

K-3 Reading Model Academy

Summer 2007

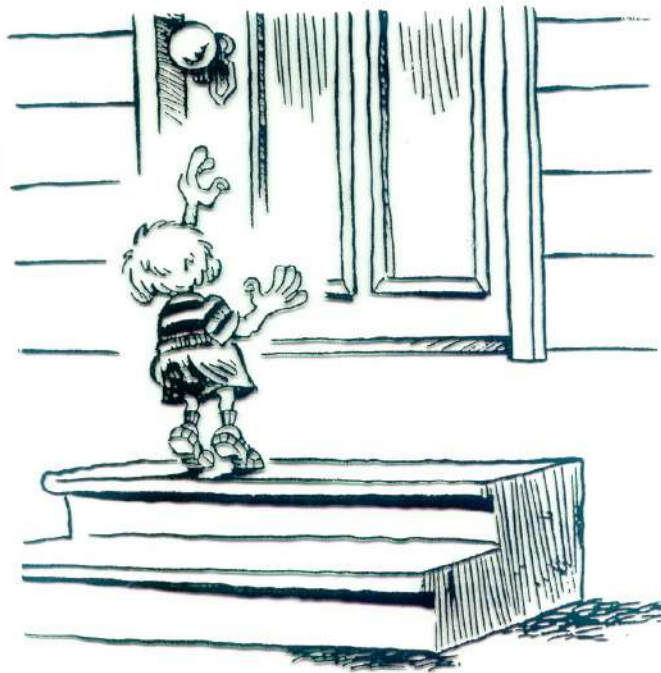


*Building Better
Readers*

**Implementing the Three-Tier
Reading Model**

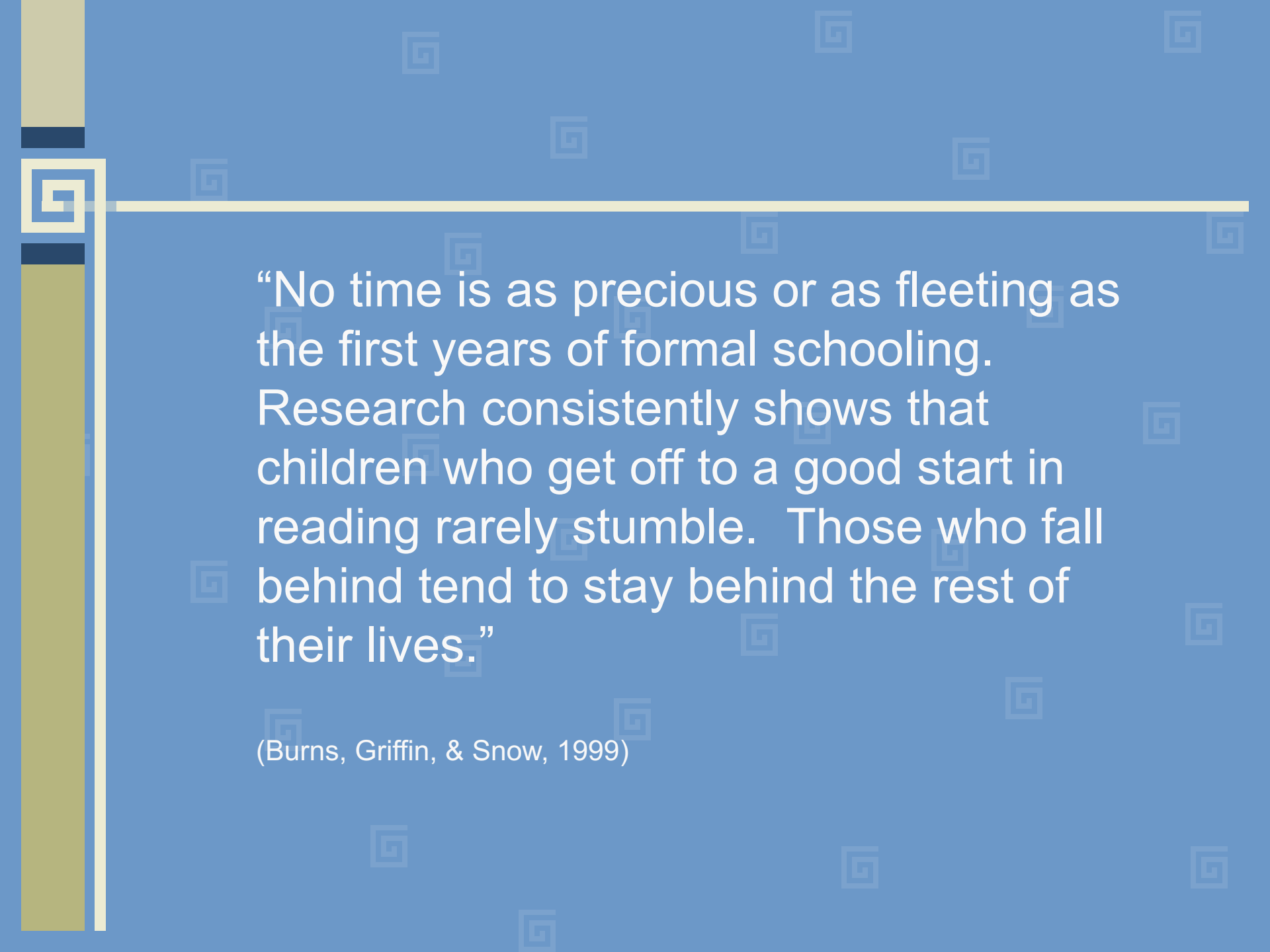
Essential Questions

- What can schools do to address the needs of struggling readers in the early grades?
- What are the components of the K-3 Reading Model?
- How is implementation coordinated at the classroom and school levels?



NOTE: Illustration from "Readiness 2000: Rethinking Rhetoric and Responsibility" by S. L. Kagan, 1990, *Phi Delta Kappan*, 72.

