

**ELEMENTS OF LESSON DESIGN**  
*Madeline Hunter meets Direct Explicit Instruction*  
*Meets Gradual Release of Responsibility*

ELEMENT	DESCRIPTION
<b>OBJECTIVE (LEARNING TARGET, GOALS) AND PURPOSE</b>  <i>ROOTED IN CONTENT STANDARDS</i>  <i>TARGETED AND NARROW IN FOCUS</i>  <i>SUFFICIENTLY CHALLENGING WITHOUT BEING OVERLY DIFFICULT</i>  <i>UNDERSTOOD BY ALL STUDENTS</i>	<p><i><b>Specifies what, specifically, should the student be able to do, understand, and care about as a result of learning.</b></i></p> <ul style="list-style-type: none"> <li>Not only do students <i>learn</i> more effectively when they know what they’re supposed to be learning, how their learning will be measured, and why that learning is important to them, but teachers <i>teach</i> more effectively when they have that same information.</li> <li>Teacher should have a clear idea of what the learning objective is for each lesson.</li> <li>Teacher must also be clear on what standards of performance are to be expected and when and how students will be held accountable for what is expected.</li> <li>The objective is rooted in the content standards and is appropriately difficult for students. <i>Note: Content standards are complex and several learning targets may be embedded in any single standard.</i></li> <li>The objective should be the same for each student; <b>however</b>, <i>how students are taught, scaffolds applied to draw connections, materials used and activities structured may be differentiated to meet the needs of various students.</i></li> </ul>
<b>ANTICIPATORY SET OR ORIENTATION</b>  <i>STUDENTS ACTIVELY PARTICIPATE</i>  <i>RELEVANT TO THE LEARNING OBJECTIVE</i>  <i>LINK TO EXPERIENCE OR PRIOR LEARNING</i>	<p><i><b>The Anticipatory Set or Orientation serves to put students into a receptive frame of mind.</b></i></p> <ul style="list-style-type: none"> <li>An introduction, model, example, question, key vocabulary term or activity engages students and focus on the objective/learning target.</li> <li>The “set” may draw upon students’ prior knowledge regarding a skill or concept, previous experience or universal understanding in connecting them to what is to be learned.</li> <li>The “set” may be motivational or pique curiosity about what is coming next in the learning.</li> <li>Student performance and engagement may provide diagnostic data for the teacher.</li> </ul>
<b>INPUT OR PRESENTATION</b>  <i>PRESENTATION OF INFORMATION ENGAGES AND INVOLVES STUDENTS</i>  <i>CONSIDER LANGUAGE DEVELOPMENT NEEDS, VOCABULARY AND ENGAGEMENT</i>  <i>THE “I Do It” PHASE OF THE LESSON</i>	<p><i><b>During input or presentation, students begin to acquire new information about concepts or skills or deepen existing knowledge and skills.</b></i></p> <ul style="list-style-type: none"> <li>Teacher must analyze the final objective to identify knowledge and skill that need to be acquired in order to design the input phase of the lesson so that a successful outcome becomes predictable.</li> <li>Delivery of information may involve <b>explaining</b> – telling or supporting students through the exploration of information or how to do something – and <b>demonstrating</b> – using a physical object (football, skeleton, topographical map) to illustrate a concept or skill or modeling (see next section).</li> <li>New learning must be chunked into “digestible bits” or small portions tailored to students’ level of understanding.</li> <li>Input may involve written materials, video, pictures, experiments, and direct delivery of information by the teacher.</li> <li>Effective teaching strategies that actively engage all students and address their language development needs, vocabulary development, and skill/concept attainment are selected to create a meaningful learning experience. <i>*SDAIE strategies, Marzano’s high-yield strategies, and others that fully engage students with the content and, ultimately one another, are essential.</i></li> </ul>

