



# River Valley School District's Lesson Design & Delivery Model



## Why is a Lesson Design and Delivery Model necessary?

Think of a Lesson Design and Delivery Model like a recipe for teaching success. It's a step-by-step guide that helps teachers mix the right ingredients—like activities, discussions, and quizzes—to make sure each student can learn effectively. This isn't just about following a set of instructions; it's about creating learning experiences that are thoughtful, interesting, and just right for every child's needs.

# RVSD's Lesson Delivery Model

- Engage Interest
- Set Goals for Learning
- Guide New Learning
- Consolidate and Reflect on Learning
- Apply New Learning

# Engage Interest

<b>Focusing Event</b> (Do Now, Bell Ringer) <i>*Conducted daily during the first five minutes of the lesson</i>
The first five minutes are a critical component of the lesson.
Assists the teacher in completing housekeeping duties and mentally prepares students for instruction. Settles students as they focus on the assigned task.
Potential review of prior material. <i>(What do students know? What does the teacher want the student to know/learn?)</i>
This activity immediately involves students in the learning process, maximizes instructional time, models organizational skills, increases learning, and sets the tone for learning.
Examples: Questions, problems, activity, collaborative activities, peer discussions, paired question completion, etc.
<b>Anticipatory</b> (attention grabber, hook, advance organizer, set induction etc.) <i>*Answers the question of relevance. This activity should take three-five minutes.</i>
Increases student motivation/thought-provoking.
Taps into students' prior knowledge or experiences and bridges with the learning target.
Provides teachers with student readiness level on the topic and transitions directly into the lesson to minimize lost instructional time.
May include review of previously learned material if it assists in achieving the learning targets.



# Set Goals for Learning

## Learning Target (I can...)

What the students are expected to learn, do, or accomplish by the end of the lesson in student-friendly language.

*\*Answers the student question: What am I learning today?|*

Prepares the learner. Provides the student with a goal(s). Sets the stage. Provides structure to the lesson. Provides a link to assessment. Increases learning.

### Learning Targets should be...

Measurable, assessable, and focused on intended learning (not a to-do list).

Written using verbs that suggest the Performance of Understanding and Success for Criteria.

Discussed at the beginning of class **and** in writing via CANVAS **and** on display in the room.

Aimed for daily by the student and the educator.



# Guide New Learning Consolidate & Reflect on Learning

## Guide New Learning

**Independent Concept and/or Skill Development**  
**Teacher Demonstrated/Explicit Instruction (I do...)** **Guided Instruction (We do...)**  
**Independent Demonstration (You do...)**

The teacher facilitates student learning during this stage of lesson delivery that includes varied pathways to the learning target (UDL).

Instructional strategy selected by the teacher is dependent on the learning target/intended student learning. The retrieval process should be employed (Make it Stick).

Sound instruction should be student-centered with active engagement from the student and teacher, maximize time and is “bell to bell on your feet” teaching, differentiate by student interest and readiness, and activate prior knowledge.

Guided Practice Examples (Under teacher’s observation and informal assessment):  
Independent, Partner, or Small Group Work, Flexible grouping, differentiation of practice...

## Consolidate and Reflect on Learning

**Ongoing Formative Assessment: Monitor & Adjust (You do...)**  
*\*Checking for Understanding/Student Feedback*

Examples: Value lineups, Think-Pair-Share, Whip Around, Random Reporter, Signal (Thumbs Up/Down/Sideways), Exit Slips, White Board Response, Effective Questioning, etc.





# Apply New Learning

## Closure (You do...)

**Why?** This portion of the lesson is the last opportunity the learner has to attach sense and meaning to the new learning necessary for retention.

**What?** What data will be collected to inform instruction?

**How?** How will data be collected and analyzed to determine if the students met the Learning Target?

All students should be able to demonstrate mastery of the Learning Target. *Show and tell of the lesson taught.*

Performed actively by all students.

Related to Learning Target.

Another opportunity for formative assessment that determines if additional practice is warranted, re-teaching is necessary, or to move forward with the lesson.

Examples: Exit pass, whip around, summary paragraph/journal entry, gallery walk, etc.

## Independent Practice

*Without teacher assistance.*

Assigned to students after proficiency of the skill and/or concept is determined.

Used to solidify skills and knowledge.



# Mining the Instructional Objective

Learning Targets use...

- Words
- Pictures
- Actions
- Combination of all three...

...to express to students, in terms the students understand, the content and performance they are aiming for.



# A learning target should...

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*articulate our highest hopes for students and are the yardsticks by which we measure the educational journey. They focus our efforts and mark our successes.*

