

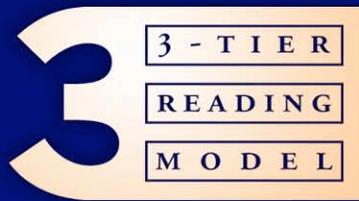


3 - T I E R

R E A D I N G

M O D E L

Tier II



First Steps for Implementing the 3-Tier Reading Model

1. Focus on improving the core classroom reading instruction (Tier I) that all students receive
2. **Provide high-quality intervention (Tier II) for struggling readers**
3. Participate in ongoing professional development to enhance classroom implementation of SBRR practices

Tier II: Intervention



**30 Minutes of Daily Additional Reading Instruction
Typically Lasts for 10 to 14 weeks**

High-Quality Tier II Intervention

- Targets struggling learners (e.g., identified by assessments given three times per year)
- Includes additional, targeted instruction in the essential reading components that have the highest impact on learning to read
- Involves frequent progress monitoring (e.g., every two weeks)
- Uses assessment data to inform instruction (e.g., grouping, planning/delivering effective lessons, scaffolding instruction)

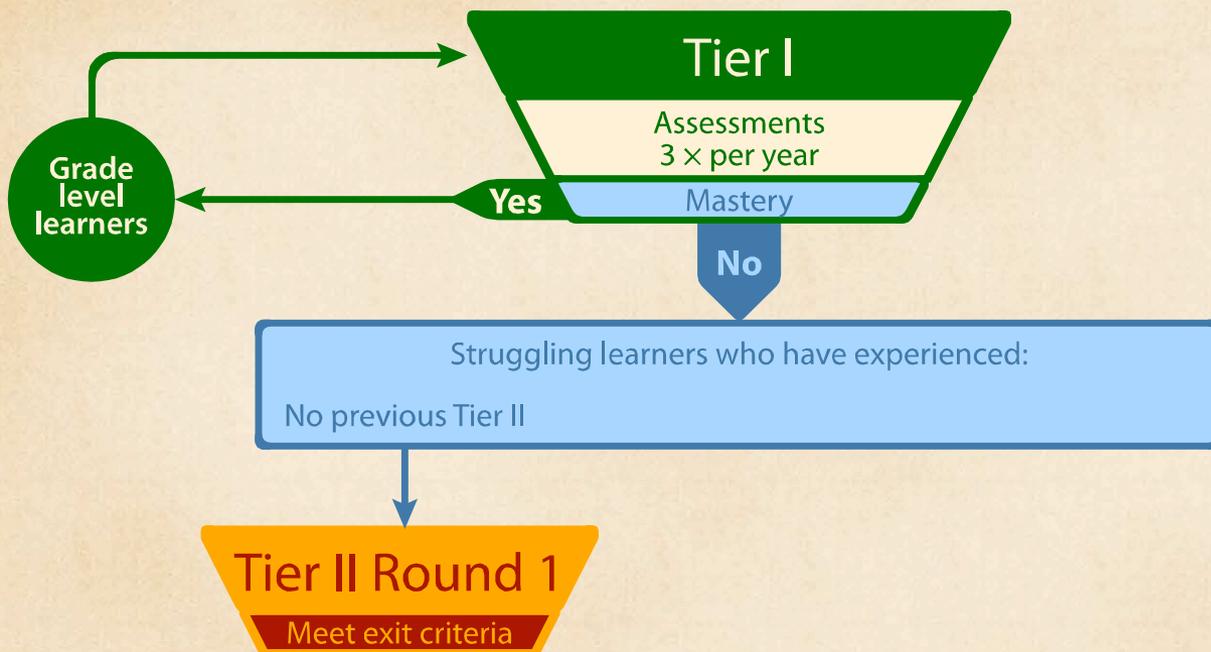


Identifying Tier II Students

Beginning of Year (BOY) assessments help to identify which students:

- Are at risk for or have reading difficulties
- Need Tier II intervention

Movement Through the Tiers



Minutes Per Day

Tier I	90
Tier II, Round 1	30
Tier II, Round 2	
Tier III	

What happens if most of the students in a class are identified for Tier II?

