Explicit Instruction Checklist

Adapted from: Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* New York, NY: The Guilford Press.

| Elements of Explicit Instruction | Yes/No | Notes |
|--|--------|-------|
| 1. Focus instruction on critical | | |
| content. | | |
| 2. Sequence skills logically. | | |
| 3. Break down complex skills | | |
| and strategies into smaller | | |
| instructional units. | | |
| 4. Design organized and | | |
| focused lessons. | | |
| 5. Begin lessons with a clear | | |
| statement of the lesson's | | |
| goals and your expectations. | | |
| 6. Review prior skills and | | |
| knowledge before beginning | | |
| instruction. | | |
| 7. Provide step-by-step | | |
| demonstrations. | | |
| 8. Use clear and concise | | |
| language.9. Provide an adequate range | | |
| of examples and non- | | |
| examples. | | |
| 10. Provide guided and | | |
| supported practice. | | |
| 11. Require frequent responses. | | |
| | | |
| 12. Monitor student performance | | |
| closely. | | |
| 13. Provide immediate | | |
| affirmative and corrective | | |
| feedback. | | |
| 14. Deliver the lesson at a brisk | | |
| pace. | | |
| 15. Help students organize | | |
| knowledge. | | |
| 16. Provide distributed and | | |
| cumulative practice. | | |