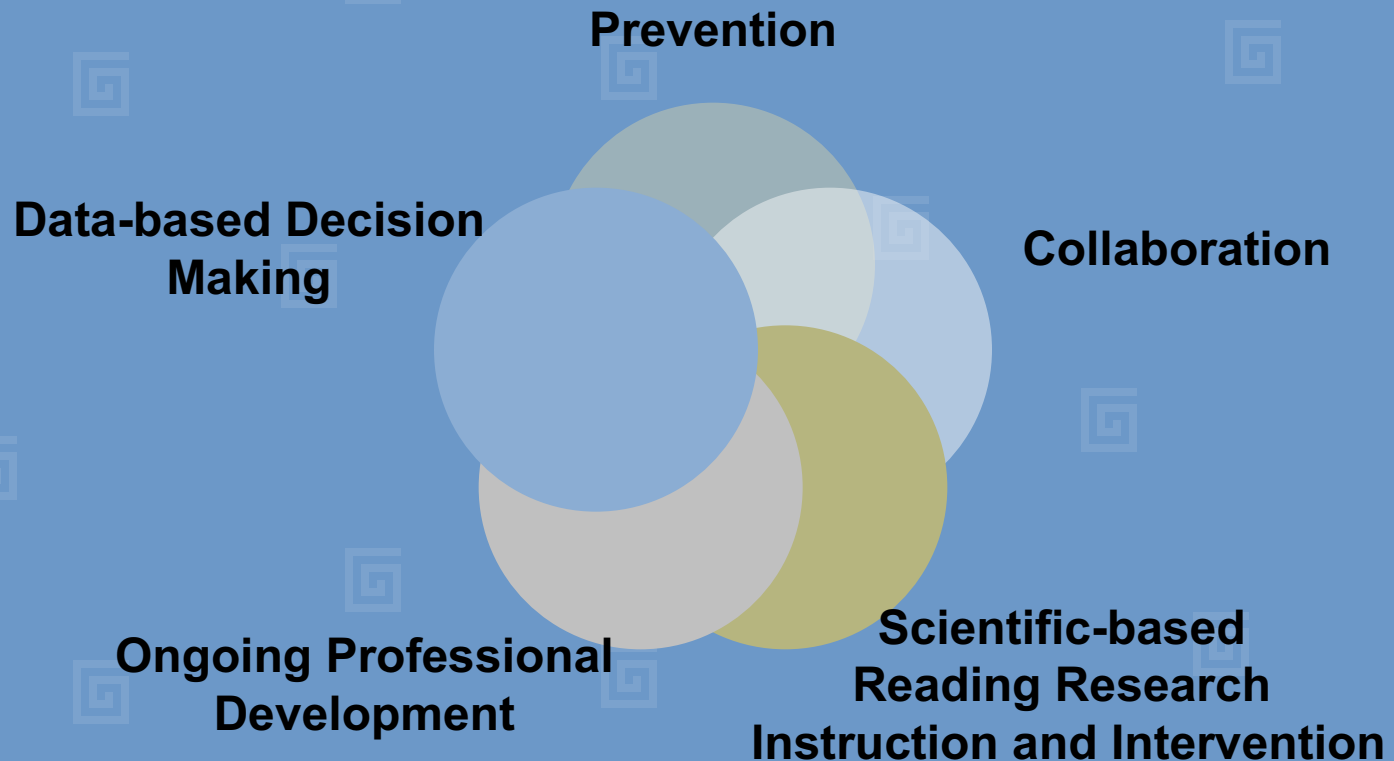
A mistake we often make in education is to plan the curriculum materials very carefully, arrange all the instructional materials wall to wall, open the doors of the school, and then find to our dismay that they've sent us the wrong kids.



“No time is as precious or as fleeting as the first years of formal schooling. Research consistently shows that children who get off to a good start in reading rarely stumble. Those who fall behind tend to stay behind the rest of their lives.”

(Burns, Griffin, & Snow, 1999)

Increasing Instructional Support and Intensity with Tiered Instruction



Reflection Question:



How does your school currently address interventions for students who struggle in reading?

Here's how some West Virginia schools have answered that question...





**42 Reading
First schools**



**36 RTI Project
schools**



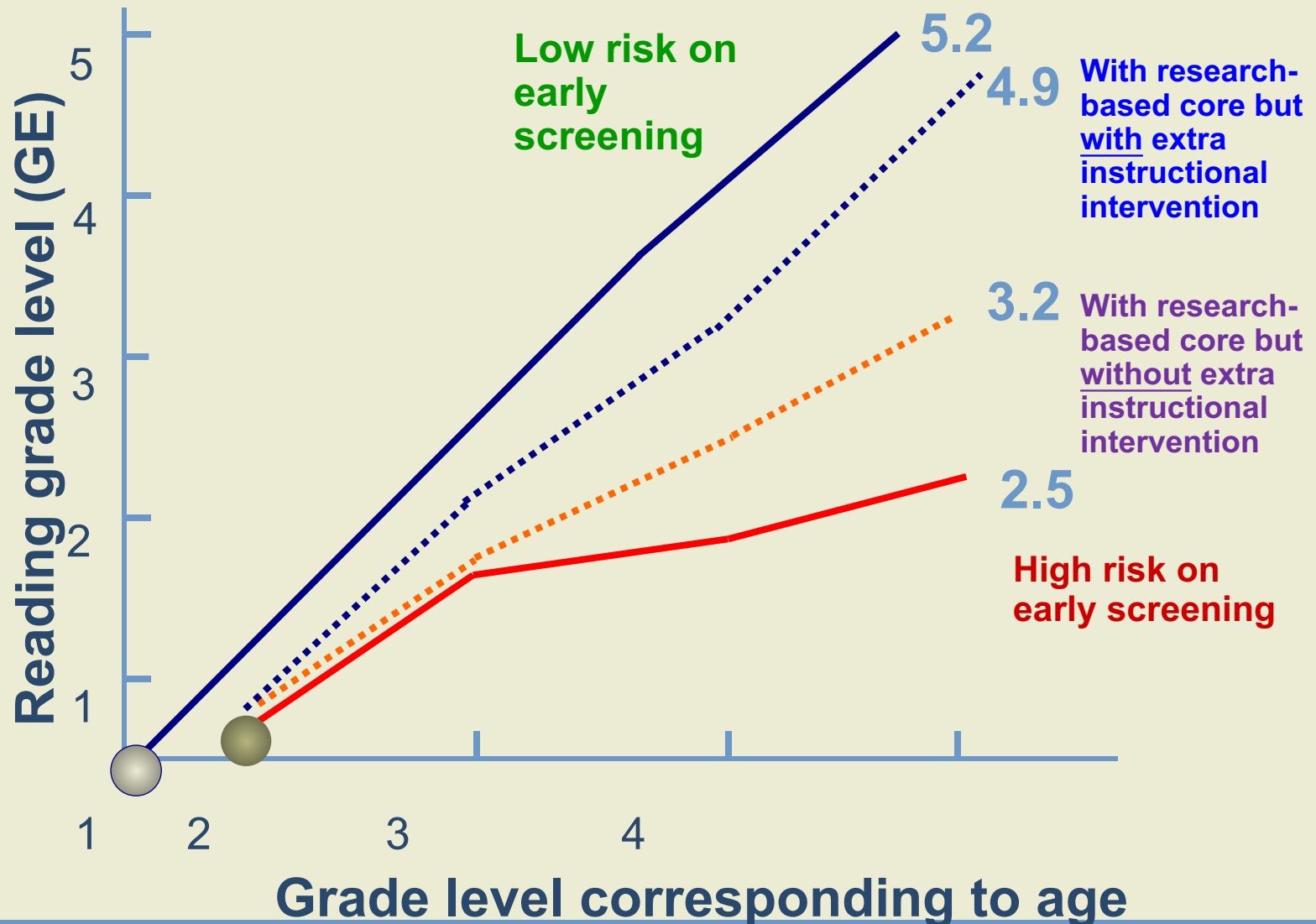
West Virginia K-3

2004-2006 Trend Data

Trend Growth - Fluency

Grade Level	Federal	West Virginia
1 st	16%	32%
2 nd	14%	36%
3 rd	15%	41%

Early Intervention Changes Reading Outcomes



Later intervention is less efficient and often less effective

According to the National Institute of Child Health and Human Development (NICHD), it takes 4 times as long to intervene in the 4th grade as it does to intervene in late Kindergarten.



