



Design a **System of Scaffolded Supports**

Universal Core Supports – Explicit Instruction

Overview of Key Components

- Define Explicit Instruction
- Describe the underlying principles of explicit instruction
- Define the essential attributes of explicit instruction
- Engage in explicit instructional routines



Why? Research Support for Explicit Instruction



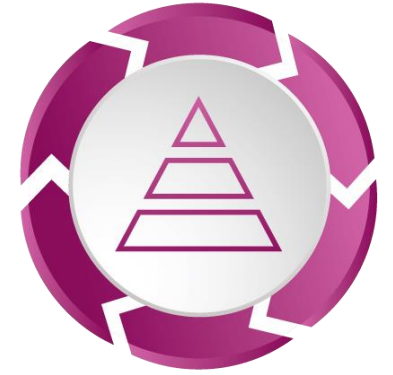
- Teacher Effects/Process Research
- Project Follow Through
- Research Syntheses in Special Education
- Recent Governmental Reports in Reading and Math
- Studies comparing Explicit Instruction and Discovery Learning
- Findings from research on cognition psychology (working memory vs. permanent memory; cognitive load)

What is Explicit Instruction?



- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research. (Ideas that Work)
- “...unambiguous and direct approach to teaching that incorporates instruction design and delivery.” (Archer & Hughes, 2011)
 - Direct
 - Explicit
 - Systematic
 - Engaging

Explicit Instruction is Systematic



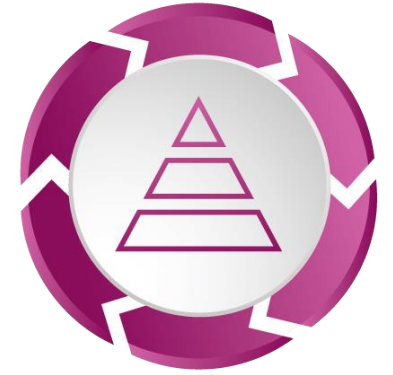
- **Instructional routines are used** (Archer & Hughes, 2011)
 - Instructional routines allow students to focus on the content rather than the tasks
 - Teachers can master the instructional routines and increase the pace of lessons
 - More content is will be introduced and practiced
 - Students will be more attentive
 - Management challenges will be reduced

Explicit Instruction of Skills/Strategies



- Model I do it. *My Turn*
- Prompt We do it. *Let's do this together.*
- Check You do it. *Your turn*

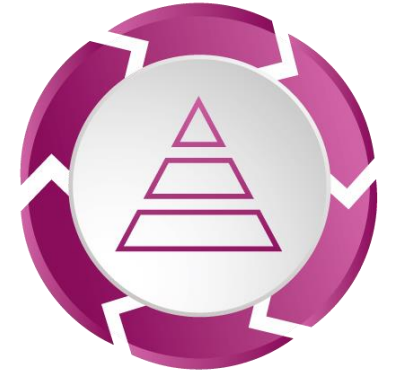
Five Essential Components



1. segment complex skills
2. modeling and think-alouds
3. systematically faded supports/prompts
4. opportunities to respond and receive feedback
5. purposeful practice opportunities

A synthesis of the research on explicit instruction identified five essential and seven common components (Hughes et al., 2017).

Seven Common Components



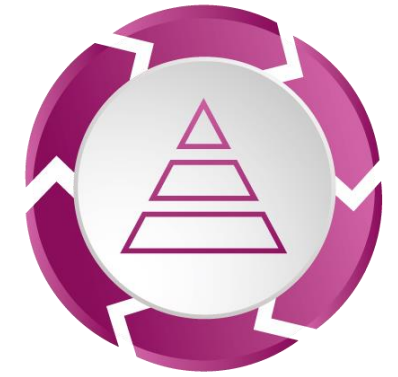
1. selecting critical content
2. sequencing skills logically
3. ensuring students have prerequisite skills and background knowledge
4. providing students with a clear statement of goals
5. presenting a wide range of examples and non-examples
6. maintaining a brisk pace
7. helping students to organize knowledge

A synthesis of the research on explicit instruction identified five essential and seven common components (Hughes et al., 2017).

How? Note Taking Guide



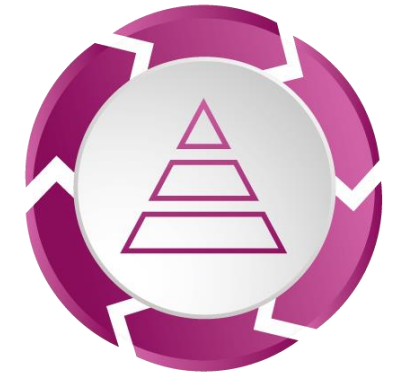
Dr. Anita Archer: Utilizing Explicit Instruction



