



3 - T I E R

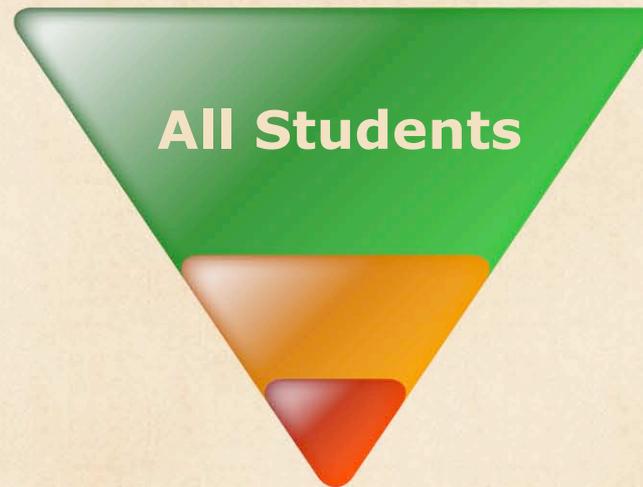
R E A D I N G

M O D E L

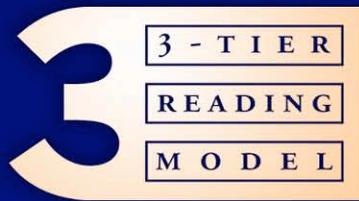
Tier I

Tier I:

Core Classroom Reading Instruction



Minimum 90 Minutes of Daily Instruction



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

Key Elements of Tier I Reading Instruction

- **Core classroom reading instruction that focuses on the grade-specific essential reading components (based on SBRR)**
- **Systematic assessment of ALL students three times per year**
- Ongoing professional development to provide teachers with the necessary tools to ensure every student receives high-quality reading instruction

Tier I Reading Instruction

Incorporates the five essential components of effective reading instruction

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

National Reading Panel, 2000

Phonemic Awareness



What Students Need to Learn

- That spoken words consist of individual sounds or phonemes
- How words can be segmented into sounds and how these sounds can be blended together
- How to use their phonemic awareness to blend sounds to read words and to segment words into sounds to spell them

Phonemic Awareness (cont.)



Sample Academy Topics

- Provide explicit and systematic phonemic awareness instruction that teaches segmenting and blending
- Begin with auditory phonemic awareness activities and link phonemes to letters as soon as possible
- Use letters to manipulate phonemes and help students apply their knowledge of phonemic awareness when reading and writing
- Monitor students' progress to inform instruction

- *Phonemes*
- *Phonological Awareness*
- *Say It and Move It*
- *Word Play*
- *Linking Phonemic Awareness to Print*

Phonics and Word Study



What Students Need to Learn

- Accurate and rapid identification of the letters of the alphabet
- The alphabetic principle
- Phonic elements (e.g., letter-sound correspondences, spelling patterns, syllables, word parts)
- How to apply phonics elements as they read and write

Phonics and Word Study (cont.)

How We Teach It

- Provide explicit, systematic phonics instruction in:
 - A set of letter-sound relations
 - Blending sounds to read words
- Include practice reading texts
- Give substantial practice applying phonics as students read and write
- Monitor students' progress to inform instruction



Sample Academy Topics

- *Letter Recognition*
- *Letter-Sound Knowledge*
- *Decoding*
- *Irregular Words*
- *Decodable Texts*

Fluency

What Students Need to Learn

- How to read words (in isolation and in connected text) accurately and quickly with little attention or effort
- How to automatically recognize words (decoding)
- How to increase speed (or rate), improve accuracy, and read with expression (prosody)



Fluency (cont.)

How We Teach It

- Provide opportunities for oral repeated reading with support and feedback
- Match reading texts and instruction to students' reading levels
- Provide opportunities to read narrative and expository texts
- Monitor students' progress in both rate and accuracy



Sample Academy Topics

- *Monitoring Reading Fluency*
- *Setting Fluency Goals*
- *Partner Reading*
- *Repeated Reading*

Vocabulary

What Students Need to Learn

- The meanings for most of the words in a text so they can understand what they read
- How to apply a variety of strategies to learn word meanings
- How to accurately use words in oral and written language



Vocabulary (cont.)

