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MWSU Student Name: \_\_\_\_\_

RTI Rubric - EDU 375

Blake 2013

Materials -2 pts if not stated.	PLAN = 10 points REFLECTION = 20 points TOTAL = 30 points		
	0 point Below Basic	1 points Basic	2 points Proficient
<b>Objective Strategy or skill with measureable assessment</b>	Not properly stated Does not match the original literacy lesson		Objective aligns to the Common Core Standards and gives the 1) skill or strategy to be demonstrated 2) measure used to assess student understanding
<b>Modeling</b>	Not given	Partial modeling done	Modeling included: Telling the student/s 1) the strategy or skill; 2) its purpose; 3) how to use it; 4) how it helps the reader/writer; 5) What the teacher will say when explaining and demonstrating
<b>Guided Practice</b>	Not clearly stated	Partial guided practice done	Guided practice included: 1) interaction with the students 2) students applying the strategy or skill
<b>Assessment</b>	Does not match the original literacy lesson Not measurable and/or related to objective		Measure relates to objective <u>and</u> is measurable
<b>Interactive Reflection During the lesson</b>	Not stated	Reflection included the strategy of skill of the objective	Reflection also included metacognitive direction. (Student/s thinking about the strategy or skill, themselves as readers & application of the objective)
<b>Follow-up Reflection On Student Learning (Form &amp; chart)</b>  ____ x 10pts	Submitted without <b>all the paperwork</b> or the ability to reflect was not evidenced	Basic level of reflection	Reflection demonstrates an understanding of RTI. Student learning of the stated objective was compared and described effectively.

TOTAL POINTS:

29 /30*Just work on your RTI.*

MWSU student name: ~~Olivia, Tyler, Eli, Kaden~~

Grade level: 4TH

**Mini-Reading/Writing Lesson Plan Form– RTI lessons are 10-15 minutes long**

RTI lessons are planned based on what the student need/s. From your observations and assessments in your junior experience classroom, what do you need to reteach to one student or a small group of students? (Download and type your lesson. It will probably take two pages.) **See Rubric.**

**Common Core Standard:** CCSS.ELA-Literacy. RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences and drawing conclusions from the text.

**Skill or strategy performance based objective:** The student/s will demonstrate an understanding of close reading strategies when reading an article by applying details from the text making inferences and drawing conclusions.

**Materials:** iPad, Access to Notability application (tools), Rain Forest Rescue article (Notability)

**Teacher Modeling and thinking aloud:** *The teacher will:* I am thinking about this morning where I read some information about the news. I hardly remember what it was about. I'm not sure I even remember title...

What can I do to help remember more details from what I have read?

Do we have any background knowledge about close reading strategies?

Well, if I'm thinking correctly, I could use one of these strategies. What if I only use one? Would it better if we used more? *Did you model how?*

I think it would benefit us all if we use more than one strategy preferably more than 4 (Process of elimination, Number paragraphs, text based evidence, code questions, underline important detail(s)/underline proof.)

To me guys, this helps me understand, and comprehend what I've read, and the next time I read this same article, I don't have to read it word for word, because I already have all my thoughts down on paper.

**Guided Practice:**

**Teacher will:** demonstrate from a lifted text, how to use the strategies the students should be able to use.

When coding your questions and now you're ready to answer them, what is a strategy we can use? (P.O.E)

What if I want to show where I found my answer? (T.B.E or underline proof)

If you have an inference, write notes down to the side to show what you're thinking. I want to see no less than 4 strategies used each time you read. I should physically see you underlining, coding, P.O.E, T.B.E. etc

**Student will:** watch the modeling and pay close attention to the teacher thinking aloud. Students will give examples how to use their strategies that they know. What have they noticed about themselves during this lesson than last lesson? Apply their strategies as physical summative assessment task.

**Independent Practice:** Students will read Rain Forest Rescue, and apply no less than four close reading strategies that the teacher can assess their knowledge.

*Sounds like yes?*

**Assessment Tool:** Students iPads are accessible to an application 'Notability' students are able to highlight, underline, create text boxes, etc. within this application. The article will be opened through Notability and students will apply the strategies using Notabilities tools.

**Interactive Reflection:** Class, while you read, think about your inferences, your T.B.E, and if the information sounds correct and makes sense. Make sure you are taking your time, it is not a rush. Apply your best skills while reading. What did you all notice this time around, from last time? Did you use more or less strategies? Did they help? How much time did it take? Which ones work best for you? Think about how you could use these strategies while you read you books for fun? Sticky notes to help your thoughts? What did we learn today? What did you learn about yourself as a reader today and the strategy of using your close reading strategies to draw conclusions and make inferences as post reading skills.