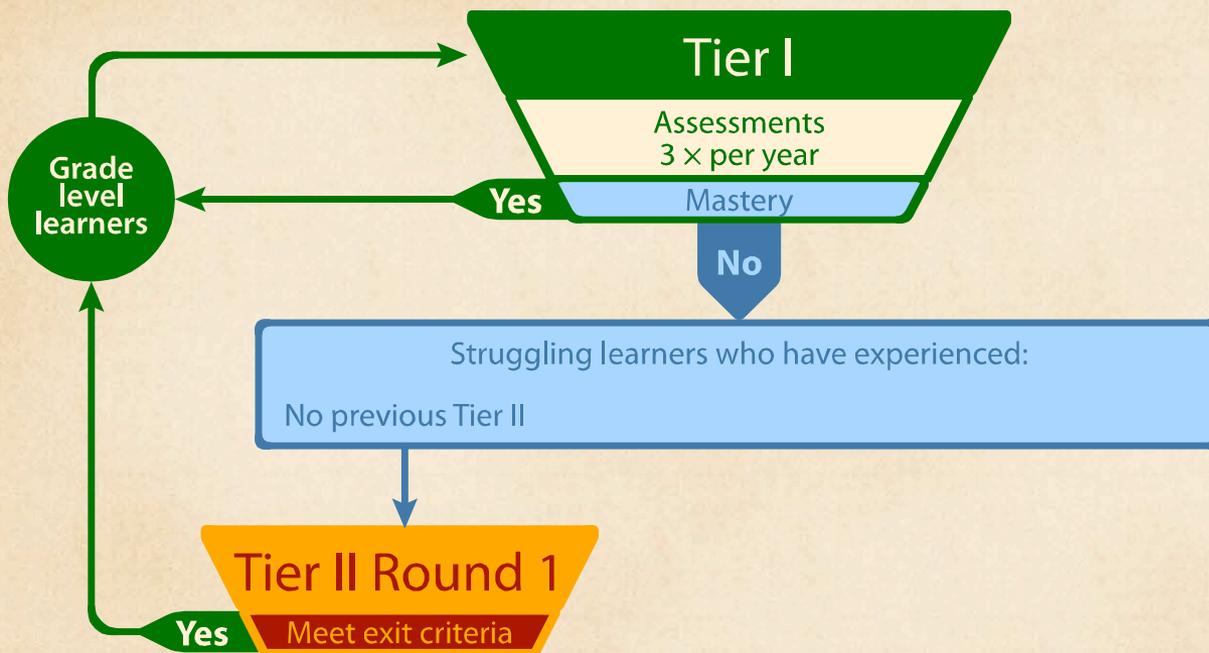
- Provide additional 30 minutes of Tier II intervention for those students
- Focus on improving Tier I core classroom reading instruction that ALL students receive

Identifying Tier II Students (cont.)

Middle of Year (MOY) and End of Year (EOY) assessments help to identify which students:

- No longer need Tier II intervention
- Are not making adequate progress and need or continue to need intervention

