

CHALLENGE

- **Media:** A first-grade teacher at Rosa Parks Elementary is working on reading skills with a fluent reader and a nonfluent reader. The teacher is concerned that the struggling reader will continue to fall behind. The teacher thinks about how RTI would help struggling readers while meeting the needs of the rest of the class. He also wonders how RTI would affect his current modes of instruction. (movie)

INITIAL THOUGHTS

- What is RTI?
- How can teachers increase student reading success in early grades?
- What components comprise high-quality reading instruction?
- How is high-quality instruction integrated in the RTI approach?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
 - Understand the importance of research-validated instruction
 - Know the five components of effective reading instruction
 - Understand how to implement high-quality instruction when using the Response-to-Intervention approach

▶ **Page 1: A Quick Overview of RTI**

- Factors affecting reading success (bulleted list)
- Advantages to implementing RTI (bulleted list)
- Research Shows... (box)
- Components of RTI
 - RTI consists of the following components... (bulleted list)
 - *Link:* Standard treatment protocol approach

▶ **Page 2: High-Quality Instruction: Instructional Practices**

- Relationship between high-quality instruction, research-validated instructional practices, and research-validated core reading programs (graphic)
- Instructional Practices
 - Differentiated Instruction

- ♦ Key techniques (bulleted list)
- ♦ **Media:** Thea Woodruff talks about one way to use immediate feedback with students (audio)
- ♦ Keep in Mind (box)
- o Grouping
 - ♦ Grouping combinations (bulleted list)
 - ♦ Research Shows... (box)
 - ♦ Suggestions for grouping students (box)

🔍 Page 3: High-Quality Instruction: Comprehensive Core Reading Program

- Comprehensive core reading programs (bulleted list)
- Five critical components of a comprehensive core reading program (table)

🔍 Page 4: Phonemic Awareness

- FYI (box)
- Why Should I Teach It?
 - o Students who acquire phonemic awareness skills... (bulleted list)
 - o Research Shows... (box)
- How Do I Teach It?
 - o When Should I Teach It? (box)
 - o Phonemic Awareness (box)
 - o Tips for teaching (box with a bulleted list)
- The Bigger Picture
 - o Phonological awareness continuum (graphic)
 - o FYI (box)

🔍 Page 5: Phonics and Word Study

- What Is It?
- Why Should I Teach It?
 - o Research Shows... (box)
- How Do I Teach It?
 - o When Should I Teach It? (box)
 - o Phonics Instruction (box)
 - o Word Study Instruction (box)
 - o Tips for Teaching (box with a bulleted list)

🔍 Page 6: Fluency

- What Is It?
 - o Characteristics of a fluent reader (bulleted list)
 - o **Media:** Listen as a fluent reader finishes the story (audio)
 - o **Media:** Listen as a nonfluent reader finishes the story (audio)

- Why Should I Teach It?
 - **Activity:** Compare fluent and nonfluent poetry readings (box with table)
- How Do I Teach It?
 - Reading Level
 - ◆ Method for determining reading levels (numbered list)
 - ◆ Reading level guide (table)
 - ◆ Determining a student's reading ability (bulleted table)
 - ◆ Research Shows... (box)
 - ◆ When Should I Teach It? (box)
 - Instructional Techniques
 - ◆ Fluency Activities (box with activity and media links)
 - **Activities:** Click on links under Repeated Reading, Using Technology, Choral Reading, Partner Reading, and Echo Reading to see examples of fluency activities
 - **Media:** Click on links under Repeated Reading, Using Technology, Choral Reading, Partner Reading, and Echo Reading to watch a teacher instructing students on fluency (movies)
 - Tips for Teaching (box with a bulleted list)

Page 7: Vocabulary

- What Is It?
 - Types of Vocabulary (bulleted list)
- Why Should I Teach It?
 - Research Shows... (box)
- How Do I Teach It?
 - When Should I Teach It? (box)
 - Vocabulary instruction methods (bulleted list)
 - Vocabulary Instruction (table)
 - **Media:** A teacher demonstrates to her class the use of word cards and a word web to develop vocabulary skills (movie)
 - Tips for Teaching (box with a bulleted list)

