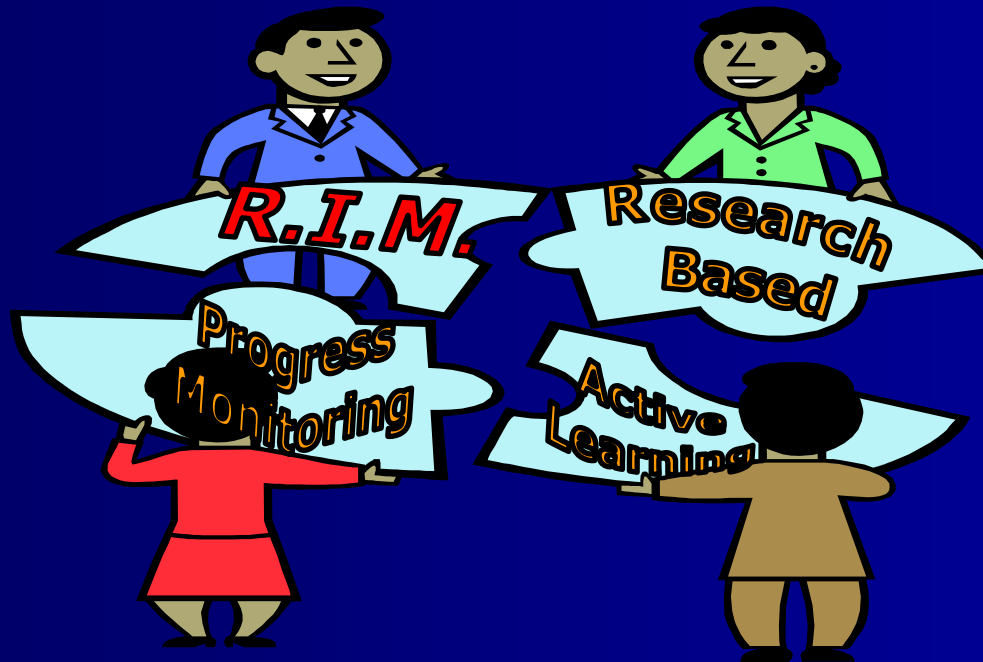


**School District of Palm Beach
County**
Department of K-12 Curriculum



Rotational Instruction Model
Engaging All Learners

