The Magic is in the Instruction
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Outcome

Learning
Learning
Learning
Learning
Learning
Learning

Explicit Instruction

“Explicit teaching is not just the episode within a lesson when information is presented; it involves chunking content into small components, guiding students’ initial attempts at working with that content and gradually releasing control into more open activities as students gain mastery. It is a teaching model that progresses from ‘I do’ to ‘we do’ to ‘you do.’

Adam Boxer, Editor 2019
Explicit & Direct Instruction
Every day, in every class, in every lesson, we will:

1. Focus on critical content to promote **LEARNING**.
2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.
3. Provide quality explicit instruction lessons that yield **LEARNING**.
4. Actively involve all students in responding throughout the lesson, making **LEARNING** visible.
5. Carefully monitor students’ responses, adjusting the lesson as necessary to ensure **LEARNING**.
6. Provide affirmative feedback (praise) and informative feedback (corrections) to support **LEARNING**.
7. Provide deliberate practice, spaced practice and retrieval practice to ensure mastery, retention, and **LEARNING**.
8. Utilize management procedures that support students and teachers, thus facilitating **LEARNING**.
9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.
Explicit Instruction

1. Focus on critical content to promote LEARNING.
Simple View of Reading

Decoding

- Print Concepts
  - Understand the organization and basic features of print
- Phonological Awareness
  - Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Decoding Skills

- Phonics and Word Recognition
  - Know and apply grade-level phonics and word analysis skills in decoding words

Language Comprehension

- Fluency (accuracy, rate, expression)
  - Read with sufficient accuracy and fluency to support comprehension
- Word Knowledge (sight vocabulary)
  - Instant and effortless access to all, or almost all, words read
Simple View of Reading

Decoding

Language Comprehension

Academic Language Skills

Inferential Language Skills
- Ability to infer information that is not provided in the text

Literal Comprehension Skills
- Ability to answer literal, text-dependent questions

Academic Vocabulary
- Ability to comprehend and use words in formal writing

Narrative Language Skills
- Ability to clearly relate a series of events

Background Knowledge
- Possesses general and topic-specific background knowledge

Academic Vocabulary

Formal communication structure and words common in books and school

IES Practice Guide
Focus LEARNING on critical content.

Scarborough’s Reading Rope (2001)

**LANGUAGE COMPREHENSION**
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

**WORD RECOGNITION**
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
Explicit Instruction

Motto: Teach the stuff and cut the fluff.
Explicit Instruction

2. Break down complex strategies into obtainable pieces to ensure LEARNING.
Phonological Awareness Skills

• **Early**
  - rhyming
  - alliteration
  - segment words into syllables
  - identify initial sound in word

• **Basic**
  - blending sounds into words
  - segmenting words into sounds

• **Advanced**
  - manipulating phonemes
  - deleting, adding, substituting
Example Sequence of Phoneme - Grapheme Associations

IES Practice Guide – Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2016)

- **Single consonant and vowel letters**
  a m t s i f d r o g l h u c b n k v e w j p y x q z (Carnine, Silbert, and Kame’enui, 1997)

- **Consonant blends**
  bl cl fl gl pl sl  
  cr dr gr pr tr br fr  
  sm sp st sw sc

- **Consonant digraphs**
  th sh ch ph ng tch dge

- **Long vowels with silent e**
  a-e i-e o-e u-e e-e

- **Two-letter vowel teams** (combination of letters standing for single vowel sound)
  ai ay ea ee ey oa ie igh
Decoding Single Syllable Words – What

### Syllable Patterns

<table>
<thead>
<tr>
<th>Syllable Pattern</th>
<th>Single Syllable Words</th>
<th>Multi-Syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closed Syllables</strong></td>
<td>am, sat, brat, math</td>
<td>rab bit, in sect, nap kin, top ic, punish, kit ten</td>
</tr>
<tr>
<td>VC CVC CCVC CVCC</td>
<td>A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.</td>
<td></td>
</tr>
<tr>
<td><strong>Open Syllables</strong></td>
<td>me, he, she, hi no, go, ho</td>
<td>pro test, tor na do, si lent, hu man, ro bot, re lax</td>
</tr>
<tr>
<td>CV CCV</td>
<td>A syllable that ends with a long vowel sound, spelled with a single vowel letter.</td>
<td></td>
</tr>
<tr>
<td><strong>Silent e</strong></td>
<td>mine, cave, ripe, tape, shape, whale, shine</td>
<td>in vite, ex cite, pan cake, man hole, in side, nick name</td>
</tr>
<tr>
<td>CVCe CCVCe</td>
<td>A syllable with a long vowel, spelled with one vowel + one consonant + silent e.</td>
<td></td>
</tr>
</tbody>
</table>
### Syllable Patterns

