

EXPLICIT INSTRUCTION

Overview

Explicit instruction is a critical high-leverage practice because many researchers and practitioners understand its essential role in delivering high quality instruction across the grade levels and content areas to students with and without disabilities. Core elements of explicit instruction (see guide below) are present throughout many other HLPs, and should be present in every teacher's daily instructional repertoire.

Based on the HLP resources (*High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team* and *High-Leverage Practices in the Inclusive Classroom*) and the information shared at the workshop on March 8, 2019, by Dr. Michael Kennedy the following is a checklist to guide school leaders as they address key elements that comprise effective collaboration.

Notes



KEY PRINCIPLES AND ELEMENTS OF EXPLICIT INSTRUCTION

Specific Statements & Components Within Explicit Lessons

1. Use clear and concise language, especially important when introducing new concepts
2. Provide clear goal statement & rationale to students
3. Use clear signals to get student attention to begin lessons
4. Use clear signals throughout lessons to signal beginning of new components
5. Review prior knowledge and skills
6. Break instruction into manageable steps appropriate for the audience
7. Provide students multiple opportunities to respond throughout the lesson. Promote a high-level of success by tailoring OTRs for students' level, including oral, gestural, action-based, etc.
8. Provide immediate affirmative and corrective feedback
9. Use a range of examples and non-examples
10. Model new skills and practices
11. Provide guided practice
12. Provide independent practice

Organizational Components of Explicit Lessons

13. Use instructional groups
14. Use a logical sequence within lessons — easy content first, prerequisite skills in place before tackling complex content
15. Focus instruction on critical content
16. Use a brisk pace and limit down time
17. Address different forms of knowledge (declarative/factual, procedural/how, conditional/when & where)

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KEY PRINCIPLES AND ELEMENTS OF EXPLICIT INSTRUCTION (cont.)

Questions to Consider When Observing an Explicit Lesson

Was the language used during the lesson free of jargon and other complex terms/concepts that students may not be familiar with?

Were assumptions made about students' prior knowledge and familiarity with content being taught? Or did the teacher explicitly and systematically review key content?

Did the teacher provide any modeling?

Depending on pacing, was one or more of the three elements of the "I do, we do, you do" sequence used?

How many, and what types of opportunities to respond were provided? Was a range of strategies used to elicit student responses?

How many and what types of feedback statements were provided to students? Was feedback immediate following responses?

Was down time kept to a minimum and engaged time maximized?

Notes

HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE

Additional Resources

Journal Articles (available in the cohort library)

"Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction," by P.J. Riccomini, S. Morano, and C.A. Hughes, *TEACHING Exceptional Children*, vol. 50.1

"Effective instructional design and delivery for teaching task-specific learning strategies to students with learning disabilities," by C.A. Hughes, *Focus on Exceptional Children*, vol. 44.2

"Explicit instruction: Historical and contemporary contexts," by C.A. Hughes, J.R. Morris, W.J. Therrien and S.K. Benson, *Learning Disabilities and Research Practice*, vol. 32.3

"Using explicit and systematic instruction to support working memory," by J.L. M. Smith, L. Sáez, and C.T. Doabler, *TEACHING Exceptional Children*, vol. 48.6

Web Resources

ExplicitInstruction.org

HighLeveragePractices.org

IntensiveIntervention.org

[Video: High-Leverage Practice #16: Use Explicit Instruction](#)

[Video: Introduction to Evidence-Based Vocabulary Instruction](#)

[Video: Teaching Vocabulary Terms Using Explicit Instruction](#)

Video Clips to Analyze and Discuss

[First-grade reading lesson](#)

[Second-grade subtraction lesson](#)

[Fourth-grade mathematics lesson](#)

[High-school geometry lesson](#)

Recommended References

Books

[Explicit Instruction: Effective and Efficient Teaching](#), by A.L. Archer & C.A. Hughes.

Notes



High-Leverage Practices in Special Education

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