K–12

UTAH'S

3 Tier Model of READING INSTRUCTION

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Salt Lake City, UT
84114-4200

Patti Harrington, Ed.D.,
State Superintendent
of Public Instruction

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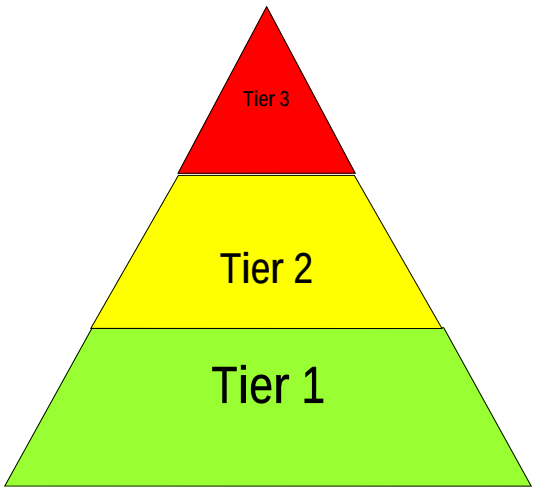

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Preface

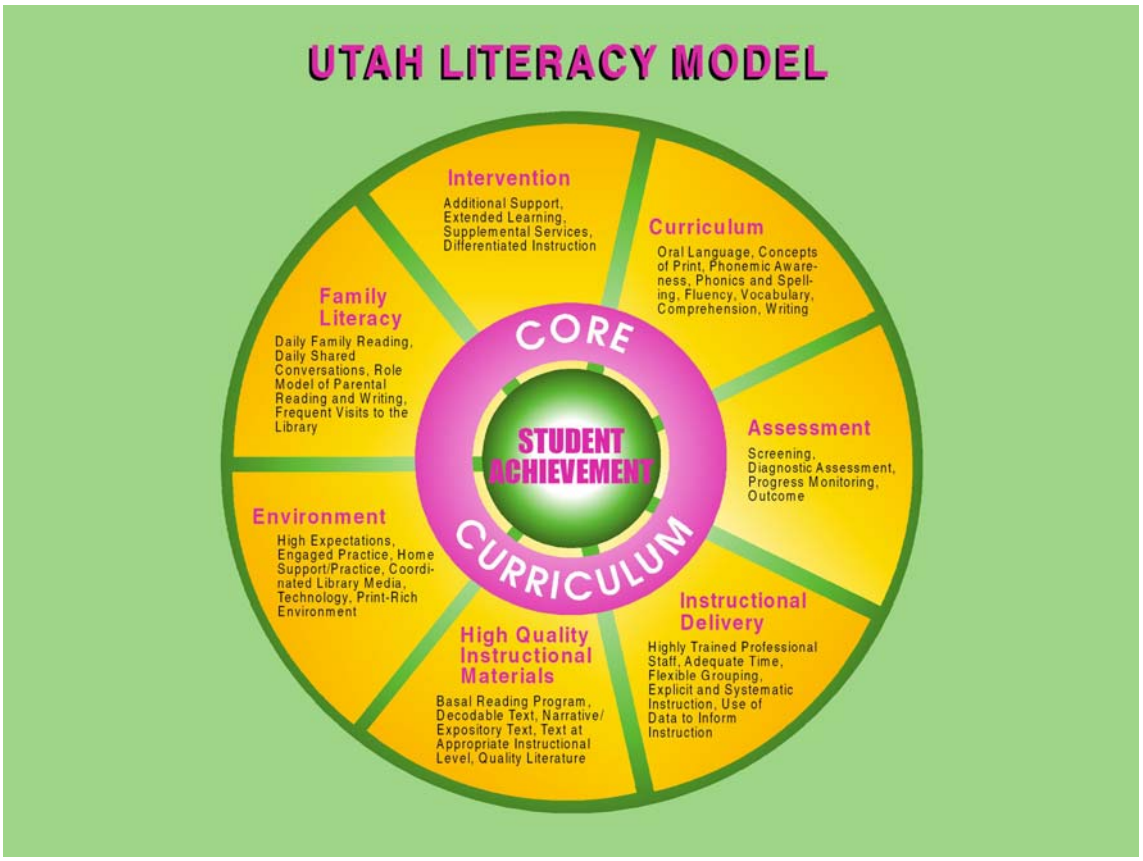
Reading is a fundamental skill that provides a foundation for lifetime success. Thus, the Utah State Office of Education is committed to improving the reading achievement of all students, K-12, through the development of a 3 Tier model. Although teaching students to read is a complex process, *Utah's 3 Tier Model of Reading Instruction* recognizes that most students can learn to read.