RIM: A Model for Achievement

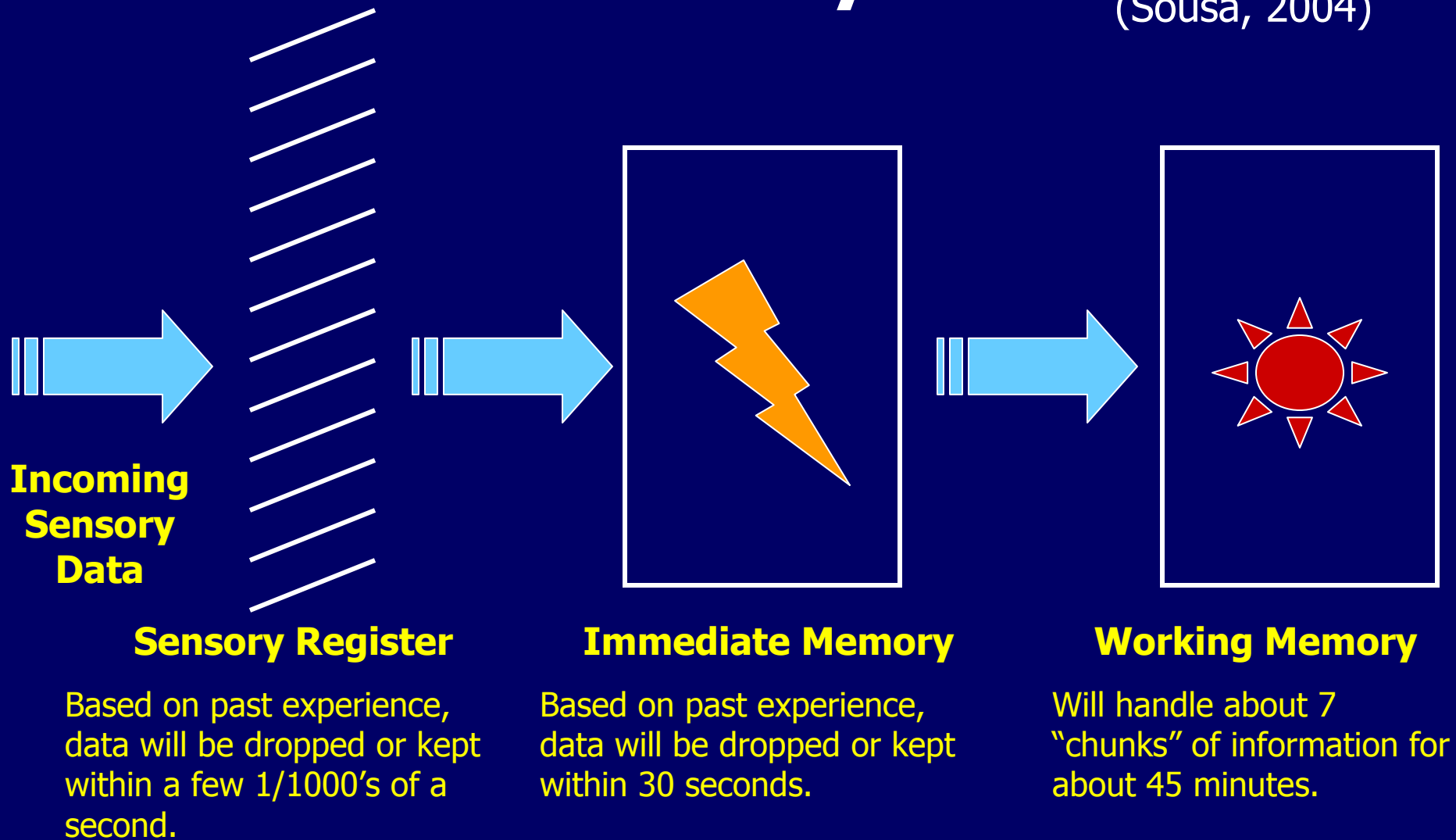
The **Rotational Instruction Model (RIM)** is a research-based model for *increasing* student engagement and achievement.

