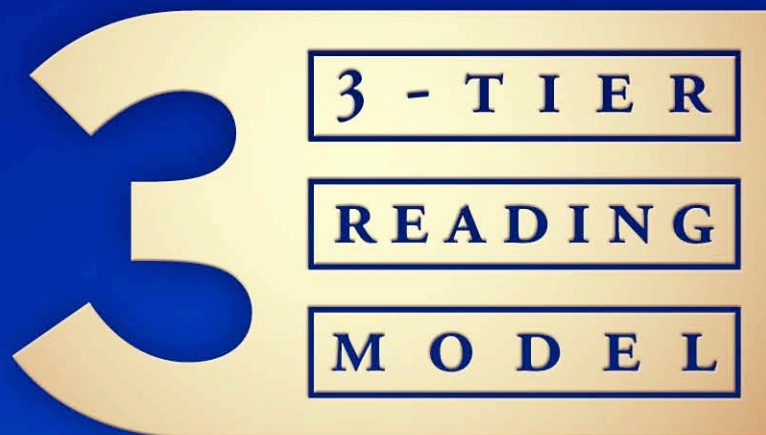


# Implementing the



## *Reducing Reading Difficulties for Kindergarten Through Third Grade Students*

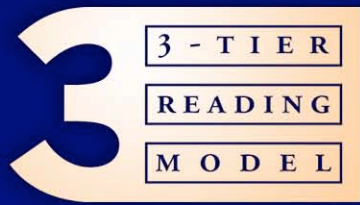
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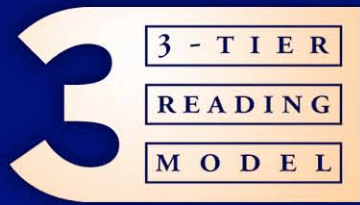
THE UNIVERSITY OF TEXAS AT AUSTIN  
COLLEGE OF EDUCATION



# Workshop Objectives

- To help teachers better understand the 3-Tier Reading Model
- To review school decisions for 3-Tier implementation
- To present 3-Tier instructional guidelines
- To provide opportunities to practice using assessment data to make informed decisions about students' needs, 3-Tier instruction and intervention, reading programs, and professional development





# Workshop Topics

- Overview
- Tier I
- Tier II
- Tier III
- Ongoing Professional Development



3 - T I E R

R E A D I N G

M O D E L

**Overview**

## No Child Left Behind Act (NCLB) of 2001

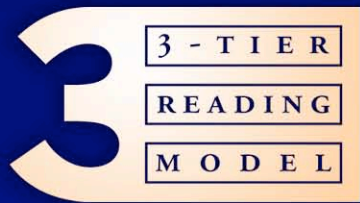
- The academic cornerstone of NCLB, Reading First, focuses on ensuring that ALL students read on grade level or higher by the end of third grade and are well prepared to achieve their full academic potential in later grades
- Reading First emphasizes the use of reading instruction, programs, and practices that are proven by scientifically based reading research (SBRR).





# Texas Reading First Non-Negotiable Elements

- Adherence to scientifically based reading research (SBRR)
- Comprehensive core reading instruction that addresses the grade-appropriate five essential reading components—phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Intervention support for students at risk for reading difficulties, including dyslexia
- Comprehensive assessment plan that includes screening, diagnostic, progress monitoring, and outcome measures
- Implementation of the 3-Tier Reading Model



## The 3-Tier Reading Model

- Provides an instructional framework for preventing reading difficulties
- Is a response-to-instruction (RTI) model
- Focuses on reading instruction that uses scientific research based core, supplemental, and intervention reading programs
- Uses assessment data to drive differentiated instruction for all students
- Identifies struggling students and provides the additional instruction/intervention support they need
- Provides professional development to enhance teachers' knowledge and skills in preventing reading difficulties



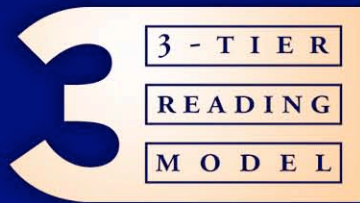
## Key Concepts

**Assessment-driven instruction:** using assessment data to monitor student progress and make instructional decisions

**Differentiated instruction:** varying instruction within the same classroom to meet each student's ability and needs

**Intervention instruction:** providing struggling students with additional targeted and intensive instruction to prevent reading difficulties





## The Three Tiers

**Tier I:** Core classroom reading instruction that all students receive, **assessment of student progress three times per year**, and **ongoing professional development**

**Tier II:** **Intervention** (additional reading instruction) and **frequent progress monitoring** (e.g., every 2 weeks) that struggling readers receive

**Tier III:** **More intensive intervention** and **frequent progress monitoring** (e.g., every 2 weeks) that students with extreme reading difficulties receive after not making adequate progress in Tiers I and II

## Is the 3-Tier Reading Model based on a scientific reading program?

No, the 3-Tier Reading Model is not a new reading program. Rather, it is a framework for educators to use in preventing reading difficulties in their students.

