



Professional Development Institute

Flex Course Syllabus

Response to Intervention in Reading (K-6)

PDI Course Number: 24T02

UCSD Course Number: EDUC41449

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you in need of strategies to help your struggling readers? Do you want to know more about the Response to Intervention (RtI) model? This online course is designed for teachers who want to effectively and successfully implement the Response to Intervention model in reading. The course begins with the basics of assessment including screeners, progress monitoring, and informal assessment techniques. This data is then used to develop a plan for each student to determine where skills need to be strengthened. First, the basics of reading instruction are shared along with research-based practices for building phonemic awareness, phonics, fluency, comprehension, and vocabulary skills. Specific interventions are shared for each of the big five components of literacy to use while simultaneously using progress monitoring to gauge success. Interventions for struggling readers and English language learners will also be presented. Additionally, interventions for reading math content are included. A variety of scheduling models are also shared so that teachers can find the necessary time to implement the RtI strategies. By the end of this course, teachers will feel more comfortable and confident in assessing students and then establishing an approach for proper intervention.

Educational Outcomes

1. Teachers will understand the basics of RtI.
2. Teachers will understand the importance of RtI in meeting the needs of all students.
3. Teachers will understand the differences between screener and progress-monitoring assessments and will be able to identify examples of both.
4. Teachers will understand the difference between phonemic awareness and phonics.
5. Teachers will learn about auditory discrimination.
6. Teachers will be able to identify and use interventions in the five big ideas of reading.
7. Teachers will learn how to incorporate RtI with special populations such as English language learners
8. Teachers will learn how to incorporate RtI in other subject areas such as math.
9. Teachers will understand the strengths of various RtI scheduling models.
10. Teachers will learn specific progress monitoring techniques and follow-up interventions for phonemic awareness.
11. Teachers will learn specific progress monitoring techniques and follow-up interventions for phonics.
12. Teachers will learn specific progress monitoring techniques and follow-up interventions for comprehension.
13. Teachers will learn specific progress monitoring techniques and follow-up interventions for fluency.
14. Teachers will learn specific progress monitoring techniques and follow-up interventions for vocabulary.
15. Teachers will learn how to find resources to support their RtI curriculum.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)

- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design an Intervention Plan (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Understanding Response to Intervention
- RtI is Good Teaching
- Further Your Understanding
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about implementing a response to intervention program. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- The Basics of Assessment
- Screeners and Progress Monitoring
- Informal Assessment
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and/or video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- The Basics of Reading Instruction
- Phonemic Awareness
- Phonics
- Fluency, Vocabulary, and Comprehension
- Understanding Interventions
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to intervention strategies and will make a

difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- The Concept of Intervention
- Phonemic Awareness and Phonics Interventions
- Auditory Discrimination
- Progress Monitoring for Phonemic Awareness and Phonics
- **Test #4**

Unit Five

- Fluency Interventions
- Progress Monitoring for Fluency
- Vocabulary Interventions
- Progress Monitoring for Vocabulary
- **Test #5**

Unit Six

- Comprehension Interventions
- Progress Monitoring for Comprehension
- Response to Intervention for Special Populations
- Response to Intervention for Math
- Scheduling Models
- Wrap Up
- **Assignment #4**

Think of a student you currently have or have had that was in need of reading intervention. Consider all the strategies and assessment options you have learned about in the course. Then, design an intervention plan that includes the following:

- 1. A detailed description of the student including specific observations you have made indicating that this student is/was in need of intervention.*
- 2. Your plan to provide an initial assessment of the student.*
- 3. At least two intervention ideas you will use with this student in a small group setting or one-on-one setting, Describe the ideas and why you think they are appropriate for this student in a minimum of two paragraphs.*
- 4. Your plan to monitor the student's progress.*

Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

Allington, R. L. (2001). *What Really Matters for Struggling Readers*. New York: Longman.

Allington, R. L. (2008). *What Really Matters in Response to Intervention: Research-based Designs*. New York: Longman.

Armbruster, B. (2000). Presentation: Research-Based Instruction in Reading. University of Illinois, Urbana-Champaign.

Armbruster, B., Lehr, F. Osborn, J. (2001). *Put Reading First*. National Institute for Literacy. Maryland: Jessup.

Beck, I. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.

Brown-Chidsey, R. & Steege, M. (2010). *Response to Intervention: Principals and Strategies for Effective Practice*. New York: Guilford Press

Clay, M. (2013). *An Observation Study of Early Literacy Development*. Portsmouth, NH: Heinemann.

Cunningham, P. & Hall, D. (2008). *Making Words*. New York: Alyn and Bacon.

Flippo, R. (2014). *Assessing Readers: Qualitative Diagnosis and Instruction*. New York: Rutledge Press.

Fonutas, I. & Pinnell, G. (1996). *Guided Reading*. Portsmouth, NH: Heinemann.

Fonutas, I. & Pinnell, G. (2001). *Guiding Readers and Writers*. Portsmouth, NH: Heinemann.

Goodman, K. (2014). *What's Whole in Whole Language in the 21st Century?* New York: Garn Press.

Graves, M. F. (1986). *Vocabulary learning and instruction*. In E. Z. Rothkopf & L. C. Ehri (Eds.), *Review of research in education* (Vol. 13, pp. 49-89). Washington, DC: American Educational Research Association

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Leu, D. & Kinzer, C. (2016). *Phonics, Phonemic Awareness, and Word Analysis for Teachers*. New York: Pearson.

Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom Instruction That Works: Research based strategies for increasing student achievement*. Alexandria, VA: ASCD.

Miller, W. (1995). *Alternative Assessment Techniques for Reading and Writing*. United Kingdom: Center for Applied Research.

National Assessment of Educational Progress. (1995) *Listening to Children Read Aloud: Oral Fluency*. Washington DC: National Center for Education Statistics.

Pressley, M., and Allington, R. (2015). *Reading Instruction that Works*. New York: The Guilford Press.

Rainey, L. (2013). *The Link Between Fluency and Comprehension: Considering the Whole Reader*. Illinois Reading Council Journal, 41(4), 9.

Rasinski, T. (2008.) *The Fluent Reader*. New York: Scholastic.

Report of the National Reading Panel (2000). *Teaching Children to Read*.

Smoski, W.J., Brunt, M.A., & Tannahill, J.C. (1992). *Listening characteristics of children with central auditory processing disorders*. Language, Speech, and Hearing Services in Schools, 23, 145-152.

Templeton, S., & Pikulski, J. (1999). *Building the Foundations of Literacy: The Importance of Vocabulary and Spelling Development*. New York: Houghton Mifflin.

Weiser, B. (2013). *Effective Vocabulary Instruction for Kindergarten to Twelfth Grade Students Experiencing Learning Difficulties*. Kansas: Council for Learning Disabilities.