Module Home



**Outline­**

**RTI (Part 3)**:

Reading Instruction

* Module Description: This module illustrates different research-based reading strategies that may be used with the response-to-intervention model to improve reading skills (est. completion time: 1.5 hours).

Challenge

* Video: A first-grade teacher at Rosa Parks Elementary School is working...

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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 into the RTI approach?

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Perspectives & Resources

* Module Objectives
* 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

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* Page 1: A Quick Overview of RTI
* Contrary to what many people believe, for most children learning…
* Some factors affecting reading success include… [bullet points]
* For instance, RTI… [bullet points]
  + Link: research-validated practices [definition]
* Research Shows
* Components of RTI
  + Link: standard protocol approach [definition]
  + RTI consists of the following components [bullet points]
    - Link: To review each of these… [drop-down menu]
      * Link: empirically validated [definition]
  + Link: RTI (Part 1): An Overview [IRIS Module]

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* Page 2: High-Quality Instruction: Instructional Practices
* Teachers can increase students’ reading success in early grades by…
* Instructional Practices
  + Differentiated Instruction
    - Audio: Thea Woodruff talks about one way to use…
    - Keep in Mind
  + Grouping
    - In addition to whole-group instruction… [bullet points]
    - Research Shows
    - Educational Needs/Interests [table]

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* Page 3: High-Quality Instruction: Comprehensive Core Reading Program
* The second feature of high-quality instruction is a comprehensive core…
* Comprehensive core reading programs… [bullet points]
* The Five Critical Components of a Comprehensive Core Reading Program
  + Reading Component/Kindergarten/First Grade/Second… [table]

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* Page 4: Phonemic Awareness
* Phonemic awareness refers to the ability to listen, identify, and…
* For Your Information
* Why Should I Teach It?
  + Students who acquire phonemic awareness skills… [bullet points]
  + Research Shows
* How Do I Teach It?
  + When Should I Teach It?
  + Tips for Teaching
* The Bigger Picture
  + For Your Information

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| NOTES |  |

* Page 5: Phonics and Word Study
* The term *phonics instruction* refers to teaching students about the…
* Why Should I Teach It?
  + Research Shows
* How Do I Teach It?
  + When Should I Teach it?
  + Phonics
  + Word Study
  + Tips for Teaching

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| NOTES |  |

* Page 6: Fluency
* Reading fluency refers to an ability to read text with accuracy, speed…
* A fluent reader will exhibit specific characteristics… [bullet points]
* Audio: Fluent reader
* Audio: Nonfluent reader
* Why Should I Teach It?
  + Activity
* How Do I Teach It?
  + Reading Level
    - Here’s one method for determining… [bullet points]
    - Reading Level Guide [table]
    - Once a teacher has determined a student’s… [bullet points]
    - Research Shows
  + Instructional Techniques
    - When Should I Teach It?
    - Fluency Activities [table]
      * Link: Repeated Reading [drop-down menu]
      * Video: A student reads the same passage multiple…
      * Link: Using Technology [drop-down menu]
      * Video: A student uses a computer or other…
      * Link: Choral Reading [drop-down menu]
      * Video: The class or group reads out loud along with…
      * Link: Partner Reading [drop-down menu]
      * Video: Students are paired to practice reading and…
      * Link: Echo Reading [drop-down menu]
      * Video: The class or group reads out loud along with…
    - Tips for Teaching

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| NOTES |  |

* Page 7: Vocabulary
* Vocabulary refers to a knowledge of words and what they mean….
* There are two types of vocabulary… [bullet points]
* Why Should I Teach It?
  + Research Shows
* How Do I Teach It?
  + Students learn new vocabulary through indirect and… [bullet points]
  + When Should I Teach It?
  + Vocabulary Instruction [table]
  + Video: In this video, the teacher demonstrates to her class the…
* Tips for Teaching
  + Be aware of factors that influence vocabulary… [bullet points]
  + Determine important vocabulary to teach before… [bullet points]

