



## LEARN

### **PROFESSIONAL DEVELOPMENT ACTIVITY: LEARNING HOW TO INTENSIFY INSTRUCTIONAL DELIVERY**

#### ***Purpose***

Teachers can use this professional development activity to learn about intensifying their instructional delivery for students struggling in reading and mathematics. Teachers can complete this activity independently, with a small study group, or as a formal professional development activity led by a facilitator. At the end of this activity, teachers will be able to do the following:

- Make instruction more explicit
- Make instruction more systematic
- Incorporate more opportunities for student response and feedback

#### ***Materials***

- *Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide*
- Example Lesson 1:  
Less Explicit vs. More Explicit Instruction
- Example Lesson 2:  
Less Systematic vs. More Systematic Instruction
- Example Lesson 3:  
Fewer Opportunities vs. More Opportunities for Response and Feedback

#### ***Instructions***

- Read pages 17–21 of the practice guide.
- Review, reflect on, and discuss the three sets of lesson examples by doing the following:
  - Reviewing the less intense version of the lesson
  - Answering the guiding questions

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- Reviewing the more intense version of the lesson, paying particular attention to the supplemental information on the right side of the page, which highlights specific aspects that make the lesson more effective for students with learning disabilities
  - Answering the reflection questions

### ***Example Lessons***

These lessons highlight the difference between instructional delivery that is less intense and delivery that is more intense and designed for students with significant learning difficulties. Each pair of lessons focuses on the same feature of effective instruction and includes a less intense version followed by a version adapted to be more intense. These examples do not describe everything a teacher should address in a lesson or intervention session; instead, they are “snapshots” that exemplify making instruction more explicit and systematic and incorporating more opportunities for student response and feedback. In addition, some of the examples include strategies that support cognitive processes (e.g., self-regulation). Instructional practices that make the more intense version of a lesson especially effective for students with learning difficulties are highlighted on the right side of the page.



## EXAMPLE LESSON 1: Less Explicit vs. More Explicit Instruction

**Explicit instruction** is overt teaching of the steps or processes needed to understand a construct, apply a strategy, and/or complete a task. Explicit instruction includes teacher presentation of new material, teacher modeling, and step-by-step demonstration of what is expected, so that students can accomplish a learning task.

In this lesson, fourth-grade students learn to generate questions about text. Review the less explicit version of the lesson and then answer the guiding questions below.

### LESS EXPLICIT INSTRUCTION

1. Tell students that asking questions about the passage during and after reading will help them check their understanding of what they read.
2. Tell students that they will read a passage and generate questions after each section.
3. Have students read the first section of the passage.
4. Ask each student to write a question that can be answered by reading the passage.
5. Have students share their questions and let others in the instructional group provide the answers.

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## **GUIDING QUESTIONS**

Given this lesson, what might struggling readers find challenging about learning to generate questions?

How could you adapt this lesson to make it more explicit?

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## ADAPTATION

Now, review the lesson on question generation adapted to be more explicit. Pay particular attention to the information on the right-hand side of the page. This text highlights specific aspects that make this lesson more effective for students with learning difficulties.

### LESSON ADAPTED TO BE MORE EXPLICIT

1. Tell students that asking questions about a passage during and after reading will help them check their understanding of what they read.
2. Read the first section of the passage together.
3. Model creating a question that can be answered by using information found “right there” in the passage:

- a. Identify information from the text and turn it into a question. For example, say: “There is a lot of information about Cam finding the gold ring. I think that might be important. I’ll make a ‘right there’ question. The text tells right there where the gold ring was found, so I’ll make a question about that to be sure I can remember.

Making a question is difficult for me. I have to remember that I’m starting with the answer or the important information and then consider what question would have the answer. I can do this.

My question is: ‘Where did Cam find the gold ring?’ I used one of our question words, *where*, to begin my question. Now, I need to check the text to be sure I made a ‘right there’ question.”

Provide a model to make the steps for generating a question explicit for students. In addition, introduce one type of question at a time (e.g., “right there” questions first) to allow students to practice and understand the explicit steps for generating different types of questions.

A think-aloud provides explicit instruction for students regarding what they should think about when completing the task.

A model of self-talk reminds students to use this self-regulation technique when they work through the task.

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Have students find the answer in the text. Point out that the question can be answered by using only information from the text.