*Moats, L and Tolman, C. 2009, Language Essentials for Teachers of Reading and Spelling (LETRS), Sopris/Voyager*

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</thead>
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<tr>
<td><strong>Vowel Team</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CVVC</td>
<td>rain, mail, deal,</td>
<td>train er, spoil age,</td>
</tr>
<tr>
<td>CCVVC</td>
<td>clean, speed,</td>
<td>mail man, rain bow,</td>
</tr>
<tr>
<td>CVVCC</td>
<td>scream, least</td>
<td>exhaust, proceed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vowel-r</strong></td>
<td>barn, fern, bird,</td>
<td>per form, yard stick,</td>
</tr>
<tr>
<td></td>
<td>torn, yard</td>
<td>sports man, sur plus,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>morn ing, dis turb</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consonant –le</strong></td>
<td></td>
<td>mid dle, pud dle,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>maple, can dle, fid dle, ea gle</td>
</tr>
</tbody>
</table>
Motto:

Success breeds Success
Success breeds Motivation
Explicit Instruction

3. Provide quality explicit instruction lessons that yield LEARNING.
Explicit Instruction

- Utilizing **explicit instruction** procedures.

<table>
<thead>
<tr>
<th>Method</th>
<th>Hattie Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Instruction Procedures</td>
<td>0.57</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>0.60</td>
</tr>
<tr>
<td>Mastery Learning</td>
<td>0.57</td>
</tr>
</tbody>
</table>
• Utilizing explicit instruction procedures.
  • Demonstration I do it.
  • Guided Practice We do it.
  • Checking understanding You do it.
Letter – Sound Associations

Example – Introducing the phoneme – grapheme association in isolation

a

1. (Point to letter.) This is the letter a. This sound is /aaaa/.
2. Say the sound with me. /aaaa/
3. What sound? /aaaa/
Example - Continuous Blending

Sounding Out VC, CVC, CVCC, CCVC words
    sip    fit    lip    tip    rim

1. When I touch a letter, I’ll say its sound. I’ll keep saying the sound until I touch the next letter. I won’t stop between sounds.

2. My turn to sound out this word. (Touch under each letter and say the sound. Hold continuous sounds. Say stop sounds quickly. Don’t stop between sounds.)

3. Sound out this word with me. (Touch under each letter.)

4. Your turn. Sound out this word by yourselves. (Touch under each letter.)

5. What word? (Glide your finger under the word.)
Explicit Instruction

I do.  
We do.  
You do.

I do it.  
We do it.  
You do it with partner.  
You do it.

Motto: *How well I teach = How well they learn*
Explicit Instruction

4. Actively involve all students in responding throughout the lesson, making **LEARNING** visible.
Elicit frequent responses

**Verbal Response Procedures**
- Structured Choral
- Structured Partners
- Teams/Huddle Group
- Individual – Random
- Discussion

**Written Response Procedures**
- Types of writing tasks
  - Whiteboards
  - Response Cards/Response Sheets
  - Writing Frames

**Action Response Procedures**
- Acting out/Simulations
- Gestures
- Facial Expressions
- Hand Signals

**Reading Procedures**
- Whisper Reading (Silent)
- Echo Reading
- Choral Reading
- Cloze Reading
- Partner Reading

**Technology Responses**
- Computers, ipads
- Clickers, Plickers

**Benefits:** Rehearse – Retrieve – Retain - Leaning
Motto: Learning is not a spectator sport.
5. Carefully monitor students’ responses, adjusting the lesson as necessary to ensure LEARNING.
### Explicit Instruction

| **Structured Choral Responses** | Listen to all  
Hone in on responses of lower performing students |
|-------------------------------|-------------------------------------------------|
| **Structured Partner Responses** | Circulate  
Look at responses  
Listen to responses |
| **Random Individual Responses** | Listen carefully |
| **Response Slates**  
**Response Cards**  
**Hand Signals** | Look carefully at slates, cards, or hand signals when held up |
| **Written Responses** | Circulate  
Look at responses |
| **Action Responses** | Look at responses |
Explicit Instruction

Big Idea 5: Carefully monitor students’ responses, adjusting the lesson as necessary to ensure LEARNING.

Motto:
- Look carefully
- Listen carefully
- Circulate and monitor
  - Walk around
  - Look around
  - Talk around
Explicit Instruction

6. Provide affirmative feedback (praise) and informative feedback (corrections) to support **LEARNING**.
Explicit Instruction

Provide affirmative feedback (praise) and informative feedback (corrections) to support LEARNING

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Hattie Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.70</td>
</tr>
</tbody>
</table>
6. Provide affirmative feedback (praise) and informative feedback (corrections) to support **LEARNING**.

