

Learning to Achieve: Explicit Instruction for Strategy Learning

This session was supported under the LINCS Regional Professional Development Center for Adult Education, PR/Award Number V191B1100002, administered by the Office of Career, Technical, and Adult Education, U. S. Department of Education. However, the contents do not necessarily represent the positions of policies of the Office of Career, Technical, and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



Why Should You Visit LINCS Regularly?

LINCS provides you with the information, resources, activities, and network you need to enhance your practice in order to provide your students with high-quality learning opportunities.

The logo for LINCS, featuring the letters "LINCS" in a bold, blue, sans-serif font. A red and white swoosh underline is positioned beneath the letters.

Literacy Information and Communication System

<http://lincs.ed.gov/>

LINCS is funded by the U.S. Department of Education - Office of Career, Technical, and Adult Education. It is comprised of the Resource Collection, managed by Kratos Learning, the Regional Professional Development Centers, and the Technical Contractor, Quotient, Inc.

LINCS Makes a Difference

How can LINCS help you with your work? It offers:

- A **Resource Collection** containing high-quality, evidence-based materials in 16 topic areas critical to the field
- An online **Community of Practice** where you can share knowledge and collaborate with your peers
- A **Learning Portal** where you can engage in self-paced and facilitated professional development courses
- Four **Regional Professional Development Centers** (RPDCs) that deploy evidenced-based PD trainings to states

Don't Miss a Beat; Create A LINCS Account

- Participate in the **Community**:
<https://community.lincs.ed.gov>
- Access the **Learning Portal**: <http://lincs.ed.gov/courses>
- Search the **Resource Collection**:
<http://lincs.ed.gov/collections>
- Follow the latest updates: @LINCS_ED 
- Join our professional group: LINCS_ED 
- Watch webinar archives and more: LincsEd 

Follow Us for LINCS Updates



Resource
Collection



Community



Learning
Portal

LINCS

Literacy Information and Communication System

LINCS

@LINCS_ED

A U.S. Dept. of Education initiative to advance adult education through high-quality teacher professional development. Retweets/follows don't imply endorsement.

Washington, DC

lincs.ed.gov

Joined May 2012

6 Photos and videos



TWEETS 786 FOLLOWING 184 FOLLOWERS 561 FAVORITES 26

Follow

Tweets Tweets & replies Photos & videos

LINCS @LINCS_ED · 8h
Americans are increasingly using mobile devices for activities previously done on computers. Read more: 1.usa.gov/10OvvIH #adulted

LINCS @LINCS_ED · Nov 5
Joint @usedgov @DeptofDefense & @DeptVetAffairs program extends reach for 8 Keys to Veterans' Success 1.usa.gov/1x87LTA #Transitions

LINCS @LINCS_ED · Nov 4
PIAAC Gateway: new infographic on skills of U.S. young adults & reflections via @usedgov's Johan Uvin: bit.ly/10hWKnF @Education_AIR

LINCS @LINCS_ED · Nov 3
In 1 hr, come together, give thanks, share results & reflect – What went well & what we learned bit.ly/1vRnIQ7 #HT @edconnectr #ce14

Don't miss any updates from LINCS

Full name

Email

Password

Sign up for Twitter

Worldwide Trends · Change

#Gala10GH15
#SomethingBigAtMidnight
#MabSocialMediaHizmeti
#EMABiggestFans10
#TheHeartWantsWhatItWants
Naismith
The Force Awakens
Carter Ashton
Broke With Expensive Taste
America is a Constitutional Republic

