



3 - TIER

READING

MODEL

**Tier I Follow-up**



## Assessment Analysis Activity

- Examine the Sample Data handout
- Review your most recent classroom assessment summary sheet
- Complete the Assessment Analysis Form

## Grouping for Tier I Instruction

### Use assessment data to:

- Group students for Tier I instruction
- Identify the instructional focus for each group

### Remember:

- Incorporate a variety of grouping formats (e.g., individual, pairs, small groups, and whole group)
- Use flexible grouping practices (group and regroup students based on their progress, interests, and changing needs)



## Grouping for Tier I Instruction (cont.)

- Some core reading programs incorporate a considerable amount of time for whole group instruction
- Discuss ways to group for instruction within these programs with your school's instructional leaders and/or other technical assistance providers



## Forming Tier I Groups Activity

- Examine the grouping sample
- Complete the Grouping Instruction Planning Sheet
- Use the information on your Assessment Analysis Form:
  - Decide how many groups are needed for Tier I small group instruction
  - Determine which students should be grouped together
  - List the instructional focus (still-developing concepts and skills) for each group



## Planning Tier I Instruction

- Use assessment data to target students' learning needs
- Include the essential grade-appropriate components of effective reading instruction
- Address related TEKS objectives
- Incorporate a variety of grouping formats (e.g., teacher-led small groups and student pairs)

## What are the features of effective Tier I lessons?

- **Explicit instruction**—Overtly teaching each step through teacher modeling and many examples
- **Systematic instruction**—Dividing lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills
- **Ample practice opportunities**—Providing many opportunities for students to respond and demonstrate what they are learning
- **Immediate feedback**—Incorporating feedback (from teacher or peers) during initial instruction and practice







## Planning Tier I Instruction Activity

- Examine the set of sample grade-specific 90-minute Tier I lessons
- Identify for each reading component:
  - Time allotments
  - Lesson objectives
  - Features of effective Tier I lessons
- Select instructional activities/lessons for 90 minutes of Tier I instruction from your core reading program
  - Include one lesson for each essential reading component (identified in grade-specific sample)
  - Complete the lesson planning form handout