**Kindergarten:
30 minutes/day**



**4th Grade:
2 hours/day**

What is the 3-Tier Model?

- Preventative model for early intervention
- Aims at identifying struggling learners before they fall behind
- Provides struggling learners with support based on individual needs

What is the 3-Tier Model?

- The 3-tier model is a framework for organizing instruction and intervention
- Three levels or tiers of instruction are designed to be responsive to the needs of ALL students

Who benefits from the 3-Tier Model?



ALL children!

What's in a name?

- **Reading First**
- **Response to Intervention (RTI)**
- **K-3 Reading Model**

Why the K-3 Model?

**No Child Left Behind
(NCLB)**

- **Accountability for ALL students**

**Individuals with
Disabilities
Education Act (IDEA
2004)**

- **RTI to identify students with specific learning disabilities**

**Policy 2419:
Regulations for the
Education of
Exceptional Students**

- **IMPLEMENTATION DATES**
 - July 1, 2009 Elementary School
 - July 1, 2010 Middle School
 - July 1, 2011 High School

The foundation of each reading initiative is the tiered instructional model.

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive

CIRCA
5%

CIRCA
15%

CIRCA
80%

CIRCA
5%

CIRCA
15%

CIRCA
80%

Students

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

Prevention Through a Multi-tiered Approach

Tier	Purpose
1	Reduce the number of new cases of reading difficulties
2	Reduce the duration of existing cases of reading difficulties
3	Reduce the complications from established cases of reading difficulties



Remember, the best intervention
is good instruction.

What are the components of the 3-tier reading model?



“Introduction to the 3-Tier Reading Model, 4th Ed.”

Available from www.texasreading.org

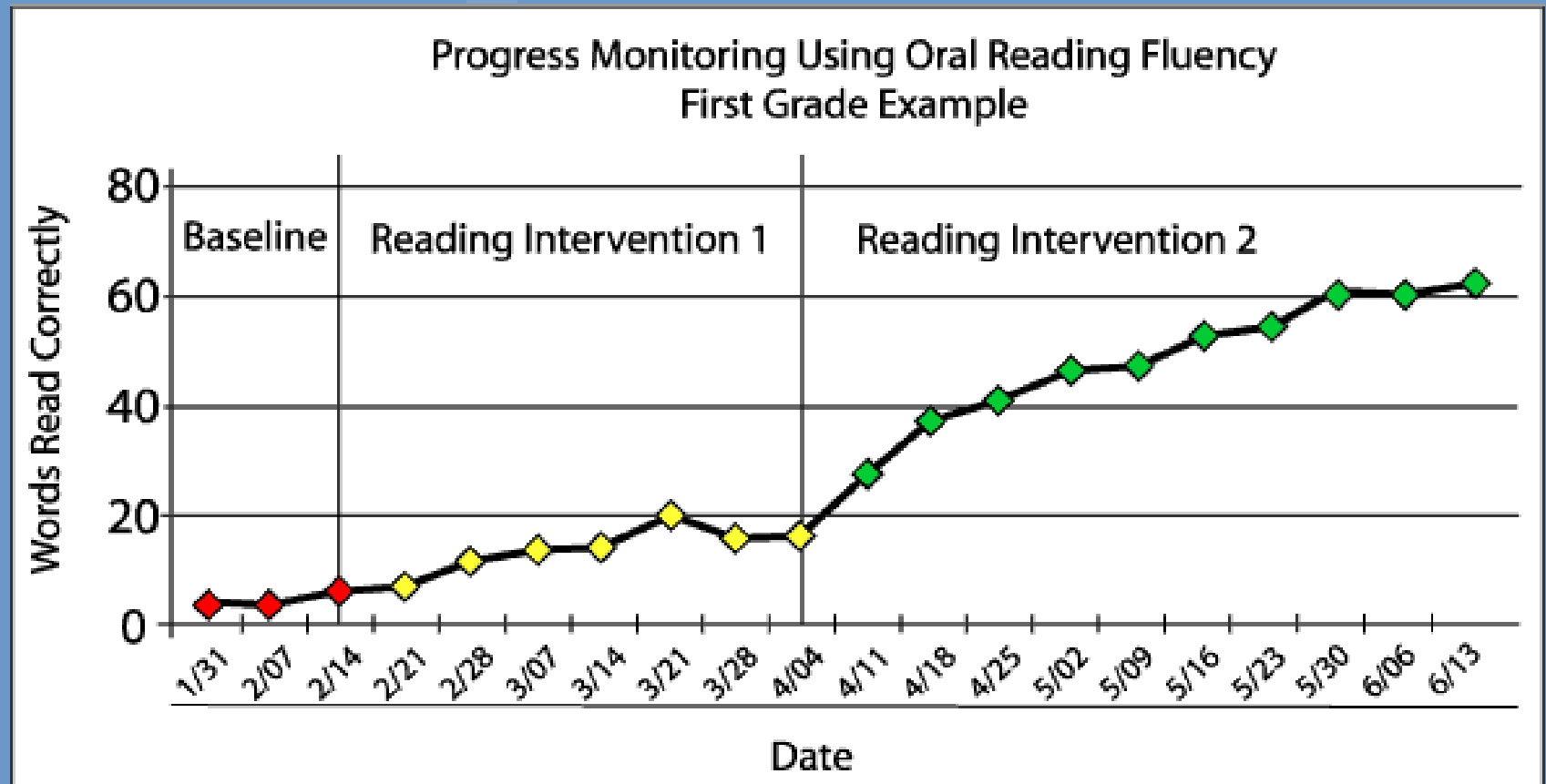
Essential Components

1. Three Tier Reading Model
2. Universal Screening
3. Progress Monitoring
4. Teaming & Collaboration
5. Data-based Decision Making
6. Professional Development

Common Characteristics of Rtl Models

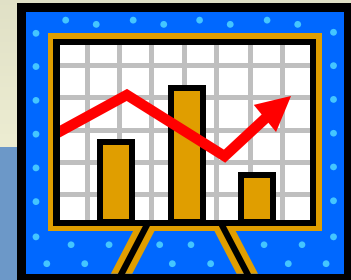
- Multiple tiers of *increasingly intense* student interventions
- Instructional decisions based on data
- Implementation of *differentiated instruction*
- Instruction delivered by staff other than the classroom teacher
- Varied duration and frequency of interventions

The Role of Assessment in the 3-Tier Model



Progress Monitoring

- Informs reading instruction and intervention
- Indicates when intervention adjustments are necessary
- Is critical for regrouping students for tiered instruction
- Is essential for all student who do not meet minimum benchmark levels



