**VDOE Region 4
Training and Technical Assistance Center at George Mason University Banner and TTAC Region 4 LOGO.**

**HLP Highlight Tool**

**HLP 16: Use Explicit Instruction**

# **Here’s What It Is:**

* Instruction using crystal clear, consistent language
* I Do, We Do, You Do
* Data based
* Provides lots of opportunities for student response/feedback
* Includes critical content

# **When Do I Use It?**

* When students have limited background knowledge
* When students are novices, not experts
* When the content is new
* When there are many steps to follow
* When the concept is complex

# **Here’s What It Looks Like:**

* [Video from co-teachers at Central Academy, English 8](https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5CIog-RKpaEBZvx/yQH1OJn_9Qf6qrwV350Yhw) (3:32) (will need to create a free account on TTAC Online)
* [HLP #16 Video](https://highleveragepractices.org/701-2/) (18:52)
* [I Do, We Do, You Do: Scaffolding Reading Comprehension in Social Studies](https://youtu.be/AjJ_6ssFt6E) (6:16)

# **Resources to Extend Learning**

[Explicit Instruction](http://www.explicitinstruction.org)

[High Leverage Practices](http://www.highleveragepractices.org)

[The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)

# **Here Are the Key Elements:**

* Use a logical sequence within lessons, *View HLP #16 Video 5:25-7:05, 7:05-7:25*
* Provide clear models and explanations of content, *View HLP #16 Video 9:25-11:08*
* **\***Provide multiple opportunities to respond (HLP #18: Increase Opportunities for Student Engagement) and appropriate feedback**,** *View HLP #16 Video 13:00-14:35*
* **\***Provide a range of examples and non-examples to highlight content to be taught,

*View HLP #16 Video 15:13-16:45*

[View the full video HLP #16: Use Explicit Instruction](https://highleveragepractices.org/hlp-16-use-explicit-instruction)

\*Critical Elements during Guided Instruction

# **Suggested Activities:**

* Think-Alouds

1. Talk aloud while modeling how to solve a math problem
2. Pausing and modeling thoughts while reading a passage

* Mini-lessons to explicitly introduce a new skill

1. Making predictions
2. New vocabulary

* Fishbowl technique

1. One group in a circle
2. Rest of class in a circle around them
3. Center circle demonstrates skill while outside circle gives feedback

* Conduct regular checks for understanding

1. Thumbs-up
2. Exit tickets
3. Spot checks

* Retrieval practice (RP)

1. Flash cards
2. Exit tickets
3. Review games

# **HLP 16 In Action!**

# **Explicit Instruction Lesson Plan Template**

**Directions:** This template was designed to help teachers and co-teaching teams practice developing explicit lessons.

1. [Watch “Doing What: I Do, We Do, You Do” Lesson Plan for Social Studies](https://youtu.be/AjJ_6ssFt6E)
2. Complete Lesson plan template to prepare for your explicit lesson!

**Opening**

1. Define a clear statement of the lesson objective
2. What prior knowledge or skills need to be reviewed to meet the lesson’s objective?
3. Identify exactly how the lesson will go, step-by-step

**Body**

1. I Do: (step-by-step modeled instruction)
2. We Do: (guided practice)
3. You Do: (independent work/check for understanding)

**Closing Checklist for Explicit Instruction Lesson**

1. Preview critical content
2. Preview content of next lesson
3. Independent work

## **References**

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 5.* Council for Exceptional Children.

McLeskey, J. (Ed.). (2019). High leverage practices for inclusive classrooms. New York: Routledge.

Reading Rockets. (2014, April 28). Retrieved July 27, 2023 from <https://youtu.be/AjJ_6ssFt6E>

## For additional HLP Highlight Tools, go to [TTAC Online](https://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22)

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).