

Reading/ELA

States/Territories: 34 (AR, AS, AZ, CNMI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MS, NE, NV, NM, NY, OH, OK, OR, Palau, SC, SD, TN, TX, VI, WA, WI, WY)

| Focus | States |
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| Elementary | AR, AS, CNMI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, KS, LA, IN, MI, MS, NE, NV, NM, OH, OK, OR, Palau, SC, SD, VI, WA, WY |
| Elementary and Middle School | AZ, NY, TN, TX, WI |

As part of addressing reading/ELA outcomes, some states are targeting the following:

- Progress monitoring
- Cultural and linguistic differences
- Response to intervention
- Family and community engagement

| IRIS Resources | |
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| Evidence-Based Practices/Intensive Intervention | <p>Modules:</p> <ul style="list-style-type: none"> • Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program • Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity • Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity |
| Instructional and Learning Strategies | <p>Modules:</p> <ul style="list-style-type: none"> • Accommodations: Instructional and Testing Supports for Students with Disabilities • Differentiated Instruction: Maximizing the Learning of All Students • Providing Instructional Supports: Facilitating Mastery of New Skills • SOS: Helping Students Become Independent Learners • SRSD: Using Learning Strategies to Enhance Student Learning • Study Skills Strategies (Part 1): Foundations for Effectively Teaching Study Skills • Study Skills Strategies (Part 2): Strategies that Improve Students' Academic Performance • Universal Design for Learning: Creating a Learning Environment That Challenges and Engages All Students |

IRIS Resources

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| <p>Reading, Literacy, Language Arts</p> | <p>Modules:</p> <ul style="list-style-type: none"> • CSR: A Reading Comprehension Strategy • Improving Writing Performance: A Strategy for Writing Persuasive Essays • PALS: A Reading Strategy for Grades K–1 • PALS: A Reading Strategy for Grades 2–6 • PALS: A Reading Strategy for High School • Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas • Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies <p>Case Studies:</p> <ul style="list-style-type: none"> • Comprehension and Vocabulary: Grades 3-5 • Early Reading • Fluency and Word Identification: Grades 3-5 • Written Expression: Grades 2-5 |
| <p>Progress Monitoring</p> | <p>Modules:</p> <ul style="list-style-type: none"> • Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom • Classroom Assessment (Part 2): Evaluating Reading Progress |
| <p>Cultural and Linguistic Diversity</p> | <p>Modules:</p> <ul style="list-style-type: none"> • Classroom Diversity: An Introduction to Student Differences • Cultural and Linguistic Differences: What Teachers Should Know • Teaching English Language Learners: Effective Instructional Practices |
| <p>Response to Intervention/MTSS</p> | <p>Modules:</p> <ul style="list-style-type: none"> • Intensive Intervention (Part 1): Using Data-Based Individualization To Intensify Instruction • Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization • RTI (Part 1): An Overview • RTI (Part 2): Assessment • RTI (Part 3): Reading Instruction • RTI (Part 4): Putting It Altogether • RTI (Part 5): A Closer Look at Tier 3 <p>Case Studies:</p> <ul style="list-style-type: none"> • RTI: Progressing Monitoring • RTI: Data-Based Decision Making |
| <p>Family Engagement</p> | <p>Module:</p> <ul style="list-style-type: none"> • Collaborating with Families |