# Summary of Big Ideas

# Explicit Instruction

The following charts will appear in *Explicit Instruction: Effective and Efficient Teaching* to be released on November 15, 2010 by Guilford Publishing.

# Foundations of Explicit Instruction

| Sixteen Elements of Explicit Instruction |
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| 1. Focus instruction on critical content. |
| 2. Sequence skills logically. |
| 3. Break down complex skills and strategies into smaller instructional units. |
| 4. Design organized and focused lessons. |
| 5. Begin lessons with a clear statement of the lesson goals and your expectations. |
| 6. Review prior skills and knowledge before beginning instruction. |
| 7. Provide step-by-step demonstrations. |
| 8. Use clear and concise language. |
| 9. Provide an adequate range of examples and non-examples. |
| 10. Provide guided and supported practice. |
| 11. Require frequent responses. |
| 12. Monitor student performance closely. |
| 13. Provide immediate affirmative and corrective feedback. |
| 14. Deliver the lesson at a brisk pace. |
| 15. Help students organize knowledge. |
| 16. Provide distributed and cumulative practice. |

| Principles of Effective Instruction |
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| 1. Optimize engaged time/time on task. |
| 2. Promote high levels of success. |
| 3. Increase content coverage. |
| 4. Spend more time in instructional groups. |
| 5. Scaffold instruction. |
| 6. Address different forms of knowledge. |

**Opening of Explicit Lesson**

**Gain Student Attention.**
**Preview**
       State the goal of the lesson.
       Discuss the relevance of the target skill (or the larger goal).
             3 w's - <u>Why</u>? <u>When</u>? <u>Where</u>?
  **Review**
       Review critical prerequisite skills.

*"Opening it up"*

(Demonstrate understanding)

**Body of Explicit Lesson**
**Modeling (I do it.)**
       Show and Tell (Demonstrating and Describing)
          3 c's = <u>C</u>lear, <u>C</u>onsistent, <u>C</u>oncise
       Involve students.

*"Teaching it"*

(Demonstrate understanding)

**Body of Explicit Lesson**
**Prompted or Guided Practice (We do it.)**

| **Physical prompts** | **Levels of Scaffolding** |
|---|---|
| Physical Prompts | **Tell** them what to do. |
| Fade Physical Prompts | **Ask** them what to do. |
| **Verbal prompts** | **Remind** them what to do. |
| Verbal Prompts | |
| Fade Verbal Prompts | |
| **Visual prompts** | |
| Visual prompts | |
| Fade Visual Prompts | |

(Demonstrate understanding)
High rates of accuracy

**Body of Explicit Lesson**
**Unprompted Practice (You do it.)**

(Demonstrate understanding)

High rates of accuracy

**Closing of Explicit Lesson**
    **Review** critical content.
    **Preview** the content of the next lesson.
    **Assign independent work.**

*"Closing it up"*

**Throughout Lesson:** Involve students. Monitor performance. Provide feedback.

# Designing Lessons

| Opening | Gain Attention | Review – Review critical prerequisite skills. | Preview – State the goal of the lesson. |
|---|---|---|---|
| Body | Skill or Strategy | Vocabulary or Concept | Academic Rule |
| I do it. | Modeling:<br>• Show and Tell<br>• Involve students | • Introduce the word.<br>• Introduce the meaning of the word.<br>• Illustrate with examples and non-examples. | • Introduce the rule.<br>• If –then construction<br>• Illustrate the rule with examples and non-example. |
| We do it. | Prompted or Guided Practice:<br>• Guide students in performing the skill or strategy.<br>• Provide physical, verbal, or visual prompts.<br>• Gradually fade scaffolding. | • Guide students in analyzing examples and non-examples using the critical attributes. | • Guide students in analyzing examples and non-examples using the critical attributes. |
| You do it. | Unprompted Practice:<br>• Check students' understanding.<br>• Have students perform the skill/strategy without prompts. | • Check students' understanding.<br>• Have students discern between examples and non-examples.<br>• Have students generate examples and non-examples.<br>• Ask deep processing questions. | • Check students' understanding using examples and non-examples. |
| Closing | Review – Review critical content. | Preview – Preview the content of the next lesson. | Assign Independent Work |

# Organizing for Instruction

## Organizing the Physical Space

| | |
|---|---|
| 1. Have you designated areas for specific activities (e.g., whole group instruction, small group instruction, class gatherings on rug, free-choice area, quiet reading area, computer lab)? | Yes  No |
| 2. In instructional areas, are students in close proximity to the teacher? | Yes  No |
| 3. Have you created seating charts and assigned seats? | Yes  No |
| 4. In instructional areas, are students facing the teacher? | Yes  No |
| 5. During instruction, can students easily share answers with partners or team members? | Yes  No |
| 6. Have you arranged your instructional materials for easy retrieval? | Yes  No |
| 7. Are the student materials needed during instruction or independent work easily retrievable? | Yes  No |
| 8. Have students been taught organization skills (e.g., notebooks, folders, assignment calendar)? | Yes  No |
| 9. Can you move quickly and easily around the room, monitoring students without interference of physical barriers? | Yes  No |
| 10. Can you see all parts of the room and all students? | Yes  No |
| 11. Have you displayed material on the classroom walls that supports instruction (e.g., class calendar, vocabulary words, strategy posters, rubrics, reference material, rule/guideline poster, notices)? | Yes  No |
| 12. Have you displayed student work? | Yes  No |
| 13. Is your classroom orderly? | Yes  No |

