

Sequential Steps for Explicit Lessons

1. **Identify a clear, specific objective.**
 - Keep your lesson objective narrow and try to reduce the complexity of the task. Be thoughtful about sequencing your instruction. For example, prediction requires summarization of what came before, and use of inference to anticipate what might come next. It makes sense to teach summarization and inference before teaching prediction.
2. **Break the information into chunks.**
 - This is sometimes referred to as a task analysis. In a nutshell, as adults we have to remind ourselves of all of the routines and procedures that we take for granted and might assume the students can do automatically. When we list all of the steps required for a new skill, it helps us gauge the complexity (and perhaps break it up over several days) and design our instruction to be systematic and logical. We can also use these steps to create Anchor Charts.
3. **Model with clear explanations.**
 - Teach each step and model it before you ask students to try. This is teacher-led.
4. **Verbalize the thinking process.**
 - Sometimes called a think-aloud, this is when you invite your students into your head and show them not just how, but WHY you are making the choices that you are. Sharing your thinking process with them as a model.
5. **Provide Guided Practice with a check for understanding.**
 - Provide a structured opportunity for the student to try the target skill. This is guided by the teacher as she checks for understanding and gradually releases from teacher to student.
6. **Provide opportunities to practice.**
 - Practice is key! When learning something new, we need multiple opportunities after learning it, and in subsequent days, to really get it down. We want to practice, when possible, until skills and strategies are automatic.
7. **Give feedback.**
 - Timely, specific, and actionable.

Archer, A. L. & Hughes C. A. (2011). Explicit instruction: Effective and efficient teaching. In What Works for Special-Needs Learners. K. R. Harris & S. Graham (Eds.). New York, NY: The Guilford Press.



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