

Pressure Points: Three Practices for High-Quality Reading Instruction

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Presenters



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Objectives

Describe GRR and explain how to implement key aspects of GRR during reading instruction.

Identify the multiple types of feedback, provide an example of each, and explain which type of feedback is most effective for improving students' learning.

Explain why knowledge-building matters for reading comprehension and be able to identify key steps for building students' knowledge.

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Advance Organizer

1. Gradually releasing responsibility to students

2. What is effective feedback and why is it important?

3. Why building knowledge matters and what we can do about it

4. Closing Thoughts and Questions

6

What is a gradual release of responsibility and how do I implement it during reading instruction?

Alicia Stewart, PhD

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Features of Structured Literacy

Explicit teaching 

Systematic teaching (sequential, cumulative)

Targeted, specific feedback

Planned, purposeful examples, tasks, and text

Consistent application of skills

Data-based decision making (diagnostic)

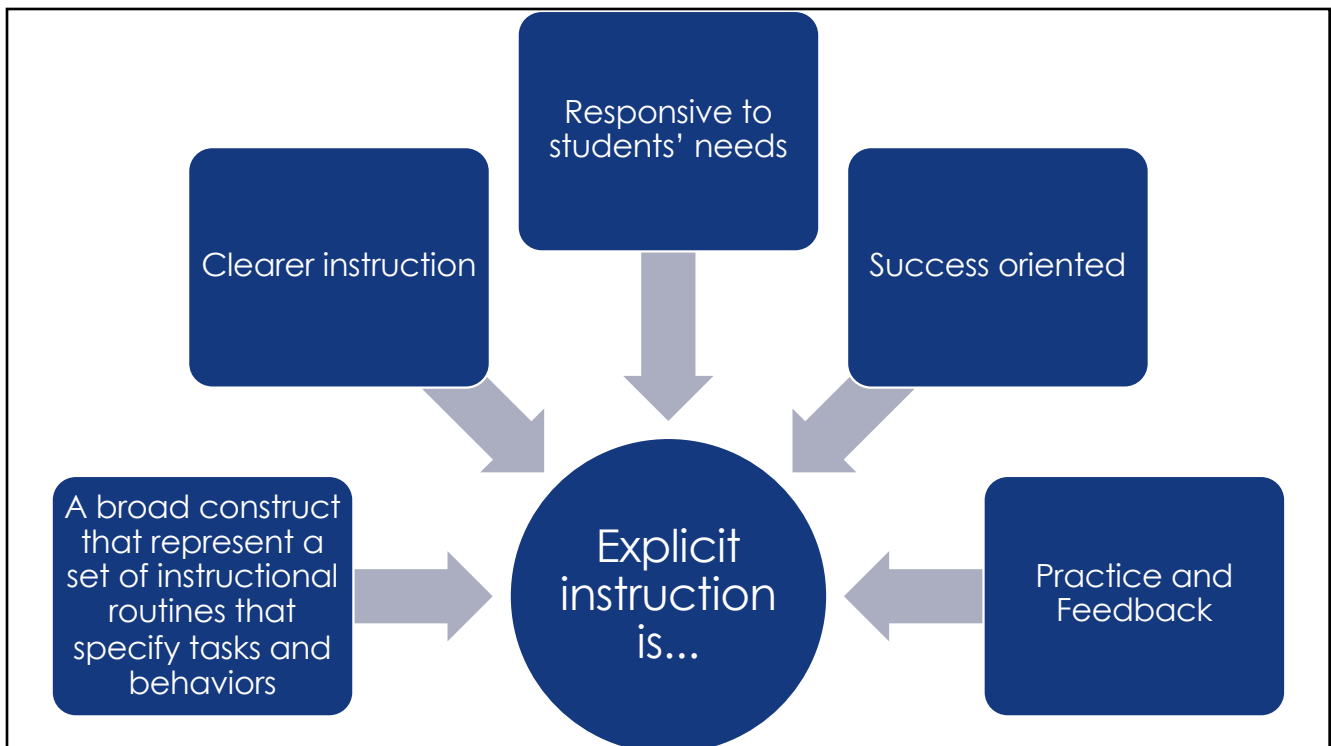
(Spear-Swerling, 2019, 2022)

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Science of Reading has established...

the explicitness of instruction is associated with beneficial outcomes for students

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Teaching Explicitly...

Instruction is provided in a highly structured manner

New learning is connected to previous learning

Teachers model expected behavior often using think aloud

Instructions are brief and precise

Students clearly understand what is expected – including what they are supposed to do, practice, and/or express

Instruction is student focused and guided by students' learning and responses

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Explicit Teaching: What is it?

Skills are taught directly

Clear explanation

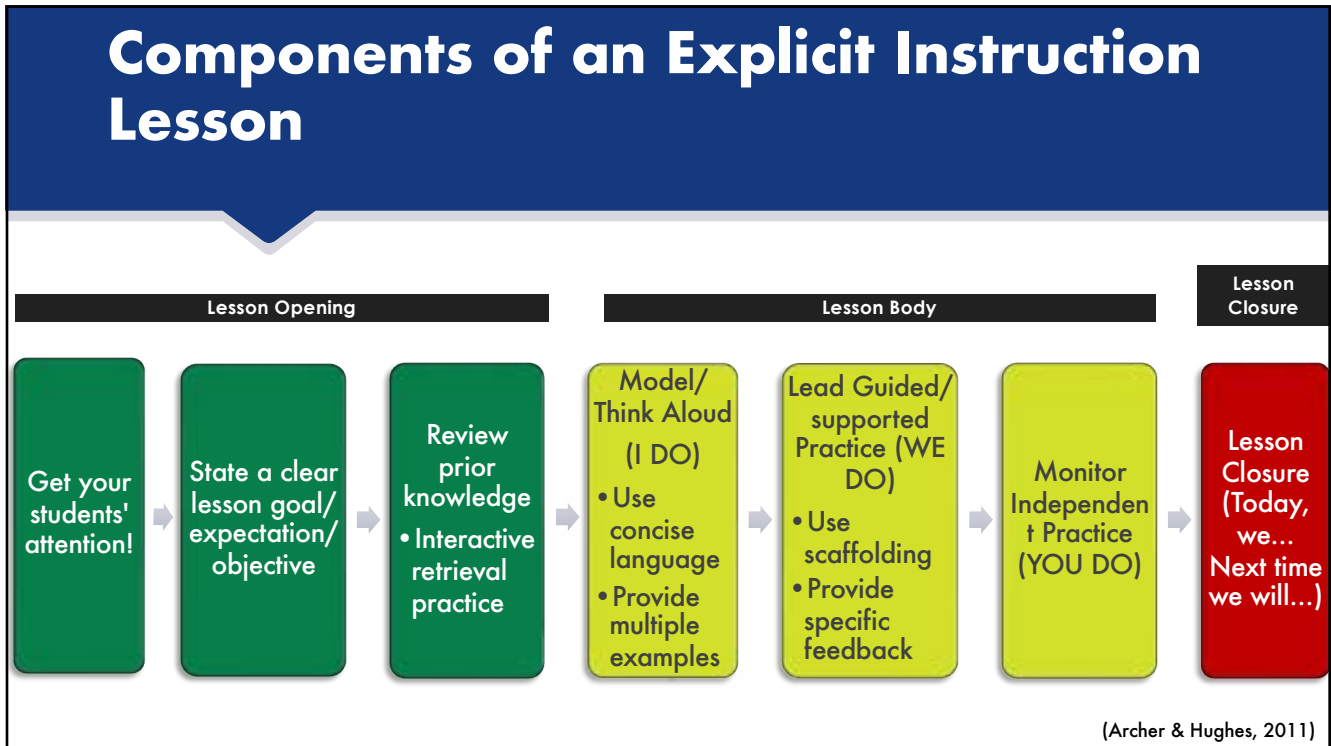
Modeling "I do"

