Making Literacy Learning Interactive:

ENGAGING STUDENTS THROUGH FREQUENT RESPONSES

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Session Objectives

1

Explain the impact of increasing student response rate to support literacy development.

2

Demonstrate research-based strategies for eliciting active student responses in elementary literacy instruction.

3

Apply strategies to their own literacy instruction to increase opportunities to respond and maximize student learning.

Increasing Student Response Rate to Support Literacy Development

What are Opportunities to Respond?

Opportunities to Respond (OTRs):

- The number of times students participate or engage in a lesson
- A foundational component of highly interactive and dynamic literacy instruction

OTRs are a way to improve the instructional performance of a diverse range of students, including those with and without disabilities at elementary to secondary grade levels (Van Camp et al., 2020).

What Does the Research Indicate?

Opportunities to respond has been found to increase on-task behaviors and student engagement:

- For students with and without disabilities
- Across all grade levels
- During small- and whole-group instruction

(Clarke, Haydon, Bauer & Epperly 2016; Common, Lane, Cantwell, Brunsting, Oakes, Germer, & Bross, 2020; Fitzgerald Leahy, Miller, & Schardt, 2019; MacSuga-Gage & Simonsen, 2015)

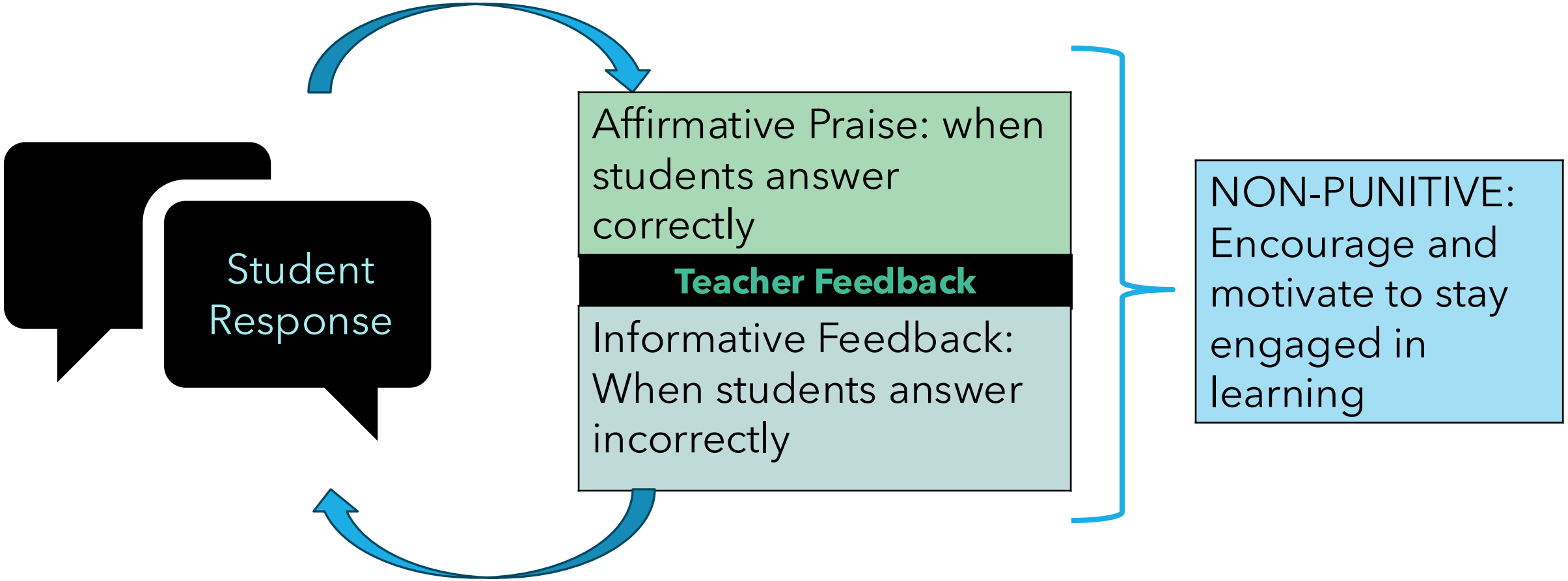
Teachers can intensify instructional and behavioral supports for their students by increasing the number of OTRs.

