

# Get Ready... ENGAGE!

## Using DI strategies to Increase Student Engagement

*Handout/ Notes*

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### I. Direct Instruction Research

- A. The author of **Visible Learning** is \_\_\_\_\_.
- B. In the barometer of influence, anything above \_\_\_\_\_ is considered significant.
- C. Study and Effect Sizes:

	Ranking (1 Most-8 Least)	Effect Size
Teaching Phonics Skills		
Comprehension Instruction using DI strategies		
Simulations & Gaming		
Matching "Style of Learning"		
Student Control over Learning		
Whole Language		
Summer Vacation		
Direct Instruction (overall)		

### II. Effective DI Elements

- A. Teaching to \_\_\_\_\_
- B. \_\_\_\_\_ Responses
- C. Signaling
- D. Guided \_\_\_\_\_
- E. Corrective \_\_\_\_\_ / Scaffolding

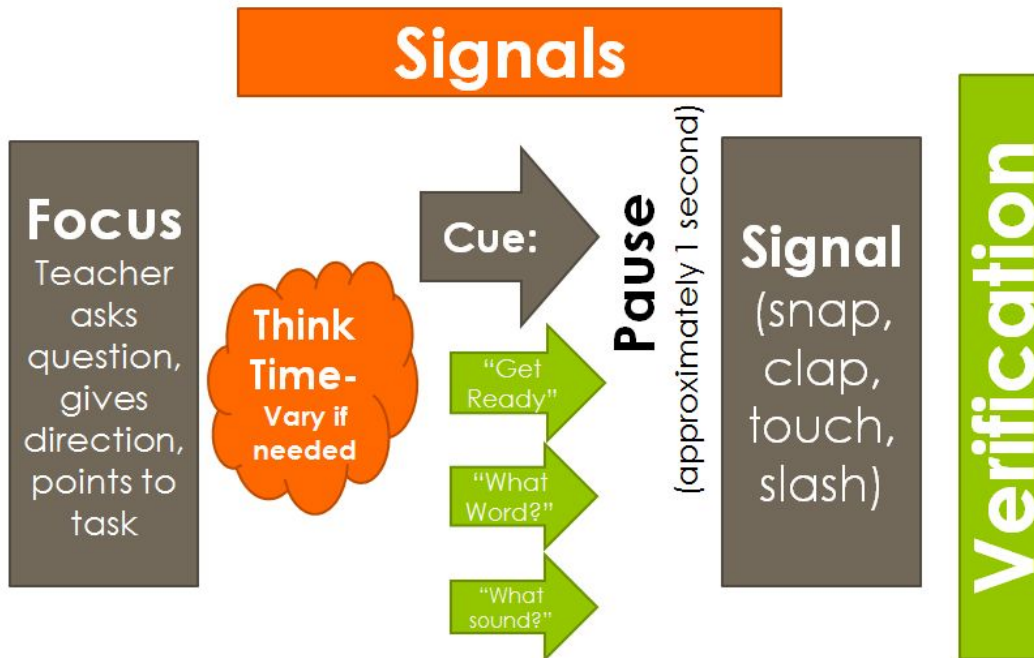
### III. Bringing DI Elements to the Classroom

- A. No One Just \_\_\_\_\_
- B. We can make difficult things easier if we keep students \_\_\_\_\_.

#### IV. Unison Responses

- A. \_\_\_\_\_ students can answer \_\_\_\_\_ time.
- B. Every student forms his/her own \_\_\_\_\_.
- C. The teacher can hear a single \_\_\_\_\_ in the group.

#### V. Signals



#### VI. Guided Practice

##### A. Spelling

1. Strategy
  - a. Read-Spell-Read (see Script on next page)

##### B. Behavioral Feedback

1. Correct ALL signal errors
  - a. Tell students what they \_\_\_\_\_ do
  - b. Repeat the presentation
2. Monitoring
3. Praise Rate

##### C. Scaffolding

1. A gradual Release of \_\_\_\_\_
  - a. I do it
  - b. \_\_\_\_\_ do it
  - c. You do it \_\_\_\_\_
  - d. \_\_\_\_\_ do it alone

**D. Group Reading**

1. Strategies

- a. Model
- b. \_\_\_\_\_
- c. Choral
- d. Cloze
- e. \_\_\_\_\_
- f. Individual Turns

**E. Academic Feedback**

- 1. Correct \_\_\_\_\_ content errors.
- 2. If anyone makes an error on a group response, correct the \_\_\_\_\_/
- 3. If an individual makes an error on an individual turn, correct that person.

**Additional Examples of Effective Engagement Strategies:**

Self-Starts or Bell Ringers	
Quick Write	
Write-Pair-Share	
Think-Pair-Share	
Exit Tickets	
I'm Confused	
Sentence Starters	
Summarize and Share	
Response Cards	

## Spelling Strategy (Read, Spell, Read)

### **Script:**

Teacher: "First word, (pause), what word?" (signal)

**Student: "create"**

Teacher: "Spell create" (signal by tapping for each letter)

**Student: "c-r-e-a-t-e"**

Teacher: "what word?" (signal)

**Student: "create"**

Teacher: "Yes, create! Next word, what word....."

### **Spelling List**

1. Create
2. Medium
3. Piano
4. Idea
5. Video
6. Violin
7. Studio