



## Bridging to the Common Core State Standards in K-6 Classrooms

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### Big Ideas

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Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*.  
NY: Guilford Publications.

[www.explicitinstruction.org](http://www.explicitinstruction.org)

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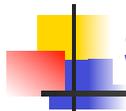
## What the Common Core Standards do

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The Common Core State Standards outline **end of the year standards** that students at different grade levels should meet.

The Common Core State Standards **intentionally do not tell how the standards will be taught.**

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## What the Common Core Standards do

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"A **focus on results** rather than means"

"The Standards define **what all students** are expected to know and be **able to do**, not how teachers should teach."

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The Common Core State Standards tell us the **destination**.



“We are off to see the Wizard....”

(“But how do we get to the Emerald City?”)

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What we must do.....



We must use **evidence-based instructional practices** to get to the destination.

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## What we must do.....

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We can use 30 years of research on explicit instruction, effective and efficient teaching, to guide us.

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## Big Ideas

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- Big Idea #1 Focus on critical content
- Big Idea #2 Break down complex skills
- Big Idea #3 Provide systematic instruction
- Big Idea #4 Provide judicious practice
- Big Idea #5 Elicit frequent responses
- Big Idea #6 Carefully monitor responses
- Big Idea #7 Monitor and provide feedback

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## Big Idea #1

# Focus on Critical Content

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- Focus instruction on critical content.

Skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future are taught.

- This is particularly true in Tier 2 and Tier 3.

**“Teach the stuff and cut the fluff.”**

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## Big Idea #1

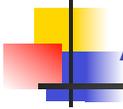
# Focus on Critical Content

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To optimize use of the Common Core State Standards, we need to:

- A. Add missing outcomes
- B. Prioritize the standards
- C. Consolidate and integrate the standards for implementation

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## Focus on Critical Content

### Add missing outcomes Example - #1 Kindergarten

#### 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each **consonant**.
- b. Associate the **long and short sounds** with common spellings (graphemes) for the five major vowels.
- c. Read common **high-frequency words** by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Add: Sound out words containing known consonants and vowels.**

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## Focus on Critical Content

### Prioritize Example #2 Phonological Awareness First Grade

#### 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by **blending** sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. **Segment** spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Blending and segmenting make the most difference.**

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## Focus on Critical Content

# Consolidate and Integrate

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Example #3 - Literature First Grade

### Key Ideas and Details

1. **Ask and answer** questions about key details in a text.
2. **Retell** stories, including key details, and demonstrate understanding of their central message or lesson.
3. **Describe** characters, settings, and major events in a story, using key details.

### Craft and Structure

4. **Identify** words and phrases in stories or poems that suggest feelings or appeal to the senses
5. **Explain** major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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## Focus on Critical Content

# Consolidate and Integrate

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Example #3 - Literature First Grade

### Integration of Knowledge and Ideas

6. **Identify** who is telling the story (narrator) at various points in a text.
7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature.)
9. **Compare and contrast** the adventures and of characters experiences in stories.

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## Focus on Critical Content

# Consolidate and Integrate

Example #3 - Literature First Grade

### Actions

Answer questions  
Ask questions  
Describe  
Identify  
Retell Story

### Content

Key details  
Characters  
Settings  
Major events  
Narrator  
Central message

### Compare and Contrast

Elements of stories  
Narrative and Informational text

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## Focus on Critical Content

# Consolidate and Integrate

Example #4 - Writing 3rd Grade

1. Opinion
2. Informative
3. Narrative
4. With guidance and support from adults, produce writing in which the development and **organization** are appropriate to **task** and **purpose**.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**.
6. With guidance and support from adults, use **technology to produce and publish** writing (using keyboarding skills) as well as to interact and collaborate with others.

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## Focus on Critical Content

# Consolidate and Integrate

Example #4 - Writing 3rd Grade

7. Conduct **short research projects** that build knowledge about a topic.
8. Recall **information** from **experiences** or gather information from **print** and **digital sources**; take **brief notes** on sources and **sort evidence** into provided categories.
9. (Not applied to 3rd grade.)
10. Write routinely over **extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of discipline-specific **tasks, purposes, and audiences**.