(Van Camp, Wehby, Martin, Wright, & Sutherland, 2020)

Active Engagement and Participation

Research shows– An INCREASE in the FREQUENCY of student responses:	
Increases time on task Increases academic achievement Increases the intensity of interventions	Decreases disruptive behaviors

OTR-Feedback Loop



Strategies for Eliciting Student Responses

Tips for OTR Success

- Plan for 100% engagement
  - **ALL students participate** (i.e. many responses, many responders)
- Begin with a **prompt**:
  - Provide **a question, statement, or gesture**
  - **Consistent prompts** create routine and predictability
- Ensure **adequate think time**
  - Typically 3-5 seconds before requesting response, to increase participation
- Consider various methods for eliciting OTRs
  - Select the method that best fits the **content and situation**

Response Methods

Method: VERBAL	**Method: WRITTEN**	**Method: ACTION**
Examples: Choral responses Partner responses Individual (no hands)	Examples: Whiteboards Response cards Writing prompts/frames	Examples: Act out Gestures Facial expressions Hand signals

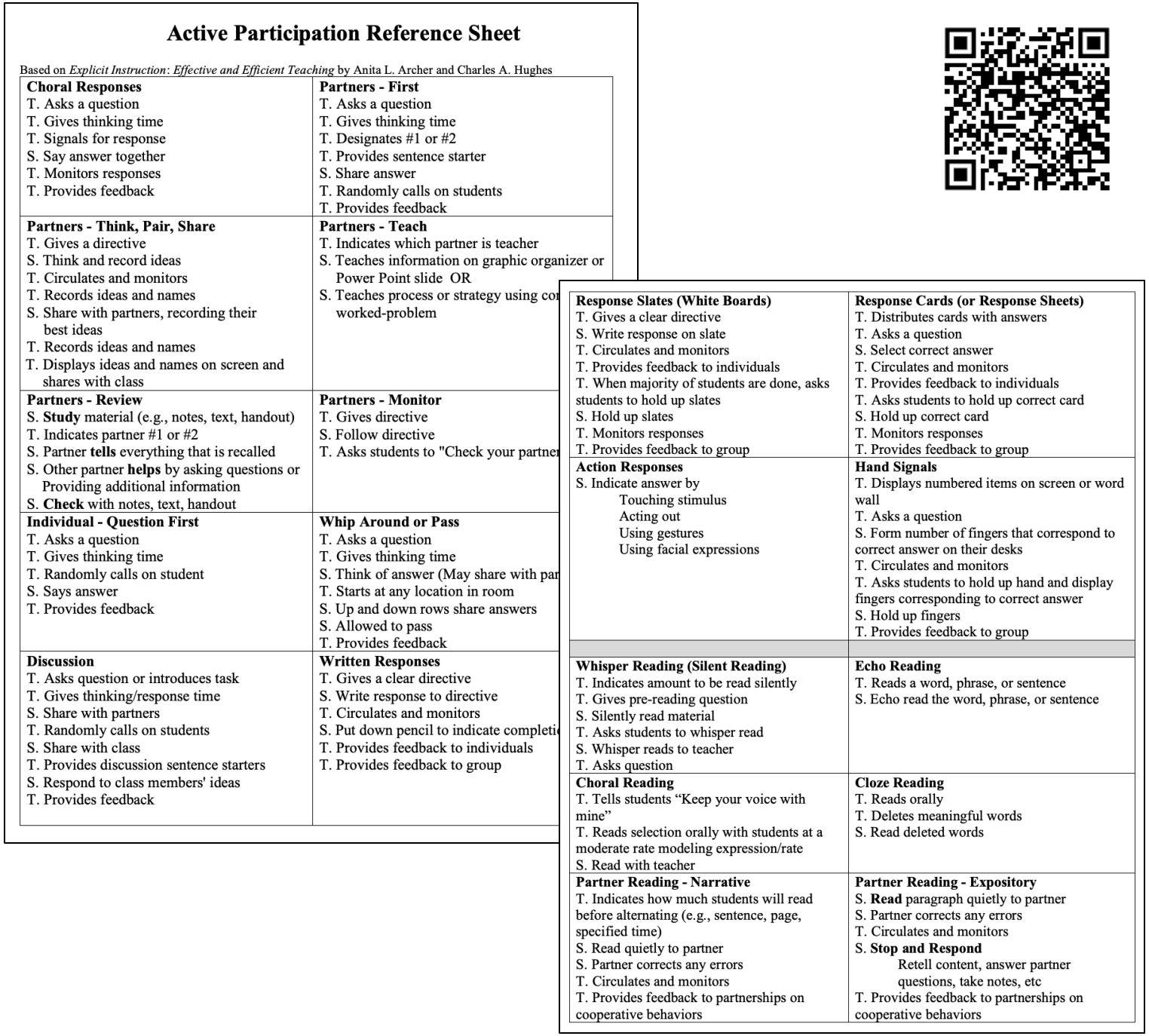
Regardless of method:

