

10 Explicit Guidelines

PURPOSE

Students need to know what they are learning, how to perform this skill or strategy, when they should use it, and why they need to know this (where they will apply it.) All activities should be used to practice an important skill or strategy real readers use.

PRIOR KNOWLEDGE

- ▶ New information/instruction should be related to something children have learned previously or something they already know about from life/background experience or knowledge. Students need something to attach new information to in their memories.

MODELING – I DO

- ▶ New strategies or skills have to be thoroughly explained and modeled, even the most seemingly simple concepts. Instruction **should not** be primarily *verbal*. Most of us need to see, touch, and experiment with what we're learning...Our students are no different

EXAMPLES AND NON EXAMPLES

- ▶ Examples and non-examples need to be provided to students when teaching a new skill or strategy.
- ▶ Often non-examples are as or even more important than examples. Seeing what something is "**not**" helps determine what it should be or look like.
- ▶ Non-examples often further clarify the concepts for students.

MANAGEABLE STEPS

- ▶ We should not give students multiple steps, strategies, and skills simultaneously without practice time in between. This causes students to feel overwhelmed.
- ▶ Instruction and activities must be broken into manageable steps. For example, don't teach 3 comprehension strategies the same day or week.

<p>GUIDED PRACTICE</p> <p>We Do – Teacher and students and then perhaps groups or pairs of students practice together while corrective feedback is occurring.</p>	
<p>SCAFFOLDED INSTRUCTION</p> <p>Scaffolding is providing differing amounts of support for each individual student that will allow them to accomplish a particular task or question, or be successful</p>	
<p>ACTIVE ENGAGEMENT</p> <ul style="list-style-type: none"> ▶ <u>Instruction should be student centered not teacher centered.</u> ▶ Learning is enhanced when all students are actively engaged through Kagan structures. 	
<p>INDEPENDENT PRACTICE – You DO</p> <ul style="list-style-type: none"> ▶ Students need lots of opportunities and various ways to practice what they are learning. ▶ Don't underestimate the power of repetition. ▶ Also, remember to vary the practice activities to ensure student motivation and enthusiasm. ▶ Practice activities should not always be worksheets. 	
<p>WRAP UP</p> <ul style="list-style-type: none"> ▶ Lessons should conclude the way they begin with students understanding and articulating what they have learned, how to perform the skill or strategy independently, when they will use it, and specifically why they need to learn it. 	