

## Sample Lesson with Enhanced Explicit Instruction Elements

Text: "Before Rosa Parks, There Was Claudette Colvin" (Adler, 2009)

Original Lesson	Lesson with Enhanced Explicit Instruction Elements
<p><b>Primary Learning Objectives</b></p> <p><u>Reading:</u> Students will read the text and demonstrate comprehension.</p> <p><u>Content:</u> Students will identify how the actions of individuals contributed to the larger civil rights movement.</p>	<p><b>Primary Learning Objectives</b></p> <p><u>Reading:</u> Students will verbally identify the meaning of boycott and oppression.</p> <p>Students will write main idea (i.e., gist) statements of 10 words or less that describe the most important "who" or "what" the passage sections were about.</p> <p><u>Content:</u> Students will use main idea statements from the passage sections to write about how the actions of individuals contributed to the larger civil rights movement.</p>
<p><b>Before Reading (Vocabulary)</b></p> <p>"Before we read, let's learn some talk about some key vocabulary that you'll encounter in the text. Who knows the word boycott? Class discusses. What about the word oppression? What does this word mean? Class discusses."</p>	<p><b>Before Reading (Vocabulary)</b></p> <p>Tutor (T): Before we read, let's learn some key vocabulary that you'll encounter in the text. The first word is "boycott." What's the word?</p> <p>Student (S): Boycott</p> <p>T: That's right. If you boycott something it means you refuse to buy, use or take part in something as a way of protesting. If you boycott something, what does it mean?</p> <p>S: (<i>sample response</i>): You refuse to buy, use or take part in something as a way of protesting.</p>

Objectives are refined to be more specific and targeted in scope. Also, there is now clear criteria of how a student demonstrates that they have met the objective.

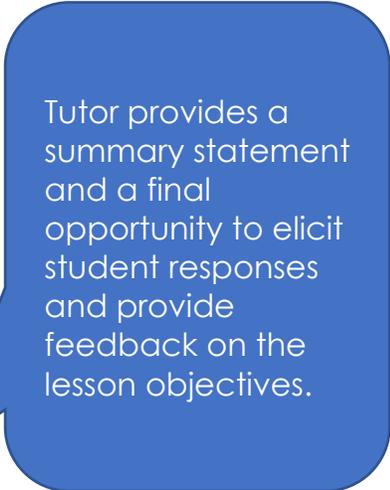
The tutor prepares student-friendly definitions, example sentences and images for key vocabulary in advance and teaches the words directly.

	<p>T: Here is a picture of farm workers that were boycotting by refusing to work. These grape growers in California refused to work until they were paid more fairly and treated better by employers. Tell your partner about a time when you or someone else boycotted something. <i>(Students discuss; teacher monitors and provides feedback).</i></p> <p><i>Teacher repeats this process for second vocabulary word.</i></p>
<p style="text-align: center;"><b>During Reading (Comprehension)</b></p> <p>"I want you to read the text and write the main ideas of the text in your notebook. Please get started and I'll check your main ideas to give you feedback"</p>	<p style="text-align: center;"><b>During Reading (Comprehension)</b></p> <p>T: I am going to teach you a strategy to help us identify the main ideas in text. The strategy is called Get the Gist...</p> <p><i>The tutor models how to identify main ideas in text using Get the Gist strategy; Klingner &amp; Vaughn, 1998) and then provides students with opportunities for guided practice using student cue cards focused on Get the Gist.</i></p>
<p style="text-align: center;"><b>After Reading (Comprehension Wrap-Up)</b></p> <p>"I want you to answer these three questions: (1) What was the central idea of the text? (2) What evidence from the text supports that this idea? (3) How were Claudette Colvin's actions similar to Rosa Parks? Write the answers on this document.</p>	<p style="text-align: center;"><b>After Reading (Comprehension Wrap-Up)</b></p> <p>T: On this worksheet, you will use your main idea statements and additional evidence from the passage to answer the three questions on the board. Remember, you can look back at your main idea statements or the passage to answer the questions. I'll show you how to do this for the first question. <i>Tutor models how to complete the first</i></p>

Tutor introduces a strategy for identifying main ideas, models how to implement the strategy, and then provides students an opportunity for guided practice.

Tutor reminds students of an appropriate strategy for completing the activity and models how to complete activity.

	<i>answer, while providing students multiple opportunities to respond.</i>
	<p style="text-align: center;"><b>Lesson Closure</b></p> <p>T: Today we learned how the actions of Claudette Colvin and Rosa Parks contributed to the larger civil rights movement. Use our key vocabulary of boycott and oppression when you describe how they contributed to the civil rights movement. <i>Invite verbal student responses; provide corrective and affirmative feedback.</i></p>



Tutor provides a summary statement and a final opportunity to elicit student responses and provide feedback on the lesson objectives.

T: Tutor/Teacher  
S: Students

**Explicit Instruction Enhancement Resources for Tutors:**

Student-friendly definitions: <https://www.oxfordlearnersdictionaries.com/us/>

Collaborative Strategic Reading (Including guidance on generating main idea/gist statements): <https://iris.peabody.vanderbilt.edu/module/csr>