



Backward Design for Explicit Instruction

Backward design is a useful tool for planning an explicit instruction lesson. Use this table to ensure you have considered all key elements of explicit instruction while planning your next lesson.

	Activity Title:	
Independent Practice:	<ul style="list-style-type: none"> Describe the task that students should be able to do independently by the end of the session. Include instructions, expectations. Evaluation criteria, and possible accommodations. 	
Guided Practice:	<ul style="list-style-type: none"> Design a parallel but different task that students will do during the guided practice stage. Chunk it into smaller units, and sequence them appropriately. Decide what scaffolds will be available to students while they practice. This may be concrete tools, such as templates, lists, and graphic organizers, or other types of scaffolding, such as verbal prompts or peer support. Create a list of questions or prompts that you can use to support and guide students during this stage. For example, pitfalls to avoid, details not to forget, self-questions that students may use during the activity to check their own work. 	
Modelling:	<ul style="list-style-type: none"> Design a parallel but different task that you will model for students. Plan how you will demonstrate the use of the scaffolds, and plan what you will say while thinking aloud (your internal dialogue, the strategies you are using, etc.). Plan the examples and counter examples you will demonstrate, and how you will help students identify the appropriate settings to use the target skills. Consider how you will elicit student responses and engagement to assess their level of understanding going into the activity. 	
Preparation Stage:	<ul style="list-style-type: none"> Plan how you will complete an assessment <i>for</i> learning to verify students' background knowledge and evaluate their readiness for the activity. Plan how you will address any gaps before the lesson, so that all students go in ready for the new learning. 	

This graphic was adapted from an activity included in the viewer's guide for the video « [VIDÉO : Enseignement explicite : du modelage à l'autonomie](#) ».