**Key Elements of Explicit Instruction**

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|  | **Instructional Element**  | **Guiding questions to help you refine your lesson(s)** |
| **Content**  | 1. Focus instruction on critical content.
 | What is MOST important for my students to learn TODAY?  |
| 1. Sequence skills logically.
 | Am I building tasks that begin with “easy” and move to “more difficult? |
| 1. Break down complex skills and strategies into smaller instructional units.
 | Have I partitioned tasks and directions into manageable parts appropriate for this age group and the time given to accomplish the lesson?  |
| **Design** **of Instruction** | 1. Design organized and focused lessons.
 | Is there an imaginary thread from the learning target (LT) down to the assessment given?  |
|  | 1. Begin lessons with a clear statement of the lesson goals and your expectations.
 | If someone were to walk into my classroom and ask students what they were learning about, what would they say? Have I made the “point” that clear?  |
|  | 1. Review prior knowledge and skills before beginning instruction.
 | Do I include sentence starters like, “Okay scientists/readers/writers/mathematicians, we have been studying \_\_\_, and we have learned so far that \_\_\_\_\_…”  |
|  | 1. Provide step-by-step demonstrations. (I DO)
 | Do I model thinking aloud? Do I provide visual steps on the board? Do I show them how to tackle a task one step at a time?  |
|  | 1. Use clear and concise language.
 | Do I talk too much? Are any terms that I include confusing?  |
|  | 1. Provide an adequate range of examples and non-examples.
 | Do I provide several of each in my lesson?  |
|  | 1. Provide guided and supported practice. (WE DO)
 | What will I be doing to guide and support in the (WE DO) phase of the lesson?  |
| **Delivery of Instruction**  | 1. Require frequent responses.
 | HOW MANY times do I give students opportunities to respond? (OTRs)  |
|  | 1. Monitor student performance closely.
 | What will I be doing as students work independently?  |
|  | 1. Provide immediate affirmative and corrective feedback.
 | How will students know if they are on the right track? What signals or feedback will I give them?  |
|  | 1. Deliver the lesson at a brisk pace.
 | How long is each segment of the lesson?  |
|  | 1. Help students organize knowledge.
 | Where will students log their learning for easy recall later?  |
| **Purposeful****Practice**  | 1. Provide distributed and cumulative practice. (YOU DO)
 | How will I communicate that students will have additional opportunities to practice the skill(s) being taught or how today’s learning will build to concepts to be learned tomorrow?  |

Arnold, K. (2020). Numbered list from h*igh leverage practices for inclusive classrooms*, edited by McLeskey et al., 2019, p. 216. Copyright by Routledge.