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<p><b>MODELING</b></p> <p><i>STUDENTS SEE THE SKILL, STRATEGY OR CONCEPT IN ACTION RATHER THAN BEING TOLD</i></p> <p><i>MULTIPLE EXAMPLES SUPPORT LEARNING AND RETENTION</i></p> <p><i>"I DO IT" INCLUDED IN THE INPUT OR PRESENTATION OF LESSON</i></p>	<p><b><i>Humans are hired wired to imitate other human beings; Students need to see the kind of thinking and language a new task will require before they engage in the task independently.</i></b></p> <ul style="list-style-type: none"> <li>• During <b>modeling</b>, the skill, strategy, or task is named and given a purpose as students <b>see</b> and <b>hear</b> when and how it is used or applied.</li> <li>• Models (i.e. Think-Aloud, Read-Aloud) requires teachers to provide an example of what happens in their own minds as they solve problems, read, write, or complete tasks: Students, in effect, see inside the teacher's mind.</li> <li>• Modeling experiences are crafted to build upon student prior knowledge and create schema.</li> <li>• Input and Modeling may well overlap.</li> <li>• To avoid stifling creativity, showing several examples of the process or products that students are expected to acquire or produce is helpful.</li> <li>• One caution: <i>modeling can easily morph into telling rather than teaching or showing.</i></li> </ul>
<p><b>CHECKING FOR UNDERSTANDING</b></p> <p><i>LEARNING IS CONTINUOUSLY MONITORED TO ENSURE STUDENTS ARE MEETING THE OBJECTIVE</i></p> <p><i>INPUT IS ADJUSTED IN RESPONSE TO THE LEVEL OF UNDERSTANDING</i></p>	<p><b><i>Through all phases of instruction, "set" to "closure" teacher structures various checks to ensure students are progressing toward meeting the objective.</i></b></p> <ul style="list-style-type: none"> <li>• Teacher uses checks for understanding as formative assessment.</li> <li>• Teacher may examine students' written responses; pose key questions, call on non-volunteers, and listen carefully to responses; have students explain concepts; apply "Every Pupil Response" strategies (whiteboards, thumbs up, etc).</li> <li>• Teacher checks often and well during instruction to compile data on who is having trouble and what they are struggling with.</li> <li>• Teacher uses these checks to <b>monitor</b> student understanding and <b>adjust</b> the input as needed.</li> <li>• Adjustments may be made in the moment of instruction and/or crafted for additional or re-teaching of the concept or skill or a supporting concept or skill.</li> </ul>
<p><b>PRACTICE – HIGHLY STRUCTURED • GUIDED • INDEPENDENT</b></p> <p><i>PRACTICE IS SUPERVISED BY THE TEACHER WHO INTERVENES TO ENSURE STUDENTS ARE PROGRESSING TOWARD MEETING THE OBJECTIVE</i></p> <p><i>"WE (TEACHER AND STUDENTS) DO IT TOGETHER" PROGRESS TO "YOU (STUDENTS) DO IT TOGETHER" PHASE OF THE LESSON.</i></p>	<p><b><i>Students have ample opportunity to demonstrate their grasp of new learning by working through an activity or exercise under the direct supervision of the teacher.</i></b></p> <ul style="list-style-type: none"> <li>• New learning is like wet cement; it is easily damaged. An error at the beginning of learning can easily "set" so that correcting it later is harder than correcting it immediately.</li> <li>• Teacher is highly involved as he/she gradually releases students to do more practice on their own.</li> <li>• During guided instruction students share information or teach one another in pairs, trios or small groups.</li> <li>• Students may perform their own think alouds or read alouds, jigsaw a piece of text, complete writing tasks, engage in simulation or role playing, organize or classify information, demonstrate a skill that has been learned.</li> <li>• Teachers continue to check for understanding to ensure each student is progressing toward the intended learning outcome and gaining the skills necessary to perform successfully on their own.</li> <li>• Monitoring student performance and adjusting teaching and level of practice is key to support learning.</li> </ul>