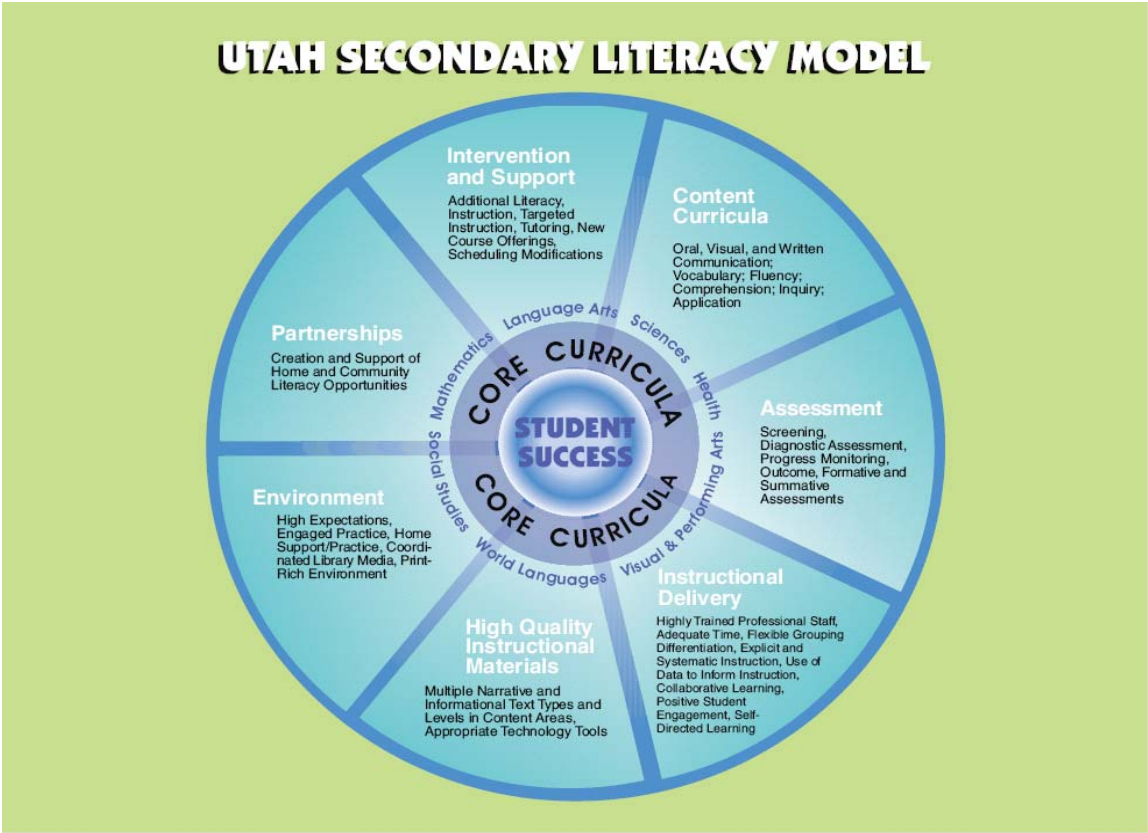
Both research and Utah's model acknowledge that teaching students to read requires a knowledgeable, skilled teacher who uses a systematic and explicit approach to instruction. The model also emphasizes the importance of local school principals as literacy leaders, the use of data to guide instruction, appropriate intervention and practice, parent involvement, and other research-based practices.

Utah's Elementary and Secondary Literacy Models are supported by *Utah's 3 Tier Model of Reading Instruction*. The elementary and secondary models provide a framework for classroom instruction, interventions, and application across all content areas creating successful reading achievement for students.

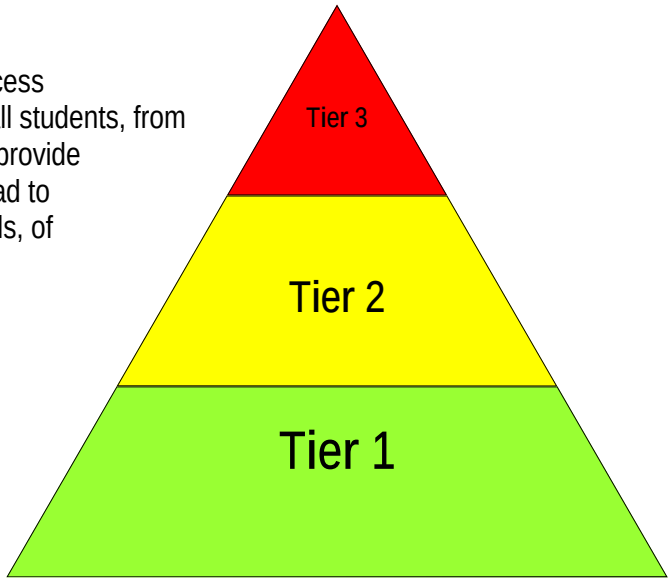
Utah's 3 Tier Model of Reading Instruction provides Utah educators with a process for delivering quality, research-based instruction using Utah's Core Curricula. The model provides a foundation for reducing the prevalence of struggling readers by creating a seamless K-12 instructional system aligning with federal and state legislative requirements. Utah's 3 Tier Model is also a process to provide data to teachers in determining student responsiveness to interventions.

This document was developed to guide educators K-12 in implementing a 3 Tier Model of Reading Instruction. The Utah State Office of Education is dedicated to improving the reading achievement of all students through this model.


