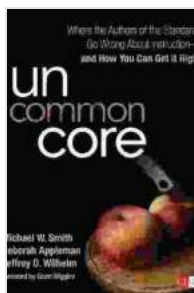


Where the Authors of the Standards Go Wrong About Instruction and How You Can Get It Right

The authors of the standards have a fundamental misunderstanding of how students learn. They believe that students learn best by being told what to do and how to do it. This is not true. Students learn best by being actively engaged in the learning process. They need to be able to explore, experiment, and make mistakes.



Uncommon Core: Where the Authors of the Standards Go Wrong About Instruction-and How You Can Get It Right (Corwin Literacy) by Michael W. Smith

★★★★☆ 4 out of 5

Language : English
File size : 4103 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 224 pages



The standards authors also believe that all students learn at the same pace. This is also not true. Some students learn more quickly than others. The standards authors need to take into account the individual needs of students when developing their standards.

Here are some specific examples of how the standards authors go wrong about instruction:

- **They focus too much on content and not enough on skills.** The standards authors believe that students need to learn a lot of content in order to be successful. However, they do not give enough attention to the skills that students need to learn in order to be able to use that content. For example, the standards authors emphasize the importance of students learning about the American Revolution. However, they do not give enough attention to the skills that students need to learn in order to be able to read and understand a historical document.
- **They are too rigid.** The standards authors believe that there is only one right way to teach a subject. However, this is not true. There are many different ways to teach a subject, and the best way to teach a subject will vary depending on the individual needs of the students. For example, the standards authors recommend that teachers use a direct instruction approach to teach reading. However, this approach may not be the best approach for all students. Some students may learn better through a more hands-on approach.
- **They are not based on research.** The standards authors often make recommendations that are not based on research. For example, the standards authors recommend that teachers use a lot of homework. However, research has shown that homework is not an effective way to improve student achievement.

The standards authors need to take a different approach to instruction. They need to focus more on skills, be more flexible, and base their

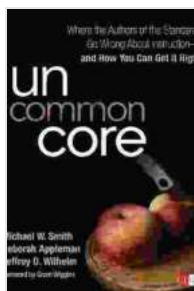
recommendations on research. If they do this, they will develop standards that are more effective and that will help all students succeed.

How You Can Get Instruction Right

If you want to get instruction right, you need to focus on the following:

- **Skills.** Teach your students the skills they need to be successful in school and in life. This includes skills such as reading, writing, math, and problem-solving.
- **Flexibility.** Be flexible in your teaching approach. There is no one right way to teach a subject. Use a variety of teaching methods to meet the needs of your students.
- **Research.** Base your teaching decisions on research. There is a wealth of research available on effective teaching practices.

By following these tips, you can get instruction right and help your students succeed.



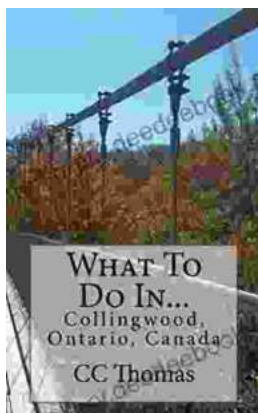
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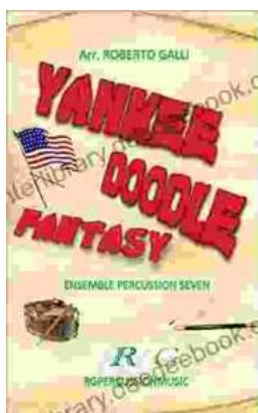
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