

# Explicit Instruction - Pathway to Achievement

## Big Ideas - Part 1

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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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## Big Ideas

Design of Instruction

Big Idea #1 Focus on **critical content**

Big Idea #2 **Break down complex skills**

Big Idea #3 Provide **systematic instruction**

Big Idea #4 Provide **judicious practice**

Delivery of Instruction

Big Idea #5 Elicit **frequent responses**

Big Idea #6 Carefully **monitor** responses

Big Idea #7 Provide **feedback**

Big Idea #8 Maintain a **brisk pace**

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## Big Idea #1 Focus on Critical Content

### ■ Focus instruction on critical content.

Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught.

#### *Examples*

- Reading
  - Decoding words
  - Reading fluently (accurate, appropriate rate, expression)
  - Understanding vocabulary (General and Domain-Specific)
  - Understanding passages (comprehension)
- Vocabulary
  - Unknown
  - Critical to understanding
  - Generalize
  - More difficult

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## Big Idea #1 Focus on Critical Content

### ■ Focus instruction on critical content.

Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught.

- Especially for intervention instruction.

**“Teach the stuff and cut the fluff.”**

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## Big Idea #2 Break down complex skills

- Complex skills and strategies are broken down into smaller (easy to obtain) instruction units
- Promotes success
- Avoids cognitive overload

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## Break down complex skills

### Body of Argument Essay

#### 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.

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## Break down complex skills

### Body of Argument Essay

#### Planning and Transcription

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

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## Break down complex skills

### Introduction

6. For previously formulated bodies of argument essays, writes an introduction that: a) states the writer's claim, b) introduces reasons to support the writer's claim, and, if appropriate, c) introduces counterarguments.

### Conclusion

7. For previously formulated argument essays, writes a short conclusion "wraps it up" the essay by: a) summarizing the opinion and reasons or b) calling for some action to be taken.

### Argument Essays

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

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## Big Idea #3 - Provide Systematic Instruction

### Lessons:

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

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## Provide Systematic Instruction

5. Provide **guided** and supported **practice**
6. Use **clear** and **concise** language
7. Provide **scaffolding** to increase student success

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## Provide Systematic Instruction

### opening

- attention
- review
- preview

### body

### closing

- review
- preview

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## Provide Systematic 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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## Provide Systematic 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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## Provide Systematic Instruction

What we teach:

1. Facts and information
2. Skills and Strategies (How to do it)
3. Vocabulary and Concepts (What it is)

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## Provide Systematic Instruction Design of Instruction

**Explicit Instruction of Facts/Information**

**Attend**  
**Intend**  
**Rehearse**  
**Retrieve**

(organize)

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## Provide Systematic Instruction 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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## Provide Systematic Instruction 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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## Provide Systematic Instruction 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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## Comprehension Strategy

### Paragraph Shrinking

1. **Name the who or what.**  
(The main person, animal, or thing.)
2. **Tell the most important thing about the who or what.**
3. **Say the main idea in 10 words or less.**

(Optional: Record your main idea sentence.)

(From the PALS program by Fuchs, Mathes, and Fuchs)

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## Strategy – I do it.

### The Coldest Continent

Antarctica is not like any other continent. It is as far south as you can go on earth. The South Pole is found there. Ice covers the whole land. In some places the ice is almost three miles thick. Beneath the ice are mountains and valleys.

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## Provide Systematic Instruction 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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## Strategy – We do it.

The weather in Antarctica is harsh. It is the coldest place on Earth. The temperature does not get above freezing. It is also one of the windiest places in the world.

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## Provide Systematic Instruction 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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## Strategy – You do it.

Not many living things are found in Antarctica. People go there to study for only a short time. Very few animals can live there. Yet many animals live on nearby islands. Seals and penguins swim in the ocean waters. They build nests on the land. Some birds spend their summers in Antarctica. But most of the continent is just ice, snow, and cold air.

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## Provide Explicit Instruction 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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## Before Reading - Vocabulary

### Step 1. Introduce the word.

- a) Display the word on the screen.
- 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 or say the parts of the word.

*Introduce the word with me.*

*This word is protect. What word? protect  
Tap and say the parts of the word? pro tect  
Again. pro tect*

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## Before Reading - 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.*

*To **protect** someone or something means to prevent them from being harmed or damaged.*

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## Before Reading - Vocabulary

### Step 3. Illustrate the word with examples.

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

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## Before Reading - Vocabulary



*This father penguin will **protect** his chick from harm.*

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## Before Reading - Vocabulary



This special car seat will **protect** the baby. If there is an accident, he is less likely to be hurt.

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## Before Reading - Vocabulary

### Step 3. Illustrate the word with examples

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

*Present the verbal examples with me.*

*The father penguin takes care of the egg after it is laid. He **protects** the egg.*

*Human parents try to **protect** their children.*

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## Before Reading - Vocabulary

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

*Check students' understanding with me.*

*What are some ways that human parents can **protect** toddlers at an amusement park?*

*Begin by saying:*

*At an amusement park, parents can protect toddlers by.....*

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## Before Reading - Vocabulary

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

*Check students' understanding with me.*

*Tell me **protect** or **not protect**.*

*A parent carefully watches his toddler at the park. **protect**  
A parent reads a book as his toddler plays in the park. Looking up occasionally. **not protect***

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## Before Reading - Vocabulary

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

*Check students' understanding with me.*

*Make a list of ways that a human parent might **protect** a toddler.*

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## Before Reading - Vocabulary



protect  
protecting  
protection  
protector

This mother must **protect** her child. She is **protecting** her frightened child. Her child feels safe during the storm because of her mother's **protection**. Her mother is a great **protector**.

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## Big Idea #4 Provide Judicious Practice

- Practice
- Practice
- Practice

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

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## Provide 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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## Provide 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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## Provide 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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## Provide Judicious Practice

It is not:      Drill and Kill

It is:            **Drill and Skill**

Perhaps:        **Drill and Thrill**

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## Let us remember:

How well we teach =  
How well they learn

Teach with Passion  
Manage with Compassion

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