UTAH LITERACY MODEL
Intervention
Additional Support, Extended Learning, Supplemental Services, Differentiated Instruction
Curriculum
Oral Language, Concepts of Print, Phonemic Awareness, Phonics and Spelling, Fluency, Vocabulary, Comprehension, Writing
Family Literacy
Daily Family Reading, Daily Shared Conversations, Role Model of Parental Reading and Writing, Frequent Visits to the Library
CORE
STUDENT ACHIEVEMENT
CURRICULUM
Assessment
Screening, Diagnostic Assessment, Progress Monitoring, Outcome
Environment
High Expectations, Engaged Practice, Home Support/Practice, Coordinated Library Media, Technology, Print-Rich Environment
Instructional Delivery
Highly Trained Professional Staff, Adequate Time, Flexible Grouping, Explicit and Systematic Instruction, Use of Data to Inform Instruction
High Quality Instructional Materials
Basal Reading Program, Decodable Text, Narrative/ Expository Text, Text at Appropriate Instructional Level, Quality Literature


UTAH SECONDARY LITERACY MODEL
Intervention and Support
Additional Literacy, Instruction, Targeted Instruction, Tutoring, New Course Offerings, Scheduling Modifications
Content Curricula
Oral, Visual, and Written Communication; Vocabulary; Fluency; Comprehension; Inquiry; Application
Partnerships
Creation and Support of Home and Community Literacy Opportunities
Language Arts
Sciences
Health
Visual & Performing Arts
World Languages
Social Studies
Mathematics
CORE CURRICULA
STUDENT SUCCESS
CORE CURRICULA
Assessment
Screening, Diagnostic Assessment, Progress Monitoring, Outcome, Formative and Summative Assessments
Environment
High Expectations, Engaged Practice, Home Support/Practice, Coordinated Library Media, Print-Rich Environment
Instructional Delivery
Highly Trained Professional Staff, Adequate Time, Flexible Grouping Differentiation, Explicit and Systematic Instruction, Use of Data to Inform Instruction, Collaborative Learning, Positive Student Engagement, Self-Directed Learning
High Quality Instructional Materials
Multiple Narrative and Informational Text Types and Levels in Content Areas, Appropriate Technology Tools

Introduction to Utah's 3 Tier Model of Reading Instruction



The Utah 3 Tier Model of Reading Instruction provides a process for delivering comprehensive, quality reading instruction for all students, from Kindergarten through high school. The model is designed to provide research-based instruction and targeted interventions that lead to successful reading. The model consists of three tiers, or levels, of instruction: Tier 1, Tier 2, and Tier 3.

Tier 1: Core Classroom Instruction

Tier 1 refers to core classroom instruction for all students utilizing scientifically based reading research (SBRR) to teach critical elements outlined in the Utah Core Curriculum. Most students will demonstrate proficiency with effective Tier 1 instruction.

Tier 2: Supplemental Targeted Instruction

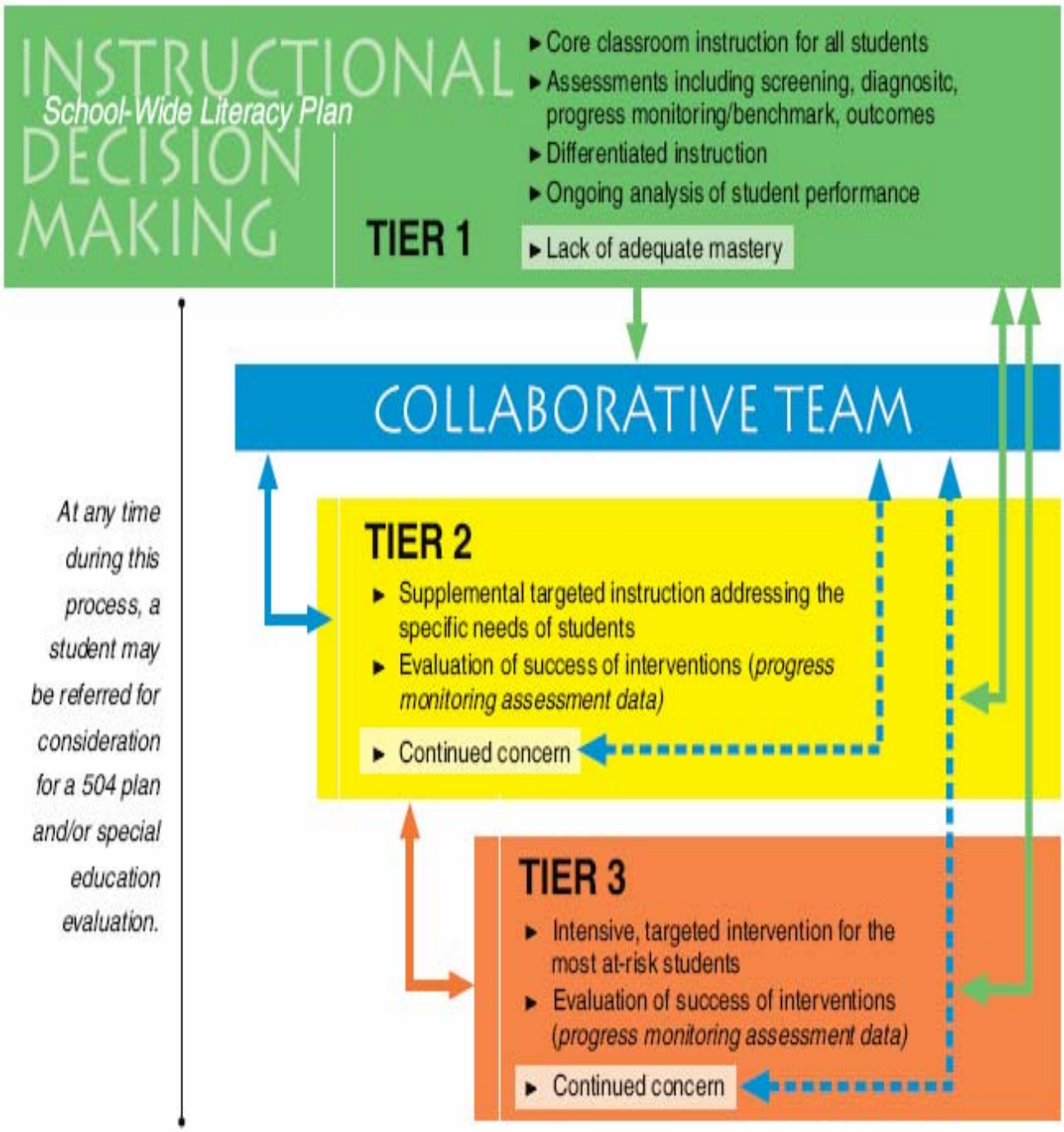
Tier 2 provides supplemental targeted instruction in addition to Tier 1, and addresses the specific needs of students who do not make adequate reading progress in Tier 1. Tier 2 interventions should be targeted, scientifically based, and aligned with core classroom instruction. Approximately 10-15 percent of students will require Tier 2 instruction. The duration of this instruction varies based on student assessment and progress monitoring data, and is it generally provided by the classroom teacher.