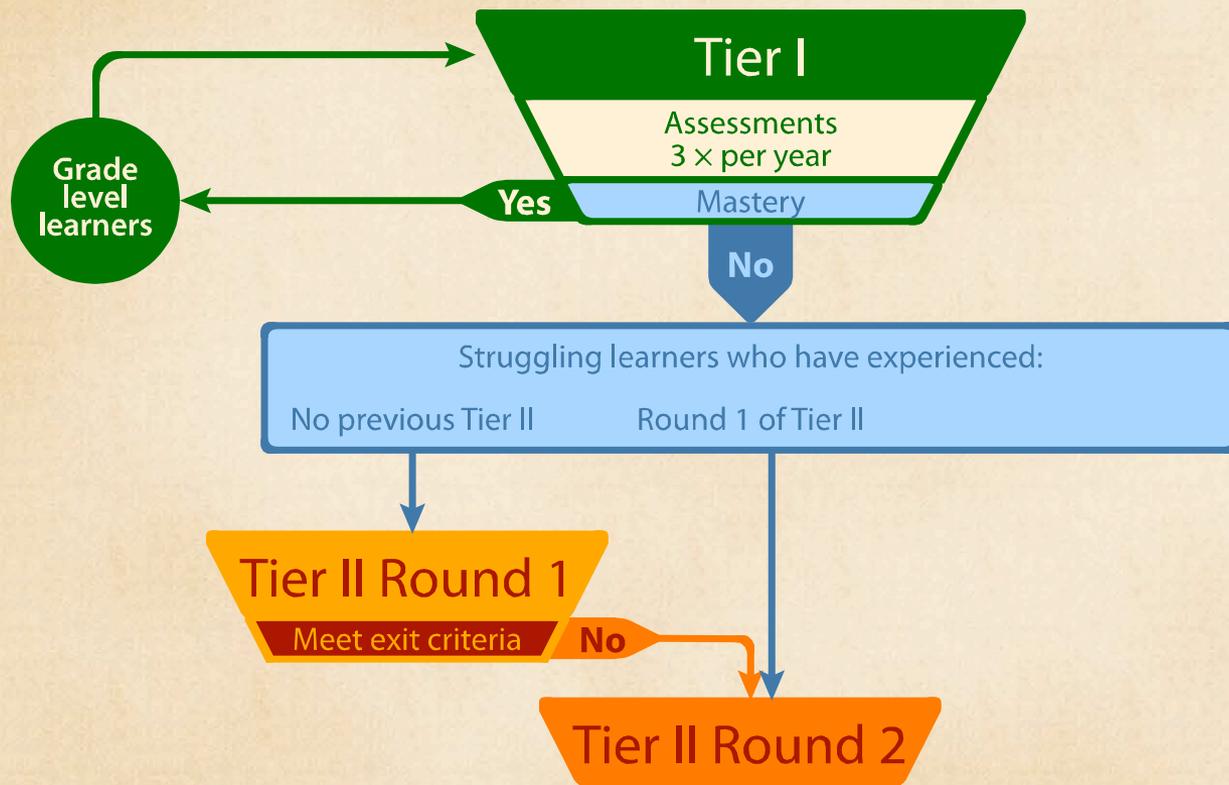
Movement Through the Tiers (cont.)



Minutes Per Day

Tier I	90
Tier II, Round 1	
Tier II, Round 2	
Tier III	

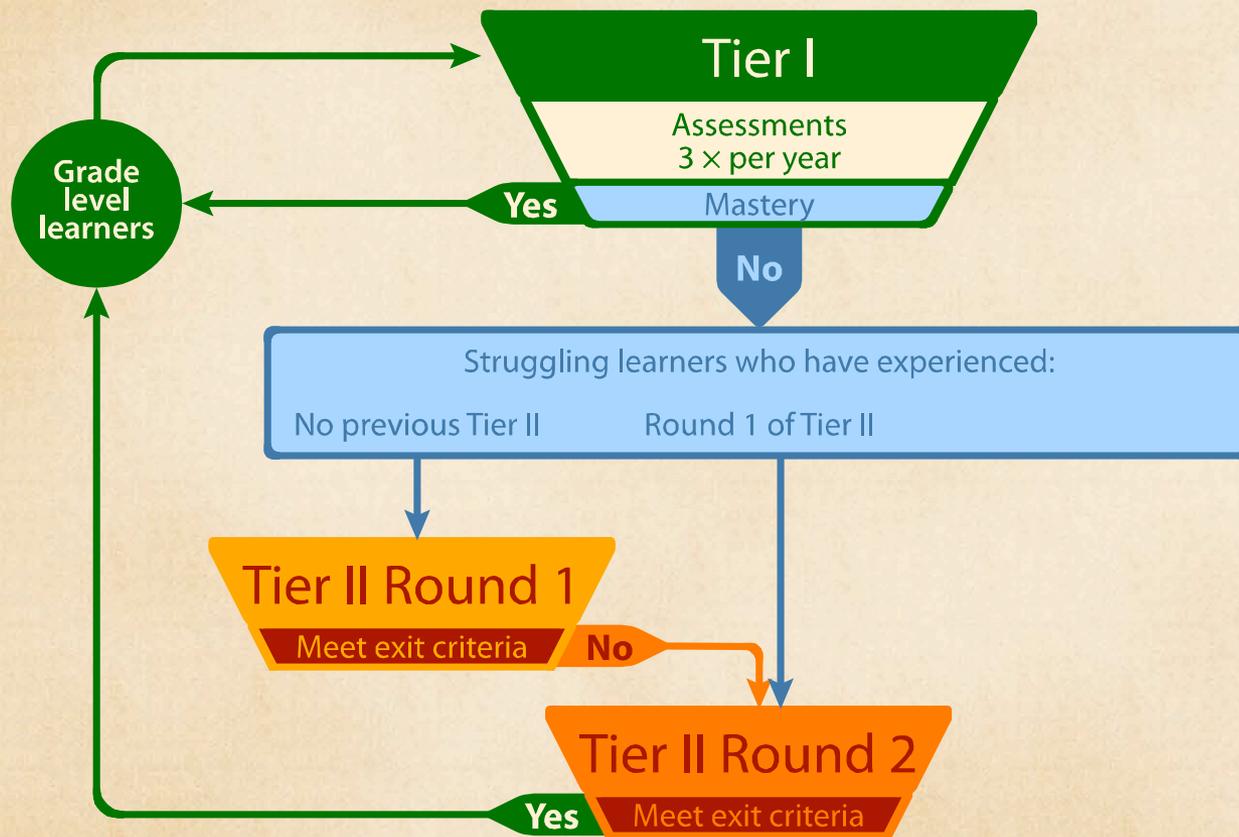
Movement Through the Tiers (cont.)



