

## Reading Intervention Framework Granite School District

### ***Introduction***

This framework is built on the Utah State Office of Education's 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. It is based on *The Report of the National Reading Panel: Teaching Children to Read* (NICHD 2000) which recommends that reading instruction be based on four components: fluency, word study, vocabulary, and reading comprehension. In addition, we have added the component of writing for learning. This work has been heavily influenced and guided by *CORE Teaching Reading Sourcebook for Kindergarten through Eighth Grade* (2000).

Additionally, we examined the Utah State Office of Education Language Arts Core, *Reading Next*, and the *Washington State K-12 Reading Model Implementation Guide*.

### **3-Tiered Model**

The Granite School District model follows the 3-tier model recommended by the Utah State Office of Education. In this model, ***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. We do not recommend that schools have Tier 1 reading classes for on-level students. Students reading on level or above should be considered for world languages or other electives.

***Tier 2*** refers to intervention for striving readers, including supplemental instruction, and additional practice. In addition to their regular language arts and other content area classes, Tier 2 students are enrolled in a reading intervention class. The purpose of Tier 2 instruction is to help students make significant growth in literacy, bringing them to grade level proficiency. Student progress is closely monitored and specific interventions are provided to address students' needs. Students are no longer required to take this class when they can demonstrate grade-level mastery in reading. For more information on placing students in Tier 2 classes, go to the placement section.

In Granite School District, Tier 2 instruction focuses on the essential areas of **word study, vocabulary, fluency, reading comprehension, and writing** and is based upon Scientifically Based Reading Research (SBRR). Instruction is systematic, explicit, and aligned with Tier 1 instruction. Instructional interventions are differentiated, scaffolded, and targeted.

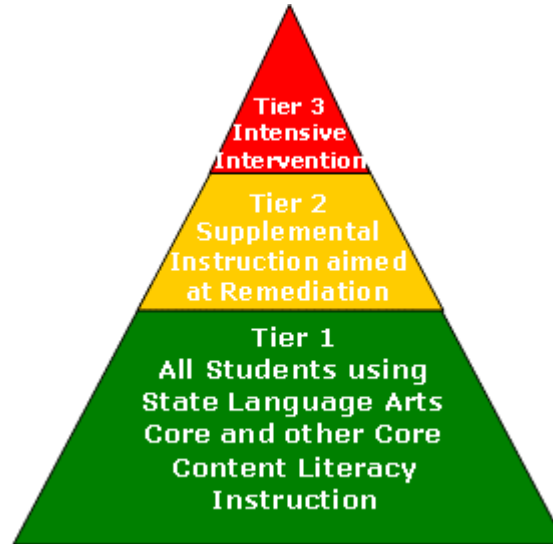
***Tier 3*** refers to intensive intervention for students who have not responded adequately to at least one round of Tier 2 instruction or who are significantly below grade level in reading. This *small percentage* of students usually have *severe reading difficulties* and require instruction that is **more** explicit, **more** intensive, and specifically designed to meet individual needs in the areas of word study, fluency, vocabulary, reading comprehension, and writing. Tier 3 instruction is employed in Tier 3 Special Education classrooms, but can also be provided to students who do not qualify for Special Education, but have not shown progress in Tier 2 instruction.

The strategies and instructional model used in Tier 3 can also be used in level A/B ESL classrooms to introduce English literacy skills to English language learners. While English newcomers need this explicit, intensive instruction in the foundations of English literacy, they should move rapidly through this tier of instruction.

## Placement

Students will be placed in **Tier 2** reading classes based on results from a combination of three of the following indicators: fluency testing, CRT scores, reading comprehension tests and/or teacher recommendations. For example, students with fluency scores between 80-120 CWPM, scoring 2-3 grade levels below their current grade on the reading comprehension tests, and score at partial mastery in reading on end-of-year CRT language arts and science tests should be considered for Tier 2 intervention. As teachers compare these multiple measures, a clearer picture of the student's true reading ability can be seen. The triangulation of this data (use of three different measures) will provide strong evidence for proper placement of students in intervention classes. Students may also qualify through special education testing.

Students scoring less than 80 CWPM in oral reading fluency, more than 3 grade levels below their current grade in comprehension, and/or minimal mastery on the end-of-year CRT test should be considered for **Tier 3** intervention. Students may also qualify through special education testing.



