



Creating Cohesion With Explicit and Systematic Instruction in 6-12 Classrooms



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Explicit Instruction

EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills. One example is the gradual release model.

Systematic Instruction

SYSTEMATIC INSTRUCTION is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.

Session Objectives

- Use Florida's Grades 6-12 Literacy Instruction Practice Profile when planning for explicit and systematic instruction.
- Learn three instructional practices to implement explicit and systematic instruction throughout a lesson.
- Practice how to incorporate elements of accomplished use of explicit and systematic instruction throughout a lesson.

Every Lesson Needs a Storyline

- Like any story, our lessons should have a clear beginning, middle and end for students.
- How do we intentionally plan and execute a coherent lesson to students that explicitly and systematically sets them up for mastery of the benchmarks we are teaching?



Florida Practice Profile Review

Core Component	Accomplished Use	Ineffective Use
Description of the Component	Activities and behaviors that exemplify adult practitioners who are able to generalize required skills and abilities to a wide range of settings and contexts; skills are used consistently and independently – skills are sustained over time while continuing to grow	Activities and behaviors that exemplify adult practitioners who are not yet able to implement the required skills or abilities in context
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills (e.g., the gradual release model).	<ol style="list-style-type: none"> 1. Teacher will communicate goals and expectations for student learning. 2. Teacher will provide clear explanations of goals and expectations for student learning. 3. Teacher will model or demonstrate, providing examples and non- examples. 4. Teacher will provide opportunities for student practice with guidance. 	<ol style="list-style-type: none"> 1. Teacher indirectly communicates goals and expectations for student learning. 2. Teacher provides explanations of goals and expectations that are unclear. 3. Teacher models or demonstrates but does not provide clear examples and non-examples. 4. Teacher provides opportunities for student practice without guidance.
SYSTEMATIC INSTRUCTION is a planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.	<ol style="list-style-type: none"> 1. Teacher will activate the student's prior knowledge. 2. Teacher conducts a cumulative review, enabling learners to make connections to previously learned material. 3. Teacher uses a logical progression of content, concept and skill, proceeding from simple to more complex. 4. Teacher will provide multiple and varied opportunities for student practice. 	<ol style="list-style-type: none"> 1. Teacher provides instruction without activating the student's prior knowledge. 2. Teacher does not conduct a cumulative review, preventing learners from making connections to previously learned material. 3. Teacher does not use a logical progression of content, concept and skill, proceeding from simple to more complex. 4. Teacher does not provide multiple and varied opportunities for student practice.

Explicit and Systematic Instruction in Action Example

Core Component	Accomplished Use
Description of the Component	Activities and behaviors that exemplify adult practitioners who are able to generalize required skills and abilities to a wide range of settings and contexts; skills are used consistently and independently – skills are sustained over time while continuing to grow
EXPLICIT INSTRUCTION is intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills (e.g., the gradual release model).	<ol style="list-style-type: none"> 1. Teacher will communicate goals and expectations for student learning. 2. Teacher will provide clear explanations of goals and expectations for student learning. 3. Teacher will model or demonstrate, providing examples and non-examples. 4. Teacher will provide opportunities for student practice with guidance.

6th Grade "Farewell Speech" by Lou Gehrig

ELA.6.R.3.4 Identify rhetorical appeals in a text.

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

Objective: Students will determine rhetorical appeals in "Farewell Speech" and how they are used to convey the message.

Possible Verbal Lesson Framing: "When people give speeches, they use rhetoric to appeal to their audience's emotions, logic and/or moral principles. Today, we are going to practice using what we know about these different appeals and how authors use them to impact their audience's thoughts and feelings. Then, as we listen to and read Lou Gehrig's "Farewell Speech," we will pay attention to the words he uses and, citing specific lines, explain how they make us (the audience) think and feel."

Video Example

Designing Explicit and Systematic Instruction

The components of this type of lesson are designed to make optimal use of your instructional time, keep students engaged, and promote high rates of success through explicitness and scaffolding procedures.

Opening	Body	Closing
<ul style="list-style-type: none"> • Gain students' attention • Make clear to students what they are learning and why • Verify all students have prerequisite skills • Link new content to old 	<ul style="list-style-type: none"> • Clearly and concisely model exactly how the skill is used with several demonstrations • Model key thought processes • Involve students in the model by asking questions • Provide prompted/guided practice to build confidence with new skill • Provide unprompted/independent practice to determine if students can perform without support 	<ul style="list-style-type: none"> • Provide a short review of what was learned • Ask students questions about the material that has been taught • Offer a short preview of what will be taught next • Assign seat work or homework, as needed

Getting There

Opening

1. Select a skill to teach explicitly.
2. Determine a goal and brief rationale of why the skill is important/useful.
3. Identify prerequisites for learning the skill.