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## Focus on Critical Content

# Consolidate and Integrate

Example #4 - Writing 3rd Grade

### Tasks

- Write often
- Short and long products
- Variety of tasks, audiences, purposes
- Purposes
  - to convince (Opinion)
  - to inform or explain (Informative)
  - to convey an experience (Narrative)

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## Focus on Critical Content

# Consolidate and Integrate

Example #4 - Writing 3rd Grade

### Process

#### Plan

##### Gather information

Personal experiences  
Print sources  
Digital sources

##### Take notes on information

##### Organize

Sort information  
Organize appropriate to task, purpose, audience

##### Write

Clear and coherent  
Use technology

##### Revise

##### Edit

##### Rewrite

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## Big Idea #2 Break down complex skills

- Complex skills and strategies are broken down into smaller (easy to obtain) instruction units
- Promotes success
- Avoids cognitive overload

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## Break down complex skills

Example - Common Core Standards, 5th grade

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1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.

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## Break down complex skills

Example - Common Core Standards

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### **Body of Opinion Paper Transcription**

1. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason.
2. When given a reason and related facts and details, can write a paragraph with a topic sentence stating the reason followed by sentences containing facts and details, connected with transition words and phrases.

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## Break down complex skills

Example - Common Core Standards

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### **Body of Opinion Paper**

#### **Planning and Transcription**

3. When given a position on a topic, can generate reasons to support that position.
4. When given a topic, can generate a position and reasons to support that position, and details to logically support each reason.
5. When given a topic, can generate a plan for the body of an essay (the position, the reasons, details to support each reason) and transcribe the plan into coherent paragraphs.

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## Break down complex skills

Example - Common Core Standards

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### **Introduction**

6. For previously formulated bodies of opinion papers, writes an introduction that: a) states the writer's opinion, and c) introduces reasons to support the writer's opinion.

### **Conclusion**

7. For previously formulated opinion papers, writes a short conclusion "wraps it up" the essay by: a) summarizing the opinion and reasons or b) calling for some action to be taken.

### **Opinion Papers**

8. When given a topic, can plan, write, and edit an opinion paper that includes: a) an effective introduction, b) a well structured body with logically organized reasons and related details, linked with appropriate transition words and phrases, and c) a short conclusion that "wraps it up".

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## Big Idea #3 - Provide Systematic Instruction

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### Lessons:

1. Are **organized** and **focused**
2. Begin with a statement of **goals**
3. Provide **review** of preskills and knowledge
4. Provide **step-by-step demonstrations**

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## Provide Systematic Instruction

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5. Provide **guided** and supported **practice**
6. Use **clear** and **concise** language
7. Provide **scaffolding** to increase student success

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## Provide Systematic Instruction

### Design of Instruction

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#### Lessons:

1. Are **organized** and **focused** lessons.
2. Begin with a statement of **goals**.
3. Provide **review** of preskills and knowledge.
4. Provide **step-by-step demonstrations**.

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## Provide Systematic Instruction

### Design of Instruction

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4. Provide **guided** and supported **practice**.
5. Use **clear** and **concise** language.

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## Provide Systematic Instruction

### Design of Instruction

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#### opening

- attention
- review
- preview

#### body

#### closing

- review
- preview

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## Provide Systematic Instruction

### Design of Instruction

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#### Lesson Opening

- **Attention**
  - Use a verbal cue such as “Listen” or “We are going to begin.”
  - Follow the verbal cue with silence.
- **Review**
  - Review the content of the previous lessons.
  - Review necessary preskills for today’s lesson.
  - Review background knowledge needed for today’s lesson.
  - Be sure that the review is interactive.
- **Preview**
  - State the goal of the lesson.
  - Preview the activities for the period.

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## Provide Systematic Instruction

### Design of Instruction

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#### Lesson Closing

- **Review**
  - Review the skills/strategies/concepts/information taught.
  - Be sure that the review is interactive.
- **Preview**
  - Preview the content that will be taught in the next lesson.
- **Independent Work**
  - Review assignments /quizzes/ projects/ performances due in the future. Have students record all assignments.

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## Provide Systematic Instruction

### Design of Instruction

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#### Instructional routines are used.

- Instructional routines allow the students to focus on the content rather than the task.
- Teachers can master the instructional routines and increase the pace of lessons.
  - More content will be introduced and practiced.
  - Students will be more attentive.
  - Management challenges will be reduced.

