**Explicit Instruction**


# TELL

Explicit instruction begins with **setting the stage for learning**, followed by a clear **explanation** of what to do (telling), followed by **modeling** of the process (showing), followed by multiple opportunities for **practice** (guiding) until independence is attained.

Explicit instruction moves systematically from extensive teacher input and little student responsibility initially — to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

**INDEPENDENT PRACTICE**

#  MODEL

**GUIDED**

**PRACTICE**

As noted above, *Explicit Instruction* includes all of the elements found in the instructional framework. Implementing the telling (I Do), modeling (I Do), guided practice (We Do – student to teacher and student to student), and independent practice (You Do) are important components of student learning.

Explicit instruction:

* Involves directing student attention toward specific learning in a highly structured environment
* Breaks down topics and content into small parts which are taught individually
* Involves explanation, demonstration, and practice
* Teaches topics in a logical order
* Involves modeling skills and behaviors
* Involves modeling thinking – teacher thinking out loud when working through problems or demonstrating a skill
* Includes examples and non-examples
* Includes high levels of teacher/student interaction

<http://olc.spsd.sk.ca/De/PD/instr/strats/explicitteaching/index.html> **Telling**

Telling follows *Setting The Stage.* During the telling and modeling phase (I Do) students are taught the facts and information or procedural knowledge (how to do something) as it relates to a concept. In the telling phase, teachers:

* Present no-frills explanations that give students *just enough* information to cover the basics
* Provide the content knowledge needed to start a task
* Forego personal stories and anecdotes – this a time for focused instruction on a concept
* Provides an explanation that is simples and direct enough to make learning accessible to all students

Explanations involve:

* Dividing the task into a few component steps (three to five steps is a good number)
* Tell the students how many steps will be involved
* Present the steps both orally and visually
* State the steps as clearly as possible

Telling includes:

* Introducing the what (strategies and concepts students will learn), why (why it is important to learn), how (how to use the strategies, concepts and/or skills), and when (when students will use the information or skill)
* Making connections to previous learning
* Setting a purpose for learning
* Introducing key vocabulary
* Instructing small chunks to support student learning

Modeling

Modeling offers students the opportunity to watch the process unfold before their eyes. Modeling is the visual (and sometimes oral) link between the explanation that precedes it, and the students’ guided application of the process, which will follow. Modeling means:

* The teacher engages in whatever is involved in the learning task exactly as the students will perform it
* Follows the model of steps given to students in the explanation
* Maps directly to the content and/or language objectives
* Modeling should target connecting with students allowing for questions
* Teachers thinking out loud when working through problems or demonstrating a skill

<https://maupinhouse.com/media/upload/file/twr-ch4.pdf>