

# WHAT IS EXPLICIT DIRECT INSTRUCTION?

- A PROCESS THAT INTEGRATES SMALLER LEARNING UNITS INTO MEANINGFUL WHOLE. ALLOWS STUDENTS TO APPLY SKILLS IN MEANINGFUL WAYS. AND PROVIDES STUDENTS OPPORTUNITIES TO SELF-MONITOR AND DIRECT THEIR OWN LEARNING & PARTICIPATION
- USED IN DIVERSE CONTEXTS AND CURRICULAR AREAS

- TEACHERS CONSTANTLY MONITORING STUDENT UNDERSTANDING TO DETERMINE IF THEY ARE DERIVING MEANING FROM INSTRUCTION
- HOLISTIC (I.E. DECODING, COMPREHENSION, SPELLING, AND WRITING DURING LITERACY INSTRUCTION)
- DEVELOPMENTALLY-APPROPRIATE TASK TAILORED SPECIFICALLY TO STUDENTS' LEARNING AND ATTENTIONAL NEEDS

## CHECK FOR UNDERSTANDING OFTEN THROUGHOUT THE ENTIRE LESSON!

- CHECK FOR UNDERSTANDING**
- DURING INSTRUCTION, NOT AFTER
  - CFU EVERY 2-3 MINUTES
  - STUDENTS SHOULD ANSWER IN COMPLETE SENTENCES WITH ACADEMIC VOCABULARY
  - WHITE BOARD CHECKS - "CHIN IT"
  - PAIR-SHARE - A & B PARTNERS
  - THUMBS UP OR DOWN - CLOSE TO CHEST SO STUDENTS CAN'T BASE THEIR ANSWER ON OTHERS
  - **IF TWO NON-VOLUNTEERS IN A ROW CAN'T ANSWER THE QUESTION, GO BACK & RETEACH!**

### T.A.P.P.L.E.

- T - TEACH FIRST
- A - ASK A SPECIFIC QUESTION
- P - PAUSE, PAIR/SHARE, PARTNER SWAP
- P - PICK A NON-VOLUNTEER
- L - LISTEN TO THE RESPONSE
- E - ECHO, ELABORATE, EXPLAIN

### LEARNING OBJECTIVE

- IDENTIFY: SKILL (VERB), CONCEPT (NOUN), CONTEXT (LOCATION - RL? RI? WRITING?)
- SHOULD BE POSTED IN STUDENT-FRIENDLY LANGUAGE
- TEACHER READS, STUDENTS READ, PAIR-SHARE & ANALYZE, NON-VOLUNTEER SHARES

### ACTIVATING PRIOR KNOWLEDGE

- CONNECTS OBJECTIVES & NEW CONTENT TO MEMORIES/EXPERIENCES
- NOT PRE-ASSESSMENT
- UNIVERSAL EXPERIENCE OR SUB-SKILL REVIEW
- LESS THAN 5 MINUTES
- NO NEW VOCABULARY
- ACTIVATE → INTERACT → CONNECT

### LESSON IMPORTANCE

- WHY WE'RE COVERING THIS SKILL AND/OR CONCEPT
- COVERED EARLY IN THE LESSON
- COULD BE PERSONAL, ACADEMIC, OR REAL-LIFE
- PAIR-SHARE & NON-VOLUNTEERS TO SHARE

### CONCEPT DEVELOPMENT

- WHAT WE'RE TEACHING
- EXPLICITLY TEACHING THE BIG IDEA
- EXAMPLES/NON-EXAMPLES; BULLETPROOF RULES
- HELPS STUDENTS MAKE GENERALIZATIONS TO NEW SITUATIONS IN SCHOOL & REAL LIFE

### SKILL DEVELOPMENT

- TEACHING THE STUDENTS HOW TO DO SOMETHING
- PROVIDE STEP-BY-STEP PROCESS/METHOD/APPROACH
- MODEL USING REAL-WORLD PROBLEMS: I DO, WE DO, YOU DO
- CFU SO THAT STUDENTS CAN EXECUTE THE SKILL & DESCRIBE HOW TO USE IT

### LESSON DELIVERY STRATEGIES (I DO)

- EXPLAINING: TEACHING BY TELLING; LECTURE, NOTES, PROCEDURES, STEPS
- MODELING: TEACHING USING THINK-ALOUDS TO REVEAL TO STUDENTS THE STRATEGIC THINKING REQUIRED TO SOLVE A PROBLEM; TELLING IN 1<sup>ST</sup> PERSON WHAT YOU'RE THINKING THROUGHOUT A PROCESS; GOAL IS FOR STUDENTS TO BE ABLE TO REPLICATE THE PROCESS YOU MODEL; USE JINGLES, MNEMONIC DEVICES, VISUALS, CHECK TO SEE IF STUDENTS HAVE THEIR OWN!
- DEMONSTRATING: TEACHING USING PHYSICAL OBJECTS TO CLARIFY THE CONTENT AND TO SUPPORT KINESTHETIC LEARNING

### GUIDED PRACTICE (WE DO)

- STUDENTS PRACTICE WITH THE TEACHER
- PRACTICE AT LEAST 4 EXAMPLES OF EACH STYLE OF QUESTION/PROBLEM

### LESSON CLOSURE

- BEFORE INDEPENDENT PRACTICE!
- 80% OF STUDENTS SHOULD MASTER THE SKILL AT CLOSURE BEFORE MOVING ON TO INDEPENDENT PRACTICE
- IDENTIFY STUDENTS FOR SMALL GROUP
- REVIEW CONCEPT + SKILL + IMPORTANCE
- ANTICIPATE AREAS OF SUCCESS & DIFFICULTY
- MODIFY! - ADJUST DURING THE LESSON ACCORDING TO RESULTS OF CFU
- EXTEND! - HAVE OPTIONS AVAILABLE AFTER CLOSURE & INDEPENDENT PRACTICE

### INDEPENDENT PRACTICE (YOU DO)

- SHOULD MATCH THE LESSON OBJECTIVE
- NO NEW VARIATIONS OR SITUATIONS THAT WEREN'T COVERED DURING THE LESSON
- SHOULD BE USED AS FORMATIVE ASSESSMENT/PRACTICE TOWARD MASTERY OF THE STANDARD
- LEADS UP TO SUMMATIVE ASSESSMENT, WHICH IS CONCRETE EVIDENCE OF MASTERY