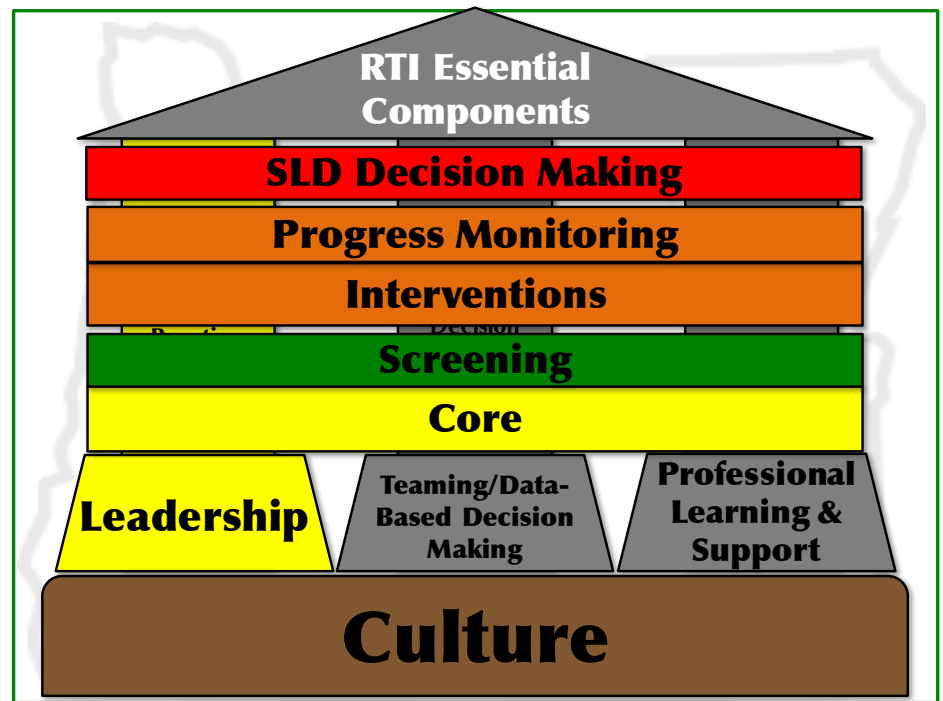


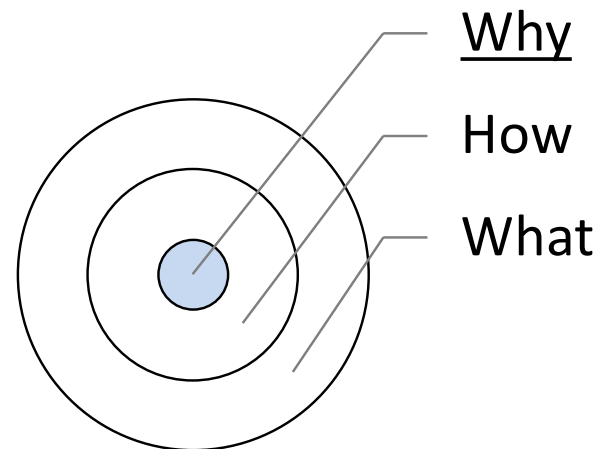
Standards of Practice in Core Instruction



Where do these ideas come from?



