

# Explicit Instruction

## Effective and Efficient Teaching

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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.

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## Explicit Instruction is

- Systematic
- Relentless
- Engaging
- Successful

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## Video #1

- Good Practices

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## 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.**

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## Explicit Instruction is systematic.

- **Lessons are organized and focused.**

Lessons are **on-topic** and contain **no irrelevant digressions** to optimize instructional time.

Lessons include an

- **opening** (attention, review, preview),
- **body**, and
- **closing** (review, preview).

- **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.

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## Explicit Instruction is systematic.

### 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.*

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## Video #2

- Good practices

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## Explicit Instruction is systematic.

### Explicit Instruction of Concepts(vocabulary)

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

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## Video #3

- Good practices

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## Explicit Instruction is relentless.

- Adequate initial practice opportunities
- Distributed practice
- Cumulative review
  - *Tier 3 students may require 10 to 30 times as many practice opportunities as peers.*
- Teach to mastery.
  - *Let's not leave students over exposed and underdeveloped.*

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## Video #4

- Best Practices

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## Explicit Instruction is engaging.

- 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.**

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## 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.)

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## Frequent responses are elicited. Verbal Responses - (Example).

### 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.

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## Frequent responses are elicited. (Written Responses)

- **Written Responses**
  - During the lesson, the teacher requests that students write answers on: paper, post-its, graphic organizer, transparency, or slate.
- **Response Cards**
  - Students hold up a card indicating the answer to teacher's question.

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## Frequent responses are elicited. Written Responses (Example)

### Response Slates

- Ask students a question or give them a directive.
- Have students record their answers on their slate (e.g., whiteboard, mini chalk board).
- 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.

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## Frequent responses are elicited. Written Responses (Example)

### 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.

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## 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**
  - Students indicate answer by holding up appropriate number of fingers.

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## Frequent responses are elicited. Action Responses (Example)

- **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, 4. 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.

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## **Student performance is carefully monitored.**

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

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## **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

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## 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 other
- positive, credible, genuine

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## Immediate affirmative and corrective feedback is provided.

<b>Correct, quick, firm response</b>	Acknowledge and move on.	“Correct” “Yes, that’s right.”
<b>Correct but hesitant response</b>	Acknowledge and add brief ‘firm-up explanation’.	“Correct. Since this is a telling sentence, we would end the sentence with a period.”

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## Provide immediate affirmative and corrective feedback.

<p><b>Incorrect response when “fact” requested.</b></p>	<p>1. Model the correct answer. <b>(I do it.)</b>                  2. Check understanding. <b>(You do it.)</b>                  3. Check again.</p>	<p>(Student says /o/ for /a/.)                  “This sound is /a/?”                   “What sound?” /a/                  “What sound?” /e/                  “What sound?” /o/                  “What sound?” /a/</p>
<p><b>Incorrect response when strategy or rule used.</b></p>	<p>1. Guide student(s) to the correct answer by asking questions on the steps of the strategy or rule. <b>(We do it.)</b>                  2. Check understanding. <b>(You do it.)</b>                  3. Check again.</p>	<p>(Students spell siting for sitting.)                  “Does sit end with a CVC?”                  yes                  “Does the ending begin with a vowel?” yes                  “So do we double the final consonant?” yes                  “Everyone, write sitting on your slate.”                  “Show me.”</p>

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## The lesson is delivered at a brisk pace.

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

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## **Explicit Instruction is Successful.**

What instructional strategies that we have reviewed promote success?

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Let us remember:

How well we teach = How well they learn

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