How We Teach It

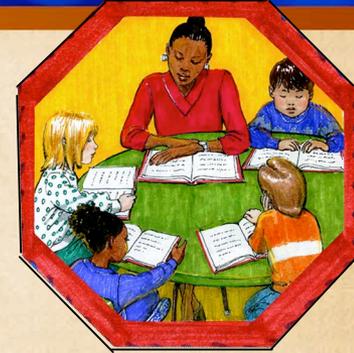
- Provide instruction in the meanings of words and in word-learning strategies
- Actively involve students in making connections between concepts and new vocabulary in both oral and written language
- Provide many opportunities for students to read in and out of school
- Promote wide reading (reading a lot and reading a variety of different types of texts)



Sample Academy Topics

- *Discussions*
- *Word Awareness*
- *Teacher Read Alouds*
- *Semantic Mapping*
- *Cognates*

Comprehension



What Students Need to Learn

- How to read both narrative and expository texts
- How to understand and remember what they read
- How to relate their knowledge or experiences to text
- How to use comprehension strategies to improve their comprehension

Comprehension (cont.)

How We Teach It

- Explain, model, and teach comprehension strategies
- Provide comprehension instruction before, during, and after reading narrative and expository texts
- Promote thinking and extended discourse by asking questions and encouraging student questions and discussions
- Monitor students' progress to inform instruction



Sample Academy Topics

- *Questioning Continuum/Cards*
- *Get the Gist Summarizing*
- *Self-Monitoring for Understanding*
- *Using Graphic Organizers: Story Maps; K-W-L*



- Most children do NOT learn to read or spell “naturally” but instead learn from instruction
- Good word identification instruction does NOT include guessing words from context or picture cues



- Instructional time spent on independent, silent reading with minimal guidance or feedback has NOT currently been confirmed by research to improve reading fluency
- Guided repeated oral reading is NOT the same instructional practice known as “Guided Reading”



- Assessing comprehension is NOT effective comprehension instruction
- Effective reading instruction is NOT adding one new program after another to programs already in your school without determining each one's alignment with SBRR



Improving Tier I Reading Instruction

Involves the assessment of ALL students three times per year (at the beginning, middle, and end) to:

- Guide instructional decision-making
- Monitor student progress
- Identify struggling students who need intervention



Texas Reading First Assessments Activity

For Reading First schools, assessment includes administering early reading assessment instruments for these purposes:

<p>Screening</p>	<p>Designed as a first step to identify students who are at risk for or have reading difficulties and need further diagnosis and intervention</p>
<p>Diagnosis</p>	<p>Used to inform instructional decisions by providing in-depth information about students' reading strengths and needs</p>
<p>Progress Monitoring</p>	<p>Conducted at regular intervals to identify students who need intervention, to track student progress, and to inform reading instruction</p>
<p>Outcome</p>	<p>Administered at the end of the year to evaluate the effectiveness of a total reading program and to determine students' overall reading achievement</p>

Beginning of Year (BOY) Assessments

- Administer BOY assessments to all students
- Identify which students are not at risk for reading difficulties
- Identify which students need intervention

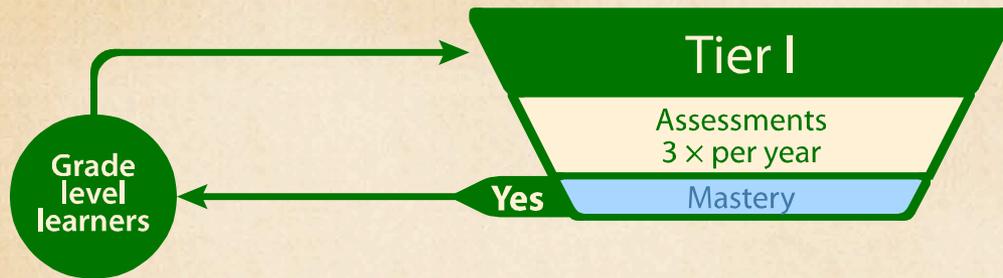
Middle of Year (MOY) Assessments

- Administer MOY assessments to all students
- Identify which students are NOT at risk for reading difficulties
- Identify which students need or continue to need intervention

End of Year (EOY) Assessments

- Administer EOY assessments to all students
- Document students' reading achievement
- Identify students who may benefit from summer school

