

Explicit Instruction

Component	☺ Description	☀ Reflective Questions for Planning
<p style="text-align: center;">Stating Objective</p> 		
<p style="text-align: center;">I Do</p> 		
<p style="text-align: center;">We Do</p> 		
<p style="text-align: center;">You Do</p> 		
<p style="text-align: center;">Lesson Conclusion</p> 		

<p>Teacher: *States objective. *Activates prior knowledge about learning or makes a connection to previously taught skills/concept/strategies. 1 😊</p>
<p>Teacher models stated objective: *think alouds *examples *non-examples 1 😊</p>
<p>Teacher provides opportunities for guided practice with specific feedback. 1 😊</p>
<p>*Students demonstrate the stated objective. *Opportunities to observe (i.e., small group, independent reading) students struggling with application of objective 1 😊</p>
<p>Summary with a focus on how/why the skill/strategy applied to real reading. 1 😊</p>

<p>Teacher: *States objective. *Activates prior knowledge about learning or makes a connection to previously taught skills/concept/strategies. 2 😊</p>
<p>Teacher models stated objective: *think alouds *examples *non-examples 2 😊</p>
<p>Teacher provides opportunities for guided practice with specific feedback. 2 😊</p>
<p>*Students demonstrate the stated objective. *Opportunities to observe (i.e., small group, independent reading) students struggling with application of objective 2 😊</p>
<p>Summary with a focus on how/why the skill/strategy applied to real reading. 2 😊</p>

<p>What is being taught?</p> <p>How will students use this skill/big idea/concept?</p> <p>What is the relevance to students' real lives?</p> <p>When will they use this knowledge, understanding, or concept?</p> <p>Why do readers use this skill? 1 </p>	<p>What is being taught?</p> <p>How will students use this skill/big idea/concept?</p> <p>What is the relevance to students' real lives?</p> <p>When will they use this knowledge, understanding, or concept?</p> <p>Why do readers use this skill? 2 </p>
<p>How do I use the skill or strategy myself?</p> <p>What connections can I help my students make?</p> <p>1 </p>	<p>How do I use the skill or strategy myself?</p> <p>What connections can I help my students make?</p> <p>2 </p>
<p>How can students practice (e.g., teacher/students, students/students) the concept while the teacher monitors their understanding?</p> <p>1 </p>	<p>How can students practice (e.g., teacher/students, students/students) the concept while the teacher monitors their understanding?</p> <p>2 </p>
<p>How will you provide opportunities for students to practice the concept successfully and independently?</p> <p>How will you provide immediate feedback as you check for students' understanding?</p> <p>How will you address students who need additional support?</p> <p>How do you challenge students who have mastered the concept? 1 </p>	<p>How will you provide opportunities for students to practice the concept successfully and independently?</p> <p>How will you provide immediate feedback as you check for students' understanding?</p> <p>How will you address students who need additional support?</p> <p>How do you challenge students who have mastered the concept? 2 </p>
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Explicit Instruction Observation/Planning Form

Teacher Name: _____ Grade Level: _____ School: _____ Date: _____

Teacher states lesson objective: *What is being taught? How will students use this skill/big idea/concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?*

Teacher activates prior knowledge about new learning or makes a connection to previously taught skills/concept/strategies?

(I Do)

Teacher models stated objective: *(i.e. think alouds, examples, etc.)* (Tally on line) _____

(We Do)

Teacher provides opportunities for guided practice with **specific feedback**:

(You Do)

Independent Practice

- Students demonstrate the stated objective of the lesson, include specific examples:

- Teacher notes which student(s) struggled with objective, include specific examples:

Lesson conclusion/summarization with a focus on how/why the skill/strategy applies the learning to real life reading:

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Teacher Name: _____ Grade Level: _____ School: _____ Date: _____

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(I Do)

Teacher models stated objective: *(i.e. think alouds, examples, etc.)* (Tally on line) _____

(We Do)

Teacher provides opportunities for guided practice with **specific feedback**:

(You Do)

Independent Practice

- Students demonstrate the stated objective of the lesson, include specific examples:

- Teacher notes which student(s) struggled with objective, include specific examples:

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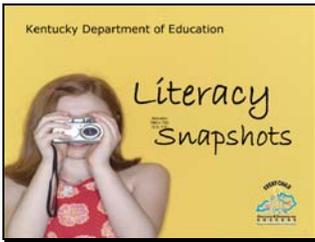


