Explicit Instruction -
Effective and Efficient Teaching

What is Explicit Instruction?

- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research..........
  - *Ideas that Work*

- **unambiguous** and direct approach to teaching that incorporates instruction design and delivery.
  - Archer & Hughes, 2011

Explicit Instruction and Discovery *Not an either or - but a when.*

<table>
<thead>
<tr>
<th>Explicit Instruction</th>
<th>Discovery</th>
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<tbody>
<tr>
<td>Little or no background knowledge</td>
<td>A great deal of background knowledge in the domain</td>
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<tr>
<td>History of difficulty, of failure</td>
<td>History of success</td>
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Explicit Instruction is

- Systematic
- Relentless
- Engaging

Explicit Instruction is systematic. Content

- Instruction focuses on critical content.
  - Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught.

- Skills, strategies, and concepts are sequenced logically.
  - Easier skills before harder skills.
  - High frequency skills before low frequency skills.
  - Prerequisites first.
  - Similar skills separated.

- Complex skills and strategies are broken down into smaller (easy to obtain) instruction units.

Break down complex skills. Example - Common Core Standards

- English Language Arts Standards Writing Grade 5
  - (Example - Final Outcome Only)

  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

  - Provide logically ordered reasons that are supported by facts and details.

  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

  - Provide a concluding statement or section related to the opinion presented.
Break down complex skills.
Example - Common Core Standards

Body of Opinion Paper

Transcription
1. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason.
2. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.
3. When given three reasons and related facts and details, can write three paragraphs each containing a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.

Planning
4. When given a position on a topic, can generate reasons to support that position.
5. When given a topic, can generate a position and reasons and details to support that position.
6. When given a topic, can generate a position and reasons to support that position, and details to logically support each reason.
7. When given a topic, can generate a plan for the body of an essay (the position, the reasons, details to support each reason) and transcribe the plan into three coherent paragraphs.

Introduction
8. For previously formulated opinion papers, writes an introduction that: a) grabs the attention of the reader, b) states the writer’s opinion, and c) introduces reasons to support the writer’s opinion.

Conclusion
9. For previously formulated opinion papers, writes a short conclusion “wraps it up” the essay by: a) summarizing the opinion and reasons, b) calling for some action to be taken, or c) explaining the outcomes of not following the writer’s suggestions.

Opinion Papers
10. When given a topic, can plan, write, and edit an opinion paper that includes: a) an effective introduction, b) a well structured body with logically organized reasons and related facts and details, linked with appropriate transition words and phrases, and c) a short conclusion that “wraps it up”.

Explicit Instruction is systematic.
Design of Instruction

Lessons:
1. Are organized and focused lessons.
2. Begin with a statement of goals.
3. Provide review of preskills and knowledge.

Explicit Instruction is systematic.
Design of Instruction

4. Provide guided and supported practice.
5. Use clear and concise language.
Explicit Instruction is systematic.
Design of Instruction

**Lesson Opening**
- **Attention**
  - Use a verbal cue such as “Listen” or “We are going to begin.”
  - Follow the verbal cue with silence.
- **Review**
  - Review the content of the previous lessons.
  - Review necessary preskills for today's lesson.
  - Review background knowledge needed for today's lesson.
  - Be sure that the review is interactive.
- **Preview**
  - State the goal of the lesson.
  - Preview the activities for the period.

**Lesson Closing**
- **Review**
  - Review the skills/strategies/concepts/information taught.
  - Be sure that the review is interactive.
- **Preview**
  - Preview the content that will be taught in the next lesson.
- **Independent Work**
  - Review assignments/quizzes/projects/performances due in the future. Have students record all assignments.

1. **Facts**
2. **Skills and Strategies (Do)**
3. **Concepts and Vocabulary (What)**
Explicit Instruction is systematic.
Design of Instruction

Explicit Instruction of Skills/Strategies

Model  I do it.  My turn.
Prompt  We do it.  Let's do this together.
Check  You do it.  Your turn.

Explicit Instruction is systematic.
Design of Instruction

Model  (I do it.) "My Turn."