- Equity: ALL students are participating in the learning
- Holds each student accountable for participating
- Requires intentional planning
- Provides feedback to help teacher adjust instruction

(Archer, & Hughes, 2010)

Resource: Active Participation Reference Sheet

https://idahotc.com/Portals/0/docs/2013%20webinars/Active_Participation_Reference_Sheet.pdf



Active Participation Reference Sheet

Based on *Explicit Instruction*: *Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes

Choral Responses T. Asks a question T. Gives thinking time T. Signals for response S. Say answer together T. Monitors responses T. Provides feedback	**Partners - First** T. Asks a question T. Gives thinking time T. Designates #1 or #2 T. Provides sentence starter S. Share answer T. Randomly calls on students T. Provides feedback
Partners - Think, Pair, Share T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners, recording their best ideas T. Records ideas and names T. Displays ideas and names on screen and shares with class	**Partners - Teach** T. Indicates which partner is teacher S. Teaches information on graphic organizer or Power Point slide OR S. Teaches process or strategy using co worked-problem
Partners - Review S. **Study** material (e.g., notes, text, handout) T. Indicates partner #1 or #2 S. Partner **tells** everything that is recalled S. Other partner **helps** by asking questions or Providing additional information S. **Check** with notes, text, handout	**Partners - Monitor** T. Gives directive S. Follow directive T. Asks students to "Check your partne
Individual - Question First T. Asks a question T. Gives thinking time T. Randomly calls on student S. Says answer T. Provides feedback	**Whip Around or Pass** T. Asks a question T. Gives thinking time S. Think of answer (May share with pa T. Starts at any location in room S. Up and down rows share answers S. Allowed to pass T. Provides feedback
Discussion T. Asks question or introduces task T. Gives thinking/response time S. Share with partners T. Randomly calls on students S. Share with class T. Provides discussion sentence starters S. Respond to class members' ideas T. Provides feedback	**Written Responses** T. Gives a clear directive S. Write response to directive T. Circulates and monitors S. Put down pencil to indicate completi T. Provides feedback to individuals T. Provides feedback to group

Response Slates (White Boards) T. Gives a clear directive S. Write response on slate T. Circulates and monitors T. Provides feedback to individuals T. When majority of students are done, asks students to hold up slates S. Hold up slates T. Monitors responses T. Provides feedback to group	**Response Cards (or Response Sheets)** T. Distributes cards with answers T. Asks a question S. Select correct answer T. Circulates and monitors T. Provides feedback to individuals T. Asks students to hold up correct card S. Hold up correct card T. Monitors responses T. Provides feedback to group
Action Responses S. Indicate answer by Touching stimulus Acting out Using gestures Using facial expressions	**Hand Signals** T. Displays numbered items on screen or word wall T. Asks a question S. Form number of fingers that correspond to correct answer on their desks T. Circulates and monitors T. Asks students to hold up hand and display fingers corresponding to correct answer S. Hold up fingers T. Provides feedback to group
Whisper Reading (Silent Reading) T. Indicates amount to be read silently T. Gives pre-reading question S. Silently read material T. Asks students to whisper read S. Whisper reads to teacher T. Asks question	**Echo Reading** T. Reads a word, phrase, or sentence S. Echo read the word, phrase, or sentence
Choral Reading T. Tells students "Keep your voice with mine" T. Reads selection orally with students at a moderate rate modeling expression/rate S. Read with teacher	**Cloze Reading** T. Reads orally T. Deletes meaningful words S. Read deleted words
Partner Reading - Narrative T. Indicates how much students will read before alternating (e.g., sentence, page, specified time) S. Read quietly to partner S. Partner corrects any errors T. Circulates and monitors T. Provides feedback to partnerships on cooperative behaviors	**Partner Reading - Expository** S. **Read** paragraph quietly to partner S. Partner corrects any errors T. Circulates and monitors S. **Stop and Respond** Retell content, answer partner questions, take notes, etc T. Provides feedback to partnerships on cooperative behaviors

