

Explicit Instruction

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“Explicit teaching is not just merely giving students clear directions or even stating the learning goals at the beginning of a lesson – it is a way of thinking about and acting out teaching and learning in a principled way throughout the lesson (from assessment through to planning, implementation and review).”

"Connecting Students to Learning Through
Explicit Teaching", Christine Edwards-
Groves

Explicit teaching is ...

1. Knowing the learner.
2. Responding to the learner.
3. Implementing focused lessons.
4. Reflection and review.



"Connecting Students to Learning Through Explicit Teaching", Christine Edwards-Groves

Explicit Instruction is a Sequence of Supports

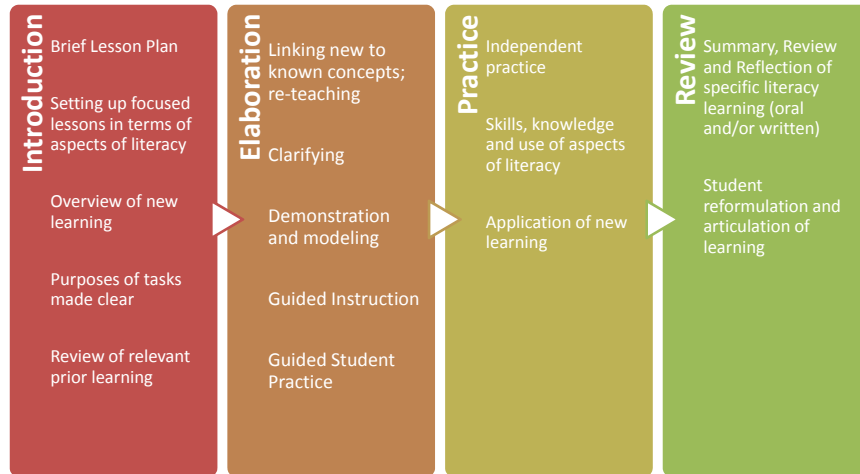


- Setting the stage for learning
- Explaining: Telling students what to do
- Modeling: Showing students how to reach their goal
- Guiding a little or a lot

"Understanding Teaching Written Response to Text"

Literacy Instruction Framework

Maintenance of the specific literacy learning focus



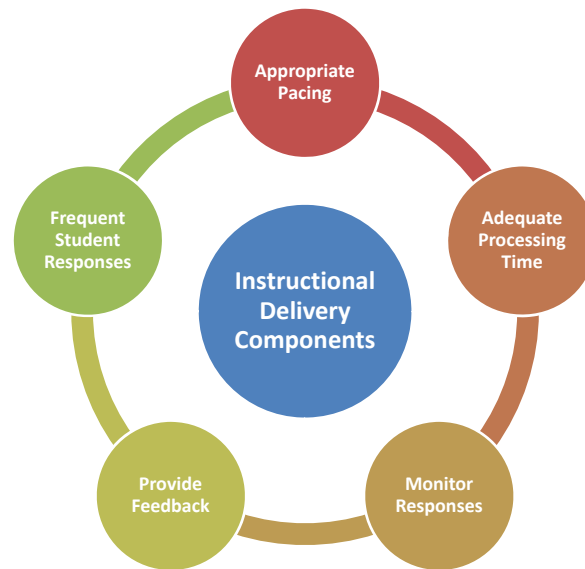
Formative assessment through monitoring of the talk is ongoing across the phases of the lesson

Explicit Instruction is about Teacher Self-Reflection

1. Do I use assessment information to guide my practice?
2. How do I introduce the main learning goals of the lesson?
3. Are students aware of what it is they will be expected to demonstrate?
4. Is the literacy learning focus maintained throughout the lesson?
5. Do I scaffold the learner through explicitly demonstrating and modeling new skills and knowledge?
6. Do I provide explicit feedback?
7. Do I allow to time for reflection?
8. What are the 'take-home messages'?

