

RTI Lesson Plan for Small Groups: Focus on Text Processing with English Language Learners

Students: _____

Teacher: _____ Date: _____ Time: _____

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Observations to Inform Next Lesson

1. Rereading of Previous Day's Text

Each student reads the selection in a soft voice. The teacher documents miscues from one student.

2. Previewing New Text

Students are guided to preview the text or section to be read. The teacher analyzes the text beforehand to identify any potentially confusing words, meanings, sentence structures, or text structures; and draws student attention to these to mediate meaning making. Visuals, use of illustrations, and gestures are encouraged.

_____ Level _____

3. Reading

Optional: The teacher reads the text aloud and guides a discussion focused on comprehension and vocabulary. The teacher assesses student understanding and supports comprehension by encouraging retelling and response to open-ended questions.

Each student reads the selection in a soft voice. The teacher listens to one reader at a time, providing support and documenting miscues. Conversation is prompted and encouraged.

Note: Keep in mind that English language learners may not have sufficient semantic or syntactic knowledge to consistently use prediction as a strategy; may rely on graphophonic cues; and may not yet have the linguistic knowledge to recognize miscues or know how to correct them.

4. Language Study

Students engage in word study and evaluation of miscues. The focus is on words and parts that have proven difficult for the students as well as syntactic and semantic text features. Focus for lesson:

Words/Parts _____

Features/Cues _____

5. Writing (Optional)

Students compose a sentence in response to the book just read. They use invented spelling as appropriate. The teacher provides support with syntax, spelling, and punctuation.

Optional: The teacher writes each student's sentence on a strip (conventional spelling) and cuts the words apart for students to reassemble. After reading with a partner, the students take the pieces home to reread.

6. Familiar Rereading

Students reread the new text at home or to a partner.

Informed by Avalos et al. (2007); Cappelini (2005); Hadaway, Vardell, and Young (2004).