

## Explicit Instruction Course Module 6—Part 2

Dr. Devin Kearns

So, now you've learned about the purposes for eliciting responses and you've gotten some examples of the kinds of responses you could elicit. Now, the goal is to think about how to decide what method to use so you match the learning outcome. I'm very excited to share this with you, because I'm going to give you a framework for thinking about how to make a decision about the kind of response you want to elicit, so let's get into it. The goal here is to literally learn what I just said, [Laughter] which is how to match the response to the learning outcome, so let's talk about it. This is going to fit nicely in again to the DBI framework, because this is part of using explicit instruction principles, and a really critical aspect of explicit instruction is eliciting responses. One thing for you to know is that sometimes this is called "opportunities to respond," and that's a term often used in the behavior literature to describe this aspect of instruction, and regardless of where it is, it's a really important way to make sure that students are with you. And as we've already said, it may not be embedded in the secondary prevention program. They may not tell you how to elicit responses, or they may recommend a way to elicit responses that isn't as effective as it could be. I've often seen that they recommend very long activities that frankly, in the 25 minutes they put on the clock, so you will get a clock in the corner of your lesson, there's no way that if you followed their instructions, you could get the lesson completed and get students to participate.

So, we need to think then about how we can match the method of eliciting responses to the learning outcome that's within the secondary prevention program to make it maximally effective, regardless of whether or not you do it the way the program says to do it. So, let's talk now about how that fits into our checklist. A second criterion, when you think about eliciting responses is to match the learning outcome. So, there it is, let's talk about how to do it.

The point here, as we always have said, is that we're trying to maintain processing, and the two ways that we've talked about, and now we want to make sure that students are processing what we intend. It's wonderful to maintain process and wonderful to check the accuracy of the process, but what if you're not actually getting students to elicit response in a way that'll help them master the lesson content? That's a critical issue, and if you don't do that - [Side Conversation] so, if you don't do it, set it up so that the ways you're eliciting responses are getting students to understand the concepts you're teaching, it's not going to work, it's not going to be maximally effective in reaching the learning outcome, so let's not have that happen. Let's talk about how to make that happen.

So to make it work, the key here is to match the Bloom's taxonomy level of the learning outcome, and you couldn't think about this beyond Bloom's taxonomy. You could think about this in terms of cognitive complexity, an idea I'll come back to later. The goal here is to, in a Bloom's framework, ask questions

that elicit responses at the level of your learning outcome, and then you can also ask questions that support the learning outcome. Okay, so here is the famous Bloom's taxonomy. Now remember, this is only one way to think about cognitive complexity, but it's a useful heuristic, meaning a useful sort of tool to consider cognitive complexity. Here at the top we have the most cognitively complex way of thinking about a learning outcome, so creating something that's unique that requires you to synthesize a large body of information. All of this is supported by the most foundational ideas, which are remembering ideas, often facts, individual things you need to know that will then support you in doing all the rest of these things. The size of the levels of the triangle is strategic here. The fact is that we need more remembering questions, and we do creating questions and creating activities, because this is such important foundational knowledge. That means that when we are designing our lesson for the learning outcome, if our learning outcome is at a particular level, we need to elicit responses at that level. If we have an understanding level question, the learning outcome requires processing at an understanding level, and then you're going to ask questions, you're going to elicit responses that are going to get at understanding at that same level. Another thing you can do is if you have an analyzing level objective, you can ask questions that support the learning outcome. In other words, you might ask analyzing questions, but you might ask questions in your lesson that support that learning outcome that's sort of are foundational to it.

So those are the two ways in which you will want to elicit responses. These are different methods for eliciting responses, as we've talked about before, and they all fit somewhere in Bloom's taxonomy, but not all equally. And so, this is one way to think about it, and this is just, again, a model for thinking about it. We aren't sure we've got it exactly right. Let me give you a couple examples of how we think about this working. Obviously, down here, as we said, we have the remembering level questions. Remembering is about basic facts, individual ideas, and not all kinds of responses - many responses will actually allow you to get at remembering level. For example, you do a whip-around. Whip-arounds are very simple kinds of things to do, students give very short responses, and so it's an easy way to get at students' memory of something is to do a whip-around. Core response is probably the best example of something that's at the remembering level, because students are giving a very short factual response. Core response isn't good even for understanding. You can't ask a "why" question usually and get all the students to give you the same answer unless you've told them exactly what you want them to say, but typically when you ask a "why" question, you want students to interpret, and core response is not good for that.

