

Explicit Instruction

What is it and how do we do it?

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- (Note: This presentation is based on the research summarized in the following book.)
- Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

What is Explicit Instruction?

According to Webster's New World College Dictionary:

Explicit-

- clearly stated and leaving nothing implied; distinctly expressed; definite
- saying what is meant, without reservation or disguise; outspoken
- plain to see; readily observable

Instruction-

- the act of instructing; education
- knowledge, information, etc. given or taught
- any teaching, lesson, rule, or precept
- a command or order
- any of the sequence of steps to be followed, as in doing, using, or operating something

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 is

- Systematic
- Relentless
- Engaging

Explicit Instruction is

□ Systematic

- Content
- Design of Instruction

Explicit Instruction is systematic.

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.

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 **pre-skills** and **knowledge**.
4. Provide **step-by-step demonstrations**
5. Use **clear** and **concise** language.
6. Provide **guided** and supported **practice**.

Explicit Instruction is systematic.

Design of Instruction

□ opening

- attention
- review
- preview

□ body

□ closing

- review
- review

Explicit Instruction is systematic.

Design of Instruction

Instructional routines are used.

- Instructional routines allow the students to focus on the content rather than the task.
- Teachers can master the instructional routines and increase the pace of lessons.
 - More content will be introduced and practiced.
 - Students will be more attentive.
 - Management challenges will be reduced.

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

Explicit Instruction of Concepts(vocabulary)

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

Explicit Instruction is

- **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

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

- **Engaging**
- Delivery of Instruction

Explicit Instruction is engaging.

Delivery of Instruction

1. Frequent responses are elicited.
2. Student performance is carefully monitored.
3. Immediate affirmative and corrective feedback is provided.
4. The lesson is delivered at a brisk pace.

Explicit Instruction is engaging.

Delivery of Instruction

Frequent responses are elicited. (Verbal Responses)

- **Choral Responses**

The teacher asks a question, provides thinking time, and signals for all students to say the answer.

- **Partner Responses**

The teacher assigns students a partner placing lower performing students with middle performing students.

The teacher asks a question, provides thinking time, asks partners to discuss their ideas, and then has a number of students share their ideas with the class.

- **Team Responses**

The teacher establishes teams of four by combining two partnerships. The teacher poses a question. Students share with team members until all agree on an answer. One member of each team reports to class.

- **Individual Responses**

a. **Partner First.** Teacher poses a question. All students think of the answer. The teacher asks partners

to share answers and then calls on an individual.

b. **Whip Around or Pass.** (Example procedure.)

Explicit Instruction is engaging.

Delivery of Instruction

Frequent responses are elicited. (Verbal Responses)

Whip Around or Pass

- This strategy is best used when there are many possible answers to a question.
- Ask the question.
- Give students thinking time.
- Start at any location in the room. Have students quickly give answers going up and down the rows without commenting. Students are allowed to pass if they do not have a response or someone has already shared the same idea.

Explicit Instruction is engaging.

Delivery of Instruction

- **Frequent responses are elicited.**(Written Responses)
- **Written Responses**
 - During the lesson, the teacher requests that students write answers on: paper, post-its, graphic organizers, transparencies, whiteboards, slates, i-pads.
- **Response Cards**
 - Students hold up a card indicating the answer to a teacher's question.

Explicit Instruction is engaging.

Delivery of Instruction

Frequent responses are elicited.(Written Responses)

Response Slates:

- Ask students a question or give them a directive.
- Have students record their answers on their slate (e.g., whiteboard, mini chalkboard).
- Move around the room and monitor responses.
- When the majority of students have responded, have them hold up their slates.

- Carefully examine responses and provide feedback

Explicit Instruction is engaging. Delivery of Instruction

Frequent responses are elicited.(Written Responses)

Response cards

- Have students write possible responses on cards or paper or provide them with

prepared cards. Examples:

Simple responses: Yes, No; Agree, Disagree; True, False; a, b, c, d

Graphemes: sh, wh, ch, th

Punctuation Marks: . ? ! ,

Math Operations: + - X

Types of Rocks: Igneous, metamorphic, sedimentary

Vocabulary Terms: perimeter, area

- Ask a question.
- Have students select best response and hold it under their chin.
- Then ask students to hold up response card.
- Carefully monitor responses and provide feedback.

Explicit Instruction is engaging.

Delivery of Instruction

Frequent responses are elicited. (Action Responses)

- **Touch or point at stimulus**
- **Act out**

Students act out a concept, story, historical event, cycle, etc.
- **Gestures**

Students use gestures to indicate answer or to facilitate recall of process.
- **Facial Expressions**

Students indicate answer by changing facial expression. (“Show me glum.”
Show me not glum.”)
- **Hand Signals**

Explicit Instruction is engaging.

Delivery of Instruction

Frequent responses are elicited. (Action Responses)

☐ Use hand signals.

- Useful to share categorical responses.
Thumbs up. Thumbs down. (yes, no; agree, disagree)
Thumbs up. Thumbs down. Thumbs sideways. (I don't know.)
Branches: 1. Legislative, 2. Executive, 3. Judicial.
Volcanoes: 1. Shield, 2. Composite, 3. Cinder Cone.
Vocabulary review: 1. Concentrate, 2. Impress, 3. Educated, 4. Enemy, 5. Absurd
- Carefully introduce and model hand signals to ensure that errors are content errors NOT signal errors. If numbered responses are used, write numbers and words on the board or overhead transparency.
- Ask a question. Have students formulate their answer on their desks or under their chins.
- After think time has been given, have the students raise their hands and display hand signal.

Explicit Instruction is engaging.

Delivery of Instruction

Student performance is carefully monitored.

- Walk around.
- Look around.
- Talk around.

Immediate affirmative and corrective feedback is given.

❑ **Corrective Feedback is:**

- Provided
- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- Delivered with appropriate tone
- Ended with students giving correct response

Immediate affirmative and corrective feedback is given.

□ Praise is:

- contingent (IF – THEN)
- specific
- provided for noteworthy performance
- **focused on achievement and effort rather than personality attributes**
- comparing students to themselves rather than to others
- positive, credible, genuine

Explicit Instruction is engaging.

Delivery of Instruction

The lesson is delivered at a brisk pace.

- Prepare for the lesson.
- Use instructional routines.
- After a response is given, move on.
- Avoid digressions

Let us remember:

How well we teach = How well they learn