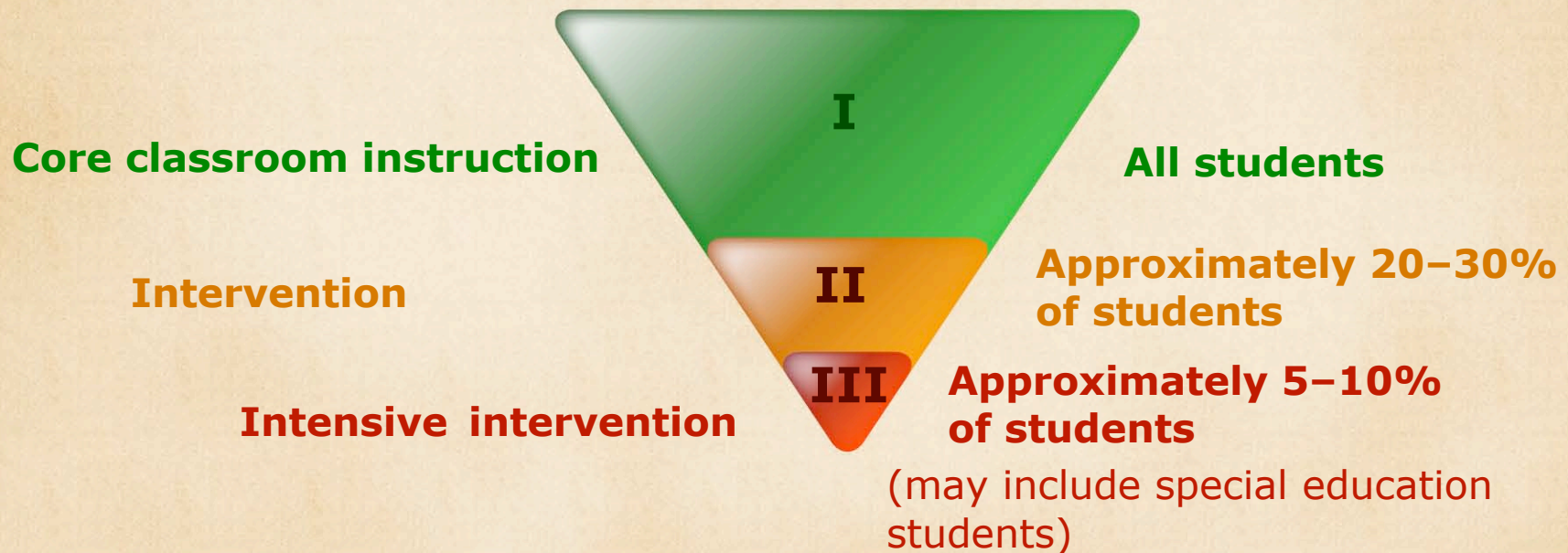


## What are the roles of assessment in the 3-Tier Reading Model?

### **The 3-Tier Reading Model goes beyond the administration of assessments**

- In Tier I, assessments given three times per year are used to guide instructional decision-making (e.g., determine if students are making adequate progress toward grade-level benchmarks or objectives) and identify students who need intervention
- In Tiers II and III, frequent progress monitoring (e.g., every 2 weeks) is used to track student progress and inform instruction

## 3-Tier Reading Model





## Who provides instruction in each tier?

- Classroom teachers provide Tier I core classroom reading instruction for all students
- Each school determines who teaches students in Tier II (e.g., classroom teacher, specialized reading teacher, special education teacher) and Tier III intervention (e.g., specialized reading teacher, special education teacher)



# 3-Tier Instruction = Differentiated Instruction

## **Differentiated instruction IS:**

- Using assessment data to plan instruction and group students
- Teaching targeted small groups
- Using flexible grouping (changing group membership based on student progress, interests, and needs)
- Matching instructional materials to student ability
- Tailoring instruction to address student needs

## **Differentiated instruction IS NOT:**

- Using only whole class instruction
- Using small groups that never change
- Using the same reading text with all students
- Using the same independent seatwork assignments for the entire class



## What grouping formats are recommended for each tier?

- **Tier I**—A variety of grouping formats (e.g., individual, pairs, small groups, and whole group)
- **Tier II**—Same-ability small groups of three to five students
- **Tier III**—Same-ability small groups of three students or fewer, depending on student needs

The 3-Tier Reading Model incorporates flexible grouping practices to group and regroup students based on their progress, interests, and changing needs



# **Tier I:**

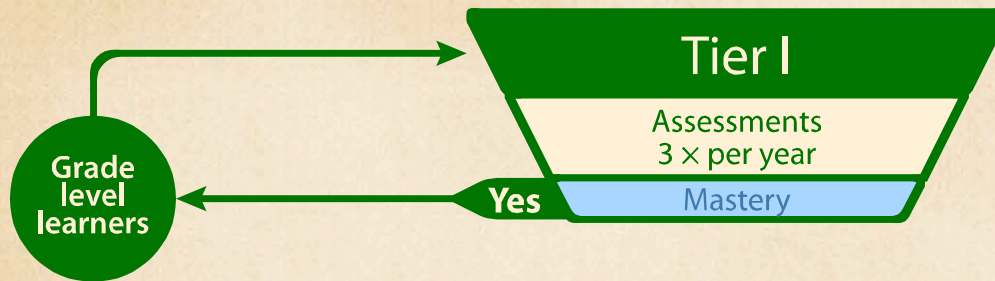
## **Core Classroom Reading Instruction**