By contrast, we come over here let's say to individual responses. You can use individual responses to remember, you could ask students a question and ask them to understand, you could ask them to apply something, you can ask them to analyze something, evaluate or create something, that's all possible at the individual level when you get an individual response. So that can be applied to all of these. And

remember, these are not the only ways to elicit responses. These are a variety of ones that are effective and have been shown to work for students, but there are others that we've already talked about. And all of these ways of eliciting responses will have some way of fitting into this Bloom's taxonomy. It'd be your job to figure out which way. We'll focus on these ones.

So, I want you to pause for a second and look at this objective. Students will be able to use finger counting to add numbers with sums of two to 10. So look at this lesson objective, this learning outcome, and identify the Bloom's taxonomy level. Write one question or give one instruction to students that elicit a response to that level, and then write one question or give one instruction that supports the learning outcome. So again, you're not necessarily just asking questions that are at this particular level. Although you've got to figure out which it is, you can also ask questions that support it. Figure out the learning outcome level and then write the questions that are at the same level and that support it. So, good luck with that. We'll come back together and we'll talk about it. [Pause]

So, you've had a chance to think about this objective and you've had a chance to think about questions or instructions you would give students. The level of this learning outcome is application. We're asking students to apply the idea of finger counting to adding numbers, so they're actually using that information to do something new. So, what's a question or instruction that elicits response at the application level? We're asking students to apply their knowledge of these concepts by finger counting. One thing we could do is literally ask students to finger count. So, we could say, for example, you give an instruction, "Use finger counting to add three plus four," and to get the sum of three plus four from the addends three and four. So, that matches our objective to that same level it's asking students to apply. We've given an instruction to do that. One question that could support the learning outcome would be to ask students, once they have gotten three plus four, is ask them what is three plus four, once they've given that answer. Another idea would be to ask students what does it mean to do finger counting, and to have them tell you what it means to do finger counting, to do that. So that would be a question that would support the learning outcome.

Okay, so you had a chance to pause and process. You may have selected something different than I did. Those are just a couple of ideas. I'm sure you came up with something just as good. I will stop here and point out that you might think this is a knowledge level question, but it isn't - or this is a knowledge level objective or learning outcome; and it isn't. The reason it's not is0d because we're not simply asking students to tell us something. We're asking students to do something active beyond simply recounting one thing. It's important to be able to recount, for example, what it means to finger count. It's important, for example, to be able to add the numbers, but the application is different. Now we're taking these ideas and putting them together, and we're using this information to actually do finger counting, apply knowledge of what it is to finger count and what sums are. Are we clear about that? I

hope you had a chance to pause and process, and that made sense to you. Now, to help you further understand these concepts, we're going to go back to Ms. Pollack and have her show us how she would teach a reading lesson about CVC word reading. The outcome here is for students to read CVC words. CVC means consonant, vowel, consonant words or words that have three parts to them, a consonant and their vowel, and a consonant. A word like "jot" like, "Stop and jot, jot," would be a word that has a consonant, vowel, consonant structure. So you're going to have a chance to watch Ms. Pollack meet this objective and let's look at the kinds of questions she asks to see whether or not she's asking questions at/below the objective and that support it, or whether she's asking questions above it. So you have an example and some non-examples to help you distinguish what it's supposed to look like and what she might do if it doesn't look that way. So, enjoy watching Ms. Pollack. When she's finished, I'll come back and talk further with you. So I'll move off the screen. Go ahead and watch Ms. Pollack.

### Video Presentation: Ms. Pollack

Let's look at the first word. I'll say the letter sounds. Da-Aa-Da. You say them with me, "Da-Aa-Da." Let's read the word—dad. Very good. Let's move to the next word. Let's say the letter sounds together: Ka-eh-ta. Let's read the word—kit. Very good. Now you try saying the letter sounds on your own while I point to the letter sounds. Now read the word. Very good. Last word. You say the letter sounds and then you read the word. Great job!

Today, we will practice reading words with short vowel sounds. Let's read these words together. Dad. Kit. Log. Pen. How are these words different than the words we just read? Because, they don't have short vowels. Let's practice reading these words together. Name. Home. Can anyone else think of another word that doesn't have a short vowel sound like name or home?

