

DEFINITION

Explicit instruction is unambiguous, structured, systematic, and scaffolded instruction.^a There are many descriptions of explicit instruction, all of which involve a combination of modeling and practice. We will rely on this model.^b

WHY IS IT IMPORTANT?

Explicit instruction has an exceptionally strong research base for students who experience difficulty with math,^c but may also be beneficial for teaching math to all students.^d

Modeling starts with a step-by-step explanation on how to work a math problem. This is led by the teacher but should be considered a dialogue between the teacher and students. The explanation may include 1 or several planned examples.

MODELING

Clear explanation

Planned examples

PRACTICE

Guided practice

Independent practice

Practice is where students start to internalize the math. Practice should include guided practice - this is where the teacher and students work on the same problems together. Practice also can include independent practice.

SUPPORTS

Ask the right questions

Elicit frequent responses

Provide feedback

During **modeling and practice**, the teacher uses various **supports** to engage students, including:

Asking high-level (why, how) and low-level (what, when) **questions** to check for understanding.

Eliciting frequent responses through dialogue and partner work. Responses can be oral, in writing, or with drawings.

Providing affirmative **feedback** for correct responses and corrective feedback for misconceptions.

^aHughes et al. (2017) p. 140
^bwww.intensiveintervention.org

^cChodura et al. (2015); Cook et al. (2020); Hughes et al. (2014); Hwang & Riccomini (2016); Hwang et al. (2019); Jitendra et al. (2018); Kong et al. (2021); Kroesbergen & Van Luit (2004); Nelson & McMaster (2019); Peltier & Vannest (2017); Powell et al. (2020); Stevens et al. (2018)

^dAlfieri et al. (2011); Geary et al. (2008); Kilpatrick et al. (2001); Kirschner et al. (2006); Morgan et al. (2015)