4. Continue with other sections of the text, modeling several questions for students.
5. Have students work in partner groups to select one section of text and generate one “right there” question.
6. Have partners share their question with the group and allow other students in the group to answer the question. Have students determine whether the question is truly a “right there” question and state why. Provide feedback as necessary.

Engage students in the model and instruction. Here, students have to identify the answer in the text to make explicit the key features of a “right there” question.

Provide several models to help students understand how to complete the new task.

Provide immediate feedback during initial practice attempts to explicitly emphasize the key features of completing the task.

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## **REFLECTION QUESTIONS**

List at least three ways this lesson was adapted to make it more explicit.

Think about a lesson you recently delivered. How could you have made it more explicit for your struggling students?

## EXAMPLE LESSON 2: Less Systematic vs. More Systematic Instruction

**Systematic instruction** is complex skills broken down into smaller, manageable “chunks” of learning and requires careful consideration of how best to teach these discrete pieces to achieve the overall learning goal. Systematic instruction includes sequencing learning chunks from easy to difficult and providing scaffolding to control the level of difficulty throughout the learning process.

In this lesson, second-grade students learn to measure to the nearest inch. Review the less systematic version of the lesson and then answer the guiding questions below.

### LESS SYSTEMATIC INSTRUCTION

1. Tell students that they will learn to measure things to the nearest inch. Pass out a ruler to each student.
2. Explain to students that if they measure something that ends between two numbers on the ruler, they will use the closest number (nearest inch). Draw a horizontal line on the board that is less than 12 inches long. Tell students that you will use the ruler to measure the line. Point to the end of the line and tell students the nearest inch. Write the number of inches on the board.
3. Demonstrate measuring a different line and ask students to state the measurement to the nearest inch.
4. Provide each student with a sheet of paper with three lines of different lengths drawn on it.
5. Ask students to measure each line to the nearest inch and write the measurement. Check and provide feedback.
6. Ask students to put a writing utensil of their choice on the desk and measure it to the nearest inch. Check and provide feedback.



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## **GUIDING QUESTIONS**

Given this lesson, what might struggling students find challenging about learning to measure objects to the nearest inch?

How could you adapt this lesson to make it more systematic?

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## ADAPTATION

Now, review the lesson on measurement adapted to be more systematic. Pay particular attention to the information on the right-hand side of the page. This text highlights specific aspects that make this lesson more effective for students with learning difficulties.

### LESSON ADAPTED TO BE MORE SYSTEMATIC

1. Tell students that they will learn to measure things to the nearest inch. Pass out a ruler to each student.
2. Draw a large ruler on the board (or show a large classroom ruler). Point to the lines between the numbers on the ruler. Explain to students that if they measure something that ends between two numbers, they will use the closest inch. Point to the longest line between 2 and 3 inches, the 2.5-inch mark. Have students find that line on their rulers. Tell students that if they point before that line, the closest number is 2 and that if they point after that line, the closest number is 3.
3. Repeat the model, using the .5-inch line between 6 and 7 and again between 10 and 11. Each time, have students find the .5-inch line between those numbers on their rulers.
4. Point to a spot between two numbers on the ruler (e.g., between 5 and 6 but closest to 5). Ask students which number/inch is closest. Remind students that because you pointed to a spot before the long line (halfway mark), the number 5 is closest. So, the nearest inch is 5 inches.

Provide instruction in a prerequisite skill for measuring to the nearest inch.

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5. Point to different points on the ruler between numbers. Have students point to the same spot on their rulers and tell their partner which number is closest. Call on a student to share with the group.

Provide students with opportunities to practice the prerequisite skill to ensure understanding before moving to the next steps in the process.

6. Draw a line on the board that is less than 12 inches long. Tell students that you will use the ruler to measure the line. Do the following to measure and determine the nearest inch:

- a. Line up the end of the ruler with the end of the line.
- b. Trace your finger along the ruler until you get to the end of the line.
- c. Determine which number is closest.
- d. Record the length of the object to the nearest inch.

Provide students with a step-by-step process for measuring to the nearest inch. Breaking the process into steps can make the process more manageable by providing a scaffold for completing the task.

7. Demonstrate measuring a different line and ask students to tell you whether the ruler lines up with the end of the object. Have students count the numbers with you as you follow along with the ruler to the end of the line. Have students tell you which inch is closest.

Include the step-by-step process in the model.

8. Demonstrate again, this time measuring a small object instead of a line on the board.

Model the measurement of both lines and objects because students will be expected to measure both at the end of the lesson.