### Dr. Devin Kearns

Our first task is to determine the level of Ms. Pollack's objective. What is the level of this objective? I'd say this is application. Ms. Pollack is asking the students to take information they've learned about the pronunciation of CVC words, which is knowledge, and to apply it by putting together the CVC words. To start, what did she do? She had students follow her in reading the words. She did K, I, T, and then she had students repeat this activity with her. When she's doing that, she is supporting the learning. All the students are doing is having to repeat her, so that's a remembering level activity that's supporting the use of the CVC structure. By the end you see the students doing it on their own and she's simply pointing at the letters, which means the students are actually at the level of the objective. So, did Ms. Pollack have an activity at/below the objective? Yes, by the end. Did she have things that support the objective? Yes, at the beginning.

So now, let's talk about the second example. The second example, Ms. Pollack jumps right into just reading the CVC words. There's an applicational objective, she did application. She used no questions that supported that, she didn't ask students to do anything at the foundational level for that. She simply went right to reading CVC words, and perhaps that's appropriate for some students in some context, but often, you want to provide questions that do support, or give instruction that do support the level of the

objective, or the level of the learning outcome. Now, let's talk about the end part where she gets into "Name" and "Home." She gave students examples that are not at all related, and that is potentially problematic since it's not her objective. Moreover, she asked students to analyze the word. She asked them to look at "Name" and "Home," and to tell her something is different about those words. It's an analysis level activity. Analysis is a level above application. We're not asking them to analyze, because our goal is for them to read the words. If that's our goal, what is the purpose of analyzing these other words that are not related? And then, she's asking even to go further than and to come up with some of their own words, and to generate. That's for creating, in a way, their own types of words that relate to that or you could say it's synthesis, synthesizing information from other words with the objective here.

Whatever the case is, it's certainly not at the level of application. It's certainly a level higher. As a result, that example shows a problem. I think that last example is a particularly important one because I often see teachers do lessons like that where they engage in that kind of question, even though that's not the level of the objective. They ask students questions that are higher level than what they want the students to accomplish. If we want students to read words, let's focus on reading words. Now we want you to think about this a little further why it might be problematic to use methods to elicit response that don't match the learning outcome. Why is it a problem to go a level above? I've given you some hints about my thinking. I think it's important for you to think about it in your own words. Why is it problematic? We'll come back to you then we'll talk about it. [Pause]

So I assume you paused the video and now you're back, and we're talking about this together. So why is it problematic? Well, the key thing to me is that we're not accomplishing what we set out to do. We know what we want to accomplish. If we know that we want to have students read CVC words then that's what we should be doing. There's no reason that we should be doing something harder than that above that, because it isn't accomplishing our purpose. So, why would we do that? Well, often we're pushed to do higher level thinking. I think that it's a good idea. Ultimately to push students to higher levels, but it depends on what our learning outcome is whether or not we push students there, and in the case that we had with the CVC words, the goal was not to distinguish the CVC words from other types of words. That's a different level objective. The goal here was simply to read the CVC words. That might be similar to your answer, maybe not. The Magic E Rule, and I will confess, I'm not particularly a big fan of the Magic E Rule, or at least that term to describe it. What is important to know, and something that's - if you don't teach beginning reading, you may not know - is that there's a pattern in English where if you have a vowel, a consonant, and the letter E in a word, that vowel before the consonant says the long sound. I'll give you an example here. If we have the word "white," we have a vowel, a consonant, and the letter E here, and in this case, the vowel before the consonant and the E says the long sound, so the I says I, the long sound is the name of the letter, and then the Magic E term, the E sort of magically - the little star here makes the I say its name. That part I don't like. What I like is the pattern where a vowel,

a consonant E says the long sound for the first vowel. I'll give you one more example. Here's a word "bake," a vowel, consonant, E, and the A says its name. One way to describe the pattern is that when you have a vowel, a consonant, and the letter E, the vowel says its long sound.

So, if we're teaching the Magic E Rule, our learning outcome would be something like this, student will be able to correctly state the Magic E Rule and read words that contain a magic E accurately. Now, thinking about that learning outcome, thinking back to a previous module, that's one potential concern about this objective. Think about that for just a second. If you didn't think about the fact that there are two objectives here, you should know that that is a potential problem. I think in this case they're so closely linked then it's appropriate to have them work together in this case, but there are in fact, two objectives. Okay. Our first task is to do what? It says it up here, "Examine the Bloom's taxonomy level of the learning outcome." We've already said we have two actually, so let's first talk about the, "State the Magic E Rule." What level of objective is that? Hopefully, you've thought about that a little bit. If you haven't, pause the video and figure it out. It should be clear to you that that's a remembering level - objective learning outcome, because basically it's a fact. That's the rule; the rule is when you have a vowel, consonant, E, the vowel says its name. That's the rule, that's the level of objective. For the "Reading words correctly," that should be clear to you from Ms. Pollack's video, because that's a replying level of learning outcome, because what we're asking students to do is to apply the rule, to use the rule correctly.