Minutes Per Day

Tier I	90
Tier II, Round 1	
Tier II, Round 2	30
Tier III	

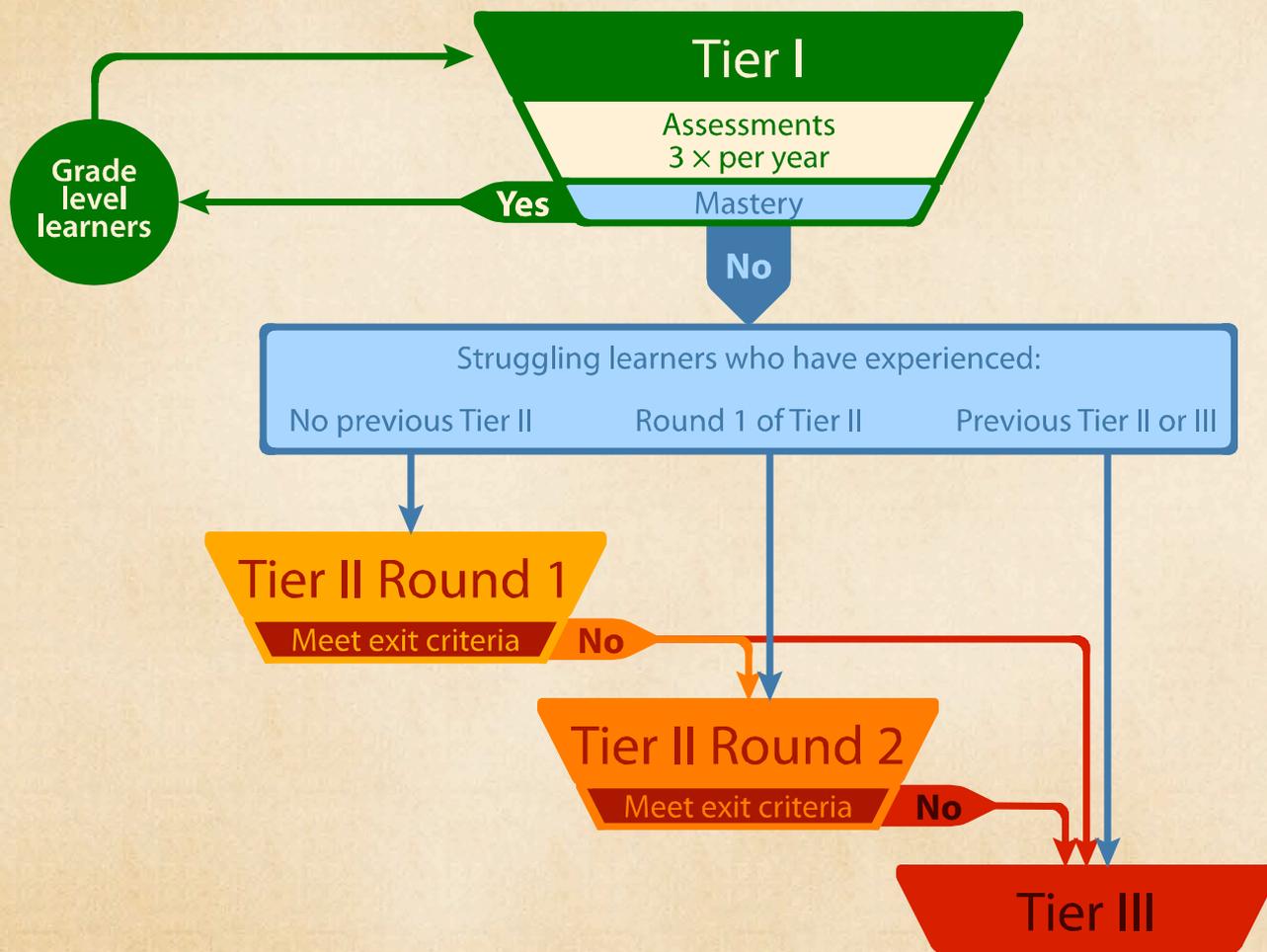
Movement Through the Tiers (cont.)