**Minimum 90 Minutes of Daily Instruction**



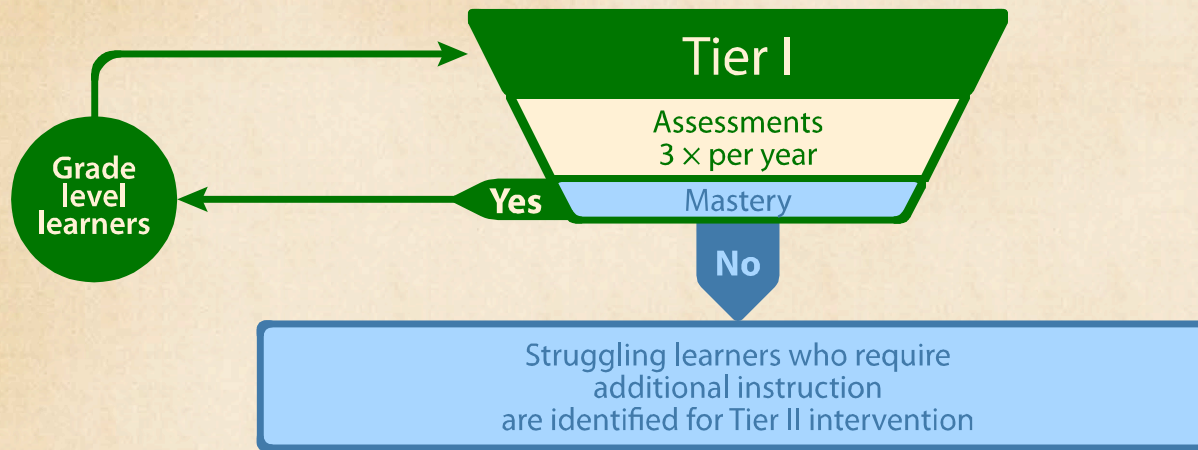
## Movement Through the Tiers



### Minutes Per Day

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

## Movement Through the Tiers (cont.)

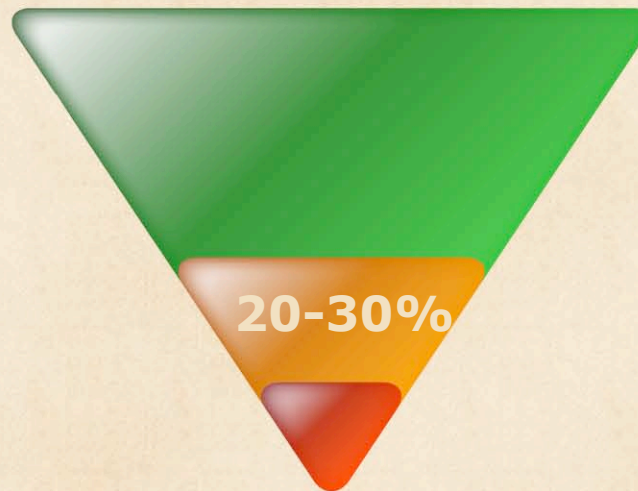


### Minutes Per Day

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

