AVON INSTRUCTIONAL MODEL

Lesson Design Connection: TEACHER CLARITY

Lesson Component	Teacher Clarity Connection	Example Tasks
Objectives	State learning target in student-friendly language, explain the purpose, and give clear success criteria.	• Post the day's target, read it aloud, and have students turn to a partner to say it in their own words. • Share the learning target and purpose, then ask students to give one example of how they might show they met the learning target. • Present the success criteria and have students add one more they think should be included.
Anticipatory Set (Anticipation/Hook)	Use an engaging activity that previews the purpose and activates prior knowledge.	• Show a picture or object related to the lesson and ask, "What do you notice? What might we learn today?" • Share a quick scenario or question that connects to students' real lives and link it to the target. • Present a surprising fact, quote, or short video clip and ask students to predict how it connects to the lesson.
Direct Instruction	Model what success looks like and think aloud while demonstrating.	• Demonstrate a skill or process step-by-step, pointing out where to check for accuracy. • Show an example and a non-example, highlighting which meets the success criteria and why. • Break a complex task into smaller parts, explaining how each connects to the overall learning target.
Guided Practice	Practice together with frequent checks against success criteria.	• Work through a problem as a class, pausing for students to check progress against the target. • Have students work in pairs on a short task, stopping to compare to the posted criteria. • Use small-group practice with quick teacher feedback tied to the success criteria.
Independent Practice	Assign a task students can self-check using the success criteria.	• Give a short assignment and ask students to circle where they met each criterion. • Provide a checklist and have students mark off items as they complete them. • Assign work that requires students to include a short reflection on which criteria they met.
Check for Understanding	Use quick checks tied directly to success criteria.	• Ask students to self-rate each criterion: Green = met; Yellow = almost; Red = need help. Follow up with targeted action: Greens → extension, Yellows → peer discussion, Reds → small group/teacher support. • Ask students to write a sentence to answer the day's guiding question. • Have students share one key takeaway and how it connects to the learning target.
Closure	Have students reflect on the learning target and self-assess.	• Students show answers on mini whiteboards for immediate feedback. • Students explain the main idea to a partner, using key vocabulary from the criteria. • Use a 2–3 question exit ticket asking students to identify which criteria they met and what still needs work.