

**Instruction for Students With Basic Skills Deficits: Teacher/Student Behaviors
Idea Chart**

Factor	Teacher Says/Does	Students Say/Do
<p style="text-align: center;">More</p> <ul style="list-style-type: none"> 4 Time and practice 4 Examples 4 Repetition of concepts 4 Focus 4 Progress monitoring 4 Feedback 4 Student-to-student interaction 4 Instruction-related student talk 	<ul style="list-style-type: none"> 4 Clearly states the specific concepts & skills to be learned 4 Clearly states a reason or need for learning the targeted concepts, skills 4 Explains specific concepts & skills 4 Provides examples of the concept and skills 4 Models the concepts and skills 4 “Thinks aloud” about what she is doing as she models 4 Closely supervises students as they work on skills. 4 Probes students as to their understanding of C & S 4 Provides opportunity to practice new C & S. 4 Provides opportunity to practice previously learned C & I 4 Gives student time to talk about what they are learning and doing. <ul style="list-style-type: none"> √ Summarizing √ Practicing √ Discussing 4 Gives specific feedback to students about what they are doing related to the targeted skills <ul style="list-style-type: none"> √ Hears or sees students answers √ Tells students what is correct and why √ Points out what is wrong and why 	<ul style="list-style-type: none"> 4 Review homework and ask for clarification 4 Link past learning to the days learning 4 Work a problem or use a skill on materials similar to the one being modeled 4 Review the past lesson or learning explaining what they did and why 4 Read a stated objective for the lesson 4 See or hear what they will be able to do at the end of the day 4 Explain how this lesson relates to what they need to learn 4 Uses manipulatives, materials to apply skills and concepts 4 See concrete examples 4 Read 4 Answer teacher questions 4 Explain processes or skills 4 Model for other students 4 Generate examples and non-examples of a concept 4 Demonstrate new skills in acsmall group 4 Play games related to the C & S 4 Use flash cards or other materials with a partner 4 Complete quizzes or other assessments of their learning 4 Read, write, or say answers to C & S questions
<p style="text-align: center;">Fewer/Less</p> <ul style="list-style-type: none"> 4 Number of students in instruction group 4 Number of concepts taught at one time 4 Number of steps in processes 4 Linguistic complexity 	<ul style="list-style-type: none"> 4 Breaks tasks into smaller subskills and focuses on one or two at a time 4 Gives directions that are clear and limited to no more than three actions. 4 Avoids double negatives and passive tense during instruction 4 Works with small groups of students (2 – 8 depending on what they need) 	<ul style="list-style-type: none"> 4 Follows instructions appropriately 4 Participates in small group instruction 4 Demonstrates understanding of the teacher’s instruction 4 Completes classroom assignments

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Factor	Teacher Says/Does	Students Say/Do
<p>Appropriate Focus</p> <p>4 Mastery of critical basic skills</p> <p>4 Basic Language development (ie., vocabulary, sentence structure)</p> <p>4 Organization</p> <p>4 Strategic thinking and study skills</p> <p>4 Content specific and abstract language (cognitive academic language skills)</p>	<p>4 Focuses on skills related to reading/writing/math/ language development of the class/group</p> <p>4 Uses the majority of class time for instruction</p> <p>4 Teaches organization, study skills and strategies interwoven with the basic skills.</p>	<p>4 Learns and applies foundational skills (i.e., sound symbol association, multi-syllabic decoding, comprehension strategies)</p> <p>4 Uses organizational strategies to keep materials in order</p> <p>4 Uses individual seat time to do the assigned work</p> <p>4 Stays involved from beginning to the end of the instructional episode</p> <p>4 Explains the topic/focus of the instruction</p>

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