

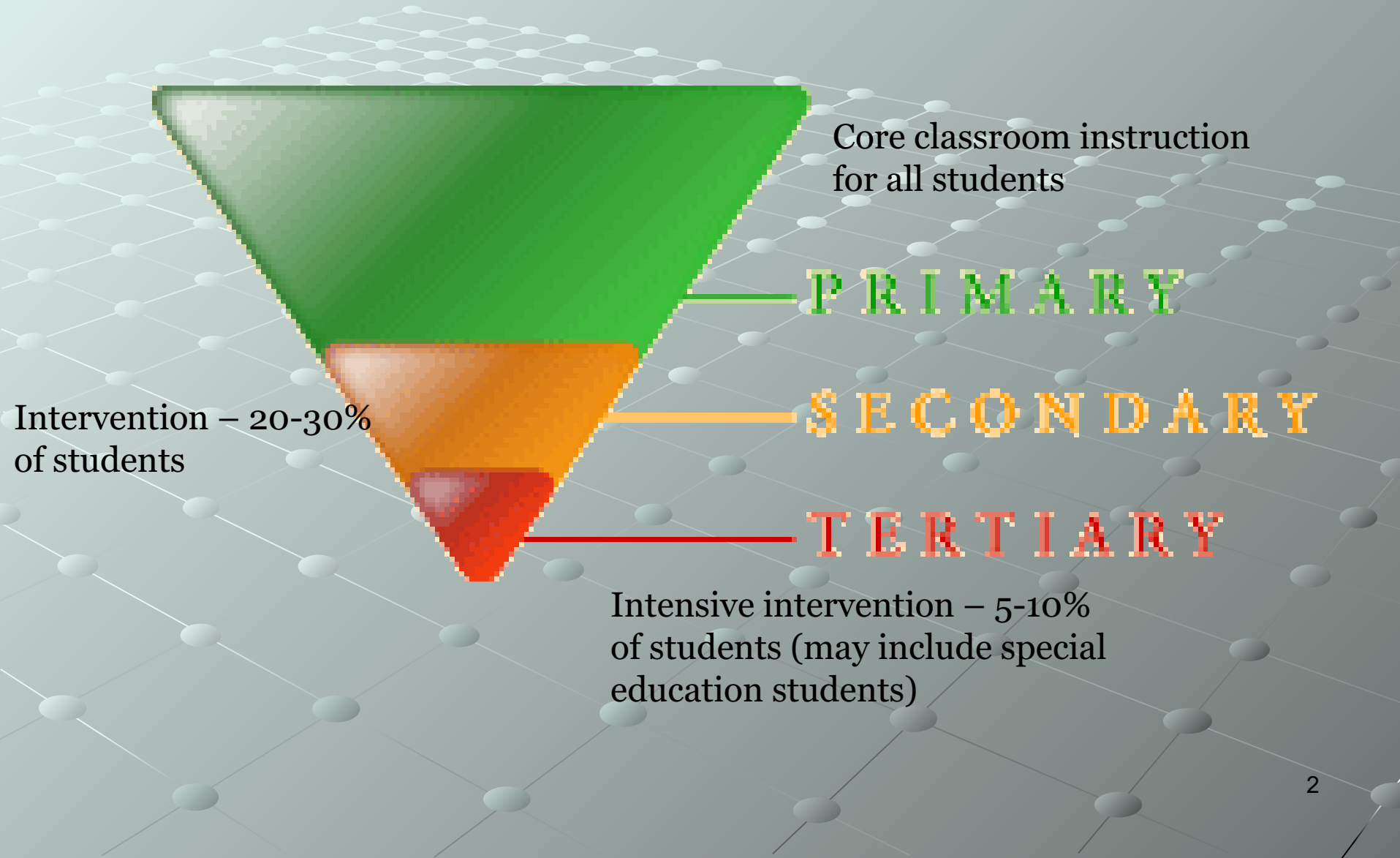
Tier I Reading Without Tears

A Guide for Grade 3-5 Classrooms

**West Virginia Department of Education
School Improvement Technical Assistance Meeting
Waterfront Place – Morgantown, WV**

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3-Tier Reading Model



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.

Tier I

All students received Tier I

Remember that an IEP
supersedes this model. IEP is
the law.

