

EI

EXPLICIT INSTRUCTION

EFFECT SIZE 0.59 | ANITA ARCHER & CHARLES HUGHES
EXPLICIT INSTRUCTION WEBSITE

EXPECTATION

- Review homework and relevant previous learning.
- Review prerequisite skills and knowledge.
- Presentation wherein clear, straightforward directions are given.
- Guided practice where high frequency of responses and high rates of success, timely feedback and practice until students are fluent.
- Corrects and feedback and reteach when necessary.
- Independent practice where teacher monitors initial practice and continue until skills are automatic.



EXPLANATION

Explicit instruction is a structured, systematic and effective methodology for teaching academic skills. It is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skills, clear explanations and demonstrations of the instructional target and supported practice with feedback until independent mastery has been achieved. Explicit Instruction is:

- Systematic:
 - Instruction focuses on critical content
 - Skills, strategies and concepts are sequenced logically
 - Complex skills and strategies are broken down into smaller units
 - Lessons are organized and focused
 - Lessons are on topic and contain no irrelevant digressions
 - Lessons include an opening, body, closing
 - Instructional routines are used
- Relentless
 - Adequate initial practice opportunities
 - Distributed practice
 - Cumulative review
 - Teach to mastery
- Engaging
 - Frequent responses are elicited
 - Student performance is carefully monitored
 - Immediate affirmative and corrective feedback is provided
 - The lesson is delivered at a brisk pace
- Successful

In addition to the explicit instructional elements, there exists several underlying principles of effective instruction.

- Optimize engaged time/time on task
- Promote high levels of success
- Increase content coverage
- Have students spend more time in instructional groups
- Scaffold instruction
- Address different forms of knowledge



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<p>LESSON INTRODUCTION</p>	<ul style="list-style-type: none"> • Define concept/skill to be taught. • State purpose and goal of lesson <p>WALT - "We Are Learning To..." WILF - "What I'm looking for is..."</p>
<p>WARM UP</p>	<ul style="list-style-type: none"> • Review prerequisite skills and knowledge. • Revise or make connections to previous related work. • Quick and focussed, a few examples or checking for
<p>I DO (Teacher) EXPLICIT TEACHING & MODELLING OF CONCEPT/SKILL</p>	<ul style="list-style-type: none"> • Define concept/skill to be taught. • Explicitly model skill/strategy being taught, demonstrating and describing verbalising thought processes using concise 'think-alouds'. • Break down into clearly defined steps.
<p>WE DO GUIDED PRACTICE</p>	<ul style="list-style-type: none"> • Students provided with prompts/scaffolds as they all work through class examples • Several opportunities given for students to practise. • Scaffolds gradually withdrawn to develop student independence.
<p>YOU DO (Student) INDEPENDENT PRACTICE</p>	<ul style="list-style-type: none"> • Students perform skill/strategy that was modelled - individual activities that every child should be able to do independently. • Teacher constantly CFU and providing individual feedback.
<p>REVIEW</p>	<ul style="list-style-type: none"> • Check for understanding -Ensure every child understands skill/concept.
<p>THROUGHOUT THE LESSON (Checking for Understanding & Feedback)</p>	<ul style="list-style-type: none"> • Checking For Understanding (CFU) needs to occur throughout • Feedback: Providing immediate affirmative and corrective feedback to students. Feedback should be specific and timely not praise

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