A Closer Look: Verbal Responses

Choral Responses	Partners - Think, Pair, Share	Individual - Question First
Choral Responses T. Asks a question T. Gives thinking time T. Signals for response S. Say answer together T. Monitors responses T. Provides feedback	T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners, recording their best ideas T. Records ideas and names T. Displays ideas and names on screen and shares with class	T. Asks a question T. Gives thinking time T. Randomly calls on student S. Says answer T. Provides feedback

Choral Response

When to use: answers are short and the same

How to use: establish a signal-include think time!

Set expectation-ALL students respond in unison

Introduce, model, practice → implement!

Partner Response

When to use: answers are longer and different/varied

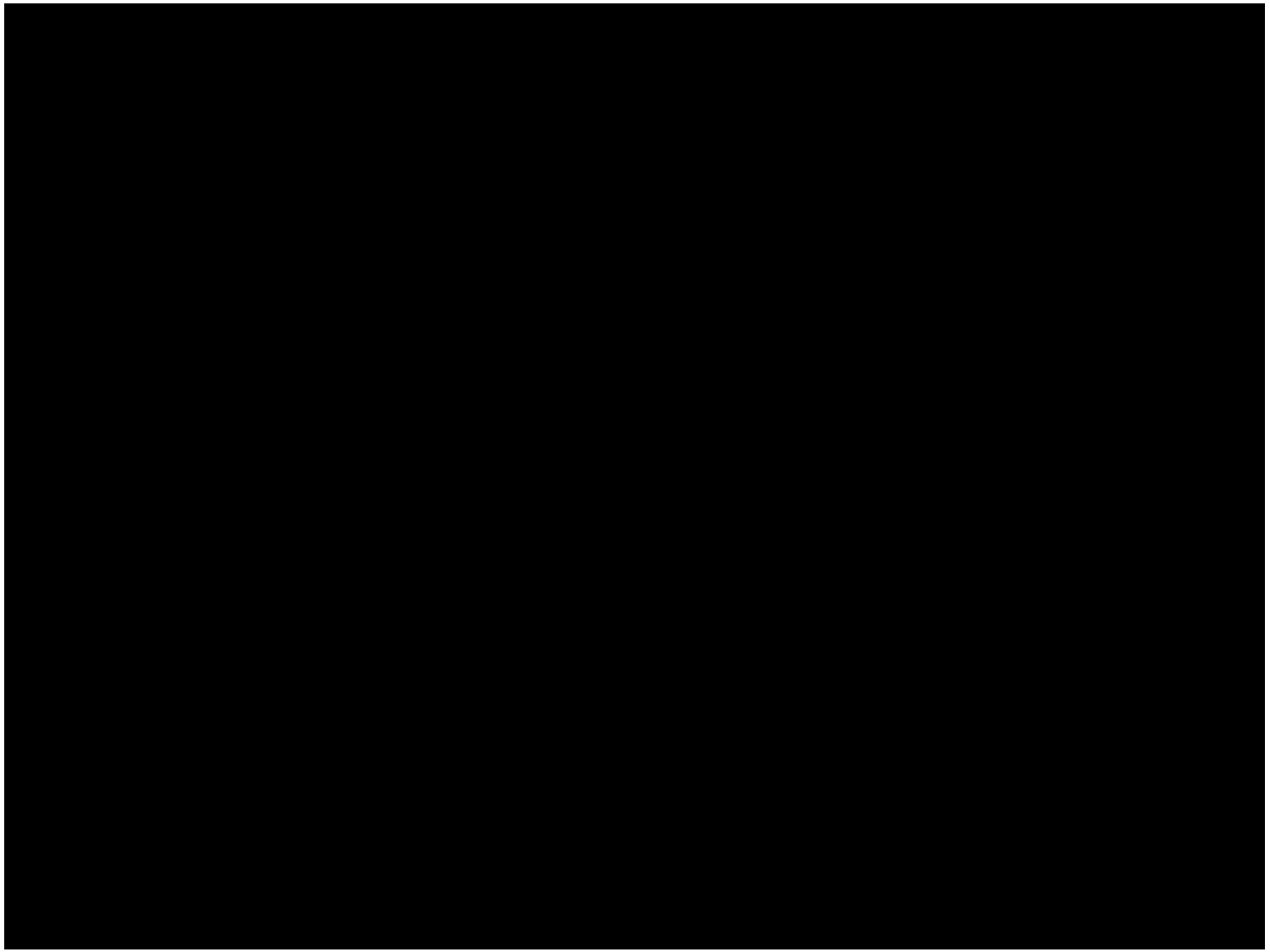
How to use: establish a routine

- Assign partners
- Ensure students know which partner they are!
- Teach a strategy (“Look, lean, listen”; “Knee to knee–begin”)

Introduce, model, practice → implement!

CHORAL AND PARTNER RESPONSES

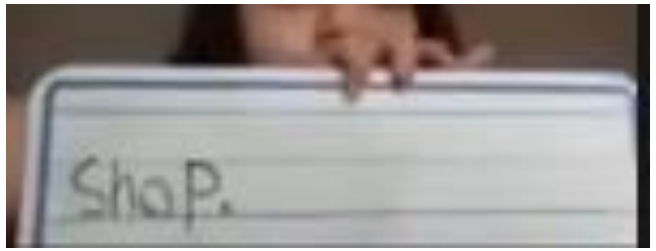
Dr. Anita Archer

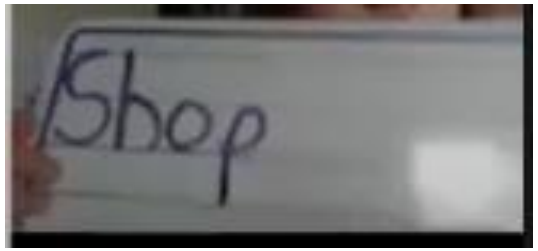


A Closer Look: Written Responses

Whiteboards	Response Cards	Writing Prompts/Frames
