

DISCUSSION GUIDE 2018

Vaughn, S., Capin, P., Roberts, G., & Walker, M. (Eds.). (2016). *RTI in the Common Core classroom: A framework for instruction and assessment*. New York: Teachers College Press.
(Discussion Guide created by Minnesota Academy of Reading)

BEFORE THE FIRST BOOK CLUB MEETING: Ask the participants to read **chapters 1-3**.

DURING THE FIRST BOOK CLUB MEETING:

1. Use the following menu of questions or create questions of your own. There are also "Professional Learning Community Questions" embedded in each chapter. Select the questions that are the most relevant to your group. You are not required to discuss all the questions provided. **PLEASE NOTE:** If your group would like to meet more than 2 times, please feel free to do so!
2. The goal of the Book Club is to stimulate conversation about the **application** of research to teacher preparation, professional learning, assessment, and reading instruction.
3. This should be a discussion, not a lecture (i.e. the group members should talk more than the leader)!
4. If the group members do not know each other, plan a brief introduction activity for your first meeting.

DISCUSSION QUESTIONS FOR SESSION 1:

1. In Figure 1.1 on page 4, the authors delineate the ways that the Common Core State Standards (CCSS) are implemented within a Response to Intervention (RTI) or multi-tiered system of support (MTSS) framework. What is being done in your school, district, organization or site to support students who struggle with literacy? How are teacher education programs preparing new teachers to support students at all achievement levels? What else might be done?
2. On page 2 it states, "One important similarity is that neither the CCSS nor RTI tells teachers, administrators, districts, or states how to teach. ...Both the CCSS and RTI allow teachers to make decisions about what works in their classrooms to enhance all students' outcomes." What structures are in place at your school, district, organization or site to support teachers in making informed decisions about instruction? If you are a teacher educator, how is your program preparing new teachers to use data and make instructional decisions that will maximize students' achievement? What else might be done?
3. On page 8, the authors list some ways to provide instructional support to students within Tier 1. One of these ideas includes culturally and linguistically responsive practices. How is this addressed in your school systems, organizations, or sites? What else might be done?
4. On pages 18 & 19 there is a list of recommendations for general and special education teachers. Discuss each recommendation and describe your experiences related to collaboration between teachers, parents, specialists, etc.
5. On the bottom of page 26, the authors list the steps for explicit instruction of foundational skills. They also provide an example of a lesson plan in Figure 2.1 on pages 28 & 29. Discuss the components of explicit instruction and the importance of teacher modeling when teaching foundational skills.

6. The authors stress the importance of providing multiple opportunities for students to use their knowledge about foundational skills. Some ways to accomplish this are provided on page 30. Describe the types of opportunities for practice students have at your school, district, organization, or site. How might those become more meaningful?
7. Chapter 2 gives some specific recommendations for teaching concepts of print, phonological awareness, phonics, and fluency. Select the foundational skills that are the most relevant to the grade levels represented by the teachers in your group and discuss the implications for the authors' recommendations.
8. Figure 3.3 on page 53 describes classroom activities to promote comprehension strategy use. Discuss those activities and how they compare to your current reading curriculum or program. What else might be done?
9. Figure 3.5 on page 57 gives the steps for explicit vocabulary instruction. How does this relate to your current practice?
10. Pages 66-70 describe ways to assess students' comprehension. How might you use some of these ideas in your teaching, leading or coaching?

BEFORE SESSION 2: Ask participants to read chapters 4-6.

DISCUSSION QUESTION FOR SESSION 2:

1. Figure 4.10 on page 79 provides recommendations for teaching writing within an RTI framework. How is writing currently being taught in your school, district, organization or site? What else might be done?
2. The authors stress the importance of providing specific feedback to students and they provide some examples in Figure 4.20 on page 89. What is the role of feedback and why is it so important?
3. Pages 93-95 describe several instructional strategies for supporting struggling writers. How might these be used in your classroom, district, organization, or site?
4. Chapter 5 describes several strategies for teaching content specific vocabulary. Discuss the strategies that are most relevant to the grade levels represented by the teachers in your group. How might these be integrated into current instruction?
5. Chapter 6 answers questions that have been posed by teachers. Discuss any that are helpful or relevant to your group.
6. Based on the research and recommendations in this book, what are some of the implications for changes within current literacy instruction, school-wide systems of assessment, and interventions? What are the implications for systems reform?
7. What are the implications for future professional learning for both in-service and pre-service teachers?
8. What other research have you been reading that supports or adds to this body of work?