Tier 1

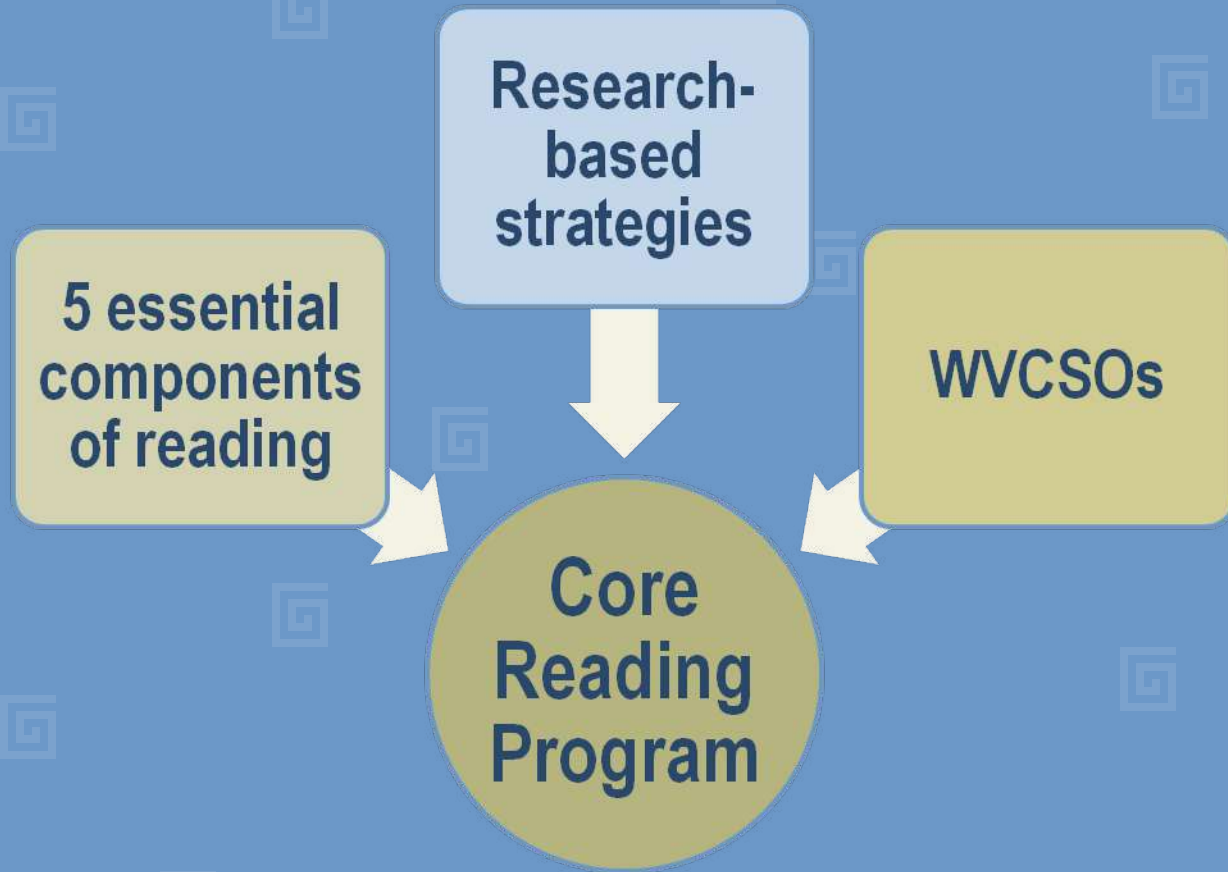


- Universal screening of all students
- **Core reading program** instruction in 5 essential components of reading
- 90 minutes uninterrupted reading block
- Scientific research-based instruction
- Differentiated classroom instruction
- Whole group, small group, literacy stations

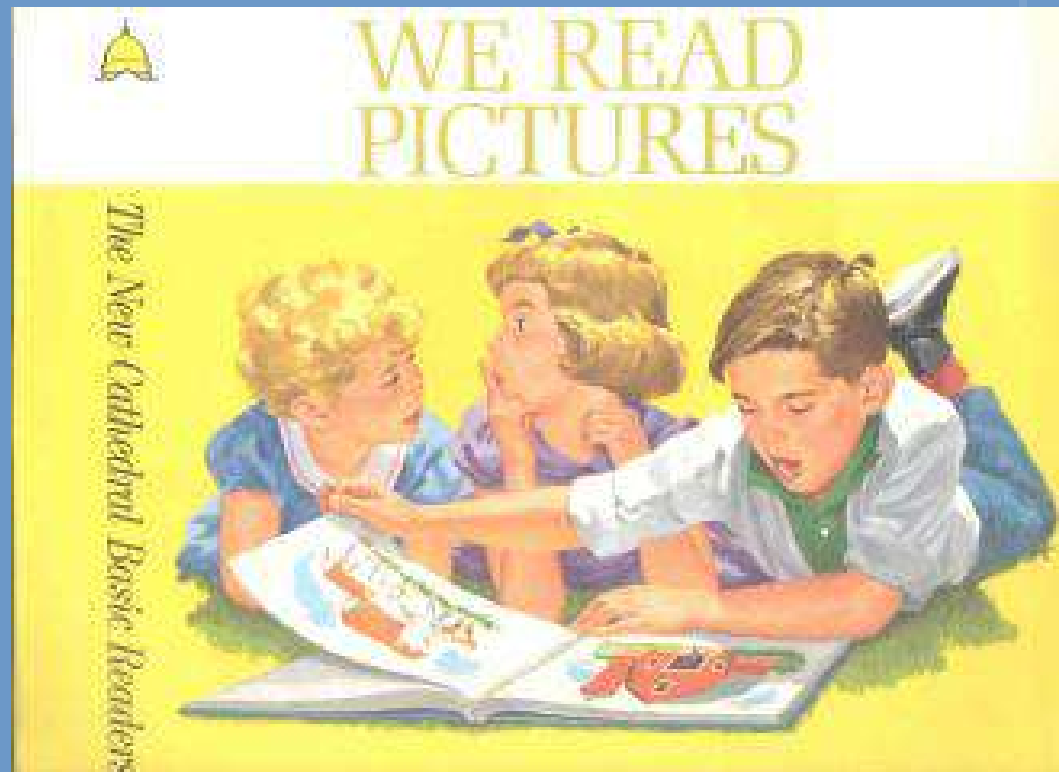
Tier 1: Core Classroom Instruction

Focus	All students
Program	Core reading program
Grouping	Multiple formats: whole group, small group, pairs
Time	90 minutes per day
Assessment	Benchmark assessment three times/year (Sept, Jan, May)
Interventionist	General education teacher
Setting	General education classroom

Your Core Reading Program and the 3-Tier Model




We've come a long way!