- Show
  - Proceed step-by-step.
  - Exaggerate the steps.
- Tell
  - Tell students what you are doing.
  - Tell students what you are thinking.
- Gain Responses
  - What they already know.
  - Repeating what you tell them.

Explicit Instruction is systematic.
Design of Instruction

Check for understanding.  (You do it.)

- Verify students' understanding before independent work is given.
- Carefully monitor students' responses.
- Continue until students are consistently accurate.

Explicit Instruction is systematic.
Design of Instruction

Prompt  (We do it.) "Let's do ---- together."

- Prompt by doing behavior at the same time.

  OR

- Prompt verbally.
  - Guide or lead students through the strategy.
  - Step - do - Step - do - Step - do
  - Gradually fade your prompt.
Explicit Instruction is systematic. Design of Instruction

Explicit Instruction of Concepts (vocabulary)

1. Introduce the word.
2. Provide a “student-friendly explanation.”
3. Illustrate with examples.
4. Check understanding.

Instructional Routine for Vocabulary

Step 1. Introduce the word.
   a) Write the word on the board or overhead.
   b) Read the word and have the students repeat the word.
      If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

   "Introduce the word with me.
   "This word is compulsory. What word?"

Step 2. Introduce meaning of word.
Option # 1. Present a student-friendly explanation.
   a) Tell students the explanation. OR
   b) Have them read the explanation with you.

   "Present the definition with me.
   "When something is required and you must do it, it is compulsory. So if it is required and you must do it, it is ________________."
Instructional Routine for Vocabulary (continued)

Step 2. Introduce meaning of word.
Option # 3. Introduce the word using the morphographs in the word.

autobiography
  auto = self

hydroelectricity
  hydro = water

Instructional Routine for Vocabulary (continued)

Step 3. Illustrate the word with examples.
  a) Concrete examples.
  b) Visual examples.
  c) Verbal examples.
(Also discuss when the term might be used and who might use the term.)
Present the examples with me.

“Coming to school as 8th graders is compulsory.”

“Stopping at a stop sign when driving is compulsory.”

Instructional Routine for Vocabulary (continued)

Step 4. Check students’ understanding.
Option #1. Ask deep processing questions.

Check students’ understanding with me.

“Many things become compulsory. Why do you think something would become compulsory?”

Instructional Routine for Vocabulary (continued)

Step 4. Check students’ understanding.
Option #2. Have students discern between examples and non-examples.

Check students’ understanding with me.

“Is going to school in 8th grade compulsory?” Yes
“How do you know it is compulsory?” It is required.

“Is going to college when you are 25 compulsory?”
“Why is it not compulsory?” It is not required. You get to choose to go to college.
Instructional Routine for Vocabulary (continued)

Step 4. Check students’ understanding.
Option #3. Have students generate their own examples.

Check students’ understanding with me.

“There are many things at this school that are compulsory? Think of as many things as you can?”

“Talk with your partner. See how many things you can think of that are compulsory.”

Explicit Instruction is relentless.

■ Relentless
  ■ Practice
  ■ Practice
  ■ Practice

■ Tier 3 students may require 10 to 30 times as many practice opportunities as peers.

Explicit Instruction is relentless. Judicious Practice

Did the teacher:
1. Introduce the word?
2. Present a student-friendly explanation?
3. Illustrate the word with examples?
4. Check students’ understanding?

1. Initial practice.
2. Distributed practice.
3. Cumulative review.
Explicit Instruction is relentless.  
Judicious Practice

**Initial Practice**
- Occurs under watchful eye of the teacher
- Provide numerous practice opportunities within the teacher-directed lesson to build accuracy. Provide immediate feedback after each item.

Explicit Instruction is relentless.  
Judicious Practice

**Distributed Practice**
- Studying or practicing a skill in short sessions overtime.
- Distributing practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.

Explicit Instruction is relentless.  
Judicious Practice

**Cumulative Review**
- Provide *intentional review* of previously taught skills/strategies/concepts/vocabulary/knowledge.
- Goal is to increase long-term retention.

Explicit Instruction is relentless.  
Judicious Practice

**It is not:** Drill and Kill

**It is:** Drill and Skill

**Perhaps:** Drill and Thrill