

Explicit Instruction -

Effective and Efficient Teaching

Part 1

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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.

www.explicitinstruction.org

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What is Explicit Instruction?

- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research.....

Ideas that Work

- ...**unambiguous** and direct approach to teaching that incorporates instruction design and delivery.

Archer & Hughes, 2011

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Explicit Instruction and Discovery *Not an either or - but a when.*

Explicit Instruction	Discovery
Little or no background knowledge	A great deal of background knowledge in the domain
History of difficulty, of failure	History of success

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Explicit Instruction is

- Systematic
- Relentless
- Engaging

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Explicit Instruction is

- Systematic
- Content
- Design of Instruction

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Explicit Instruction is systematic. Content

- **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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Break down complex skills.

Example - Common Core Standards

- English Language Arts Standards Writing Grade 5
(Example - Final Outcome Only)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

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Break down complex skills.

Example - Common Core Standards

Body of Opinion Paper

Transcription

1. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason.
2. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.
3. When given three reasons and related facts and details, can write three paragraphs each containing a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.

Planning

4. When given a position on a topic, can generate reasons to support that position.
5. When given a topic, can generate a position and reasons and details to support that position.
6. When given a topic, can generate a position and reasons to support that position, and details to logically support each reason.
7. When given a topic, can generate a plan for the body of an essay (the position, the reasons, details to support each reason) and transcribe the plan into three coherent paragraphs.

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Break down complex skills.

Example - Common Core Standards

Introduction

8. For previously formulated opinion papers, writes an introduction that: a) grabs the attention of the reader, b) states the writer's opinion, and c) introduces reasons to support the writer's opinion.

Conclusion

9. For previously formulated opinion papers, writes a short conclusion "wraps it up" the essay by: a) summarizing the opinion and reasons, b) calling for some action to be taken, or c) explaining the outcomes of not following the writer's suggestions.

Opinion Papers

10. When given a topic, can plan, write, and edit an opinion paper that includes: a) an effective introduction, b) a well structured body with logically organized reasons and related facts and details, linked with appropriate transition words and phrases, and c) a short conclusion that "wraps it up".

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Explicit Instruction is systematic. Design of Instruction

Lessons:

1. Are **organized** and **focused** lessons.
2. Begin with a statement of **goals**.
3. Provide review of **preskills** and **knowledge**.
4. Provide **step-by-step demonstrations**.

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Explicit Instruction is systematic. Design of Instruction

4. Provide **guided** and supported **practice**.
5. Use **clear** and **concise** language.

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Explicit Instruction is systematic. Design of Instruction

opening

- attention
- review
- preview

body

closing

- review
- preview

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Explicit Instruction is systematic. Design of Instruction

Lesson Opening

- **Attention**
 - Use a verbal cue such as “Listen” or “We are going to begin.”
 - Follow the verbal cue with silence.
- **Review**
 - Review the content of the previous lessons.
 - Review necessary preskills for today’s lesson.
 - Review background knowledge needed for today’s lesson.
 - Be sure that the review is interactive.
- **Preview**
 - State the goal of the lesson.
 - Preview the activities for the period.

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Explicit Instruction is systematic. Design of Instruction

Lesson Closing

- **Review**
 - Review the skills/strategies/concepts/information taught.
 - Be sure that the review is interactive.
- **Preview**
 - Preview the content that will be taught in the next lesson.
- **Independent Work**
 - Review assignments /quizzes/ projects/ performances due in the future. Have students record all assignments.

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Explicit Instruction is systematic. Design of Instruction

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.
 - More content will be introduced and practiced.
 - Students will be more attentive.
 - Management challenges will be reduced.

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Explicit Instruction is systematic. Design of Instruction

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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Explicit Instruction is systematic. Design of Instruction

Model (I do it.) "*My Turn.*"

- **Show**
 - Proceed step-by-step.
 - Exaggerate the steps.
- **Tell**
 - Tell students what you are doing.
 - Tell students what you are thinking.
- **Gain Responses**
 - What they already know.
 - Repeating what you tell them.

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Explicit Instruction is systematic. Design of Instruction

As you prepare for modeling,

- Ask yourself what common errors do students make?
- How can I "precorrect" those errors within the model?

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Explicit Instruction is systematic. Design of Instruction

■ **Prompt (We do it.) "*Let's do ---- together.*"**

- Prompt by doing behavior at the **same time.**

OR

- Prompt **verbally.**
 - Guide or lead students through the strategy.
 - Step - do - Step - do - Step - do - Step - do
 - Gradually fade your prompt.

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Explicit Instruction is systematic. Design of Instruction

Check for understanding. (You do it.)

- Verify students' understanding before independent work is given.
- Carefully monitor students' responses.
- Continue until students are consistently accurate.

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Explicit Instruction is systematic. Content

- Select a **limited number** of words for robust, explicit vocabulary instruction.
- **Three to ten words** per story or section in a chapter would be appropriate.
- Briefly **tell students the meaning of other words** that are needed for comprehension.

