The Role of Core Instruction in and RTI Framework

Donna M. Scanlon
Reading Department
The University at Albany

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Note: Portions of slides have been altered to promote conversation.

Reading is a complicated process.

Sam walked slowly on the way to school.

Note that this example is adapted from a book by Marilyn Adams (1990).
IDEALLY, THE CORE CURRICULUM WOULD ADDRESS ALL OF THESE ELEMENTS WELL....

But, not all core curricula are created equal.
### Slide 9
And…..
- The creators are only human!
- Plus, these humans are ambitious!
- There is often FAR more in a core curriculum than a teacher can possibly utilize.
- The creators do not know YOUR students.

### Slide 10
Effective instruction involves teaching the students….
- Not teaching the program regardless of what the students are learning.
- It is important to consider core programs as useful tools that may need to be supplemented and/or modified.

### Slide 11
What teachers do matters!

### Slide 12
How do children become proficient readers and writers?
- Through reading and writing:
  - Of appropriately challenging texts
  - With a focus on meaning construction
Questions to Ask about the Core

- Does the core provide sufficient opportunities for children to read and write?
- Do the materials help to build the knowledge base upon which comprehension depends?
- Are the materials/tasks appropriately challenging?
- Does the core allow for and support differentiation?
- Are connections made between the foundational skills the children are learning and the things they are reading?
- Are the materials interesting and engaging?
- Do the children have some choice about what they read?

Components of Language Arts Instruction

- Read Aloud
- Shared Reading
- Independent and Buddy Reading
- Writing/Composition
- Oral Language
- Foundational Skills
- Supported Reading

Multiple instructional goals can be addressed in the various components of language arts instruction.

The Intersection of Instructional Goals and the Components of Language Arts Instruction
Elements of a Core Language Arts Curriculum/Program

**Instructional Component: Read Aloud**

- **Major Purposes:**
  - Promote knowledge development
  - Model and promote active meaning construction
  - Develop interest in and motivation for reading and writing
  - Expand oral language skills
  - Model fluent reading
  - Promote phonological skills

- **Other purposes:**
  - Model fix-up strategies (occasionally)

**Instructional Component: Shared Reading**

- **Major Purposes:**
  - Model and Develop
  - Print concepts
  - Application of alphabetic knowledge
  - Word solving strategies
  - High frequency word knowledge
  - Model and promote active meaning construction
  - Develop interest in and motivation for reading and writing
  - Expand oral language skills

- **Other purposes:**
  - Promote knowledge development

**Instructional Component: Independent and Buddy Reading**

- **Major Purposes:**
  - Promote Fluency
  - Promote knowledge development
  - Provide opportunity for independent practice with
    - Word solving strategies – Building sight vocabulary
  - Print concepts
  - Application of alphabetic knowledge
  - High frequency word knowledge
  - Promote active meaning construction
  - Develop interest in and motivation for reading and writing
  - Promote a sense of competence and confidence
  - Expand oral language skills

**Instructional Component: Writing/Composition**

- **Major Purposes:**
  - Promote active meaning construction
  - Promote the development of print conventions and print concepts
  - Promote skill with alphabets
  - Phonemic awareness
  - Application of alphabetic knowledge
  - Provide a reason for learning/using conventional spelling
  - High frequency word knowledge
  - Develop interest in and motivation for reading and writing
  - Promote a sense of competence and confidence
  - Expand vocabulary and oral language skills
Elements of a Core Language Arts Curriculum/Program

Instructional Component: Vocabulary and Oral Language

- **Major Purposes:**
  - Develop knowledge of and an interest in words
  - Develop familiarity with and understanding of more complex syntactic structures
  - Enhance phonological awareness

Instructional Component: Foundational Skills

- **Major Purposes:**
  - Develop and promote fluency with
    - Phonemic Awareness
    - Phonics knowledge and skills
    - High frequency words

What about foundational skills?

For many students, foundational skills need to be taught:

- **Explicitly**
- **In a sequence that takes account of the typical progression of skill development.**

  Example: Teach for analysis of onsets and rimes before teaching full phonemic analysis.

- Foundational skills enable word solving
- Successful word solving leads to word learning --- increases sight vocabulary
- Being able to readily identify most of the words allows the reader to focus on the meaning of text.
### Elements of a Core Language Arts Curriculum/Program

**Instructional Component: Supported Reading Groups**

- **Major Purposes:**
  - Primary context for differentiating instruction based on students’ capabilities
  - Help beginning and struggling readers develop a “Self-Teaching Mechanism”
  - Engage students in reading and responding to text
  - Model and provide guided practice with the application of phonics skills

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### Reading and writing are complicated processes.

- To promote student success, classroom instruction needs to
  - Address all of the contributing factors
  - Ensure that children understand what’s important...

  Understanding, learning from and enjoying texts.

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### Comprehension & Knowledge

- Experience in the World
- Vocabulary & Language
- Experience with Books & Print

### Word Identification and Word Learning

- High Frequency Words
- Strategic Word Learning

### Alphabets:
- First Concepts
- Phonological Awareness
- Letter Names
- Letter Sounds
- The Alphabet Principle & Alphabetic Code
- Larger Orthographic Units

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### High Frequency Words

- Strategic Word Learning

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### Vocabulary & Language

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### Experience with Books & Print

- Reading & Writing are complicated processes.

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