

# 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

<b>Sixteen Elements of Explicit Instruction</b>
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.

<b>Principles of Effective Instruction</b>
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**

**"Opening it up"**

**Gain Student Attention.**

**Preview**  
 State the goal of the lesson.  
 Discuss the relevance of the target skill (or the larger goal).  
 3 w's - Why? When? Where?

**Review**  
 Review critical prerequisite skills.

↓ (Demonstrate understanding)

**Body of Explicit Lesson**

**Modeling (I do it.)**

**"Teaching it"**

Show and Tell (Demonstrating and Describing)  
 3 c's = Clear, Consistent, Concise  
 Involve students.

↓ (Demonstrate understanding)

**Body of Explicit Lesson**

**Prompted or Guided Practice (We do it.)**

<p><b>Physical prompts</b>          Physical Prompts          Fade Physical Prompts</p> <p><b>Verbal prompts</b>          Verbal Prompts          Fade Verbal Prompts</p> <p><b>Visual prompts</b>          Visual prompts          Fade Visual Prompts</p>	<p><b>Levels of Scaffolding</b>  <b>Tell</b> them what to do.  <b>Ask</b> them what to do.  <b>Remind</b> them what to do.</p>
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↓ (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**

**"Closing it up"**

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

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

## Designing Lessons

<b>Opening</b>	<b>Gain Attention</b>	<b>Review – Review critical prerequisite skills.</b>	<b>Preview – State the goal of the lesson.</b>
<b>Body</b>	<b>Skill or Strategy</b>	<b>Vocabulary or Concept</b>	<b>Academic Rule</b>
<b>I do it.</b>	<b>Modeling:</b> <ul style="list-style-type: none"> <li>• Show and Tell</li> <li>• Involve students</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the word.</li> <li>• Introduce the meaning of the word.</li> <li>• Illustrate with examples and non-examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the rule.</li> <li>• If–then construction</li> <li>• Illustrate the rule with examples and non-example.</li> </ul>
<b>We do it.</b>	<b>Prompted or Guided Practice:</b> <ul style="list-style-type: none"> <li>• Guide students in performing the skill or strategy.</li> <li>• Provide physical, verbal, or visual prompts.</li> <li>• Gradually fade scaffolding.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students in analyzing examples and non-examples using the critical attributes.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students in analyzing examples and non-examples using the critical attributes.</li> </ul>
<b>You do it.</b>	<b>Unprompted Practice:</b> <ul style="list-style-type: none"> <li>• Check students’ understanding.</li> <li>• Have students perform the skill/strategy without prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Check students’ understanding.</li> <li>• Have students discern between examples and non-examples.</li> <li>• Have students generate examples and non-examples.</li> <li>• Ask deep processing questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Check students’ understanding using examples and non-examples.</li> </ul>
<b>Closing</b>	<b>Review – Review critical content.</b>	<b>Preview – Preview the content of the next lesson.</b>	<b>Assign Independent Work</b>

## 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
<b>Choral Responses</b>	<b>Individual Verbal Responses</b>	<ul style="list-style-type: none"> <li>• Touching/pointing</li> <li>• Acting out</li> <li>• Gestures and Facial Expressions</li> <li>• Hand Signals</li> </ul>
<b>Partner Responses</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Think &amp; Write – Pair &amp; Write – Share</li> <li>• Pause Procedure</li> <li>• Study-Tell-Help-Check</li> </ul>	<ul style="list-style-type: none"> <li>• Partners first</li> <li>• Question First</li> <li>• Whip Around or Pass</li> </ul>	<b>Alternative Passage Reading Procedures</b> <ul style="list-style-type: none"> <li>• Echo Reading</li> <li>• Choral Reading</li> <li>• Cloze reading</li> <li>• Augmented Silent Reading</li> <li>• Partner Reading</li> </ul>
	<b>Written Responses</b> <ul style="list-style-type: none"> <li>• Response Slates</li> <li>• Response Cards</li> </ul>	
<b>Team Responses</b> <ul style="list-style-type: none"> <li>• Numbered Heads</li> </ul>		

## 2. Monitor student performance carefully.

*Are the responses correct or incorrect?*

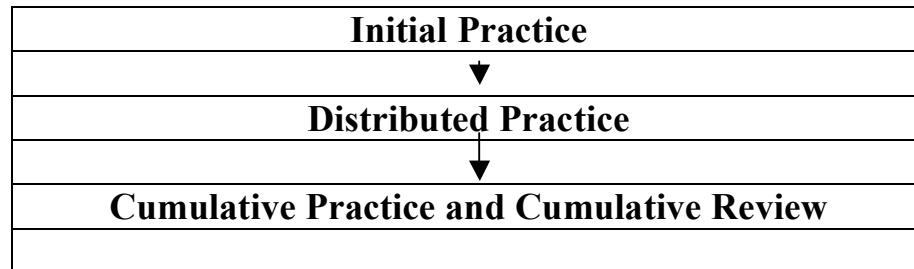
## 3. Provide immediate affirmative and corrective feedback.

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



<b>Checklist for Independent Practice</b>
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.