

EXPLICIT INSTRUCTION IMPLEMENTATION LOG

Name: _____ Grade: _____ School/District: _____
 Date: _____ Time (activity/lesson # minutes): _____

Collaboration	Planning: <input type="checkbox"/> YES <input type="checkbox"/> NO	Demonstration: <input type="checkbox"/> YES <input type="checkbox"/> NO
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Standard/Benchmark: Lesson Focus: (Concept/Process/Skill/Strategy) ___ # Lesson in Explicit Instr. Sequence	Text (title, author, publisher) and Materials:	___ # of participants <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Pairs <input type="checkbox"/> Individual
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Introduction: (introduction of concept/process/skill/strategy; explaining **what** students will be learning to do, and why or how it is useful to them as readers; make connections to curriculum concepts or earlier lessons)

Teacher Modeling/Demonstrating: (**thinking aloud** and illustrating **how** to do the concept/process/skill/strategy; use key statements that describe your thinking as you apply the concept/process/skill/strategy)
I DO (Teacher)

Student Practice/Application: (ensuring learners are **actively practicing the concept**/process/skill/strategy; teacher introduces practice activity, then coaches, scaffolds, and monitors what students are doing and saying to ensure successful application of the concept/process/skill/strategy)
WE DO (Teacher/Students)

YOU DO IT TOGETHER (Peers)

YOU DO IT INDEPENDENTLY (Student)

Monitoring Transfer: (student actions, statements, or products that will provide **evidence of transferring** the **application** of the targeted concept/process/skill/strategy to **real reading situations**)

Data Collection Plan: (**what** formal/informal data will be collected and how will it be used to guide future lessons)

Data Collection Report: (collect data to determine student progress and success of instruction
 ___ (#)students perform with cognitive control
 ___ (#)students are making good progress
 ___ (#)students are struggling

Identify students who are struggling:

Analysis/Reflection of Lesson: (What worked/didn't work? Items to address or emphasize in the next lesson—explanation, modeling, design of activities, and selection of materials)