© 2014 Twitter · About · Help · Ads info

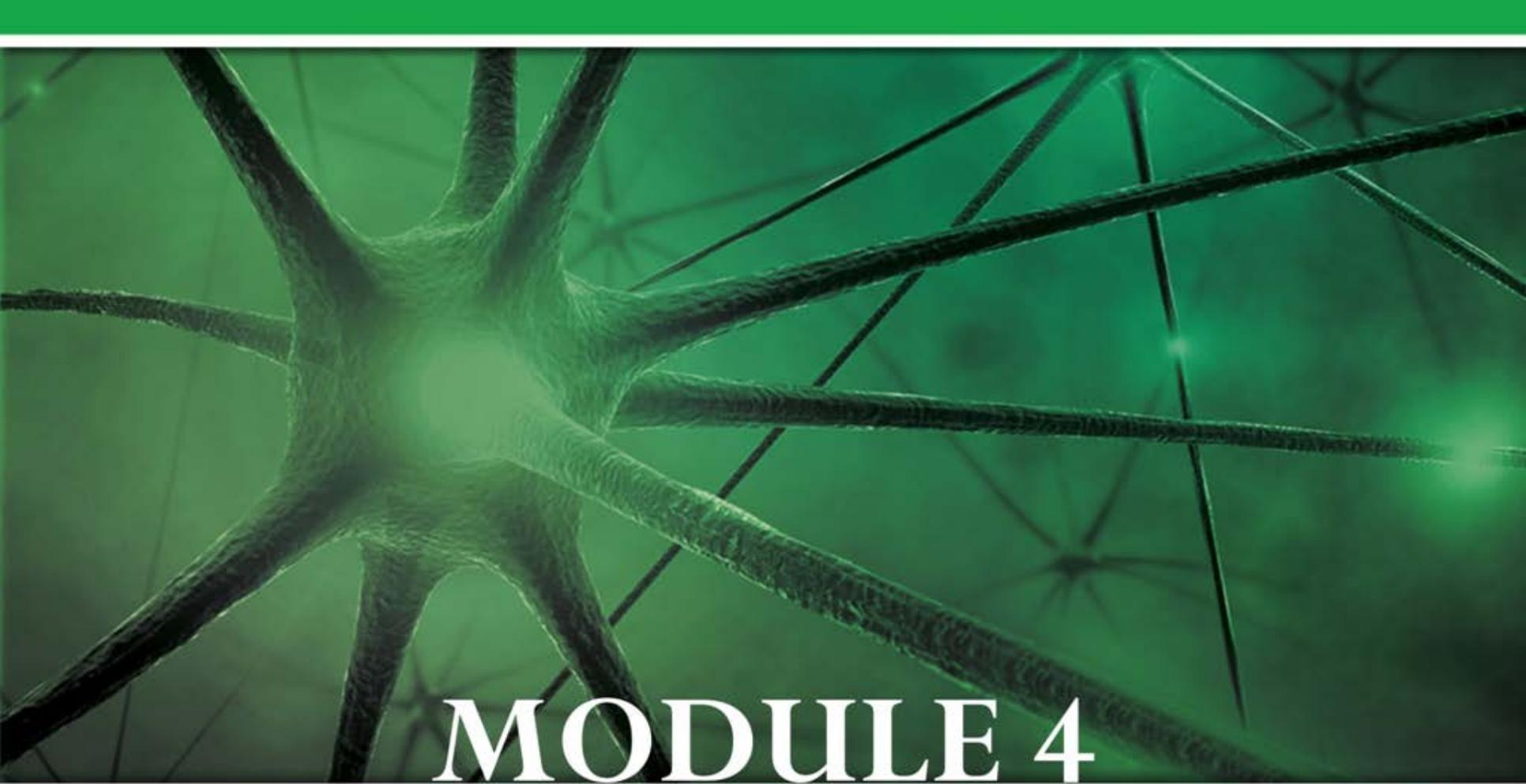


@LINCS_ED



Join our
group:

LINCS_ED



MODULE 4

Explicit Instruction for Strategy Learning

LEARNING TO ACHIEVE

Objective and Guiding Questions

★ Objective

- Describe how explicit instruction can be used to help adults with LD develop strategies to learn.

★ Guiding Questions

1. What is a strategy?
2. What is explicit instruction?
3. How can we use explicit instruction to teach strategies and why is it useful?
4. What is important in preparing and modeling a strategy?