Tier 3: Intensive Targeted Intervention

Tier 3 is designed to provide intensive, targeted intervention to the most at-risk readers, those who have not responded adequately to Tier 2 instruction. This small percentage (3-5 percent) of students usually has severe reading difficulties and requires instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. This intervention is extended over a longer period of time, and its form varies based on student assessment and progress monitoring data. Tier 3 intervention replaces Tier 2 instruction, and is provided by a specialist.

Student Movement Through the Tiers

Student movement through the 3 Tiers is a fluid process based on student assessment data and collaborative team decisions. At any time during this process, a student may be referred for consideration for a 504 plan and/or special education evaluation. Tutoring may be necessary in any of the tiers to provide extra practice and support to help students maintain benchmark progress.


INSTRUCTIONAL DECISION MAKING
School-Wide Literacy Plan
TIER 1
Core classroom instruction for all students
Assessments including screening, diagnositc, progress monitoring/benchmark, outcomes
Differentiated instruction
Ongoing analysis of student performance
Lack of adequate mastery
COLLABORATIVE TEAM
At any time during this process, a student may be referred for consideration for a 504 plan and/or special education evaluation.
TIER 2
Supplemental targeted instruction addressing the specific needs of students
Evaluation of success of interventions (progress monitoring assessment data)
Continued concern
TIER 3
Intensive, targeted intervention for the most at-risk students
Evaluation of success of interventions (progress monitoring assessment data)
Continued concern

Assessment

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective reading program should include at least four types of assessment: screening, diagnostic, progress monitoring, and outcome. Some assessments can be used for multiple purposes.

Screening assessments are quick and efficient measures of overall reading ability or efficient measures of ***critical skills*** known to be strong indicators that predict student reading performance.

Diagnostic assessments define a student's weaknesses and strengths with critical reading skills. Diagnostic assessments are individually administered to students at risk for reading failure and provide specific information needed to guide appropriate instruction. They typically take longer to administer than screening or benchmark assessments. Considering the time and resources needed to administer these assessments, only students identified as at risk should be given these assessments. Diagnostic assessments help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs.

Benchmark assessments are measures of a student's current achievement with reading proficiency based on ***grade-level performance standards***. These assessments should be administered at least three times a year (fall, winter, and spring). It is important to ensure these assessments are easy to administer, score, and interpret. Benchmark assessments provide information to plan instruction and inform needed interventions.

Progress monitoring assessments determine whether students are making adequate reading progress with critical skills and current instruction. These assessments should be administered as part of the instructional routine: weekly, bi-weekly, or monthly, depending on student need. The more intense the intervention (Tiers 2 and 3), the more frequently progress monitoring should occur. Progress monitoring ensures that all students continue to make adequate progress in targeted areas of reading. They also ensure that group or individualized instruction is provided for students at risk for failure. Assessment data should be collected, evaluated, and used on an ongoing basis to plan instruction and inform needed interventions.

