

SECOND EDITION

STUDY GUIDE

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EXPLICIT DIRECT INSTRUCTION

EDI

The Power of the Well-Crafted,
Well-Taught Lesson

dataworks
Educational Research

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About this Study Guide

Welcome to the Explicit Direct Instruction, 2nd Edition, Study Guide

This Study Guide is a companion to the 2017 edition of *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson* by John Hollingsworth and Silvia Ybarra.

Published by Corwin Press, this book builds upon the 2009 First Edition which became an educational bestseller. In fact, the authors received an award from Corwin for “Helping Educators Make the Greatest Impact.”

Because of the interest in a Study Guide for the First Edition that teachers could use with their book study groups or in their professional learning communities, a Study Guide was completed and made available. Now for this new edition, Hollingsworth and Ybarra have published this companion Study Guide for it.

This Study Guide is designed to lead your staff through each chapter of the book and help to engage your team in some rich, academic discussions. It features questions to *analyze*, *activities* to explore (usually in small groups), and *looking ahead* questions to prepare for the next chapter. An index of lessons referenced in the book is included at the end of this Study Guide. It has links to our online [Educeri](#) lesson service so you can study the lessons in real time. Check out [Educeri](#) and sign up for a free 30-day trial!

The new edition contains five new chapters with classroom-tested refinements for EDI, many new teacher tips, and new classroom stories that teachers have told us they love to read! This Study Guide will help you expand your knowledge and practice of EDI to make your classrooms a place of instructional excellence!

We wish you great success with EDI,

Dataworks Educational Research

Before You Read

Analyze

1. Here is a list of the 10 biggest challenges facing education today. Choose which ones you think can be addressed in the classroom.
 - class size
 - poverty
 - family factors
 - technology
 - bullying
 - student attitude & behavior
 - government involvement
 - funding
 - parental involvement
 - student health
2. What do you think is the #1 thing that needs to be done to improve education?
3. Focusing on classroom instructional methods, list three successes and three areas of need at your school site.

Looking Ahead

1. What are your expectations/connotations when you hear the phrase Explicit Direct Instruction (EDI)? Explain.

Chapter 1 - Students Say, “I Can Do It!”

Analyze

1. Describe a time when your students were not able to comprehend something. How did that make you feel? What did you do to help them?
2. In your own words, explain what the authors meant when they said, “It’s better inputs that produce better outputs.”
3. The authors say the key missing school activity is “a relentless focus on improving how students are taught in the classroom, the first time.” They claim the answer is the well-crafted lesson. Discuss how this would make a difference in your school.
4. If you are using Common Core at your school, what instructional changes have you made since you’ve started using the new standards? What curriculum changes have you made?

Looking Ahead

1. Before reading the next chapter, describe the instructional approach you were trained to use in college? List a few of the strategies you were taught to use.

Chapter 2 - Are Some Approaches Better Than Others? What is Effective Instruction?

Analyze

1. The authors say it is important to promote talent development instead of talent discovery. Explain why you agree or disagree with that idea.
2. As a teacher, how do you cover all of the standards and still take the appropriate time to insure that students are really learning the information you present?
3. Does your school have a pre-determined instructional approach? If so, what is it?
4. Which educational philosophy do you tend to use more often? Direct instruction or inquiry? Why?
5. What does the research suggest when teaching new content to novices? Why do you think this approach is found to be most effective?

Chapter 2 - Are Some Approaches Better Than Others? What is Effective Instruction?

Analyze (cont.)

- The authors say that teacher-centered lessons are best for new learning, while group work and projects should be used to practice what students have already been taught. Do you agree and what is the ratio of new learning to group work in your class?
- The authors say that Rosenshine & Stevens have identified nine teacher behaviors (pp. 12-13) that characterize good lessons. How many of these do you currently use in your classroom?