Guided practice with feedback
"We do"

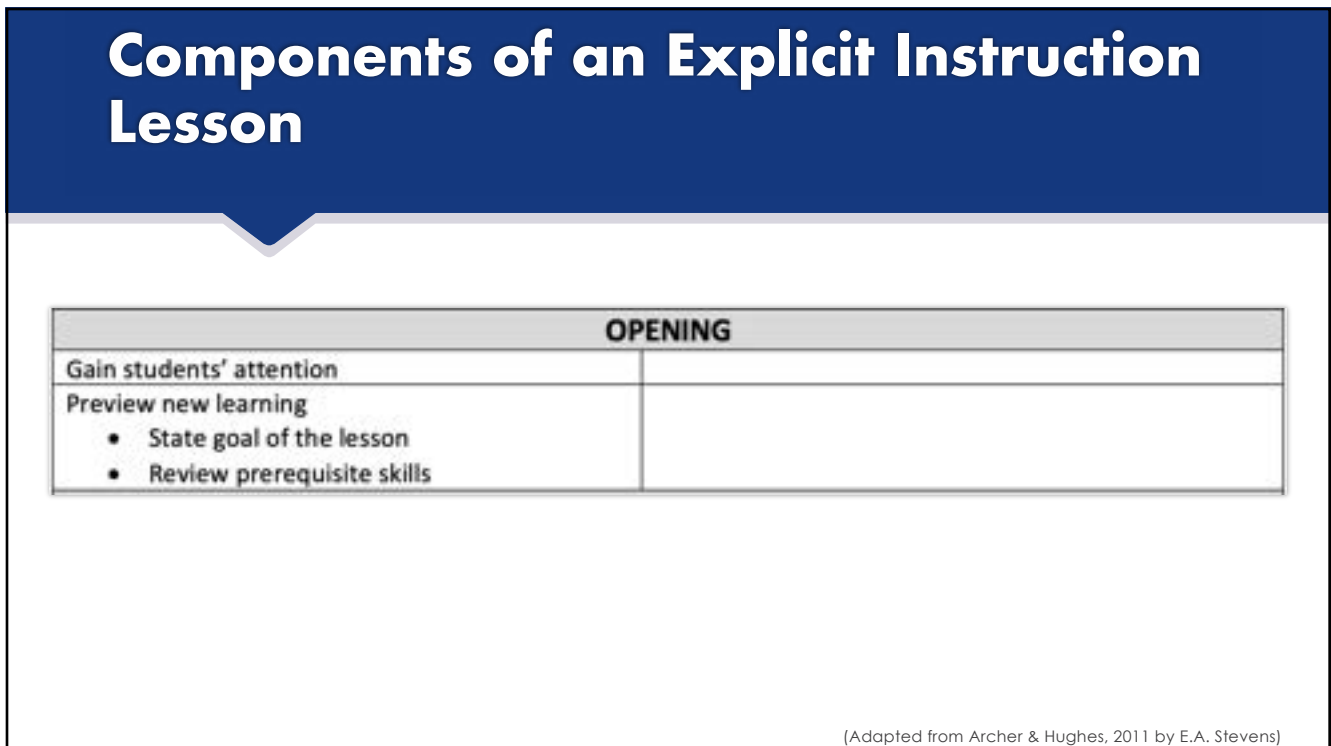
Independent practice to check for understanding
"You do"

(Archer & Hughes, 2011)

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Let's Practice Implementing the Opening of a Lesson with the Get the Gist Strategy



Scenario: Students are learning how to use the Get the Gist strategy to generate main idea statements. In this scenario, they are learning how to use it with a paragraph about economy in the early U.S. colonies.

STEPS	DESCRIPTION
Step 1	Who or what is this section about?
Step 2	What is the most important information about the “who” or “what” ?
Step 3	Write a gist statement that combines the information from steps 1 and 2 . (The gist statement should be in students' own words, rather than a sentence copied from the text.)

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Get the Gist Graphic Organizer

Gist 1

Gist Questions

Who or what is this about? _____

What's the most important idea about the "who" or "what"?

Gist Statement

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Let's Practice Implementing the Opening of a Lesson with the Get the Gist Strategy



OPENING	
Gain students' attention	
Preview new learning <ul style="list-style-type: none"> • State goal of the lesson • Review prerequisite skills 	

(Adapted from Archer & Hughes, 2011 by E.A. Stevens)

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Components of an Explicit Instruction Lesson

BODY	
	<i>I do</i>
Show students how to perform the skill or strategy. <ul style="list-style-type: none"> • Step-by-step • Exaggerate the steps 	
Tell students how to perform the skill or strategy. <ul style="list-style-type: none"> • "Think aloud" • Describe what is being done (actions and decisions) 	
Involve students in modeling (elicit responses; teacher does the work, OTR)	

(Adapted from Archer & Hughes, 2011 by E.A. Stevens)

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Paragraph 1



While it is true that many colonists came to America in search of religious freedom, they also sought economic freedom. The geography and climate in America were different from what they were used to back in Europe, but colonists soon adapted. Colonists found ways to make their environment work for them, using the land and natural resources to develop their economy.

Taken from *Economies in the Colonies* in Studies Weekly, 2023

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Let's practice...

Gist 1

Gist Questions

Who or what is this about? _____

What's the most important idea about the "who" or "what"?

Gist Statement

Show students how to perform the skill or strategy.

- Step-by-step
- Exaggerate the steps

Tell students how to perform the skill or strategy.

- "Think aloud"
- Describe what is being done (actions and decisions)

Involve students in modeling (elicit responses; teacher does the work, OTR)

(Adapted from Archer & Hughes, 2011 by E.A. Stevens)

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Components of an Explicit Instruction Lesson

BODY	
We do	
Provide opportunities for guided practice (practicing with the teacher's guidance) <ul style="list-style-type: none"> • Students practice the skill or strategy • Teacher provides prompts (directions, clues, cues, reminders) <ul style="list-style-type: none"> ○ Physical prompts ○ Verbal prompts ○ Visual prompts • Fade prompts as students improve / understanding increases 	
You do	
Independent practice (or UNprompted practice) <ul style="list-style-type: none"> • Students work independently • Teacher checks work periodically and provides feedback 	

(Adapted from Archer & Hughes, 2011 by E.A. Stevens)

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Paragraph 1



While it is true that many colonists came to America in search of religious freedom, they also sought economic freedom. The geography and climate in America were different from what they were used to back in Europe, but colonists soon adapted. Colonists found ways to make their environment work for them, using the land and natural resources to develop their economy.

Taken from *Economies in the Colonies* in Studies Weekly, 2023

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Get the Gist Graphic Organizer



Access a full article with examples of graphic organizers for Get the Gist here.

Gist 1

Gist Questions

Who or what is this about? _____

What's the most important idea about the "who" or "what"?

Gist Statement

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Components of an Explicit Instruction Lesson



BODY	
We do	
Provide opportunities for guided practice (practicing with the teacher's guidance) <ul style="list-style-type: none"> • Students practice the skill or strategy • Teacher provides prompts (directions, clues, cues, reminders) <ul style="list-style-type: none"> ○ Physical prompts ○ Verbal prompts ○ Visual prompts • Fade prompts as students improve / understanding increases 	
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Independent practice (or UNprompted practice) <ul style="list-style-type: none"> • Students work independently • Teacher checks work periodically and provides feedback 	

(Adapted from Archer & Hughes, 2011 by E.A. Stevens)

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Summary of Potential Ways to Fade Prompts for the Get the Gist Strategy

Get the Gist

Introduce a revised g

- What is the most important "who" or "what" in the paragraph?
- Tell the most important idea about the "who" or "what"
- Write the gist in about 10 words or less.

ns

r "what"?

Gist Statement

Have students find the 'w support them with the 'm what'

- Have them combine their own

Promote engagement and succ participation within a whole gro

- Have students work in pairs/s of the gist and then have the
- Monitor their understandi out

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Components of an Explicit Instruction Lesson

CLOSING	
Review the critical content	
Preview content of the next lesson	
Clear, consistent, and concise language	
Frequent opportunities for practice	
Immediate, high quality FEEDBACK!	

(Adapted from Archer & Hughes, 2011 by E.A. Stevens)

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What is effective feedback and how do I implement it?

Elizabeth Stevens, PhD

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What is effective feedback?

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Features of Structured Literacy

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(Spear-Swerling, 2019, 2022)

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Practice opportunities must be paired with effective feedback



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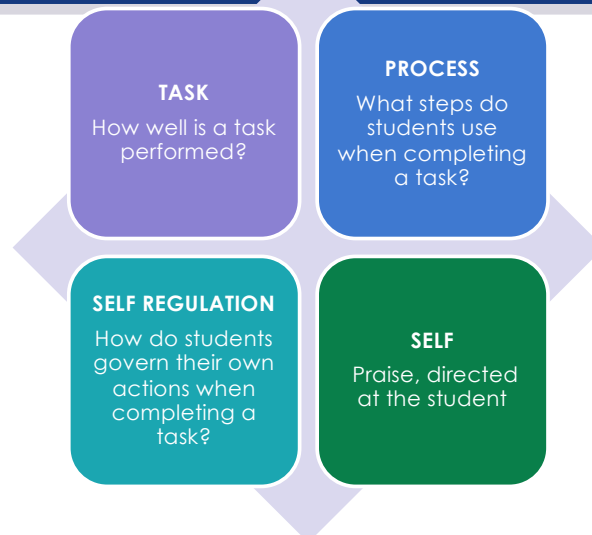
Targeted, Specific, Immediate Feedback: What is it?



(Archer & Hughes, 2011; Hattie & Timperley, 2007; Stevens et al., 2023)

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Types of Feedback



(Hattie & Timperley, 2007)

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Types of Feedback



TASK
How well is a task performed?

SELF REGULATION
How do students govern their own actions when completing a task?

PROCESS
What steps do students use when completing a task?

SELF
Praise, directed at the student

Reread the paragraph to find the answer to the "why" question.

We've been working on spelling in our composition. I like how you checked each of your words to be sure you spelled them correctly.

You're awesome!

That's correct. You identified the most important event leading up to the battle.


This gist statement is incorrect. You identified a detail, not the most important information.

Check the anchor chart to be sure you followed all 3 steps for generating a gist statement.

(Hattie & Timperley, 2007)

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What is the least effective type of feedback?



Types of Feedback

Self-directed feedback (praise)

Task

Process

Self-regulation

}

(Hattie & Timperley, 2007; Van den Kleij et al., 2015)

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What does research show about the types of feedback teachers typically provide?



	n	%	n	%
Self-level (i.e., Praise)	215	15.6		
Levels of positive feedback	444	32.2		
Task unspecific			306	22.2
Task specific			130	9.4
Process			8	0.6
Self-regulation			0	0.0
Levels of corrective feedback	163	11.8		
Task unspecific			86	6.2
Task specific			71	5.2
Process			6	0.4
Self-regulation			0	0.0
Combined positive and corrective	7	0.5		
Repetition	549	39.8		

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In Summary

Provide immediate feedback

- Avoids having students struggle through the task

Focus on providing corrective feedback

- This helps students to know what they need to do

Be specific!

Praise is ok, but pair with specific positive or corrective feedback

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Let's Practice Providing Effective Feedback Using Examples from Get the Gist



Scenario: Students are writing Get the Gist statements for a paragraph about George Washington.

STEPS	DESCRIPTION
Step 1	Who or what is this section about?
Step 2	What is the most important information about the "who" or "what"?
Step 3	Write a gist statement that combines the information from steps 1 and 2.

(The gist statement should be in students' own words, rather than a sentence copied from the text.)

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Guidance Document for Ways to Provide Effective Feedback

Guidelines for Providing Effective Feedback

Provide specific <u>praise</u> related to student behaviors	
Say this...	Not that...
I like how you _____.	Good job!
I noticed that you _____.	Nice work!
You did a great job _____.	Excellent!
(Insert positive feedback about specific behavior or task completed correctly by).	
EXAMPLE: I noticed that you read each sentence and discussed which one uses the word correctly given our social studies definition. Nice work! (You can use "nice work" or "good job" as long as you provide specific praise related to the task or student behaviors.)	
Provide specific <u>feedback</u> on how to complete the task correctly*	
Say this...	Not that...
You can improve by _____.	Keep working!
Next time I think you should _____.	Try again!
Now I'd like you to _____.	You're almost there!
(Provide specific behavior or task that you'd like the student to do next).	
*Combine specific praise with specific feedback on how to complete the task correctly.	

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Providing Specific Positive Feedback



Response	Non-example	Example
Correct: Student writes a gist statement that correctly identifies the main idea in 10 words or less.	Great work!	I indicated that by gist statement cue card to help you remember the most steps for Get the Gist. Good job!

Provide specific feedback on what students have done correctly	
Say this...	Not that...
I like how you _____. I noticed that you _____. You did a great job _____. (Insert positive feedback about specific behavior or task completed correctly by).	Good job! Nice work! Excellent!

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Providing Specific Corrective Feedback

Provide specific <u>feedback</u> on how to complete the task correctly*	
Say this...	Not that...
You can improve by _____. Next time I think you should _____. Now I'd like you to _____. (Provide specific behavior or task that you'd like the student to do next). *Combine specific praise with specific feedback on how to complete the task correctly. EXAMPLE: I noticed that you followed step 1 on your Get the Gist cue card to identify the 'who' that the paragraph is about. Now I'd like you to use a fix-up strategy to figure out the most important idea about the 'who.'	Keep working! Try again! You're almost there!

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Providing Specific Corrective Feedback



Response	Non-example	Example
Partially correct: Student identifies George Washington as the WHO in the paragraph but is unable to identify the most important idea about George Washington.	You're almost there, keep working!	You identified the correct 'who' of this paragraph— George Washington. Nice work with step 1! Reread to figure out the most important idea.

Provide specific <u>feedback</u> on how to complete the task correctly*	
Say this...	Not that...
You can improve by _____. Next time I think you should _____. Now I'd like you to _____. (Provide specific behavior or task that you'd like the student to do next). *Combine specific praise with specific feedback on how to complete the task correctly.	Keep working! Try again! You're almost there!

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Your turn!



Response	Non-example	Example
Incorrect: Student copies a detail sentence from the paragraph.	Try again!	You wrote a detail from the paragraph. A gist statement tells about the whole paragraph using your own words. Go back to your gist card to help you write a gist statement.

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Why is knowledge-building important for reading and how do I do it?

Phil Capin, PhD
Meadows Center for Preventing Educational Risk
The University of Texas at Austin

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Connect to Practice



Think about the early reading instruction provided by special educators and/or dyslexia teachers in your setting for students with or at risk for reading disabilities. How is this instruction systematically developing students' knowledge of grapheme-phoneme relations to improve reading and spelling?