Differentiated Instruction and the 3-Tier Model

- Differentiated instruction means matching instruction to meet the different needs of learners in a given classroom.
- It is implemented during the 90-minute reading block

Differentiating During the 90-minute Block

- 
- Skill-focused lessons that provide explicit, direct instruction in essential reading components
 - Guided reading to support readers' use of effective strategies
 - Reading work stations to provide multiple practice opportunities and promote high levels of student engagement

Grade 1 Small Group Lesson Format Example

Group Members:

Connie, Teresa, Joe, Karl, Sean
(Note: students are low-risk on
measures of phonemic awareness
and phonics)

Minimum Meeting Frequency:

3 times/week

Lesson Structure:

Skills-Focused

Instructional Focus:

Fluency

Small Group Lesson:

Reading decodable text, fluency, and extended
discussion of leveled text. Practice using words
lists with phonics elements (c-v-c, c-v-ce)

Independent Student Work Stations:

Word Study: High frequency words - Word
Baseball game

High frequency words: Word Wiz - Students read
words in a timed activity

Adapted from “Differentiated Reading Instruction: Small Group alternative Lesson Structures for All Students”. Available at www.FCRR.org.

Kindergarten Small Group Lesson Format Example

Group Members:

Kylie, Nathan, Annie

(Note: This group is at high risk and requires intensive work in phonemic awareness and phonics.)

Minimum Meeting Frequency:

Daily

Lesson Structure:

Skills-Focused

Instructional Focus:

Phonemic Awareness and Phonics

Small Group Lesson:

Segmenting and blending at syllable level.

Phonics activities target letter names and fluency and accuracy in identifying letter-sound correspondences with attention to matching and identifying initial, final and medial sounds.

Independent Student Work Stations:

- Syllables – Segmenting Syllable Graph – students sort pictures by number of syllables
- Onset and rime – “Say It Now” – students play blending game to make words using onsets and rimes.

Adapted from “Differentiated Reading Instruction: Small Group alternative Lesson Structures for All Students”. Available at www.FCRR.org.

Things to know about differentiated instruction and the 3-tier model...

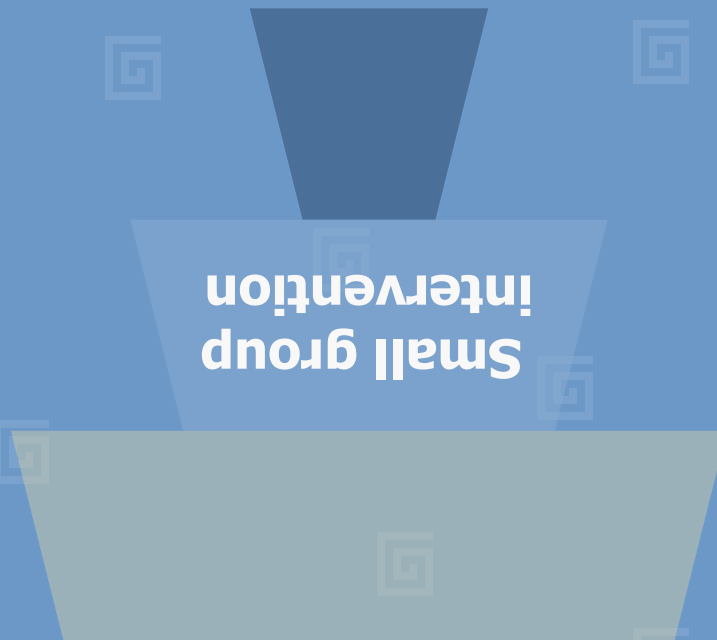
1

- Tier 1 always includes differentiated classroom instruction based on student needs

2

- “Push-in” support from Title 1 and special education teachers **during** the 90-minute reading block is never considered Tier 2 intervention

Tier 2



- Small group instruction in addition to core reading instruction (30 minutes/day) for at-risk students
- Small groups of 3-5 students, grouped for targeted skills instruction
- Programs, strategies, and procedures designed to support Tier 1
- Scientific research-based interventions
- Progress monitoring to adjust instruction

Tier 2: Intervention

Focus	At-risk students
Program	Explicit, systematic, SBRR, targeted essential components of reading
Grouping	Homogenous small group (1:3, 1:4 or 1:5)
Time	Tier 1 + 30 min/day (50 sessions)
Assessment	Progress monitoring (2x/month) on target skills, diagnostic assessment
Interventionist	Title 1 reading specialist, special educator, other qualified professionals
Setting	Generally pull-out

Tier 3



Intense
intervention

- Intensive, strategic, supplemental instruction
- Small group intervention in addition to the core reading program
- Targeted skill groups of 3 students or fewer
- Typically 45-60 min/day
- May be special education services

Tier 3: Intensive Intervention

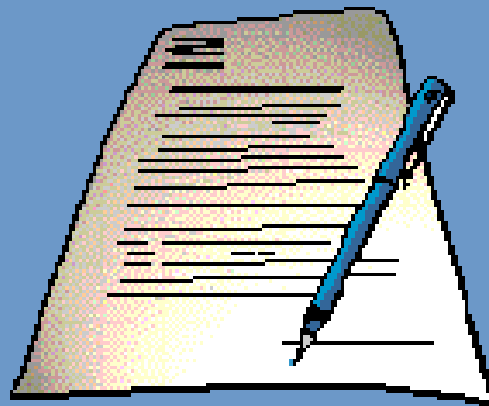
Focus	Students with marked difficulties who have not responded to Tiers 1 & 2
Program	Sustained, intensive scientific research-based reading instruction
Grouping	Small group (1:3)
Time	Tier 1 + additional 45-60 min/day
Assessment	Progress monitoring (2x/month) and diagnostic assessments
Interventionist	Educator with specialized reading skills
Setting	Generally pull-out – before school, after school, summer school – appropriate classroom environment

Tier 3 may or may not be special education....



A Note about Special Education Referrals...

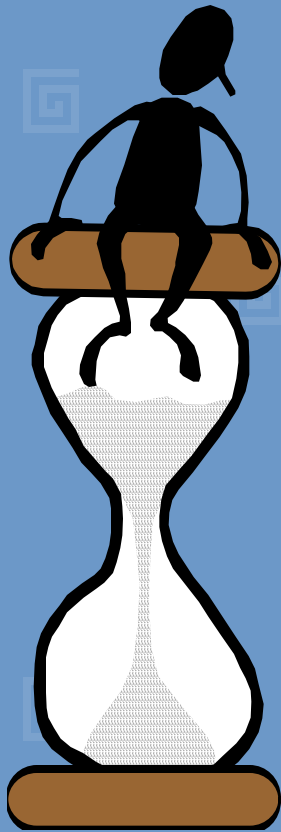
Parents may request a comprehensive individual multi-disciplinary evaluation at any time prior to or during the RTI process...



So, what's the
difference between
what we've been
doing and the 3-
Tier Reading
model?



3 Minute Pause...



With your team,
compare and contrast
the 3-tier model with
your current approach
for helping struggling
readers.