Activity

- The authors give five criteria for an effective instructional approach (p. 10). Rate your class (on a scale of 1 to 5, 5 being excellent) on each criterion, and then discuss.
 - 1 2 3 4 5
 - 1 2 3 4 5
 - 1 2 3 4 5
 - 1 2 3 4 5
 - 1 2 3 4 5
- On a graphic organizer, analyze how much time you spent on various classroom activities during one week. Use these categories: Delivering new content, Independent practice work (such as worksheets), small group work, organizational activities, assessments, other.

Developing New Content	Independent Practice	Small Group Work	Organizational Activities	Assessments

Chapter 2 - Are Some Approaches Better Than Others? What is Effective Instruction?

Looking Ahead

1. The authors say EDI is metacognitive teaching. That means you know **what** all the instructional practices are, you know **when** to use them, you know **why** you use them, and you know the **expected results** of using them. How do you think that could make a difference in your teaching?

2. EDI involves both lesson design and lesson delivery strategies. Why do you think teachers have to consider both?

Chapter 3 - Good Instruction is Always Good Instruction: An Explicit Direct Instruction Overview

Analyze

1. What is the difference between lesson design and lesson delivery?
2. The authors say that the basic principles of instruction have not changed over the years, but the strategies for helping students learn have. Do you agree? Can you think of new strategies you have adopted since you started teaching?
3. EDI lessons are delivered using Engagement Norms and TAPPLE. Look over the brief descriptions given here and discuss how these techniques could help your class and how much of each you already use.
4. What is the value of dividing vocabulary into three different types? How consistent are you in working with vocabulary in your class?

Activity

1. Take one chapter in your textbook, and analyze the defined vocabulary words to determine whether they are content, academic, or support.

Look Ahead

1. What do you think of when you hear the words student engagement?

Chapter 4 - Creating Engaged Students: Use Engagement Norms!

Analyze

1. Student engagement can mean many things to educators. It can mean teaching an interesting topic, using strategies to motivate, using routines to mold behavior, using kinesthetic or high-tech modalities, or providing social rewards or collaboration. How does the authors' definition of engagement simplify all this? Why is "asking students to do something (usually academic)" effective? Discuss several ways you can see it being useful.
2. Why is tracked and choral reading a good solution to get students to read more?
3. What are the advantages of using text-based lessons as discussed in the first three Norms - Pronounce with me, Track with me, and Read with me?
4. Discuss how you can use text-based lessons in your class, even in math. How would you have to reorganize your room to display or use text?

Chapter 4 - Creating Engaged Students: Use Engagement Norms!

Analyze

5. What are three reasons why tracked reading is good for every class K-12? (answer: reading fluency, engagement, and word memory) Discuss how this can be good for your class.
6. Why are gestures important for a lesson?
7. What techniques for pair-shares discussed here will make it easier for you to use them?
8. How does an attention signal make it easier to manage pair-shares consistently?
9. What techniques for whiteboards will make it easier for you to use them?
10. Why do the authors say it's important to use complete sentences in responses?
11. How do sentence frames and public voice add value to the use of whiteboards?
12. Rank in order of importance to you the five reasons why Engagements Norms are important. Discuss amongst the group.

Chapter 4 - Creating Engaged Students: Use Engagement Norms!

Activities

1. On pp. 30-31, the authors list 10 different examples of concepts that they have seen gestures used for. Each person take one or two concepts and come up with a gesture for it. Demonstrate it to the group.
2. Then, pick a concept from something you are teaching this week, and try to come up with a gesture for it.
3. As a group, come up with a list of call-and-response attentions signals that could be used for your school.
4. Make a list of possible inserts for sheet protector whiteboards and share them with your colleagues. Or each person make one for the group.
5. Have a colleague monitor your class and count the number of engagements per minute that you use. You do the same for them.

