
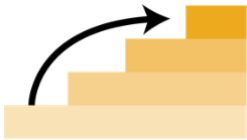





Features of Effective Instruction Overview

Feature	Overview	Characteristics
<p>A Scope and Sequence provides an overview of instruction that shows the full range of content (scope) to be taught and the order (sequence) in which the content is taught.</p> 	<p>A well-planned scope and sequence helps meet all students' instructional needs regardless of their abilities and progress. Some curricula provide a scope and sequence but if one is not provided, teachers need to develop it.</p>	<ul style="list-style-type: none"> • Provides a careful plan for instruction. • Each reading component (e.g., phonics) has its own scope and sequence that aligns with the other reading components' scope and sequences.
<p>Systematic Instruction follows a scope and sequence, is carefully thought out, builds on prior learning, and moves from simple to complex.</p> 	<p>The goal of systematic instruction is to ensure that whenever students are asked to learn a new skill or concept, they already possess the appropriate prerequisite knowledge and understanding to efficiently learn it.</p>	<ul style="list-style-type: none"> • Presents skills and concepts logically and sequentially. • Provides instruction in manageable steps. • Paces instruction according to students' attention and understanding.
<p>Explicit Instruction is making the learning goal obvious to the students and overtly teaching skills and concepts step-by-step.</p> 	<p>The I Do, We Do, You Do instructional routine can be used to explicitly teach any skill or concept by gradually shifting responsibility from the teacher to the student:</p> <p>I Do: The teacher explains and models the skill or concept.</p> <p>We Do: The teacher provides guided practice with scaffolding (feedback to support learning).</p> <p>You Do: Students engage in independent practice and cumulative review (practice previously taught skills and concepts).</p>	<ul style="list-style-type: none"> • Sets a purpose and specific expectations. • Provides precise instruction using clear, direct language. • Identifies important details of the skill or concept being taught. • Makes a connection to previously learned material. • Provides multiple examples and opportunities for students to practice.

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<p>Scaffolded Instruction provides feedback to help students demonstrate a skill or concept when they could not otherwise have done so on their own.</p> 	<p>Scaffolded instruction is giving students all the support they need to become more independent. Scaffolded instruction includes providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example, and offering encouragement. Scaffolds are meant to be temporary and removed as children learn the skill or concept being taught.</p>	<ul style="list-style-type: none"> • Affirms correct responses and provides specific, corrective feedback. • Elaborates on students' responses. • Ensures students show mastery or understanding before moving on. • Provides feedback during and after task completion.
<p>Differentiated Instruction is matching instruction to each student's different needs and abilities.</p> 	<p>Students bring their own mix of experiences, interests, and abilities to the classroom. Differentiating instruction is being responsive to students' specific needs based on assessment data and your observations. When instruction is differentiated, it meets students where they are to best support learning.</p> <p>Having a clear, systematic, instructional plan helps you see how and when you could shift your plan for some students. For example, when students do not master the content after your initial instruction, you may need to slow down the pace or repeat some lessons for them. You may also need to intensify your instruction by teaching in smaller groups to provide students more opportunities to practice with teacher feedback.</p>	<ul style="list-style-type: none"> • Uses data and observations to plan instruction. • Customizes teaching for each student. • Is responsive.