Coordinating Implementation



Assessment



Small Group Instruction



Staff

Coordinating Assessment



Coordinating Assessment

- mCLASS DIBELS assessment windows are pre-set



- Progress monitoring (2-3 times per month) is a required component of the model
- Establish a progress monitoring schedule and set clear expectations for all staff

Coordinating Assessment

- After DIBELS administration, **schedule** time for teachers to discuss and analyze the data



Coordinating Assessment

- DIBELS identifies “who” not “what” to teach
- Instructional recommendations are minimum standards – aim high when setting student goals

Benchmark

Strategic

Intensive

Coordinating Assessment

- **Example:**
 - Two students with the same scores on Oral Reading Fluency (ORF), may need different instruction
 - Test item analysis (drilling down) is needed for intervention planning

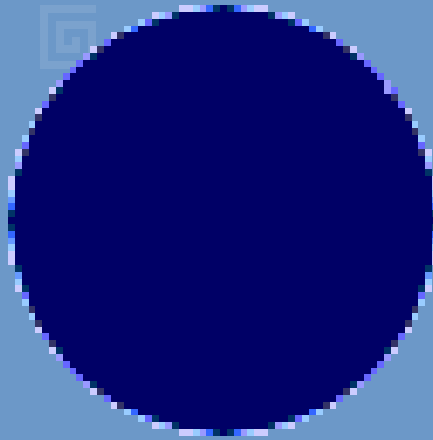


Accuracy



Fluency

mCLASS Reports assist with
program evaluation.



Benchmark

PERFORMANCE REPORTING : IDENTIFY DISTRICT GROWTH

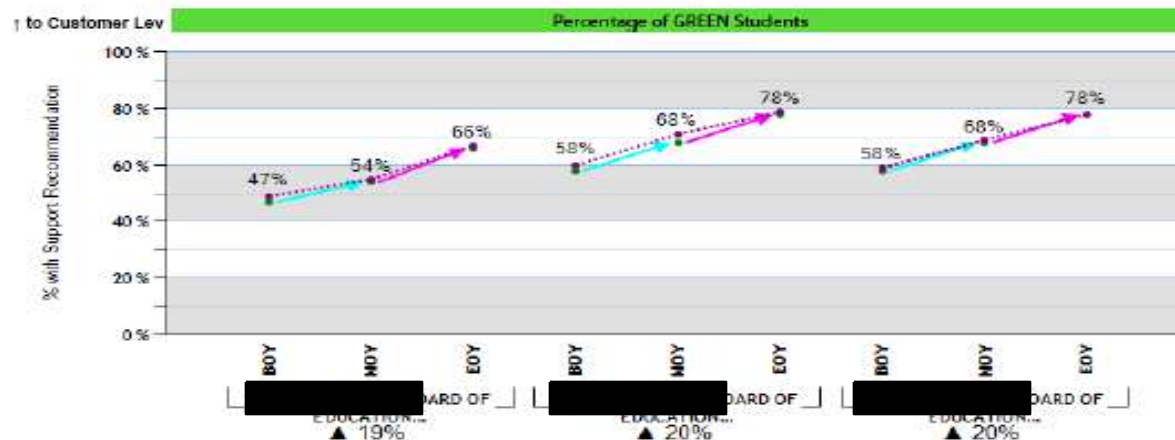


INSTRUCTIONAL RECOMMENDATION GROWTH COMPARISON CHART

Current As Of: 6/3/2007

[mCLASS Home](#)

STATE: WV CUSTOMER: [REDACTED] DISTRICT: [REDACTED] BOARD OF EDUC...
 GRADE: K-3 YEAR: 2004-2005.2005-2006.2006-2007 INCLUDES: READING FIRST ONLY



Students in the institution at time of assessment

LEGEND

- BOY to MOY
- MOY to EOY
- Excluding Transfer Students
- No data for period

Institutions with no data are not included

Instructional Recommendation

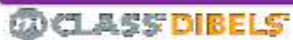
Grade: ☒ K ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6

VIEW RELATED REPORTS

• Progress Monitoring Status Report →

Strategic

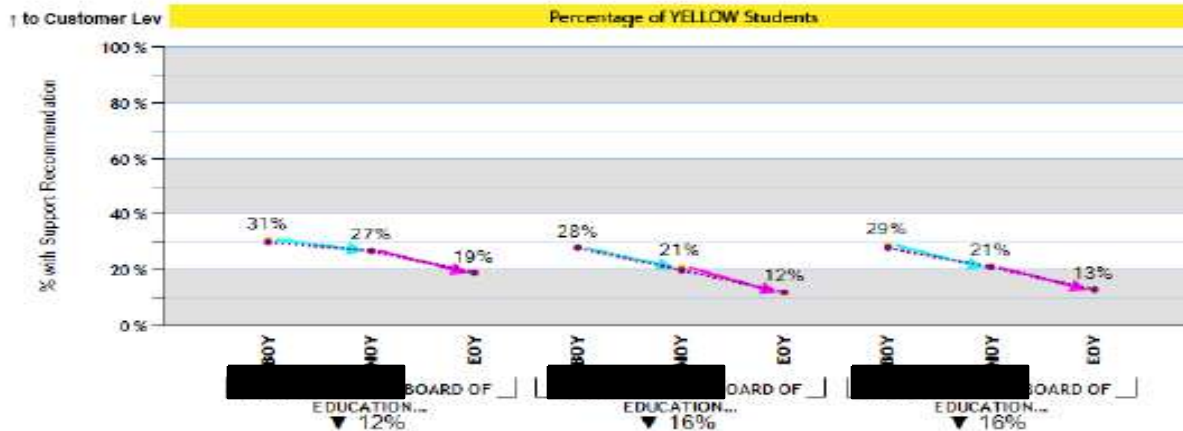
PERFORMANCE REPORTING : IDENTIFY DISTRICT GROWTH



INSTRUCTIONAL RECOMMENDATION GROWTH COMPARISON CHART

Current As Of: 6/3/2007
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STATE: WV CUSTOMER: [REDACTED] DISTRICT: [REDACTED] BOARD OF EDUC...
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Instructional Recommendation