RIM: A Model for Achievement

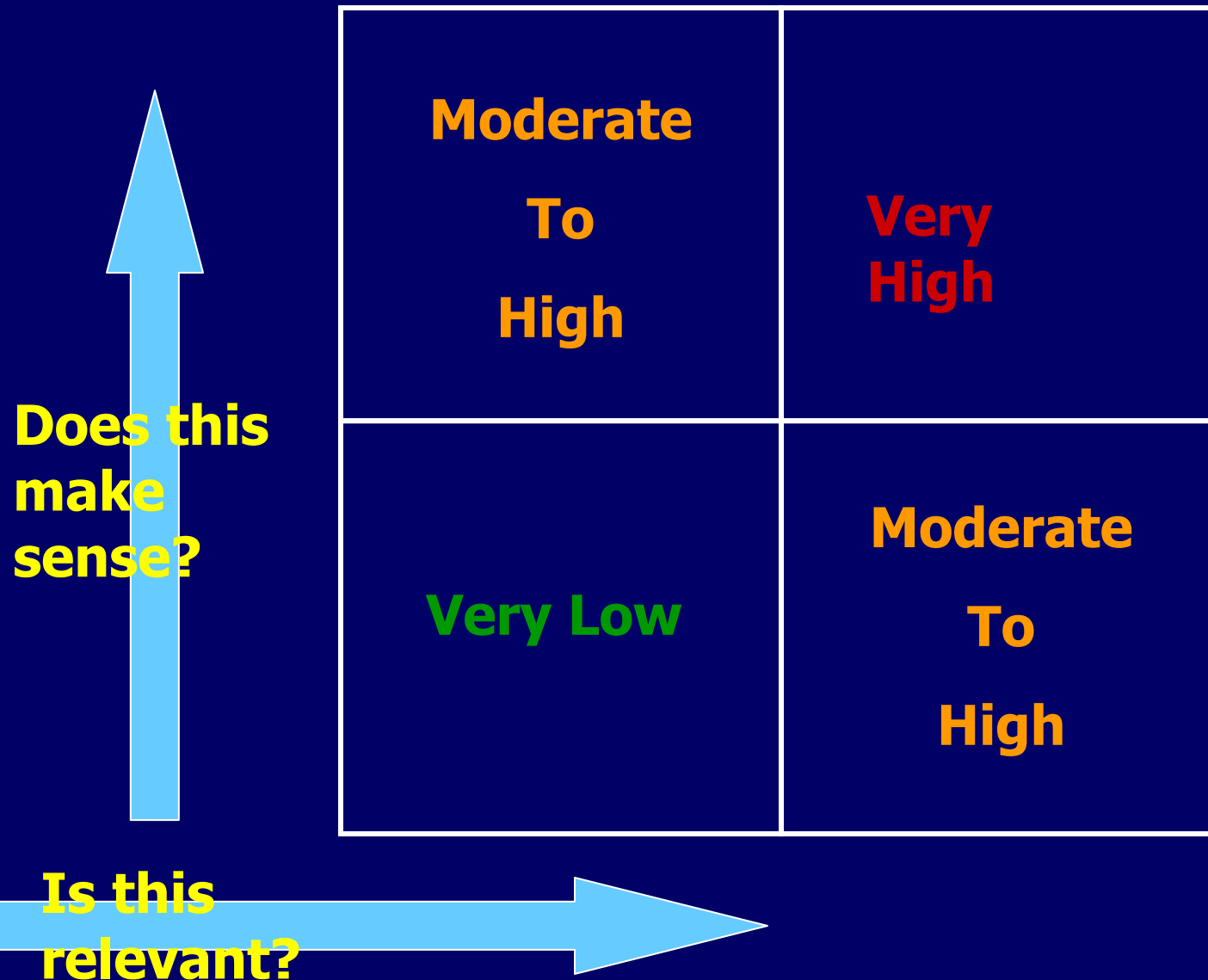
- **Engages the brain** - In order to read we must enter the language system at the **neural level**. (Shaywitz, 2003)
- **Fosters cooperative learning** - Cooperative learning engages more of the brain's neural networks. (Wolfe, 2001)

Four Gateways of Memory

(Sousa, 2004)



