CMCSS Explicit Instruction – Quick Reference Guide

	TEAM
Checks for Understanding (CFUs) - Verifies students are learning what is being taught WHILE it is being taught	
• Occurs continually throughout entire lesson • Teacher CFU every 2-3 minutes, or each time a rule, definition, or strategy is taught • **TAPPLE – T**each first, **A**sk a question, **P**ause, **P**ick a non-volunteer, **L**isten, **E**ffective feedback	**TEAM** • QU • FEED
Set (Overview) - Sets the stage and prepares students for new learning	

• **Clear Target** (Learning Objective) – statement describing what students will be able to do by the end of the lesson
   o Comes directly from deconstructed state standard
   o Must match Independent Practice
   o Students understand and can explain clear target
• **Activate Prior Knowledge** – connection between what students already know and the new content they will learn
   o Use universal experiences or sub-skill review
   o Should take no longer than 5 minutes
• Occurs at the beginning of every lesson, even if concept and skill development are being carried over from previous day's lesson
	TEAM
	• SO
	• TCK
	• MOT
	• LSP

Direct Instruction (I do) - Teacher presents new concept and skill; teacher conveys lesson importance (cycle back to this phase as often as needed)	
Content is presented by: • **Explaining** - Teach by telling; usually done in 3rd person; example: "The distance around something is called the perimeter. It can be measured by…" • **Modeling** - Teach by using think-alouds to reveal strategic thinking processes; done in 1st person; example: "I know that the distance around this is called the perimeter, and remember that I can find the perimeter by…" • **Demonstrating** - Teach by using physical objects to clarify content and support kinesthetic learning; usually done in 3rd person; example: (Showing a picture frame and tracing edges with finger) "The distance around something is called the perimeter. It can be measured by…" Lesson Importance: • Facilitates understanding of why the content is important; can occur at any point during the lesson, depending on when students have understanding of concept; use personal, real-life, and academic reasons	**TEAM** • SO • TCK • TKS • PIC • ACTM • TH • PS • QU • FEED
Guided Practice (We do) - Students perform initial practice, step-by-step under direct guidance from teacher with gradual release of responsibility to students as phase progresses; teacher shifts from leader to support role (cycle back to this phase as often as needed)	
Teacher leads: • Students perform initial practice step-by-step at the same time as teacher • Teacher checks for understanding at each step in the process • Teacher quickly corrects any errors or misconceptions noted • Teacher gradually releases responsibility to students as phase progresses (student-facilitated) Teacher supports: • Teacher provides multiple practice opportunities • Teacher moves about the room to monitor and give feedback/clarification • Teacher pulls small groups/individuals for additional instruction or enrichment as needed	**TEAM** • TCK • TKS • GRP • ACTM • QU • FEED
Independent Practice (You do) - Students apply new skill or concept in a given context on their own	
• Provides students with additional repetitions of the lesson's concepts and skills to promote long-term retention of concepts and increase automaticity of skills • Consists of any type of assignments students complete by themselves without teacher's help • Ties directly to Clear Target • Is structured with clear student expectations	**TEAM** • SO • TCK • TKS • LSP
Closure - A wrap-up of the lesson	
• Includes a review of the Clear Target • Wraps up the learning; helps students bring things together in their minds, making sense of what has been taught • Occurs at the end of every lesson, regardless of which component you are on within the instruction cycle (I do, we do, you do)	**TEAM** • SO • TCK • TKS • LSP

This work is adapted from the following: Hollingsworth, J., & Ybarra, S. (2009) Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-taught Lesson. Thousand Oaks, Calif: Corwin Press.

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The Defining Difference