



HANDOUT: EXPLICIT INSTRUCTION

Research shows that learners need explicit instruction to develop necessary reading skills and strategies. Direct instruction and scaffolded instruction may be more familiar terms. Explicit instruction has the following structure:

Explanation

When teaching a new skill or strategy, provide a clear explanation of the skill and how the learner will use it. In the case of a strategy or process, provide an explanation of the steps involved. Let the learner know what will happen in the lesson and what the result will be (at the end of the lesson, you will be able to ...).

Modeling

Give learners examples of the skill or strategy and demonstrate how it is used. When modeling, it is important to model “invisible” skills as well as the visible ones. For example, if you are modeling summarizing, you can think aloud to model the process of sorting through information and determining the essential pieces to include in the summary. Modeling the application of skills and strategies, including the thinking process, helps learners understand how and when to use them effectively.

Guided Practice

Learners have an opportunity to practice new skills and strategies with varying degrees of support. The support can consist of giving feedback and assistance, or it can be embedded in the structure of print materials. In either case, guidance, and support build learners’ confidence that they are applying the skills and strategies correctly. As learners grow more comfortable and confident, you reduce the level of support.

Application

As learners continue to use the new skills and strategies, they learn to do so without the support of the teacher or materials. They apply their new knowledge outside of the textbook and classroom and can assess its effectiveness.