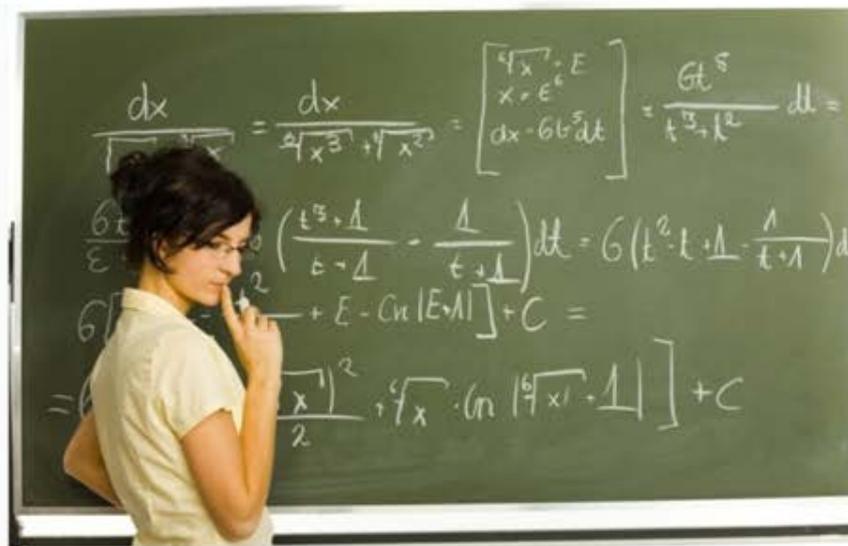
Guiding Question 1

What is a strategy?



Strategy Definition

- ★ A strategy is an individual's approach to a task.
 - It includes how an individual thinks and acts while learning.
- ★ Strategies help individuals do the following:
 - Plan how to accomplish the task
 - Perform the task
 - Monitor performance during the task
 - Evaluate how they did



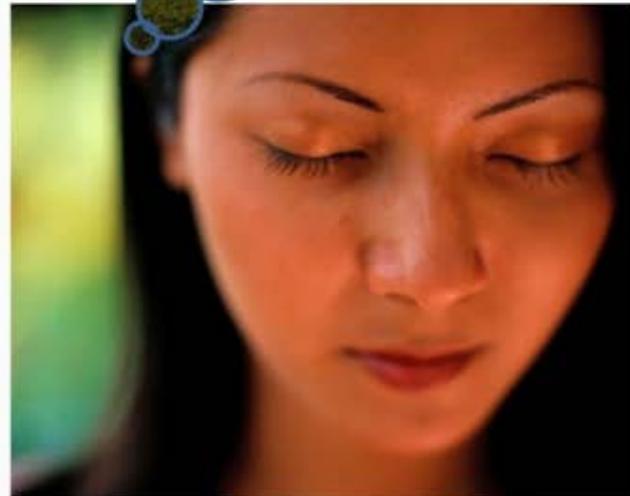
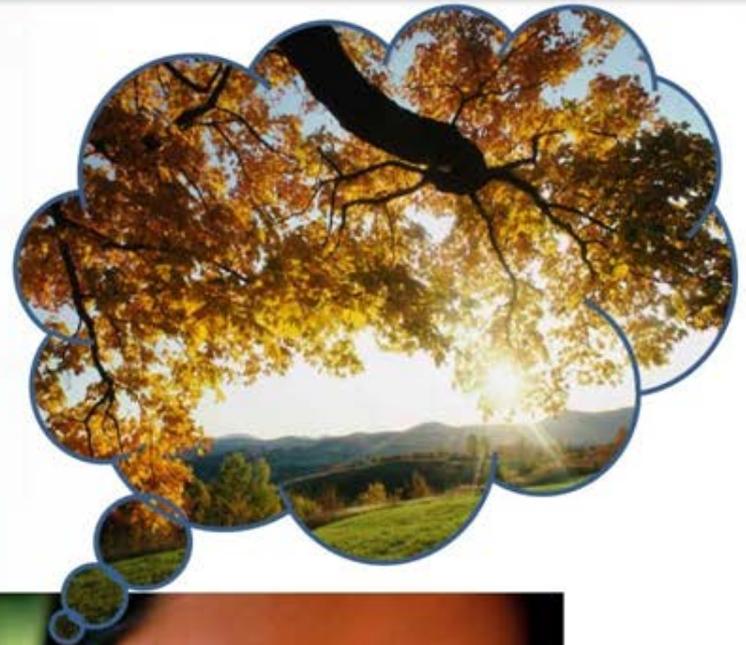
Strategy Model



Strategy Example 1

★ Reading Comprehension Visualization

1. Read part of the passage.
2. Pay attention to “sense” words (hear, feel, touch, smell, taste, see).
3. Pause when you come to a sense word.
4. Make a picture in your mind.
5. Continue reading.
6. Add details.



