
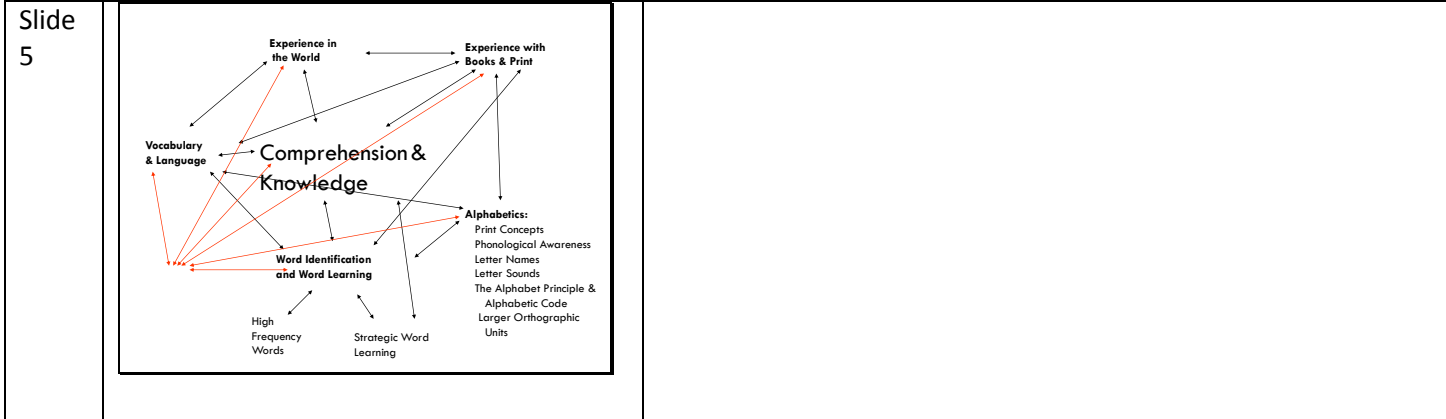


<p>Slide 1</p>	 <p>CHILD RESEARCH AND STUDY CENTER SCHOOL OF EDUCATION UNIVERSITY AT ALBANY STATE UNIVERSITY OF NEW YORK</p> <p>The Role of Core Instruction in and RTI Framework</p> <p>Donna M. Scanlon Reading Department The University at Albany</p> <p>Presentation for the New York State RTI Summer Institute, Latham, NY, June 27, 2011</p>	<p>Note: Portions of slides have been altered to promote conversation.</p>
<p>Slide 2</p>	<p>Reading is a complicated process.</p> <p>Sam walked slowly on the way to school.</p>	
<p>Slide 3</p>	<p>Reading is a complicated process.</p> <p>?<*%{^\$#) +#%{{></p> <p>*<{^%# ?~\$!, "&<<@, &<<@.</p> <p>?%% {^\$?."</p> <p>"<^, <^," ?~\$! ?~&&>.</p> <p>"\${ \$? +#%{{>."</p> <p>3</p>	
<p>Slide 4</p>	<p>?<*%{^\$}) +#%{{></p> <p>*<{^%# ?~\$!, "&<<@, &<<@.</p> <p>?%% {^\$?."</p> <p>"<^, <^," ?~\$! ?~&&>.</p> <p>"\${ \$? +#%{{>."</p>	<ul style="list-style-type: none"> Note that this example is adapted from a book by Marilyn Adams (1990).



- Slide 6
- Effective early literacy instruction includes emphases on:
- Motivating children to want to read and write
 - Engaging children in actively constructing meaning from and with text
 - Providing extensive opportunities to build the general knowledge base upon which reading comprehension depends
 - Developing vocabulary and oral language skills
 - Developing phonemic awareness
 - Teaching about the alphabetic code
 - Encouraging children to develop a strategic approach to word identification
 - Teaching and providing practice with high frequency words
 - Differentiating instruction based on students' current capabilities
 - **Large amounts of academic engaged time**

- Slide 7
- Effective literacy instruction for **maturing** readers includes emphases on:
- Motivating children to want to read and write
 - Engaging children in actively constructing meaning from and with text
 - Providing extensive opportunities to build the general knowledge base upon which reading comprehension depends
 - Developing vocabulary and oral language skills
 - Developing phonemic awareness
 - Teaching about the alphabetic code
 - Development of a strategic approach to word identification
 - Development of high frequency sight vocabulary
 - Differentiating instruction based on students' current capabilities
 - **Large amounts of academic engaged time**

Slide 8

IDEALLY, THE CORE CURRICULUM WOULD ADDRESS ALL OF THESE ELEMENTS WELL....

But, not all core curricula are created equal.

<p>Slide 9</p>	<p>And.....</p> <ul style="list-style-type: none">□ The creators are only human!□ Plus, these humans are ambitious!<ul style="list-style-type: none">▣ There is often FAR more in a core curriculum than a teacher can possibly utilize.□ The creators do not know YOUR students.	
<p>Slide 10</p>	<p>Effective instruction involves teaching the students....</p> <ul style="list-style-type: none">□ 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.	
<p>Slide 11</p>	<p>What teachers do matters!</p>	
<p>Slide 12</p>	<p>How do children become proficient readers and writers?</p> <ul style="list-style-type: none">□ Through reading and writing:<ul style="list-style-type: none">▣ Of appropriately challenging texts▣ With a focus on meaning construction	

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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?