Grade: ☒ K ☒ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6

VIEW RELATED REPORTS

Progress Monitoring Status Report

Intensive

PERFORMANCE REPORTING: IDENTIFY DISTRICT GROWTH

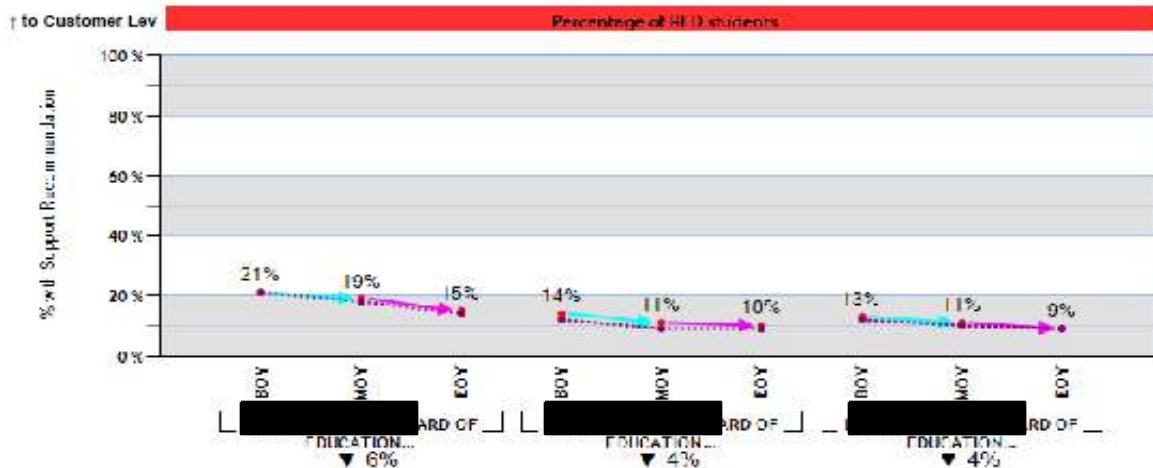
mCLASS[®] DIBELS[®] INSTRUCTIONAL RECOMMENDATION GROWTH COMPARISON CHART

Current As Of: 6/3/2007

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STATE: WV CUSTOMER: [REDACTED] DISTRICT: [REDACTED] BOARD OF EDUC...

GRADE: K-3 YEAR: 2004-2005, 2005-2006, 2006-2007 INCLUDES: READING FIRST ONLY



Students in the Institution at time of assessment

LEGEND

- BOY to MOY
- MOY to EOY
- Excluding Transfer Students
- No data for period

Institutions with no data are not included

Instructional Recommendation

Grade: [K] [1] [2] [3] [4] [5] [6]

VIEW RELATED REPORTS

Progress Monitoring Status Report →

Coordinating Small Group Instruction



Benefits of Small Group Instruction

Small group instruction allows **ample** opportunities for:

- Immediate corrective feedback
- Multiple responses
- Guided practice
- Differentiation
- Scaffolding

Small group instruction is provided by

- Classroom teacher
- Interventionists
 - Title 1 reading specialist
 - Special educator
 - Retired teachers
 - Speech/language pathologists

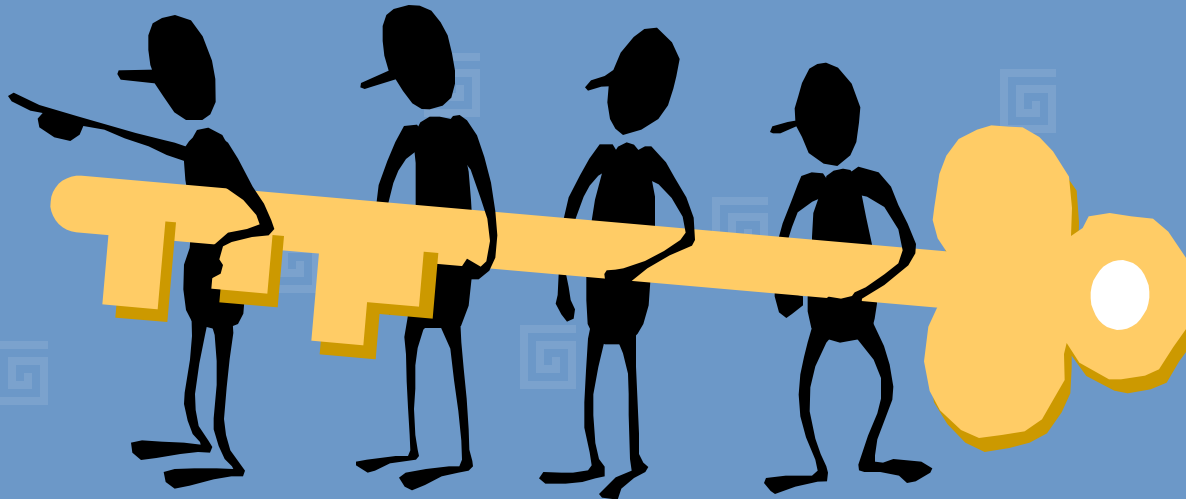
Scheduling for Intervention

- Intervention can take place in or out of the general education classroom
- Intervention must be in addition to the 90-minute reading block

Coordinating Staff



**Collaboration is the key
to success!**



Working Together to Improve Student Achievement



Collaboration and Changing Roles

- General education teachers
- Title 1 specialists
- Special education teachers
- Instructional coaches
- School psychologists
- Speech/language pathologists

Roles of Special Educators & Title 1 Teachers

- Special educators and Title 1 teachers collaborate with general education teachers
- At Tier 1, special educators and Title 1 teachers assist in the delivery of differentiated classroom instruction
- At Tiers 2 and 3, special educators and Title 1 teachers provide intervention

The Interventionist

- An **interventionist** is an professional educator who is knowledgeable of scientific research-based strategies and intervention.
- Each school decides who should and can fill the role.



Other Staff Roles Are Changing

- Psychologists may coordinate analysis of intervention data and modifications to interventions
- Instructional coaches may support effective delivery of primary instruction in the general education setting
- Speech and language pathologists may provide phonemic awareness instruction and intervention



Professional Development is Critical

There must be substantial investment in professional development.

- Tiered reading instruction model
- Data analysis and teaming
- Selection and implementation of interventions strategies and materials
- Referral, evaluation and eligibility for special education services

**All K-3 teachers
and
interventionists
must be
knowledgeable in
scientific research-
based reading
methods and
strategies.**



What will it take to make the model work?



Implementing a successful
K-3 reading system will take
careful planning,
commitment and time.



Year 1 Priorities

- Core program implementation (Tier 1)
- Professional development for teachers in scientific research-based reading instruction
- Administering assessments, analyzing data, and using data to adjust instruction
- Establishing your reading leadership team
- Managing the change process

Years 2-3 Priorities

Subsequent years provide opportunities to refine, expand and add depth to the reading system



K-3 Reading Model Follow-Up for 2007-2008

- ✓ Designate a school list serve contact person for future communications
- ✓ Share K-3 Reading Model Toolkit with K-3 faculty
- ✓ Organize and conduct school-level book study using “*Introduction to the 3-Tier Reading Model*”
- ✓ Participate in web conferences – dates TBA

Suggested References

- Cooper, J. David. (1998). Stopping Reading Failure: Reading Intervention for Intermediate Grade Students. Houghton Mifflin: New York.
- Denton, C. A., & Mathes, P. G. (2003). Intervention for struggling readers: Possibilities and challenges. In B. R. Foorman (Ed.) Preventing and Remediating Reading Difficulties: Bringing Science to Scale. Baltimore: York Press.
- Foorman, B. R. & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. Learning Disabilities Research and Practice, 16.

