network (PaTTAN) resources on effective instructional strategies, including explicit teaching, clear instructions, practice, error correction, and response cards. It provides a description of each strategy, explains how to enact it, describes student and teacher benefits, and provides principles of instruction.

Some of these teaching strategies, such as error correction and guided practice, are demonstrated by the Tri-Community Elementary School reading specialist in the presentation, *Modeling Initial Sounds in Tier 3*.

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Systematic Teaching Strategies*

Name of Strategy/Instructional Method	Direct, Explicit Instruction

Description of Strategy/Instructional Method:

The primary goal of direct, explicit instruction is to increase the quality of learning by systematically developing important background knowledge and then deliberately applying and linking it to new knowledge. It emphasizes the use of small-group work, face-to-face explicit instruction by teachers and aides, and carefully articulated lessons in which cognitive skills are broken down into small units.

This approach integrates effective teaching practices with the careful analysis and organization of content so that students can build important understandings and knowledge structures. The aim of instruction is mastery; each student performs the designated skill independently and without mistakes--firm and fluent.

Key features of direct instruction are: identify "big ideas" to organize content, teach explicit generalizable strategies, model the skills, scaffold instruction, integrate the skills and concepts being taught, and provide adequate practice, review, and assessment of learning.

How to Teach the strategy/Instructional Method:

1. Organize instruction around "big ideas" - those concepts and principles that facilitate the most efficient acquisition of knowledge to generalize to other areas, and serve as a context of prior knowledge to which students can assimilate new learning.

2. Administer short proficiency tests to assure that each student begins at the level and lessons for which he/she is prepared.

3. Plan instruction to consist of a logical-developmental sequence format that includes a systematic arrangement of practice and ongoing assessments of learning. Integrate skills and knowledge to permit students to examine the relationships among various concepts.

4. Design each lesson to consist of short exercises from different strands on slightly divergent, but related topics. Check that the length of the lesson is commensurate with the activity levels and attention spans of students of different ages.

5. Use precisely laid out lesson plans which use consistent presentation formats for similar tasks. Include modeling and illustration when introducing new tasks.

6. Teach students in small groups to provide opportunities for participation, to interact with peers, and to assure individual attention when necessary. Monitor and coach students' learning during lessons and when they are working independently.

7. Implement mediated scaffolding and gradually move instruction from a primarily teacher-guided to a more student-guided format, requiring students to complete tasks with less prompting and fewer cues.

8. Include periodic review of instruction that not only integrates knowledge, but provides opportunities to generalize new skills.

9. Frequently check for understanding to ensure that all students have mastered the material and to determine which skills need to be reinforced.

Student Benefits:	- Students are placed at appropriate instructional levels based on performance. - Instruction is easy to follow due to the consistent use of instructional language and efficient organization. - There are frequent review opportunities. - Numerous large- and small-scale evaluations have found significant positive effects on student achievement in reading, language arts, and/or mathematics. - Several studies have found that use of direct instruction in high school yields higher test scores, graduation rates and college acceptance rates.

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Teacher Benefits:	▪ The highly structured instructional lesson plans assist teachers in keeping the language of instruction clear and consistent while teaching. ▪ Teachers are able to carefully monitor students in small groups, and correct errors immediately. ▪ Teachers receive immediate feedback from students' signals and oral responses. ▪ As the result of formative assessments of learning and checks for understanding, teachers can closely monitor student progress, and firm skills accordingly.
Principles of Instruction:	• Engagement Time • Success Rate/ Frequent Opportunities for Success • Grouping for Instruction • Scaffolded Instruction • Organizing and Activating Knowledge • Teaching Strategically • Making Instruction Explicit • Teaching Sameness • Content Depth/ Opportunities to Learn • Addressing Forms of Knowledge
Categories of Knowledge:	• Simple Facts • Verbal Chains • Concepts • Rule Relationships • Cognitive Strategies • Discriminations
Learning Stage:	• Establishing acquisition • Building fluency • Facilitating expansion of knowledge • Teaching for retention • Facilitating independent use of knowledge

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Name of Strategy/Instructional Method	Clear, Verbal Instructions/Pre-Corrections

Description of Strategy/Instructional Method:

Pre-correction is a strategy used by the teacher to prevent student error/difficulty. The teacher uses clear verbal instructions when anticipating errors that students might make before the students have an opportunity to respond. Pre-correction strategies are helpful when the majority of a class requires repeated directions, remediation during/after instruction, and/or reminders to stay engaged during a lesson.

How to Teach the strategy/Instructional Method:

1. Pre-correction requires the use of clear, verbal instructions in order to gain the expected student response
   - to direct students attention as to where and when to begin ("Put your finger under the first word")
   - to emphasize a rule ("Remember to track under the line when you are reading or someone else is reading") or
   - to emphasize new information ("When we see an x between two numbers or parenthesis, we multiply").
2. The teacher checks for student response and verbally reinforces when the response is correct.