Start with the Why

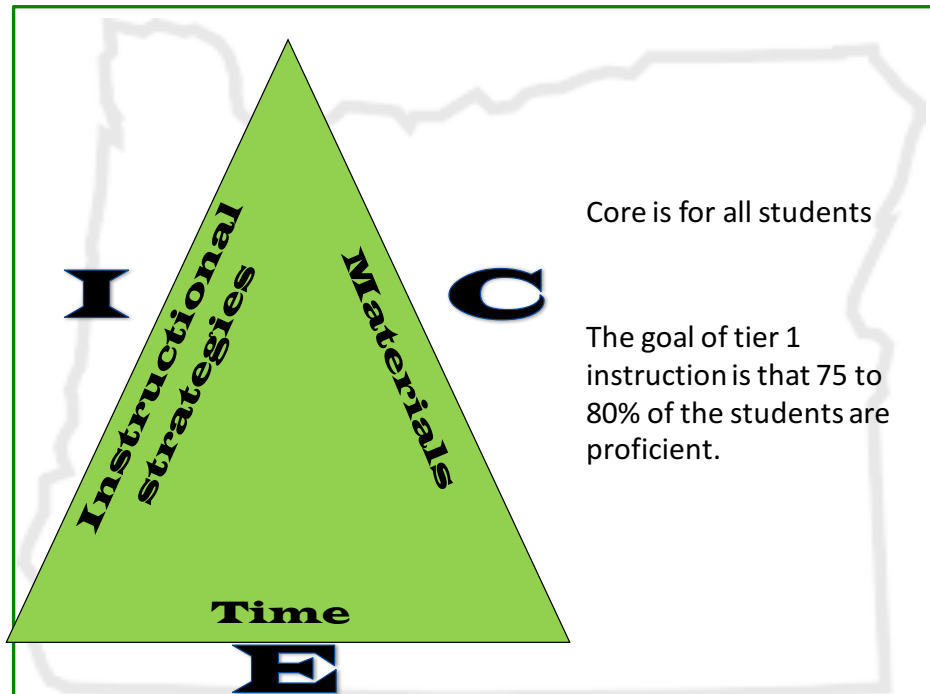
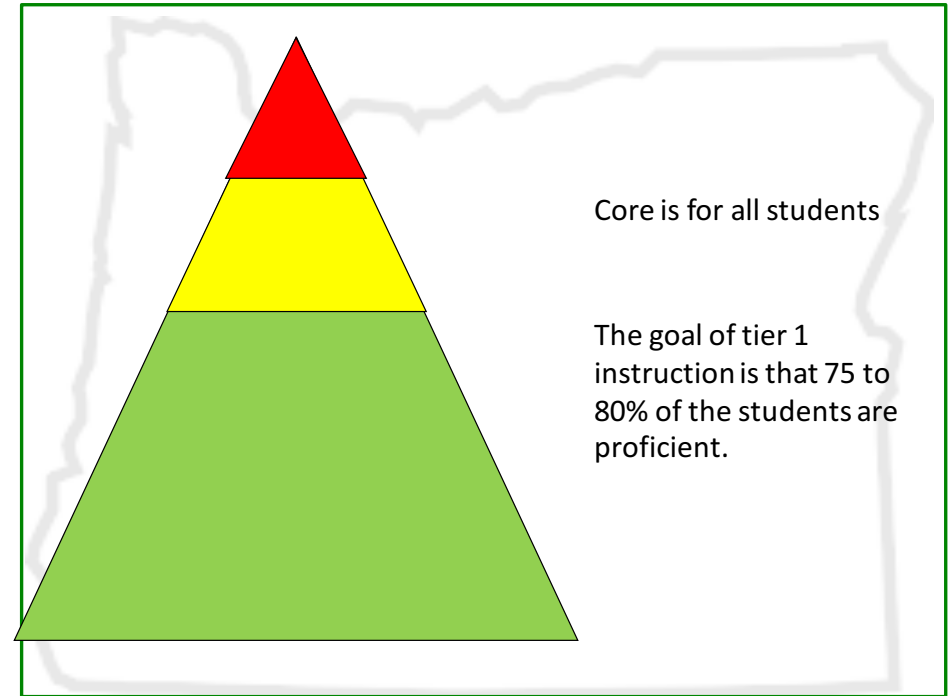


Simon Sinek



Why do we need a core?

- A core Reading program provides a **system** 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' **skill and knowledge** of instruction, assessment, curriculum, and children.

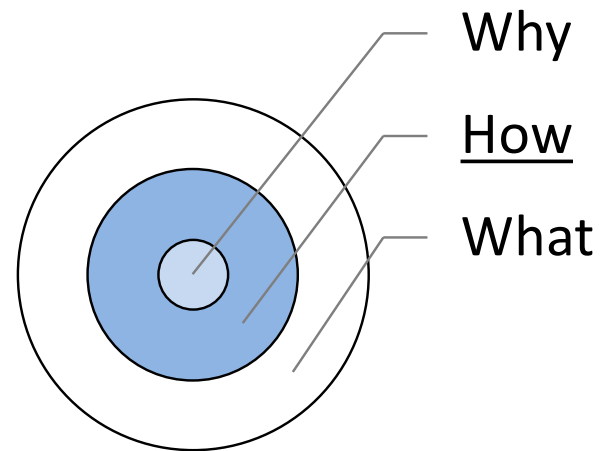


In other words

We cannot solve the herd problem one cow at a time.
We need a *system* to feed them all well.



Start with the Why



Simon Sinek



How is instruction organized?

- A core Reading curriculum has standards of practice across the district and grade levels that provide *guidance and clarity* as to the expectations for instruction.



Standards of Practice

Explicit instruction works for everyone
because
**successful core instruction is
the most important thing you
can do in RTI.**



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

~Ideas That Work



Explicit Instruction is. . .

