Mathematics Pacing Guide
Research-based Instructional Practices

Incorporate these practices into your mathematics teaching.

- Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.
- Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.
- Emphasize oral language development – a premier instructional strategy for ensuring student success – by eliciting expressive language and listening to students' thoughts.
- Provide active questioning and information gathering combined with hands-on experiences and direct social interactions.
- Provide opportunities for students to make predictions and brainstorm consequences.
- Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.
- Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect upon, plan, and share their thinking.
- Use scaffolded instruction to ask open-ended questions, engage in feedback loops, and probe deeply into students' thinking and understanding.
- Incorporate movement to activate the brain.
- Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.
- Incorporate both didactic and scaffolded instruction in a balanced fashion throughout the course of each school day and within each lesson.
- Find ways to balance mathematics with the importance of learning foundational knowledge in all subject areas, including ELA, science, social studies, art, and music.