

THE FUNDAMENTAL 5

Written by Sean Cain and Mike Laird



The Formula for Quality Instruction

The Fundamental 5

- The Fundamental Five are the five critical practices that are at the core of highly effective instruction.
- These practices are:
 - Frame the Lesson
 - Work in the Power Zone
 - Frequent, small group, purposeful talk about the learning
 - Recognize and Reinforce
 - Write Critically

The Fundamental 5

- The use of the Fundamental 5 can improve performance for every type, age, and group of student
- It helps struggling students survive and compete in academic settings, addressing many RTI Tier I concerns
- It assists academically stronger students in achieving at higher levels.

Frame the Lesson

- Lesson Frame
 - The beginning and the end
 - Two distinct parts: daily learning objective and closing question, product or task

Example 1: We will identify the components of an effective lesson frame.

Example 2: I will create and share a lesson frame with my table group



The power of the lesson frame lies in the closing task!

- Wording of the lesson frame should be linked to level of Bloom's Taxonomy.

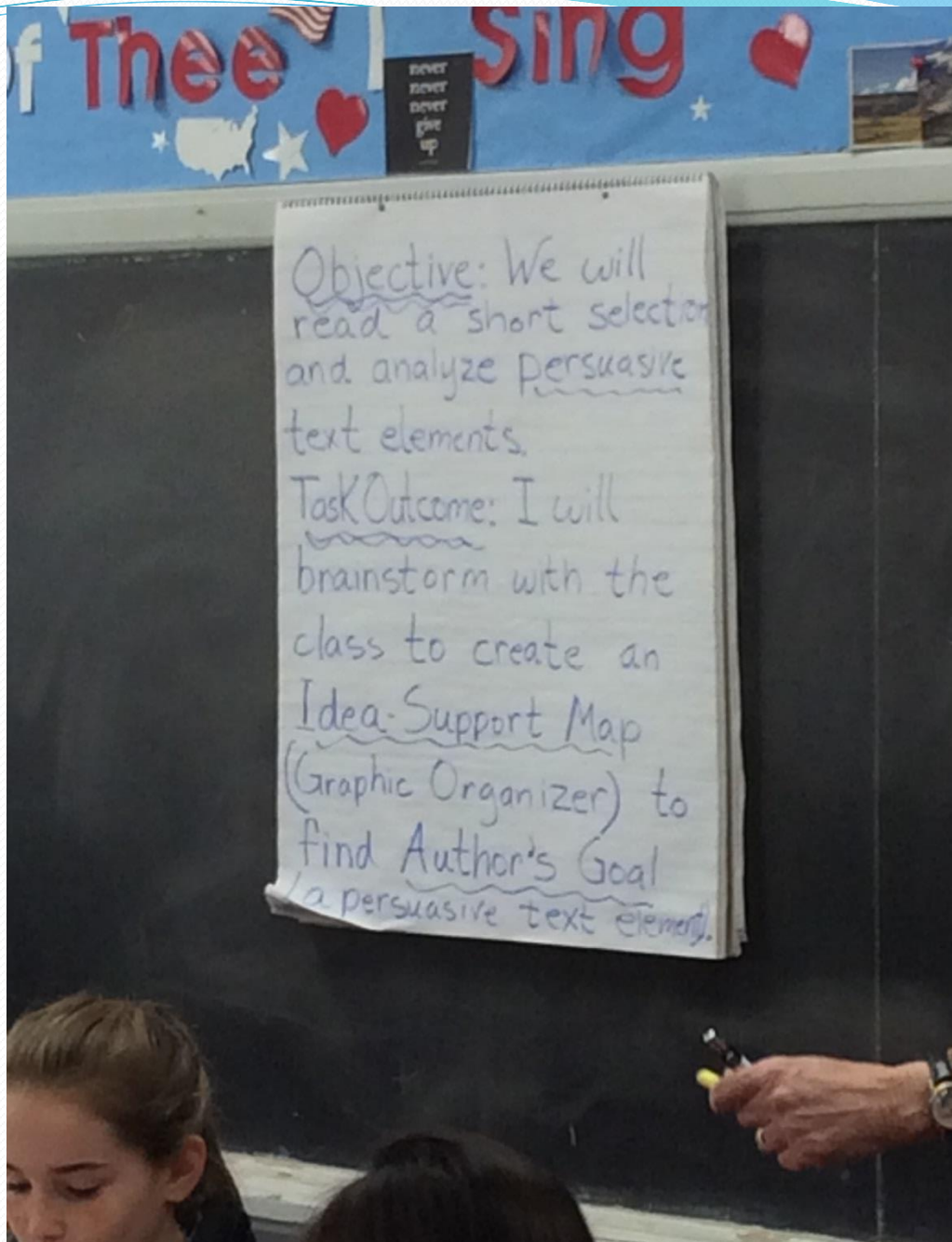
Frame the Lesson

We will **identify (comprehension)** the components of an effective lesson frame and I will **create (synthesis)** and share a lesson frame with my table group.

