

**Explicit Instruction -  
Pathway to the Common Core State Standards and  
Response to Intervention**

**Big Ideas - Part 1**

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**What the Common Core  
Standards do**

The Common Core State Standards outline **end of the year standards** that students at different grade levels should meet.

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**What the Common Core  
Standards do**

"A **focus on results** rather than means"

"The Standards define **what all students** are expected to know and be **able to do**, not how teachers should teach."

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The Common Core State Standards tell us the **destination**.



“We are off to see the Wizard....”

(“But how do we get to the Emerald City?”)

## What we must do.....



We must use **evidence-based instructional practices** to get to the destination.

## What we must do.....



We can use 30 years of research on **explicit instruction**, effective and efficient teaching, to guide us.

## What is Explicit Instruction?

- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research.....

*Ideas that Work*

- ...unambiguous and direct approach to teaching that incorporates instruction design and delivery.

Archer & Hughes, 2011

## Explicit Instruction and Discovery *Not an either or - but a when.*

Explicit Instruction	Discovery
Little or no background knowledge	A great deal of background knowledge in the domain
History of difficulty, of failure	History of success

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## Big Ideas

### Design of Instruction

- Big Idea #1 Focus on **critical content**
- Big Idea #2 **Break down complex skills**
- Big Idea #3 Provide **systematic instruction**
- Big Idea #4 Provide **judicious practice**

### Delivery of Instruction

- Big Idea #5 Elicit **frequent responses**
- Big Idea #6 Carefully **monitor responses**
- Big Idea #7 Provide **feedback**
- Big Idea #8 Maintain a **brisk pace**

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## Big Idea #1 Focus on Critical Content

### ■ Focus instruction on critical content.

Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught.

#### *Examples*

- Reading
  - Decoding words
  - Reading fluently (accurate, appropriate rate, expression)
  - Understanding vocabulary (General and Domain-Specific)
  - Understanding passages (comprehension)
- Vocabulary
  - Unknown
  - Critical to understanding
  - Generalize
  - More difficult

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## Big Idea #1 Focus on Critical Content

### ■ Focus instruction on critical content.

Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught.

- This is particularly true in Tier 2 and Tier 3.

**“Teach the stuff and cut the fluff.”**

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# Big Idea #1

## Focus on Critical Content

To optimize use of the Common Core State Standards, we need to:

### A. Add missing outcomes

### B. Prioritize the standards

### C. Consolidate and integrate the standards for implementation

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## Focus on Critical Content

### Add missing outcomes Example - Kindergarten

#### 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each **consonant**.
- Associate the **long and short sounds** with common spellings (graphemes) for the five major vowels.
- Read common **high-frequency words** by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Add: Sound out words containing known consonants and vowels.**

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## Focus on Critical Content

### Prioritize Example Phonological Awareness First Grade

#### 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by **blending** sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment** spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Blending and segmenting make the most difference.**

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## Focus on Critical Content

### Consolidate and Integrate

Example - Literature First Grade

#### Key Ideas and Details

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.

#### Craft and Structure

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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## Focus on Critical Content Consolidate and Integrate

Example - Literature First Grade

### Integration of Knowledge and Ideas

6. Identify who is telling the story (narrator) at various points in a text.
7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature.)
9. Compare and contrast the adventures and of characters experiences in stories.

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## Focus on Critical Content Consolidate and Integrate

Example - Literature First Grade

### Actions

Answer questions  
Ask questions  
Describe  
Identify  
Retell Story

### Content

Key details  
Characters  
Settings  
Major events  
Narrator  
Central message

### Compare and Contrast

Elements of stories  
Narrative and Informational text

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## Integrate/Condense Standards Informational Text - 7th grade

### Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - Analyze - What text means
  - Draw - Inferences
  - Cite - Evidence
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
  - Determine - Central ideas
  - Analyze - Development of central ideas
  - Summarize - Central ideas

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## Integrate/Condense Standards Informational Text - 7th grade

### Key ideas and Details

3. Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals and events, or how individuals influence ideas or events).
  - analyze - how **ideas** influence individuals and events
  - analyze - how **individuals** influence ideas or events

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - determine - meaning of words and phrases in text
  - analyze - word choice

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# Integrate/Condense Standards

