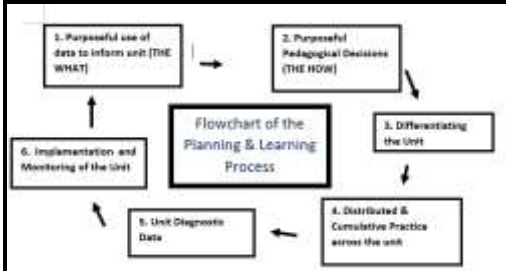




# Darling Heights Explicit Instruction Model

Based on Explicit Instruction by Archer & Hughes



## Planning

- Element 1:** Focus instruction on critical content
- Element 2:** Sequence skills logically
- Element 3:** Break down complex skills and strategies into smaller instructional units
- Element 4:** Design organised and focused lessons

## Delivery of Instruction Model followed continuously throughout a lesson

Input → Question → Response → Monitor → Feedback

## Components of an Explicit Lesson

|  |  |  |
|--|--|--|
| <b>Active Participation occurs throughout the entire lesson</b>  | <b>OPENING</b>   |  |
|  | <b>Review</b><br>Retrieval Practice<br>Distributed Practice<br>Activate prior knowledge<br><br><b>Preview</b><br>WALT, WILF & TIB  | <b>Element 5</b><br>Begin lessons with a clear statement of the lesson goals and your expectations<br><br><b>Element 6</b><br>Review prior skills and knowledge before beginning instruction   |
|  | <b>Body</b>  |  |
|  | <b>Skills/Strategies</b><br>Four Step Instructional Routine <ol style="list-style-type: none"> <li>1. Introduce skill/strategy and step by step process</li> <li>2. Model the process (I do)</li> <li>3. Provide guided practice (We Do)</li> <li>4. Check for understanding (You Do)</li> </ol> | <b>Element 7</b><br>Provide Step-by-step demonstrations<br><br><b>Element 8</b><br>Use clear and concise language<br><br><b>Element 9</b><br>Provide an adequate range of examples and non-examples<br><br><b>Element 10</b><br>Provide guided and supported practice<br><br><b>Element 15</b><br>Help students organise knowledge |
|  | <b>Vocabulary/Concept/Rule</b><br>Four Step Instructional Routine <ol style="list-style-type: none"> <li>1. Introduce word/concept/rule</li> <li>2. Provide student friendly definition</li> <li>3. Illustrate with examples and non-examples</li> <li>4. Check for understanding</li> </ol>     |  |
|  | <b>Facts</b><br>Attend, Intend, Rehearse, Retrieve, Organise   |  |
| <b>Closing</b>   |  |  |
| <b>Review</b><br>Connected to WALT, WILF<br>Retrieval Practice<br>Next Lesson<br>Any independent work to be completed  | <b>Element 16</b><br>Provide distributed and cumulative practice.  |  |
| <b>Practice</b>  |  |  |
| Opportunities to practice are provided in various stages of lessons and in different ways.   |  |  |
| Optimal practice is obtained through:<br>Deliberate Practice, Retrieval Practice, Spaced Practice (Initial, Distributed, cumulative), Varied Practice & Mixed Practice | <b>Element 16</b><br>Provide distributed and cumulative practice.  |  |