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Connect to Practice

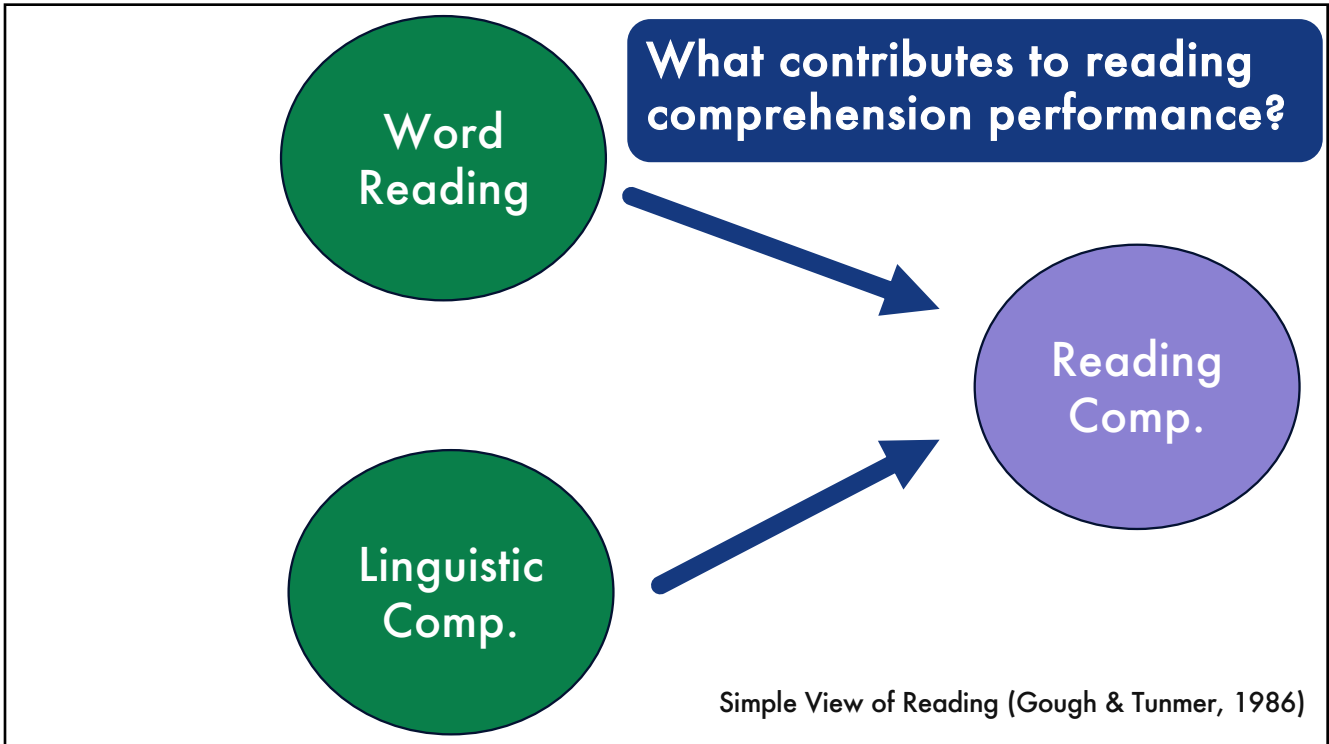


Now, think about the reading comprehension instruction provided by special educators and/or dyslexia teachers at your school site for students with or at risk for reading disabilities.

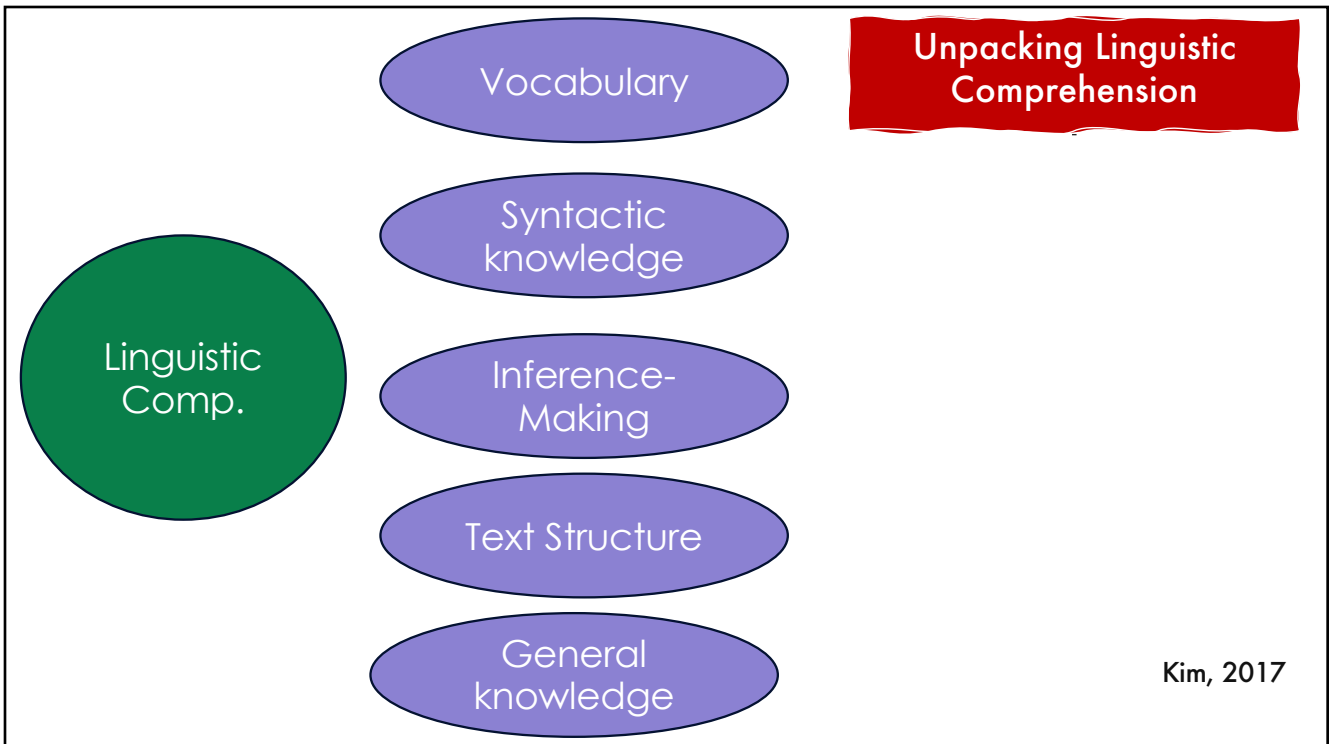
Is this instruction systematically developing students' content knowledge to support reading comprehension?