## Granite School District Reading Intervention Framework



### 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?

**Standard 1:** Students will apply knowledge of word parts to effectively decode words and determine word meaning.

	Tier 2	Tier 3
<b>1.1</b>	n/a	<b><i>Students will increase phonemic awareness to identify sounds in words (only as needed based on assessment)</i></b>
a.	n/a	Recognize, distinguish and manipulate sounds in words
b.	n/a	Segment and blend sounds in CVC words
<b>1.2</b>	<b><i>Students will use knowledge of word parts to decode words correctly.</i></b>	<b><i>Students will use knowledge of word parts to decode words correctly.</i></b>
a.	n/a	Identify, read and spell words with short and long vowel patterns with one and two syllable words
b.	n/a	Identify, read and spell words with consonant digraphs and blends
c.	Decode words with inflectional endings	Decode words with inflectional endings –s, -ed, -ly
d.	Decode words with variant vowel sounds	n/a

<b>1.3</b>	<b><i>Students will use syllabication rules to decode words effectively.</i></b>	<b><i>Students will use syllabication rules to decode words effectively.</i></b>
a.	n/a	Identify the number of syllables in spoken and written words
b.	Use knowledge of all syllable types to decode words	Use understanding of open and closed syllables to decode words
c.	Identify and read words with prefixes and suffixes	n/a
d.	Read two to four syllable words	Read two-syllable words
e.	Identify, separate and read base words with prefixes and suffixes	Identify, separate and read base words with suffixes
<b>1.4</b>	<b><i>Students will demonstrate knowledge of word parts in their own writing.</i></b>	<b><i>Students will demonstrate knowledge of word parts in their own writing.</i></b>
a.	Write and spell one, two and three syllable words correctly. [Dolch list, frequently misspelled words, homophones, academic language]	Write and spell one and two syllable words correctly [Dolch List, frequently misspelled words, homophones]
b.	Keep a word study notebook	Keep a word study notebook
c.	Record word meanings and rules associated with word parts	Record word meanings and rules associated with word parts (e.g., illustrations, graphic organizers)
d.	Reflect and set goals	Reflect and set goals

## 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.

	Tier 2	Tier 3
<b>2.1</b>	<b><i>Students will learn and demonstrate use of new vocabulary.</i></b>	<b><i>Students will learn and demonstrate use of new vocabulary.</i></b>
a.	Identify and learn words related to academic language	Identify and learn words related to academic language
b.	Identify and understand common idioms	Identify and understand common idioms
<b>2.2</b>	<b><i>Students will develop word concepts through word association.</i></b>	<b><i>Students will develop word concepts through word association.</i></b>
a.	Identify, categorize, sort, compare and contrast features of words related to a specific concept	Identify, sort and classify categories of words
b.	Determine word meaning through definitions or context clues	Determine word meaning through definitions or context clues
c.	Recognize antonyms and synonyms and use them to determine word meaning.	Recognize antonyms and synonyms and use them to determine word meaning

<b>2.3</b>	<b><i>Students will determine word meaning by using word parts and definitions.</i></b>	<b><i>Students will determine word meaning by using word parts and definitions.</i></b>
a.	Use appropriate reference tools to learn the meaning and other features of unknown words	Use appropriate reference tools to learn the meaning and other features of unknown words
b.	Identify the meaning of prefixes and suffixes and use them to predict the meaning of words	Identify the meaning of prefixes and suffixes and use them to predict the meaning of words
c.	Use knowledge of root words to predict the meaning of unknown words within a passage	Use knowledge of root words to predict the meaning of unknown words within a passage
<b>2.4</b>	<b><i>Students will use context clues to determine meanings of unfamiliar words in text.</i></b>	<b><i>Students will context clues to determine meaning of an unfamiliar word in text.</i></b>
a.	Use context clues to understand and explain common multiple-meaning words and unfamiliar words in text	Use context clues to understand and explain common multiple-meaning words and unfamiliar words in text
b.	Clarify word meanings through definitions, restatements, and comparisons and contrasts	Clarify word meanings through definitions, restatements, and comparisons and contrasts
<b>2.5</b>	<b><i>Students will demonstrate use of newly acquired vocabulary in their own writing.</i></b> <i>Differentiated based on appropriate reading level:</i>	<b><i>Students will demonstrate use of newly acquired vocabulary in their own writing.</i></b> <i>Differentiated based on appropriate reading level:</i>
a.	Write using acquired vocabulary within various writing formats	Write using acquired vocabulary within various writing formats
b.	Reflect and set goals	Reflect and set goals



## **PART 3: FLUENCY**

**Enduring Understanding:** Reading is meaningful and enjoyable when it is fluent and automatic.

**Essential Questions:** How does fluency help deepen our understanding of what we read?

**NOTE:** Fluency instruction is differentiated by the reading level of the materials and amount of time spent in class. Instruction methods are the same for each tier.