So, we now understand the level of the objective at Bloom's taxonomy and so now we can use information about that learning outcome to ask questions at or below the level. Let's start with questions at the same level. Let's look and ask this question here about the Magic E Rule. We have "State the rule" is the objective and here we ask students what is the Magic E Rule. That's at the same level. We're asking students to state the rule. It's a fact, we're asking them essentially to state the fact. Let's look at one at the application level. Now we have "What is this word?" point at "Lake," and students presumably say, "Lake." Hopefully, they do because we've given them the information necessary to do that, so they're applying the rule correctly. That is, again, at the same level of that second objective "Using the rule correctly." Now let's get into the other kinds of questions, asking questions that support the learning outcome. Now, let's think about for stating the rule, what would be a good question that supports the learning outcome. Well, we have a question at the same level, "Turn and tell your partner what the Magic E Rule is." Why do we have to be at the same level? Because there's no way to go below remembering, that is the foundational level. It certainly supports the learning outcome, but we're not going to go below that because there's nowhere else to go.

Now, let's look at a different one. Here we have a question, "When you see vowel, consonant, E, what does the vowel say?" Here we're asking the students to apply their - we're asking students to understand

what it means to apply the rule. We're asking them to understand what does it mean when you see that pattern, what does the vowel say? That's an example of using an understanding level objective that can support them in applying the rule.

Note that we don't ask students why the vowel says its name because our goal here is not for them to be able to explain how the rule works even though there's a whole magic piece of it. The goal is simply for students to - they will identify the rule and to use the rule. They're going to understand the rule by telling what the vowel says when they see that pattern, but if we went to a point of asking students to explain lots more beyond that, we're getting into analyzing territory, and that's not what we wanted to do. So, I think that gives us a nice picture of that. Finally, asking again what this word is, that is a question at the same level as the learning outcome yet again. So now we have questions. You can see here supporting learning outcome, but really, at the same level, and here we have questions supporting learning outcome, and here again the question at the same level of the learning outcome. So, now accomplish that effectively.

Okay. So now let's look at a real video example to really get a feel for matching or supporting learning outcome. So, you are going to watch Dr. Archer again doing lessons with second graders on vocabulary. She's teaching the word "concentrate," and the learning outcome that she set is for students to be able to read the word "concentrate," and determine whether a scenario matches the definition of the word "concentrate" that she provides. So, I want you to watch the video and think about the methods that she uses to elicit responses. Think of whether they're not they match or support the learning outcome. Important here is to know that - whenever you do, stop and jot when you're finished watching the video, identify questions she asks and determine whether or not it matches the learning outcome. So, the video is next. So go ahead and watch Dr. Archer talk about the word "concentrate." She's just going to do that one, not the other two. And you can think about whether or not her questions match or support learning outcome. I'll get off the screen here, you watch her and then we'll come back together.

#### [Video Presentation of Dr. Anita Archer](#)

Now, there are some words in this story that I would really like us to learn because we can use them all of the time. And, this word is...let's read it by parts. The first part is con. What part everyone? Con. And, use the sound "c". And the next part is cen. Read the part together. And the last part is trate. And, say it really fast everyone. Concentrate. One more time everyone. Concentrate. One more time everyone. Concentrate. Now, you remember in the story, some of the animals couldn't concentrate when the wolf was reading. Now the word concentrate means you're really able to think about something. You're able to put all of your attention on it. So, when I think about something and put my attention on it, I...what everyone? I...concentrate. What do I do everyone? I concentrate. For example, if you were doing your math and the next problem and the next problem and never looked around when someone came in the room, we would say they could concentrate. If you came to the library and sat down and took out a book and read and read even though he came over and she walked around you, we would be able to say, "Ah, you're able to put your thinking on it, she's able to put her attention on it." She knows how to...what everyone? Concentrate. Get ready to tell me if this person in the pretend story knows how to concentrate. So, you are reading in class and you just read and you turn the page and you read some more and read some more and you just keep reading. And, does she know how to

concentrate? Yes or no everyone? Yes. And, this is pretend, because it would never happen. So, you start reading a page and you look up at the clock and then you look down and then you talk over with your friends and look back at the book. Does she know how to concentrate? Yes or no? No. She really does, that was just a pretend story. So, once again, what is our word everyone? Concentrate.

