

Direct/Explicit Instruction: Five Essential Phases for an Instructional Process

<p>One: Direct Explanation-Before Learning Two: Modeling (I Do It) Three: Guided Practice (We Do It) Four: Corrective Feedback/Verification Five: Application/Problem Solve/Practice and Self monitor (You Do It)</p>	<p>Research indicates that Direct Instruction yields high results, more than other approaches. This model ensures: adequate practice, correct levels of rigor, congruent instruction and appropriate learning strategies. The teacher must ensure integration of differentiation, provide appropriate challenge and rigor, and ensure mastery before progressing in curriculum.</p>
<p>Sample Activities: <i>*Providing Cues</i> <i>*Video clips</i> <i>*Essential Questions</i> <i>*KWL/BDA Chart</i> <i>*Guided Imagery</i> <i>*Anticipation Guides</i> <i>*Probable Passage</i></p>	<p>(BEFORE) Phase One: Direct Explanation consists of bridging the gap between students' prior knowledge and new learning Strategies: Includes providing a "hook" for instruction and setting the stage for learning by clarifying the learning target and measures of success. Teachers can use a metacognitive strategy such as frontloading, activating prior knowledge, making connections and generating questions, creating mental images Prerequisites: Teachers know and understand the underpinning knowledge, pre-assessments/previous exit slips results Level of Support: Teacher provides a high level of support and control</p>
<p>Sample Activities: <i>*Think Alouds</i> <i>*Providing Cues</i> <i>*KWL/BDA Chart</i> <i>*Think, Pair, Share</i> <i>*3 Minute Pause</i> <i>*Say Something</i> <i>*Guided Imagery</i> <i>*Anticipation Guides</i> <i>*Double Entry Diaries</i></p>	<p>(During Learning-) "I DO IT" Phase Two: Demonstration and Modeling includes the overt actions of the teacher as well as implementing metacognitive thinking (think alouds are a good example). The teacher engages students through questioning, models, strategies and cues. More importantly, the students are encouraged to monitoring their own thinking as the teacher monitors and assesses student learning (understanding and comprehension). Monitoring allows for immediate adjustments and clarification of misunderstandings to maximize student learning. Sample Instructional Strategies: Concept Definitions, Note Making (e.g., Cornell Notes), Graphic Organizers, Connect to Self/Text/World, Kagan Strategies that embeds cognitive engagement Level of Support: Teacher provides high level of support to students which can include: verbal direction, chunking the work, varied prompts, cues, organizers, peer assistance, small group learning</p>
<p>Sample Activities: <i>*FALS</i> <i>*Interactive Reading Guides</i> <i>*Questioning the Author</i> <i>*Story Mapping</i> <i>*Double Entry Journals/Diaries</i> <i>*Logographic Cues</i> <i>*Use of Bookmarks</i> <i>*Syntax Surgery</i> <i>*Anticipation Guides</i> <i>*Author Says, I Say</i> <i>*Connect Two</i> <i>*Character Quotes</i> <i>*Mind Mapping</i> <i>*KWL Plus</i> <i>*Labs</i> <i>*Magnet Summaries</i> <i>*Sketch to Stretch</i> <i>*GIST</i></p>	<p>(During Learning-) "WE DO IT" Phase Three: Guided Practice provides students with opportunities to work more independently on new learning, concept or skill (individual, groups, project based, cooperative grouping). Initially, in this stage, the teacher maintains a high level of support. Slowly and gradually, as indicated by student data and performance, the amount of support is withdrawn. Teacher monitors for conceptual clarity as strong procedural, engaging, instructional practices are carried out in the classroom setting. LEARNING, formative student data, teacher formative evaluation is all taking place simultaneously, teaching is adjusted to maximize the learning. Entering the proximal zone of development.</p> <ul style="list-style-type: none"> • Students are highly cognitively engaged in this phase • Teacher uses student work samples and responses to monitor performance <p>Phase Four: Corrective Feedback/Verification- Teachers are providing descriptive feedback (intervention/remediation and success) and metacognitive strategies. Sample Instructional Strategies: Copy-Cover-Compare, Chunking, Similarities and Differences (Discovering Patterns/Connections), Cornell Note Making, Graphic Organizers, Cooperative or Collaborative Learning, Kagan or other engagement Strategies, Non Linguistic Representations Level of Support: Teacher provides scaffolds for some learners, but is gradually releasing support where appropriate</p>
<p>Sample Activities: <i>*Anticipation Guides</i> <i>*Scales (Likert)</i> <i>*Plus/Delta</i> <i>*Somebody Wanted But So</i> <i>*Text Reformulation</i> <i>*It Says-I Say-So</i> <i>*Most Important Word</i> <i>*Reflections</i> <i>*Cornell Notes</i> <i>*Summaries</i> <i>*Conjectures</i></p>	<p>(After Learning-) "YOU DO IT" Phase Five: Independent Practice and problem solving- This phase is when students are able to demonstrate proficiency in the standard. Students are problem solving and cognitively engaged without scaffolds. Students are making sense of the problems, leading discussions, questioning thinking, engaged in the learning and problem solving, using rubrics and exemplars to improve their work. Teachers evaluate formatively for Tier I Interventions and debrief strategies and student success on the target for the day. Teacher brings closure to the target and students conclude if they need support or practice. Sample Instructional Strategies: Differentiate and vary the independent practice formats (e.g., independent practice, peer tutoring, self-correcting materials, software/web-based, cooperative learning, group work, centers, projects, etc.) to demonstrate a performance of understanding or culminating assessment of the target. Level of Support: No teacher supports, but excellent time to provide needed Tier I Interventions for students in small groups based on formative data. Teacher continues to monitor student work and gather data results for Tier I instruction and to further student learning.</p>