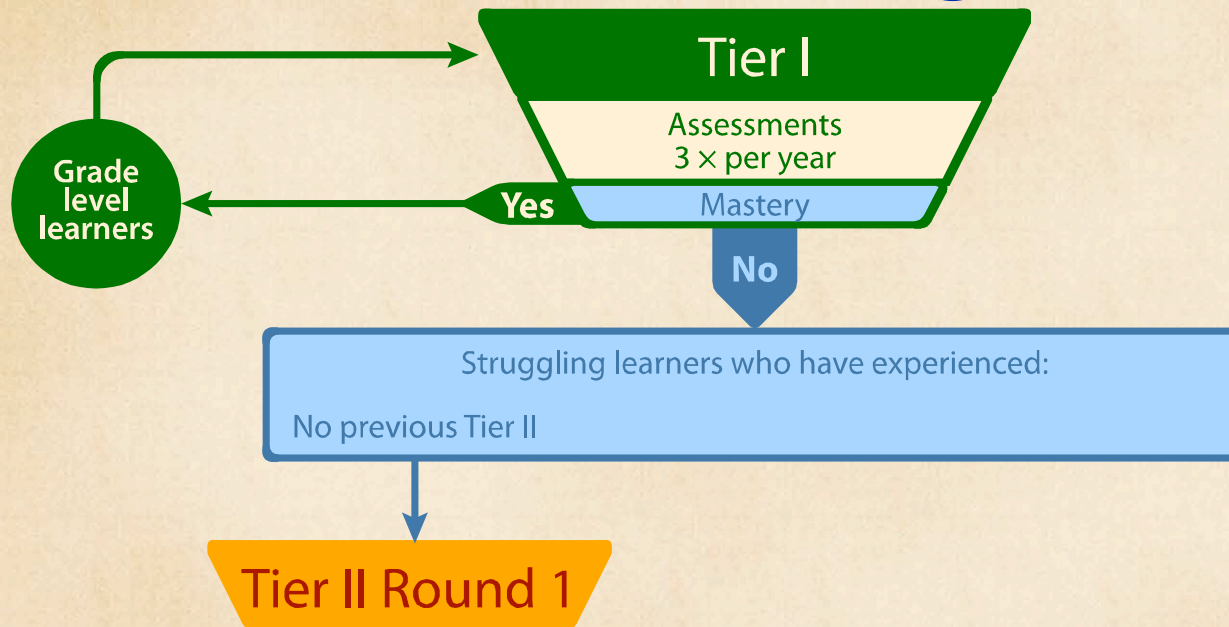


## **Tier II: Intervention**



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

## Movement Through the Tiers

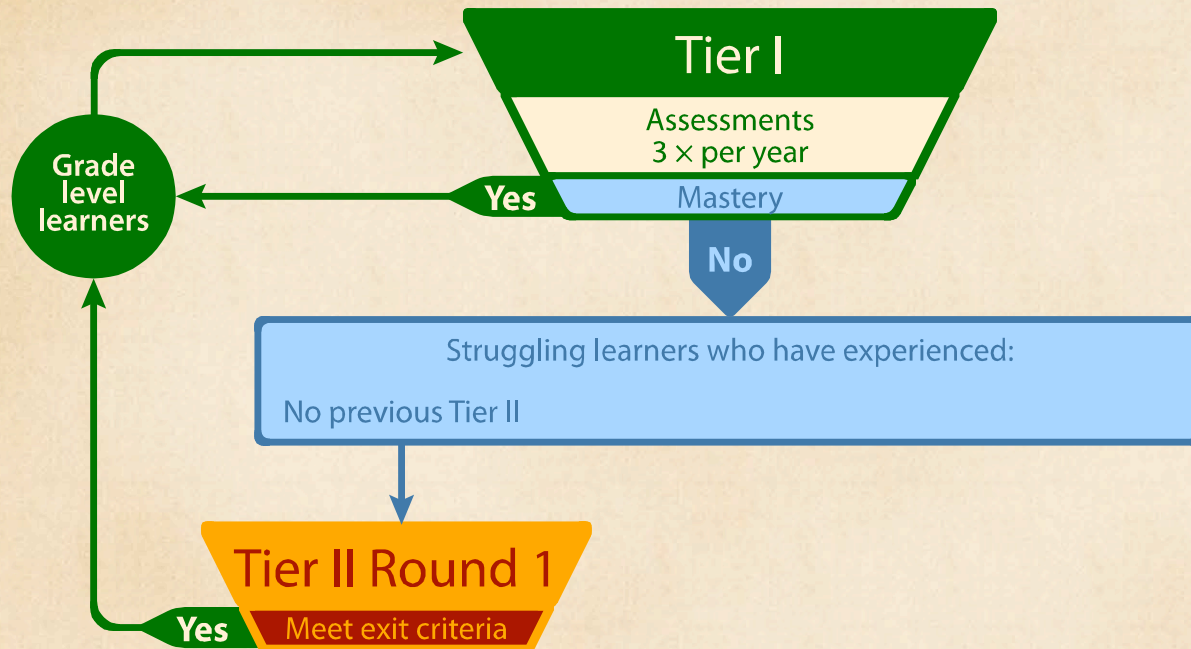


### Minutes Per Day

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



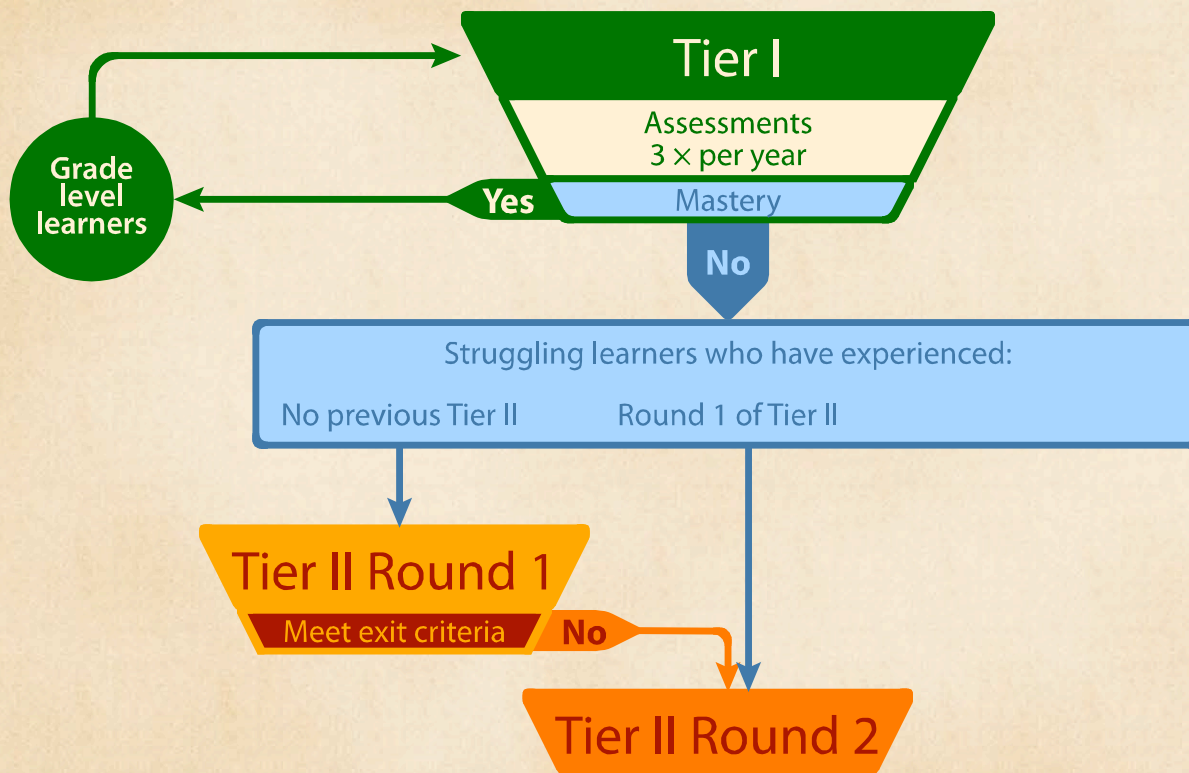
## Movement Through the Tiers (cont.)