- Engaging
- Systematic
- Relentless



Anita Archer

Explicit Instruction is Engaging

- Frequent responses are elicited
 - Things students *say*
 - Things students *do*
 - Things students *write*
- Responses are monitored
- Positive and corrective feedback is given



Explicit Instruction is Systematic

- Content
 - Instruction focuses on *critical* content
 - Skills, strategies, and concepts are *sequenced logically*
 - Complex skills and strategies are broken down into smaller (easy to obtain) instructional units



Explicit Instruction is Systematic

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



Explicit Instruction is Systematic

Instructional Routines example vocabulary

- Say the word
- Provide a student friendly explanation
- Connect
- Check for understanding



Explicit Instruction is Systematic

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

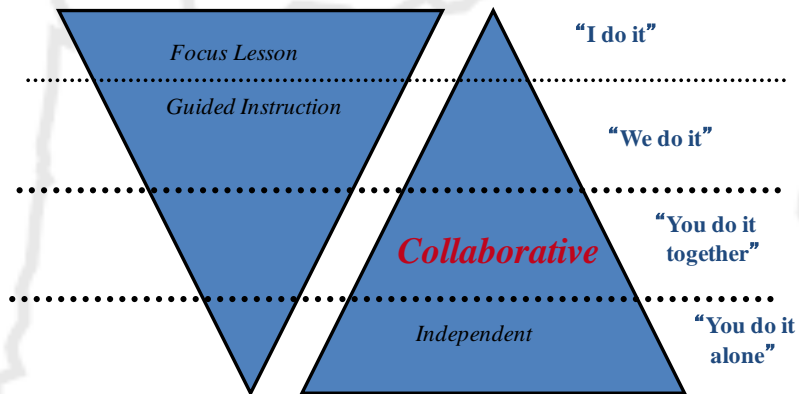


Explicit Instruction is Relentless

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



TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

A Model for Success for All Students

Fisher, D., & Frey, N. (2008).

Explicit Instruction is Relentless

- I do
- We do
- You do it together (y'all)
- You do
We want students to apply the lessons to the **next** text they read.

Moving toward
mastery

Differentiation during core

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



Differentiation during core

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

Explicit
Modeling
Time
Practice
Monitoring and Feedback

Explicit Instruction is Mutually Reinforcing Across the Day



Standards of Practice

Materials align across years

because

successful core instruction is the most important thing you can do in RTI.



Why?