90-minute reading block, 60 -
uninterrupted (or more)

What constitutes an interruption?

Lunch

Specials

Title I or Special Education pull-outs

Field trips

Counseling

Speech or ELL pull-outs

Recess

Computer Lab

Assemblies

Announcements via intercom

Student appointments

Special Education testing

How to avoid interruptions:

Cover the intercom or turn it off

Inform parents and the community

Post note pads outside of the classroom doors for messages

Place signs outside all classroom doors indicating the uninterrupted reading block times - publicize

Tier I

Delivered by the classroom teacher
with the SEA approved core
reading materials

“Others” support the classroom
teacher with in-class

(Title I, Special Education, ESL, Speech,
Paraprofessional, Americorp, Specials,
Volunteers, College Students, etc.)

Tier I

“Fidelity to the Core”

- o Scientific-based Reading Research
- o Provides structure and routine
- o Not intended to be robotic teaching

SBRR Determiners

Formal testing

Valid

Reliable

Replicable

Generalizable

Effect size

Controls

Convergence of evidence

Qualitative (case studies)

Quantitative (tested hypothesis)

Tier I

Whole group instruction

- o Usually delivered on grade level
- o Introduction of new material
- o 60% Rule
- o May have more whole group on “Day 1”

Tier I

Small group instruction

- o Usually delivered on **reading** level
or skill level
- o Based on assessment results and student need
- o This is NOT Tier II – this is differentiated instruction

Tier I

Centers

- Must be previously taught material
- Must be practice
- Must have accountability built in
- Must have a management system
- Must be based on the Core by skill or content
- Must be explicitly taught
- May be differentiated
- Must be visible (room arrangement)

What is NOT Reading?

Grammar

Spelling (unless embedded in Core)

Writing **Process**

What is Reading?

The Five Components:

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension

Reading Continuum

| | K | 1 | 2 | 3 | 4 | 5 |
|---------------------------|----------|----------|----------|----------|----------|----------|
| Phonemic Awareness | | | ? | ? | ? | ? |
| Phonics | | | | ? | ? | ? |
| Fluency | ? | | | | | |
| Vocabulary | | | | | | |
| Comprehension | | | | | | |

Kindergarten Diet

| | |
|--------------------------|------------|
| Phonemic Awareness | 30 Minutes |
| Phonics/Decoding | 15 Minutes |
| Fluency and Automaticity | 30 Minutes |
| Vocabulary | 45 Minutes |
| Comprehension Strategies | 15 Minutes |

Walpole, 2000

First Grade Diet

| | |
|--------------------------|------------|
| Phonemic Awareness | 15 Minutes |
| Phonics/Decoding | 30 Minutes |
| Fluency and Automaticity | 30 Minutes |
| Vocabulary | 30 Minutes |
| Comprehension Strategies | 30 Minutes |

Walpole, 2000

Second Grade Diet

| | | |
|--------------------------|------------------|------------|
| Phonemic Awareness | Phonics/Decoding | 15 Minutes |
| Fluency and Automaticity | | 45 Minutes |
| Vocabulary | | 15 Minutes |
| Comprehension Strategies | | 45 Minutes |

Walpole, 2000

Grades Three + Diet

| | | |
|--------------------------|------------------|------------|
| Phonemic Awareness | Phonics/Decoding | 15 Minutes |
| Fluency and Automaticity | | 45 Minutes |
| Vocabulary | | 30 Minutes |
| Comprehension Strategies | | 45 Minutes |

Walpole, 2000

Phonemic Awareness

Phonemic awareness is the ability to identify phonemes (the smallest identifiable units of sound) of spoken language, and how they can be separated (pulled apart or segmented), blended (put back together) and manipulated (added, deleted and substituted).

Phonemic Awareness

Discriminating

Counting

Rhyming

Alliteration

Blending

Segmenting

Manipulating

n Deleting

n Adding

n Substituting

Phonemic

Phonological

Phonics

Phonics refers to the relationship between letters (graphemes) and sounds (phonemes) and the exact letter patterns and sequences that represent various speech sounds.

Moats, 2000

Phonics

What should be included in phonics instruction?