— Robert J. Marzano & John Hattie, on the importance of clear goals in education

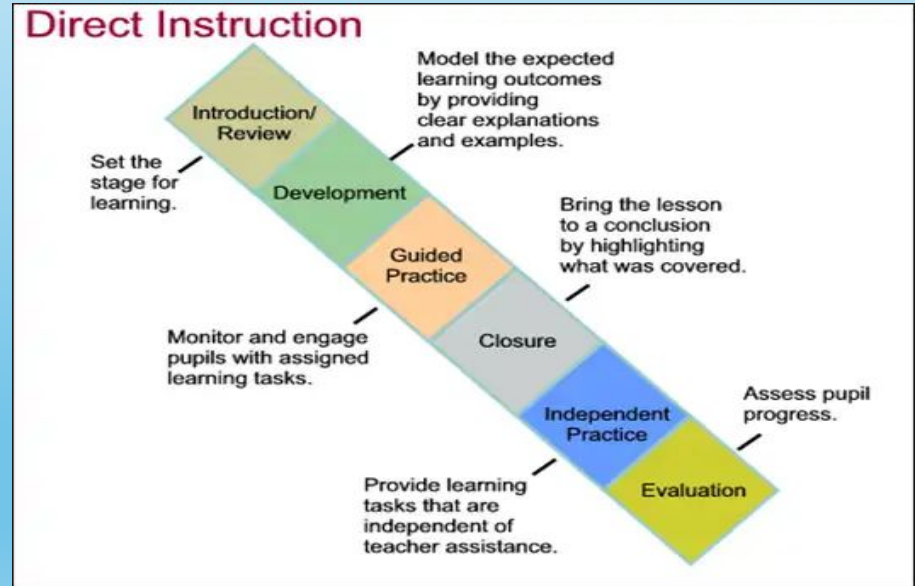
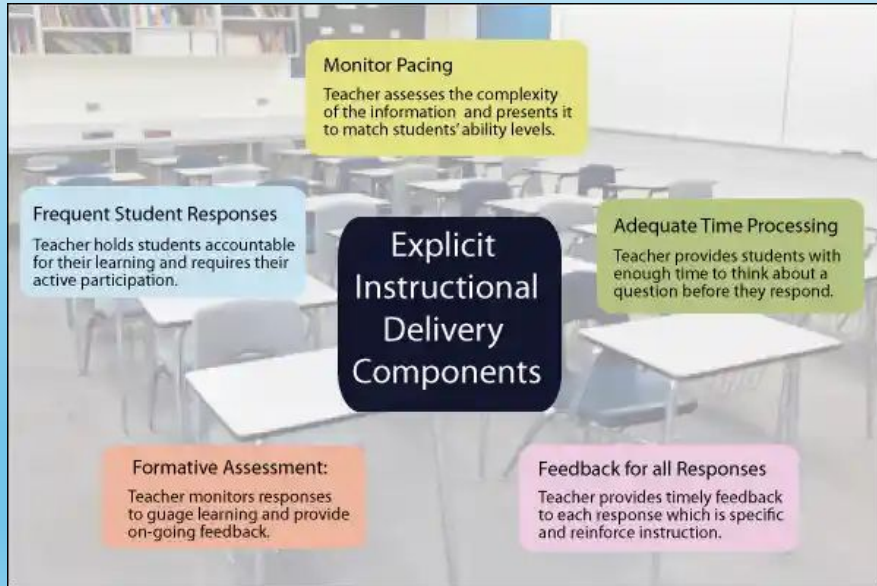


# Four-Step Framework:

The learning target for today's lesson...	
Steps	The four starter prompts...
<b>Step 1: Explain the learning target in student-friendly, developmentally appropriate terms.</b>	<b>We are learning to...</b>
<b>Step 2: Describe the performance of understanding.</b>	<b>We will show that we can do this by...</b>
<b>Step 3: Describe the student look-fors. (Success Criteria)</b>	<b>To know how well we are learning this, we will look for...</b> <b>I can...</b>
<b>Step 4: Make it relevant.</b>	<b>It is important for us to learn this (or be able to do this) because...</b>

# Lesson's Delivered Using Explicit Instruction

<https://youtu.be/i-qNpFtcynl>



# Anita Archer's 16 Elements of Explicit Instruction

- 1. Focus instruction on critical content.** Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.
- 2. Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
- 3. Break down complex skills and strategies into smaller instructional units.** Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are synthesized (i.e. practiced as a whole).
- 4. Design organized and focused lessons.** Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.
- 5. Begin lessons with a clear statement of the lesson's goals and your expectations.** Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
- 6. Review prior skills and knowledge before beginning instruction.** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
- 7. Provide step-by-step demonstrations.** Model the skill and clarify the decision making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model or proficient performance.
- 8. Use clear and concise language.** Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce

**9. Provide an adequate range of examples of non-examples.** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provides a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

**10. Provide guided and supported practice.** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

**11. Require frequent responses.** Plan for high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding and keep students active and attentive.

**12. Monitor student performance closely.** Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

**13. Provide immediate affirmative and corrective feedback.** Follow up on students' responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

**14. Deliver the lesson at a brisk pace.** Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented and on-task behavior. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored no so quick that they can't keep up.

**15. Help students organize knowledge.** Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

**16. Provide distributed and cumulative practice.** Distributed (vs. massed) practice refers to multiple opportunities to

# Brining it all Together

The steps we follow to captivate, instruct, and inspire our students are more than just a sequence — they are the pillars of our commitment to their education. From sparking curiosity to setting objectives that stretch their capabilities, and from guiding their learning to applying it in meaningful ways, each phase is crucial.

The 16 elements of explicit instruction serve as our guideposts, ensuring that every lesson is a steppingstone to success. They are not just strategies, but a promise to provide every child with the best learning experience possible.

As we turn the page on this presentation, remember that each slide is a chapter in our ongoing story of educational excellence. The dialogue doesn't end here. Keep these principles close as you craft lessons that matter and make a difference.

Thank you for engaging with our vision for learning. Together, we are not just teaching; we are transforming lives.