Introduction to the Instructional Protocols

Note	The Instructional Protocols (IPs) were designed to give educators additional support by providing detailed steps teaching and practicing routines for many of the essential literacy skills and using the principles of explicit instruction and the gradual release model ("I do it, We do it, You do it").
	The Instructional Protocols are not considered an instructional program (i.e., Core, Intervention, or Supplemental). Educators may wish to consult the IPs for examples of explicit instruction and the gradual release model additional support as needed in implementing routines. Again, Instructional Protocols are not to be used as a replacement of any approved program, but can be used as needed in addition to the approved programs that are used as part of regular classroom instruction.

Plan	This section of the lesson tells you the name/type of activity and the materials you will need. There is also a section that lets you know approximately how long the instructional activity might take and if there is a video example provided. A checkmark in the box on the far right indicates whether the activity is appropriate for one-on-one instruction, small group instruction, or with a larger group – sometimes more than one box may be checked if it can be used with more than one audience.
State the Objective	In true explicit instruction fashion, the next part of the template is the lesson objective. Here we have stated clearly and concisely what students should be able to do by the end of the lesson.
Review Pre-requisite Skills and Teach Related Vocabulary	To support students in any new activity, teachers consider the prerequisite skills needed for success. This is a great time to consider students who may be lacking background knowledge or may need a reminder or review of a skill learned recently. In a similar vein, with new information often comes new terminology. Thinking through the lesson ahead, what terms will your students need to know to understand your lesson? As you identify terms that may be new to them, research shows that using child-friendly definitions and giving them opportunities to use those new words will help make them stick! Putting some thoughtful time into planning the 'review' component of your lessons can set the stage for their grasp of new information, and help your lessons be more successful.

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I do it!
(Demonstrate & Model)

The "I do it" part of the lesson is probably one of the most important pieces. Having everything planned out ahead of time will help with your pacing, which in turn, helps keep students engaged. After setting the stage by teaching new vocabulary and reviewing pre-requisite skills – the "I Do It" part of the lesson is your time to shine! Here is where you teach the new skill (breaking it into parts or steps as necessary). As you teach the new skill, you model the activity and make clear the expectations for the students. Everyone in the group should know and understand the desired outcome and how to get there. While modeling the activity, research has shown that it's helpful to verbalize your thinking process.

Example: "Today we are going to learn how to count the sounds in a word; my word is "fan". One way I can know how many sounds are in a word is to stretch the word – saying the word slowly – ffffff.....aaaaa.....nnn. Let me think, what did I hear? I heard /f/, then I heard /a/.....what else did I hear? I forgot! I need to stretch it again! Ffff.....aaaaa......nnnn. I heard a third sound! At the end! Ffff.....aaa.....nnn.....I heard an /n/ sound! I hear three sounds in "fan". /f/ /a/ and /n/."

Verbalizing your thinking as you model a skill helps the students know how you reached your final answer. While doing so, you show the students the steps you took to get there. It also shows them that even adults may need reminders, use strategies, and sometimes make mistakes. Modeling the process while verbalizing your thinking process allows students to both see and hear what it is you want them to learn.

We do it!
(Provide Guided Practice)

The "We Do It" part of the lesson is where students get multiple opportunities to practice the skill or activity that you modeled in a safe environment – with scaffolds and immediate specific feedback. You can get creative with providing opportunities to respond by having students respond all together, pair with a partner, write answers on a white board, etc. The important part is that students practice each of the components of the activity correctly – so when they move to completing activities on their own, they are successful.

You can help them be successful by scaffolding for students. If a student or group of students is struggling with a concept, a minimal scaffold might be to repeat the question or prompt. Sometimes rewording the request is also helpful. A more moderate level scaffold might include providing choices or helping them with them isolate the first sound if they are sounding out a word. A higher-level scaffold might include modeling the activity again while talking students through each step one more time.

Feedback is an integral part of instruction, but to be impactful it should be specific. Specific feedback addresses a targeted action the student did well or may need help with. Unlike general feedback (e.g., "Great job!" "Keep trying!"), specific feedback tells a student exactly what they did well (e.g., "You did a great job making sure each letter touches the bottom line." "I like the way you stretched the word slowly so you could hear all of the sounds!") or what they may have not done correctly (e.g., "I see you wrote down two sounds, but I hear three sounds in that word, let's try again and count them together.").

You do it!
(Provide Independent Practice)

Once you feel students know how to complete the activity or apply the new skill correctly, it's time for independent practice. You can plan for individual turns and allow each student in your group to show what they know, providing feedback as needed. This is also a great time to check students' understanding of the task at hand.

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Assess (Formally or Informally)	While students take their individual turns practicing the new skill, you will be able to informally assess how well they understand and can apply what you have taught. This is when you can determine how well they have mastered the stated objective. Observing students as they practice in pairs or during individual turns is a great way to get a feel for how well they can use their new skill. Additionally, you could use a checklist, mastery test, or other formal assessment as appropriate.
Enrich and Extend	As their teacher, you know your students best. For different skills, different students in your small group may master skills more quickly or need less scaffolding to succeed. By planning for enrichment or extension activities you will be able to make sure each student is challenged and supported as they learn.