## Informational Text - 7th grade

### Craft and Structure

- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.  
analyze - structure of text  
analyze - how sections contribute to whole  
Analyze the structure of text features (e.g., graphics, headers, captions) in public documents.  
analyze - text features in public documents
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  
  
determine - author's point of view or purpose  
analyze - how author distinguishes his/her position from others

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# Integrate/Condense Standards

## Informational Text - 7th grade

### Integration of knowledge and Ideas

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  
  
integrate - information from different sources  
develop - coherent understanding of topic
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  
  
trace - argument and claims  
distinguish  
between - claims supported by reasons AND  
claims not supported

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## Informational Text - 7th grade

### What text explicitly says

- determine
- analyze
- draw inferences
- cite evidence

### Central ideas

- determine
- analyze
- summarize

### How ideas, individuals, events, influence each other

- determine
- analyze

### Meaning of words in text

- determine
- analyze word choice

### Structure of text

- determine
- analyze (parts to whole)

### Author's point of view

- determine
- analyze

### Information from multiple sources

- determine
- integrate

### Arguments and claims

- determine
- analyze support for claims

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# Focus on Critical Content

## Consolidate and Integrate

Example - Writing 3rd Grade

- Opinion
- Informative
- Narrative
- With guidance and support from adults, produce writing in which the development and **organization** are appropriate to **task** and **purpose**.
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**.
- With guidance and support from adults, use **technology to produce and publish** writing (using keyboarding skills) as well as to interact and collaborate with others.

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## Focus on Critical Content Consolidate and Integrate

Example - Writing 3rd Grade

7. Conduct **short research projects** that build knowledge about a topic.
8. Recall **information** from **experiences** or gather information from **print** and **digital sources**; take **brief notes** on sources and **sort evidence** into provided categories.
9. (Not applied to 3rd grade.)
10. Write routinely over **extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of discipline-specific **tasks, purposes, and audiences**.

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## Focus on Critical Content Consolidate and Integrate

Example - Writing 3rd Grade

### Tasks

- Write often
- Short and long products
- Variety of tasks, audiences, purposes
- Purposes
  - to convince (Opinion)
  - to inform or explain (Informative)
  - to convey an experience (Narrative)

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## Focus on Critical Content Consolidate and Integrate

Example - Writing 3rd Grade

### Process

#### Plan

##### Gather information

Personal experiences  
Print sources  
Digital sources

##### Take notes on information

##### Organize

Sort information  
Organize appropriate to task, purpose, audience

#### Write

Clear and coherent  
Use technology

#### Revise

#### Edit

#### Rewrite

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**Argument** - 7th grade CCSS

Write arguments to support **claims** with **clear reasons** and **relevant evidence**.

- a. Introduce **claim(s)**, acknowledge and address alternate or **opposing claims**, and organize the **reasons** and **evidence** logically.
- b. Support **claim(s)** or counterarguments with **logical reasoning** and **relevant evidence**, using accurate, **credible sources** and demonstrating an understanding of the topic or text.
- c. Use **words, phrases, and clauses** to create cohesion and **clarify the relationships** among claim(s), reasons, and evidence.
- d. Establish and maintain a **formal style**.
- e. Provide a **concluding statement** or section that follows from and supports the argument presented.

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## Focus on Critical Content

Consolidate and Integrate - Example Writing 7th Grade

4. Produce **clear** and **coherent** writing in which the development, organization, and style are appropriate to **task, purpose, and audience**.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, editing, rewriting**, or trying a new approach, focusing on how well purpose and audience have been addressed.

(Editing for **conventions** should demonstrate command of Language standards 1–3 up to and including grade 7 on page 43.)

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## Focus on Critical Content Consolidate and Integrate - Example Writing 7th Grade

6. Use **technology**, including the Internet, to **produce** and **publish** writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

7. Conduct **short research projects** to answer a question, drawing on **several sources** and generating additional related, focused questions for further research and investigation.

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## Focus on Critical Content

Consolidate and Integrate - Example Writing 7th Grade

8. **Gather relevant information** from **multiple print and digital sources**, using search terms effectively; assess the **credibility and accuracy** of each source; and **quote or paraphrase the data and conclusions** of others while avoiding plagiarism and following a standard format for citation.

9. Draw **evidence** from **literary or informational texts** to support analysis, reflection, and research.

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## Focus on Critical Content Consolidate and Integrate - Example Writing 7th Grade

10. Write **routinely** over **extended time** frames (time for research, reflection, and revision) and **shorter time** frames (a single sitting or a day or two) for a range of discipline-specific **tasks, purposes, and audiences**.

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## 7th Grade Writing

### Tasks

- Routine writing
  - Extended time - research projects allowing research, reflection, revision
  - Shorter time
  - Variety of tasks, audiences, purposes
- Purposes
- to convince or persuade (Argument)
  - to inform or explain (Informative)
  - to convey an experience (Narrative)

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## 7th Grade Writing - Argument

### Writing Process (How)

#### Planning

##### Research, gather information and evidence

- Uses multiple, credible sources
- Includes print and digital sources
- Includes evidence from literary and informational text

##### Take notes on information

##### Organize

- Organizes appropriate to task, audience, purpose

#### Writing

##### Write

- Transcribes plan into clear, coherent writing
- Uses technology

#### Revising

#### Editing

##### Conventions

#### Rewriting

#### Publishing/Sharing

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## 7th Grade Writing - Argument

### Critical Attributes (What)

#### Introduction

- Introduces claims
- Acknowledges alternative claims/ counterarguments
- Organizes reasons

#### Body

- Supports claims and counterarguments
- With logical reasoning and relevant evidence
- Uses transition words, phrases, clauses to create cohesion

#### Conclusion

- Contains concluding statement or section
- That supports argument

#### Overall

- Conveys a reasoned, logical argument
- Maintains formal style
- Has clear, coherent writing
- Avoids plagiarism

#### Conventions

- Capitalization, punctuation, spelling
- Standard format for citations

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## Big Idea #2

### Break down complex skills

- Complex skills and strategies are broken down into smaller (easy to obtain) instruction units
- Promotes success
- Avoids cognitive overload

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## Break down complex skills

Example - Common Core Standards

### Body of Argument Essay

#### Transcription

1. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason.
2. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.

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## Break down complex skills

Example - Common Core Standards

### Body of Argument Essay

#### Planning and Transcription

3. When given a position on a topic, can generate reasons to support that position.
4. When given a topic, can generate a position and reasons to support that position, and details to logically support each reason.
5. When given a topic, can generate a plan for the body of an essay (the claim, the reasons, details to support each reason, counterarguments) and transcribe the plan into coherent paragraphs.

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## Break down complex skills

Example - Common Core Standards

#### Introduction

6. For previously formulated bodies of argument essays, writes an introduction that: a) states the writer's claim, b) introduces reasons to support the writer's claim, and, if appropriate, c) introduces counterarguments.

#### Conclusion

7. For previously formulated argument essays, writes a short conclusion "wraps it up" the essay by: a) summarizing the opinion and reasons or b) calling for some action to be taken.

#### Argument Essays

8. When given a topic, can plan, write, revise, and edit an argument essay that includes: a) an effective introduction, b) a well structured body with logically organized reasons and related details, linked with appropriate transition words and phrases, and c) a short conclusion that "wraps it up".

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## Big Idea #3 - Provide Systematic Instruction

### Lessons:

1. Are **organized and focused**
2. Begin with a **statement of goals**
3. Provide interactive **review** of preskills and knowledge
4. Provide **step-by-step demonstrations**

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## Provide Systematic Instruction

5. Provide **guided** and supported **practice**
6. Use **clear** and **concise** language
7. Provide **scaffolding** to increase student success

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## Provide Systematic Instruction

### opening

- attention
- review
- preview

### body

### closing

- review
- preview

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## Provide Systematic Instruction

### Lesson Opening

- **Attention**
  - Use a verbal cue such as “Listen” or “We are going to begin.”
  - Follow the verbal cue with silence.
- **Review**
  - Review the content of the previous lessons.
  - Review necessary preskills for today’s lesson.
  - Review background knowledge needed for today’s lesson.
  - Be sure that the review is interactive.
- **Preview**
  - State the goal of the lesson.
  - Preview the activities for the period.

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## Provide Systematic Instruction

### Lesson Closing

- **Review**
  - Review the skills/strategies/concepts/information taught.
  - Be sure that the review is interactive.
- **Preview**
  - Preview the content that will be taught in the next lesson.
- **Independent Work**
  - Review assignments /quizzes/ projects/ performances due in the future. Have students record all assignments.

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## Provide Systematic Instruction

What we teach:

1. Facts and information
2. Skills and Strategies (How to do it)
3. Vocabulary and Concepts (What it is)

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## Facts and Information

Use research-validated procedures to promote retention of information.

<b>Attend</b>	<b>Attend</b>
<b>Intend</b>	<b>Intend</b>
<b>Rehearse</b>	<b>Organize</b>
	<b>Rehearse</b>

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## Facts and Information

### Attend

### Intend

#### Teacher

- I intend to teach critical content
- This information/strategy/skill is important because.....
- We need to remember .....
- The most important idea is....
- Let's review.....

#### Students

- I intend to learn critical content
- I will take notes / mark the text/ add notes in the margin/ highlight / create a web / complete graphic organizer / summarize/ ....
- I will study ....

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## Facts and Information

### Organize

- **Big ideas** (Example)
  - *Problem* (economic or people's rights)
  - *Solution*
  - *Effect* (problem ends, problem continues, causes a new problem)  
Carnine, Crawford, Harness, Hollenbeck and Miller, 1998
- **Graphic organizers**
- **Mnemonic devices**

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## Facts and Information

### Rehearse

-Repeated practice needed

-The more times students process information the more likely they are to remember it.

Marzano, 2004

-Students require 4 exposures to information to adequately integrate into background knowledge (within a 2 day period) Nuthall, 1999

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## Facts and Information

### Rehearse

Provide judicious practice (Burke, Hagan, & Grossen, 1998)

- Provide sufficient practice opportunities
- Initial instruction
- Distributed practice
- Cumulative review

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## Provide Systematic Instruction Design of Instruction

Explicit Instruction of Skills/Strategies

Model	I do it	<i>My turn</i>
Prompt	We do it	<i>Let's do this together</i>
Check	You do it	<i>Your turn</i>

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## Provide Systematic Instruction Design of Instruction

### Model (I do it.) "My Turn."

- **Show**
  - Proceed step-by-step.
  - Exaggerate the steps.
- **Tell**
  - Tell students what you are doing.
  - Tell students what you are thinking.
- **Gain Responses**
  - What they already know.
  - Repeating what you tell them.

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## Provide Systematic Instruction Design of Instruction

As you prepare for modeling,

- Ask yourself what common errors do students make?
- How can I “precorrect” those errors within the model?

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## Provide Systematic Instruction Design of Instruction

- **Prompt (We do it.) “Let’s do ---- together.”**
- Prompt by doing behavior at the **same time**.

OR

- Prompt **verbally**.
  - Guide or lead students through the strategy.
  - Step - do - Step - do - Step - do - Step - do
  - Gradually fade your prompt.

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## Provide Systematic Instruction Design of Instruction

### Check for understanding. (You do it.)

- Verify students’ understanding before independent work is given.
- Carefully monitor students’ responses.
- Continue until students are consistently accurate.

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## Strategy Instruction Demonstration

### Paragraph Shrinking

1. **Name the who or what.**  
(The main person, animal, or thing.)
2. **Tell the most important thing about the who or what.**
3. **Say the main idea in 10 words or less.**  
  
(Optional: Record your main idea sentence.)

(From the PALS program by Fuchs, Mathes, and Fuchs)

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## Strategy Instruction Demonstration

### The Coldest Continent

Antarctica is not like any other continent. It is as far south as you can go on earth. The South Pole is found there. Ice covers the whole land. In some places the ice is almost three miles thick. Beneath the ice are mountains and valleys.

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## Strategy Instruction Demonstration

The weather in Antarctica is harsh. It is the coldest place on Earth. The temperature does not get above freezing. It is also one of windiest places in the world.

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## Strategy Instruction Demonstration

Not many living things are found in Antarctica. People go there to study for only a short time. Very few animals can live there. Yet many animals live on nearby islands. Seals and penguins swim in the ocean waters. They build nests on the land. Some birds spend their summers in Antarctica. But most of the continent is just ice, snow, and cold air.