Outcome assessments provide an evaluation of the effectiveness of instruction and indicate student year-end reading achievement when compared to grade-level performance standards. These assessments are administered to all students at the end of a grading period and/or school year. Outcome assessments can be administered in a group or individually. Group administration may be more efficient to measure skills and concepts that all students are expected to have mastered. Outcome assessments are often used for school, district, or state reporting purposes.

Informal assessments provide additional information about student learning to assist educators in meeting the needs of students. They are typically not standardized or normed; thus, they do not meet the technical criteria applied to more formal measures and should not replace formal assessments.

Effective Instructional Practices

Utah's 3 Tier Model of Reading Instruction provides educators with a process for delivering effective reading instruction to all K-12 students. The three main components of effective instruction are (1) highly qualified teachers, (2) explicit and systematic lessons, and (3) differentiated instruction.

Highly Qualified Teachers

Highly qualified teachers have a significant impact on students' reading achievement. They select and administer assessments that identify the diverse instructional needs of all students, with an understanding that the use of ongoing assessments measuring student achievement is the single most important determinant of the effectiveness of implemented practices.

Highly qualified teachers have the knowledge and skill to deliberately plan instruction and select appropriate materials that align with the Utah Core Curriculum. They make informed decisions based on research findings to increase the likelihood that their instruction will lead to improvements in student reading achievement. They have comprehensive knowledge and understanding of the following:

- The Utah Elementary and Secondary Language Arts Core Curriculum
- Scientifically based reading instruction emphasizing the five critical elements: phonemic awareness, phonics, fluency, vocabulary and comprehension
- The purpose and instructional use of screening, benchmark, diagnostic, progress monitoring and outcome assessments

Through experience and training, highly qualified teachers also possess the skills to employ instructional techniques that have the greatest impact on learning to read. They effectively:

- Provide explicit and systematic lessons.
- Determine instructional timelines and targets.
- Select and use a variety of research-based materials, including a core reading program and appropriately leveled narrative and informational texts.
- Form flexible groups to meet the needs of individual students (e.g., one-on-one, pairs, small groups, whole group).
- Administer progress monitoring assessments to instruct and regroup students according to student knowledge and skill acquisition.
- Create a literate environment in which children have access to a variety of high-quality reading and writing opportunities and materials.
- Create multiple opportunities for students to engage in sustained reading opportunities in a variety of authentic and isolated contexts (e.g. individual, partner, small group, whole group).
- Provide multiple opportunities for students to appropriately practice and apply literacy skills in a variety of contexts.
- Manage student activity and behavior.
- Utilize instructional resources effectively.
- Engage parental support.

Explicit and Systematic Lessons

Reading failure can be attributed to the faulty assumption that students know how to complete a task without explicit lessons. More than any other factor, explicit instruction is essential to student reading achievement. Research supports the assertion that skills and strategies must be explicitly and systematically taught. They must be modeled and practiced in multiple settings with a variety of text materials. A gradual release of teacher support must follow until the student achieves the desired level of automaticity. Dr. Joe Torgesen explains that **explicit instruction** is instruction that does not leave anything to chance, and it does not make assumptions about skills and knowledge that children acquire on their own. Outstanding and effective teachers understand the following sequential components of **explicit instruction:**

- Direct Explanation
  Teacher names and defines the skill or strategy to be learned. This definition should include explaining why the skill or strategy is important and when it is used in reading.
- Teacher Modeling
  Teacher overtly demonstrates a skill or strategy that a student will learn. Through modeling, instruction becomes less elusive and more concrete for students. Explicit instruction provides a greater likelihood that students will demonstrate mastery.
- Guided Practice
  Teacher provides students with support and guidance as they practice the skill or strategy independently or in small groups. Prompts, specific corrective feedback, and praise related to the new skill or strategy are provided. Teacher support gradually fades as the student takes responsibility for using the skill or strategy independently.
- Independent Practice
  Students are provided with multiple opportunities to apply the newly acquired skill or strategy on their own. Through independent practice, students continue to review and practice the skills and strategies learned.
- Progress Monitoring
  Teacher monitors and evaluates student mastery of the new skill or strategy. Future instruction is designed to target skills and strategies that require additional review and practice.

Explicit Instruction

Explicit instruction recognizes that learning is a cyclical process. Progress monitoring may indicate that the student has not mastered the new skill or strategy. If this occurs, skills and strategies are re-taught within the appropriate phase of explicit instruction.

- Clarify an explanation with additional examples or details.
- Model with more intensity and clarity during a small group or one-on-one setting.
- Provide additional guided practice opportunities with further teacher support.
- Increase teacher monitoring and feedback during independent practice.

Differentiated Instruction

As educators, we cannot assume we have thirty clones in each of our classrooms. Thus, differentiated instruction should be provided for all students as part of Tier 1 instruction. The classroom teacher should provide flexible instructional grouping of students based on their ongoing identified needs to produce a positive trajectory for reading achievement.