T. Gives a clear directive S. Write response on slate T. Circulates and monitors T. Provides feedback to individuals T. When majority of students are done, asks students to hold up slates S. Hold up slates T. Monitors responses T. Provides feedback to group	T. Distributes cards with answers T. Asks a question S. Select correct answer T. Circulates and monitors T. Provides feedback to individuals T. Asks students to hold up correct card S. Hold up correct card T. Monitors responses T. Provides feedback to group	T. Gives a clear directive S. Write response to directive T. Circulates and monitors S. Put down pencil to indicate completion T. Provides feedback to individuals T. Provides feedback to group

Examples: Written Responses

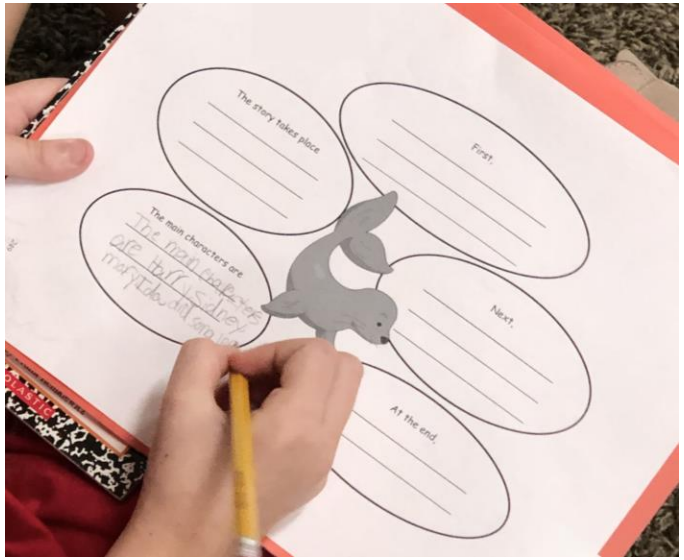




Yes No

Agree Both Disagree

A B C D



A Closer Look: Action Responses

Act Out	Hand Signals
S. Indicate answer by Touching stimulus Acting out Using gestures Using facial expressions	T. Displays numbered items on screen or word wall T. Asks a question S. Form number of fingers that correspond to correct answer on their desks T. Circulates and monitors T. Asks students to hold up hand and display fingers corresponding to correct answer S. Hold up fingers T. Provides feedback to group

truce

an agreement to stop an argument or fight

Example

Two kids were fighting over a spot on the swings decide to call a **truce** and take turns.