Feedback to Individual Students During Lesson

- **P** = Praise - Affirm
- **E** = Encourage
- **C** = Correct - Inform

Tell the answer

Guide Student in Application of Strategy or Procedure
Explicit Instruction

Big Idea 6. Provide affirmative feedback (praise) and informative feedback (corrections) to support LEARNING.

Motto: Affirm and Inform
Motto: Feedback feeds back.
Explicit Instruction

7. Provide deliberate practice, spaced practice, and retrieval practice to ensure retention and **LEARNING**.
Explicit Instruction

7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and learning.

**Deliberate practice** is goal-oriented practice consciously devoted to improvement of a skill.

**Spaced practice** (also known as distributed practice) is a learning strategy, where practice is broken up into a number of short sessions - over a longer period of time.

**Retrieval practice** is a learning strategy in which students must retrieve information from memory.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Hattie Effect Size</th>
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<tbody>
<tr>
<td>Deliberate Practice</td>
<td>0.79</td>
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<tr>
<td>Retrieval Practice</td>
<td>0.74</td>
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<tr>
<td>Spaced Practice</td>
<td>0.60</td>
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</tbody>
</table>
Explicit Instruction

Big Idea 7: Provide deliberate practice, spaced practice, and retrieval practice to ensure retention and LEARNING.

Motto: Perfected practice over time makes perfect and permanent.
Explicit Instruction

8. Utilize management procedures that support students and teachers, thus facilitating LEARNING.

Create a well-organized safe environment.

Teach predictable routines.  
Provide clear expectations.  
Provide pre-corrections.  
Provide acknowledgement.  
Maintain a perky pace.

*Predictability predicts ability.*

*What we expect = What we get*

*If you expect it, pre-correct it.*

*Catch them being good.*

*Avoid the void for they will fill it.*
8. Utilize management procedures that support students and teachers, thus facilitating LEARNING.

<table>
<thead>
<tr>
<th>Behavioral intervention programs</th>
<th>0.62</th>
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<tbody>
<tr>
<td>Behavioral organizers</td>
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9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.
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<table>
<thead>
<tr>
<th>Teacher-Student Relationship</th>
<th>Hattie’s Effect Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.52</td>
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</table>
Explicit Instruction

**Big Idea 9.** Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

**Motto:** Connect. Connect. Connect.

Be kind.

Be kind.

Be kind.

Be kind.
NOTE TO SELF: BE KIND, BE KIND; BE KIND.
How well you teach = How well they learn
How well you manage = How well they behave

Teach with passion. Manage with compassion.
Recommended Reading
Book List

Created by Anita Archer
for Explicit Instruction
Explicit Instruction: Effective and Efficient Teaching

Anita L. Archer and Charles A. Hughes
Visible Learning
A Synthesis of Over 800 Meta-Analyses Relating to Achievement
John Hattie

“Reveals teaching’s Holy Grail”
The Times Educational Supplement
Visible Learning and the Science of How We Learn
John Hattie
Gregory Yates
10 Mindframes for Visible Learning
Teaching for Success
John Hattie and Klaus Zierer
Visible Learning for Science: What Works Best to Optimize Student Learning
John Almarode, Douglas Fisher, Nancy Frey, John Hattie
Clarity for Learning
The Essential Practices That Empower Students and Teachers
John Almarode
Kara Vandas
Visible Learning Feedback
John Hattie
Shirley Clarke
Rosenshine’s Principles in Action
Tom Sherrington
Powerful Teaching
Unleash the Science of Learning
Pooja K. Agarwal
Patrice M. Bain
Understanding How We Learn: A Visual Guide

Yana Weinstein and Megan Sumeracki
Embedded Formative Assessment
Dylan Wiliam
Creating the Schools Our Children Need

Dylan Wiliam
Make it Stick
The Science of Successful Learning
Peter C. Brown
Henry L. Roediger III
Mark A. McDaniel
Why Don’t Students Like School?
Daniel T. Willingham
Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College

Doug Lemov
Tackling Attendance Challenges
Additional Summaries of Best Practices and Research

Practice Guides

https://ies.ed.gov/ncee/wwc/PracticeGuides

Practice Guides. A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.
A highly successful series assists practitioners to improve practice through the provision of short publications which present the results of well-established bodies of research in easy-to-read booklets. Titled the Educational Practices Series, it is coordinated by Stella Vosniadou and is published and distributed through a cooperative arrangement with the International Bureau of Education (IBE) in Switzerland. The booklets may be freely reproduced.
Thank you

• May YOU thrive as educators.

• May your students thrive as learners.

• May our schools be peaceful, productive havens for all.

• May we be kind to ourselves, to our fellow educators, and to the children that we have the gift to teach.