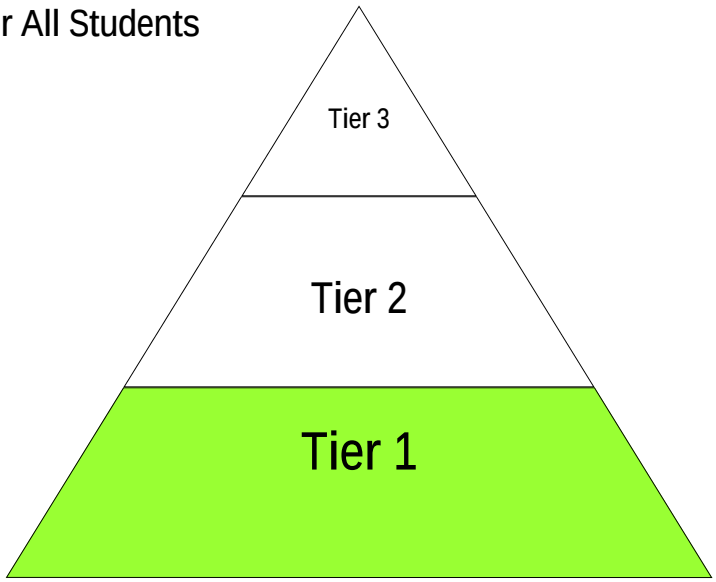
All students should receive the same undiluted content. The classroom teacher should adjust the degree of complexity of the content to meet the needs of students performing well beyond expectations, on level, or far below expected level of achievement.
Classroom teachers should be crystal clear about what they are trying to teach and why. Research has shown that teachers are often too random in their delivery of instruction, unclear as to what they are teaching, and unable to succinctly define a reason for instruction. Teachers tend to provide multiple activities that fail to lead students to achieve the intended instructional objective.

Teachers should have clear objectives for instruction, deliver targeted instruction utilizing the Utah Core Curricula, provide focused activities, and adjust the instructional complexity through differentiation. Teachers must have classroom procedures firmly in place to facilitate differentiation. Otherwise, students will be unable to work independently while the teacher works with differentiated groups of students. Teachers should provide ongoing monitoring of student success to determine changing differentiated instructional needs.

In Tier 2 and Tier 3, differentiation is provided through addressing specific, targeted needs. This instruction occurs in smaller groups with increased intensity. Progress monitoring occurs more frequently and provides the information needed to make instructional decisions.

K-3 Tier 1 Core Classroom Instruction for All Students

Tier 1 refers to classroom instruction for ALL students that utilizes SBRR materials and practices to teach the Utah Elementary Language Arts Core Curriculum. Assessment data is used to monitor and maintain the ongoing cycle of reading success. Screening assessments are administered initially to ALL Tier 1 students to identify students at risk for reading difficulty. Benchmark assessments are administered at least two other times during the year to determine whether students are making progress or need extra support, and to plan instruction. Differentiated instruction occurs in flexible small groups within the instructional time. Outcome assessments are also administered to ALL Tier 1 students to determine student growth/gain over time.

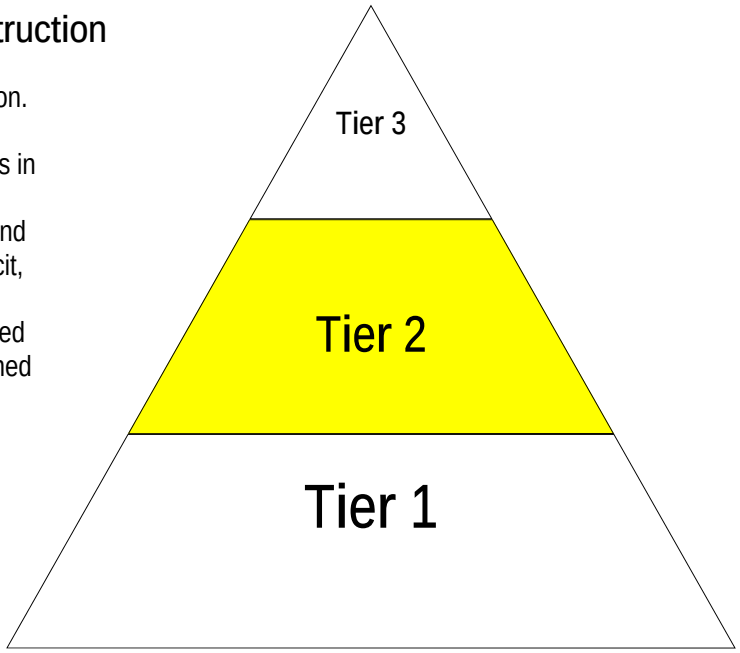


Tier 1 Essential Elements of Instruction

Component	Instruction
Curriculum	• Utah Elementary Language Arts Core Curriculum
Materials	• Use of an SBRR core basal reading program emphasizing the five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension), as well as oral and written language • Implement instructional reading programs and materials *with fidelity* that include the following: o Decodable books o Leveled books o Narrative and informational text o Supplemental materials as needed to support core program o Content materials as appropriate to support of core program
Instructional Organization	• Large group instruction of skills • Differentiated, small group instruction for application of skills, re-teaching, and/or additional practice as determined by benchmark and progress monitoring data
Instructor	• Highly qualified classroom teacher trained to teach reading
Assessment	• Screening, benchmark, diagnostic, progress monitoring and outcome-based assessments when appropriate • Parents informed of student progress on a regular basis
Time	• Initial instruction provided within a daily 120-180 minute block of time • Applications of skills throughout the day across all content areas
Setting	• General education classroom
Support	• Home practice and support • Additional tutoring or use of Utah's ***STAR*** (Student Tutoring Achievement for Reading) tutorial programs to provide practice at school • Use of trained paraprofessionals to provide practice opportunities • Encouragement of parent-school partnerships • Provision of parent training as needed • Professional development for school personnel

