

READING INSTRUCTION



THE
IRIS
CENTER

iris.peabody.vanderbilt.edu
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Serving:

Higher Education Faculty • PD Providers • Practicing Educators

Supporting the preparation of effective educators to improve outcomes for all children, especially those with disabilities, birth through age 21

IRIS CENTER

READING INSTRUCTION RESOURCES

Why Is It Important?

Because the curriculum in upper grades relies more and more on independent reading skills, students who struggle with reading in the early grades will eventually struggle in all academic areas. On average, 25% of schoolchildren in the early grades struggle with reading. Regardless of the causes of these students' academic difficulty, research has demonstrated effective methods for providing them with early reading support.

Primary Topics

Reading is an essential skill that students need to be successful in school. The IRIS Center provides supplemental training materials on reading-related topics:

- Early reading
- Secondary reading
- Progress monitoring
- Comprehension strategies
- Vocabulary strategies
- Peer tutoring
- Response to intervention (RTI)

Case Studies

The IRIS Case Study Units outlined below present students with real-life scenarios to strengthen their understanding of reading strategies. Case studies can be used to supplement the IRIS reading modules.

Comprehension and Vocabulary: Grades 3–5

http://iris.peabody.vanderbilt.edu/case_studies/ICS-007.pdf

This case study focuses on comprehension and vocabulary strategies that correspond with the third- through fifth-grade reading curriculum.

Early Reading

http://iris.peabody.vanderbilt.edu/case_studies/ICS-002.pdf

This case study set offers realistic scenarios to introduce students to reading strategies appropriate for kindergarten and first-grade classrooms.

Fluency and Word Identification: Grades 3–5

http://iris.peabody.vanderbilt.edu/case_studies/ICS-006.pdf

This case study unit identifies strategies that may be implemented when upper-elementary students have difficulties with word identification and fluency.



Modules

IRIS Modules that address reading instruction incorporate interactive activities to enhance student learning and to provide valuable resources for teachers. These activities include:

- Identifying high-quality instructional practices
- Monitoring student's implementation of reading strategies and identifying incorrect procedures
- Pairing students for partner reading and cooperative small-group activities
- Administering and scoring reading probes
- Graphing students' reading scores

Classroom Assessment (Part 2): Evaluating Reading Progress

<http://iris.peabody.vanderbilt.edu/rpm/>



Join Ms. Begay, a fourth-grade teacher, as she learns how to monitor her student's reading performance using curriculum-based measurement (CBM). Discover how to:

- Administer and score probes
- Graph scores
- Make instructional decisions

Note: Classroom Assessment (Part 1) is a general introduction to progress monitoring.

IRIS MODULES FOR READING INSTRUCTION

CSR:

A Reading Comprehension Strategy

<http://iris.peabody.vanderbilt.edu/csr/>



Follow along with Mr. Dupree, a sixth-grade science teacher, as he learns about Collaborative Strategic Reading (CSR), an approach for helping students to improve their reading comprehension skills. In CSR, students:

- Apply comprehension strategies
- Use content-area text
- Work together in small groups

PALS:

A Reading Strategy for Grades K–1

<http://iris.peabody.vanderbilt.edu/palsk1/>



The kindergarten and first-grade teachers at Washington Elementary are excited to learn about Peer Assisted Learning Strategies (PALS). Join them as they find out more about:

- Highly structured activities that target reading skills such as phonological awareness, decoding, word recognition, and fluency
- Reciprocal peer tutoring
- Classwide implementation

PALS:

A Reading Strategy for Grades 2–6

<http://iris.peabody.vanderbilt.edu/pals26/>



Mrs. Nash is eager to improve the reading performance of her fifth-grade students. Join her as she learns about Peer Assisted Learning Strategies (PALS) for upper elementary students, and its three highly structured reading activities:

- Partner Reading with Retell
- Paragraph Shrinking
- Prediction Relay

PALS:

A Reading Strategy for High School

<http://iris.peabody.vanderbilt.edu/palshs/>



Mrs. Garcia's ninth-grade remedial English students are having difficulty with basic reading skills. She believes Peer Assisted Learning Strategies (PALS) for high school will be effective for her students because it:

- Targets fluency and comprehension skills
- Allows reading materials to be individualized
- Builds in extrinsic motivators

