Explicit Instruction

Vaughn, S., & Fletcher, J. (2021, May/June). Explicit instruction as the essential tool for executing the science of reading. *The Reading League Journal*, 2(2), 4-11.

Article Summary

Vaughn and Fletcher attempted to address the question that many educators ponder, What is the science of reading and how do I know if I am using it in my instruction (p. 4)? The science of reading research comes from a number fields and is based on cumulative evolving evidence grounded in principles from the scientific process. Trustworthiness and reliability are established through this process as well as the multiple studies that replicate the evidence supporting our understanding of how students learn to read.

Research has established that five components or elements of reading instruction contribute to the successful acquisition of reading skills – phonemic awareness, phonics, fluency, vocabulary, and comprehension. Further established is the reciprocal connection between learning to read and learning to spell and write. The diverse needs of students must be considered in instruction and most learners benefit from organized, deliberate, and explicit instruction in the critical elements of reading (p. 4).

Explicit instruction is supported and established through a number of sources. The principles include:

a. Segmenting complex skills into smaller manageable tasks;
b. Modeling or thinking aloud to address the important features of the content;
c. Promoting successful engagement using faded supports and prompts;
d. Providing feedback; and
e. Creating purposeful practice opportunities (p. 5).

Further, explicit instruction is teacher-driven, intentional, focused on individual student needs, and requires judgment even if a program is highly scripted. A note is made though that the instruction does not need to be highly scripted if the lesson plan is organized and provides supports to meet students' needs. Further, teachers need to understand the language of literacy instruction to efficiently and effectively provide instruction that meets these demands.

Notes for Wednesday, January 11, 2023, 11:00am to 11:30am:

Examples were provided for each principle listed above. With next Wednesday's session we will examine the examples. Please contribute examples that you may use to the discussion. Additional resources are provided on the next page of this document. If you have additional resources that you use, please share these during Wednesday's discussion or via email.

Additional Resources

National Center for Intensive Interventions

Intensive Interventions for Students Struggling with Reading and Mathematics

Document developed by Vaughn et al., 2012 - https://www.centeroninstruction.org/intensive-interventions-for-students-struggling-in-reading-and-mathematics, p. 20 introduces seven techniques or methods to provide explicit instruction.

The Taxonomy of Intervention Intensity – Fuchs et al., 2018 What is the Taxonomy of Intervention Intensity? | NCII (intensiveintervention.org)

Virginia Literacy Partnership

Explicit Instruction Professional Learning Module

Idaho State Department of Education Literacy Instructional Routines (Explicit Instructional Routines)

Literacy Instructional Routines (idahotc.com)

Utilizing Explicit Instruction with Anita Archer, Ph.D.

Why Explicit Instruction? - YouTube