

Strategic Literacy Instruction

A video series featuring Dr. Anita Archer



About Dr. Archer

Anita Archer, Ph.D., recipient of eight outstanding educator awards, has taught elementary and middle school students and has been a faculty member at San Diego State University, the University of Washington, and the University of Oregon. She currently serves as an educational consultant to school districts on effective instruction, classroom management, language arts instruction, and study skills instruction. She is a nationally known presenter and has authored training and curriculum materials, chapters, and books. Among her works are the acclaimed REWARDS reading program and the Tough Kid Video Series.

Modeling Verbal Retell, 1st grade

When comprehension strategies are introduced, they should be carefully modeled so that students have a good idea of how to proceed. During modeling, the teacher should both *show* and *tell* students how to perform the strategy. If the demonstration is long, it is also wise to elicit responses from the students. In this video, Dr. Archer models how to retell a factual article using word prompts.

Focus ... As you watch this video, list any good practices you observe.

Feedback ... After you've watched the video, review the following strategies that were used to model "retelling." During the lesson, the teacher:

1. Elicited responses from the students, including:
 - Group responses (choral responses)
 - Partner responses
 - Thumbs up/down
2. Maintained the attention of the students by:
 - Being prepared for instruction



About the video

Filmed at Waiakea Elementary School in Hilo, Hawaii
Videographer, Dima Yaremenko
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Elapsed time, 7:59 minutes

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- Using a perky pace
 - Monitoring students as they worked with partners
 - Creating a positive environment
 - Acknowledging students for their efforts with positive comments and the “butterfly clap”
3. Modeled retelling by:
 - Showing and telling students how to retell
 - Involving students in the retelling
 4. Monitored and coached students by:
 - Moving to new sets of partners to monitor/coach
 - Using the monitoring strategy, “Walk around. Look around. Talk around.”
 - Prompting students with “What happened next?”
 5. Monitored and adjusted the lesson by:
 - Directing students to prompt their partners with the question, “What happened next?”