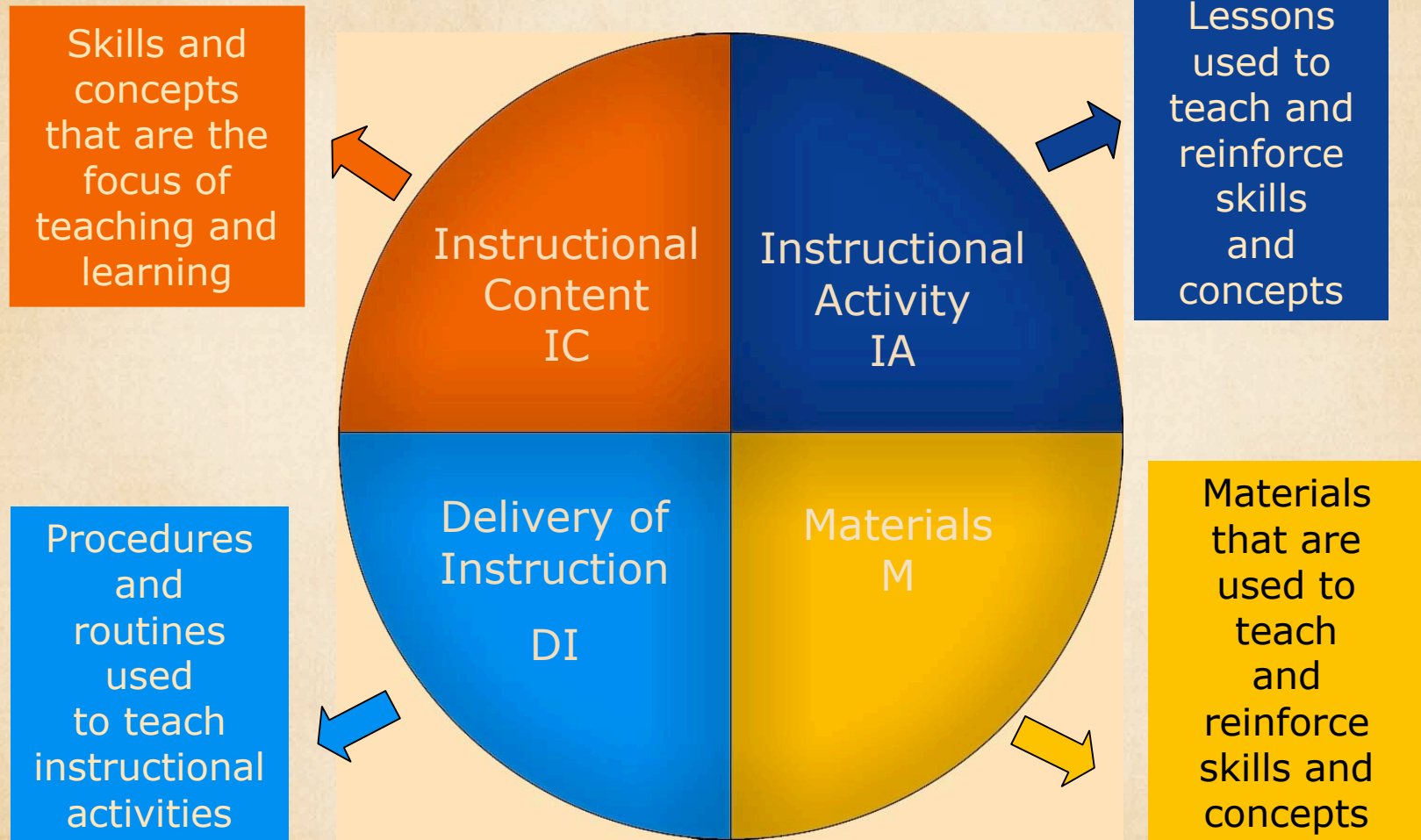


## Scaffolding Tier I Instruction

- During Tier I instruction, monitor students' understanding and mastery of targeted TEKS objectives
- Scaffold instruction to provide the support students need—DON'T WAIT
  - Make adaptations to Tier I lessons