### Minutes Per Day

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

## Movement Through the Tiers (cont.)

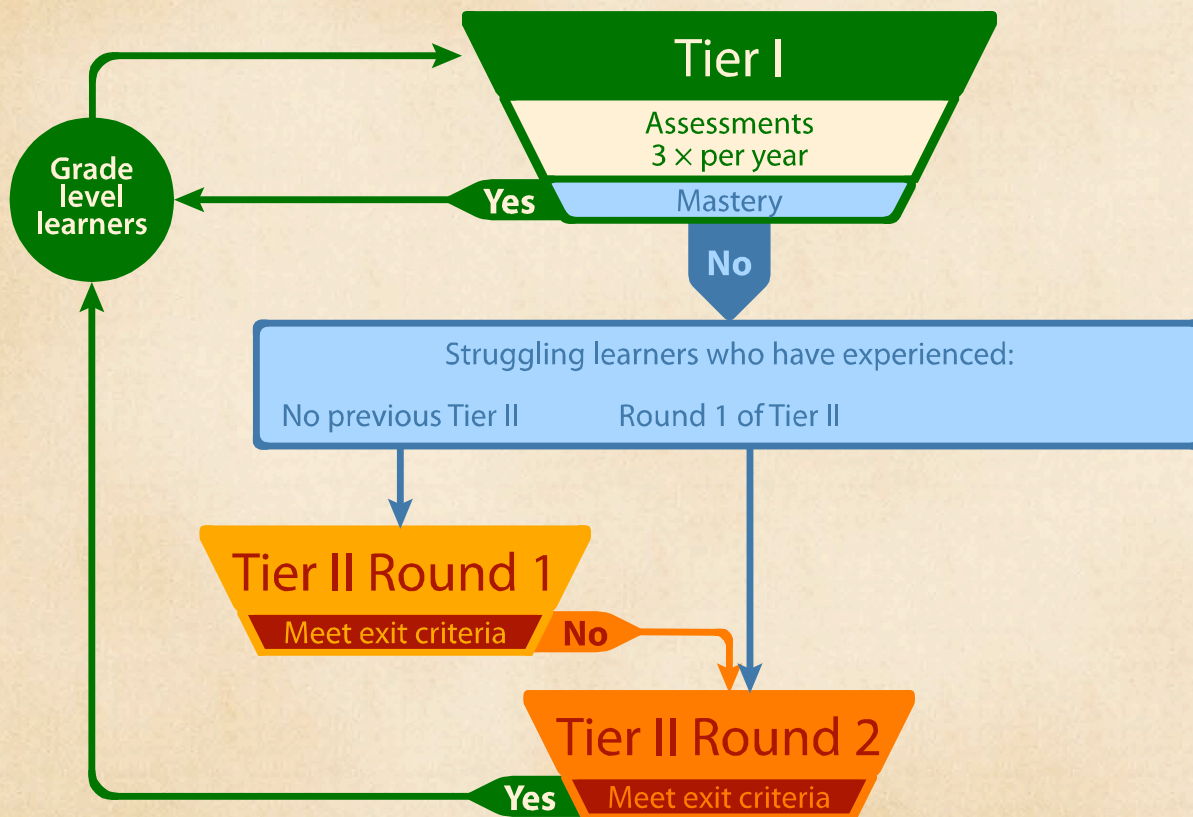


### Minutes Per Day

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



## Movement Through the Tiers (cont.)

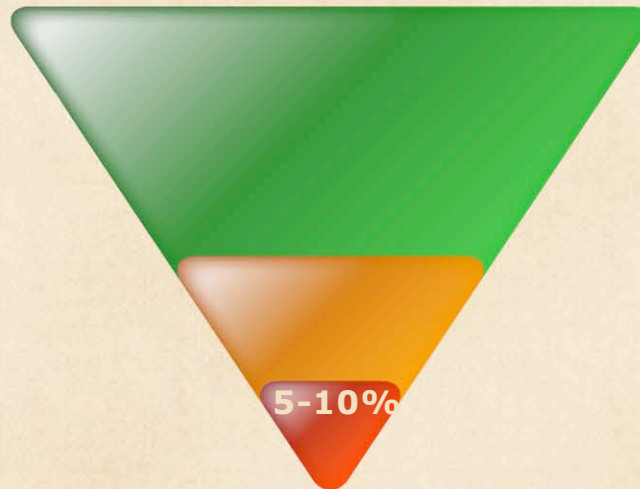