"Connecting Students to Learning Through Explicit Teaching", Christine Edwards-Groves

Standard Instructional Delivery Components Essential to Explicit Instruction



Instructional Delivery Components

- **Require frequent student responses :**
The teacher must elicit student responses several times per minute
- **Appropriate instructional pacing:**
Pacing is the rate of instructional presentations and response solicitations. When tasks are presented at a brisk pace, three benefits to instruction are accomplished:
(a) students are provided with more information
(b) students are engaged in the instructional activity, and
(c) behavior problems are minimized
- **Provide adequate processing time:**
Think time (adequate processing time) is the amount of time between the moment a task is presented and when the learner is asked to respond.
- **Monitor responses:**
Watching and listening to student responses provides the teacher with key instructional information. Teachers should be constantly scanning the classroom as students respond in any mode.
- **Provide feedback for correct and incorrect responses:**
Corrective feedback needs to be instructional and not accommodating. Feedback to reinforce correct responses should be specific.

Explicit instruction is instruction that does not leave anything to chance, and it does not make assumptions about skills and knowledge that children will acquire “on their own.”

"Understanding Teaching Written Response
to Text"

Strengthening the Core: The “How, What and Why “of Explicit and Effective Instruction

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“Explicit teaching involves directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes.”

~ Christine Edwards-Groves

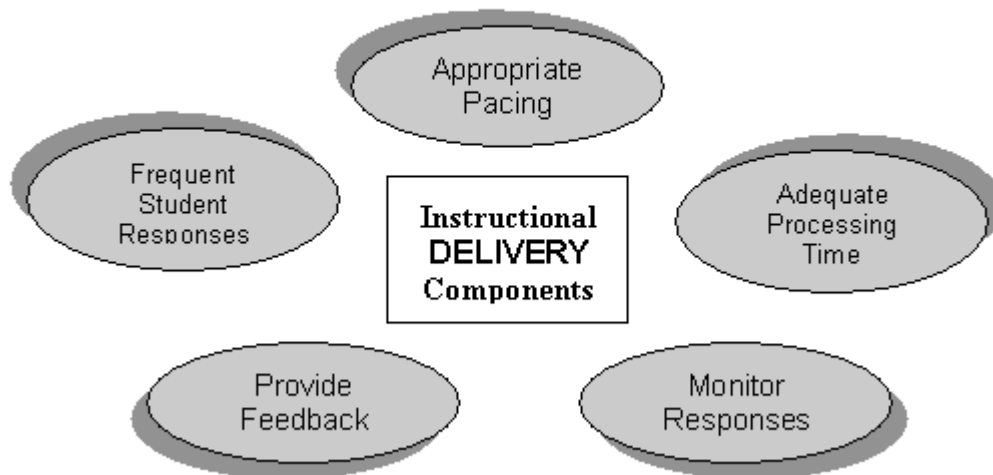
Explicit teaching is:

1. Knowing the learner.
2. Responding to the learner.
3. Implementing focused lessons.
4. Reflection and review.

Explicit instruction is a sequence of supports:

1. Setting the stage for learning
2. Explaining: Telling students what to do
3. Modeling: Showing students how to reach their goal
4. Guiding a little or a lot

Standard Instructional Delivery Components Essential to All Explicit Instructional Episodes



Essential Instructional Delivery Components: Frequent Student Responses, Appropriate Pacing, Adequate Processing Time, Monitor Responses, Provide Feedback.

Require frequent student responses: When students actively participate in their learning, they achieve greater success. The teacher must elicit student responses several times per minute, for example ask students to say, write, or do something. Highly interactive instructional procedures keep students actively engaged, provide students with adequate practice, and help them achieve greater success.

Appropriate instructional pacing: Pacing is the rate of instructional presentations and response solicitations. The pace of instruction is influenced by many variables such as task complexity or difficulty, relative newness of the task, and individual student differences. When tasks are presented at a brisk pace, three benefits to instruction are accomplished: (a) students are provided with more information, (b) students are engaged in the instructional activity, and (c) behavior problems are minimized (students stay on-task when instruction is appropriately paced).

Provide adequate processing time: Think time (adequate processing time) is the amount of time between the moment a task is presented and when the learner is asked to respond. Time to pause and think should vary based on the difficulty of the task relative to the student(s). If a task is relatively new, the amount of time allocated to think and formulate a response should be greater than that of a task that is familiar and in the learners' repertoire.