Example from Word Connections

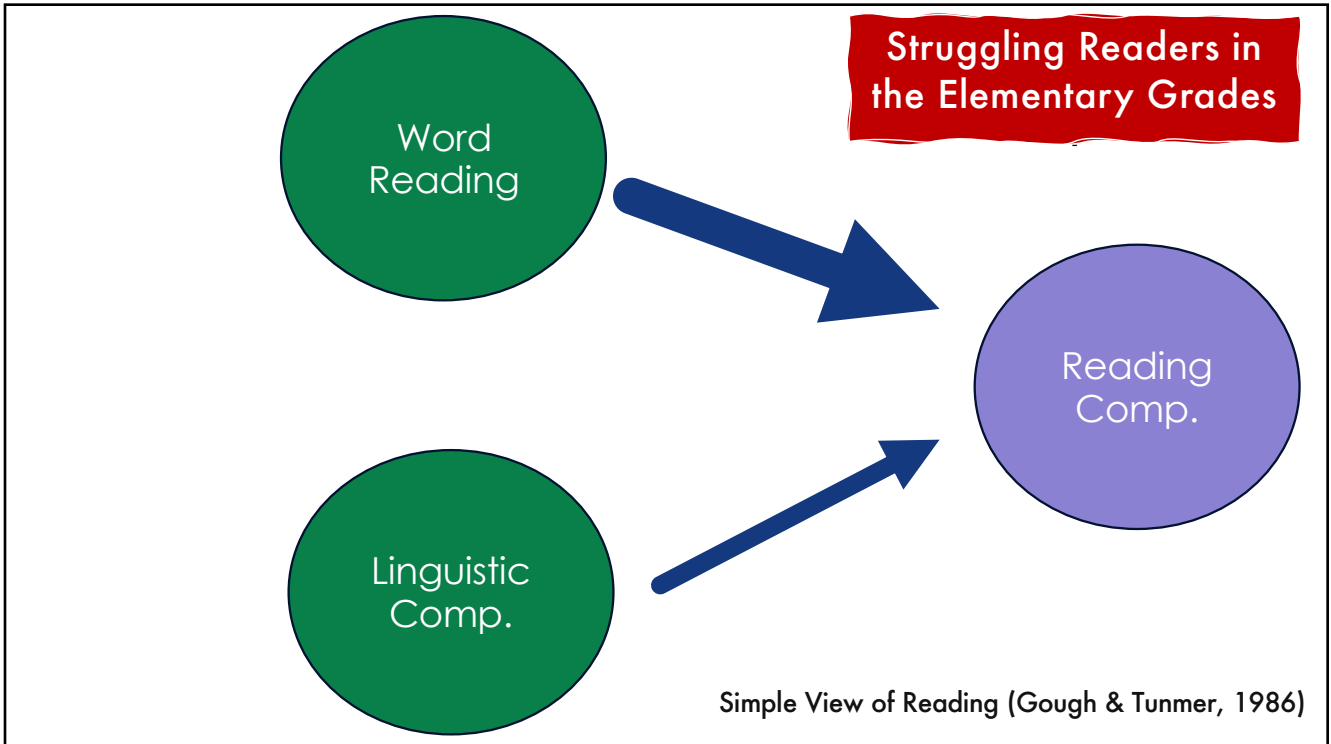
TEXT READING KEY WORDS			
Lesson	Passage Title	Key Words	Student-Friendly Definitions
21	What is the Most Expensive Food?	garment candy impossible digest predator architectural	the gathering of a cloth sugar unable to be done to break down into molecules that can be absorbed and used by the body an animal that hunts other animals for food someone who takes care of animals in a zoo
22	Do All Animals Stay in the Air?	acoustical opposite logical reaction	relating to the quality of sound like a pair, huge or intense doesn't make sense or doesn't follow usual way things work adding of one object against another that causes them to give shock or stop movement
23	How Do Planes Stay in the Air?	gravitational suspension regulate issues contagious	force that draws objects toward the center extremely large to control a group of cells in the body that are like each other and do another things, such as muscles, fat, and bone able to spread from person to person
24	What Causes Diseases to Spread?	transmission antibiotic cancer species prevalent	only slightly or a bit over a molecule that helps protect your body from getting sick the seed of a new cancer; makes chocolate and candy group of living things—like animals, plants, or organisms—that are similar to one another and can exchange DNA able to achieve a desired result
25	Why Do We Yawn?	transmission antibiotic cancer species prevalent	only slightly or a bit over a molecule that helps protect your body from getting sick the seed of a new cancer; makes chocolate and candy group of living things—like animals, plants, or organisms—that are similar to one another and can exchange DNA able to achieve a desired result
26	How is Chocolate Made?	species prevalent	group of living things—like animals, plants, or organisms—that are similar to one another and can exchange DNA able to achieve a desired result
27	Do All Bats Sing?	prevalent	able to achieve a desired result
28	How is Paper Made?	fibers fragile death complement incredible energetic	small, thin part of a plant, animal, or mineral that is shaped like a thread difficult or impossible to read a special material made with long fibers, like a net, that helps produce white from liquid someone or something that helps one combine and makes things feel happy and less scary amazing or extraordinary active or full of energy
29	Who is the Oldest Dog to Ever Live?	complement incredible energetic	someone or something that helps one combine and makes things feel happy and less scary amazing or extraordinary active or full of energy
30	Why Do We Have Knees?	substance particle prevent churning texture texture	a solid, liquid, or gas material a tiny amount or small piece of something to block or get in the way of something to beat, shake, or stir something the way the surface of an object feels when we touch it, such as smooth, bumpy, or sticky something that is made from combining two or more different substances together into one
31	How is Ice Cream Made?	texture texture	the way the surface of an object feels when we touch it, such as smooth, bumpy, or sticky something that is made from combining two or more different substances together into one
32	What is the Slowest Animal in the World?	metabolism unique survive amphibians	the process of turning food into energy different from everything else to continue to live despite serious threat to one's life a small animal that spends part of its life cycle in water and part of its life cycle on land
33	What is the Difference Between a Frog and a Toad?	habitat nocturnal social	the natural environment of an animal or plant sleeping during the day and becoming active during the night to increase or raise
34	Why Do We Dream?	theories correlation follicle contrast forecasting sulfuric	reasonable, widely accepted explanation for something to join together or combine a small hole in the skin that a hair grows out of to make smaller, smelt, or get lighter a feeling that something bad might happen a chemical found in fuels that produces light
35	Why Do We Get Goodsmells?	forecasting sulfuric	a feeling that something bad might happen a chemical found in fuels that produces light
36	How and Why Do Fireflies Glow?	glow reaction accomplishment additive attractant	to cause something to come near an action or response to something that has happened something that has been successfully done or completed something that the body or mind wants to keep doing something or someone who tries to be alone or doesn't want to be around other people
37	Are Voles Caring Animals?	attractant insects alginate climate ancient survive transcode	to cause something to come near an action or response to something that has happened something that has been successfully done or completed something that the body or mind wants to keep doing something or someone who tries to be alone or doesn't want to be around other people insects alginate climate ancient survive transcode
38	What is the Difference Between a Fruit and a Vegetable?	insects alginate climate ancient survive transcode	insects alginate climate ancient survive transcode
39	What is the Oldest Instrument in the World?	insects alginate climate ancient survive transcode	insects alginate climate ancient survive transcode
40	What is the Difference Between Algae and Coelocites?	insects alginate climate ancient survive transcode	insects alginate climate ancient survive transcode