9. Provide students with a sheet of paper with three lines of different lengths, two spaces to place objects to measure, and the steps for measuring to the nearest inch written on it.

10. Ask students to tell you the first step of measuring to the nearest inch (line up the ruler). Tell students to complete this step for the first line. Check and provide feedback.

Provide scaffolding during initial practice to assist students in remembering the step-by-step process for measuring to the nearest inch.

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11. Ask students to tell you the second step of measuring to the nearest inch (follow along the ruler to the end of the line and find the closest number). Tell students to complete the second step, counting as they trace their finger along the ruler. Tell students to put their finger on the number that is closest. Check and provide feedback.
  12. Ask students to tell you the third step of measuring to the nearest inch (record the length to the nearest inch). Tell students to record the number next to the line. Remind students that the number needs a label. Ask students which label they should use (inches). Tell students to write “inches” next to the number.
  13. Repeat steps 10–12 with the second and third lines. Check and provide feedback, prompting when necessary.
  14. Tell students they will now measure an object by themselves, just like you showed them earlier. Have students place a writing utensil of their choice on the desk. Ask students to state the first step, second step, and third step of measuring to the nearest inch and then work independently to record their answer. Remind students to assess whether they completed each step of measuring to the nearest inch and to write a checkmark next to each step they complete.  
Check and provide feedback. Ask some students to demonstrate how they measured their writing utensil.

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Slowly fade scaffolding to allow students to take on more of the process independently.

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Incorporate self-monitoring to assist students in evaluating their task completion.

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## **REFLECTION QUESTIONS**

How was this lesson adapted to make it more systematic?

Think about a lesson you recently delivered. What are some ways you could have made the lesson more systematic?

### EXAMPLE LESSON 3: Fewer Opportunities vs. More Opportunities for Response and Feedback

Students with learning difficulties need frequent opportunities to respond and practice with teacher feedback throughout lessons. Providing many opportunities for response and feedback can help teachers monitor student understanding and can help students refine and master new skills (Hattie & Timperley, 2007; Vaughn et al., 2000).

In this lesson, third-grade students are continuing to learn about single-digit multiplication. Review the version of this lesson with few opportunities for response and feedback and then answer the guiding questions below.

#### FEWER OPPORTUNITIES FOR RESPONSE AND FEEDBACK

1. Write a single-digit multiplication problem on the board ( $5 \times 3$ ) and call on a student to draw a pictorial representation of the problem (5 groups of 3).
2. Provide feedback to the student and explain to the instructional group how the picture represents the multiplication problem.
3. Repeat steps 1 and 2 with several different single-digit multiplication problems, calling on different students each time to draw the pictorial representation on the board.

$$5 \times 3$$



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## **GUIDING QUESTIONS**

Given this lesson, what might a struggling student find challenging?

How could you adapt this lesson to incorporate more opportunities for student response and feedback?

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## ADAPTATION

Now, review the lesson on multiplication adapted to increase student response and feedback. Pay particular attention to the information on the right-hand side of the page. This text highlights specific aspects that make this lesson more effective for students with learning difficulties.

### **LESSON ADAPTED TO PROVIDE MORE OPPORTUNITIES FOR RESPONSE AND FEEDBACK**

1. Provide each student with a small dry-erase board and marker (or manipulatives).
2. Remind students of the goal they set to learn single-digit multiplication and to monitor their progress toward that goal in today's lesson (have students record their progress at the end of the lesson).
3. Write a single-digit multiplication problem on the board ( $5 \times 3$ ) and ask each student to draw a pictorial representation of the problem (5 groups of 3) on their own dry-erase board. Check students' representations as they work and provide feedback.
4. Ask students to show their picture to their partner and to explain to their partner how their picture represents the multiplication problem. Check the representations and explanations as students work with their partner.
5. Repeat steps 3 and 4 with several different single-digit multiplication problems.
6. Ask a student to write one of the multiplication problems and to draw a picture to represent the problem on the class board. Provide feedback.
7. Ask another student to explain how the picture on the board represents the multiplication problem.

Incorporate goal setting and self-monitoring of progress toward the goal to increase student attention, motivation, and effort.

Using personal dry-erase boards allows all students in the instructional group to practice multiple problems.

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## **REFLECTION QUESTION**

In this lesson, the teacher provided dry-erase boards, so all students could practice multiple problems (rather than only one student at a time). Think about a lesson you recently delivered. What are some ways you could have incorporated more student response and provided more feedback?