



3 - TIER

READING

MODEL

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

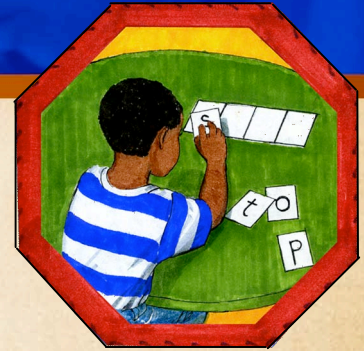
Tier I Reading Instruction

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.)

How We Teach It

- 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



Sample Academy Topics

- *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:

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

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

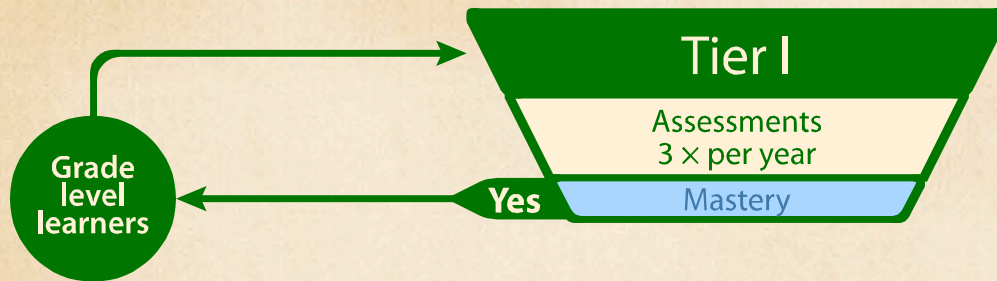
Middle of Year (MOY) Assessments

- 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

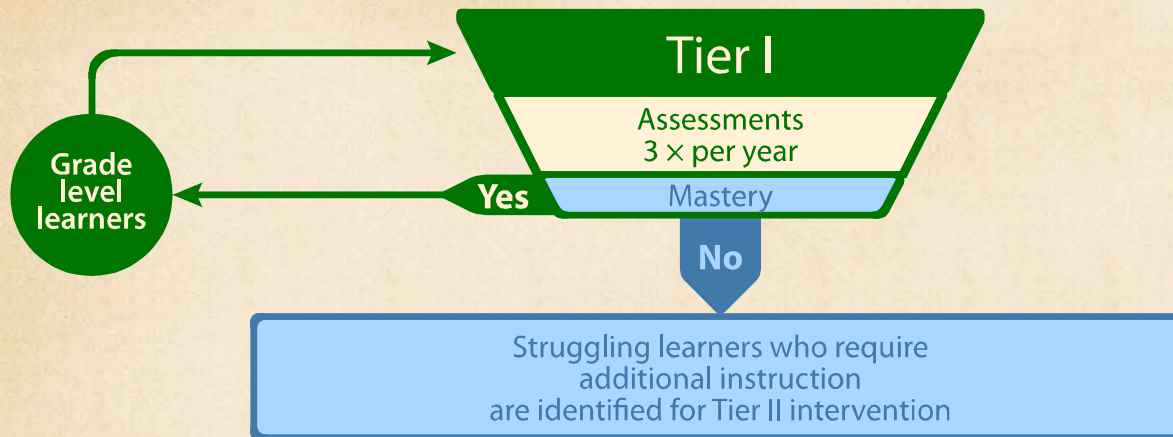
Movement Through the Tiers



Minutes Per Day

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

Movement Through the Tiers (cont.)



Minutes Per Day

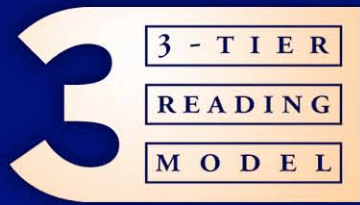
Tier I	90
Tier II, Round 1	✓
Tier II, Round 2	
Tier III	



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

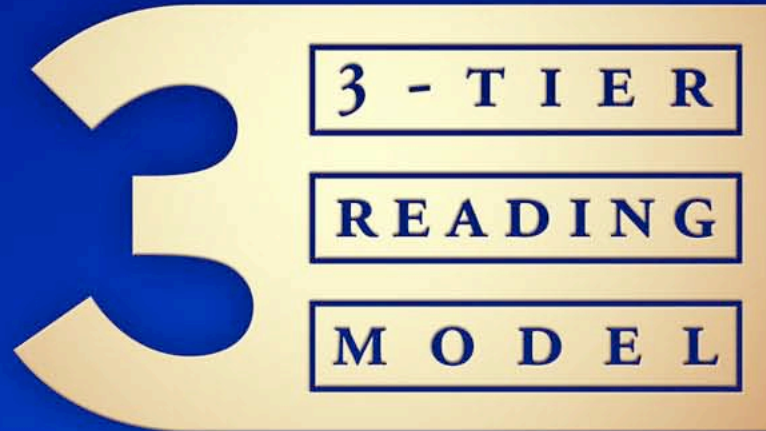
Using Assessment Data

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*