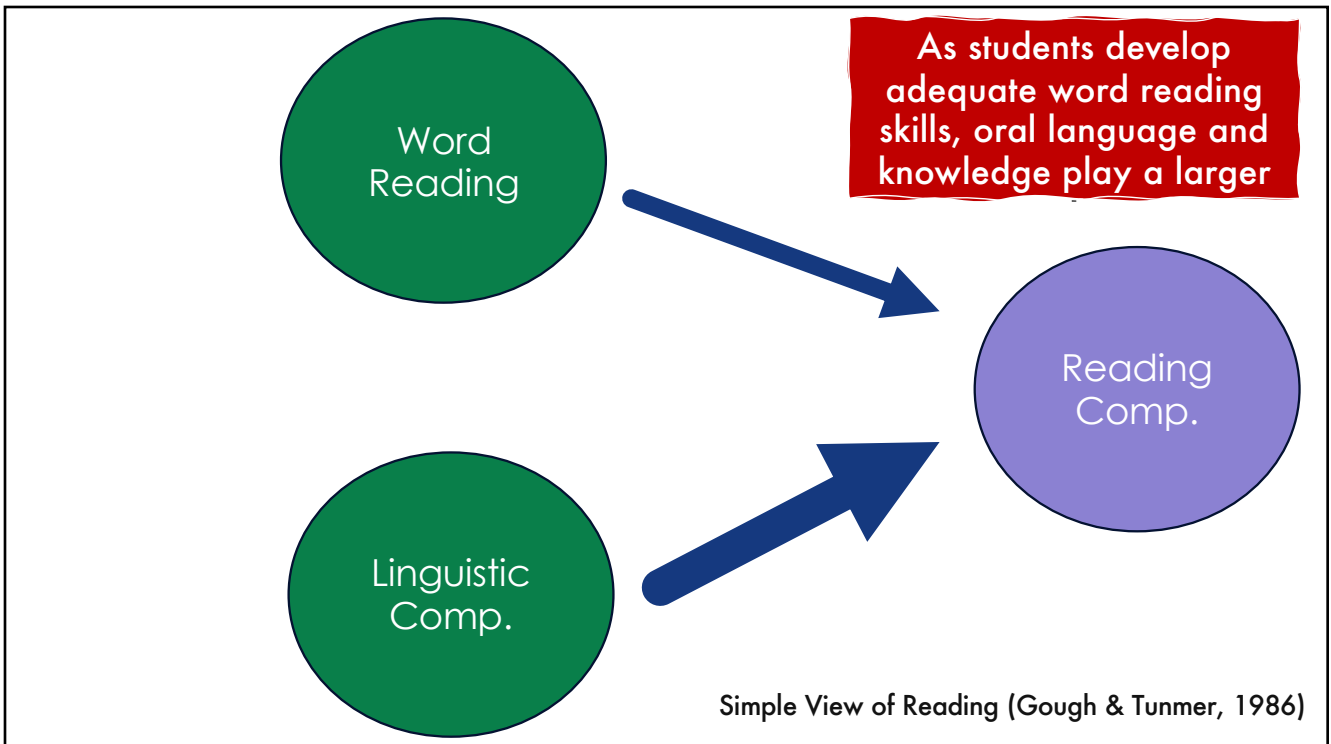
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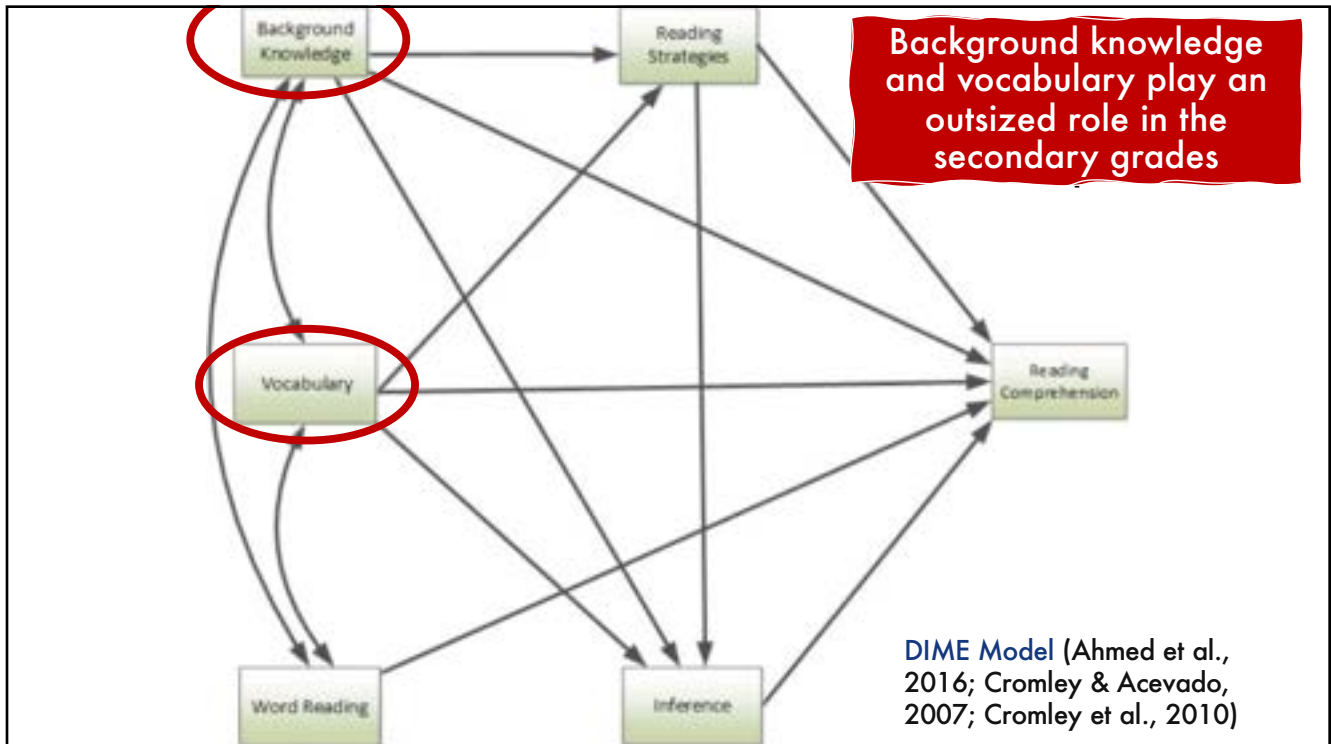
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Why is Building Knowledge Important?

“All aspects of a skill grow and develop as subject-matter familiarity grows. So, we kill several birds with one stone when we teach skills by teaching stuff. Moreover, there is evidence that by teaching solid content in reading classes we increase students’ reading comprehension more effectively than by any other method.” — Hirsch, 2003, p. 28

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Two Ways to Develop Knowledge

1. Integrate Word Meaning Instruction During Word Reading Teaching

2. Simultaneously Target Content Knowledge and Reading Comprehension

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1. Integrate Word Meaning Instruction During Word Reading Teaching

“It is common practice for early reading instruction and intervention programs to focus primarily on foundational skills or word-level instruction, with considerably less time spent on developing comprehension, vocabulary, and writing. This is problematic, given that early struggling readers often have difficulties in comprehension and word-reading development.” Solari et al., 2017

Not us!

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1. Integrate Word Meaning Instruction During Word Reading Teaching

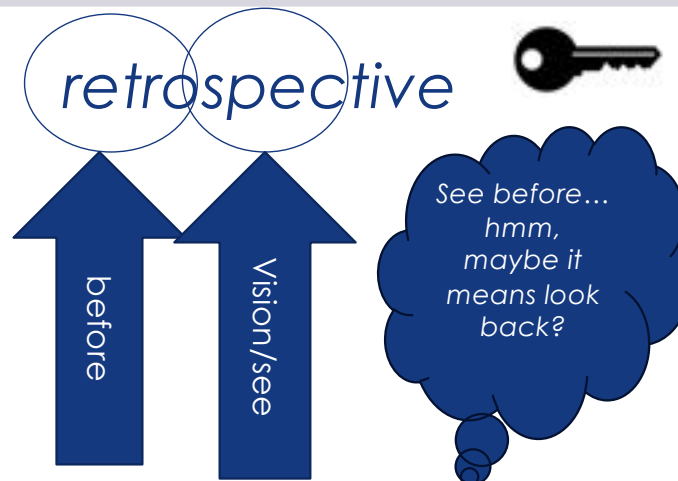
1. Practice with real words and check for understanding

2. Develop Morphological Knowledge

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Morphology Can Unlock Meaning Across Content Areas

- According to estimates, 60% of the academic vocabulary found in school reading passages is composed of morphologically complex words
- Conscious awareness of morphemes support text reading and understanding



(Egan & Pring, 2004; Nagy & Anderson, 1984; Nagy, Anderson, Schommer, Scott, & Stallman, 1989)

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**Morphology:
Common
Prefixes**

Word Building Prefixes (Common Word Beginnings)	
Prefixes	Examples
un- (not, opposite of)	unkind
re- (again)	review
in-, im-, ir-, il- (not)	inaccurate impolite irresponsible illogical
dis- (not, opposite of)	dislike
non- (not)	nonsense
mis- (wrongly)	misguide
sub- (under)	submarine
pre- (before)	precook

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**Morphology:
Common
Suffixes**

Word Building Suffixes (Common Word Endings)	
Suffixes	Examples
-s or -es (plurals)	frogs boxes
-ed (past tense)	played
-ing (present tense)	jumping
-er, -or (person)	teacher mayor
-tion (act, process)	election
-ible, -able (can be done)	accessible readable
-ly (characteristic of)	friendly
-ment (action or process)	development
-ful (full of)	thankful
-less (without)	thoughtless

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**Morphology:
Word
Connections**

AFFIX REFERENCE GUIDE

Overview of all prefixes and suffixes taught across the Word Connections program. Teacher introduces and pronounces new affixes, provides a sample word, and then writes in the Affix Bank. These affixes are then used in other lesson activities. Once an affix is introduced, it will be reviewed every lesson thereafter.