**Standard 3:** Students will read fluently with accuracy, appropriate rate, and prosody (phrasing and expression).

	<b>Tier 2</b>	<b>Tier 3</b>
<b>3.1</b>	<b><i>Students will read with 95% accuracy on instructional level.</i></b>	<b><i>Students will read with 95% accuracy on instructional level.</i></b>
a.	Apply decoding strategies to unknown multi-syllabic words (e.g., chunking, onset/rime)	Apply decoding strategies to unknown words (e.g., chunking, onset/rime)
b.	Increase automaticity of high frequency and sight words (e.g., Dolch and Fry high frequency word lists, flash cards, repeated timed readings)	Increase automaticity of high frequency and sight words (e.g., Dolch and Fry high frequency word lists, flash cards, repeated timed readings)
c.	Practice using context clues to recognize and comprehend unfamiliar words	Practice using context clues to recognize and comprehend unfamiliar words
d.	Practice guided oral reading with teacher and peer support on instructional level (e.g., choral reading, teacher modeling, buddy reading, echo reading, reader's theater)	Practice guided oral reading with teacher support on instructional level (e.g., choral reading, teacher modeling, buddy reading, echo reading, reader's theater)
<b>3.2</b>	<b><i>Students will read at a reasonable rate, consistently making improvements to higher levels.</i></b>	<b><i>Students will read at a reasonable rate, consistently making improvements to higher levels.</i></b>
a.	Practice repeated readings of familiar text monitored by teacher, with review of miscues	Practice repeated readings of familiar text monitored by teacher, with review of miscues

b.	Participate in whole-class or small-group readings on instructional level using different instructional strategies (e.g., choral readings, teacher modeling, buddy reading, echo reading, reader's theater)	Participate in whole-class or small-group readings on instructional level using different instructional strategies (e.g., choral readings, teacher modeling, buddy reading, echo reading, reader's theater)
c.	Practice assisted reading using audio tapes; listen and repeat	Practice assisted reading using audio tapes; listen and repeat
<b>3.3</b>	<b><i>Student will read with prosody.</i></b>	<b><i>Student will read with prosody.</i></b>
a.	Increase expression in oral reading	Increase expression in oral reading
b.	Read along with audio taped passages or readings modeled by the teacher and re-read aloud with appropriate expression and phrasing	Read along with audio taped passages or readings modeled by the teacher and re-read aloud with appropriate expression and phrasing
c.	Use text signals consistently to guide oral reading (i.e., periods, commas, question marks, exclamation marks, quotation marks, and/or bold text)	Use text signals consistently to guide oral reading (i.e., periods, commas, question marks, exclamation marks, quotation marks, and/or bold text)
d.	Participate in whole-class or small-group readings on instructional level using different instructional strategies (e.g., choral readings, teacher modeling, buddy reading, echo reading, reader's theater)	Participate in small-group or individual readings on instructional level using different instructional strategies (e.g., choral readings, teacher modeling, buddy reading, echo reading, reader's theater)
<b>3.4</b>	<b><i>Students will record, set goals and reflect on their reading fluency.</i></b>	<b><i>Students will record, set goals and reflect on their reading fluency.</i></b>
a.	Graph oral reading rate and miscues daily	Graph oral reading rate and miscues daily
b.	Mark natural phrase breaks in unsegmented text	Mark natural phrase breaks in unsegmented text
c.	Reflect and set goals	Reflect and set goals



## **PART 4: READING 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?

**Standard 4:** Students will evaluate, analyze, and comprehend informational and narrative text by utilizing reading comprehension strategies before, during, and after reading.

	<b>Tier 2</b>	<b>Tier 3</b>
<b>4.1</b>	<b><i>Students will use text structure to comprehend informational text (i.e., text books, non-fiction, newspaper and magazine articles).</i></b>	<b><i>Students will use text structure to understand informational text (i.e., text books, non-fiction, newspaper and magazine articles).</i></b>
a.	Locate important information and main ideas using titles, headings, tables of contents, charts, graphs and pictures in instructional level text	Examine headings, text size, pictures, captions, charts, and use of color in instructional level text
b.	Identify text structure and signal words for compare/contrast, time order, description, problem/solution and cause/effect.	Identify text structure and signal words for compare/contrast, time order, description and problem/solution
<b>4.2</b>	<b><i>Students will identify and summarize main ideas and supporting details in informational text.</i></b>	<b><i>Students will identify and summarize main ideas and supporting details in informational text.</i></b>
a.	Identify main ideas and supporting details using graphic organizers	Identify main ideas and supporting details, orally or with a graphic organizer
b.	Develop a one-paragraph summary including main idea and supporting details	Summarize the main idea in a summary sentence

