**What is Explicit Instruction?**

***Explicit Instruction* *is another way of saying* *effective, meaningful direct teaching.***

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| **What Explicit Instruction is** | **What Explicit Instruction is not** |
| Explicit Instruction is skill based, but students are ***active*** participants in the learning process. | Explicit Instruction is not skill and drill. |
| Explicit Instruction is holistic. For example, teachers can use Explicit Instruction to teach everything that is included in “literacy” (i.e., decoding, comprehension, spelling, and the writing process). | Explicit Instruction is not just used to teach isolated facts and procedures. |
| Explicit Instruction integrates smaller learning units into meaningful wholes. | Explicit Instruction does not teach basic skills in isolation from meaningful contexts. |
| Explicit Instruction is developmentally appropriate. Instruction is tailored specifically to students’ learning and attentional needs. | Explicit Instruction is not “one size fits all”. |
| The teacher constantly monitors understanding to make sure students are deriving meaning from instruction. | Explicit Instruction is not rote. |
| Explicit Instruction is used in diverse contexts and curricular areas. | Explicit Instruction is not basic skills only. |
| Students like it because they are ***learning!*** | Explicit Instruction is not boring and alienating. |
| Students are cognitively engaged throughout the learning encounter. They have opportunities throughout the lesson to self-monitor and direct their own learning and participation. | Explicit Instruction is not all teacher directed. |

Explicit Instruction shares similar goals with other approaches to teaching (e.g., constructivist, holistic, or student centered). These goals include teaching students to enjoy and be competent at reading, writing, and math; to understand what they read and how math works; and to apply their skills in meaningful ways.

*[Goeke, Jennifer L. Explicit Instruction: A Framework for Meaningful Direct Teaching Pearson, 2008. page 10.]*