Non-example

When a **truce** was not made, two friends continued to argue.

Review: Fist to heart

Three vocabulary words to review:

1.furious

2. truce

3.blurry

You'll hold up a finger for the vocabulary word that matches the definition or completes the sentence.

Thumbs Up/Thumbs Down: Truce

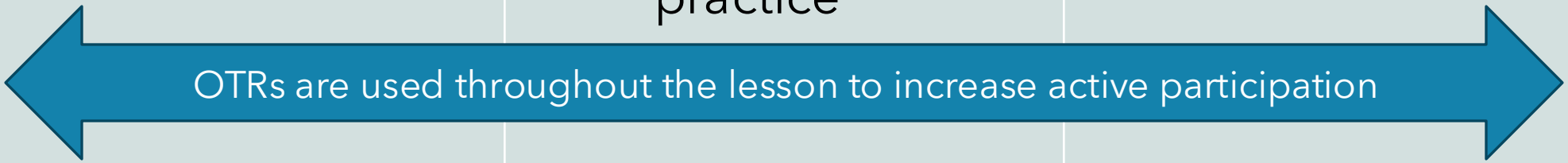
- The two opposing teams agreed on the play and were able to continue the game.
- The brother and sister fought and could not get along.
- Two students with different ideas for a school project agree to work together rather than continue arguing.
- The girl threw a water balloon at her friend after they said it was time to stop and clean up.

Application to Literacy Instruction

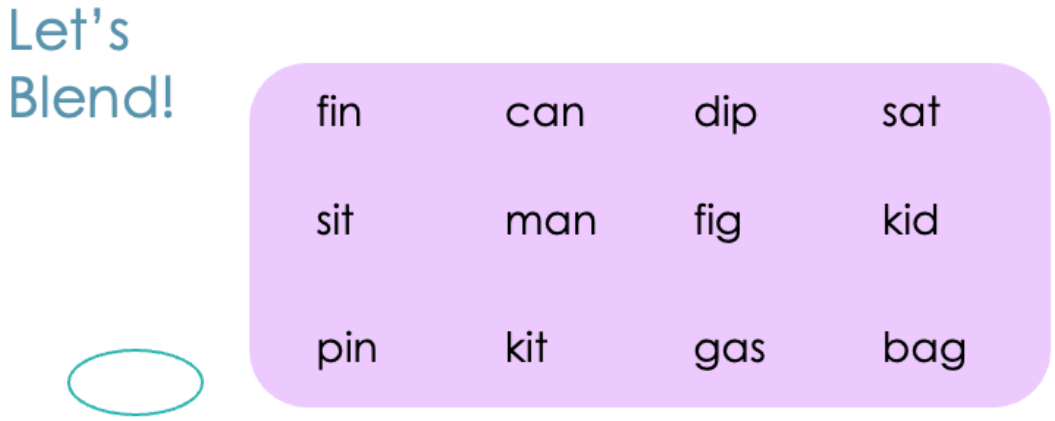
When to Integrate OTRs

Beginning of Lesson	Middle of Lesson	End of Lesson

• to activate prior knowledge
• to check understanding of the objective
	• to check for understanding during:
	  • direct instruction
	  • guided practice
	  • independent practice
		• to gather additional data about mastery, wonderings, or remaining misconceptions



Application 1: How Can We Increase OTRs?



Say: **We're going to read more words and then talk about some of them. You will take turns reading two words at a time. We'll start with the words in line one? Ready? [Student], read the first two words in line 1.** Repeat the blending routine as needed. Continue until each child has had a turn.

Grade K: Blending-

- Who is responding (as written)?
- When are they responding?
- How could we increase OTRs?
  - Consider:
    - Rate of responses
    - Method of responses (verbal, written, or action)

Application 2: How Can We Increase OTRs?

Phonological Awareness: Phoneme Identification (3–5 min.)