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



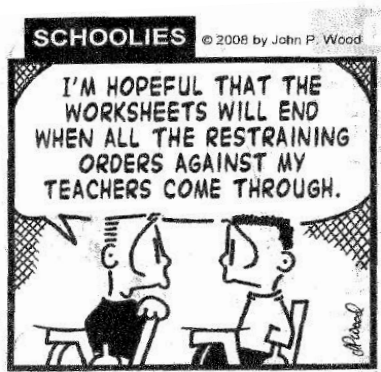
Materials

- 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



Fidelity to the core

Worksheets \neq Fidelity

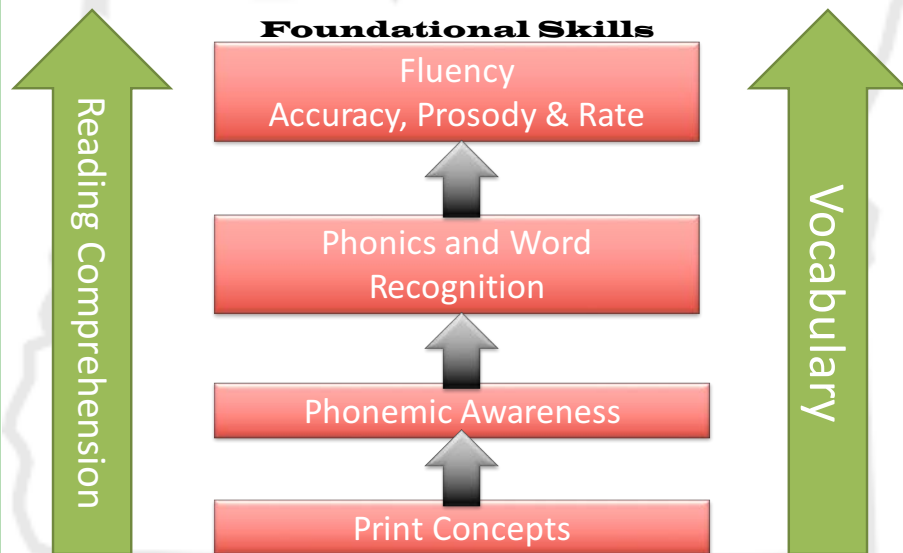


What do the Materials Address

1. The Big 5 of Reading
2. The scope and sequence
3. Common Core State Standards

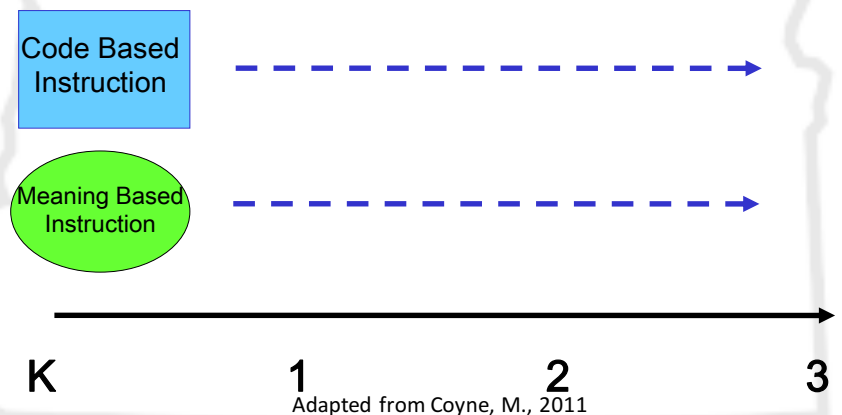


Reading Skills



A Conceptual Framework for Reading/Literacy/Language Instruction

Language Proficiency Instruction



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 **size** of the meal, not the **menu**.



Differentiation during core

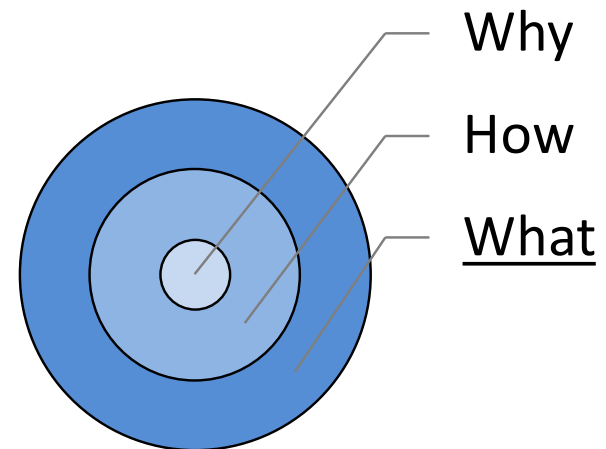
- What specific materials are to be used?
 - Which ones meet the Big 5 of Reading?
 - Which ones meet the State and Common Core?



Who gets feed what?

- Whole Group
- Small Group
- Independent Practice

Start with the Why



Simon Sinek



~~Vision: Every child in every district receives the instruction that they need and deserve...every day.~~



Standards of Practice

Dedicate a minimum of 90 minutes to
Reading
because
successful core instruction is
the most important thing you
can do in RTI.



Struggling readers in core

- They need the *most* 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.

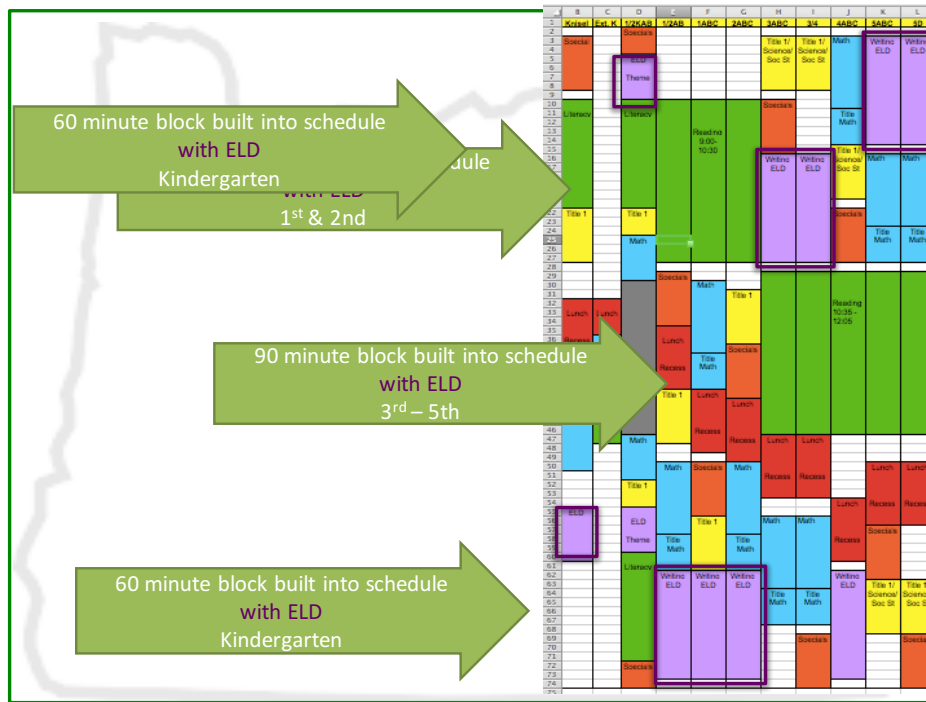


Why?

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



Oregon K-12 Literacy Framework



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.



www.oregonrti.org

Time Done Well Matters Most

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



Core Reading Minutes

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



Cumulative Review

- Explicit instruction works for everyone
- Materials align across years
- Dedicate a minimum of 90 minutes to Reading

