What At-Risk Readers Need: Planning and Implementing RtI Programs with Richard Allington

- Few students in the United States read at a desirable level. According to National Assessment of Educational Progress (NAEP) scores, roughly one-third of U.S. students read at or above the proficient level, one-third read at the basic level, and one-third read at the below basic level. In other words, two of every three students in U.S. schools have reading proficiencies below the level needed to adequately do grade-level work.

- At the same time, studies have shown that virtually every student could be reading on grade level by the end of 1st grade and that the cost of achieving this goal is substantially less than the current system of remediation, special education, and grade retention. This raises the question, “Why are so few schools doing what they need to do to help their at-risk readers?”

- Dr. Richard Allington, author and leading expert on RtI, cuts through the research jargon and provides plain-language advice to guide classroom teachers in planning and implementing RtI programs. His main goal is that all children become active and engaged readers and that all develop the proficiencies needed to be strong independent readers.

Hear Richard Allington speak on the rich/poor Reading Gap:
www.youtube.com

Can’t attend these dates? Contact Ryan Nevius at IL ASCD 618-203-3993 or rcneviu@me.com
What At-Risk Readers Need
with Richard Allington
September 11, 2017
Roosevelt University Schaumburg Campus
1400 N. Roosevelt Blvd, Schaumburg, IL  60173

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