Look Ahead

1. Discuss how often you check for understanding in your class?

Chapter 5 - Is Everyone Learning? Checking for Understanding

Analyze

1. How do you currently check for understanding? How often? In what manner?
2. The authors state that CFU is the “backbone of effective instruction”, and that “this one strategy alone could revolutionize education” worldwide. Discuss the five reasons they give for this.
3. Why is it important to teach before you ask a question? Why is asking a question first not effective for the teacher or the students?
4. Quite often, teachers ask general questions, such as “Any questions?” “Do you understand this?” “What do you think about this character?” Why should teachers not be interested in hearing students’ opinions when learning new content? What kind of questions should teachers ask?
5. The authors list more than 20 pair-share strategies in this chapter. Discuss which ones you would like to implement in your class.
6. Explain why it's not so useful to call on students who have their hands up. Why is it a good reason to use non-volunteers?

Chapter 5 - Is Everyone Learning? Checking for Understanding

Analyze (cont.)

7. Discuss methods of choosing non-volunteers -- popsicle sticks, digital apps, numbered rings, labeled ping pong balls, etc. Why do different teachers like each one? Which is easiest to set up?

Activity

1. Refer to three concepts you taught recently and write a CFU question for each one. Share with your colleagues.
2. Make a chart of the 15 Reasons Why Pair-Shares are Important, and then rank them in order of importance for you. Share with your colleagues.
3. Practice asking CFU questions amongst colleagues. One person teach a chunk of information, and then ask CFU questions of the group. Assign numbers to each person so people can be randomly chosen. This will give each person the direct experience of using and receiving effective CFUs.

Look Ahead

1. What do you do when a student has a wrong answer to your questions?

Chapter 6 - Everyone Learns: Corrective Feedback and Whiteboards

Analyze

1. Why is it not useful to aim for 100% correct answers on Checking for Understanding?
2. What is the difference between whole-class errors and individual student errors? What do you do for each one?
3. Why do the authors say “Students are Never allowed not to know the answer”?
4. The authors provide eight strategies for corrective feedback. Rank them in the order you want to use them and discuss why.
5. Why is Checking for Understanding a good cognitive strategy?
6. Identify and discuss the five advantages to using whiteboards.

Chapter 6 - Everyone Learns: Corrective Feedback and Whiteboards

Analyze (cont.)

7. Discuss the types of questions that can be used with whiteboards -- short, math problems, sentence numbers from a paragraph, vote on a question, others.
8. Why do the authors call on correct answers first after using whiteboards?

Activity

1. Practice asking CFU questions again, but this time have colleagues give incorrect answers. You practice using the feedback strategies. Then, switch roles.
2. Use a whiteboard (or at least several sheets of white paper) and practice asking CFUs that can be answered with a whiteboard. Go through the whole procedure of how to ask the question, pair-share, and chin-it. Each person the direct experience of using and receiving effective CFUs.

Look Ahead

1. Do you think it's important to have a clear learning objective for your lessons? Explain why or why not.

Chapter 7 - Establishing What Is Going To Be Taught: Learning Objective

Analyze

1. Explain how content standards are different from learning objectives?
2. Explain what Concept, Skill, and Context are in terms of a learning objective. Give examples of each.
3. Why is it better to teach objectives rather than standards? Why is it better to not simplify the wording of the standard in the objective?
4. Why do the authors believe that resources and goals don't need to be included in objectives?
5. Why do the authors state that every assignment must be on grade level? They say this is critical for every school.
6. Why is it important to present the Learning Objective to the students? How is presentation different for elementary, middle, and high school?

Activity

1. Each person should take one standard from your grade and write at least one clear learning objective from it. If you're using Common Core, compare your answers with ours in Common Core Learning Objectives booklets posted at the [Educeri.com](http://educeri.com) site.

Chapter 8 - Connecting to What Students Already Know: Activating Prior Knowledge

Analyze

1. What is the purpose of APK?
2. What is the difference between universal experience APK and Subskill review APK?
3. Why should you avoid making APK a quiz? What is the subtle difference between asking about a concept and asking about a prior concept that leads up to the target concept?
4. Why must the teacher explain the connection to the lesson?