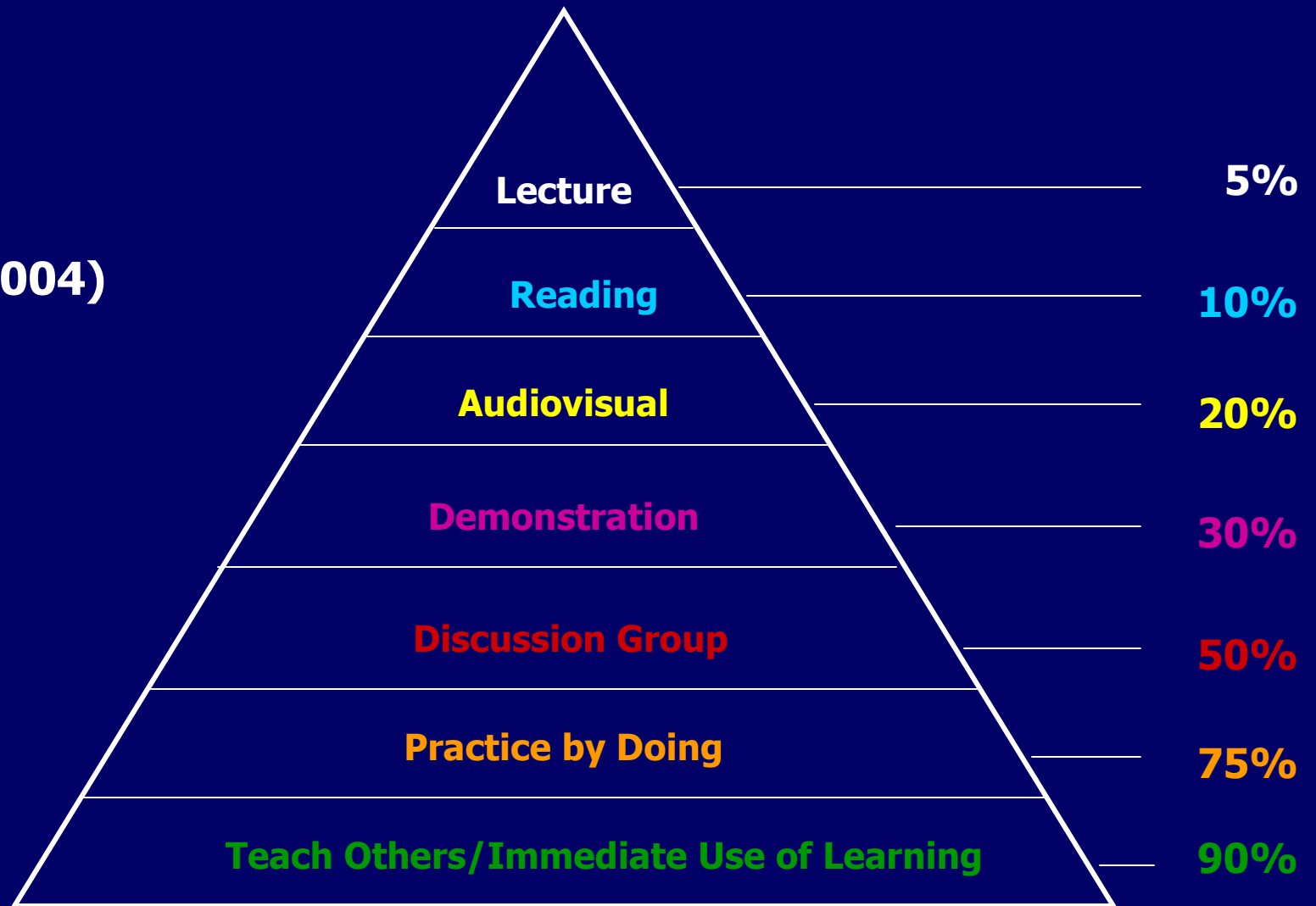
Criteria for Long-Term Storage in Long Term Memory



(Sousa, 2004)

Average Retention Rate After 24 Hours

(Sousa, 2004)