### Minutes Per Day

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

# Tier III:

## Daily Intensive Intervention





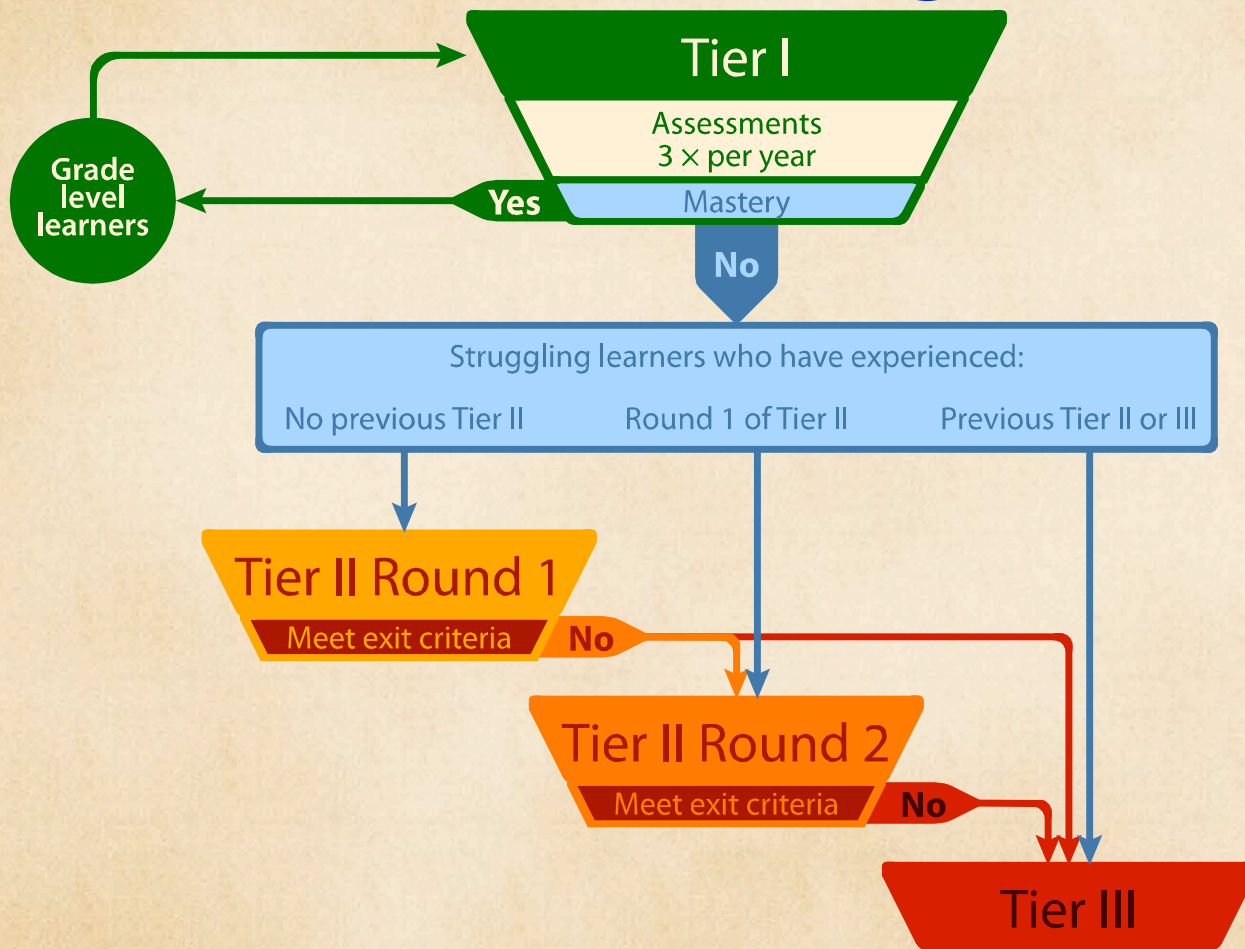
## Do struggling readers who are placed in Tier III continue to receive Tier II intervention?