Page 8: Reading Comprehension

- Reading Comprehension (bulleted list)
- Why Should I Teach It?
 - Research Shows... (box)
- How Do I Teach It?
 - Explicitly teaching reading comprehension strategies (numbered list)
 - ◆ Media: Watch an example of a teacher modeling a reading comprehension strategy (movie)

- o When Should I Teach It?... (box)
- o Reading Comprehension Strategies... (table with links)
 - ◆ Prereading
 - *Link*: Predicting
 - *Link*: Preteaching new vocabulary
 - *Link*: Taking a book walk
 - *Link*: Activating prior knowledge
 - ◆ Midreading
 - *Link*: Using mental imagery
 - *Link*: Utilizing graphic organizers
 - *Link*: Creating and answering questions
 - *Link*: Monitoring comprehension
 - ◆ Postreading
 - *Link*: Summarizing
 - *Link*: Analyzing story elements
 - *Link*: Retelling
 - *Link*: Identifying main idea(s)
- o Tips for Teaching (box with a bulleted list)

Page 9: Considerations for English Language Learners

- **Media**: Leonard Baca reflects on the importance of having teachers incorporate students' culture into instruction (audio)
- Phonemic Awareness
 - o **Media**: Watch a teacher demonstrate phonemic awareness for his students (movie)
- Phonics and Word Study
- Fluency
- Vocabulary
- Reading Comprehension

Page 10: Effective Instruction at Tier 1

- Tier 1 main features (bulleted list)
- High-Quality Instruction
 - o Five comprehensive reading components (table)
 - o Daily Instruction Plan (table)
 - o Managing 90-minutes of instruction (bulleted list)
 - o Different instructional formats
 - ◆ Whole Group
 - Mrs. Hernandez's Morning Message (graphic)
 - ◆ Small Group

- Keep In Mind (box)
- *Link*: Lesson Plan for Group 1
- *Link*: Lesson Plan for Group 2
- *Link*: Lesson Plan for Group 3
- ◆ Learning Centers
 - Preparing for independent work (bulleted list)
 - *Link*: Example of a Vocabulary Learning-Center Activity
 - *Link*: Example of a Comprehension Learning-Center Activity
- ◆ Independent Practice
- ◆ Paired Instruction
 - **Media**: Lynn Fuchs talks about Peer Assisted Learning Strategy (PALS) (audio)
 - Steps to pairing students (graphics with instructions)
- o Frequent Monitoring
 - ◆ *Link*: Progress monitoring
- o Tier 1 Instruction (table)

Page 11: Effective Instruction at Tier 2

- High-Quality Instruction
 - o Tier 2's focused instruction (bulleted list)
 - o Options for instructional time (bulleted list)
 - ◆ Sample Schedule (table)
 - o FYI (box)
 - o Tier 2 Intervention (box)
 - o Examples of Tier 1 and Tier 2 lesson plans (table)
 - o **Media**: Thea Woodruff discusses Tier 1 and Tier 2 instruction (audio)
- Frequent Monitoring
 - o Tier 2 intervention options (table)

Page 12: Effective Instruction at Tier 3

- How Tier 3 instruction is different from Tier 2 instruction (bulleted list)
- High-Quality Instruction
 - o Variables that affect instructional intensity (bulleted list)
 - o **Media**: Sharon Vaughn discusses these three variables of instructional intensity (audio)
 - o Phonemic Awareness Lesson (box)
- Frequent Monitoring
 - o Tier 3 Intervention Options (table)

▶ Page 13: References, Additional Resources and Information

- References
- Additional Resources and Information

▶ Page 14: Credits

- Content Experts
- Lead Module Developers
- Module Development Team
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- Please complete the items below (numbered questions)

WRAP UP

- RTI promotes... (bulleted list)
- Five components of a comprehensive core reading program (bulleted list)
- Relationship between high-quality instruction, research-validated instructional practices, and research-validated core reading programs (graphic)
- Summary of instruction for Tiers 1, 2, and 3 (table)
- Think back to your initial responses to the following questions (box)