Systematic Instruction

Careful planning

- New skills are introduced only when students have learned related prerequisite skills
- Items that are likely to be confused are introduced with sufficient separation so that one skill can be mastered prior to learning next
- Examples are carefully chosen to include application of skills that have been previously taught

Guiding Questions for Planning and Differentiated Instruction

Are you clear about what you want your students to:
- Know (facts and information)?
- Understand (principles, generalizations, ideas)?
- Be able to do as a result of the learning experience?

Have you referred to your learning assessment results to determine what students know and don’t know in light of the objective?

Prior to instruction, have you determined:
- What prior knowledge and/or precursor skills are needed to ensure success?
- If missing a systematic plan for re-teaching?
- Where in the instructional routine students may experience difficulty?
- What scaffolds will you build to support understanding?
- Is the instructional routine explicit enough? If not, what procedures do you need to incorporate?
- Members and size of the small group?
- Length of time and frequency for each small group?
- Pacing plans for struggling readers?
- Alternate methods, resources, and materials to ensure skill or strategy acquisition?

During instruction, did you provide:
- Varied systems and levels of support (modeling, guided practice, scaffolding and independent practice)?
- Opportunities for all students to make sense of the key objectives/concepts?
- Opportunities for all students to use the key concepts, ideas, and skills to extend learning?
- Enough corrective feedback to ensure accuracy in the skill or strategy?

After Instruction, do you have a plan for:
- Bringing closure and clarity to the tasks?
- Independent application of skill or strategy to build automaticity?
- Cumulative review of the skill or strategy in a new context?
- Monitoring student progress?
- Summative Evaluation?