

Explicit Instruction Model

Phases	Model of what the teachers do	Student References (Artifacts of each phase)	Check for understanding for particular lesson "What should students be doing?"	Adjustments
(Describe "what")	Identify targeted skill		<i>Listening</i>	Stronger engagement idea
(Explain "why")	Why the targeted skill is important	<i>Exit slips</i>	<i>Listening and asking questions</i>	Clearer connection for scaffolding
<i>"I do"</i> (Model "how")	Demonstrate how to do it	<i>Student notes, imitation of example</i>	<i>Watching, mimicking and asking questions</i>	More "I Do" or new model
<i>"We do"</i> (Show "when" and give feedback to group and/or individuals)	Guide practice: Gather evidence by observation, conversation, performance and provide feedback	<i>Group work, individual evaluation of group work, notes, graphic organizers, chart summaries</i>	<i>Practicing with partners, in groups, individually with teacher guidance, coaching, and feedback</i>	More "We Do" OR Another "I Do"/"We Do"
<i>"You do"</i> (Determine how much further instruction is required before class has essentially understood what has been taught and can utilize feedback to reach standard on evaluation)	Independent practice: Offer opportunities to apply new learning independently and provide feedback to each student	<i>Demonstration of understanding with similar content and format as ultimate demonstration. (Quiz, paper, test, projects)</i>	<i>Applying new learning and using individualized feedback to study from and prepare for evaluation</i>	More "We Do"/"You Do" OR Another "I Do"/"We Do"/"You Do" of a building block
<i>"You show"</i> (Evaluate and provide feedback that is focused on next level of application as well as identifying who will continue to need support to reach standard)	Assessment/ evidence of learning: Assess progress by requiring independent application of targeted skill to unfamiliar material	<i>Demonstration of individual understanding, post tests (Summative assessment)</i>	<i>Reflects on progress</i> <i>Sets related and achievable goals</i>	Use as You Do then I/We/You Do OR Know there will be other opportunities for students to demonstrate and note needs