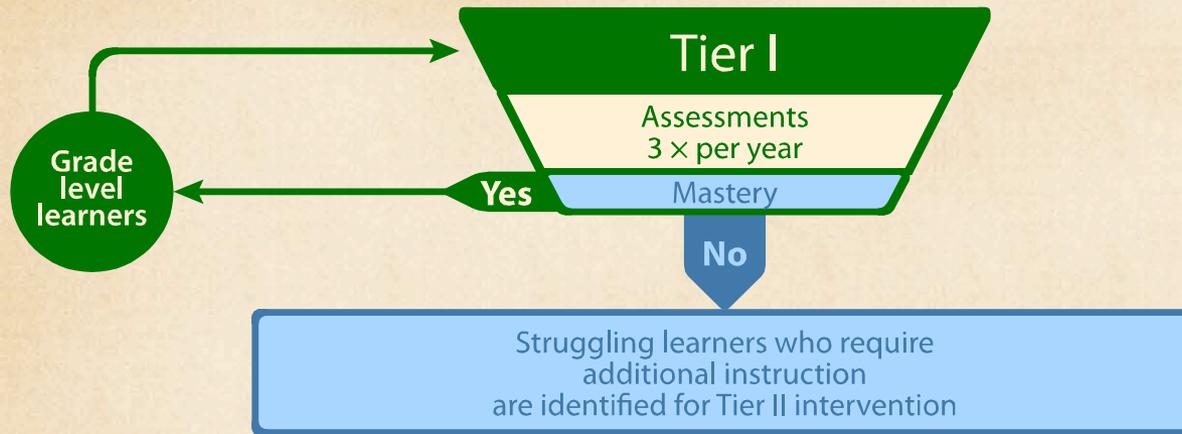
Movement Through the Tiers



Minutes Per Day

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

Movement Through the Tiers (cont.)



Minutes Per Day

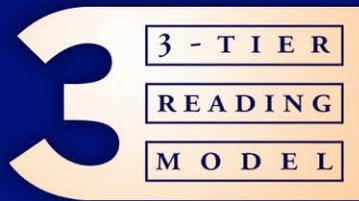
Tier I	90
Tier II, Round 1	✓
Tier II, Round 2	
Tier III	



A First Grade Scenario Activity

- James is NOT identified as at risk for reading difficulties on the BOY assessments, so he is only receiving Tier I instruction
- By late October, James is falling behind and having difficulty blending letter sounds to read CVC words
- During Tier I small group instruction, James struggles when reading decodable words even with extensive review and practice opportunities
- He guesses at words, rather than focusing on letter sounds to decode them

Based on the information above, should James continue to receive only Tier I instruction until the MOY assessments are given? Why or why not?



Remember

The 3-Tier Reading Model goes beyond giving assessments

Improving Tier I instruction involves using assessment data to make informed instructional decisions related to:

- Grouping students
- Planning targeted instruction
- Monitoring students' understanding and mastery of TEKS objectives
- Scaffolding instruction

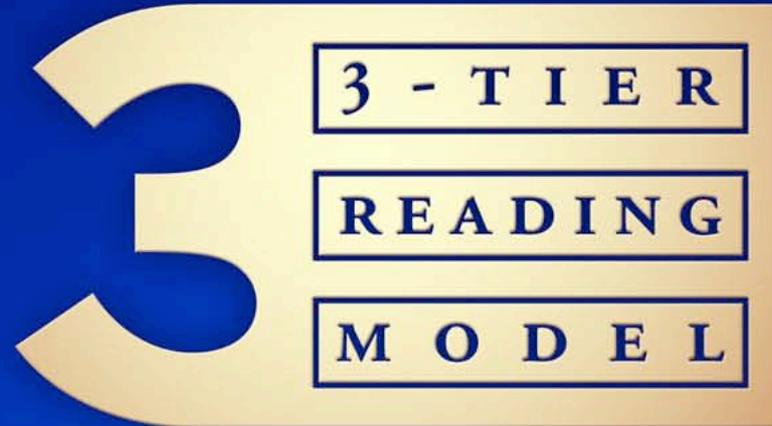
Using Assessment Data

Determine which reading concepts and skills students have NOT mastered

Example–TPRI: K–3 Early Reading Assessment (Revised 2005-2006)

Student: M. Smith		Date: 9/12/04	
Grade: 1st		Score	SD=Still Developing D=Developed
Phonemic Awareness Inventory Tasks			
1: Blending Word Parts		3/5	SD
2: Blending Phonemes		2/5	SD
3: Detecting Initial Sounds		3/5	SD
4: Detecting Final Sounds		0/5	SD

Implementing the



*Reducing Reading Difficulties
for Kindergarten Through
Third Grade Students*