Strategy Example 2



★ The Writing Process (**TOWER**)

1. **Think** – Think about the topic.
2. **Organize** – Organize your thoughts.
3. **Write** – Write a draft.
4. **Engage in revision** – Revise your draft first for meaning.
5. **Review for errors** – Edit and write a final draft.

Hock, 1999

Compare and Contrast

★ Reading Comprehension

Visualization

1. Read part of the passage.
2. Pay attention to “sense” words (hear, feel, touch, smell, taste, see).
3. Pause when you come to a sense word.
4. Make a picture in your mind.
5. Continue reading.
6. Add details.

★ The Writing Process (**TOWER**)

1. **Think** – Think about the topic.
2. **Organize** – Organize your thoughts.
3. **Write** – Write a draft.
4. **Engage in revision** – Revise your draft first for meaning.
5. **Review for errors** – Edit and write a final draft.

Discussion

What strategies do you use in daily life?

What is your experience in offering strategy instruction?

What are advantages of this type of instruction for adults with LD?



Guiding Question 2

What is explicit instruction?



Activity: Skill Learning

Purpose

- ★ To discuss how one learns skills

Tasks

- ★ Think about a well-developed skill you have (e.g., driving, cooking, playing a sport, negotiating).
- ★ How did you initially learn this skill?
- ★ What helped you become competent?
- ★ Identify commonalities with your table group.

Explicit Instruction Overview

1. Provide clear explanations.
2. Model the learning process (I DO).
3. Engage in scaffolded practice (WE DO and YOU DO).
4. Provide elaborated feedback

Hock, 2009; Swanson, 2009

Provide Clear Explanations

- 1. Provide clear explanations:**
 - a. Introduce the strategy and its steps.**
 - b. Make sure the student has notes about the new strategy.**
 - c. Discuss rationale.**
 - d. Use learner-friendly language.**
 - e. Connect with previous learning.**
2. Model the learning process (I DO).
3. Engage in scaffolded practice (WE DO).
Engage in scaffolded practice (YOU DO).
4. Provide elaborated feedback that is immediate, positive and corrective throughout.

Model the Learning Process

1. Provide clear explanations.
2. **Model the learning process (I DO):**
 - a. **Model the skill by doing – correctly, clearly, concisely.**
 - b. **Model using think-aloud.**
3. Engage in scaffolded practice (WE DO).
Engage in scaffolded practice (YOU DO).
4. Provide elaborated feedback that is immediate, positive and corrective throughout.

Think-Aloud: A Second Example

- ★ You have a \$600 classroom grant and have to choose an option below. Buy:
 1. Classroom supplies
 2. 10 GED online prep sets reusable
 3. Recognition gifts for ABE progress



Engage in Scaffolded Practice

1. Provide clear explanations.
2. Model the learning process (I DO).
3. **Engage in scaffolded practice (WE DO):**
 - a. **Guide practice with feedback.**
 - b. **Check on understanding and use of skills.**
 - c. **Engage in short practice exercises with feedback.**
 - d. **Implement cooperative learning practices when appropriate.**

Engage in scaffolded practice (YOU DO):

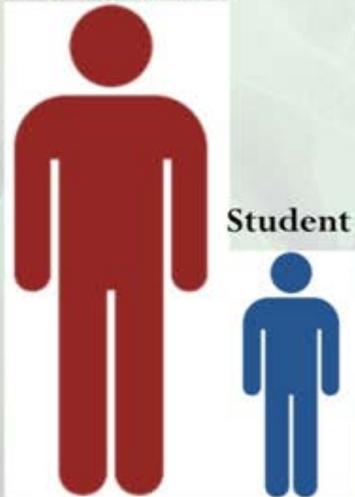
- a. **Allow independent practice.**
4. Provide elaborated feedback that is immediate, positive and corrective throughout.

