

Components of Instruction for K-3 Interventions

This serves as the rubric used for evaluation of all instructional materials bid for K-3 English Language Arts Intervention Materials for state adoption.

Section 1: Evidence-based components of instruction are included.

1. Explicit instruction is present – intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills.
2. Modeling or demonstration of the new or previously taught content, concept or skill is included (e.g., clear visual and/or auditory examples) to illustrate specific application of content, concept or skill.
3. Students are provided frequent opportunities for guided and independent practice of new or previously taught content, concept or skill.
4. The program includes a systematic approach to the instruction of skills that is sequential (scope and sequence) and cumulative in nature (skills build from simple to complex).
5. Advanced skills are not introduced before students have been taught prerequisite skills.
6. Scaffolded instruction is present – supports are provided for students who are having difficulty and students who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts).
7. Differentiated instruction is present – adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.
8. Delivery of individualized instruction using one or more of the following adaptations to meet specific learning needs of each learner or group of learners is provided: the content (what is taught), process (how learning is structured), product (what is produced and assessed), and/or the physical learning environment.
9. Corrective feedback is present – clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions.
10. There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.

Section 2: Sequential Instruction (Scope and Sequence)

There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the interventions and a timeline showing when the skills are taught (by week, month, unit).

1. A clear and consistent lesson format is evident.
2. There is a daily schedule of small group lessons, noting suggestions for the length of lessons and units.
3. Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures and consistent language across lessons.
4. The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as word lists or booklist).
5. The same routines, terminology and procedures are used across skill areas and over time.
6. Concepts and skills are cumulatively reviewed.