

Core Instruction in Tier 1

The Prevention That Avoids Intervention

Why do we need a core?

A core Reading program provides a [] of instruction for students as they move through grade levels.

RTI begins with General Education

- Teachers don't fail students, systems do.
- RTI is a system for differentiation of instruction!
- RTI is a system that is predicated on the general education teachers' [] of instruction, assessment, curriculum, and children.

How is instruction organized?

A core Reading program has standards of practice across the district and grade levels that provide [] as to the expectations for instruction.

EXPLICIT INSTRUCTION WORKS FOR EVERYONE

Explicit instruction is a [] instructional approach that includes a set of delivery and design procedures derived from effective schools research.

~Ideas That Work

Engaging

- Frequent responses are elicited
 - Things students []
 - Things students []
 - Things students []
- Responses are monitored
- Positive and corrective feedback is given

Systematic

Content

- Instruction focuses on [] content
 - Skills, strategies, vocabulary terms, concepts, rules, and facts that will empower students in the future are taught
- Skills, strategies, and concepts are []
 - Easier skills before harder skills.
 - High frequency skills before low frequency skills.
 - Prerequisites first.

- Similar skills separated
- Complex skills and strategies are broken down into smaller (easy to obtain) instructional units
 - Aware of cognitive overloading, processing demands, and capacity of working memory

Design of instruction

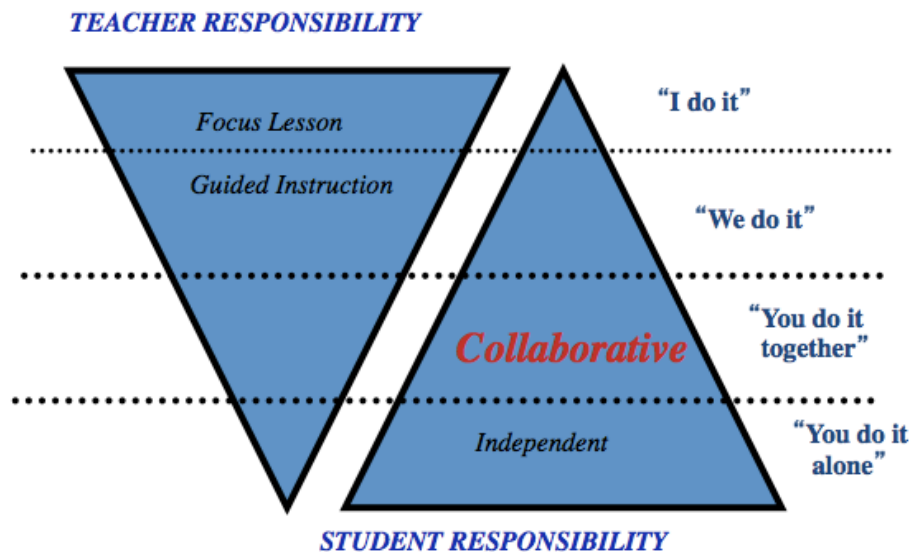
- Organized and focused
- Goals that can be
- Review and build background knowledge
- Review at the end of the lesson
- Scaffolding
- Includes instructional routines

Delivery of Instruction

- Require frequent responses
- Monitor student performance closely
- Provide immediate affirmation and corrective
- Deliver instruction at a brisk pace
- Help students knowledge

Relentless

- Practice, practice, practice
- Practice does not make perfect, perfect practice makes perfect
- Practice leads to automaticity
- The 3 R's



A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Differentiation during core

- What instructional strategies are to be used?
- When is direct instruction necessary?
- When and how do you get

MATERIALS ALIGN ACROSS YEARS

Why?

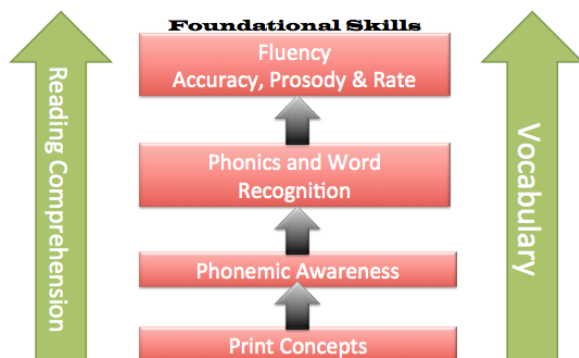
- Comprehensive program that incorporates all components of reading
 - Students have the opportunity to make
 - Students read text that supports vocabulary, phonics, and comprehension lessons
- The whole school has a common language, common goal, and common tools

Materials

- Check materials for cultural relevance
 - Representation of a variety of groups
- Think about how the materials fit the culture and context of your students
 - Provide background knowledge as needed

What do the Materials Address?

- The Big 5 of Reading
- The scope and sequence
- Common Core State Standards



Scope and Sequence

- We want to be sure that we know what *has* and what *will* be taught.
- Mastery of skills looks different at all levels
- Repeated opportunities to learn

Differentiation during core

- Differentiation is changing the of the meal, not the

DEDICATE A MINIMUM OF 90 MINUTES TO READING

Struggling readers in core

- They need the instruction.
- Need to be exposed to grade level material.
- Just because there is a deficit in one area, does not mean there is a deficit in *all* areas of reading.
- If they miss grade level material, they will never catch up.
- Interventions are limited in scope.

Why?

- Time is precious – protect it!!!
- Your core program is written for at least 90/110 minutes (450 minutes/week)
- Oregon K-12 Literacy Recommendation

Provide at least 90 minutes of uninterrupted reading instruction using the core reading program to all students.

- Research shows that students need a minimum of 90 minutes of uninterrupted reading instruction with the core reading program. Providing at least 90 minutes of instruction gives students the best opportunity to receive instruction on basic skills they need to be successful readers. The 90-minute reading block must be uninterrupted, meaning there should be no assemblies, lunch count, attendance count, recess, etc., that would interfere with instruction during that time.

- For EL's core is 90/110 minutes + ELD time

Time Done Well Matters Most

- Limit interruptions
 - Lunch count
 - Attendance
 - Assemblies
 - Limit transitions
-
- Differentiated
- Good teaching methods
- Students actively engaged

Core Reading Minutes

- This does not include the of writing
 - It may include the practice of writing
 - Writing in response to reading