- n Phonemic awareness

- n Print awareness

- n Alphabetic knowledge

- n Decoding

- n Practice with decodable text

- n Irregular and high frequency words

Fluency

Comprehension

Accuracy

Speed

Expression

Fluency

Fluency activities include:

- n Reading with a model reader
- n Choral reading
- n Tape recorded reading
- n Readers' theater
- n Partner reading
- n Echo reading

Chart growth for motivation (competition with self only)

Fluency

Round robin or turn-taking \neq
fluency

SSR or DEAR \neq fluency

Fluency

You are my friend.

You are my friend?

You are my friend!

You **are** my friend!

You are **my** friend!

You are my **friend**!

Adapted from Blevins, 1998

Cows moo.

Cows moo?

Cows moo!

ABC. DEF? GHI! JKL? MNO. PQR! STU!

VWXYZ?

These pretzels are making me thirsty.

A cloze test involves taking text of about 250 words and deleting every fifth (nth) word leaving a blank in its place. There should be about 50 blanks, scoring each correct as 2 points ($50 \times 2 = 100\%$). The reader is then asked to fill in the missing words. To be counted as correct, words must be exact. 50% correct is instructional level.

The questions that p face as they raise c from i to adult life are not easy to a. Both f and m can become concerned when health problems such as c arise any time after the e stage to later life. Experts recommend that young c should have plenty of s and nutritious food for healthy growth. B and g should not share the same b or even sleep in the same r. They may be afraid of the d.

The questions that poultrymen face as they raise chickens from incubation to adult life are not easy to answer. Both farmers and merchants can become concerned when health problems such as coccidiosis arise any time after the egg stage to later life. Experts recommend that young chicks should have plenty of sunshine and nutritious food for healthy growth. Banties and geese should not share the same barnyard or even sleep in the same roost. They may be afraid of the dark.

Vocabulary

Types of vocabulary

- Oral – what beginning readers bring to the table
- Reading – what is understood when read in text
- Listening – what is understood when spoken to or read to
- Speaking – what vocabulary individuals have in conversation

Vocabulary

Implicit vocabulary acquisition

- When students engage in rich extensive oral interactions
- When students are read to
- When students read and discuss what they've read

Explicit vocabulary acquisition

- Vocabulary activities specifically designed to teach new words

Vocabulary

Tier 1 – Basic, common words (*farm, tree, happy, crimson*)

Tier 2 – Words used often, words that bring richness to language and aid understanding (*considerate, coincidence, industry*)

Tier 3 – Infrequently used words, often complex, content-specific (*algorithm, bellicose, isthmus*)

Vocabulary

Instructional focus for vocabulary development should be on Tier 2 words

Tier 1 = phonics and word identification

Tier 3 = content instruction

Vocabulary

Explicit vocabulary strategies

- n Use information and narrative texts
- n Promote thinking and extend discourse
- n Encourage use of novel words
- n Access to print
- n Semantic mapping
- n Teach word parts
- n Teach word origin (older students)
- n Use graphic organizers

Vocabulary Words

bidding

card

major

minor

distributional

tatty

devoid

The prime object of bidding is to locate an eight-card or better major suit fit. On this deal, each player held a four-card major, neither bid it and both were right!

North correctly responded to his partner's opening bid in his five-card minor, not four-card major. With a hand devoid of any distributional feature and a tatty four-card suit, South bypassed his major in favor of bidding one no trump. When North raised, South's 14 points and good intermediates justified going on to game.

Morkle and Tarby had been mode snaits for natty sixes. Morkle was straked by all because she always hazed a barp. But Tarby was a goop, so she never barped.

One day Morkle lopped Tarby for a narl so she could smoat to her about her tootz.

“Tarby”, tabbed Morkle, “if you will be snaitly to trushes, I dax you that they will be snaitly in deburl.”

Morkle was dape. Tarby prapes up a hoot with her barp.

Comprehension

Children are routinely asked questions after reading but are infrequently provided with demonstrations of the comprehension strategies needed to answer the questions posed. In short, too often *assigning* and *asking* are confused with *teaching*.