## Dr. Devin Kearns

All right, good video, she does a good job engaging the students in focusing on cognitively processing the content. Okay, so now you've watched the video. I promise there will be stopping and jotting here, so it's time to - yes, that's right, roll up your sleeves. I mean, just a little bit because it's not that hard. But we do want you to roll up your sleeves and do some stopping and jotting. Think about an example a question that Dr. Archer asked that matched the learning outcome or support the learning outcome, and remember that the learning outcome is to read the word "concentrate" and determine whether a scenario matches the definition. I'll tell you, I have some questions about this also. So, you might raise for yourself, "Any questions I have about the questions that she asked and whether they matched the learning outcome?" But for now, just think about an example of question that did in fact matched learning outcome. You can pass that, you could think about maybe some differences. First thing, one that works, I'll pause here. You go in to your workbook. Roll up those sleeves. We'll come back together. [Pause]

All right, sleeves rolled, question answered, let me tell you what I think. So, given what she has done here in her example, she had this learning outcome that I described and now the question is whether or not she met her objective. Her first task, her first learning outcome was to read the word "concentrate," and she had the students - she gave students instructions to read the word "concentrate" with her. She first helped them break it into parts. She then helped them read it. She repeated it multiple times. So, here it's not a question it's more of an instruction, but she's eliciting a response. Now, I think that all of those opportunities matched the level of the learning outcome because the concentrating part of the objective is absolutely a learning level objective, in fact - excuse me, a remembering level objective. Interestingly, she actually goes one level below the objective and breaks the word into parts "con-centrate." Which is all well and good, and so she's actually using a separate level of remembering to support their remembering objective, and that's perfectly fine to do. It's still supporting the learning objective, even at the knowledge level - even at the remembering level, I should say.

Now, let's look at that second part. Determine whether the scenario matches the definition. She gives a definition for the word, and then she gives students a number of scenarios and she asks - she gives them instructions, asked them whether or not a given scenario matches the definition she has given for "concentrate." So, what level first is the objective determining whether the scenario matches the definition? Here I think that's a comprehension or understanding level objective. Why is it "understanding"? It's not app versus - I think application, which is what some of you may have thought



it was. It's not application because the student aren't doing it themselves. They are not coming up with scenarios, determining whether a scenario - coming up with a scenario that does matched the definition. All the work, in terms of creating scenarios is done by the teacher. The students' task is to understand the definition of the word, so - in terms of the scenario.

Now, she does not require them to know the definition, and I think it would have been helpful to ask a question at the supporting level of using the scenarios. A supporting level, remembering question can be what is the definition of "concentrate," which she doesn't do, but she does a number of questions at the level of understanding by asking the students about the scenarios, some which examples and some which were not examples. She does this in two phases. She first does it where she is in charge of the examples. She asked students to think about them, but she ultimately answers the question. In the second half, she has the students to do it themselves. So she's asking questions that are sort of supporting students along the way, but the key is that those questions are matching the learning outcome. And as I can tell you, I think that the only missing piece perhaps was getting students to remember the definition of the word "concentrate."

All right, now it's time to wrap this up. There are two activities for you to wrap up your understanding of this part in the module. First activity is to complete a journal entry in your workbook and to use that journal entry to first explain the learning outcome, relevant to your students. Think about the level of that learning outcome in terms of Bloom's taxonomy. Think about questions and then write questions that elicit responses at the same level, and then questions that support that level. It's an opportunity for you to think to yourself very carefully, what are good questions at those levels. And remember, really carefully think about whether or not you're going above the level of the objective. If you find yourself going above the level of the objective you should either consider that maybe your objective needs to come up to a different level, or that you maybe need to change the way you actually select questions to make them match the learning outcome better. So, this is a great opportunity for you to think about that.

Last task here is to complete a quiz. So, to understand whether or not you've gotten all the pieces of this when I ask you to complete quiz, and when you're finished, you can use the video answers to give you a sense of "Well, I thought about these," and actually give you a nice picture of - just close out your understanding of this part of module six. So, go ahead and complete the quiz. Good luck with that. We think that based on all the activities we've done, it should be relatively easy for you, and then - or maybe not easy, but it will give you some thinking, and hopefully, help you finally process the information. We hope you do well based on our explicit instruction for you. And then, you can watch the video to get the answers, or your instructor can tell you what they think the answers are. So, good luck with the quiz.