IRIS MODULES FOR READING INSTRUCTION

RTI (Part 3): Reading Instruction

http://iris.peabody.vanderbilt.edu/rti03_reading/



The teachers at Rosa Parks Elementary decide to implement response to intervention (RTI) to improve their students' reading skills. In so doing, they focus on:

- Research-validated instructional practices
- The core reading program
- Effective instruction at each tier

RTI (Part 5): A Closer Look at Tier 3

http://iris.peabody.vanderbilt.edu/rti05_tier3/

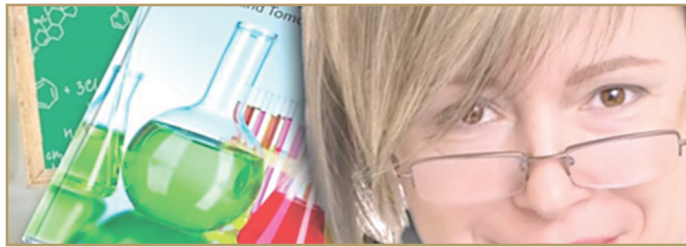


Dr. Katy Stromwell's school district recently adopted RTI to improve reading outcomes. Join this district-level general education director as she learns more about:

- Identifying students who need Tier 3 intervention
- Implementing Tier 3 interventions
- Assessing student response

Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas

<http://iris.peabody.vanderbilt.edu/palsk1/>



Ms. Chesser, a high-school chemistry teacher, is concerned that her students are having difficulty answering questions about their homework. Although she does not feel qualified to teach reading strategies, she soon learns the importance of:

- Literacy in content-area lessons
- Vocabulary instruction
- Comprehension instruction

ADDITIONAL IRIS RESOURCES

Resources

In addition to Modules and Case studies, the IRIS Center offers a wide variety of online resources and materials about evidence-based practices. These include Activities, Information Briefs, Interviews, Video Vignettes, Sample Wrap-Around Concept Maps, and our Sample Syllabi Collection, among much more.

IRIS Topics

IRIS materials address topics such as:

- Accommodations
- Assessment
- Assistive Technology
- Behavior & Classroom Management
- Collaboration
- Content Instruction
- Differentiated Instruction
- Disability
- Diversity
- Early Intervention/Early Childhood
- Learning Strategies
- Mathematics
- Reading, Literacy, and Language Arts
- Response to Intervention (RTI)
- School Improvement/Leadership
- Transition

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The screenshot displays the IRIS Center website. At the top, there are logos for Vanderbilt Peabody College and Claremont Graduate University. Below the logos is a navigation bar with links: ABOUT IRIS, RESOURCES, SERVICES, IMPLEMENTATION, RESEARCH & EVALUATION, and NEWS & EVENTS. A 'HELP & SUPPORT' link is also present. The main content area features a large image of a diverse group of students. Overlaid on this image is a box titled 'Evidence-Based Practices' which states: 'The IRIS Center offers a wide variety of resources on evidence-based practices and programs, including instructional modules and research summaries from federally sponsored sites, among much else.' Below this, there is a 'Welcome to the IRIS Center' section with a paragraph about the center's mission. To the right of this section is a vertical list titled 'IRIS RESOURCE TOPICS' including: Accommodations, Assessment, Assistive Technology, Behavior and Classroom Management, Collaboration, Content Instruction, Differentiated Instruction, Disability, Diversity, Early Intervention/ Early Childhood, Learning Strategies, Math, Reading, Literacy, Language Arts, Related Services, RTI (includes Early Intervening), School Improvement/ Leadership, and Transition. Below the welcome section are two columns: 'Navigating Our Website and Resources' with a link to 'Need a Web Tour?' and 'New Resource! Video Vignettes' with a link to 'READ MORE >'. At the bottom, there is a 'Recent News & Events' section with two items: 'ANNOUNCEMENTS Need a Web Tour?' dated 30 Jul 2013 and 'EVENTS IRIS Faculty Seminars in September' dated 30 Jul 2013. The footer contains a navigation bar with links: Home, About IRIS, Web Accessibility, Glossary, Terms of Use, and Contact Us. It also includes a disclaimer about the funding of the center and a 'JOIN OUR E-NEWSLETTER' section with a 'SIGN UP' button. Social media icons for Facebook, Twitter, YouTube, and LinkedIn are also present.



The contents of this resource were developed under a grant from the U.S. Department of Education, #H325E120002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Sarah Allen and Tracie Dickson.