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* Page 8: Reading Comprehension
* Reading comprehension is the ability to understand written text…
* This is a process that, combined with prior knowledge… [bullet points]
* Why Should I Teach It?
  + Research Shows
* How Do I Teach It?
  + These may be taught effectively through explicit… [bullet points]
  + Video: Click on the video to view an example of a teacher…
  + Link: SRSD: Using Learning Strategies to Enhance Student Learning [IRIS Module]
  + Link: Providing Instructional Supports: Facilitating Mastery of New Skills [IRIS Module]
  + When Should I Teach It?
  + Reading-Comprehension Strategies [table]
    - Link: Predicting [drop-down menu]
    - Link: Preteaching new vocabulary [drop-down menu]
    - Link: Taking a book walk [drop-down menu]
    - Link: Activating prior knowledge [drop-down menu]
    - Link: Using mental imagery [drop-down menu]
    - Link: Utilizing graphic organizers [drop-down menu]
    - Link: Creating and answering questions [drop-down menu]
    - Link: Monitoring comprehension [drop-down menu]
    - Link: Summarizing [drop-down menu]
    - Link: Analyzing story elements [drop-down menu]
    - Link: Retelling [drop-down menu]
    - Link: Identifying main idea(s) [drop-down menu]
  + Tips for Teaching
  + For Your Information

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| NOTES |  |

* Page 9: Considerations for English Language Learners
* Research findings indicate that providing reading instruction across the…
* Audio: Listen to Leonard Baca reflect on the importance of teachers…
* Phonemic Awareness
  + Video: Click on the movie below to watch an example of a…
* Phonics and Word Study
* Fluency
* Vocabulary
* Reading Comprehension

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* Page 10: Effective Instruction at Tier 1
* As part of the RTI approach, Mrs. Hernandez knows that she will need…
* This 90-minute instructional period, hereafter referred to as Tier 1…
* Link: RTI (Part 2): Assessment
* High-Quality Instruction
  + Reading Component/Kindergarten/First Grade/Second… [table]
  + Daily Instruction Plan [table]
  + Though teachers might at first feel overwhelmed… [bullet points]
  + Whole Group
  + Small Group
    - Keep in Mind
    - Link: Group 1 [drop-down menu]
    - Link: Group 2 [drop-down menu]
    - Link: Group 3 [drop-down menu]
  + Learning Centers
    - Because of the variety of activities that… [bullet points]
    - Link: Vocabulary [drop-down menu]
    - Link: Comprehension [drop-down menu]
  + Independent Practice
  + Paired Instruction
    - Audio: Listen to Lynn Fuchs talk about Peer-Assisted…
    - Link: PALS: A Reading Strategy for Grades K–1 [IRIS Module]
    - Link: PALS: A Reading Strategy for Grades 2–6 [IRIS Module]
    - Link: PALS: A Reading Strategy for High School [IRIS Module]
  + Frequent Monitoring
    - Link: progress monitoring [definition]
  + Tier 1 Instruction [table]

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| NOTES |  |

* Page 11: Effective Instruction at Tier 2
* After eight weeks of Tier 1 instruction, Mrs. Hernandez’s progress…
* High-Quality Instruction
  + It does so in order to… [bullet points]
  + Two options to consider are… [bullet points]
  + For Your Information
  + Tier 1 Lesson/Tier 2 Lesson [table]
  + Audio: Listen to Thea Woodruff discuss Tier 1 and Tier 2…
* Frequent Monitoring
  + Tier 2 Intervention Options [table]

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| NOTES |  |

* Page 12: Effective Instruction at Tier 3
* A small percentage of students who do not make adequate progress…
* Tier 3 differs from Tier 2 instruction in that it is… [bullet points]
* High-Quality Instruction
  + Three variables that affect types of instructional… [bullet points]
  + Audio: Listen as Sharon Vaughn discusses these three variables…
* Frequent Monitoring
  + Tier 3 Intervention Options [table]

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| NOTES |  |

* Page 13: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 14: Credits
* Content Experts
* Module Developers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Tier 1/Tier 2/Tier 3 [table]
* Revisiting Initial Thoughts

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [link]