Activity

1. Each person take a learning objective and analyze it to determine what prior knowledge you can activate in APK. Do one that requires universal experience and one that requires subskill review.

Look Ahead

1. What is the difference between teaching a concept and a skill?

Chapter 9 - These Are The Big Ideas: Concept Development

Analyze

1. How do you identify the concepts to teach?
2. What is metacognitive teaching, and why is it important?
3. Why is Concept Development important? Why do all students need to be taught concepts?
4. Describe three examples of ineffective concept development.
5. Why is it important to have written definitions, labeled examples, and sometimes non-examples for the concept?
6. What is the concept hook, and why is it important?
7. Why should you use higher-order CFU questions rather than recall questions? What is a higher-order question?
8. Why should you always have key parts of Concept Development all visible on one page?

Chapter 9 - These Are The Big Ideas: Concept Development

Analyze (cont.)

9. What are the EDI definitions of Explaining, Modeling, and Demonstrating?
10. Explain why EDI is a literacy-based approach to teaching?
11. What does it mean to “work the page” with an EDI lesson?

Activity

1. Pick one textbook from your subject or grade and analyze if concept development is there and whether it is effective or not.
2. Go to [Educeri.com](http://educeri.com) and pick lessons for your grade level or subject. Look at the Concept Development slides and identify the written definitions, labeled examples, non-examples (if there), and CFU questions.
3. Now look for the same in your current instructional materials. Can you locate these items? If not, can you add them?
4. Most teachers are good at Explaining. But now, find a concept from one of your lessons and practice modeling it with a colleague. Be sure to reveal your thinking as you discuss the concept.
5. Next, find a lesson where you can use a physical demonstration. Practice with a colleague doing the demonstration. Consider using gestures too.

Look Ahead

1. Do you believe repetition is important for learning a skill? Explain why or why not.

Analyze

1. How is Skill Development different from Concept Development?
2. How is Skill Development different from Guided Practice?
3. How does a teacher's modeling of thought process help the students? Why is it important?
4. Why do the authors recommend using steps to teach Skill Development?
5. What is the difference between strategic steps and directions?
6. Why are process questions used for CFU in Skill Development?
7. Describe the Internal Rule of Two. and when it should be used.
8. Describe the many ways that an EDI lesson uses repetition to help students remember. Remember, repetition is not just repeating something over and over, but it's using information in different ways.

Analyze

9. What is the difference between procedural knowledge and declarative knowledge?
10. What is the literacy approach in teaching, and how does EDI make use of it? How is it different from lecturing with students taking notes?
11. What is the advantage of graphic organizers for declarative knowledge lessons?

Activity

1. Last chapter you modeled a concept; now this time sit with a partner and model your thinking for skill development. Discuss how it's different.
2. Give an example of how to use the Rule of Two from one of your lessons. Share with the group.
3. As a group, go through the long narrated scenario on teaching Skill Development (Lesson is Inferences) and analyze the teaching techniques you see being used.
4. Look at your textbook and locate skill development steps in it.
5. Look at EDI lessons for your grade at Educeri.com, and identify the steps, matched problems, and CFU questions.

Analyze

1. Describe in your own words the three student motivations that the authors have built in to EDI lessons.
2. Describe in your own words the three types of relevance that are useful for bringing out in each lesson.
3. Why is a sample test question included in most Relevance sections?

Activity

1. Go to [Educeri.com](http://educeri.com) and look at EDI lessons for your grade. Identify the Relevance questions, examples, and CFU questions.

Look Ahead

1. How do you determine students understand the concept and skill before you assign homework or review?

Chapter 12 - Making One Final Check: Closing the Lesson

Analyze

1. What is Lesson Closure and why is it important?
2. Describe the three types of closure questions -- skill, concept, and summary.
3. Why is it useful to provide a word bank for summary closure?

Activity

1. Look in your textbooks and try to locate items that could be used for Closure -- sample problems, assessment-type questions, and word bank vocabulary.