Monitor responses: This is an essential teacher skill to ensure that all learners are mastering the skills the teacher is presenting. Watching and listening to student responses provides the teacher with key instructional information. Adjustments may be made during instruction. Teachers should be constantly scanning the classroom as students respond in any mode.

Provide feedback for correct and incorrect responses: Students should receive immediate feedback to both correct and incorrect responses. Corrective feedback needs to be instructional and not accommodating. Feedback to reinforce correct responses should be specific. Feedback should not interfere with the timing of the next question/response interaction of the teacher and student. Feedback that does not meet these criteria can interrupt the instructional episode and disrupt the learner's ability to recall.

Before, During and After

- During the *demonstration* of new content, learners are typically hearing and seeing concepts and skills for the first time. The learners are progressing from a 0 percent to 20 percent understanding and application of the content.
- *Guided practice* initially features activities where the teachers provide more guidance or support as learners acquire more and more proficiency with the content. As learners progress from 20 percent to 80 percent mastery levels, there is a gradual release of responsibility from the teachers to the students. Learners vary in learning rates, so some learners may need more time with guided practice activities to increase their proficiency.
- Finally, *independent practice* is when learners are proficient in the content and can make generalizations and extensions of the content to more and varied applications. In this stage, learners' mastery is in the 80 percent to 100 percent range.

Before –

The most logical place for any lesson to begin is by explaining the *purpose* of the activity:

- “Today we are going to work on _____.”
- “By the time we have finished, you will be better at _____.”

A good teacher knows that her job is to provide an explanation that is simple and direct enough to make the learning accessible to *all* of the students in the class. She also knows the power of a positive approach.

- “You won’t believe how easy this is going to be...”
- “I can show you an easy way to...”
- “You may be shocked at how quickly you catch on to this...”
- “I’m going to go slowly and help you every step of the way. I promise that I won’t let you get lost.”

During – MODELING, GUIDING

Good teachers find lots of little ways to bring children into the process to keep them actively involved. A few of these ways include:

- Asking students to underline a portion of text on the chalkboard or overhead transparency — the topic sentence, a supporting quote, a detail that tells where or when, etc.
- Asking students to tell you what kind of punctuation to use at the end of a sentence: “Am I asking or telling here? What kind of punctuation should we use?”
- Asking students to suggest a synonym for a word you’ve included in the response: “ ‘Winnie-the-Pooh was fat.’ Can anyone think of a more interesting describing word?”
- Asking students to check the text for you because you need to prove...
- Asking students to read the completed response aloud with you to make sure it sounds good and makes sense. Then ask for possible revisions.

Explicit Instruction Lesson

Name: _____ Date: _____ Class: _____ Lesson # _____

Resources: _____

Explicit Instruction – Lesson Plan

- 1. Set Context – Identify Strategy and Establish Purpose:** (Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill or strategy will be useful to them as readers)

- 2. Teacher Models / Demonstrates strategy and Thinking:**

- 3. Student Guided Practice:** (Describe the activity and what is said as students begin their practice)

- 4. Observation and Data Collection:** (Provide additional modeling based on observation. What data will you collect to determine student progress? *Quantitative {measurable} and/or Qualitative {observable}*)

- 5. Student Application:** (Students apply process or strategy; teacher monitors for transfer)

Reflection on lesson:

Implementation Data

Did you work with a collaborative partner to plan and rehearse this explicit instruction lesson?

_____ Yes _____ No If "Yes," how many times? _____ Who? _____

Did you demonstrate this explicit instruction lesson (with students) for a collaborative partner?

_____ Yes _____ No If "Yes," how many times? _____ Who? _____

Rate your comfort level of doing each component of the lesson, with 1 as "Not comfortable using" and 5 as "Very comfortable"

Introduce strategy: 1 2 3 4 5

Model or demonstrate: 1 2 3 4 5

Practice: 1 2 3 4 5

Data Collection: 1 2 3 4 5

Monitor transfer: 1 2 3 4 5