Suggested References

- Pikulski, John L. (1997). Preventing Reading Problems: Factors Common to Successful Early Intervention Programs. Houghton Mifflin: New York.
- Torgesen, J. K. (2001). The prevention of reading difficulties. *Journal of School Psychology*, 40.
- Torgesen, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle & V. Chhabra (Eds.), *The Voice of Evidence in Reading Research*. Baltimore: Paul H. Brooks.

Suggested References

- Vaughn, Blair, & Wanzek. (2004). Reading Intervention Research. National Reading First Technical Assistance Center: Austin.
- Vaughn, S., & Linan-Thompson, S. (2003). Group size and time allotted to intervention: Effects for students with reading difficulties. In B. R. Foorman (Ed.) , Preventing and Remediating Reading Difficulties: Bringing Science to Scale. Baltimore: York Press.

Recommended Websites



<http://wvde.state.wv.us/reading/>



<http://wvde.state.wv.us/ose/Rtl.html>



<http://dibels.uoregon.edu/>



<http://www.nasdse.org/>



<http://www.interventioncentral.org/>

Recommended Websites



<http://www.fcrr.org/>



<http://www.aea11.k12.ia.us/idm/index.html>

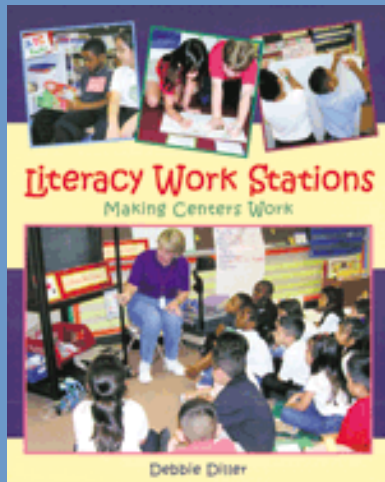


<http://www.studentprogress.org/>

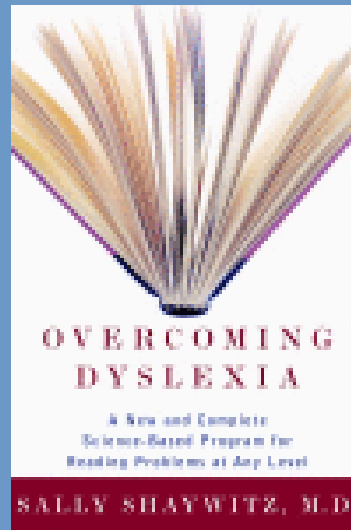


<http://www.texasreading.org/utcrla/>

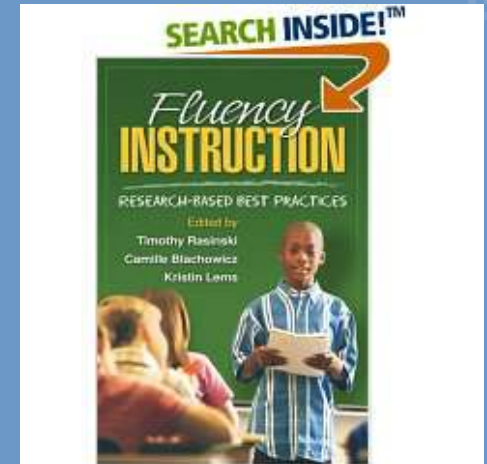
Great Reads...



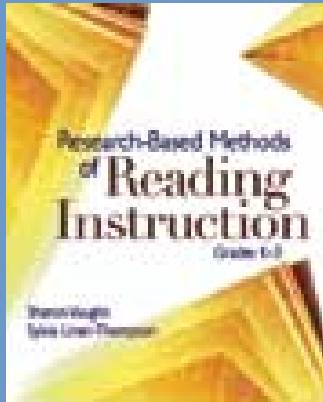
Debbie
Diller



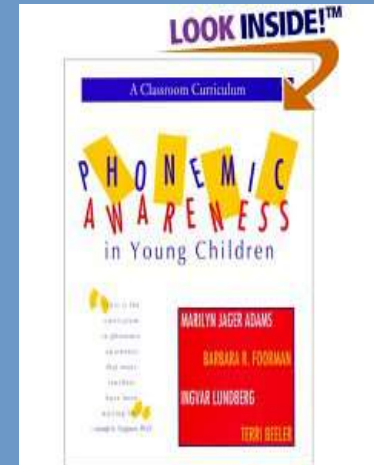
Sally Shaywitz



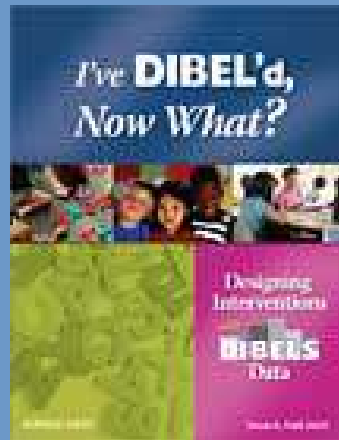
Rasinski, Blachowicz
& Lems



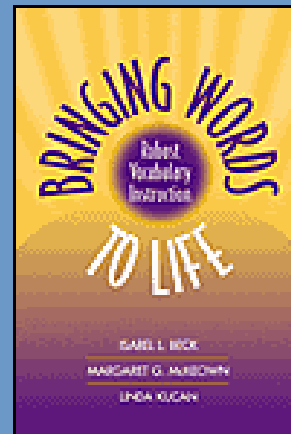
Sharon Vaughn



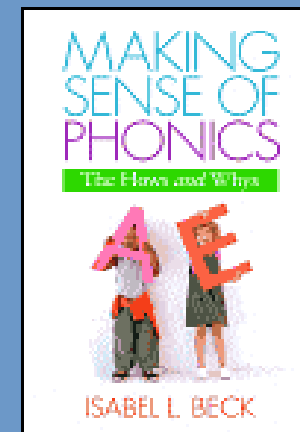
Adams & Foorman



Susan Hall



Isabelle Beck



Isabelle Beck

Additional Resources

- West Virginia Reading Cadre
- DIBELS Cadre

<http://wvde.state.wv.us/ose/DIBELS%20Cadre%202006%20Directory.doc>

- RTI Implementation and Technical Assistance Guide
- West Virginia Phonemic Awareness Technical Assistance Guide

WVDE Initiatives & Applicable Tiers

Tier 3

K-3 Reading Model
WV Reads
AIM
RTI
RF

Tier 2

RF, RTI, IPA,
K-3 Reading Model,
AIM, DIBELS, WV Reads

RF, RTI, DI, PA, AIM, Co-Teaching,
DIBELS Cadre, K-3 Reading Model, PreK, SERP

Legend

RF – Reading First

RTI – Response to Intervention

AIM – Adolescent Instruction Model for Reading

PA – Phonemic Awareness Project

IPA – Intensive Phonemic Awareness

DIBELS – Dynamic Indicators of Basic Early Literacy Skills

DI – Differentiated Instruction

SERP – Special Education Reading Project

WV Reads

Contact Information

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