



Instructional Practices

INSTRUCTIONAL PRACTICES	WHAT	HOW	WHEN	LANGUAGE
Explicitly explain Tell exactly	Clearly state, describe, or demonstrate the concept, leaving no room for confusion.	When introducing a new concept or clearing up confusion, explicit explanations identify, reveal, and clarify what is to be learned.	Learner needs more information about what it is.	We use the strategy ____ to ____. (explicitly explain)
Think aloud Make thinking "visible"	Verbalize thinking, demonstrate and show the inner speech and thought process of the thinking and why.	By verbalizing inner speech, we model how expert thinkers solve problems. Learners gradually internalize the dialogue to be their own inner voice.	Learner needs to hear how to do it.	I am going to use the strategy ____ because as I am reading, I ____. (think aloud)
Model Show and tell	Demonstrate while describing the actions and decisions being made throughout the process.	The concrete actions show learners how to use the model as a starting point for developing their own way of doing the task.	Learner needs to see how to do it.	Let me show you how I use the strategy ____. (model)
Guide/prompt They do while we guide	Learner tries out what was taught while teacher observes. If learner needs support, and guiding and prompting wasn't enough, teacher provides more specific and direct hints, suggestions, or clues.	When learner applies the teaching in their reading, the teacher provides back-and-forth support by observing, suggesting, and ultimately handing off the learning to the student.	Learner needs some support when practicing.	When you are reading and come to ____, you may want to use the strategy of ____. (guide/prompt)
Offer advice, hints, or suggestions They do while we suggest	Learner tries out what was taught while teacher observes, and if needed, teacher supports with reminders, questions, and nudges that guide and cause learner to do the cognitive work.	Learner is practicing, teacher observes the learner has some misconceptions, they stumble, stop or go on with no meaning. In order for learning to continue, teacher clears up misconception.	Learner needs more support when practicing.	The secret to success when using this strategy is ____. (offer advice/hint/suggestion)
Feedback Information related to goal	Learner tries out what was taught, and teacher provides information related to student's proficiency, about how they are progressing in their effort to reach their goal. Feedback is specific, clear, actionable, and timely.	Feedback gives the learner clear guidance on how to improve their learning. When following effective instruction, "feedback is one of the most powerful influences on achievement" (Hattie 2009, 178).	When learner has been taught, is practicing, and needs information related to accomplishing their goal.	When you used this strategy, you ____. Next time you ____. (feedback)

FIGURE 4.9 Instructional Practices