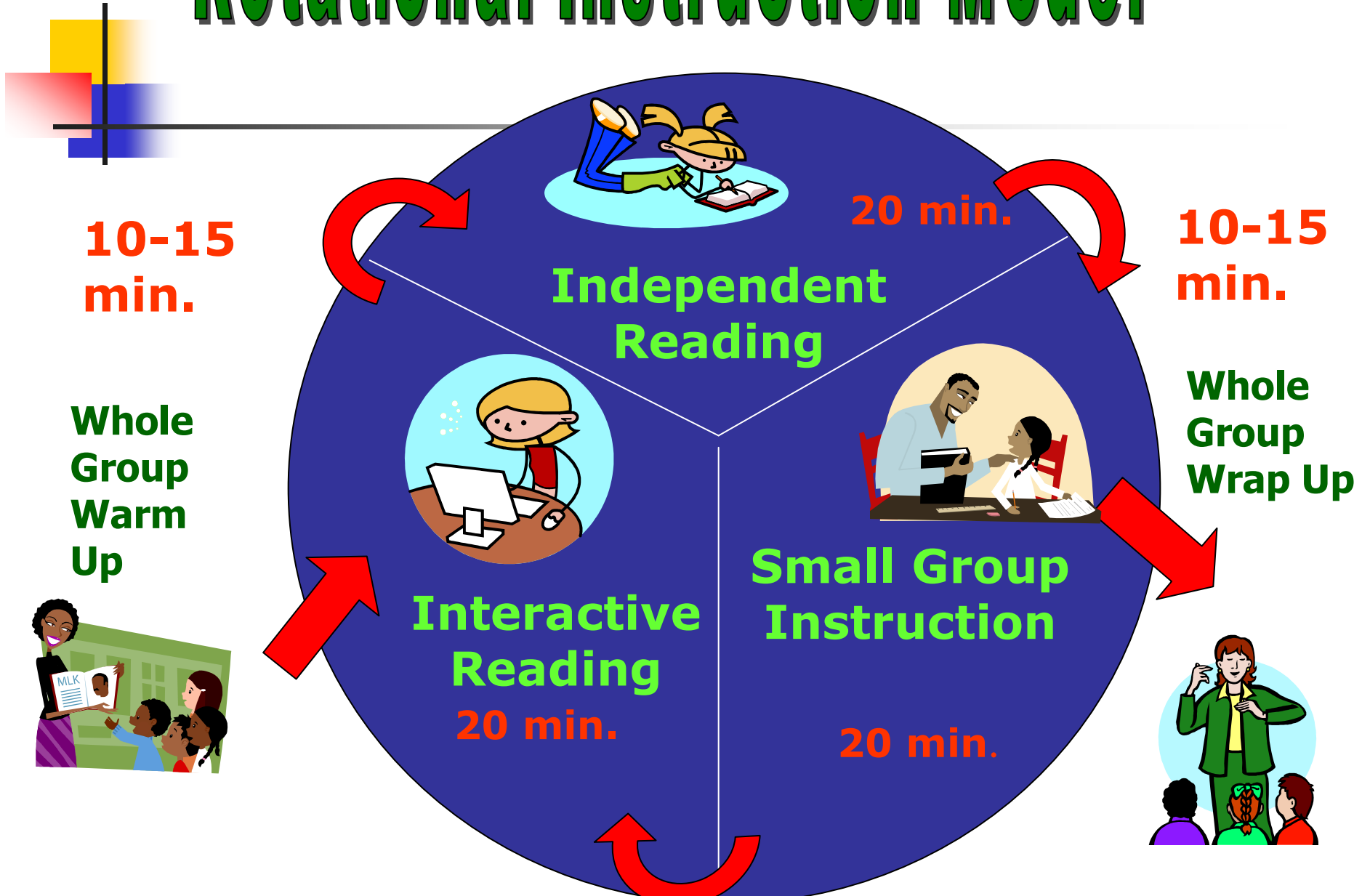


RIM: Five Components

RIM consists of **five components**:

- Whole Group Warm Up
- Small Group Instruction
- Interactive Reading
 - Technology
- Independent Reading
- Whole Group Wrap Up

Rotational Instruction Model



Research-Based Reading Model

Effective reading instruction requires:

- 90 uninterrupted minutes per day
- Systematic delivery of explicit instruction
- Scaffolding
- Differentiation

(NRPR, Rand Report of Reading Comprehension, and Reading Next)

Balanced Literacy Program

- **Modeled Reading**
 - Teacher models the Reading Process.
 - Whole Group Instruction
 - Text with teacher only
- **Shared Reading**
 - Teacher shares in the Reading Process with students.
 - Whole Group Instruction
 - Text with both teacher and students
- **Guided Reading**
 - Teacher guides students through the Reading Process.
 - Small Group Instruction
 - Text with both teacher and students
- **Independent Reading**
 - Students are independently engaged in the Reading Process.
 - Independent Reading Instruction
 - Text with students only
 - Student chooses text.
 - Student develops relationships with text.

