Response to Instruction (RtI)—All Content Areas:
Enhancing Effective Teaching with Differentiated Strategies

Core assumptions:
1. Teachers will address reading, writing, listening, and speaking skills in all content areas.
2. Teachers will identify students who are not mastering specific skills.
3. Teachers will determine which students need closer monitoring, differentiated instruction, or specific intervention.
4. Teachers will implement instruction that is current, research-based, and culturally responsive.

Before Instruction	During Instruction	After Instruction
Teachers/students know standard-based learning objective and assessment tool	*Teachers select effective instructional strategies to meet the needs of a variety of learners*	*Students demonstrate understanding of learning objectives*
Activate and build background knowledge □ Brainstorm/discuss ideas □ Preview text □ Define vocabulary/terminology/concepts □ Generate non-linguistic representations (for concepts) □ Provide graphic organizers □ Establish relevant connections through warm-ups and quick-writes □ Idea Starts (a quote, photo, known vocabulary word, poem, guest speaker, political cartoon) □ Visualization □ Preview examples/non-examples, successful/unsuccessful models □ State the learning objective □ Preview assessment tool □ Pre-assess-formal or informal-for pre-requisite skills □ Pre-assess for background or core concept knowledge – compact instruction for those proficient □ Use GATE icons to establish pre-instruction questions	**Differentiate instruction** □ Identify student objectives in knowledge and performance □ Read with purpose – guided/interactive reading □ Think-pair-share □ Think aloud □ Predict and infer □ Form cooperative groups/strategic pairs □ Generate connections (to self, to content, to world) □ Initiate reciprocal teaching (summarize, paraphrase, question) □ Use active engagement: Individual, partner, and group response □ Solicit oral, written, and physical responses □ Use advanced resources with more depth □ Opportunities to work with intellectual peers □ Opportunities to read or access information indepently **Formative assessments** □ Check for understanding with verbal/nonverbal cues □ Students self-reflect on learning □ Create analogies, metaphors, and mnemonics	**Summative assessments** □ Graphic organizers, notebooks/portfolios, reports/presentations, multimedia projects □ Create products for authentic purposes and audiences **Student reflects** □ On process of mastering the learning goal □ How well they mastered the skill/content □ Level of engagement □ Effort **Provide opportunities for grade recovery** □ Reteach □ Retest □ Re-do □ Rewrite **Interventions (different than what you used before)** □ Revise instructional strategies □ Re-evaluate assessment tools □ Teacher collaboration on successful practices □ Re-teach specific skills to target deficiencies □ Conference individually □ Provide descriptive feedback □ Conference focus on growth or next steps in learning process **Move to new concept/objective**
Teacher Self-Reflection *Teachers reflect on successes/ failures of their instructional unit—how and what they need to reteach, what they need to change, when they teach the unit again.* □ Check off the strategies above that I used in my instruction. □ Which students mastered or did not master the learning goal? □ How can I adjust my instruction to meet the needs of the students who did not master the learning goal? □ How did I meet the growth needs of students who already knew much of the content?		

Strategy Tool: Response to Instruction (RtI)-English Language Arts
Enhancing Effective Teaching

Core assumptions:
1. Teachers will address reading, writing, listening, and speaking skills in all content areas.
2. Teachers will identify students who are not mastering specific skills.
3. Teachers will determine which students need closer monitoring, differentiated instruction, or specific intervention.
4. Teachers will implement instructional strategies that are current, research-based, and culturally responsive.

	Before Instruction	During Instruction	After Instruction
English / Language Arts	**Reading - Build Background Knowledge** ☐ Activate background knowledge through Discussion ☐ Pre-view text (skim before reading) ☐ Pre-write/Assess student knowledge ☐ Define vocabulary ☐ Discuss literary terminology ☐ Take notes on terminology ☐ Design non-linguistic representations (for vocabulary/concepts) ☐ Make perditions ☐ Use GATE icons to create pre-reading question **Writing - Scaffold Writing Strategies** ☐ Pre-teach Writing ☐ Brainstorm/discuss ☐ Inquiry-based ☐ Pre-teach genre specific formats ☐ Provide sentence/essay starters ☐ Quick-Writes/Quick Draws ☐ Differentiate writing prompts ☐ Preview professional and student models ☐ Model writing process ☐ Use advanced models and those of the same genre that break the rules	**Reading - Interact with Text** ☐ Read with purpose – guided/interactive Reading ☐ Check for understanding with verbal/non-verbal cues ☐ Predict and Infer ☐ Chunk paragraphs, summarize ☐ Retell/paraphrase ☐ Initiate reciprocal Teaching ☐ Think-pair-share ☐ Generate connections (text to self, text to text, text to world) ☐ Write "I wonder…" or "I don't understand…" slips ☐ Think-aloud (model confusion) ☐ Use a variety of ways to get through the text (choral read, echo read, etc.) ☐ Allow independent reading for those who are able **Writing - Workshop/Conference** ☐ Cooperative group writing ☐ Engage students in read-arounds ☐ Starters/Scaffolds to individual students ☐ Analyze models ☐ Use templates to help structure/scaffold Writing ☐ Allow self-selection of peer responders	**Reading - Respond to Text** ☐ Reread ☐ Inquiry-based discussion ☐ Answer questions ☐ Use graphic organizers ☐ Make comparisons to other readings ☐ Post-Write/Assess student knowledge ☐ Scaffold written reading responses ☐ Create metaphors, analogies, and Comparisons ☐ Design non-linguistic representations (for themes/concepts) ☐ Create real world, multimedia products as response to literature ☐ Cooperative group - projects/writing/assessments ☐ Use GATE icons to generate appropriate Questions ☐ Identify unanswered or unanswerable Questions ☐ Create metaphor or analogy of big idea **Writing -Feedback** ☐ Conference with struggling students Individually ☐ Provide opportunities to re-write with more scaffolds in place ☐ Read-arounds ☐ Editing/revising strategies and check lists ☐ Sentence variety & word choice ☐ Provide opportunities to publish ☐ Conference with proficient writers on self-selected areas for growth