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## Provide Systematic Instruction

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What we teach:

1. Facts and information
2. Skills and Strategies (How to do it)
3. Vocabulary and Concepts (What it is)

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## Provide Systematic Instruction Design of Instruction

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Explicit Instruction of Skills/Strategies

Model	I do it	<i>My turn</i>
Prompt	We do it	<i>Let's do this together</i>
Check	You do it	<i>Your turn</i>

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## Provide Systematic Instruction

### Design of Instruction

#### Model (I do it.) “My Turn.”

- **Show**
  - Proceed step-by-step.
  - Exaggerate the steps.
- **Tell**
  - Tell students what you are doing.
  - Tell students what you are thinking.
- **Gain Responses**
  - What they already know.
  - Repeating what you tell them.

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## Provide Systematic Instruction

### Design of Instruction

As you prepare for modeling,

- Ask yourself what common errors do students make?
- How can I “precorrect” those errors within the model?

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## Provide Systematic Instruction

### Design of Instruction

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- **Prompt (We do it.)** “*Let’s do ---- together.*”

- Prompt by doing behavior at the **same time**

OR

- Prompt **verbally**.
  - Guide or lead students through the strategy
  - Step - do - Step - do - Step - do - Step - do
  - Gradually fade your prompt

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## Provide Systematic Instruction

### Design of Instruction

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### **Check for understanding. (You do it.)**

- Verify students’ understanding before independent work is given
- Carefully monitor students’ responses
- Continue until students are consistently accurate

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## Provide Systematic Instruction Design of Instruction

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### Explicit Instruction of Concepts(vocabulary)

1. Introduce the word
2. Provide a “student-friendly explanation”
3. Illustrate with examples
4. Check understanding

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## Provide Systematic Instruction Design of Instruction - Vocabulary

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(Note: Teach words **AFTER** you have read a story to your students and **BEFORE** students read a selection.)

### Step 1. Introduce the word

- a) Write the word on the board or overhead.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.

*Introduce the word with me.*

***“ This word is relieved. What word?”***

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## Provide Systematic Instruction

### Design of Instruction - Vocabulary

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#### Step 2. Present a student-friendly explanation

- a) Tell students the explanation. OR
- b) Have them read the explanation with you.

*Present the definition with me.*

***“When something that is difficult is over or never happened at all, you feel relieved. So if something that is difficult is over, you would feel \_\_\_\_\_.”***

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## Provide Systematic Instruction

### Design of Instruction - Vocabulary

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#### Step 3. Illustrate the word with examples

- a) Concrete examples
- b) Visual representations
- c) Verbal examples

*Present the examples with me.*

***“When the spelling test is over, you feel relieved.”***

***“When you have finished giving the speech that you dreaded, you feel relieved.”***

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## Provide Systematic Instruction

### Design of Instruction - Vocabulary

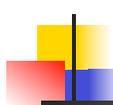
- Step 4. Check students' understanding  
Option #1. Ask deep processing questions

*Check students' understanding with me.*

***When the students lined up for morning recess, Jason said, "I am so relieved that this morning is over." Why might Jason be relieved?***

***When Maria was told that the soccer game had been cancelled, she said, "I am relieved." Why might Maria be relieved?***

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## Provide Systematic Instruction

### Design of Instruction - Vocabulary

- Step 4. Check students' understanding  
Option #2. Have students discern between examples and non-examples

*Check students' understanding with me.*

***"If you were nervous singing in front of others, would you feel relieved when the concert was over?"***

Yes ***"Why?"***

***"If you loved singing to audiences, would you feel relieved when the concert was over?" No "Why not?" It was not difficult for you.***

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## Provide Systematic Instruction

### Design of Instruction - Vocabulary

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- Step 4.** Check students' understanding
- Option #3.** Have students generate their own examples

*Check students' understanding with me.*

***“Tell your partner a time when you were relieved.”***

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## Provide Systematic Instruction

### Design of Instruction - Vocabulary

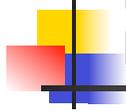
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- Step 4.** Check students' understanding
- Option #4.** Provide students with a “sentence starter”. Have them say the complete sentence.

