

16 Elements of Explicit Instruction

(Archer & Hughes, 2011)

1. **Focus Instruction on critical elements** – teach skills, strategies vocabulary terms, concepts and rules that will empower students in the future and match student’s instructional needs.
2. **Sequence skills logically** – Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself.
3. **Break down complex skills and strategies into smaller instructional units**- Teach in small steps.
4. **Design organized and focused lessons**- Make optimized use of instructional time. Make sure your lessons are organized, sequenced, and focused.
5. **Begin lessons with a clear statement of the lesson’s goal and your expectations** – Tell learners clearly what is to be learned and why it is important.
6. **Review prior skills and knowledge before beginning instruction** – Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with the other related skills.
7. **Provide step by step demonstrations** – Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill.
8. **Use clear and concise language** – Use consistent, unambiguous wording and terminology.
9. **Provide an adequate range of examples and non-examples** – In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples.
10. **Provide guided and supported practice** – In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance.
11. **Require frequent responses** – Plan for high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral, written, or action response) helps them focus on the lesson content.
12. **Monitor student performance closely** – Carefully watch and listen to students’ responses, so you can verify student mastery as well as make timely adjustments in instruction if students are making errors.
13. **Provide immediate affirmative and corrective feedback** – Follow up on students’ responses as quickly as you can. Immediate feedback helps ensure high rates of success and reduces the likelihood of practicing errors.
14. **Deliver the lesson at a brisk pace** – Deliver the instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior.
15. **Help students organize their knowledge** – Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit.
16. **Provide distributed and cumulative practice** – Distributed practice refers to multiple opportunities to practice skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills.