

# Description, Rationale, Instructional Moves, and References for Explicit Instruction

## ***Description***

The explicit instruction model provides teachers with a structure for explaining and demonstrating how reading works. It also provides students with mental models (approximations of the thinking involved), multiple opportunities for practice, and coaching, until they develop a high level of control of the reading concept, process, skill, or strategy being taught. Since the content of “coaching” is derived from the teacher’s observations of student performance, analysis of products, and/or her discussions with students, this is very much a data-driven model. What students can or cannot do in applying a concept (e.g., top-to-bottom and left-to-right in reading English) or using strategies, such as decoding by analogy or adjusting predictions when reading connected text, shape the teacher’s next explanation, demonstration, and selection of practice activities.

For those who are familiar with the structured Think-aloud for teaching reading comprehension or composing in the Every Child Reads materials, it—the structured Think-aloud—is an example of explicit instruction. The explicit instruction model is simply a series of Think-aloud lessons designed to develop students’ control of a selected concept, skill, or strategy.

## ***Rationale***

- Helps students become adept in applying concepts and using processes, skills, and strategies essential for reading and understanding text
- Helps students become more metacognitive about their reading
- Allows for in-depth focus on specific reading concepts, skills, and strategies
- Provides an instructional and assessment tool that teachers can use in collecting data about student application of the invisible processes that support reading development

## ***Instructional Moves***

The explicit instruction model has five components:

- teacher explanations of the reading concept or strategy targeted for development and why it is useful;
- teacher modeling and demonstrations of how the concept or strategy can be applied;
- student opportunities for application and articulation of its use;
- coaching through direct assistance to individual students and through the design of subsequent teacher explanations, models, and practice activities; and



- monitoring for application in real reading situations.

### **References**

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