Model: thing, thumb, teeth
*Listen carefully as I say three words: **thing, thumb, teeth**. The words all have **/th/**. Where do you hear **/th/**? **Thing** and **thumb** begin with **/th/**. **Teeth** ends in **/th/**.*

Model: shape, shark, bush
*Listen as I say three words: **shape, shark, bush**. Which sound do you hear in all three words? Where do you hear **/sh/**? **Shape** and **shark** begin with **/sh/**. **Bush** ends in **/sh/**.*

Practice: thump, thick, path; shirt, shell, wish; cash, ship, wash; thing, ring, sang
Ask students to identify the sound that is the same in each set of words. Then have them tell where in the words the sound appears.

For Differentiated Phonological Awareness Activities, see the progression of routines provided in Additional Resources section online.

Grade 1: Phoneme Identification-

- Who is responding (as written)?
- When are they responding?
- How could we increase OTRs?
  - Consider:
    - Rate of responses
    - Method of responses (verbal, written, or action)

Application 3: How Can We Increase OTRs?

2 Guided Practice/Practice Say: *Listen to each pair of words. If the words rhyme, repeat the words. If the words do not rhyme, remain silent.* Guide practice and give corrective feedback until children can work on their own.

thrill, spill	screw, threw	throat, throne
strip, flip	scratch, match	shrug, rag
spring, string	splits, kiss	sled, shred

Say: *Listen as I say the rhyming words again. Let's think of other words that rhyme with each rhyming pair.*

Have children independently practice identifying and generating rhyme using **Practice Book** page 136.

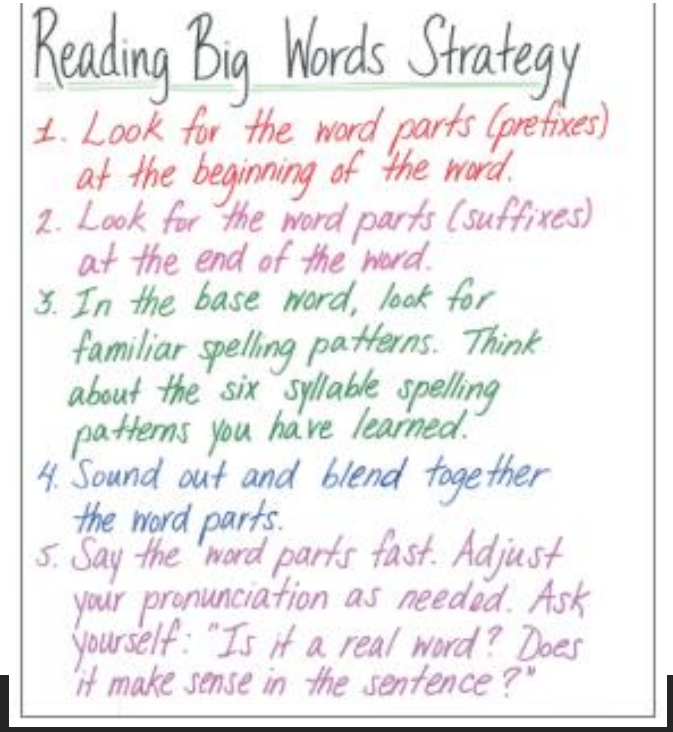
Grade 2: Rhyming-

- Who is responding (as written)?
- When are they responding?
- How could we increase OTRs?
  - Consider:
    - Rate of responses
    - Method of responses (verbal, written, or action)

Application 4: How Can We Increase OTRs?

