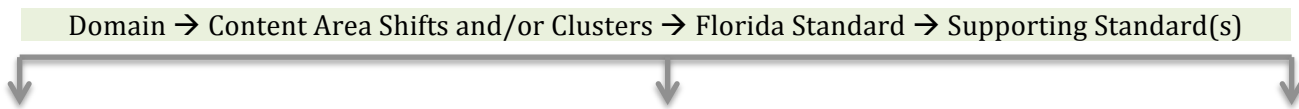


Planning Standards-Aligned Instruction
Example



Core Instruction

1. Understand what *ALL* students will know and be able to do.
2. Implement a standards-aligned curriculum that includes both explicit and implied implications for standard achievement.
3. Communicate the standard through a learning goal and essential question(s).
4. Address high-probability (common) and high-intensity (few students deal with intensely) barriers during planning for instruction.
5. Select varied strategies for frequent exposure to explicit learning scaffolding over time to foster fluency, maintenance and generalization to new learning.
6. Incorporate whole group, small group, peer-mediated, and individual practice opportunities with explicit feedback.
7. Emphasize generalization of standard across content and settings.
8. Incorporate motivation and engagement strategies to promote student ownership of learning.
9. Periodically assess learning of *ALL* students using valid measures to determine effectiveness of core instruction and identify need for re-teaching, student grouping and additional supports.

Supplemental Instruction

1. Keep the emphasis on becoming proficient in what the students need to know and will be able to do in relation to the standard.
2. Use companion evidence-based materials that align with the core curriculum where the standard is represented with an alternate approach(es).
3. Connect the supplemental learning of the standard through the learning goal and essential question(s).
4. During planning for supplemental instruction, revisit high-probability and high-intensity barriers for grouping.
5. Provide explicit instruction of the standard through underlying skills.
6. The group size is dependent on the instructional need focusing on opportunities for multiple response formats and explicit feedback.
7. Continue personalized motivation and engagement strategies to promote student ownership of learning.
8. Additional progress monitoring data will demonstrate progress towards proficiency of the focused standard.

Intensive Instruction

1. Monitoring and error analysis data will identify a projection for proficiency of the learning deficit and offer evidence of necessary adaptations to the core and supplemental instruction.
2. Connect the emphasis of instruction broken into smaller steps to achieving the standard.
3. Relate the intensive learning of the standard through the learning goal and essential question(s).
4. Planning for intensive instruction tends to un-addressed high-intensity barriers from the core and supplemental instruction.
5. Focus on priority standards through extended time of explicit instruction.
6. Multiple and varied opportunities for learning and practice aligned to the core and supplemental instruction of the grade level standard includes explicit feedback.
7. Maintain personalized motivation and engagement strategies targeted to promote student ownership of learning, self-regulation, organization or social skills.
8. Time and change sensitive data is collected to monitor progress and instructional adjustments.

Students with an Individualized Education Program (IEP)

The IEP is framed by the state standards and contains annual goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards. The needs of a student with an IEP are addressed within core and if needed supplemental and intensive instruction focusing specifically on making the biggest impact toward achieving grade-level proficiency.