



Learning a New Core Program

THE STEPS	THE COMPONENTS
Understanding the Program Components and Assessment System	Assessment Components <ul style="list-style-type: none"> • Review Teacher’s Assessment Guidebook or Handbook • Learn about external assessment measures and the information they provide • Learn internal (program) assessment measures: selection, unit/theme test, diagnostic measures, integrated unit/theme tests, rubrics, observation checklists • Determine which assessments you will require and which you will recommend and why • Are there gaps in the program assessments that require you to use supplemental assessment pieces?
Digging Into the Program Design Part 1	Learning the Teacher’s Edition: <ul style="list-style-type: none"> • Table of contents • Theme/unit overview • Theme/unit resources page • Assessment planning or resources page • Pacing recommendations • Program research base and authors • Strategies and skills pages • Classroom set-up and organizational recommendations • Routine or procedure information • Index • Scope and sequence • Additional teacher resources within teacher’s manual;



Digging Into the Program Design Part 2

Learning the Weekly Plan for Instruction

- Bands of instruction
- Pattern of instruction for phonemic awareness, phonics, decoding, fluency, text comprehension, strategy instruction, vocabulary
- What sidebar information is given?
- Are there skills trace or skill development reminders in the margins?
- Is there unique pagination?
- Is there color coding of the pages or sections?
- Are there “fluff” activities that are not a part of the weekly lesson plan?
- Where do you find the plans for differentiating instruction?
- How many weeks of instruction are found in each theme/unit?
- Is there a “kick-off” unit at the beginning of each grade level’s instruction?
- What type of room considerations should teachers address prior to the start of the school year?
- What routines are used regularly and should be an immediate focus during grade level team meetings?
- In which bands of instruction are the following found: phonemic awareness, phonics, decoding multisyllabic words, spelling, vocabulary, comprehension, writing, independent reading
- Walk through a week’s worth of instruction as though you were lesson planning and preparing for the week
- Are there leveled readers and other resources for advanced, ELL, benchmark, strategic and intensive students
- Are there recommendations for multi-age or combination classrooms?
- What instruction is delivered whole group? Small group?

Go back to other grade levels and analyze the similarities and differences of the program design



#1 Resource for Struggling Districts, Schools and Teachers Who Are Serious About Improving Their Reading and Literacy Scores

	K	1	2	3	4-6	Notes
Routines and Procedures						
Learning to Read						
Decodable Text						
Anthology/Big Book						
Important Routines and Procedures						
Grouping						
Instructional Minutes for core time						