<b>4.3</b>	<b><i>Students will comprehend literature using elements of narrative text.</i></b>	<b><i>Students will comprehend literature using elements of narrative text.</i></b>
a.	Identify and describe a story's characters, setting, plot, conflict, and theme	Identify setting, characters, beginning, middle, and end of a simple plot
b.	Examine problem, outcome, and theme	Examine problem and outcome
c.	Retell includes beginning, middle, and end in order; description of the setting; the initiating event and outcome of problem (either orally or in writing)	Identify the sequence of events by retelling the beginning, middle, and ending of a story (either orally or in writing)
d.	Answer factual and inferential questions	Answer factual questions from the text
e.	Reflect and respond to text	Reflect and respond to text
<b>4.4</b>	<b><i>Students will use comprehension strategies before, during, and after reading. Differentiated based on appropriate reading level:</i></b>	<b><i>Students will use comprehension strategies before, during, and after reading. Differentiated based on appropriate reading level:</i></b>
a.	Use prior knowledge to set a purpose for reading (e.g., anticipatory guide)	Use prior knowledge to set a purpose for reading (e.g., K-W-L)
b.	Generate questions about the main idea and ask for clarification	Generate questions about the text
c.	Make, verify and adjust predictions	Make and verify predictions
d.	Make text-to-self, text-to-world, and text-to-text connections	Make text-to-self and text-to-world connections
e.	Answer factual and inferential questions	Answer questions from the text
f.	Identify when comprehension breaks down and apply fix-up strategies	Identify when comprehension breaks down and apply fix-up strategies
f.	Reflect and respond to text	Reflect and respond to text

<b>4.5</b>	<b><i>Students will enjoy the processes and outcomes of reading.</i></b>	<b><i>Students will enjoy the processes and outcomes of reading.</i></b>
a.	Develop an enjoyment of reading as a life-long way to learn	Develop an enjoyment of reading as a life-long way to learn
b.	Access background knowledge in preparing to read and enjoy text	Access background knowledge to prepare to read and enjoy text
c.	Develop confidence in ability to access text.	Develop confidence in ability to access text
d.	Read for pleasure from a variety of authentic texts (e.g., graphic novels, various genres of fiction and non-fiction, magazines, plays)	Read for pleasure from a variety of authentic texts (e.g., graphic novels, various genres of fiction and non-fiction, magazines, plays)
<b>4.6</b>	<b><i>Students will clarify and extend their comprehension by writing before, during and after reading.</i></b>	<b><i>Students will clarify and extend their comprehension by writing before, during, and after reading.</i></b>
a.	Clarify thinking by using organizational tools before, during, and after reading (i.e., graphic organizers, summary frames, K-W-L, timelines, anticipatory guides)	Clarify thinking by using organizational tools before, during, and after reading (i.e., graphic organizers, summary frames, K-W-L, timelines, anticipatory guides)
b.	Extend learning by writing questions, making predictions, and writing summary paragraphs	Extend learning by writing questions, making predictions, and writing summary paragraphs
c.	Reflect on reading and learning and set goals for improvement	Reflect on reading and learning and set goals for improvement



## PART 5: WRITING TO LEARN

### Enduring Understandings:

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

**Standard 5:** Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

	Tier 2	Tier 3
<b>5.1</b>	<b><i>Students will use writing to organize information and extend their thinking.</i></b> <i>Differentiated based on appropriate reading level:</i>	<b><i>Students will use writing to organize information and extend their thinking.</i></b> <i>Differentiated based on appropriate reading level:</i>
a.	Use note taking strategies while reading and listening. (Cornell notes or 2-column notes recommended)	Use note taking strategies while reading and listening. (Cornell notes or 2-column notes recommended)
b.	Draft a short essay with a clear beginning, middle, and end (3 paragraph minimum) summarizing the main ideas and important details of the reading	Write a complete paragraph consisting of 3-5 grammatically correct sentences with a clear topic sentence and supporting details summarizing the reading
c.	Describe elements of the author's craft that strengthen writing. Use these elements in individual student writing (e.g., elaboration, figurative language, extended moment, direct quotes, humor, satisfying conclusion)	n/a
d.	Utilize reading logs or journals to track reading, record personal reflections, questions, responses to text, and extend metacognition	Utilize reading logs or journals to track reading, record personal reflections, questions, responses to text, and extend metacognition

e.	Reflect and set goals	Reflect and set goals
<b>5.2</b>	<b><i>Students will enjoy the processes and outcomes of writing.</i></b>	<b><i>Students will enjoy the processes and outcomes of writing.</i></b>
a.	Develop the ability to express discoveries and connections in writing	Develop confidence in the ability to express discoveries and connections in writing
b.	Write for a variety of purposes and audiences (e.g., summaries, book reviews, compare and contrast, persuasion, letters, advertisements, 3 paragraph essay)	Write for a variety of purposes and audiences (e.g., summaries, book reviews, note taking, narrative and informational writing)
c.	Practice and evaluate the process of gathering, organizing, and editing information, and publishing a product	Practice and evaluate the process of gathering, organizing, and editing information, and publishing a product