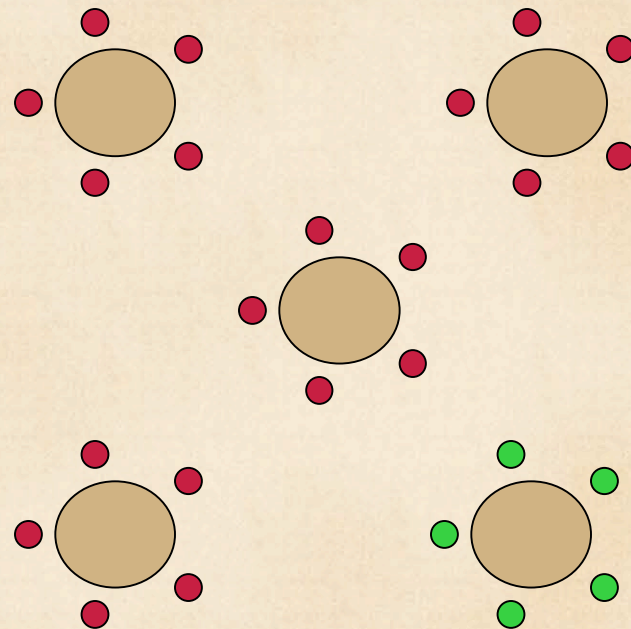
## Adaptation Categories





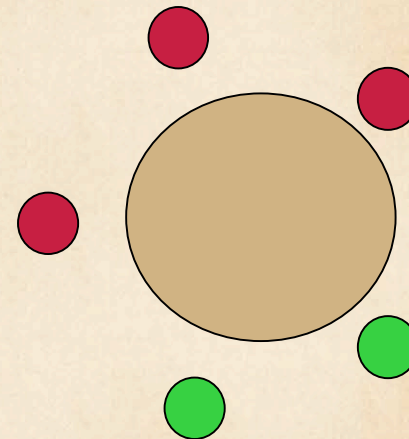
## Making Adaptations: A Tier I Example

After a Tier I whole class Alphabet Arc lesson, Mr. Yeng concluded that 20 students benefited from the instruction, but five were having difficulty



## Making Adaptations (cont.)

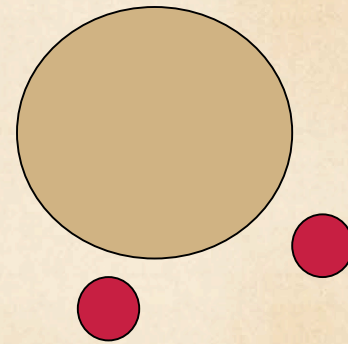
- During Tier I small group instruction, Mr. Yeng adapted the initial lesson for the five struggling students to help them master the TEKS instructional objective
- But despite this adaptation, two students still had difficulty





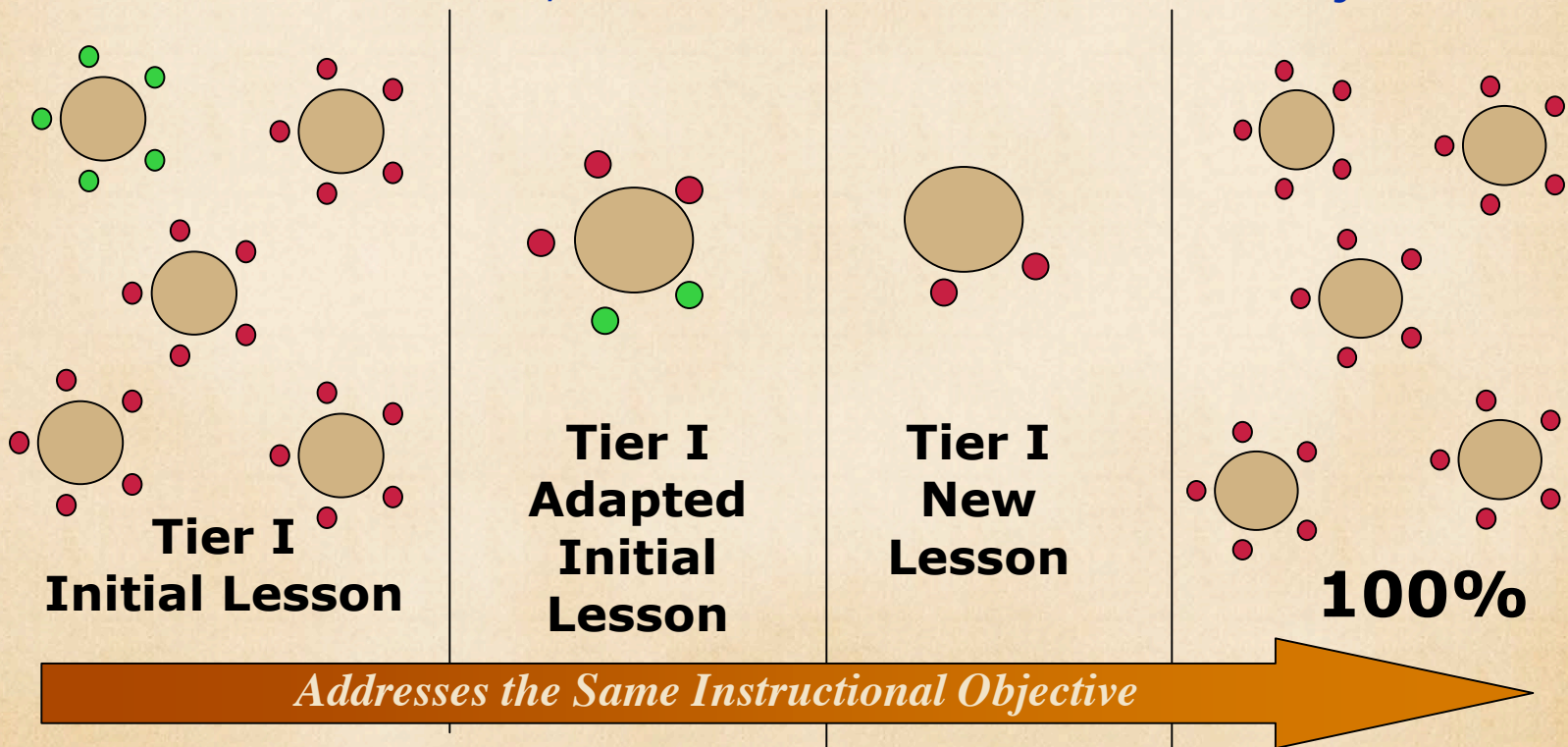
## Making Adaptations (cont.)