Look Ahead

1. With EDI, how do you provide extra help for students who need it?

Chapter 13 - Planning for Success: Differentiation and Scaffolding

Analyze

1. Describe the difference between differentiation and scaffolding?
2. Why is designing an EDI lesson considered the ultimate scaffolding? Give examples.
3. The authors say that when students are unsuccessful in an EDI lesson, “It’s not the students; it’s the lesson.” They also say the shift “from blaming students to providing more effective lessons is the bedrock of school reform.” Why do you think they make these comments?
4. In planning your EDI lessons, what areas might require special attention to anticipate or avoid student difficulty?
5. Why are the clock or pacing calendar not the true determiners of the pace of a lesson?
6. What actions do you do at the end of closure if students are not successful?
7. How does EDI relate to Response to Intervention (RTI)?

Chapter 13 - Planning for Success: Differentiation and Scaffolding

Analyze (cont.)

8. Make a list of possible problem area checkpoints (where students might have difficulty or you might in explaining) to consider when planning or preparing to teach an EDI lesson. Discuss with the group. This list will help you be more successful with every lesson.
9. Look at the chart of the seven Effective Feedback Strategies and discuss how they provide scaffolding for students during the lesson.

Activity

1. What is the real purpose of homework?

Analyze

1. How do the authors define Independent Practice?
2. Why is giving students additional problems to work not good Independent Practice?
3. What is the real purpose of Independent Practice? (or even homework)
4. Explain the value of automaticity in learning.
5. What is the best way to get students to do homework?
6. How can teachers give a structure to Independent Practice to make it more useful?
7. What is the goal of Periodic Review?
8. What other names might you see in textbooks for Periodic Review?
9. What can teachers do to make Periodic Review more effective?

Chapter 14 -

Having Students Work By Themselves: *Moving to Independent Practice and Periodic Review*

Activity

1. Look at homework assignments you've given in the last week, and analyze how you could have introduced them more effectively or included different problems.

Look Ahead

1. If you already have an approved textbook, how do you modify it to include the EDI components?

Chapter 15 - Creating Well-Crafted Lessons: *Putting It All Together*

Analyze

1. What are some of the problems with textbooks that the authors have identified? What components of a good lesson are missing?
2. When you design a lesson from a textbook, you first check for worksheets or problems, and then look for the standard. Why is this important?
3. Why should objectives not be written in “kid-friendly” language?
4. Explain why you need to deconstruct a textbook standard into proper learning objectives.
5. What is the proper way to deliver a Learning Objective to your class?
6. What are some criteria for developing a good concept for your lesson?
7. Why is it important to modify the textbook to fit the EDI components?
8. Why should remedial time be separate from grade-level lessons?

Chapter 15 - Creating Well-Crafted Lessons: Putting It All Together

Analyze (cont.)

9. Why is it often better to write Independent Practice after the Learning Objective, and the APK after Skill Development, even though they aren't taught in that order?
10. Why should EDI lessons be used for 66% of the class time?
11. Describe some ways you can use EDI strategies even if you don't have a fully developed EDI lesson for your class.
12. According to the authors, what is the secret to school reform?

Activity

1. As a group, make a 3-column list: 1) for each EDI component, 2) how it might be listed in a textbook, and 3) how you might need to adapt or rewrite it.
2. Make a list of which EDI strategies you can adopt in your class right away, and which strategies you will adopt within one month. Discuss with others what steps you have to take to achieve both goals.