Body

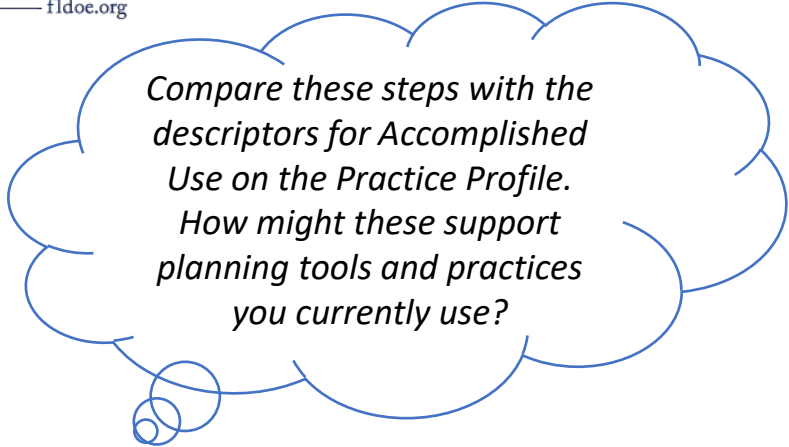
4. Plan the model: What will you say and do to model this skill?
5. Plan the practice.

Closing

6. Describe how you will close the lesson.

Throughout

7. Plan how to involve and monitor students.



Compare these steps with the descriptors for Accomplished Use on the Practice Profile. How might these support planning tools and practices you currently use?

Delivering Explicit and Systematic Instruction

What is the
teacher doing?



What are the
students doing?



Delivering Explicit and Systematic Instruction

What is the teacher doing?

Attention Getters

Instructional Routines

Think Alouds

Examples/non-examples

Multiple opportunities

What are the students doing?

Choral Responses

Partner/Team Responses

Written Responses

Action Responses

Individual Responses

A Closer Look

Article	What? Define the practice.	Why? Explain the purpose/benefits of the practice.	How? Explain how to implement the practice.	Apply Offer examples and suggestions for application.
Three Steps for Think Alouds				

Jigsaw Activity

What?

Define the practice.

Why?

Explain the purpose/benefits of the practice.

How?

Explain how to implement the practice.

Apply

Offer examples and suggestions for application.

Let's Practice

A grade 10 teacher is conducting a lesson on adding variety to writing by using parallel structure and various types of phrases and clauses (ELA.10.C.3.1). Review your assigned portion of the lesson and collaborate with your group to provide feedback on the effectiveness of the design and delivery of explicit instruction.

Opening	Body	Closing
<p>At the start of the lesson, the teacher states that the goal is to use parallel structure and various types of phrases and clauses to add variety to writing. The focus for this first day is to use parallel structure to add variety to a piece of writing.</p>	<p>The teacher uses a mentor text to show an example of a writer using parallel structure. She asks the students if they understand. Several students nod in response. She tells them, "Great job!" and then projects a sample writing response to think aloud how she finds an opportunity to incorporate parallel structure. Once she revises for parallel structure, she calls on a student volunteer to explain the difference between the first and revised draft.</p>	<p>The teacher tells students to review their own writing response and revise to include parallel structure independently at their seats. Teacher tells students tomorrow they will review various types of phrases and clauses to continue revising their writing to add variety.</p>

Planning

- What content, concept or skill is being taught?
- What is the connection between this content and previously taught content?
- What aspects of the content, concept or skill will be modeled?
- How will the content, concept or skill be modeled?
- What opportunities will students have for guided practice and practice with previously taught skills?
- What opportunities will students have for independent practice?

Reflecting

- How clearly was the content, concept or skill taught?
- How clear was the relevance and connection of this content to other content?
- How clear, concise and coherent was the model/demonstration?
- How effective were the examples?
- How involved were students during practice activities?
- How effective were the practice activities in guiding learners toward independence?

What's Next?

What is one thing from today's session you will share with someone else?

What is one thing you will do as a result of something you learned in today's session?

What is one thing from today's session you hope to learn more about in the future?

Survey

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