- Mr. Yeng decided to try a different lesson that targeted the same objective with the two struggling students, rather than continuing the Alphabet Arc lesson
- After the new lesson was presented, the two struggling students successfully achieved the TEKS objective of the initial Tier I lesson



## Summary of Tier I Adaptations

Because Mr. Yeng monitored his students' understanding of the targeted TEKS instructional objective and made adaptations to scaffold his instruction, all 25 students mastered the objective







## Tier I: Making Adaptations Activity

- Examine the set of three comprehension lessons
- Select a comprehension lesson/instructional activity from your core reading program
- Use the Adaptation Categories handout and complete the Adaptation Worksheet

## Keep in Mind

- The purpose of the 3-Tier Reading Model is to provide an instructional framework aimed at preventing reading difficulties by catching struggling students early and providing the support they need
- Because the model incorporates assessment-driven Tier I instruction, teachers are able to identify students who are having difficulty mastering TEKS objectives
- Students receive the targeted, effective instruction they need to master critical concepts and skills





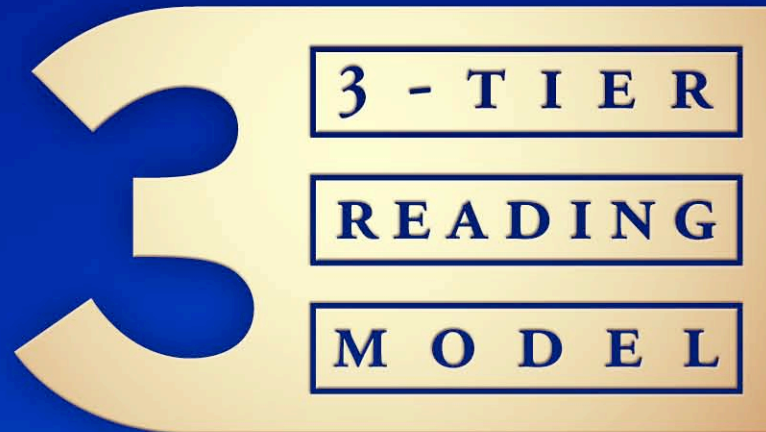
## Five-Minute Interview Activity

### Objective:

**Ask five different people to answer a question about Tier I in five minutes or less**

- Complete the Five-Minute Interview handout
- Move around the room and ask each question to a different person
- If the answer is correct, record the response
- Have the person initial the response
- Then ask another question to a different person
- When all five questions are answered correctly by five different people, bring your completed handout to me

# Implementing the



*Reducing Reading Difficulties  
for Kindergarten Through  
Third Grade Students*



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