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## Provide Systematic Instruction Design of Instruction

### Vocabulary Routine

1. Introduce the **word**
2. Present a **student-friendly explanation**
3. Illustrate the word with **examples**
4. Check **student understanding**

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## Provide Systematic Instruction Design of Instruction

### Attributes of Good Vocabulary Instruction

1. Promote **word learning strategies**
2. Teach words that enhance academic success
  - **Academic Vocabulary** - Generalize across domains  
(Suitcase Words)
  - **Domain Specific Vocabulary** - Background knowledge
3. Provide **student-friendly explanations**

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## Provide Systematic Instruction Design of Instruction

### Attributes of Good Vocabulary Instruction

4. Teach **parts of words** (base words, roots, prefixes, and suffixes)
5. Provide **multiple exposures** to terms and meanings
6. Expand instruction to **“word relatives”**
7. Have students maintain vocabulary **log**
8. Provide judicious **review**

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## Provide Systematic Instruction Design of Instruction

### Step 1. Introduce the word.

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

*Introduce the word with me.*

***“This word is compulsory. What word?”***

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## Provide Systematic Instruction Design of Instruction (continued)

### Step 2. Introduce meaning of word.

#### Option # 1. Present a student-friendly explanation.

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

*Present the definition with me.*

***“When something is required and you must do it, it is compulsory. So if it is required and you must do it, it is \_\_\_\_\_.”***

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## Provide Systematic Instruction Design of Instruction (continued)

### Step 2. Introduce meaning of word.

#### Option # 2. Have students locate the definition in the glossary or text.

- a) Have them locate the word in the glossary or text.
- b) Have them break the definition into the critical attributes.

Glossary Entry: **Industrial Revolution** Social and economic changes in Great Britain, Europe, and the United States that began around 1750 and resulted from making products in factories

#### Industrial Revolution

- o Social & economic changes
- o Great Britain, Europe, US
- o Began around 1750
- o Resulted from making products in factories

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## Provide Systematic Instruction Design of Instruction (continued)

### Step 2. Introduce meaning of word.

#### Option # 3. Introduce the word using the morphographs in the word.

autobiography

auto = self

hydroelectricity

hydro = water

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## Provide Systematic Instruction Design of Instruction (continued)

### Step 3. Illustrate the word with examples.

- a) Concrete examples.
- b) Visual examples.
- c) Verbal examples.

(Also discuss when the term might be used and who might use the term.)

Present the examples with me.

***“Coming to school as 8th graders is compulsory.”***

***“Stopping at a stop sign when driving is compulsory.”***

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## Provide Systematic Instruction Design of Instruction (Continued)

### Step 4. Check students' understanding.

#### Option #1. Ask deep processing questions.

*Check students' understanding with me.*

***“Many things become compulsory. Why do you think something would become compulsory?”***

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## Provide Systematic Instruction Design of Instruction (continued)

Step 4. Check students' understanding.  
Option #2. Have students discern between examples and non-examples.

*Check students' understanding with me.*

**"Is going to school in 8th grade compulsory?"** *Yes*

**"How do you know it is compulsory?"** *It is required.*

**"Is going to college when you are 25 compulsory?"**

**"Why is it not compulsory?"** *It is not required. You get to choose to go to college.*

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## Provide Systematic Instruction Design of Instruction (continued)

Step 4. Check students' understanding.  
Option #3. Have students generate their own examples.

*Check students' understanding with me.*

**"There are many things at this school that are compulsory? Think of as many things as you can?"**

**"Talk with your partner. See how many things you can think of that are compulsory."**

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## Provide Systematic Instruction Design of Instruction

Did the teacher:

1. Introduce the **word**?
2. Present a **student-friendly explanation**?
3. Illustrate the word with **examples**?
4. **Check students' understanding**?

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## Big Idea #4 Provide Judicious Practice

- Practice
- Practice
- Practice

- *Tier 3 students may require 10 to 30 times as many practice opportunities as peers.*

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## Provide Judicious Practice

### Initial Practice

- Occurs under watchful eye of the teacher
- Provide numerous practice opportunities within the teacher-directed lesson to build accuracy. Provide immediate feedback after each item.

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## Provide Judicious Practice

### Distributed Practice

- Studying or practicing a skill in short sessions overtime.
- Distributing practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.

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## Provide Judicious Practice

### Cumulative Review

- Provide **intentional review** of previously taught skills/strategies/concepts /vocabulary/ knowledge.
- Goal is to increase long-term retention.

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## Provide Judicious Practice

It is not:     **Drill and Kill**

It is:           **Drill and Skill**

Perhaps:       **Drill and Thrill**

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