K-3 Tier 2 Supplemental Targeted Instruction

Tier 2 refers to targeted SBRR supplemental instruction. This instruction is aimed at remediating the specific deficits of students who fail to meet Tier 1 benchmarks in one or more of the five critical areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Tier 2 instruction is systematic, explicit, and aligned with Tier 1 instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by assessment data.

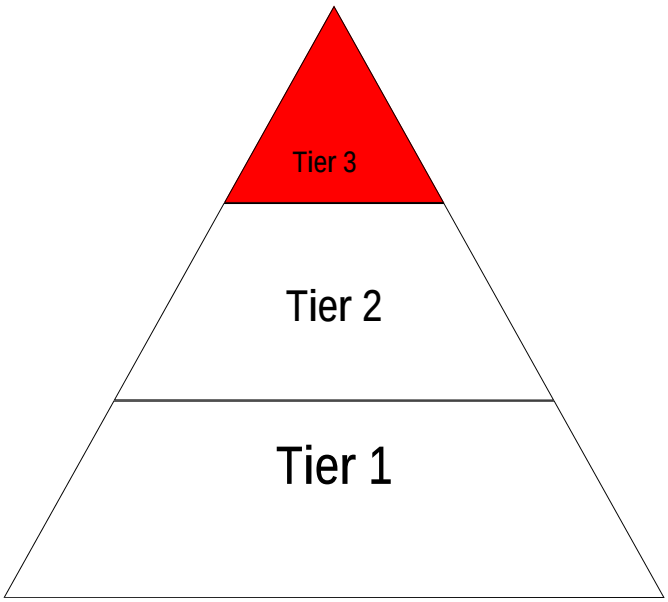


Tier 2 Essential Elements of Instructional Intervention

Components	Instruction
Materials	• Use of SBRR core materials and practices that support core curricula and target one or more of the five critical elements of reading, as well as oral language and writing • Use of intervention and content materials that support Tier 1 instruction • Differentiated curriculum materials
Instructional Organization	• Homogeneous small group (3-5) or individual instruction • Explicit instruction targeting special skill deficits • Opportunities for review and practice
Instructor	• Highly qualified classroom teacher, reading specialist, special education teacher, ELL teacher, speech/language pathologists, or other specialists as needed
Assessment	• Diagnostic and bi-monthly progress monitoring for making targeted instructional decisions • Parents informed of student progress on a regular basis
Time	• 30 to 60 minutes daily in addition to general classroom Tier 1 instruction
Setting	• General education classroom
Support	• Home practice and support • Before and after-school programs • Additional tutoring or use of Utah ***STAR*** (Student Tutoring Achievement for Reading) programs to provide practice at school • Parent training • Use of trained paraprofessionals to provide support to the classroom teacher as he/she provides Tier 2 instruction • Instructional teams (such as literacy team, grade-level team, or student support team) • Professional development for all school personnel

K-3 Tier 3 Intensive Targeted Intervention

Tier 3 refers to intensive targeted interventions for students who have not responded adequately to one or more rounds of Tier 2 supplemental, targeted instruction. 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 phonemic awareness, phonics, fluency, vocabulary, and comprehension. Diagnostic and weekly progress monitoring assessments are utilized extensively with this group of students to inform instruction and to provide appropriate, targeted intervention using SBRR materials and strategies. Tier 3 instruction replaces that provided in Tier 2 and is in addition to Tier 1. If progress monitoring and diagnostic assessments indicate that a student is not making adequate progress, he or she may be referred for further evaluation.

