

THE IRIS CENTER

READING INSTRUCTION MODULES



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

Serving:
College and University Faculty
Professional Development Providers

General Education • Educational Leadership
Special Education • Related Services

IRIS

IDEA '04 AND RESEARCH FOR INCLUSIVE SETTINGS

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 early-reading support.

What Does IRIS Have to Offer On Reading Instruction?

The IRIS Center provides resources that describe research-validated strategies to use to improve students' reading performance. This information can be found in the following IRIS products:

- Modules
- Case Studies
- Activities
- Information Briefs



SUPPORTING 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

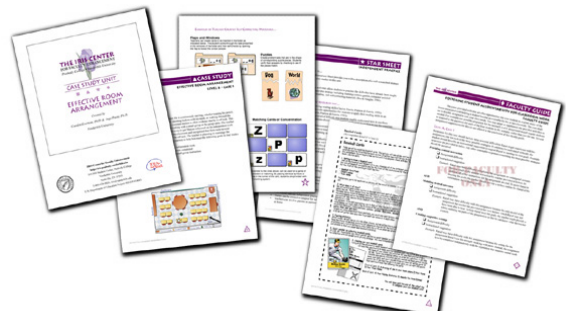
This case study set offers realistic scenarios to introduce students to reading strategies appropriate for kindergarten and first-grade classrooms.



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.



IRIS MODULES FOR READING INSTRUCTION

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

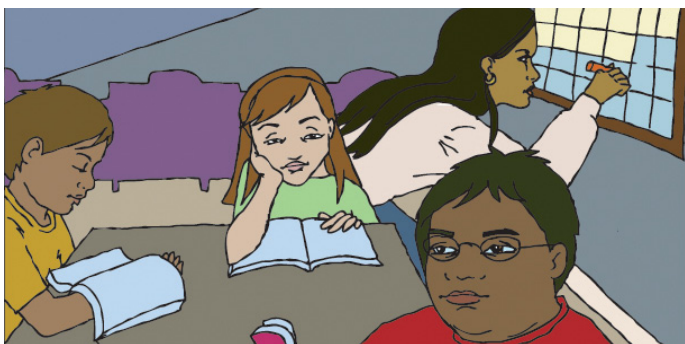
CLASSROOM ASSESSMENT (PART 2):

EVALUATING READING PROGRESS

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

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.

CSR:

A READING COMPREHENSION STRATEGY

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

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/chalcycle.htm>

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



IRIS MODULES FOR IMPLEMENTING RESPONSE TO INTERVENTION

PALS:

A READING STRATEGY FOR GRADES 2-6

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

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



RTI (PART 3):

READING INSTRUCTION

http://iris.peabody.vanderbilt.edu/rtio3_reading/chalcycle.htm

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



PALS:

A READING STRATEGY FOR HIGH SCHOOL

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

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



RTI (PART 5):

A CLOSER LOOK AT TIER 3

http://iris.peabody.vanderbilt.edu/rtio5_tier3/chalcycle.htm

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



HIGHLIGHTS OF OTHER IRIS RESOURCES

ENHANCEMENT MATERIALS

The IRIS Web site offers a broad array of enhancement materials for faculty and professional development providers to use to supplement their classes and trainings. These materials include interactive challenge-based modules, case studies, activities, and information briefs. In addition, the Web site features four searchable databases: Web Resource Directory, Online Dictionary, Film Search Tool, and Module Media Search Tool.

IRIS materials address topics such as:

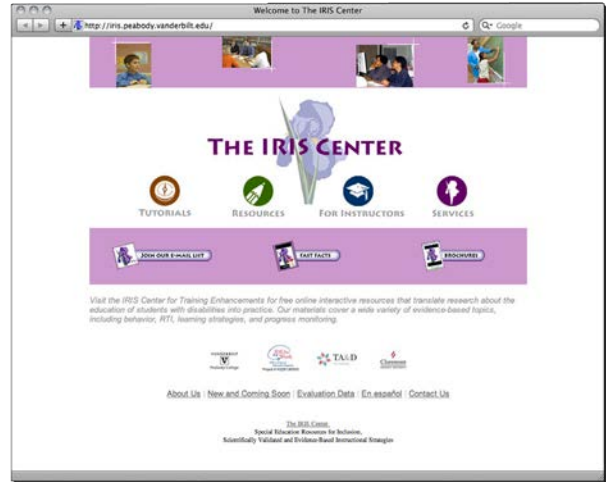
- Accommodations
- Assessment
- Behavior
- Collaboration
- Differentiated Instruction
- Disability
- Diversity
- Learning Strategies
- Math
- Reading, Literacy, and Language Arts
- Response to Intervention (RTI)
- School Improvement



VISIT US

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

IRIS materials explore research-validated practices and key elements necessary to provide students with disabilities greater access to the general education curriculum. With greater access, students with disabilities achieve at high academic levels, are appropriately included in high-stakes assessments, and receive high-quality educational services in inclusive settings.



Vanderbilt is committed to principles of equal opportunity and affirmative action. "Vanderbilt University" and the Vanderbilt logo are registered trademarks and service marks of Vanderbilt University. "Claremont Graduate University" and the Claremont Graduate University logo are registered trademarks and service marks of Claremont Graduate University.

IRIS-CENTRAL • MODULES AND MATERIALS DEVELOPMENT • NAOMI C. TYLER, PH.D. • CO-DIRECTOR
VANDERBILT UNIVERSITY PHONE: (615) 343-6006 • (800) 831-6134 • FAX: (615) 343-5611
EMAIL: IRIS@VANDERBILT.EDU

IRIS-WEST • TECHNICAL ASSISTANCE AND TRAINING • DEBORAH D. SMITH, ED.D. • CO-DIRECTOR
CLAREMONT GRADUATE UNIVERSITY PHONE: (909) 607-8982 • (866) 626-IRIS [4747]
FAX: (909) 607-0959 • EMAIL: IRIS@CGU.EDU

IRIS-EAST • PARTNERSHIPS AND CONSUMER INPUT • JUDY SMITH-DAVIS, PH.D.
WASHINGTON, DC, PHONE: (703) 239-1557 • EMAIL: JUDYS@COX.NET