Student Benefits:	Pre-correction strategies help students - stay focused during the lesson - increase accuracy - improve the ability to apply knowledge and skills more independently - store, organize, and retrieve information - learn to anticipate difficulties and pre-correct on their own.
Teacher Benefits:	Pre-correction strategies help teachers - strengthen and generalize concepts resulting in fewer student errors, increased speed - cover more information. - to focus student attention - save time from repeating instructions - makes instruction smoother due to less interruptions
If appropriate, list and describe types or kinds of the strategy/instructional method.	Examples of pre-correction strategies: Teacher says, 1. Everyone, touch the red circle at the top of the page, (check student response). 2. 1, 2, 3, all eyes on me, (check student response). 3. Remember the rule: any number multiplied by 0 equals 0. Say the rule. (signal students to repeat the rule) Any number multiplied by 0 equals 0. Yes, any number multiplied by 0 equals 0. 4. Look for examples of this rule on your worksheet.

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Principles of Instruction:	- Engagement Time - Success Rate/ Frequent Opportunities for Success - Scaffolded Instruction - Teaching Strategically - Making Instruction Explicit - Organizing and Activating Knowledge - Addressing Forms of Knowledge - Content Depth/ Opportunities to Learn - Teaching Sameness
Categories of Knowledge:	- Simple Facts - Verbal Chains - Discriminations - Rule Relationships - Concepts - Cognitive Strategies
Learning Stage:	- Establishing acquisition - Building fluency - Facilitating expansion of knowledge - Facilitating independent use of knowledge - Teaching for retention

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Name of Strategy/Instructional Method	Distributed Practice

Description of Strategy/Instructional Method:

Distributed practice is a technique whereby study effort is spaced over many study sessions that are short in length. Unlike cramming, where a student conducts a few but long study sessions, distributed practice allows for meaningful learning through short study periods of intensive review. When implementing distributed practice, assignments on a particular skill are spread out in time rather then concentrated within a short interval.

How to Teach the strategy/Instructional Method:

For the teacher instructing students in the distributed practice strategy, the teacher will describe distributed practice and show the students how they can personally benefit from its use. The teacher will model the development of a weekly study schedule using a self -talk process. The teacher will monitor students as they develop and implement a distributed study schedule providing feedback as needed.

Student Benefits:	- Distributed practice allows time for things to consolidate and for the student to build a basic background of knowledge. - Distributed practice allows multiple exposures to concepts and skills. - Distributed practice optimizes learning and long-term retention of skills. - Distributed practice allows improved generalization.
Teacher Benefits:	- Distributed practice increases efficiency of instruction. - Distributed practice reduces inappropriate behaviors.
If appropriate, list and describe types or kinds of the strategy/instructional method.	N/A
Principles of Instruction:	- Success Rate/ Frequent Opportunities for Success - Content Depth/ Opportunities to Learn - Organizing and Activating Knowledge - Teaching Strategically
Categories of Knowledge:	- Simple Facts - Concepts
Learning Stage:	- Establishing acquisition - Teaching for retention - Facilitating independent use of knowledge

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Name of Strategy/Instructional Method	Error Correction

Description of Strategy/Instructional Method:

Error Correction is used to encourage student success through accuracy, speed, and retention. This will build independence in learning. Error correction involves monitoring student progress and providing immediate feedback. When a student makes an error, the teacher immediately corrects the response. The student is then prompted to repeat the response correctly. This immediate feedback promotes the learning of accurate information that results in an increase of student knowledge base.

How to Teach the strategy/Instructional Method:

1. Once new skill has been introduced and correct responses modeled for students
2. Provide frequent opportunities to measure accurate responses.
3. If student response is correct, provide immediate praise
4. If student response is incorrect;
   - Immediately (within 3-4 seconds) model correct response for student.
   - Verify understanding of correct response by having student repeat correct response.
   - If an error occurs again, re-teach the content.
5. Provide additional practice to facilitate acquisition of skill.
6. Test to verify retention

Student Benefits:	Error correction provides the student access to immediate feedback. Student success rate increases which then leads to accuracy and fluency with the new skill.
Teacher Benefits:	The teacher is able to obtain accurate information about student learning and is able to adjust instruction right away.
If appropriate, list and describe types or kinds of the strategy/instructional method.	N/A
Principles of Instruction:	- Success Rate/ Frequent Opportunities for Success - Scaffolded Instruction - Making Instruction Explicit - Organizing and Activating Knowledge - Engagement Time
Categories of Knowledge:	- Simple Facts - Verbal Chains - Discriminations - Concepts
Learning Stage:	- Establishing acquisition - Building fluency - Facilitating expansion of knowledge

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Name of Strategy/Instructional Method	Guided Practice

Description of Strategy/Instructional Method:

Guided Practice is a form of scaffolding. It allows learners to attempt new tasks they would not be capable of without assistance. The strategy is effective for teaching thinking skills, as well as content.