- Once developed the lesson frame should be posted in the classroom for all to see and refer back to throughout the lesson.
- At RCISD, commonly referred to as “We will, I will statement.”

The I will statement

- Can the closing task be seen or heard?
- How will you know if the closing task was achieved?
- How will an observer know if it was achieved?
- Use the closing task as formative assessment.
- Make the wording specific.
 - Avoid “be able to”
 - Avoid words such as “understand“ and “infer” in the closing task.



Objective: We will read a short selection and analyze persuasive text elements.

Task Outcome: I will brainstorm with the class to create an Idea-Support Map (Graphic Organizer) to find Author's Goal (a persuasive text element).

OBJECTIVES

Reading - We will compare and contrast characters in the text & make inferences as to what characters will do next

I will compare and contrast characters using a Venn diagram

I will draw conclusions using my inferencing skills

When is lesson frame presented?

- Near the beginning of the lesson but does not have to be the first thing that you say or do.
- Can include a reminder or review of previous material.
- Should be seen as well as heard.
- Can be read by the teacher, one student, or all students.



Now you try it....

**Find a place to post your
lesson frame.**

Fill the space every day.

Working in the Power Zone

- A teacher occupying the power zone is simply teaching or monitoring in close proximity to one student, a small group of students or the entire classroom full of students.
- When teachers conduct their practice in the power zone a number of significant changes occur in the classroom dynamic.
 - On task behaviors increase
 - Discipline issues decrease
 - Student retention of content increases
 - Student achievement increases

Power Zone, cont.

Make a conscious commitment to the practice.

Purposefully arrange the classroom to facilitate teacher movement.

Limit or remove common teacher distractions(i.e. turning computer off, keeping desk clean and organized).

Proximity instruction=position yourself in the action.

- Move about the room checking on everyone.
- Reinforce positive behaviors.
- Perform frequent and ongoing formative assessment.
- Continuous micro-adjustments the instruction.

When an administrator enters your room...

If you are not in the Power Zone, move to it IF IT IS LOGICAL FOR YOU TO DO SO.

Example: You are sitting at your computer because you just submitted attendance. Get up and move to Power Zone.

Example: You are sitting at your document camera modeling or leading guided practice of a skill. Stay where you are!

Frequent, Small –Group Purposeful Talk about the Learning

- After 10-15 minutes of teacher talk, then students talk (groups of 2-4, 30 seconds – 3 minutes).

Seed Question: Practice of using pre-planned questions that guide student conversations toward the desired learning outcome.

- Why should we stop & talk purposefully?
 - *It can stretch the rigor & relevance of the lesson.
 - *Allows for differentiated instruction.
 - *Cements the learning for some.
 - *Peer tutoring for those who didn't get it.

Small-group purposeful talk is a critical part of the communication dimension of T-TESS.

Frequent, Small-Group Purposeful Talk

- Turn and Talk
- Think-Pair-Share

Benefits:

The teacher is purposefully managing the amount of effective instructional minutes and it helps maintain high levels of student engagement.

Brain research confirms that frequent breaks to discuss the learning are needed to effectively process the content.

Helpful Hint

Write your seed question as a sentence stem and kill 2 birds with 1 stone.

Sentence stems are needed to serve ELs.

Sentence stems promote the use of academic language.

Recognize and Reinforce

- Make a big deal of the small things.
 - A low performing student scores a passing grade on a test.
 - A student who never turns in homework, turns in an assignment.
- Start reinforcing the work it takes to be successful.
 - Personalization and specificity allows you to shape the behavior.
- Look for the positive, good things going on and be specific.
- Benefits
 - Recognition provides students with motivation to continue pursuing academic success.
 - Reinforcing the work builds habits which allows for improvement in student performance.

Writing Critically

- Critical writing defined as writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts.
- Most natural and authentic way to increase the rigor.
- Give the students time to do it (5-10 mins)
- It can consist of a simple list, a short comparison paragraph, a quick summary, a mind map, purposeful note taking (i.e. Cornell notes), a written exit ticket, or a formal essay or term paper.
- It is not copying neither is it a fill in the blank activity or free writing.

**Write more=remember more=reading improves=better
understanding=own the learning**

Examples

- Explain the difference in area and perimeter.
- Make a list of personality traits of a character in a story.
- List the characteristics of a revolution.
- Write a paragraph comparing and contrasting the Senate to the House of Representatives.
- What are the rules for capitalization?

Sean Cain's Advice

- Use lesson frames daily.
- Stay in the power zone as much as possible.
- Recognize effort and reinforce the learning as students work with individual, specific, targeted interaction between the teacher and student.
- Look for places in your lesson plans to add small-group purposeful talk and critical writing.
- Use the talk and writing to elevate the rigor of the lesson and to differentiate it for diverse learners.

Literacy Across the Content

Small group, purposeful talk

Writing critically

Wrap Up

- Discuss with a partner which of the Fundamental 5 will be easiest for you to implement in your classroom and which will take more thought and planning.