Cunningham, 1998

Comprehension

Comprehension Strategies

- n Self-monitoring
- n Graphic and Semantic Organizers
- n Story Structure
- n Answering Questions
- n Generating Questions
- n Summarizing
- n Retell
- n Prediction
- n Compare/Contrast
- n Cause and Effect
- n Teach how and when to combine strategies

Comprehension

Get the Gist (during reading)

Story Logs (before, during and after reading)

| Characters | Setting | Problem | Important Events | Resolution |
|------------|---------|---------|------------------|------------|
| | | | | |

Thick and Thin Questions

Thin – Usually require only yes, no, single word answers

-- Begin with Who? What? Where?

Thick – Requires longer answers

-- Begin with Why? How come?

Bookmark Technique

- #1 Most interesting part
- #2 A vocabulary word that should be discussed
- #3 Something confusing
- #4 Favorite illustration, map, chart, graph

When a teacher tries to teach something to the entire class at the same time, chances are, one-third of the kids already know it; one-third will get it, and the remaining third won't. So two-thirds of the children are wasting their time.

Lillian Katz

Grouping Practices (handout)

- **whole**
- **small (same ability)**
- **small (mixed ability)**
- **pairs/partners**
- **one-on-one**

Grouping Practices – Whole Group

| Advantages | Focus | Formation |
|---|---|--|
| <ul style="list-style-type: none">Engages teacher and students in shared learning experiencesAllows inclusion of every student | <ul style="list-style-type: none">Read aloudsIntroduction of new conceptsSpeaking/performancesClass discussionsModeling | <ul style="list-style-type: none">Placed in classes according to school policy |

Grouping Practices – Small Group Same Ability

| Advantages | Focus | Formation |
|---|--|---|
| <ul style="list-style-type: none">Meets individual student needsAllows teacher to vary membershipMaximizes opportunity for students to express ideas and receive feedback | <ul style="list-style-type: none">Small group instruction targeted to specific student needs | <ul style="list-style-type: none">Assigned to group of 3-8 students with similar knowledgeBased on assessment data |

Grouping Practices – Small Group Mixed Ability

| Advantages | Focus | Formation |
|---|---|---|
| <ul style="list-style-type: none">• Allows for self-choice• Motivates students• Addresses social needs• Promotes language interactions | <ul style="list-style-type: none">• Activities that allow students to practice what they are learning in all subjects• Center activities | <ul style="list-style-type: none">• Based on students' abilities or interests• Can be cooperative groups or student-led groups |

Grouping Practices – Pairs/Partners

| Advantages | Focus | Formation |
|--|---|--|
| <ul style="list-style-type: none">Meets individual needsMotivates studentsAddresses social needs | <ul style="list-style-type: none">Partner readingPractice activitiesCenter activitiesPeer tutoring | <ul style="list-style-type: none">Based on assessment data |

Grouping Practices – One-on-One

| Advantages | Focus | Formation |
|--|--|---|
| <ul style="list-style-type: none">10 Meets individual needs10 Allows for more intensive instruction10 Often used for students who have difficulties in reading | <ul style="list-style-type: none">10 Instruction targeted to needs of each student | <ul style="list-style-type: none">10 Based on assessment data |



Collaboration

Four Types of Assessment

- **Screening**

all students, provides baseline data, beginning of school year, middle of year, end of year

- **Progress monitoring**

all students three times per year, struggling or below benchmark every two to four weeks

- **Diagnostic**

individual students who do not respond to instruction, indepth assessment

- **Outcome Measure**

all students, yearly evaluation

3-Tier Model Components

(Sharon Vaughn, 2003)

| | TIER 1 | TIER 2 | TIER 3 |
|-----------------------------|--|---|---|
| Focus | All students K-3 | At-risk students as identified by assessment | For students with marked difficulties who have not responded to Tiers 1/2 |
| Program | Scientific-based, 5 components | Specialized SBR emphasizing 5 critical components | Sustained, intensive SBR |
| Grouping | Flexible | Homogenous small group (1:3, 1:4 or 1:5) | Small group (1:3) |
| Time | 90 min/day | Minimum 30 min/day (in addition to 90 min) | Minimum two (2) 30-minutes sessions per day |
| Assessment | Benchmarks at beginning/mid/end of year | Progress monitoring 2 x per month on target skill(s) | Progress monitoring 2 x per month on target skill(s) |
| Interventionist/ Setting | Regular educator, Title I and/or special education in regular classroom | Varies | Varies |



For information or clarification of this
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