Minutes Per Day

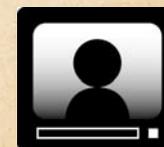
Tier I	90
Tier II, Round 1	
Tier II, Round 2	
Tier III	

Movement Through the Tiers (cont.)



Minutes Per Day

Tier I	90
Tier II, Round 1	
Tier II, Round 2	
Tier III	✓



Five Essential Reading Components

Tier II intervention incorporates a reading intervention program that targets the essential reading components

		K	1	2	3
Phonemic Awareness	✓	✓			
Phonics		✓	✓	✓	✓
Fluency			✓	✓	✓
Vocabulary		✓	✓	✓	✓
Comprehension		✓	✓	✓	✓

National Reading Panel, 2000; Texas Education Agency, 1998

Highest Impact on Learning to Read

Tier II intervention targets the knowledge and skills that have the highest impact on learning to read

- SBRR confirms the importance of phonemic awareness and phonics instruction in helping young students make connections between sounds and print to accurately and quickly read words
- Students who can read words accurately and quickly become fluent readers
- Fluent readers are more likely to read more and develop larger vocabularies which leads to better comprehension

Frequent Progress Monitoring

Tier II intervention involves frequent progress monitoring (e.g., every two weeks) to:

- Track student progress
- Inform instruction

Using Assessment Data to Inform Tier II Intervention

- Grouping students
- Setting individual student goals
- Planning targeted instruction
- Scaffolding instruction

Grouping for Tier II Intervention

- Form same-ability groups of 3 to 5 students and determine the instructional focus for each group using assessment data

Tier II–Group 1	Tier II–Group 2
<ul style="list-style-type: none">Jamie	<ul style="list-style-type: none">Todd
<ul style="list-style-type: none">Marie	<ul style="list-style-type: none">Mike
<ul style="list-style-type: none">Donald	<ul style="list-style-type: none">Latisha
<ul style="list-style-type: none">Ashley	<ul style="list-style-type: none">Megan
<ul style="list-style-type: none">Xavair	

- Use progress monitoring data to regroup students and adjust the instructional focus to meet students' changing needs

Setting Short-Term Goals

- Set short-term student goals for each struggling reader to help document and track progress
- Adjust short-term goals based on student progress

Planning Tier II Intervention Lessons

Use assessment data to plan effective Tier II small-group lessons that:

- Target students' needs
- Focus on the essential reading components
- Include the features of effective lessons

Features of Effective Tier II Lessons

Provide explicit and systematic instruction

- Model with many examples
- Break activities/tasks into small, manageable steps
- Pace instruction to match students' learning needs
- Scaffold instruction

Include many practice opportunities (guided and independent)

- Maximize opportunities for students to participate and respond

Provide corrective and appropriate feedback

- Check for understanding

How does Tier II reading instruction differ from Tier I reading instruction?