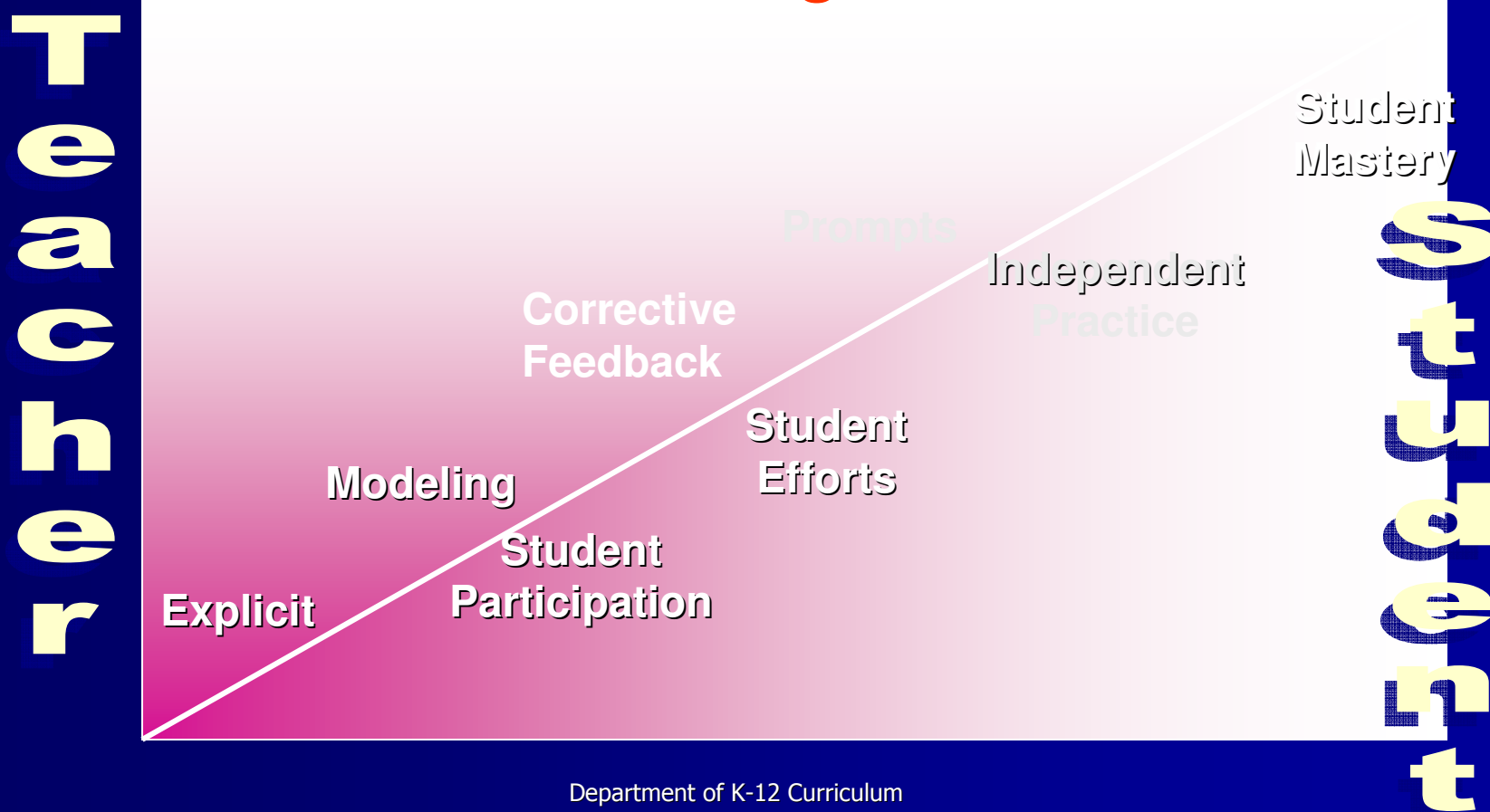
Scaffold Instruction

The purpose of **Small Group Instruction** is for teachers to work with their students in a **collaborative setting** in order to target their instruction for specific learners' needs.

- Teachers with the ability to work with smaller groups will **differentiate instruction** and correct reading deficits of their students.
- The role of the teacher is a **facilitator or coach** who guides student in their reading and writing activities.
- The teacher continues to *release the responsibility for learning* to students through small group interaction.

Scaffold Instruction

Knowledge & Skill



Research-Based

- One of the most compelling features of **Vygotsky theory** is the idea that given the right kinds of instructional support, nearly every one of our students can **become powerful and motivated readers** who can do humane and democratic work with literacy. (Wilhelm, Baker, & Hackett, 1994)

Differentiated Instruction

- **Differentiation** is instruction planned and delivered with **precision** in small, flexible groups of students.
- Struggling and advanced learners both have *nonstandard learning needs*; differentiated learning opportunities best serve them.
- All students in the learning spectrum benefit from *flexible classrooms*.

Differentiated Instruction

Which students receive differentiated instruction?

- All students in the classroom

When is differentiated instruction delivered?

- Every day during the Rotational Instruction Model

How can a teacher plan in order to differentiate?

- Identify the target reading components.
- Identify the target resources.
- Implement a **classroom management system**.

