

EXPLICIT DIRECT INSTRUCTION

THE POWER OF THE WELL-CRAFTED, WELL-TAUGHT LESSON



- LEARNING OBJECTIVE
- ACTIVATE PRIOR KNOWLEDGE
- CONCEPT DEVELOPMENT
- GUIDED PRACTICE
- RELEVANCE (THE 'WHY?')
- CLOSURE
- INDEPENDENT PRACTICE
- PERIODIC REVIEW

EXPLICIT DIRECT INSTRUCTION (EDI)

In their book, John Hollingsworth and Silvia Ybarra explain that **Explicit Direct Instruction (EDI)** is a structured set of teaching practices that help teachers form highly effective lessons. These lessons are designed to clearly instruct students ensuring they all receive the necessary information while being highly engaging and interactive. EDI includes both lesson design and delivery strategies. 'Lesson design' involves the organisation and planning of new content that will be presented. This includes setting clear Learning Objectives and carefully choosing problems that will be tackled during and after the lesson. 'Lesson delivery' focuses on the methods used to present this content to students. An example of this is the practice where a teacher first reads the Learning Objective aloud, followed by a choral reading by the students. Lesson delivery also involves critical instructional decisions made during teaching, such as reteaching a concept if two consecutively chosen students fail to correctly answer a 'Checking for Understanding' question.

STUDENT ENGAGEMENT NORMS

Engagement norms include practices such as tracked and choral reading, pair-shares, and holding up whiteboards to show answers. The norms help to establish a culture of participation and engagement by asking the whole class to do something at the same time. The norms also focus on reading, vocabulary use, listening, speaking and remembering. What's more, they are also effective for classroom management by guiding students when to pay attention and actively engage in the lesson.

PRONOUNCE WITH ME	→ Show students how to say key vocabulary. "Listen carefully to the word: de-ter-mine."
TRACK WITH ME	→ Students touch / look at words as you read. "Point to each word" / "Follow along with your eyes"
READ WITH ME	→ Cue students to read chorally at same time. "Look at paragraph... Let's read this together..."
GESTURE WITH ME	→ Add physical movement to convey meaning. "My arms are perpendicular. Put your arms like mine."
PAIR-SHARE	→ Direct students to explain to their partners. "Partner B, explain to Partner A how to solve this."
ATTENTION SIGNAL	→ Stop students talking and turn to listen. "One, two" (teacher), "Eyes on you." (students).
SHOW ME BOARDS	→ Engage the entire class to do something. "Everyone show your answer in 3, 2, 1... Chin-it"
COMPLETE SENTENCES	→ Respond in full sentences with public voice. "Students, you should answer like this..."

USE 'TAPPLE' TO VERIFY STUDENTS ARE LEARNING WHILE YOU'RE TEACHING!

TEACH IT FIRST	ASK A QUESTION	PAIR-SHARE WORK	PICK A NON-VOLUNTEER	LISTEN TO RESPONSE	EFFECTIVE FEEDBACK
This means...	This means...	This means...	This means...	This means...	This means...
Teach first before you ask a question so that students are equipped to respond.	Ask students specific questions about what you just taught them.	Direct all students to explain their answers with designated partners.	Select a random sample of students by cold calling or name picker.	Cue or prompt students to respond in a 'public voice' / complete sentences.	Aim for 80% success and provide support until 100% understand.
Do this because...	Do this because...	Do this because...	Do this because...	Do this because...	Do this because...
Students can answer correctly because they are applying the information you taught them.	Asking "Do you understand?" only provides students' opinions. It's better to ask what they understand.	Every student has to think hard. Wait time is embedded. It increases student-talk to teacher-talk ratio.	It identifies common errors. It helps to secure students' attention and keep them accountable.	You can identify whole class errors vs individual errors. Use show me boards to check everyone.	Corrective feedback enables students to answer CFU questions: Give cues and prompts (gestures etc).

IS EVERYONE LEARNING? CHECKING FOR UNDERSTANDING

Checking for Understanding (CFU) is when the teacher continually verifies that students are learning what is being taught while it is being taught. CFU determines the pace of the lesson, makes the lesson interactive and helps to uncover misunderstandings to inform the direction of instruction. **'TAPPLE'** is an acronym for remembering the steps of Checking for Understanding and should be used throughout a lesson to verify students are learning. It is also a great classroom management technique as it promotes positive attentional habits ensuring students are actively listening and thus learning more in the long term.

REFERENCE

Explicit Direct Instruction (EDI) The Power Of The Well-Crafted, Well-Taught Lesson.

John R. Hollingsworth, and Silvia E. Ybarra



JOHN R. HOLLINGSWORTH

Every time you tell the whole class to do something, they become engaged. And the way to keep students engaged is to keep asking them over and over again to do things while you teach... Students also learn more because they are participants in the lesson rather than just spectators.



SILVIA E. YBARRA

Modelling is important because students are seeing how an expert - the teacher... thinks while solving a problem... Teachers must show their students that there is systematic thinking involved in addressing any type of problem, thinking that students can emulate and use, too.

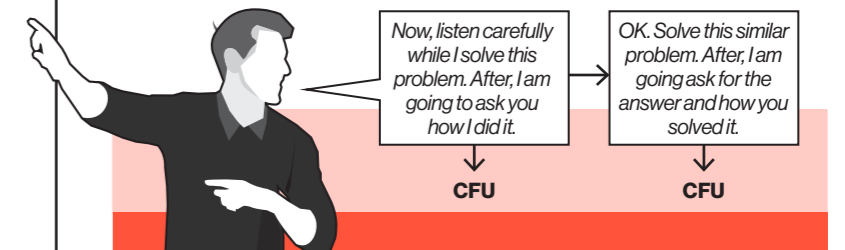
ESTABLISH WHAT IS GOING TO BE TAUGHT

A Learning objective is a statement that describes what students will be able to do successfully and independently at the end of a specific lesson as a result of your classroom instruction. A learning objective describes exactly what you will teach your students to do. For example, "Describe the atomic composition of simple molecules." Learning objectives include a concept (big idea), and a skill (verb) such as 'identify', 'write', 'describe'. Present learning objectives to students in the following sequence: **Teacher Reads > Student Read > Pair-Share > Cold Call.**

CONNECT TO WHAT THEY ALREADY KNOW

Activating Prior Knowledge (APK) is used to reveal a connection between something students already know and the new content they are going to learn. When prior knowledge is explicitly activated, it's easier for students to learn new content. Teachers can APK of something students learned in life (Universal Experience) or something students learned at school (Sub-Skill). Elicit students' existing knowledge in a short amount of time (five minutes) so that time can be spent on the new content. APK can be completed before or after the learning objectives.

USE THE RULE OF TWO TO PROVIDE AN EXAMPLE FIRST!



I'LL WORK A PROBLEM FIRST

During skill development, the teacher solves problems related to the lesson by explicitly teaching students the strategies and methods you use. Modelling via worked examples is important because novices are seeing and hearing how an expert thinks. When modelling, tell students your thinking process out loud and intersperse CFU questions. **The Rule of Two** is when the teacher presents problems in matched pairs. You solve the first one and the students solve the matching one (CFU after each). This helps to hold students' attention and focus on one variation at a time.

MAKING ONE FINAL CHECK

Closing the lesson is the final component of an EDI lesson before independent practice. During this phase, students work problems or answer questions to prove they learned the content just taught so that they can move on. Essentially, it is a last CFU opportunity to ensure students haven't developed any misconceptions. This part of the lesson should take five minutes and you should aim for 80% to 100% success. Determine the answers to the following: "Can my students do the skill I just taught them?", "Can they apply/summarise the new concept?"