Provide Elaborated Feedback

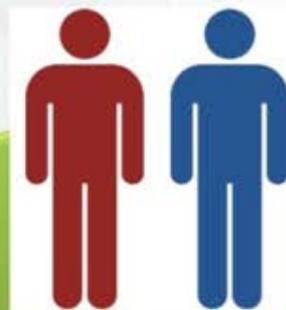
1. Provide clear explanations.
2. Model the learning process (I DO).
3. Engage in scaffolded practice (WE DO).
Engage in scaffolded practice (YOU DO).
4. **Provide elaborated feedback that is immediate, positive and corrective throughout.**

Change in Teacher and Student Roles

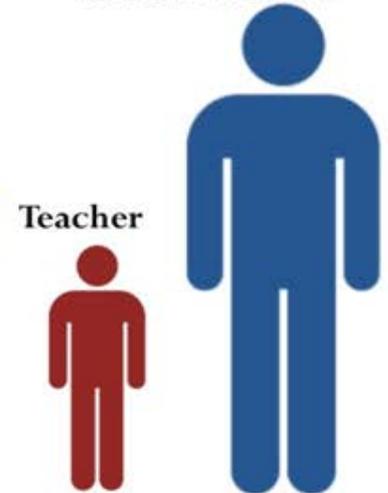
I DO
Teacher



WE DO



YOU DO
Student



Guiding Question 3

How can we use explicit instruction to teach strategies, and why is it useful?



Explicit Instruction for Strategy Learning

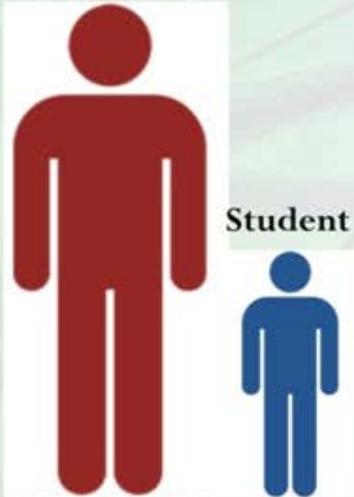
- ★ Use explicit instruction principles.
- ★ The focus is clearly on teaching *how* to use a specific strategy in context to learn and complete important tasks.
- ★ Mastery of strategies supports independent learning and performance.
- ★ Explicit instruction for strategy learning requires planning.

