

## Get Going on Chapter 2: Ensure a Guaranteed and Viable Curriculum

- » Is instructional reading time in your master schedule protected and sufficient in order to make the curriculum viable? Several research studies suggest ninety uninterrupted minutes (Underwood, 2018).
- » Does your guaranteed and viable curriculum include each of the five crucial components of (1) vocabulary, (2) phonemic awareness, (3) phonics, (4) fluency, and (5) comprehension (National Reading Panel, 2000)? Does the proportion of instructional time allocated to each component shift as students move from beginning readers to proficient readers and incorporate oral language development throughout?
- » How has your team engaged in the work of sorting standards into those that are guaranteed, engaged, and introduced? Is everyone on the team clear on what is essential?
- » Has the team mapped out the essential standards across the year so everyone knows when to expect student proficiency for the essential standard learning targets?
- » Does the team use collaborative time to engage in rich conversations that build shared expertise on the essentials by deconstructing them into learning targets and learning progressions?

Getting Started?	Getting Better?
Sometimes it is best to go slow to go fast (Senge, 1990). While it may be hard for teachers to put standards into the “important” category when they seem so essential, it’s better for teams to be able to grow through this process on a smaller number of essential standards this year than to take on too many essentials. We recommend choosing one essential standard per genre or unit that will be the focus of collaborative time; then next year revisit the list of essentials and add more as the teams are ready.	We have found that this process is ongoing and recursive. Each year, teams should revisit and refine their essential standards lists to align with what the teams are ready to study during their collaborative time and guarantee in their instruction. Consider digging deeper into the embedded and recursive standards and looking across the year at how essential standards can be more intentionally incorporated into each unit and into other content areas. (Think informational text skills in science and social studies.)

### References

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction—Reports of the subgroups*. Bethesda, MD: National Institute of Child Health and Human Development. Accessed at [www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf](http://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf) on October 10, 2022.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

Underwood, S. (2018, January). *What is the evidence for an uninterrupted, 90-minute literacy instruction block?* [Brief]. Portland, OR: Education Northwest. Accessed at <https://educationnorthwest.org/sites/default/files/resources/uninterrupted-literacy-block-brief.pdf> on January 11, 2023.