Guided Practice (5 min.) iELD

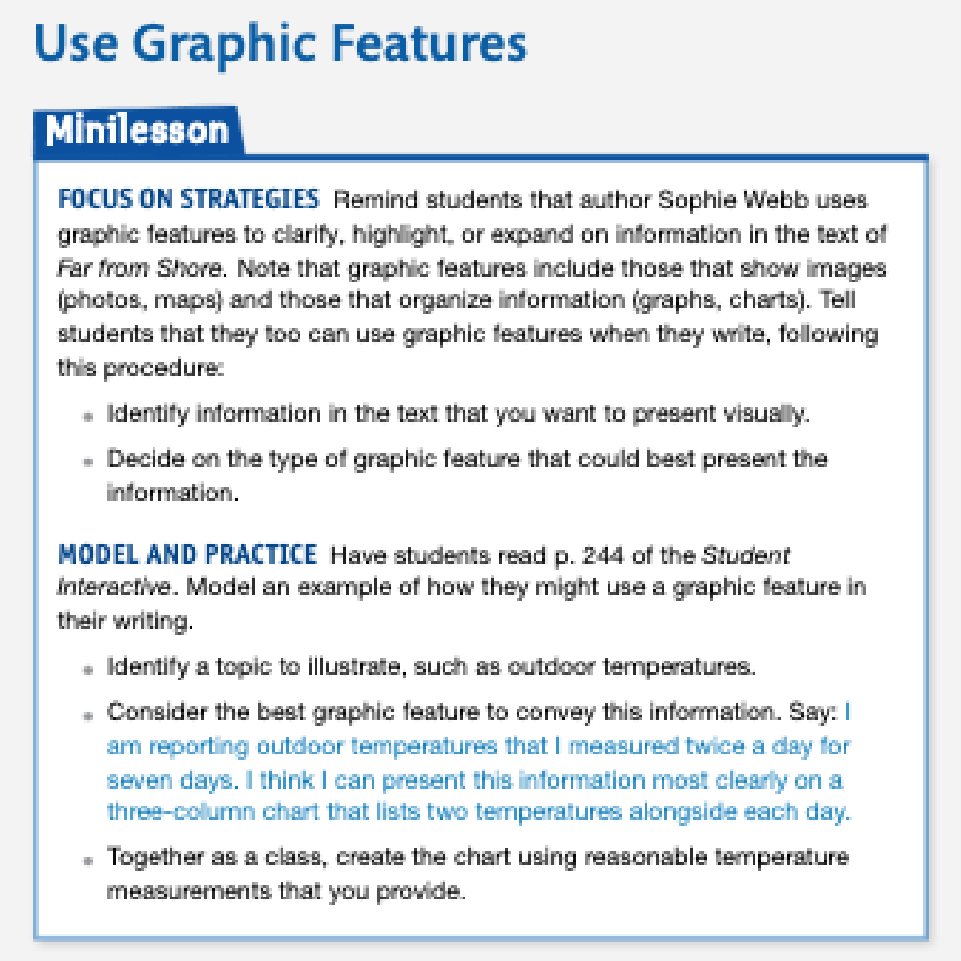
Display the Reading Big Words Strategy Anchor Chart and review the steps. Write the following words: **hearing, restarted, invented, unchanging, communicating, amplifying**. Work with the class to read each word. If students cannot, use the Reading Big Words Strategy and guide them to break the words into syllables or manageable chunks.



Grade 3: Inflectional Endings-

- Who is responding (as written)?
- When are they responding?
- How could we increase OTRs?
  - Consider:
    - Rate of responses
    - Method of responses (verbal, written, or action)

Application 5: How Can We Increase OTRs?



Use Graphic Features

Minilesson

FOCUS ON STRATEGIES Remind students that author Sophie Webb uses graphic features to clarify, highlight, or expand on information in the text of *Far from Shore*. Note that graphic features include those that show images (photos, maps) and those that organize information (graphs, charts). Tell students that they too can use graphic features when they write, following this procedure:

- Identify information in the text that you want to present visually.
- Decide on the type of graphic feature that could best present the information.

MODEL AND PRACTICE Have students read p. 244 of the *Student Interactive*. Model an example of how they might use a graphic feature in their writing.

- Identify a topic to illustrate, such as outdoor temperatures.
- Consider the best graphic feature to convey this information. Say: I am reporting outdoor temperatures that I measured twice a day for seven days. I think I can present this information most clearly on a three-column chart that lists two temperatures alongside each day.
- Together as a class, create the chart using reasonable temperature measurements that you provide.

Grade 5: Use Graphic Features-

- Who is responding (as written)?
- When are they responding?
- How could we increase OTRs?
  - Consider:
    - Rate of responses
    - Method of responses (verbal, written, or action)

MOTR Resource

https://irrc.education.uiowa.edu/motr

Measure Opportunities to Respond

Rate

00:00	Rate: 0.00/min	Current Count: 0

Response Modalities

- [ ] Written
- [ ] Oral
- [ ] Motor

Number of Students Responding

- [ ] Individual
- [ ] Small Group
- [ ] Whole Group

SUBMIT

Wonderings and Takeaways

THANK YOU!