



## Explicit Instruction at Port Curtis Road State School

At PCRSS we are beginning to implement explicit instruction in the school, with our signature pedagogy being explicit instruction/teaching. New content will be taught using the EI model. Although these stages must be done in this sequence, teachers may not necessarily follow every step every time, for example, an initial lesson may just contain the Warm Up, Lesson Introduction and I Do. The following lesson may do this again adding the We Do. At times, some lessons require moving back and forth between the I Do and We Do several times before moving onto the You Do. Teachers are tasked with making these pedagogical decisions based on the content, their experience, and their students' understanding.

<p><b>WARM UP</b></p> <p>Activating prior knowledge</p>	<p>Review prerequisite skills/knowledge</p> <p>Revise or make connections to previous related work</p> <p>Quick and focussed, a few examples or CFU</p>
<p><b>LESSON INTRO</b></p> <p>Purpose &amp; Goal</p>	<p>State purpose and goal of lesson</p> <p>“The purpose of this lesson is to... by the end of this lesson you will be able to...”</p> <p>Discuss relevance [3 Ws – Why? When? Where?]</p>
<p><b>I DO</b></p> <p>Explicit teaching &amp; modelling of concept/skill</p>	<p>Define concept/skill to be taught</p> <p>Explicitly model skill/strategy being taught, demonstrating and describing verbalising thought processes using concise ‘think-alouds’</p> <p>An anchor chart can be used here</p> <p>Break down into clearly defined steps</p> <p>Often more than one demonstration is needed</p> <p>Revise, reinforce and CFU</p>
<p><b>WE DO</b></p> <p>Guided Practice</p>	<p>Question students throughout, rehearsing critical content and steps to CFU</p> <p>Students provided with prompts/scaffolds as they all work through the same example/s. Prompts may include explicit instructions, use of anchor chart or other visual prompts, questions, directions, clues or reminders</p> <p>Several opportunities should be given for students to practice skill/strategy and experience success</p> <p>Scaffolds gradually withdrawn [gradual release model) to develop student independence</p> <p>Constant CFU throughout to ensure <i>every</i> child has understood the skill/concept - show me boards, chanting back steps</p>

<p><b>YOU DO</b></p> <p>Independent Practice</p>	<p>Students perform skill/strategy that was modelled - individual activities that every child should be able to do independently</p> <p>Teacher constantly CFU and providing individual feedback</p> <p>Differentiation evident - work given at their level – teachers differentiate by providing scaffolding or working 1-on-1 or in a small group, while providing others harder examples or extension</p>
<p><b>REVIEW</b></p> <p>Ploughing Back</p>	<p>Review purpose, goal and critical content – students should be able to articulate ‘what they learnt’ or purpose of lesson, chant back steps or answer questions</p> <p>CFU</p> <p>Ensure every child understands skill/concept</p>
<p><b>End of lesson</b></p>	
<p><b>CFU</b></p> <p><b>[Checking for Understanding]</b></p> <p><b>and</b></p> <p><b>Feedback</b></p>	<p>CFU needs to occur throughout every step of the EI lesson. Strategies include:</p> <ul style="list-style-type: none"> <li>• Choral response</li> <li>• Partner response</li> <li>• Individual response [ask question first, then choose student, give thinking time]</li> <li>• Walk around, look around, talk around [observation of all responses with communication to students, affirming correct responses, correcting any errors, and encouraging effort]</li> <li>• Show Me Boards (SMB), response cards or actions</li> </ul> <p>Providing immediate affirmative and corrective feedback is crucial. Feedback should be specific and timely and may include:</p> <ul style="list-style-type: none"> <li>• Echo – affirmation</li> <li>• Elaborate – reinforce and paraphrase</li> <li>• Explain - reteach</li> </ul> <p>Goal of feedback is to close the gap between student’s current responses and the desired response. Corrections to be positive, constructive and encouraging.</p>

*Adapted from the work of John Fleming, and Archer and Hughes (2011).*