Analyze

1. What are advantages that teachers have when using Educeri lessons?

Activity

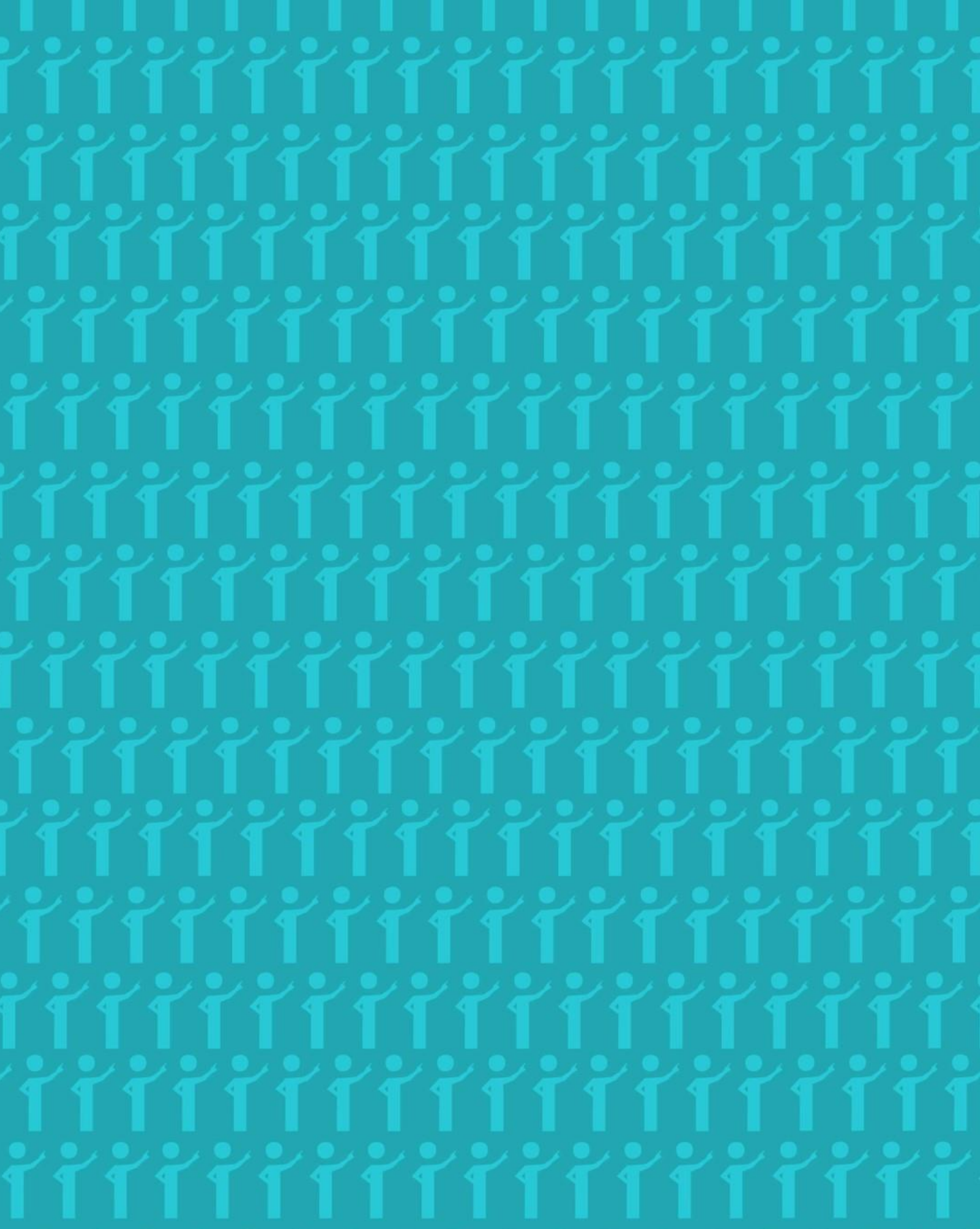
1. Work through this lesson, individually or in a group, and identify the delivery strategies that can be used on each page. Take turns “working the page” orally.
2. Then do it again with a different lesson, using the Lesson Design Checklist. This will help to build automaticity in recognizing lesson components and delivery strategies.

