

Differentiating Reading Instruction for Success with Response to Intervention

Grades K-6

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6 Key Components of the Workshop

1. Differentiate Daily Instruction to Reduce the Number of Low Progress Readers

- Find out how **differentiated instruction and Response to Intervention work together** to maximize your teaching time and resources
- Build **school-wide capacity** for differentiation with a **student-centered RtI Model**

2. Assess, Monitor and Respond to the Rate of Student Progress

- Use assessment to guide the implementation of a **continuum of reading interventions and differentiation strategies**
- Identify the **targeted instruction** that focuses on the data-based needs of students

3. Infuse Differentiated Scaffolds into Daily Practice

- Gain supporting **reproducible lesson activities, interactive tools and visuals** designed to enable every student to have access to essential skills and strategies
- Select from a menu of differentiation techniques for **word recognition, fluency and comprehension instruction**

4. Streamline the Planning and Implementation Process

- Acquire a teacher's toolkit of **evidence-based lesson formats**
- Examine **common profiles of low progress readers** and the specific lessons that target their needs

5. Strengthen Your Current Instruction

- Provide a **continuum of increasingly intensive support** for your low progress readers using **any reading series**
- Learn how RtI impacts instructional frameworks such as **readers' workshop**

6. Find Answers to Common Questions

- Discover practical solutions to concerns that typically arise during the implementation process regarding:
 - **Organization** – managing and scheduling the reading program, linking assessment to daily practice in whole class, small group and 1:1 contexts
 - **Teaching** – incorporating interactive formats and relevant materials that differentiate instruction and make concepts accessible to all students