

RTI (Part 3): Reading Instruction

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- 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).
- STAR Legacy Cycle
- Related to This Module
 - Link: Module Outline
 - Video: Navigating an IRIS STAR Legacy Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- Video: A 1st-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.

Notes

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?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: A Quick Overview of RTI

- Factors affecting reading success [bullet points]
 - Advantages to implementing RTI [bullet points]
 - Research Shows
 - Components of RTI
 - RTI consists of the following components... [bullet points]
- ❖ Link: Standard treatment protocol approach

Notes

❖ Page 2: High-Quality Instruction: Instructional Practices

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

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- Link: Key techniques [bullet points]
- Audio: Thea Woodruff talks about one way to use immediate feedback with students
- Keep in Mind
- Grouping
 - Grouping combinations [bullet points]
 - Research Shows
 - Suggestions for grouping students

Notes

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

- Comprehensive core reading programs [bullet points]
- Five critical components of a comprehensive core reading program

Notes

❖ Page 4: Phonemic Awareness

- FYI
- 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?
 - Phonemic Awareness
 - Tips for teaching [bullet points]
- The Bigger Picture
 - Phonological awareness continuum
 - FYI

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Notes

❖ Page 5: Phonics and Word Study

- What Is It?
- Why Should I Teach It?
 - Research Shows
- How Do I Teach It?
 - When Should I Teach It?
 - Phonics Instruction
 - Word Study Instruction
 - Tips for Teaching [bullet points]

Notes

❖ Page 6: Fluency

- What Is It?
 - Characteristics of a fluent reader [bullet points]
 - Audio: Listen as a fluent reader finishes the story
 - Audio: Listen as a nonfluent reader finishes the story
- Why Should I Teach It?
 - Activity: Compare fluent and nonfluent poetry readings
- How Do I Teach It?
 - Reading Level
 - Link: Method for determining reading levels [numbered list]
 - Reading level guide
 - Determining a student's reading ability [bullet points]



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- Research Shows
- When Should I Teach It?
- 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
 - Videos: Watch a teacher instructing students on fluency
- Tips for Teaching [bullet points]

Notes

❖ Page 7: Vocabulary

- What Is It?
 - Types of Vocabulary [bullet points]
- Why Should I Teach It?
 - Research Shows
- How Do I Teach It?
 - When Should I Teach It?
 - Vocabulary instruction methods [bullet points]
 - Vocabulary Instruction
 - Video: A teacher demonstrates the use of word cards and a word web to develop vocabulary skills
 - Tips for Teaching [bullet points]

Notes

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❖ Page 8: Reading Comprehension

- Reading Comprehension [bullet points]
- Why Should I Teach It?
 - Research Shows
- How Do I Teach It?
 - Explicitly teaching reading comprehension strategies (numbered list)
 - Video: Watch an example of a teacher modeling a reading comprehension strategy
 - When Should I Teach It?
 - Reading Comprehension Strategies
 - 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)
 - Tips for Teaching [bullet points]

Notes

❖ Page 9: Considerations for English Language Learners

- Audio: Leonard Baca reflects on the importance of incorporating students' culture into instruction
- Phonemic Awareness
 - Video: Watch a teacher demonstrate phonemic awareness for his students
- Phonics and Word Study
- Fluency
- Vocabulary
- Reading Comprehension

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Notes

❖ Page 10: Effective Instruction at Tier 1

- Tier 1 main features [bullet points]
- High-Quality Instruction
 - Five comprehensive reading components
 - Daily Instruction Plan
 - Managing 90-minutes of instruction [bullet points]
 - Different instructional formats
 - Whole Group
 - Mrs. Hernandez’s Morning Message
 - Small Group
 - Keep In Mind
 - Link: Lesson Plan for Group 1
 - Link: Lesson Plan for Group 2
 - Link: Lesson Plan for Group 3
 - Learning Centers
 - Preparing for independent work [bullet points]
 - Link: Example of a Vocabulary Learning-Center Activity
 - Link: Example of a Comprehension Learning-Center Activity
 - Independent Practice
 - Paired Instruction
 - Audio: Lynn Fuchs talks about Peer Assisted Learning Strategy (PALS)
 - Steps to pairing students
 - Frequent Monitoring
 - Link: Progress monitoring
 - Tier 1 Instruction

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❖ Page 11: Effective Instruction at Tier 2

- High-Quality Instruction
 - Tier 2's focused instruction [bullet points]
 - Options for instructional time [bullet points]
 - Sample Schedule
 - FYI
 - Tier 2 Intervention
 - Examples of Tier 1 and Tier 2 lesson plans
 - Audio: Thea Woodruff discusses Tier 1 and Tier 2 instruction
- Frequent Monitoring
 - Tier 2 intervention options

Notes

❖ Page 12: Effective Instruction at Tier 3

- How Tier 3 instruction is different from Tier 2 instruction [bullet points]
- High-Quality Instruction
 - Variables that affect instructional intensity [bullet points]
 - Media: Sharon Vaughn discusses these three variables of instructional intensity
 - Phonemic Awareness Lesson
- Frequent Monitoring
 - Tier 3 Intervention Options

Notes

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❖ Page 13: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 14: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Video: Summary of the module
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

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Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]