Exploring the Foundations of Explicit Instruction
(Chapter 1)

Sixteen Elements of Explicit Instruction

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's 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.

Principles of Effective Instruction

1. Optimize engaged time/time on task.

2. Promote high levels of success.

3. Increase content coverage.

4. Have students spend more time in instructional groups.

5. Scaffold instruction.

6. Address different forms of knowledge.

Designing Lessons

(Chapters 2, 3, and 4)

Opening of the lesson	Gain students' attention.	Review: Review critical prerequisite skills.	Preview: State the goal of the lesson.
Body of the lesson	Skill or strategy	Vocabulary or concept	Academic rule
I do it.	• **Modeling:** Show and tell. Involve students.	• Introduce the word. Introduce the meaning of the word. Illustrate with examples and non-examples.	• Introduce the rule. Use **If–then** construction for the rule. Illustrate the rule with examples and non-examples.
We do it.	• **Prompted or guided practice:** Guide students in performing the skill or strategy. Provide physical, verbal, or visual prompts. Gradually fade scaffolding. Guide students in analyzing examples and non-examples using the critical attributes.	• Guide students in analyzing examples and non-examples, using the critical attributes.	
You do it.	• **Unprompted practice:** Check students' understanding. Have students perform the skill/strategy without prompts.	• Check students' understanding. Have students distinguish between examples and non-examples. Have students generate examples and non-examples. Ask questions that require deep processing.	• Check students' understanding, using examples and non-examples.
Closing of the lesson	Review: Review critical content.	Preview: Preview the content of the next lesson.	Assign independent work.

Organizing for Instruction
(Chapter 5)

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 you?	Yes	No
3.	Have you created seating charts and assigned seats?	Yes	No
4.	In instructional areas, are students facing you?	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 the 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 (i.e., 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.	Does each rule 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.	Have situations needing classroom routines or procedures been identified? (See page _____ to _____)	Yes	No
2.	Have effective and efficient routines been determined for each situation?	Yes	No
3.	Are 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
(Chapters 6 and 7)

1. **Require frequent responses.**

Oral responses	Oral responses	Action responses
Choral responses	**Individual oral responses**	• Touching/pointing
Partner responses	• Partners First	• Acting out
• Think–Pair–Share	• Question First	• Gestures and facial
• Think and Write–Pair and Write–Share	• Whip Around or Pass	expressions
• Pause procedure		• Hand signals
• Study–Tell–Help–Check	**Written responses**	**Alternative passage-reading procedures**
	• Response slates	
Team responses	• Response cards	• Echo reading
• Numbered Heads		• Choral reading
		• Cloze reading
		• Augmented silent reading
		• Partner reading

2. **Monitor student performance carefully.**

   Are the responses correct or incorrect?

3. **Provide immediate affirmative and corrective feedback.**

Corrective feedback (correction) is:	Affirmative feedback (praise) is:
a. Provided.	a. Contingent (If–Then).
b. Immediate.	b. Specific.
c. The appropriate type of correction.	c. Provided for noteworthy performance.
d. Specific and informative.	d. Focused on achievement and effort.
e. Focused on the correct (vs. incorrect) response.	e. Comparing students to themselves.
f. Delivered with appropriate tone.	f. Positive, credible, and genuine.
g. Ended with students' giving the correct response.	g. Unobtrusive.

4.

Deliver the lesson at a 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 Appropriate Independent Practice
(Chapter 8)

Initial practice
↓
Distributed practice
↓
Cumulative practice and cumulative review
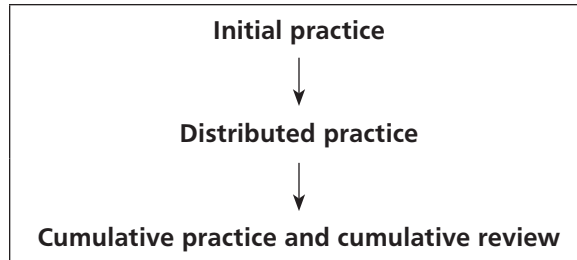
Checklist for independent practice
1. Teach the skill to be practiced during group instruction.
2. Establish that students are capable of completing the task independently.
3. Establish a clear purpose for the assignment (e.g., increasing accuracy, building fluency).
4. Design or select a practice task/activity that matches the skill and is consistent with the learning objective.
5. Control for other skill demands.
6. Provide clear, concise directions.
7. Provide prompts when needed.
8. Consider the length of time needed to complete the activity and the amount of time available to complete it.
9. Clarify and verify students' understanding of the assignment.
10. Establish evaluation criteria (participation, completion, accuracy, fluency, other).
11. Provide oral or written feedback on student performance.
12. Establish routines to facilitate independent practice.