- No, struggling readers who require Tier III no longer receive Tier II intervention
- Tier III intervention is the next step for students with extreme reading difficulties who are not successful in Tiers I and II
- These students receive 90 minutes of Tier I instruction plus the more intensive Tier III intervention (30+ minutes)

## Movement Through the Tiers

### Minutes Per Day

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

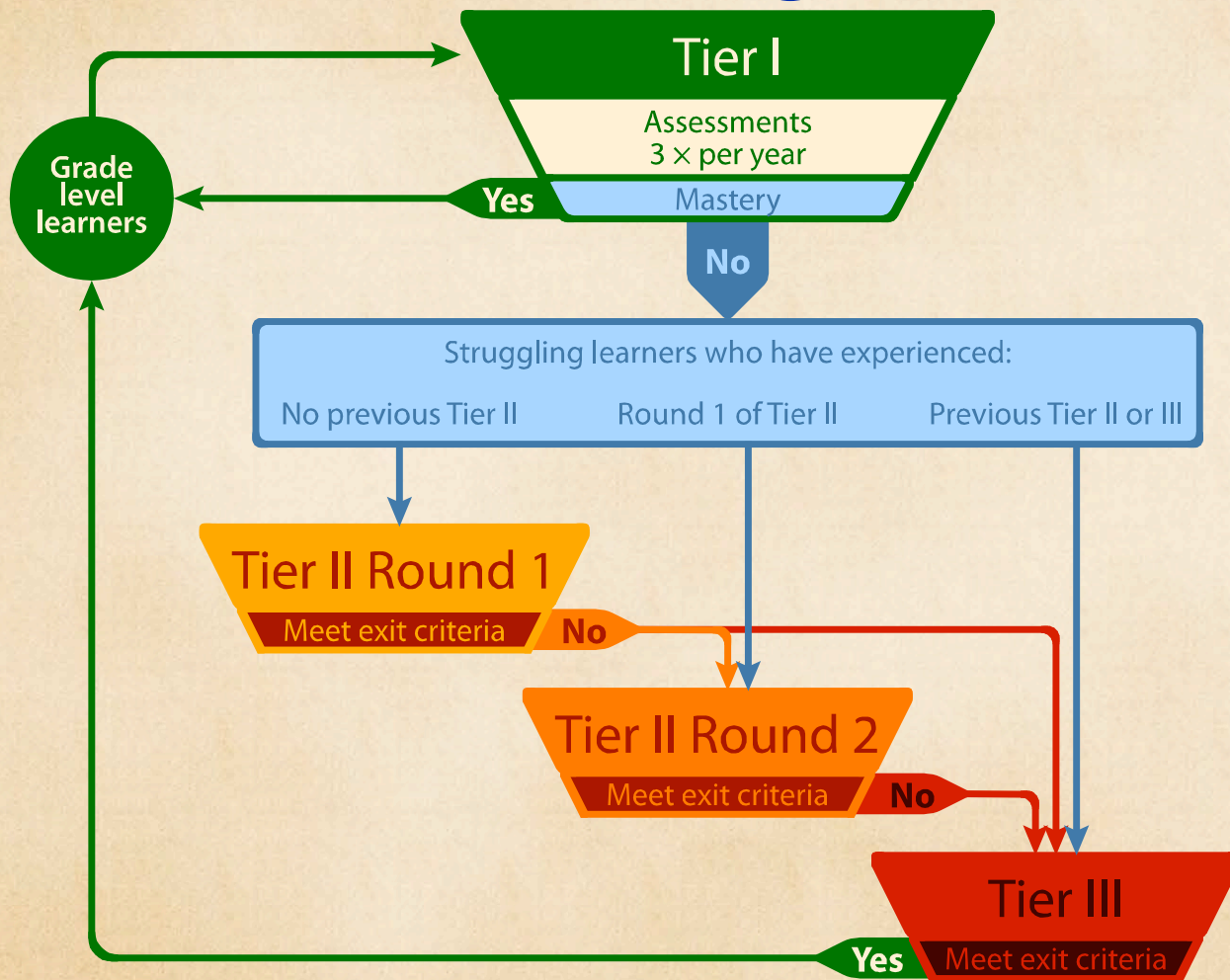




