

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.

Active Participation Instruction, 7th grade

It is possible to have adopted an evidence-based core reading or intervention program and still not obtain the desired academic gains. The programs must be delivered in a manner that maintains student attention and engagement. In this video, Dr. Archer teaches students how to respond during the lesson. Notice that, rather than telling students how to respond, she teaches *behaviors* by applying the same steps of modeling and guided practice used in academic instruction. The SLANT Class Participation Strategy she demonstrates was developed and validated by Edwin Ellis, Ph.D., University of Alabama.

Focus ... As you watch this video,

1. Note the active participation procedures that are directly taught to students.
2. Identify other good instructional practices.

Feedback ... After you've watched the video, review the strategies used to engage students, as outlined on the next page. Dr. Archer taught the students two specific active participation procedures: saying answers chorally and saying answers to a partner. These practices were modeled, then practiced.



About the video

Filmed in Portland, Oregon
Videographer, Dima Yaremenko
Production date, May 2008
Elapsed time, 7:51 minutes

This video was produced as part of a series developed by Dr. Archer with support from the Sonoma County Office of Education in Santa Rosa, California, www.scoe.org.

Choral (Group) Responses

Use: Choral or group responses can be used when the answers are short and the wording of the answer is the same for all learners.

Procedure: To signal a response, the teacher asks a question, raises her hands to give “thinking time,” then lowers her hands and says “everyone” to cue a choral response.

Instruction: The teacher introduces the procedure, models the procedure, then practices until the students consistently respond.

Partner Responses

Use: Partner responses can be used when the answers are long and the wording differs across students.

Procedure:

- The teacher assigns partners and numbers them 1 and 2 to allow for distribution of responses.
- The teacher checks to be sure that students remember their numbers.
- The teacher introduces a partner strategy (look, lean, and whisper), models the strategy, and has students practice the strategy as she monitors and coaches.

Other good instructional practices illustrated in this video include:

Classroom Management

Anticipate and remove: The teacher anticipated that the students might attend to the observers at the back of the room, so she had the students turn and wave to the teachers and cameraman.

Clear expectations: The teacher set clear expectations for each segment of the lesson. She introduced behaviors for the lesson (Sit up. Look at me. Look smart.), modeled the desired behaviors, and provided practice on the behaviors.

Room arrangement: Students were moved to face the teacher giving the lesson. Others were moved so they were sitting beside their partner.

Maintaining Students' Attention

A number of factors supported student attention, including:

- A perky pace
- Connecting with students through use of smiles, names, eye contact, touch
- Use of cues to gain attention (“Eyes on me”)
- Close proximity to the students
- Monitoring
- Use of praise