

Core Reading Program: Explicit Instructional Design and Delivery Principles

<p>Big Ideas</p>	<p>Is there thorough coverage of essential instructional content?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonology? <input type="checkbox"/> Sound-symbol association (sounds, blending, word reading)? <input type="checkbox"/> Syllables? <input type="checkbox"/> Morphology? <input type="checkbox"/> Reading connected text with accuracy and fluency? <input type="checkbox"/> Syntax? <input type="checkbox"/> Semantics: <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary? <input type="checkbox"/> Academic language instruction? <input type="checkbox"/> Listening comprehension? <input type="checkbox"/> Reading comprehension?
<p>Conspicuous Strategies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are verbal explanations, directions, and demonstrations present? <input type="checkbox"/> Is clear and explicit language utilized to guide students through each lesson? <input type="checkbox"/> Are there a series of sequential instructional steps progressing from simple to more complex purposefully employed to acquire and use new knowledge? <input type="checkbox"/> Are guided and independent practice opportunities present? <input type="checkbox"/> Is consistent, supportive, and corrective feedback provided?
<p>Mediated Scaffolding</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is the rate of introduction for key concepts and skills systematic and appropriate? <input type="checkbox"/> Is there a logical sequence of instructional examples to promote success and reduce confusion? <input type="checkbox"/> Are complex concepts and skills broken down into smaller, more manageable chunks? <input type="checkbox"/> Are there opportunities for teachers to explicitly teach key concepts and skills and interact with students before independent work? <input type="checkbox"/> Are prompts, hints, or clues provided to students as they engage in new and complex content. <input type="checkbox"/> Is the complexity of students' independent work comparable to the complexity of the instructional examples used?
<p>Strategic Integration</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is a teaching sequence for each big idea introduced, scaffolded, practiced, and assessed before the introduction of the next new big idea? <input type="checkbox"/> Are big ideas integrated (not left as discrete concepts or skills)? <input type="checkbox"/> Is there a cohesive connection among strategies to achieve desired outcomes? <input type="checkbox"/> Are prerequisite skills connected with higher order content? <input type="checkbox"/> Are there opportunities for discrimination practice?
<p>Prime Background Knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are students engaged in their prior knowledge? <input type="checkbox"/> Are essential pre-skills identified that are most proximal to the new learning objective?
<p>Student Practice and Review</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are procedures in place to engage students in the lesson during teacher-led instruction? <input type="checkbox"/> Are multiple opportunities for students to practice tasks frequent and structured? <input type="checkbox"/> Are student verbalization procedures present? <input type="checkbox"/> Are clear correction procedures in place? <input type="checkbox"/> Is there sufficient, distributed, cumulative and varied student practice?