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Explicit Instruction is systematic. Content

- Select words that are **unknown**.
- Select words that are **critical** to passage understanding.
- Select words that students are likely to encounter in the **future** and are generally useful. (Stahl, 1986)
 - Focus on Tier Two words (Beck & McKeown, 2003)
 - Academic Vocabulary

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Explicit Instruction is systematic. Content

- Tier One - Basic words
 - chair, bed, happy, house
- **Tier Two - Words in general use, but not common**
 - concentrate, absurd, fortunate, observation, accountant, dignity, convenient
- Tier Three - Rare words limited to a specific domain
 - tundra, igneous rocks, weathering

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Explicit Instruction is systematic. Content

- “Goldilocks Words”
 - Not too difficult
 - Not too easy
 - Just right

(Stahl & Stahl, 2004)

Explicit Instruction is systematic. Content (Selection of Vocabulary)

Enemy Pie by Derik Munson	Second graders	The Family Under the Bridge by Natalie Savage Carlson	Fifth Graders
perfect	ingredients	monsieur	oleanders
trampoline	horrible	cathedral	gratitude
enemy	nervous	cowered	fastidious
recipe	invited	hidey-hole	loitering
disgusting	relieved	hyacinths	roguish
earthworms	boomerang	fragile	adventure

Select 5 words for robust explicit instruction.

Reading Level: Eighth Grade Series: Prentice Hall		Passage: Breaker's Bridge Words: *Selected for instruction in manual.	
obstacle*	district	amplify	
writhing*	gorge	imperial	
piers*	miniature	emerged	
executioner*	defeated	insult	
immortals*	desperation	deposited	
emperor	supervising	deadline	

Explicit Instruction is systematic. Content (Selection of Vocabulary)

- **Dictionary Definition**
 - **relieved** - (1) To free wholly or partly from pain, stress, pressure. (2) To lessen or alleviate, as pain or pressure
- **Student-Friendly Explanation** (Beck, McKeown, & Kucan, 2003)
 - **Uses known words.**
 - **Is easy to understand.**
 - When something that was difficult is over or never happened at all, you feel **relieved**.

Explicit Instruction is systematic. Content

- **Dictionary Definition**
 - **Attention** - a. the act or state of attending through applying the mind to an object of sense or thought
b. a condition of readiness for such attention involving a selective narrowing of consciousness and receptivity

- **Explanation from Dictionary for English Language Learners**
(*Elementary Learner's Dictionary* published by Oxford)
 - **Attention** - looking or listening carefully and with interest

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Explicit Instruction is systematic. Content

Dictionary Definition	Student-Friendly Explanations
disgusting - to cause to feel disgust; be sickening, repulsive, or very distasteful	
fragile - easily broken, damaged, or destroyed	
gratitude - a feeling of thankful appreciation for favors or benefits received	
loitering - to linger in an aimless way; to spend time idly	

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Explicit Instruction is systematic. Design of Instruction

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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Explicit Instruction is systematic. Design of Instruction - Vocabulary

(Note: Teach words AFTER you have read a story to your students and BEFORE students read a selection.)

Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

Introduce the word with me.

“ This word is relieved. What word?”

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Explicit Instruction is systematic. Design of Instruction - Vocabulary

Step 2. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

Present the definition with me.

“When something that is difficult is over or never happened at all, you feel relieved. So if something that is difficult is over, you would feel _____.”

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Explicit Instruction is systematic. Design of Instruction - Vocabulary

Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual representations.
- c) Verbal examples.

Present the examples with me.

“When the spelling test is over, you feel relieved.”

“When you have finished giving the speech that you dreaded, you feel relieved.”

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Explicit Instruction is systematic. Design of Instruction - Vocabulary

- Step 4. Check students' understanding.
- Option #1. Ask deep processing questions.

Check students' understanding with me.

When the students lined up for morning recess, Jason said, “I am so relieved that this morning is over.” Why might Jason be relieved?

When Maria was told that the soccer game had been cancelled, she said, “I am relieved.” Why might Maria be relieved?

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Explicit Instruction is systematic. Design of Instruction - Vocabulary

- Step 4. Check students' understanding.
- Option #2. Have students discern between examples and non-examples.

Check students' understanding with me.

***“If you were nervous singing in front of others, would you feel relieved when the concert was over?”
Yes “Why?”***

“If you loved singing to audiences, would you feel relieved when the concert was over?” No “Why not?” It was not difficult for you.

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Explicit Instruction is systematic. Design of Instruction - Vocabulary

- Step 4. **Check students' understanding.**
Option #3. **Have students generate their own examples.**

Check students' understanding with me.

“Tell your partner a time when you were relieved.”

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Explicit Instruction is systematic. Design of Instruction - Vocabulary

- Step 4. **Check students' understanding.**
Option #4. **Provide students with a “sentence starter”. Have them say the complete sentence.**

Check students' understanding with me.

Sometimes your mother is relieved. Tell your partner when your mother is relieved. Start your sentence by saying, “My mother is relieved when_____.”

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Explicit Instruction is

- Relentless
 - Practice
 - Practice
 - Practice

- *Tier 3 students may require 10 to 30 times as many practice opportunities as peers.*

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Explicit Instruction is relentless. Judicious Practice

1. Initial practice.
2. Distributed practice.
3. Cumulative review.

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Explicit Instruction is relentless. Judicious Practice

Initial Practice

- Occurs under watchful eye of the teacher
- Provide numerous practice opportunities within the teacher-directed lesson to build accuracy. Provide immediate feedback after each item.

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Explicit Instruction is relentless. Judicious Practice

Distributed Practice

- Studying or practicing a skill in short sessions overtime.
- Distributing practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.

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Explicit Instruction is relentless. Judicious Practice

Cumulative Review

- Provide **intentional review** of previously taught skills/strategies/concepts /vocabulary/knowledge.
- Goal is to increase long-term retention.

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Explicit Instruction is relentless. Judicious Practice

It is not: **Drill and Kill**

It is: **Drill and Skill**

Perhaps: **Drill and Thrill**

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