

The Teaching Structure

How a lesson moves from instruction to long-lasting learning.

ALL GRADES • ALL SUBJECTS • ALL PROGRAMS



Teach Daily



	Component	Why It's Important	What Sets It Apart	What Teachers Notice When It's Working	Research Foundations
1 10–15 MINS	Whole Group Lesson A short, focused lesson where the teacher introduces one clear idea, strategy, or concept to the entire class.	This moment launches the learning. Students hear expert thinking, see modeling, and understand the direction for the work ahead.	The lesson stays brief and focused. It aims for clarity, not coverage. One strong teaching point holds the attention of the brain and gives students something concrete to carry into practice.	Students know the focus of the lesson and can name what they are learning. The class moves quickly into practice with energy and direction.	Rosenshine (2012) highlights the power of explicit instruction, modeling, and guided introduction of new material. Sweller (1988) shows that limiting cognitive load helps learners process new information effectively.
	Set a Purpose A short pause where students name how they will apply the learning during practice. The teacher also names what they will focus on while students work.	Purpose creates ownership. When students understand why they are practicing and what success looks like, engagement rises and practice becomes meaningful.	Students actively set their own learning focus. This simple move builds motivation and helps students connect the lesson to their work.	Students begin practice with intention. They can explain what they are working on and why it matters.	Hattie (2023) identifies teacher clarity and learning intentions as high-impact influences on student learning. Clear goals help students understand what success looks like.
3 HAPPENING SIMULTANEOUSLY 15–30 MINS	Independent Practice Students apply the learning on their own or with peers through authentic reading, writing, thinking, or problem solving.	Practice is where learning begins to transfer. Students strengthen understanding by using the skill themselves.	Independence is taught before this stage. Students understand how to stay engaged, make decisions, and sustain their work.	The room becomes productive and focused. Students remain engaged while the teacher has space to support individuals and small groups.	Duke & Cartwright (2021) emphasize the importance of authentic practice for literacy development and transfer. Hattie (2023) notes that deep learning develops when students actively apply new knowledge.
	Responsive Teaching While students practice, the teacher moves through the room conferring with individuals or meeting with small groups.	This is where teaching becomes responsive. The teacher notices progress, offers feedback, and helps each student move forward.	Teaching happens in short, focused bursts based on what students show they need. These meetings inform future instruction.	Instruction becomes precise. The teacher equitably supports students while the rest of the class practices independently.	Hattie (2023) identifies feedback as one of the strongest influences on learning. Responsive instruction allows teachers to adjust teaching based on student understanding.
4 5–10 MINS	Share & Reflect The class gathers briefly to revisit the learning and share how the main learning point of the lesson was used.	This check-in helps students transfer the learning from the lesson. It also informs the teacher of the effectiveness of their lesson and helps guide future lessons.	Students do the thinking during the review. They explain how they used the learning in their work, which makes the learning visible to both the class and the teacher.	Students leave the lesson with a clear understanding of what they learned and how it will help them.	Roediger & Karpicke (2006) demonstrate that retrieval and reflection strengthen long-term memory. Revisiting learning helps move knowledge from short-term to durable understanding.