## Establishing Classroom Rules

| | |
|---|---|
| 1. Are the rules few in number (e.g., three to six)? | Yes  No |
| 2. Are the rules stated in terms of desired behavior? | Yes  No |
| 3. Are the rules short and simple? | Yes  No |
| 4. Do the rules begin with a verb? | Yes  No |
| 5. Are the behaviors well defined in the rule (or through the presentation of examples and non-examples)? | Yes  No |

## Establishing Routines and Procedures

| | |
|---|---|
| 1.  Were situations needing classroom routines or procedures identified? (See page __ to ___) | Yes No |
| 2.  Were effective and efficient routines determined for each situation? | Yes No |
| 3.  Were routines taught and practiced at the beginning of the school year or semester? | Yes No |
| 4.  Are the routines reviewed and reinforced throughout the year? | Yes No |

# Delivering Instruction

## 1. Require frequent responses.

| Verbal Responses | Verbal Responses | Action Responses |
|---|---|---|
| **Choral Responses** | **Individual Verbal Responses**<br>• Partners first<br>• Question First<br>• Whip Around or Pass | • Touching/pointing<br>• Acting out<br>• Gestures and Facial Expressions<br>• Hand Signals |
| **Partner Responses**<br>• Think-Pair-Share<br>• Think & Write – Pair & Write – Share<br>• Pause Procedure<br>• Study-Tell-Help-Check | **Written Responses** | **Alternative Passage Reading Procedures** |
| | **Written Responses**<br>• Response Slates<br>• Response Cards | • Echo Reading<br>• Choral Reading<br>• Cloze reading<br>• Augmented Silent Reading<br>• Partner Reading |
| **Team Responses**<br>• Numbered Heads | | |

## 2. Monitor student performance carefully.
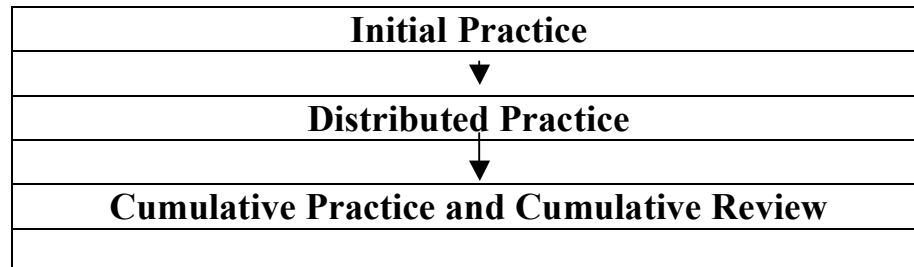*Are the responses correct or incorrect?*

## 3. Provide immediate affirmative and corrective feedback.

| Corrective Feedback (Corrections) | Affirmative Feedback (Praise) |
|---|---|
| a. Provided | a. Contingent ( IF – THEN) |
| b. Immediate | b. Specific |
| c. Appropriate type of correction | c. Provided for noteworthy performance |
| d. Specific and informative | d. Focused on achievement and effort |
| e. Focused on correct versus incorrect response | e. Compared students to themselves |
| f. Delivered with the appropriate tone | f. Positive, credible, genuine |
| g. Ended with students giving correct response | g. Unobtrusive |

## 4. Deliver the lesson at a brisk pace.

| Brisk Pace |
|---|
| a. Be prepared. |
| b. Provide just enough thinking time. |
| c. Provide just enough response time. |
| d. After providing feedback, move on. |
| e. Avoid digressions. |
| f. Utilize instructional routines. |

# Providing Independent Practice

| Initial Practice |
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| **Distributed Practice** |
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| **Cumulative Practice and Cumulative Review** |
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| Checklist for Independent Practice |
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| 1.  Taught the skill to be practiced during group instruction. |
| 2.  Established that students are capable of completing the task independently. |
| 3.  Established a clear purpose for the assignment (e.g., increasing accuracy, building fluency). |
| 4.  Designed or selected a practice task/activity that matches the skill and is consistent with the learning objective. |
| 5.  Controlled for other skill demands. |
| 6.  Provided clear, concise directions. |
| 7.  Provided prompts when needed. |
| 8.  Considered the length of time to complete and time available to complete. |
| 9.  Clarified and verified students' understanding of the assignment. |
| 10. Established evaluation criteria (participation, completion, accuracy, fluency, other). |
| 11. Provided verbal or written feedback on student performance. |
| 12. Established routines to facilitate independent practice. |