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Components of Language Arts Instruction

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

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

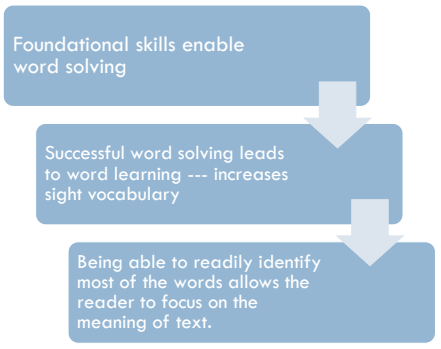
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The Intersection of Instructional Goals and the Components of Language Arts Instruction

Language Arts Components	Instructional Groupings	Motivation	Print Concepts	Alphabets			Word Learning		Meaning Construction	
				Phonological Analysis	Alphabetic Coding Skills (Letter names, sounds, alphabetic strings, CVC, and identification)	High Frequency Sight Words	Language and Vocabulary Development	Knowledge and Comprehension		
Read Aloud	WC, SG, & I	✓	✓	✓	✓	✓	✓	✓	✓	
Shared Reading	WC, SG, & I	✓	✓	✓	✓	✓	✓	✓	✓	
Independent & Buddy Reading	WC, SG, & I	✓	✓	✓	✓	✓	✓	✓	✓	
Writing/Composition	WC, SG, & I	✓	✓	✓	✓	✓	✓	✓	✓	
Oral Language	WC, SG, & I	✓	✓	✓	✓	✓	✓	✓	✓	
Foundational Skills	WC, SG, & I	✓	✓	✓	✓	✓	✓	✓	✓	
Supported Reading Group	SG, & I	✓	✓	✓	✓	✓	✓	✓	✓	

WC = Whole Class, SG = Small Group, I = Individual
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<p>Slide 17</p>	<p>Elements of a Core Language Arts Curriculum/Program</p> <ul style="list-style-type: none"> □ Instructional Component: Read Aloud <ul style="list-style-type: none"> ▢ Major Purposes: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ Model fix-up strategies (occasionally) 	
<p>Slide 18</p>	<p>Elements of a Core Language Arts Curriculum/Program</p> <ul style="list-style-type: none"> □ Instructional Component: Shared Reading <ul style="list-style-type: none"> ▢ Major Purposes: <ul style="list-style-type: none"> ■ Model and Develop <ul style="list-style-type: none"> ▫ 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 ■ Model and provide opportunity for fluent reading ▢ Other purposes: <ul style="list-style-type: none"> ■ Promote knowledge development 	
<p>Slide 19</p>	<p>Elements of a Core Language Arts Curriculum/Program</p> <ul style="list-style-type: none"> □ Instructional Component: Independent and Buddy Reading <ul style="list-style-type: none"> ▢ Major Purposes: <ul style="list-style-type: none"> ■ Promote Fluency ■ Promote knowledge development ■ Provide opportunity for independent practice with <ul style="list-style-type: none"> ▫ 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 	
<p>Slide 20</p>	<p>Elements of a Core Language Arts Curriculum/Program</p> <ul style="list-style-type: none"> □ Instructional Component: Writing/Composition <ul style="list-style-type: none"> ▢ Major Purposes: <ul style="list-style-type: none"> ■ Promote active meaning construction ■ Promote the development of print conventions and print concepts ■ Promote skill with alphabets <ul style="list-style-type: none"> ▫ 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 ■ Promote knowledge development 	

<p>Slide 21</p>	<p>Elements of a Core Language Arts Curriculum/Program</p> <ul style="list-style-type: none"> □ Instructional Component: Vocabulary and Oral Language <ul style="list-style-type: none"> ▣ Major Purposes: <ul style="list-style-type: none"> ■ Develop knowledge of and an interest in words ■ Enhance phonological awareness ■ Develop familiarity with and understanding of more complex syntactic structures 	
<p>Slide 22</p>	<p>Elements of a Core Language Arts Curriculum/Program</p> <ul style="list-style-type: none"> □ Instructional Component: Foundational Skills <ul style="list-style-type: none"> ▣ Major Purposes: <ul style="list-style-type: none"> ■ Develop and promote fluency with <ul style="list-style-type: none"> ■ Phonemic Awareness ■ Phonics knowledge and skills ■ High frequency words 	
<p>Slide 23</p>	<p>What about foundational skills?</p> <p>For many students, foundational skills, need to be taught:</p> <ul style="list-style-type: none"> □ Explicitly □ In a sequence that takes account of the typical progression of skill development. <ul style="list-style-type: none"> ▣ Example: Teach for analysis of onsets and rimes before teaching full phonemic analysis. 	
<p>Slide 24</p>	 <pre> graph TD A[Foundational skills enable word solving] --> B[Successful word solving leads to word learning --- increases sight vocabulary] B --> C[Being able to readily identify most of the words allows the reader to focus on the meaning of text.] </pre> <p>Foundational skills enable word solving</p> <p>Successful word solving leads to word learning --- increases sight vocabulary</p> <p>Being able to readily identify most of the words allows the reader to focus on the meaning of text.</p>	

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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.

Slide 27