- Tier II instruction is MORE explicit, systematic, intensive, and supportive with struggling learners receiving MORE instructional time (e.g., an additional 30 minutes) than just regular Tier I classroom reading instruction
- Tier II is conducted with small same-ability groups of 3 to 5 students within or outside the classroom setting
- Tier II instruction involves frequent progress monitoring (e. g., every 2 weeks) to track student progress and inform instruction



Planning Tier II Instruction Activity

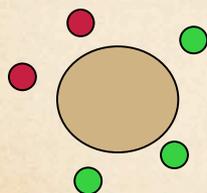
- Examine the Sample Tier II Intervention Lesson Plan handout
- Using assessment data, determine which components of reading need to be targeted for a group of struggling readers
- Plan appropriate lessons that build on what students know and are learning
- Complete the Activity Tier II Intervention Lesson Plan handout

Scaffolding Instruction During Tier II Intervention

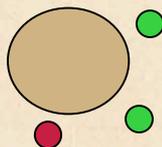
- During lessons, monitor students' understanding and mastery of targeted TEKS objectives
- Provide additional support–DON'T WAIT
 - Make adaptations to Tier II lessons

Remember Mr. Yeng?

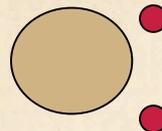
- Mr. Yeng made adaptations during Tier I instruction to ensure that all students mastered targeted TEKS objectives
- In Tier II instruction, teachers also need to monitor student understanding and make adaptations until ALL students achieve mastery



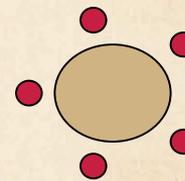
**Tier II
Initial
Lesson**



**Tier II
Adapted
Initial
Lesson**



**Tier II
New/
Different
Lesson**



**100%
Students
Achieve
Mastery**

Addresses the Same Instructional Objective





Making Adaptations Activity

- Examine the set of three phonemic awareness lessons
- Review the adaptation categories used in the lessons
- Discuss how these lessons can be used during Tier II intervention to help students who have difficulty segmenting phonemes

Keep in Mind

During a semester, frequent Tier II progress monitoring may indicate that a student has mastered targeted concepts and skills

Make sure that a student can apply and maintain newly mastered concepts and skills over a period of time before exiting Tier II

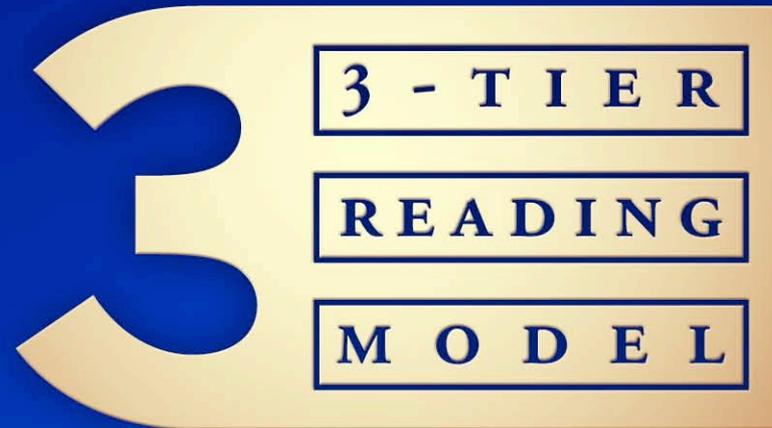
Significant scaffolding or support in Tier I is recommended for a student after exiting Tier II



Monitoring Tier II Student Progress Activity

- Examine the sample Tier II progress monitoring fluency scores
- Use these scores to determine:
 - (1) Whether Ricardo should exit Tier II
 - (2) How students can be paired for partner reading
- Discuss how you can use the tracking form with your progress monitoring system

Implementing the



*Reducing Reading Difficulties
for Kindergarten Through
Third Grade Students*



TEXAS EDUCATION AGENCY



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