I DO and WE DO

★ Paraphrasing

- I DO

Teacher



★ Paraphrasing

- WE DO

Teacher



Student

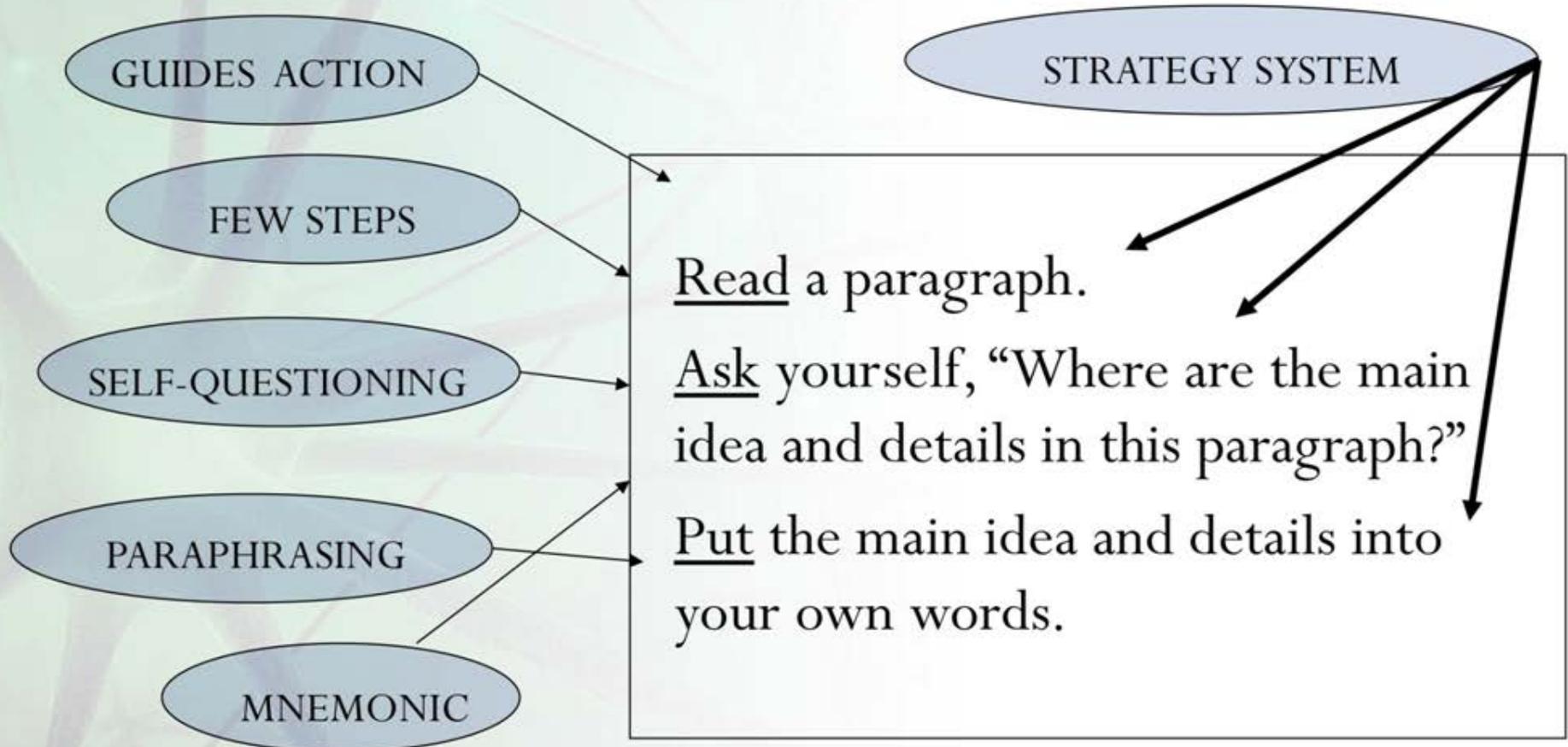


The Paraphrasing Strategy

1. **R**ead a paragraph.
2. **A**sk yourself, “Where are the main ideas and the most important details in this paragraph?”
3. **P**ut the main idea and details into your own words.

Schumaker, Denton, & Deshler, 1984

Anatomy of Paraphrasing



I DO

U.S. Economic System

The economic system of the United States is capitalism. In the American economy, most businesses are privately owned. Competition and profit motivate businesses. Businesses and consumers interact in the marketplace, where prices can be negotiated. This is called a “market economy.” In a market economy, businesses decide what to produce, how much to produce, and what to charge. Consumers decide what, when and where they will buy goods or services.

U.S. Citizenship & Immigration Services (2009, pp. 3-4)

Main Idea and Details

- ★ The **main idea** of this paragraph is that capitalism is the name of the U.S. economic system.
 - An important **detail** is that this means that the government does not own businesses.
 - Another **detail** is that in a market economy, prices are set by businesses, not the government.

WE DO

The Constitution

The Founding Fathers of the United States wrote the Constitution in 1787. The Constitution is the “Supreme law of the land.” The U.S. Constitution has lasted longer than any other country’s constitution. It establishes the basic principles of the United States government. The Constitution establishes a system of government called “representative democracy.” In a representative democracy, citizens choose representatives to make the laws.

U.S. Citizenship & Immigration Services (2009, p. 1)

Main Idea and Details

- ★ The **main idea** of the paragraph is that the United States has a constitution, which is the law U.S. citizens live by.
 - An important **detail** is that the Constitution has lasted a long time, since 1787.
 - Another **detail** is that the Constitution gives citizens a choice on who makes laws. This is called representative democracy.

Discussion

How did the modeling and guided practice of the RAP steps show the learner how to plan and perform the task of paraphrasing?

How could the RAP steps help instructors provide feedback and help learners to internalize strategy steps?

Guiding Question 4

What is important in preparing and modeling a strategy?