In the classroom, guided practice usually looks like a combination of short segments of individual or whole class instruction followed by group and/or individual work with close observation by the teacher. The teacher checks for understanding and provides for processing by all students. During this stage, students should be working at an accuracy rate of 85-90%.

Posing questions that gradually lead students from easy or familiar examples to new understandings is one way of using the teaching strategy known as Guided Practice.

How to Teach the strategy/Instructional Method:

1. Once new skill has been introduced and correct responses modeled for students
2. Organize the lesson around a particular concept (content) or strategy (thinking skill).
3. Pose a series of questions beginning with easy or familiar examples of the concept or strategy.
4. Check for understanding by all students, and provide for processing by all students.
5. Continue the discussion at a brisk pace, with the questions and examples gradually becoming more difficult, leading to new learning.
6. If students struggle with a question/example, return to an easier question/example.
7. Scaffold instruction with:
   - Purposeful selection of questions and examples,
   - Careful juxtaposition of examples to lead to new learning,
   - Strategic sequencing of tasks from easier to more difficult, and
   - Additional information (prompts) provided by the teacher to reveal essential features of learning.
8. Emphasize learning by practicing, observing and thinking.
9. Strive to make concepts crystal clear, and maintain that clarity as students progress to more difficult examples.

Student Benefits:	• Guided Practice provides the student access to immediate feedback. Student success rate increases which then leads to accuracy and fluency with the new skill. • Guided Practice enables students to construct and reconstruct knowledge, with the teacher preventing the development of misconceptions. • Students engage in the cognitive processing activities of organizing, reviewing, rehearsing, summarizing, comparing, and contrasting, which lead to greater comprehension and retention.
Teacher Benefits:	• The teacher receives immediate feedback from student responses, enabling the correction of misconceptions as the students develop new concepts and skills. • The teacher is able to obtain accurate information about student learning and is able to adjust instruction immediately.

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If appropriate, list and describe types or kinds of the strategy/instructional method.	N/A
Principles of Instruction:	- Engagement Time - Success Rate/ Frequent Opportunities for Success - Content Depth/ Opportunities to Learn - Scaffolded Instruction - Addressing Forms of Knowledge - Teaching Strategically
Categories of Knowledge:	- Verbal Chains - Concepts - Cognitive Strategies - Discriminations - Rule Relationships
Learning Stage:	- Establishing acquisition - Building fluency - Facilitating expansion of knowledge - Teaching for retention

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Name of Strategy/Instructional Method	Response Cards

Description of Strategy/Instructional Method:

The teacher poses a question to the entire class. All students are instructed to "answer" by holding up a card that has their answer/response on it. Response cards are used to provide students opportunities for active and frequent responses. Response cards can be pre-printed with frequent responses (yes/no) or can be blank for students to write their own responses.

How to Teach the strategy/Instructional Method:

1. Introduce response cards to the group and explain how and when they will be used within the lesson.
2. Model the appropriate use of a response card by asking the class questions. Model the appropriate way to answer using the response card while students watch the process.
3. Develop a signal so students will know when it is appropriate to hold up their response card.
4. Guided practice: Lead the students through the process of listening to the question/statement, waiting for a verbal or physical signal, and then "answering" with the response card.
5. Check students' understanding of how to use response cards by asking questions, signaling for the response cards, and scanning the group to see the students' responses.
6. Provide praise and/or error correction as appropriate.

Student Benefits:	Students are actively engaged in the learning process at all times. Additionally, they are afforded frequent opportunities for practice and response.
Teacher Benefits:	The teacher has all students actively engaged. Because ALL students are responding to the questions posed, the teacher can monitor student learning and adjust the instruction accordingly. Response cards can be used at various times within a lesson. Response cards are especially beneficial in fast-paced instruction.
If appropriate, list and describe types or kinds of the strategy/instructional method.	1. Pre-printed cards ▪ These are response cards that have the response printed on them. They are used for high frequency responses (True/False; Yes/No) ▪ Start with only 2 response cards and make sure they are easy to manipulate. As students build their skills, more cards can be added. 2. Write-on cards ▪ These response cards are blank. Students are required to write their own response on the card before showing it. ▪ Start with short responses and build from there. ▪ Have students use markers so responses can be seen.
Principles of Instruction:	• Engagement Time • Success Rate/ Frequent Opportunities for Success • Making Instruction Explicit • Organizing and Activating Knowledge • Scaffolded Instruction
Categories of Knowledge:	• Simple Facts • Verbal Chains • Discriminations • Concepts
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