

## Features of Effective Instruction<sup>3</sup>

- 1. Explicit Instruction with Modeling**
  - a. Focus instruction on critical content<sup>1</sup>
  - b. Provide step-by-step demonstrations<sup>1</sup>
  - c. Provide models<sup>2</sup>
  - d. Use clear and concise language<sup>1</sup>
  - e. Deliver the lesson at a brisk pace<sup>1</sup>
  - f. Provide an adequate range of examples and non-examples<sup>1</sup>
- 2. Systematic Instruction with Scaffolding**
  - a. Sequence skills logically<sup>1</sup>
  - b. Break down complex skills and strategies into smaller instructional units<sup>1</sup>
  - c. Design organized and focused lessons<sup>1</sup>
  - d. Begin lessons with a clear statement of the lesson's goals and your expectations<sup>1</sup>
  - e. Review prior skills and knowledge before beginning instruction<sup>1</sup>
  - f. Provide scaffolds for difficult tasks<sup>2</sup>
- 3. Multiple Opportunities to Practice**
  - a. Provide guided and supported practice<sup>1</sup>
  - b. Provide distributed and cumulative practice<sup>1</sup>
  - c. Ask a large number of questions and check the responses of all students<sup>2</sup>
  - d. Obtain a high success rate<sup>2</sup>
  - e. Engage students in weekly and monthly review<sup>2</sup>
- 4. Immediate Corrective Feedback**
  - a. Check for student understanding<sup>2</sup>
  - b. Provide immediate affirmative and corrective feedback<sup>1</sup>
- 5. Progress Monitoring**
  - a. Monitor student performance closely<sup>1</sup>
  - b. Require and monitor independent practice<sup>2</sup>

### References

- <sup>1</sup> Archer, A. & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. NY, NY: Guilford Press, p. 2-3.
- <sup>2</sup> Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*.
- <sup>3</sup> Vaughn Gross Center for Reading and Language Arts. (2007). *Features of effective instruction*. Austin: University of Texas System/Texas Education Agency.