Effective Planning Tool

<p>How will I explain the lesson to students?</p> <ul style="list-style-type: none"> • State Learning Target / Lesson Objective - <i>What is being taught? How will students use this skill/big idea/ concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?</i> • Activate prior knowledge students may have about new learning or make a connection to previously taught skill/concept/strategy. 	
<p>What do I need to model for the students?</p> <ul style="list-style-type: none"> • Use think alouds and make new learning as visible as possible (e.g., use of manipulatives, graphic organizers, pictures, smart boards for websites, overheads, etc...). • Provide examples and non-examples of skills, when possible. • Break concepts or skills into manageable steps. 	
<p>Guided Practice</p> <ul style="list-style-type: none"> • Practice skills or manipulate new concepts with students. • Engage all students actively (e.g., response cards, white boards, manipulatives, hands on activities, classroom performance systems (CPS), etc...). • Move from whole group guided practice to small groups and pairs before independent practice. • Provide specific feedback. • Differentiate to meet the needs of all learners. 	
<p>Independent Practice</p> <ul style="list-style-type: none"> • Provide various opportunities to practice new knowledge – small group, partners, individually. 	
<p>Lesson Conclusion</p> <ul style="list-style-type: none"> • Review the Learning Target / Lesson Objective. • Summarize how/why the new learning applies to real life. 	

Explicit Instruction

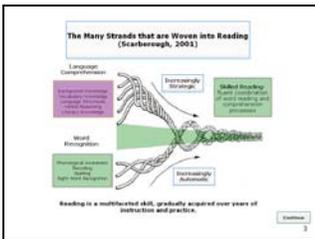
Component	Description	Reflective Questions for Planning
<p style="text-align: center;">Stating Objective</p> 	<p>Teacher:</p> <ul style="list-style-type: none"> *States objective. *Activates prior knowledge about learning or makes a connection to previously taught skills/concept/strategies. 	<p>What is being taught?</p> <p>How will students use this skill/big idea/concept?</p> <p>What is the relevance to students' real lives?</p> <p>When will they use this knowledge, understanding, or concept?</p> <p>Why do readers use this skill?</p>
<p style="text-align: center;">I Do</p> 	<p>Teacher models stated objective:</p> <ul style="list-style-type: none"> *think alouds *examples *non-examples 	<p>How do I use the skill or strategy myself?</p> <p>What connections can I help my students make?</p>
<p style="text-align: center;">We Do</p> 	<p>Teacher provides opportunities for guided practice with specific feedback.</p>	<p>How can students practice (e.g., teacher/students, students/students) the concept while the teacher monitors their understanding?</p>
<p style="text-align: center;">You Do</p> 	<ul style="list-style-type: none"> *Students demonstrate the stated objective. *Opportunities to observe (i.e., small group, independent reading) students struggling with application of objective. 	<p>How will you provide opportunities for students to practice the concept successfully and independently?</p> <p>How will you provide immediate feedback as you check for students' understanding?</p> <p>How will you address students who need additional support?</p> <p>How do you challenge students who have mastered the concept?</p>
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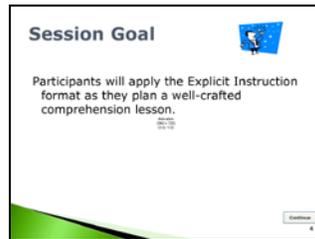
Welcome



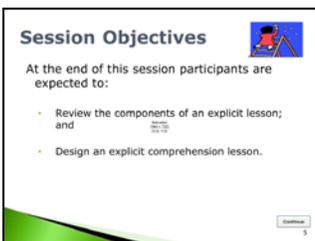
Explicit Instruction Part 2



Scarborough rope



Session Goal



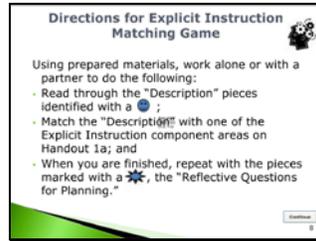
Session Objectives



Explicit Instruction Research



Matching Game



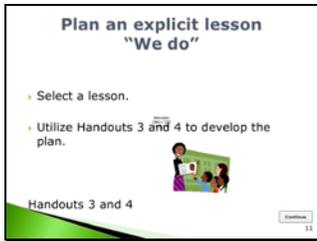
Directions for Matching Game



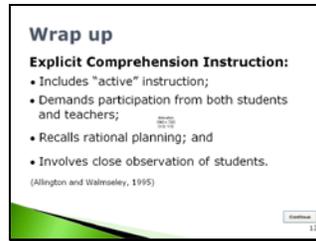
Explicit Lesson Video



Check your answers



Plan an Explicit Lesson

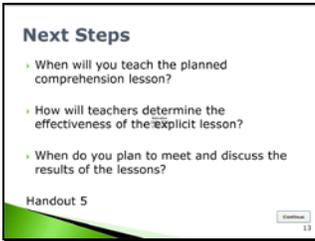


Wrap Up

Next Steps

- When will you teach the planned comprehension lesson?
- How will teachers determine the effectiveness of the explicit lesson?
- When do you plan to meet and discuss the results of the lessons?

Handout 5



Next Steps

References

Allington, K.L. & Walmsley, S.A. (Eds.). (1995). No quick fix: Rethinking literacy programs in America's elementary schools. New York: Teachers College Press.

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Scarborough, M. (2001). Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, and Practice. S. B. Neuman & D. N. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp. 97-119). New York: Guilford Press.



References
