Slavin (2014)	Gagne (1977); Gagne & Briggs (1979)	Rosenshine (1995)	Hunter (1982), Mastery Teaching	Good & Grouws (1979), Missouri Mathematics Program	DataWORKS Educational Research (2017), EDI
1. State learning objectives and orient students to lesson	1. Gain and control attention 2. Inform the learner of expected outcomes	1. Review (homework; state goals)	1. Objectives; provide anticipatory set	1. Opening	1. Learning Objective
2. Review prerequisites	3. Stimulate recall of relevant prerequisite capabilities	(Relevant previous learning; prerequisite skills)	2. Review	2. Review homework; mental computations; review prerequisites	2. Activate Prior Knowledge
3. Present new material	4. Present the stimuli inherent to the learning task	2. Presentation (small steps; model; examples; check understanding)	3. Input and modeling	3. Development	3. Concept Development
4. Conduct learning probes	5. Offer guidance for learning	3. Guided practice (high frequency of questions; all students respond; high success rate; continue to fluency)	4. Check understanding and guided practice	4. Assess student comprehension	4. Skill Development 5. Guided Practice
					6. Relevance
	6. Elicit performance 7. Provide feedback 8. Appraise performance	4. Corrections and feedback (process; sustaining; reteach)			7. Lesson Closure
5. Provide independent practice 6. Assess performance and provide feedback		5. Independent practice (help during initial steps; continue to automaticity; active supervision)	5. Independent practice	5. Seatwork	Independent Practice
7. Provide distributed practice and review	9. Ensure retention and make provisions for transferability	6. Weekly and monthly reviews	6. Homework	6. Homework; weekly and monthly reviews	Periodic Review

Source: Adapted from Huitt, W. (2003). Classroom instruction. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from http://www.edpsycinteractive.org/topics/instruct/instruct.html