## Movement Through the Tiers (cont.)

### Minutes Per Day

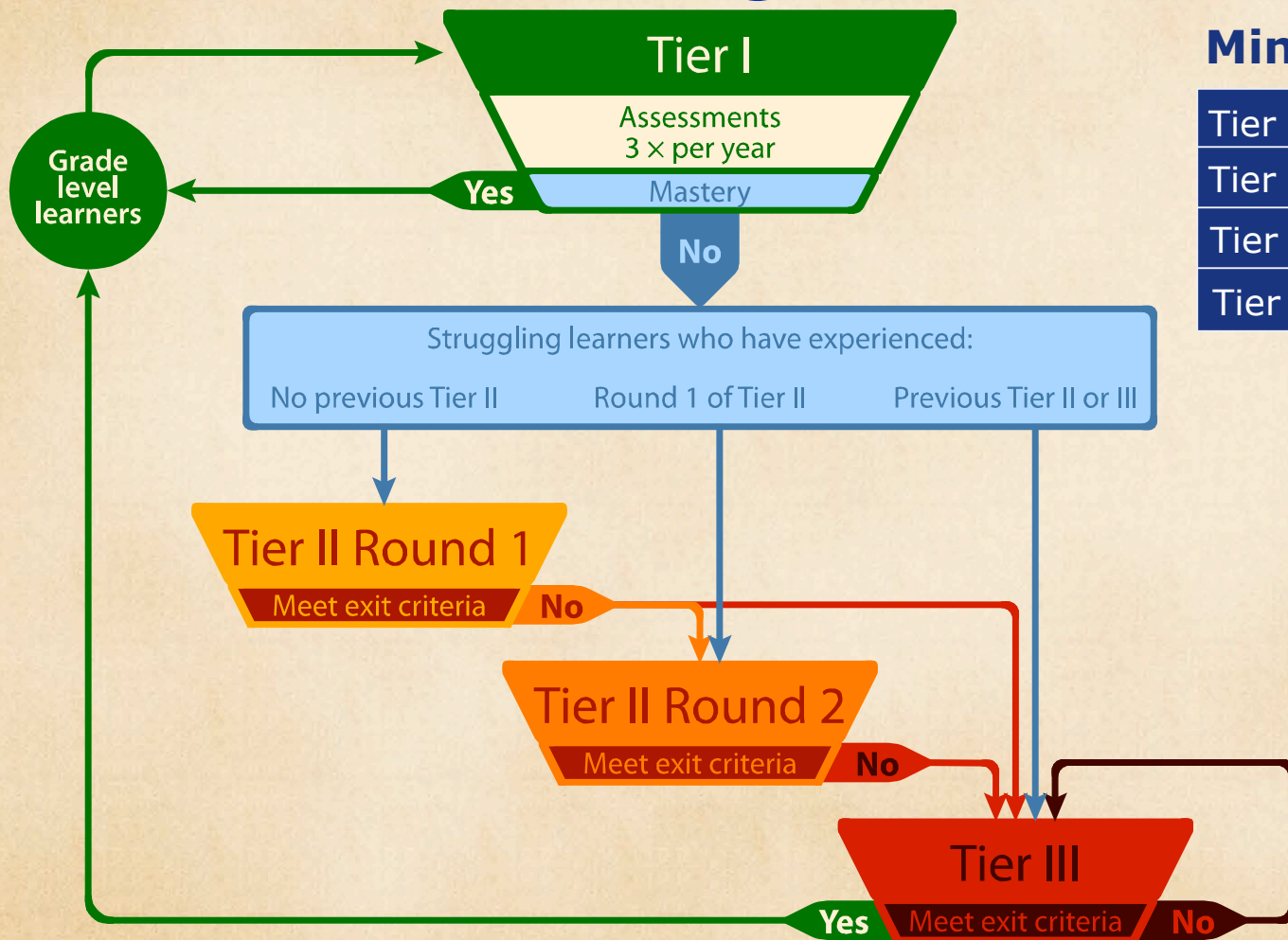
Tier I	90
Tier II, Round 1	
Tier II, Round 2	
Tier III	



## Movement Through the Tiers (cont.)

### Minutes Per Day

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

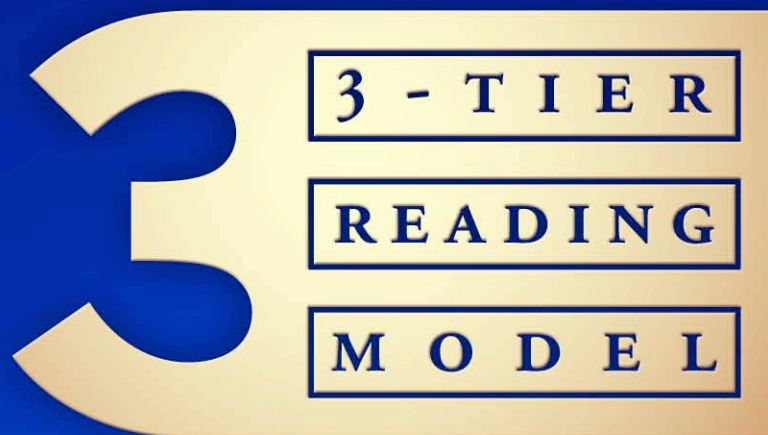




## First Steps for Implementing the 3-Tier Reading Model

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

# Implementing the



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