

Research Base for DePaul Center for Urban Education Connections Core Curriculum And Instruction Program

Core Element	Connections Structure	Basis in Research	Relevant Research
Teachers organize active learning and focused assessments within clear structure focused on core curriculum.	Five week units Weekly development from introduction (Monday) through assessment (Thursday) and revision/expansion (Friday) Daily Lesson: Focus-Act-Report structure.	Effective schools have a balanced curriculum and a systematic internal assessment.	Rosenshine and Stevens, 1986. Tyler, 1949. Wiggins and McTighe, 1998. Taylor, Pearson, Clark, and Walpole, 2000. Jacobs, 1989.
School Development through Connected Professional Development	School workshops emphasize school-year priorities that are developed through applications of workshop content Teachers take leadership in planning and instructional modeling and coaching as “Connectors”	Effective school development stresses the importance of teachers learning and changing together, as they reflect in their practice and implement new teaching strategies.	Taylor, Pearson, Clark, and Walpole, 2000; Bacharach, 1986; Loucks- Horsley, 1989. Loucks- Horsley, 1997.
Meaningful Family involvement is critical to student achievement	Emphasis on vocabulary development in homework for elementary and high school students Parent involvement through “residencies” by parent involvement coordinator at elementary schools Coordinated school-wide content for elementary schools that enables children to share topics in home activities.	Increased parent involvement is related to increased student achievement.	Christenson, Rounds, & Gorney, 1992. Cohen, 1990. Swap, 1993. Becher, 1982; Clark, 1988: Herman & Yeh, 1980. Revicki, 1981. Swap, 1992. Clark, 1988. Walberg, Bole, & Waxman, 1980. Becher, 1984. Henderson, 1987. Booth & Dunnm 1996. Epstein, 1987, 1988. Pianta & Walsh, 1996.

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Students learn new concepts by connecting to prior knowledge and experiences through reading, writing, listening and speaking	Structure of lesson begins with reconnection to prior learning; Teacher begins content learning by presenting the content orally and students begin by starting their own glossaries.	Prior knowledge is a major contributor to student understanding.	Bransford and Johnson, 1972; Townsend & Clarihew, 1989. Wharton-McDonald, Pressley, and Hampston, 1988.
Vocabulary and vocabulary development strategies are integrated through reading and writing in the content areas.	Illustrated “word walls” and glossaries Students identify important words as they pre-read. Students write with “words of the week”.	Vocabulary knowledge contributes to reading comprehension for readers and writers at all skill levels.	Stahl, 1986. Graves and Prenn, 1986. Carr and Wixson, 1986. Duin & Graves, 1987. Nagy, 1988.
Students draw what they read	Students illustrate sentences, paragraphs, texts, poems that they read and write	Imagery is a strategy that increases comprehension	Gambrell & Bales, 1986. Long, Winograd, & Bridge, 1989. Pressley, Borkowski, & Johnson, 1987. Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi, & Brown, 1992. Sadoski, 1985. Gambrell, 1981. Gambrell & Bales, 1986. Pressley, 1976. Sadoski, 1985. Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989; Sadoski, 1983. Sadoski, Goetz, & Kangiser. Levin, Bender, & Pressley, 1979. Guttman, Levin, and Pressley, 1977. Gambrell and Jawitz, 1993.

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Students use graphic organizers to clarify content	Teachers expand their use of graphic organizers to present ideas and to enable students to analyze information in a variety of graphic organizers Students write to explain what their organizers show	Graphic organizers structure analysis and enable students to identify and interpret relationships and patterns; they are a “scaffold” that supports analytic, inferential and evaluative thinking.	Bergerud, Lovitt, and Horton, 1988. Darch and Carnine, 1986.
Students write to communicate what’s important using a variety of formats.	Daily learning logs Student-written non-fiction texts in a variety of formats, including poems about the math, science, and social studies they learn.	Writing shapes thinking and leads to increased learning.	National Academy of Education, Commission on Reading, 1995. Langer and Applebee, 1987. Whatton-McDonald, Pressley, and Hampston, 1988. Langer, 2001.
Students write their math.	Students write math examples, explanations, “Math Path”, problems, and glossaries for the math words of the week.	Writing in mathematics provides evidence of thinking and enhances students’ facility with language.	National Council of Teachers of Mathematics (NCTM), 2000. Martinez, 1998. Goldsby and Cozza, 2002. Mayher, Lester, and Pradl, 1983. Powell, 1997.

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Students develop strategic reading and thinking skills by analyzing and developing questions about content.	Students construct questions at different levels and in different formats—open-ended and multiple choice.	Students develop a greater understanding of text with the use of questioning.	International Reading Association, 2000. Beck, McKeown, Hamilton, & Kucan, 1997. Rafael, 1982. Center for the Improvement of Early Reading Achievement, 2001.
Teachers and students use think aloud strategy for monitoring and improving comprehension	Teachers read aloud/think out loud to students to explain strategies you use as you read. Students think out loud to show each other how to understand what is read.	Think aloud strategy or the “sharing the reading secrets” is an important instructional scaffold for teaching higher-level cognitive strategies.	Anderson, 1991. Schoenfeld, 1985. Rosenshine and Meister, 1992. Baumann, Seifert-Kessell, and Jones, 1992. Baumann, Jones, and Seifert-Kessell.