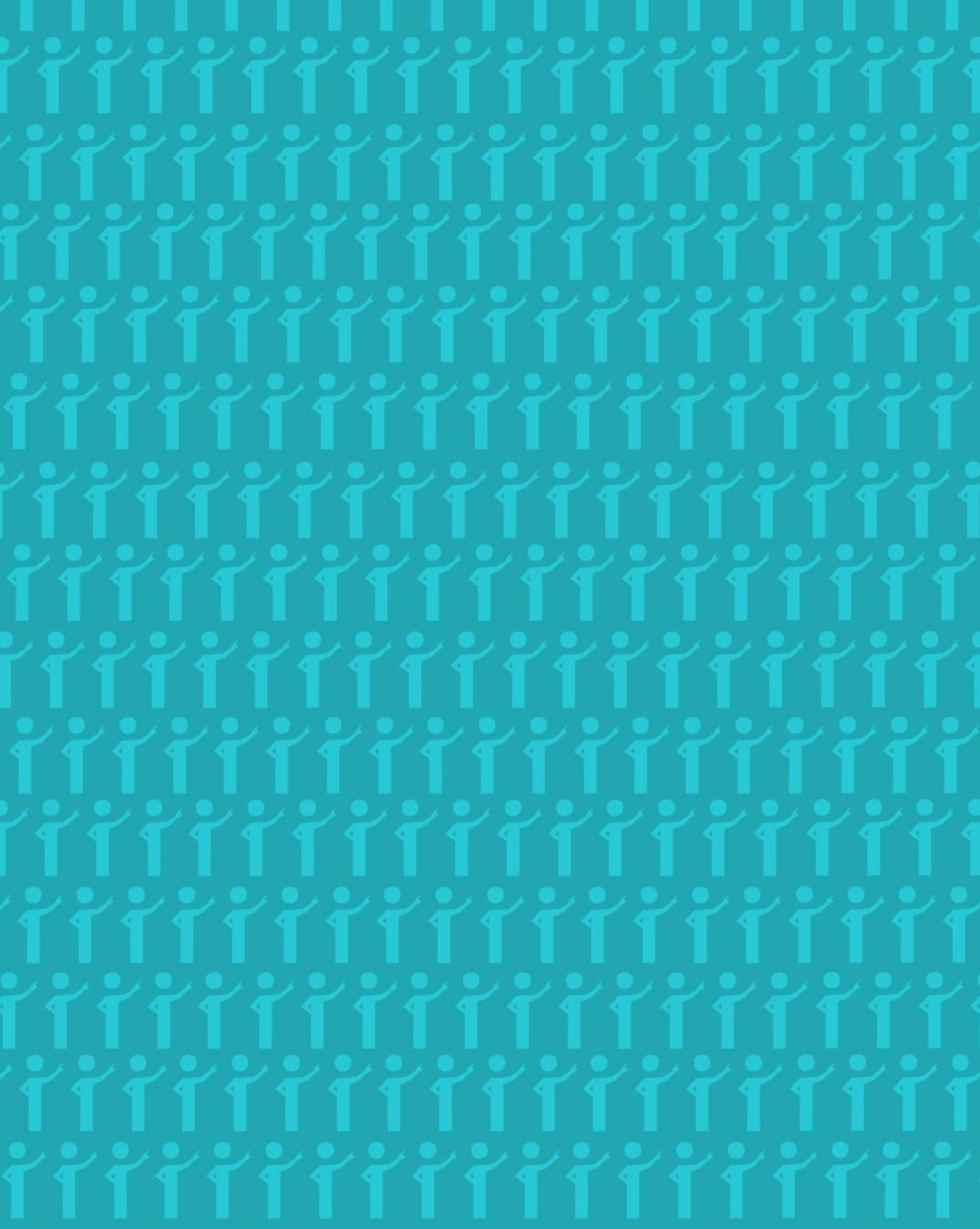
Next Steps

Activity

1. Study the chart of Direct Instruction models on p. 206. Note how different researchers have essentially identified the same 7-9 steps for a good lesson.

2. List your Top 3 or Top 10 insights gained from studying this book. Identify what changes you can make in your classroom based on this book.





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