A Review of Idaho’s Reading First Structure

Leadership Meeting
May 10, 2007
Five Focus Areas of Comprehensive Instruction in Reading

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Text comprehension

Slides taken from presentation by Carrie Cole
Idaho Model of Implementation
Minimum 2.5-3 hours of instruction

- Fidelity to Core Program
  - Reading instruction at grade level
  - Connected to 5 Essential Components
  - Rigorous cycle of instruction

- Differentiated Instruction
  - Core program materials used

- Additional Instructional Support
  - Core program, supplemental, or intervention materials used

- Language Arts Instruction
  - Basal or other materials used

90 min. +

Replacement intervention program used for most intensive students

30 min. +

Slide modified for Idaho Reading First from WRRFTAC
Each structural piece--

- 90 minutes of core program instruction (centered around the 5 essential components of reading)
- Differentiation
- Intervention

must occur *daily* in order to follow the guidelines of our model and to provide research-based reading instruction for all students
Three Tier Reading Model

**Tier I** – Core Reading Program (targets five focus areas of reading, with differentiation)

**Tier II** – Supplemental Intervention

**Tier III** – Intensive Intervention
Three Tier Reading Model

**Tier I**
High quality, comprehensive reading instruction for all students daily (preventative).

**Tier II**
Supplemental reading intervention instruction; includes approximately 15% of students

**Tier III**
Intensive intervention; includes approximately 5% of students
Review: Types of Assessment

• Screening
• Benchmark
• Diagnostic
• Progress Monitoring
• Outcome
Outcomes Driven Model

Screening, Benchmark → Identify need for support

Diagnosis → Validate need for instructional support
→ Plan and implement instructional support

Progress Monitoring → Evaluate and modify instructional support

Outcome → Review outcomes for individuals and systems

Source: WRRFTAC
Idaho Reading First: Outcomes Driven Model

Screening, Benchmark → IRI, Screening section of TPRI, DIBELS

Diagnosis → Varies by site
TPRI, CORE Phonics Survey

Progress Monitoring → TPRI, DIBELS

Outcome → ITBS, DIBELS
Three Tier Reading Model

Tier I

Tier II

Tier III
## Tier I – Instruction

<table>
<thead>
<tr>
<th>Focus</th>
<th>For ALL students: proactive; preventive; identification: Equitable Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Scientifically-based curriculum presented with a strong instructional model/ emphasizes the 5 critical components of beginning reading</td>
</tr>
<tr>
<td>Grouping</td>
<td>Flexible grouping formats to meet student needs</td>
</tr>
<tr>
<td>Time</td>
<td>Minimum of 90 minutes of uninterrupted instruction daily in the 5 critical components of beginning reading</td>
</tr>
</tbody>
</table>

Vaughn, 2005
## Tier I – Instruction

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Screening; Benchmark assessment at beginning, middle, and end of academic year; diagnostic; progress monitoring; outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>Progress monitoring results</td>
</tr>
<tr>
<td>Differentiation</td>
<td>General education classroom teacher</td>
</tr>
<tr>
<td>Setting</td>
<td>General education classroom</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Federally funded for general and special education staff; professional development should reflect instructional model for Tier I</td>
</tr>
</tbody>
</table>

*Vaughn, 2006*
Three Tier Reading Model
“The greater the need of the learner, the greater the demand for more carefully designed instruction.”

Engelmann, Carnine, Silbert 1982
## Tier 2 – Instruction

<table>
<thead>
<tr>
<th>Assessment Plan</th>
<th>Diagnostic assessment to determine specific need. From there, progress monitoring <strong>every 2 weeks or at least twice a month</strong> on targeted skills strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>Progress monitoring results</td>
</tr>
<tr>
<td>Interventionist</td>
<td>School personnel (e.g., a classroom teacher, a specialized reading teacher)</td>
</tr>
<tr>
<td>Setting</td>
<td>General education classroom</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Federally funded for general and special education staff; should reflect instructional model for Tier II</td>
</tr>
</tbody>
</table>
## Tier 2 – Instruction

<table>
<thead>
<tr>
<th>Description</th>
<th>K-3 students who are identified with reading difficulties and are not making adequate progress in Tier 1 or performed below benchmark on assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Systematic, explicit, scientifically based supplemental reading instruction that targets specific skills and strategies related to the five critical reading components. Includes programs, strategies, and procedures that support, enhance, and/or supplement Tier I.</td>
</tr>
<tr>
<td>Grouping</td>
<td>Homogeneous small group instruction—Ratio of 1:3 to 1:5</td>
</tr>
<tr>
<td>Time</td>
<td>Minimum of 30 minutes per day in small group for 10-14 weeks in addition to 90 minutes of Tier 1 instruction</td>
</tr>
</tbody>
</table>
Three Tier Reading Model

Tier I

II

III
## Differences Between Tier 2 and Tier 3

<table>
<thead>
<tr>
<th></th>
<th>Tier 2 Instruction</th>
<th>Tier 3 Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Instruction</strong></td>
<td>30 minutes (+Tier I)</td>
<td>30 + minutes a day (+Tier I) or replacement</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>10-14 weeks (1-2 rounds)</td>
<td>10-14 weeks (possible several rounds)</td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>1:3 to 1:5 Homogeneous Grouping</td>
<td>1:3 to 1:5 Homogeneous Grouping</td>
</tr>
<tr>
<td><strong>Ongoing Progress</strong></td>
<td>every 2 weeks</td>
<td>every 2 weeks or more frequently</td>
</tr>
</tbody>
</table>

*Vaughn, 20056*
Reflection

- 3 Things You’re Doing Well
- 2 Alterations
- 1 Goal for Next Year to “Get Back to the Basics”