Affix	Pronunciation	Sample word	Lesson # introduced	Explicitly reviewed
dis-	dis	dishonest	1	4
un-	un	unhappy	1	4
sub-	sub	submit	1	4
-al (-es)	s or ess	books (cross)	2	4, 30
-ing	ing	playing	2	4
-ed	ed or d or t	wanted or jogged or wished	2	4, 30
in-	in	incorrect	5	7
de-	de	defrost	5	7
non-	nón	non-profit	5	7
-ly	li	quickly	6	7
-er	er	taller	6	7
-y	y	dirty	6	7
pre-	pré	preheat	8	11
re-	re	reheat	8	11
mis-	mís	misunderstand	8	11
-tion	shən	construction	10	11
-sion	shən	confusion	10	11
-ive	iv	genitive	10	11
-able	əbəl	offensive	10	11
en-	en	enjoyment	13	15
oppos-	opoz	opposite	13	15
fore-	for	forehead	13	15
dis-	dis	disagree	14	15
-so / -en-	ən	change / enable	14 / 17	15 / 19
ness	nés	kindness	14	15
semi-	sémé or sént	semicircle	17	19
mid-	míd	midday	17	19
-able	əbəl	skateable	18	19
-er	er or ér	professor	18	19
-ible	əbəl	collectible	18	19
inter-	ínter	international	21	23
em-	ém	embrace	21	23
super-	súper	supersonic	21	23
-al	əl or əl	dismissal	22	23
-ly	li	safely	22	23
-ment	mént	enjoyment	22	23
-ly	li	legally	26	27

WORD CONNECTIONS

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Identify objectives and develop assessments related to content area learning

Organize texts thematically to support the development of topic and domain expertise

2.
Simultaneously
Target Content
Knowledge and
Reading
Comprehension

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Middle School Social Studies

World Generation

Unit 1
The Egyptian Pharaohs: Wise Investors or Wasteful Spenders?




Unit 2
Was it Better to be an Athenian or a Spartan?



Unit 3
Ancient Roman Government: Whose Voice Counts?

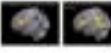




Unit 4
Pompeii: An Irresponsible Decision or an Unexpected Disaster?



Essential Question Graphic Organizer

Essential question of the week:
How does your reading brain change when you practice reading?

<p>Lesson 11: Your Reading Brain</p> 	
<p>Lesson 12: The Brains of Growing Readers</p> 	
<p>Lesson 13: Your Reading Brain Can Change</p> 	
<p>Lesson 14: Ouch! Your Reading Brain is Growing</p> 	

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Identify objectives and develop assessments related to content area learning

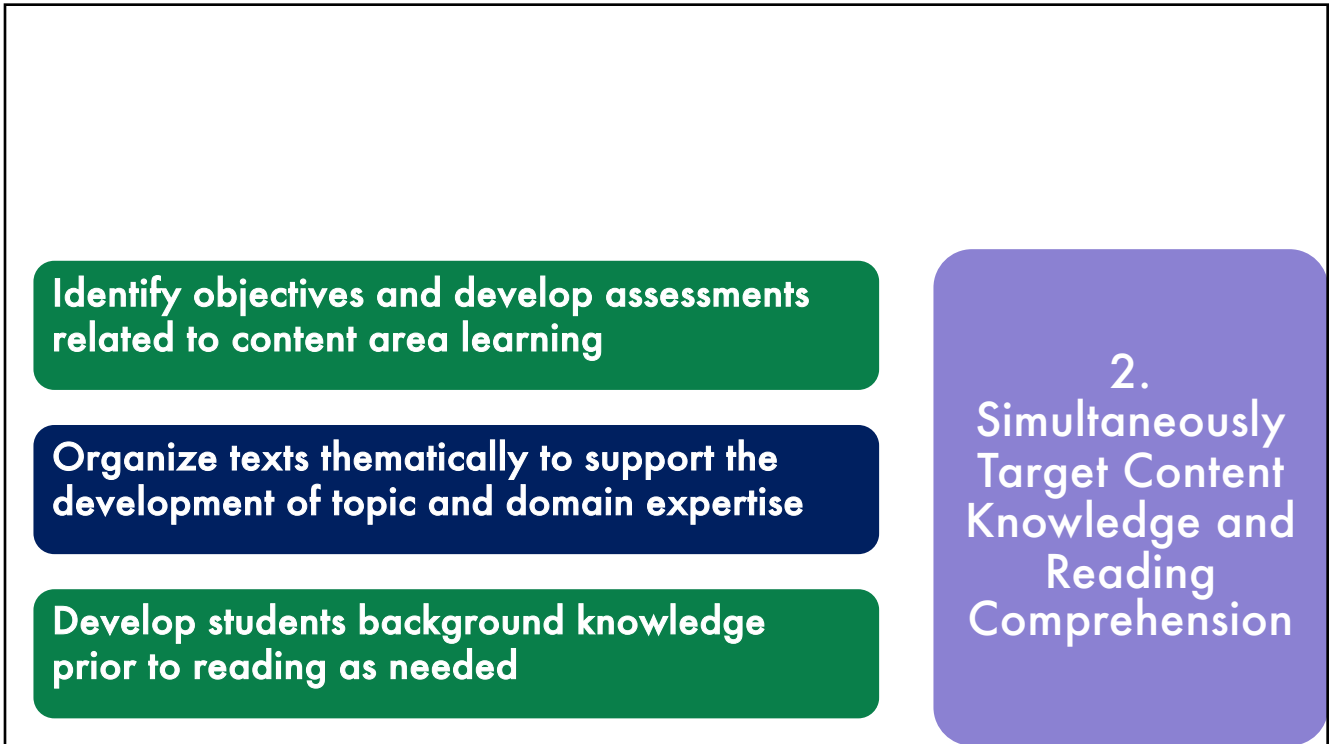
Organize texts thematically to support the development of topic and domain expertise

Develop students background knowledge prior to reading when needed

2.

Simultaneously Target Content Knowledge and Reading Comprehension

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Building Background Knowledge Before Reading

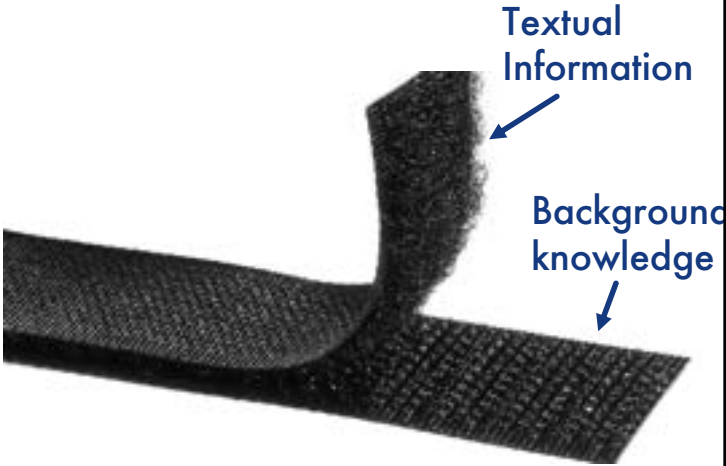
Before Reading	<ul style="list-style-type: none"> • Build Background Knowledge • Set Purpose for Reading
During Reading	<ul style="list-style-type: none"> • Support Active Engagement with Text and Comprehension Monitoring
After Reading	<ul style="list-style-type: none"> • Facilitate integration of textual information with background knowledge • Check for understanding

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Isn't the point of reading to learn the new information?!?
So why should I build their knowledge BEFORE they read?

We do not want to teach the information that will be provided in the text.