*Check students' understanding with me.*

***Sometimes your mother is relieved. Tell your partner when your mother was relieved. Start your sentence by saying, “My mother was relieved when\_\_\_\_\_.”***

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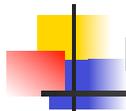
## Big Idea #4 Provide Judicious Practice

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- Practice
- Practice
- Practice

- *Tier 3 students may require 10 to 30 times as many practice opportunities as peers.*

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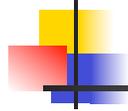
## Provide Judicious Practice

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### Initial Practice

- Occurs under watchful eye of the teacher
  
- Provide numerous practice opportunities within the teacher-directed lesson to build accuracy. Provide immediate feedback after each item.

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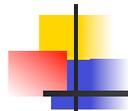
## Provide Judicious Practice

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### Distributed Practice

- Studying or practicing a skill in short sessions overtime.
- Distributing practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.

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## Provide Judicious Practice

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### Cumulative Review

- Provide **intentional review** of previously taught skills/strategies/concepts /vocabulary/knowledge.
- Goal is to increase long-term retention.

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## Provide Judicious Practice

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It is not: Drill and Kill

It is: **Drill and Skill**

Perhaps: **Drill and Thrill**

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## Big Idea #5

### Elicit frequent responses

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#### Verbal Responses

##### **Choral Responses**

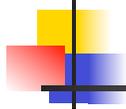
The teacher asks a question, provides thinking time, and signals for all students to say the answer.

**Partner First.** Teacher poses a question and provides thinking time for all students. Then, the teacher provides a sentence starter and asks partners to share answers. The teacher then calls on a number of students to share their answers using the sentence starter.

**Question First.** Teacher poses a question and provides thinking time for all students. The teacher calls on an individual.

**Note:** To promote equity, the teacher needs a formal system for randomly calling on students such as : a) pulling an stick from a can (equity sticks) or b) using a randomizer app on an ipad or iphone.

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## Elicit frequent responses

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### Written Responses

**Slates** - Students write responses on white boards and then hold up white board for teacher review.

**Response Cards** - Students hold up a card indicating the answer to a teacher's question.

**Response Sheet** - Students hold up a labeled sheet (e.g., true-false; yes, no; a. b. c. d.) and point to answer.

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## Elicit frequent responses

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### Action Responses

#### Facial Expressions

- Students indicate answer by changing facial expression. ("Show me glum." Show me not glum.")

#### Hand Signals

- Students indicate answer by holding up number of fingers responding to the answer (e.g., What word is a noun meaning a person that you dislike? 1. absurd 2. enemy 3. disgusting. Students display two fingers for enemy.)

#### Touch or point to stimulus

#### Act out

- Students act out a concept, story, historical event, cycle, etc.

#### Gestures

- Students use gestures to indicate answer or to facilitate recall of process.

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## Big Idea #6

### Carefully Monitor Responses

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- Walk around
- Look around
- Talk around

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## Big Idea #7

### Monitor and Provide Feedback

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Immediate feedback is provided.

#### **Corrective Feedback is:**

- Provided
- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- **Delivered with appropriate tone**
- Ended with students giving correct response

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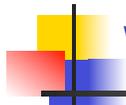


## Monitor and Provide Feedback

### Praise is:

- contingent (IF – THEN)
- specific
- provided for noteworthy performance
- **focused on achievement and effort rather than personality attributes**
- comparing students to themselves rather than to other
- positive, credible, genuine

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## What we must do.....



Utilize all of our knowledge about excellent instruction

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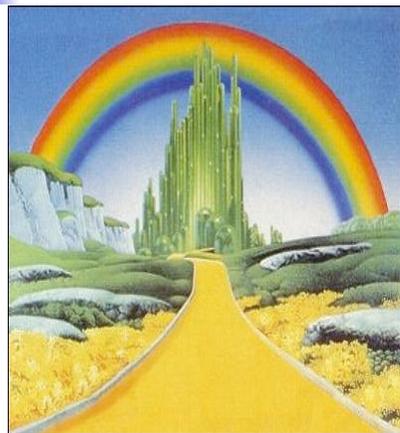
This will take careful planning ...

Magic **red** shoes would help



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We will get to the **destination**



But it will take

brains,  
hearts,  
and  
courage

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