ELEMENT	DESCRIPTION
<b>INDEPENDENT PRACTICE</b>  <i>ALONE OR IN A GROUP</i>  <i>RESPONSIBILITY SHIFTS TO THE STUDENT APPLYING LEARNING INDEPENDENTLY.</i>  <i>REINFORCEMENT BASED UPON A STRONG FOUNDATION OF LEARNING</i>	<p><b><i>Once students have had the opportunity to master the content or skill, they work alone or in a group to further demonstrate or reinforce proficiency related to the objective.</i></b></p> <ul style="list-style-type: none"> <li>Independent practice is assigned only after the teacher is reasonably sure that students will not make serious errors and are likely to experience success.</li> <li>It may be homework or group or individual work in class; it can be utilized as an element in a subsequent project.</li> <li>The independent practice experience should provide for decontextualization: <i>enough different contexts so that the skill/concept may be applied to any relevant situation, not only the context it which it was learned.</i></li> </ul>
<b>CLOSURE</b>  <i>REVIEW AND CLARIFY KEY POINTS</i>  <i>INVOLVE STUDENTS IN SECURING KEY IDEAS IN THEIR OWN MINDS</i>	<p><b><i>Closure is the act of reviewing and clarifying key points of a lesson, tying them together into a coherent whole and securing them to the student's conceptual network.</i></b></p> <ul style="list-style-type: none"> <li>Students may be prompted to bring ideas and information together in their own minds, to make sense out of what has just been taught and experienced.</li> <li><i>"Any questions? No. OK, let's move on" is not closure.</i></li> <li>Closure can help students organize and take stock of their own progress and learning. Exit slips, sharing a summary with a peer or writing one are examples of closure strategies.</li> <li>Closure takes place at appropriate transition points in the lesson, not necessarily the end of a particular time period.</li> </ul>

ACADEMIC ENGAGEMENT – <i>FOUNDATIONAL TO ALL ELEMENTS OF INSTRUCTION</i>	
ELEMENT	DESCRIPTIONS
<b>ACADEMIC ENGAGEMENT</b>  <i>ALL STUDENTS HELD ACCOUNTABLE FOR MEANINGFUL PARTICIPATION THAT SUPPORTS LEARNING AND MASTERY OF THE OBJECTIVE</i>	<p><b><i>Students are provided structured and intentional opportunities to have active contact with and be involved the curriculum and peers.</i></b></p> <ul style="list-style-type: none"> <li>A lack of active academic engagement is especially detrimental to underachieving students, deepening performance gaps and promoting off-task behavior.</li> <li>To ensure academic engagement, teacher makes learning mandatory; engagement is sustained throughout the lesson and students are held accountable for participation.</li> <li>Teacher directs <b><i>all</i></b> students to be engaged in the learning at the same time; <b><i>all</i></b> students are expected to look at the whiteboard, answer the question, read the text, etc.</li> <li>Opportunities for engagement are frequent throughout a lesson.</li> <li>Teacher triggers covert (internal thinking, not easily observable) behavior and follows up with overt or observable behaviors allowing for engagement and checking for understanding.</li> <li>Active Student Response strategies engage all students simultaneously: choral reading, recording responses on whiteboards/response cards, think-pair-share, partner reading, numbered heads together, etc., promote the participation of all students.</li> <li>Systematic feedback and error correction is an essential element of academic engagement.</li> <li>Questioning strategies involve all students and non-volunteers.</li> <li>Teacher avoids phrases such as: Who can tell me.... Who can raise their hand and tell me.... Who haven't I heard from yet..... Who would like to volunteer?</li> </ul>

**Resources** - The information and ideas presented here are adapted from:

***Using What We Know About Teaching by Philip Hosford, Chairperson and Editor*** – Chapter 8  
“Knowing, Teaching, and Supervising,” by Madeline Hunter (pp. 169-192), Alexandria, VA:  
Association for Supervision and Curriculum Development

***Enhancing RTI – How to Ensure Success with Effective Classroom Instruction and Intervention***,  
Douglas Fisher and Nancy Frey, Alexandria, VA: Association for Supervision and Curriculum  
Development

“*Releasing Responsibility*,” Douglas Fisher and Nancy Frey, ***Educational Leadership***, November 2008,  
Association for Supervision and Curriculum Development

***Explicit Direct Instruction***, John Hollingsworth and Silvia Ybarra, Corwin Press and Data Works  
Educational Research

***The Art and Science of Teaching – A Comprehensive Framework for Effective Instruction***, Robert  
Marzano, Association for Supervision and Curriculum Development

***Classroom Instruction that Works – Researched Based Strategies for Increasing Student Achievement***,  
Robert Marzano

”Focus On: What Special Education Research Tells Us About Teaching Underachieving Students,”  
Ya-yu Lo, and Allison G. Kretlow, University of North Carolina at Charlotte, Educational Research  
Service ([www.ers.org](http://www.ers.org))