Activity: Think-Aloud Using RAP

Purpose

- ★ To practice modeling with think-aloud using the paraphrasing strategy (RAP)

Tasks

1. In pairs, each person individually prepares to model RAP with think-aloud using the passage on the next slide.
 - How will you clearly and concisely model with think-aloud for the A and P steps of RAP?
 - How will you paraphrase for the P step (write it out)?
2. When I call time, the first person engages his or her partner by modeling RAP using think-aloud.
3. The partner provides feedback.
 - How clearly were the three steps of RAP modeled?
 - How did the think-aloud show the thinking that supports the A and P steps?
4. Repeat tasks 2 and 3 with the second person.
5. Discuss with your partner what you learned from this exercise.
6. Be ready to discuss a key point of learning from this exercise with the whole group.

I DO

The first 10 amendments of the Constitution are called the Bill of Rights. They were added in 1791. Since then, 17 more amendments have been added. The Constitution currently has 27 amendments. The 27th Amendment was added in 1992. It explains how senators and representatives are paid. Interestingly, Congress first discussed this amendment back in 1789 as one of the original amendments considered for the Bill of Rights.

U.S. Citizenship & Immigration Services (2009, p. 2)

Discussion

What did you learn about modeling with think-aloud from this exercise?

What are thoughts about the role explicit strategy instruction can play in adult learning?

Unique Features and Advantages

- ★ What are the unique features of explicit instruction?
 - Instructor uses explicit instruction to clearly explain and model.
 - Practice starts easy and gradually gets more difficult (scaffolding).
 - Practice is followed by positive and corrective feedback.
 - Practice incorporates authentic assignments or tasks.

- ★ What are its advantages for adults with LD?
 - Explicit instruction is based on research.
 - Explicit instruction responds to the needs of adults with LD to learn skills and strategies to help them be more confident and independent learners.

Review and Application

★ Review

- Guiding Question 1: What is a strategy?
- Guiding Question 2: What is explicit instruction?

★ Application

- Guiding Question 3: How can we use explicit instruction to teach strategies, and why is it useful?
- Guiding Question 4: What is important in preparing and modeling a strategy?

Resources

- Edmonds, M. S., Vaughn, S., Wexler, J., Reutebuch, C., Cable, A., Klinger Tackett, K., & Schnakenberg, J. W. (2009). A synthesis of reading interventions and effects on reading comprehension outcomes for older struggling readers. *Review of Educational Research*, 79(1), 262-300.
- Georgia Criterion-Referenced Competency Tests*. (2000, Spring). Grade 6, Form 16. Georgia Department of Education.
- Hayes, B. (2006, May 30). Schools go local for better food. PBS NewsHour Extra. Retrieved from http://www.pbs.org/newshour/extra/features/jan-june06/farms_5-30.html
- Hock, M. F. (1999). TOWER: A strategy for writing themes and essay. Lawrence: The University of Kansas Center for Research on Learning.
- Hock, M. F. (2009). Teaching methods: Instructional methods and arrangements effective for adults with learning disabilities. In J. M. Taymans (Ed.), *Learning to achieve: A review of the research literature on serving adults with learning disabilities*. Washington, DC: National Institute for Literacy.
- Hock, M. F., Deshler, D., & Schumaker, J. B. (2000). Tutoring programs for academically underprepared college students: A review of the literature. *Journal of College Reading and Learning*, 29(2), 101-122.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>
- Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007). *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Schumaker, J. B., Denton, P. H., & Deshler, D. D. (1984). *The paraphrasing strategy*. Lawrence: University of Kansas.
- Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322.
- U.S. Citizenship and Immigration Services. (2009). *Learn about the United States: Quick civics lessons for the new naturalization test*. Washington, DC: Government Printing Office. Retrieved March 28, 2010, from http://www.uscis.gov/files/nativedocuments/M-638_red.pdf

Thank you!

- Please complete the LINCS evaluation survey!

Contact Us

Kaye Beall

LINCS Region 1 Professional Development Center
kaye_beall@worlded.org

Dianna Baycich

LINCS Region 2 Professional Development Center
dbaycich@literacy.kent.edu

LINCS Website: <http://lincs.ed.gov/>

LINCS Help: info@lincs.ed.gov