General Features of Instruction

1. Instructor models instructional tasks when appropriate.
   - Demonstrates the task (e.g., uses think alouds)
   - Proceeds in step-by-step fashion
   - Limits language to demonstration of skill
   - Makes eye contact with students, speaks clearly while modeling skill

2. Instructor provides explicit instruction.
   - Sets the purpose for the instruction
   - Identifies the important details of the concept being taught
   - Provides instructions that have only one interpretation
   - Makes connection to previously-learned material

3. Instructor engages students in meaningful interactions with language during lesson.
   - Provides and elicits background information
   - Emphasizes distinctive features of new concepts
   - Uses visuals and manipulatives to teach content as necessary
   - Makes relationships among concepts overt
   - Engages students in discourse around new concepts
   - Elaborates on student responses

4. Instructor provides multiple opportunities for students to practice instructional tasks.
   - Provides more than one opportunity to practice each new skill
   - Provides opportunities for practice after each step in instruction
   - Elicits group responses when feasible
   - Provides extra practice based on accuracy of student responses

5. Instructor provides corrective feedback after initial student responses.
   - Provides affirmations for correct responses
   - Promptly corrects errors with provision of correct model
   - Limits corrective feedback language to the task at hand
   - Ensures mastery of all students before moving on

6. Students are engaged in the lesson during teacher-led instruction.
   - Gains student attention before initiating instruction
   - Paces lesson to maintain attention
   - Maintains close proximity to students
   - Transitions quickly between tasks
   - Intervenes with off-task students to maintain their focus

7. Students are engaged in the lesson during independent work.
   - Independent work routines and procedures previously taught
   - Models task before allowing students to work independently
   - Checks for student understanding of the task(s)
   - Students use previously-learned strategies or routines when they come to a task they don’t understand
   - Independent work is completed with high level of accuracy

8. Students are successful completing activities at a high criterion level of performance.
   - Elicits a high percentage of accurate responses from group
   - Elicits a high percentage of accurate responses from individuals
   - Holds same standard of accuracy for high performers and low performers

9. Instructor encourages student effort.
   - Provides feedback during and after task completion
   - Provides specific feedback about student’s accuracy and/or effort
   - Majority of feedback is positive
   - Celebrates or displays examples of student success in reading