Explicit Instruction: Classroom Example



Vocabulary Instructional Routine Card



Instructional Routine For Teaching Critical, Unknown Vocabulary Words V		
Procedures: Use for providing direct instruction of priority target words.		
Step 1	Introduce the Word	Example
	A. Write the word on board. B. Read word. Students repeat. C. Repeat for unfamiliar words.	"This word is <i>reluctant</i> ." "What word?"
Step 2	Present a Student-Friendly Definition	
	A. Tell students explanation, or, B. Have students read explanation with you.	" <i>Reluctant</i> means you are not sure you want to do something." "When you are not sure you want to do something, you are . . ."
Step 3	Illustrate the Word with Examples	
	<ul style="list-style-type: none"> ▪ Concrete examples ▪ Visual representations ▪ Verbal examples 	"If your mother asked you to try a new food, you might be <i>reluctant</i> ." "You may be <i>reluctant</i> to watch a scary movie."
Step 4	Check Students' Understanding	
	Option 1: Deep processing questions Option 2: Examples/Nonexamples Option 3: Students generate examples Option 4: Sentence starter	"Why would a student be <i>reluctant</i> to go to a new school?" "Would you be <i>reluctant</i> to go to recess on a warm, sunny day?" "Tell your partner something you would be <i>reluctant</i> to do." Start your sentence by saying, 'A cat might be <i>reluctant</i> to . . .' Then tell why."
Adapted from Western Regional Reading First Technical Assistance Center		

Empowering Teachers: Instructional Routines from the Florida Center for Reading Research



EMPOWERING TEACHERS

Phonemic Awareness Instructional Routine: Segmenting
Preparation/Materials: Words with three to five phonemes (e.g., flip, lamp, cat, cake, trips).

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (*) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

<p>TEACHER EXPLAINS TASK</p> <p>We are going to segment all the sounds in a word.</p>
<p>TEACHER MODELS TASK</p> <p>Listen and watch.</p> <p>Say the word slowly. Put up one finger for each sound in the word. /f/.../l/.../i/.../p/ Count your fingers aloud. one, two, three, four</p> <p>There are four sounds in flip.</p>
<p>TEACHER & STUDENTS PRACTICE TASK TOGETHER</p> <p>Say flip.</p> <ul style="list-style-type: none"> • flip <p>Now say flip slowly and put up one finger for each sound.</p> <ul style="list-style-type: none"> • /f/ /l/ /i/ /p/ <p>How many fingers are up?</p> <ul style="list-style-type: none"> • four <p>How many sounds are in flip?</p> <ul style="list-style-type: none"> • four <p>Yes. Flip has four sounds.</p>
<p>STUDENTS PRACTICE TASK</p> <p>Your turn.</p> <p>Say flip.</p> <p>flip</p> <p>Say flip slowly and put up one finger for each sound.</p> <p>/f/ /l/ /i/ /p/</p> <p>How many fingers are up?</p> <p>four</p> <p>How many sounds are in flip?</p> <p>four</p> <p>Yes. Flip has four sounds.</p>
<p>INDEPENDENT PRACTICE</p> <p>When students consistently segment all the sounds in each words, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.</p>
<p>SCAFFOLDING SUGGESTION FOR ERRORS</p> <p>Verify that students are segmenting each sounds each word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with fewer phonemes (e.g., it, sit).</p>

Adaptations using this instructional routine:

- Use words that contain fewer (two) or more (six) phonemes.
- Alternate manipulatives (e.g., counters, buttons) may be used to demonstrate segmenting a word.

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf

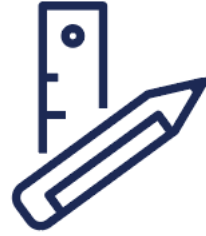
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Questions to Consider

- How will your school engage in the *Assess, Analyze, Interpret, Instruct, Reflect, and Monitor* process provide explicit instruction targeting PDE's prioritized content standards?
- How will your instructional planning include the five essential components and seven common components of explicit instruction?
- How will you infuse the features of explicit instruction (*I do, We do, You do*) into your daily instruction?

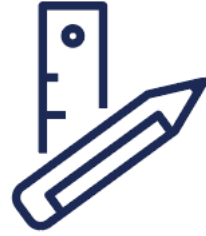


Resources



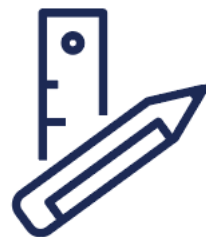
- [Instructional Metric Tool](#) - summary
- [Instructional Metric Summary Sheet](#)
- [Indicators of Operational Implementation](#)
- [Backward Design for Explicit Instruction](#)
- [High-Leverage Practices: Administrators Guide for Explicit Instruction](#)
- [Explicit Instruction Big Ideas](#)
- Archer, A. [Utilizing Explicit instruction](#) (Duration: 5 minutes) Explicit instruction expert, Dr. Anita Archer, provides the rationale and overview of explicit instruction and its benefit to students.

Resources



- Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. Guilford Publications.
- [Center for Exceptional Children \(2021\). High Leverage Practices for Students with Disabilities.](#)
- Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). *Explicit instruction: Historical contemporary contexts*. *Learning Disabilities Research & Practice*, 32, 140– 148
- [PaTTAN Teaching Matters- Explicit Instruction \(2012\).](#)
- National Center for Research on Evaluation, Standards, and Student Testing University of California, Los Angeles Graduate School of Education & Information Studies [High-Leverage Principles of Effective Instruction for English Learners \(2017\)](#)

Resources



- Archer, A. (2020). Utilizing Explicit Instruction. Middle Tennessee State University, Tennessee Center for the Study and Treatment of Dyslexia: Expert Minute. Retrieved from: <https://www.youtube.com/watch?v=i-qNpFtcynI>
- Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.



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Scaffolded Supports: Universal Core Supports, Explicit Instruction

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If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPwgT5gXguaKSA> (case sensitive)

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The exit code for this session is: 3 8 2 5 4

