



RTI & Differentiated Reading in the K-8 Classroom

William N. Bender, Laura Waller

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Three dramatic innovations are changing the face of reading instruction: (1) response to intervention (RTI), (2) differentiated instruction, and (3), with an increasing impact on classrooms each year, technology. RTI & Differentiated Reading in the K 8 Classroom focuses on these three areas from kindergarten through the upper elementary grades. Whole-group reading instruction in general education classes is no longer an appropriate learning environment and, wherever it still exists, should quickly come to an end. To bring reading instruction into the 21st century, the authors strongly encourage educators to adopt the three innovations that are the topic of the book. RTI & Differentiated Reading in the K 8 Classroom shows teachers how make the transition from traditional to differentiated traditional lesson plans; how to structure guided reading instruction in small group learning centers for highly diverse populations; and how to use differentiated instructional techniques for emergent phonic, phonemic, and phonological skills. Throughout, they include many helpful case studies that bring their ideas to life, as well as recommendations and descriptions of current technologies that support RTI and differentiated instruction in reading, This book also discusses various brain-compatible instructional techniques for teaching reading, based on current neuroscience research. These include the use of music, humor, emotion, movement, role play, and repetition, along with such content enhancements as graphic organizers and study guides. A final chapter is devoted to specific activities using the professional learning community model that schools can undertake immediately to facilitate their shift to these 21st century reading instructional approaches.

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