We do want to teach the background knowledge the writer assumes that the reader already possesses.



The diagram shows a corner of a dark, textured rug. A blue arrow points to the vertical edge of the rug, labeled 'Textual Information'. Another blue arrow points to the horizontal edge of the rug, labeled 'Background knowledge'.

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Connect to Practice



What are some productive ways to build background knowledge before reading?

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Modeling

1. State the **big idea** of the unit / topic
2. Connect new learning to **prior learning**
3. Select a **tool** (visual, video clip, or read-aloud, graphic organizer) for building background knowledge
4. Prompt **discussion**

Mercantilism	
<p>Definition: The idea that if a country imports cheap raw materials and exports finished products, it will become rich</p>	
<p>RELATED WORDS: Trade, import, export</p>	
<p>Example Sentences</p> <ol style="list-style-type: none"> 1. Mercantilism was the European economic policy from the 1500s to the 1700s 2. Mercantilism was a cause of frequent European wars and led countries to expand their colonies. 	<p>Turn and Talk</p> <ol style="list-style-type: none"> 1. If you lived during this time and wanted to become rich, would it be better to be a colonist or to live in England? Why?

<https://greatmiddleschools.org/books/reading/vocabulary-map/>

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Comprehension Canopy Routine 7-10 minutes

Materials

Video "Gothfather Immigration"

Introduce the Unit/Access Prior Knowledge

- What was life in America like prior to the industrial revolution?
- What did people do for work?
- What was their social world like? Did more people live in cities or in rural areas?
- During the next couple of weeks, we will learn about the period between 1882 and 1922 known as the Gilded Age.

Springboard

- Introduce the video, "Gothfather Immigration."

The video is about the arrival of an immigrant at Ellis Island. It will prepare you to learn more about immigration in the Gilded Age.
- Provide a purpose for viewing the video.

As you watch the video, write two reasons why a person might immigrate to America.
- Show "Gothfather Immigration."
- Prompt students to begin a "turn and talk" activity.

Who in your family was the first to come to America? Why did they choose to leave their native land to move here?
- Provide an alternate turn and talk (if your students cannot answer the above questions).

Imagine you were the first in your family to come to America. Why might you choose to leave your native land to move here?

Present the Comprehension Question

Pose the comprehension question that will guide students' learning throughout the unit.

During the Gilded Age, how did the economic, political, and social landscape of America change?

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DOs and DON'Ts of Activating Background Knowledge

- Do: Activate background knowledge when you are confident students have relevant knowledge
- Do: Ask specific questions (e.g., Last week, we talked about A.I., what does it stand for and what is one way it is commonly used?)
- Don't: Ask very broad questions (What do you know about X?)

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Wrap-Up

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Supporting Academic Progress and Autonomy: Gradual Release of Responsibility

- Systematically fade supports within and across lessons as students demonstrate competency to promote student success and autonomy
- Support autonomy by providing students with opportunities to show what they know independently

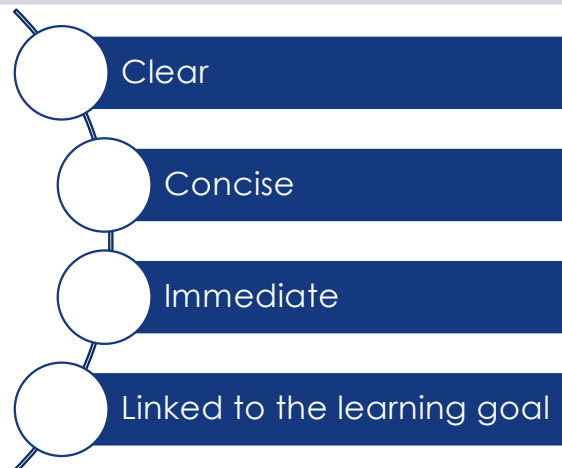


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Supporting Academic Progress: Effective Feedback

- Nice work using your word-problem attack strategy.
- Point to word. Good job with the first syllable. Check the vowel in your second syllable. What's the vowel sound? Great, what's the word?
- You did an excellent job on your reading test. Your hard work and strategy use paid off!



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Consider Using “Wise Feedback”

“I’m giving you this feedback because I have very high expectations and I know that you can reach them.”



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Let's make sure our reading comprehension instruction is just as systematic as word reading instruction!

Identify objectives and develop assessments related to content area learning

Organize texts thematically to support the development of topic and domain expertise

Develop students background knowledge prior to reading as needed

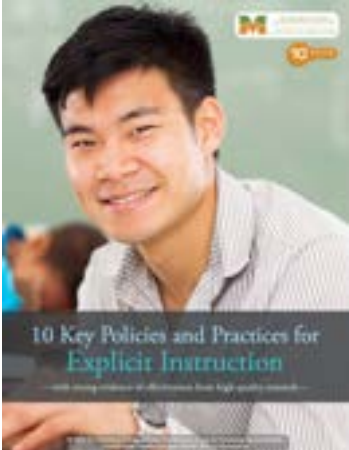
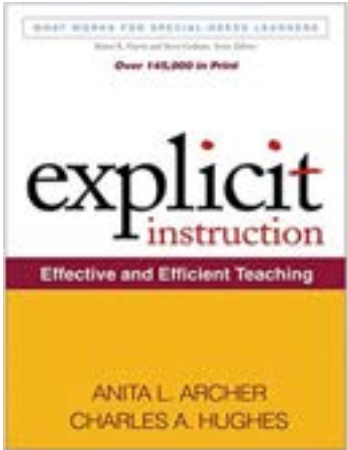

Ideally, the development of domain expertise would align with what students are learning during content-area instruction

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Additional Resources

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Explicit Instruction



The image displays two book covers related to explicit instruction. The left cover is for the book "explicit instruction: Effective and Efficient Teaching" by Anita L. Archer and Charles A. Hughes. It features a white background with a yellow bottom section and a red banner. The right cover is for "10 Key Policies and Practices for Explicit Instruction" and features a photograph of a smiling man in a classroom setting.

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Center on Instruction Article



SYNOPSIS OF "THE POWER OF FEEDBACK"

INTRODUCTION

Feedback, defined as information about one's performance given by an agent (including teachers, peers, books, computers, parents, etc.), is an integral aspect of instruction and learning. Hattie and Timperley synthesized the results of 12 previous meta-analyses of 198 studies that included feedback as an instructional strategy. They found that the average effect size (ES) for feedback was 0.70, making feedback one of the top five effective instructional methods. Feedback was found to have a more powerful effect on achievement than students' prior ability (ES=0.77), socioeconomic status (ES=0.46), and homework (ES=0.41). It ranked close to reciprocal teaching (ES=0.68), in effectiveness, and outperformed direct (explicit) instruction (ES=0.62). Given the strength of its effect, maximize feedback's capacity to improve on

Hattie and Timperley provide primarily a narrative synthesis of the results of the 12 previously reported meta-analyses addressing the effect of feedback on measures of achievement. While the average effect of feedback was high, they found great variability within and across the 12 meta-analyses. Average effects ranged from 0.12 for an analysis of research on teacher praise to 1.24 for an analysis of research on the effects of feedback for special education students. Table 1 lists the 12 meta-analyses that served as the database for the Hattie and Timperley analysis, their context, and the average effect sizes.

Because of the high level of variation found in the effects of feedback, Hattie and Timperley focused on determining the implications of the patterns in the effects that appeared across the meta-analyses and created a model of the ways in which the effectiveness of feedback can be optimized. They did not perform a formal meta-analysis on the effect sizes from the 12 meta-analyses they examined; but rather proposed a model to identify the circumstances under which feedback has the greatest impact. Within this model, the function of feedback is to close the gap between a student's current level of achievement and the desired level or goal

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Connect to Practice



Identify one instructional practice from today's session that you will implement with your students.

Share with a partner.

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