

## Secondary Reading Intervention Framework

*From here, anything's possible*

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**Secondary Reading**

## Three Tier Model for Intervention

This framework is built on the Three-Tier Model of reading intervention. By emphasizing differentiated instruction and intervention, the Three-Tier Model is designed to provide quality instruction for all students and a safety net for struggling readers.

The framework consists of five components: fluency, word study, vocabulary, reading comprehension, and writing for learning.

**Tier 1** instruction “. . . refers to reading instruction for ALL students within ALL core content area classrooms. . . Content area instruction should support specific Utah core curricula by emphasizing content area vocabulary and research-validated literacy practices.” Instruction will be based on the state core standards and objectives for each academic area.

**Tier 2** refers to intervention for

struggling readers, including supplemental instruction, and additional language arts and other content area classes, Tier 2 students are enrolled in a reading intervention class.

**Tier 3** refers to intensive intervention for students who have not responded adequately to at least one round of Tier

2 instruction or who are significantly below grade level in reading. This small percentage of students usually have severe reading difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs



**Building life-long readers is one desired outcome for reading instruction.**

# The Five Components

## Word Study

### Enduring Understanding:

Language is continually evolving as a reflection of human evolution.

### Essential Questions:

Why does language change? How do word parts create meaning? What are some spelling generalizations?



Word study helps develop decoding strategies

### Standard 1:

Students will apply knowledge of word parts to effectively decode words and determine word meaning.

## Vocabulary

### Enduring Understanding:

Language enhances and identifies human beings as meaning makers.

### Essential Questions:

How can students increase their vocabulary? How can readers

determine meaning from unfamiliar words they encounter during reading?

### Standard 2:

Students will successfully acquire vocabulary and use vocabulary strategies to comprehend unfamiliar words in appropriate leveled texts.

## Fluency

### Enduring Understanding:

Reading is meaningful and enjoyable when it is fluent and automatic.

### Essential Question:

How does fluency help deepen our understanding of what we read?

### Standard 3:

Students will read fluently with accuracy, appropriate rate, and prosody (phrasing and expression).

## Comprehension

### Enduring Understanding:

Reading comprehension provides the skills and strategies to think critically, communicate with others, and become metacognitive in reading.

### Essential Question:

What skills and strategies are necessary to

become an active, proficient reader? How does one acquire academic knowledge through text?

### Standard 4:

Students will evaluate, analyze, and comprehend informational and narrative text by utilizing reading comprehension strategies before, during, and after reading.

## Writing for Learning

### Enduring Understanding:

Reading and writing are interrelated; writers approach new reading experiences with enhanced appreciation for the text.

Writing is a tool for thinking; solving problems, exploring issues, constructing questions, and addressing inquiry.

### Essential Question:

How can careful reading of text assist us in becoming stronger writers? In what ways can writing clarify thinking?



Writing makes our thinking evident and allows us to share our learning with others.

### Standard 5:

Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

## Resources:

For information on this framework, including the benchmarks, indicators, resources for implementation, and a printable copy of the complete framework see:

<http://granitereading.org>

The Utah State Language Arts Core is available at:

[http://schools.utah.gov/curr/lang\\_art/sec/default.htm](http://schools.utah.gov/curr/lang_art/sec/default.htm)

Additional information and support for reading can be obtained from the following organizations:

**International Reading Association** [www.reading.org](http://www.reading.org)

**Association for Supervision and Curriculum Development** [www.ascd.org](http://www.ascd.org)

**National Council of Teachers of English:** [www.ncte.org](http://www.ncte.org)

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