Research-Based

- A full **70%** of U.S. middle and high school students **require differentiated instruction**, which is instruction targeted to their individual strengths and weaknesses. (*Reading Next* Report, 2004)
- Developing classrooms that positively affect student achievement by providing differentiated instruction tailored to students' specific needs is a common trait of **highly successful schools**. (Gibson & Hasbrouck, 2007)

The Reading Process

- The **Reading Process** is also instructed throughout each lesson of the Rotational Instruction Model. The three stages of the reading process are:
 - Pre-Reading
 - During Reading
 - Post-Reading

RIM Daily Schedule

90 Minute Rotation

	Whole Group Warm Up	Interactive Reading	Independent Reading	Small Group Instruction	Whole Group Wrap Up
10-15 min.	X				
20 min.		X	X	X	
20 min.		X	X	X	
20 min.		X	X	X	
10-15 min.					X

RIM Daily Schedule

55 Minute Rotation

	Whole Group Warm Up	Interactive Reading	Independent Reading	Small Group Instruction	Whole Group Wrap Up
15 min.	X				
20 min.		X	X	X	
20 min.		X	X	X	
10 min.					X

Day 1

RIM Daily Schedule

55 Minute Rotation

	Whole Group Warm Up	Interactive Reading	Independent Reading	Small Group Instruction	Whole Group Wrap Up
15 min.	X				
20 min.		X	X	X	
20 min.					
10 min.					X

Day 2

RIM: Classroom Management that Works

- Effective instructional management involves creating rules and procedures that develop **predictable order** and **safety** so students are comfortable **taking risks** and **learning**.
(Marzano, 2003)

Classroom Management

Implementing the RIM

- The procedures for instructional practice with the RIM (i.e. rotating through stations, software utilization, other classroom materials, etc.) should be **modeled** and **practiced** with students within the **first two weeks** of instruction.
- This is a **critical time** for **establishing rapport** and **classroom routine** with students.

Scaffold

The RIM Components

- Introduce the components of the RIM to students one at a time. Implement the components that **require the least supervision first** (i.e. Independent Reading and/or Interactive Reading).
- Because **Small Group Instruction** requires the most teacher interaction with students, this RIM component should be **introduced last**.

Recommended Schedule for Introducing RIM Rotations

	Whole Group Warm up	Interactive (Technology)	Independent Reading	Active Learning	Small Group Instruction	Whole Group Wrap Up
Day 1	X					X
Day 2	X	X				X
Day 3	X	X				X
Day 4	X		X			X
Day 5	X	X	X			X
Day 6	X			X		X
Days 7-9	X	X	X	X		X
Days 10+	X	X	X	X	X	X



Classroom Community of Learners

- Assign jobs to students within a classroom community to **encourage students' accountability** and free teacher's time for valuable instruction.
- Assign job responsibilities to students utilizing a job chart.
- Possible **job roles**:
 - Workstation Monitor
 - Time Keeper
 - Supply Monitor
 - Computer Station Monitor
 - Voice Level Monitor
 - Homework Helper

	Pre-Reading	During Reading	Post-Reading
Whole Group Warm Up	Discussion/Instructional Conversations Mini-lesson Modeling Read Aloud Think Aloud		
Small Group Instruction	ABC Brainstorm BDA Notes Cause & Effect Log Cause & Effect Notes Drawing Conclusions Log Inferring Word Meaning from Context Main Idea Chart Marginal Note Taking Pre/Post Word Map Prior-New Knowledge Chart Problem Solution Web QAR (Question-Answer-Relationship) Question the Author RAFT Read, Say, Write Reference & Research Q Card Think-Pair-Share Vocabulary Comparison/Contrast Chart Vocabulary Cubes Vocabulary Prediction Chart Y Notes		
Independent Reading			
Interactive Reading	Book Clubs Listening/Speaking Groups Literature Circles Reading Intervention Programs (READ 180, Riverdeep, FCAT Explorer EDL, JRN)		
Whole Group Wrap Up			Discussion/Instructional Conversations Exit slips One Sentence Summary Summarizing/Retelling Conversations Writing Prompt Writing Template

Let's take a look at some
of **our classrooms**
implementing RIM in
SDPBC.

**Thank you for your enthusiastic
participation!**

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