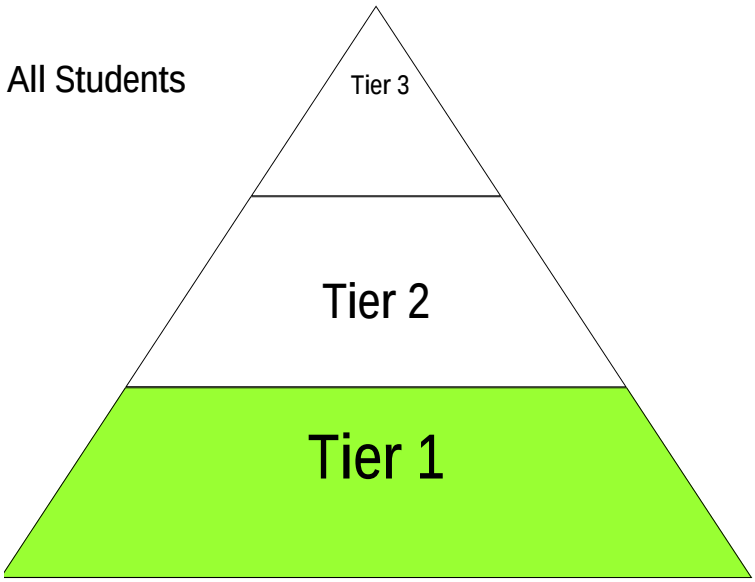


Tier 3 Essential Elements of Instruction

Components	Instruction
Curriculum	• Emphasis on phonemic awareness, phonics, fluency, vocabulary, and/or comprehension from the Utah Elementary Language Arts Core Curriculum as the need is diagnosed
Materials	• SBRR intervention programs and materials that specifically target diagnosed reading deficits in one or more of the five critical areas of reading • Tier 1 and Tier 2 materials and programs, if appropriate
Instructional Organization	• Small, homogeneous groups (2 or 3) or individual • Explicit, intense, differentiated instruction • Use of multi-sensory approaches, as appropriate
Instructor	• Reading specialist, special education teacher, ELL teachers, speech/language pathologists, or other person qualified to teach reading and work with students who continue to struggle
Assessment	• Further diagnostic assessments, as needed, and weekly progress monitoring • Parents informed of student progress on a regular basis
Time	• 60 minutes daily in addition to Tier 1 classroom instruction
Setting	• Appropriate setting within the school
Support	• Use of trained support personnel to provide practice opportunities under the direction of the classroom teacher • Encouragement of parent-school partnerships • Provision of parent training as needed for home practice and support • Before-and-after school literacy programs • Additional reading practice using Utah's ***STAR*** (Student Tutoring Achievement for Reading) tutorial programs • School teams, such as literacy team, grade-level team, or student support team, to plan and support Tier 3 instruction • Professional development provided to all personnel

4-6 Tier 1 Core Classroom Instruction for All Students

Tier 1 refers to classroom instruction for ALL students that utilizes SBRR materials and practices to teach the Utah Elementary Language Arts Core Curriculum. Assessment data is used to monitor and maintain the on-going cycle of reading success. Screening assessments are administered initially to ALL Tier 1 students to identify students at risk for reading difficulty. Benchmark assessments are administered at least two other times during the year to determine whether students are making progress or need extra support and to plan instruction. Differentiated instruction occurs in flexible small groups within the instructional time. Outcome assessments are also administered to ALL Tier 1 students to determine student growth/gain over time.

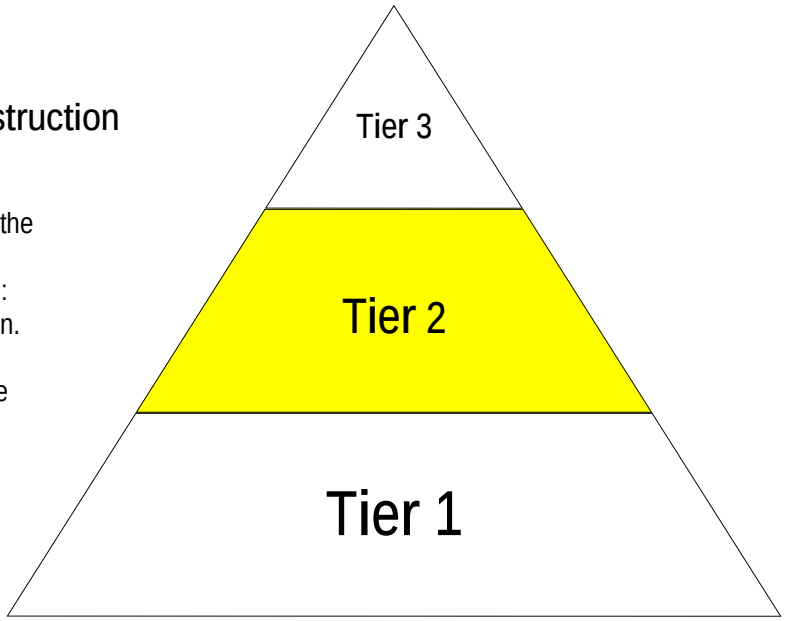


Tier 1 Essential Elements of Instruction

Component	Instruction
Curriculum	• Utah Elementary Language Arts Core Curriculum
Materials	• Use of an SBRR core basal reading program emphasizing the five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension), as well as oral and written language • Implement instructional reading programs and materials *with fidelity* that include the following: o Leveled books o Narrative and informational text o Supplemental materials as needed to support core program o Content materials as appropriate to support core program
Instructional Organization	• Large group instruction of skills • Differentiated, small group instruction for application of skills, re-teaching, and/or additional practice as determined by benchmark and progress monitoring data
Instructor	• Highly qualified classroom teacher trained to teach reading
Assessment	• Screening, benchmark, diagnostic, progress monitoring, and outcome-based assessments when appropriate • Parents informed of student progress on a regular basis
Time	• Initial instruction provided within a daily 120-180 minute block of time • Applications of skills throughout the day across all content areas
Setting	• General education classroom
Support	• Home practice and support • Additional tutoring or use of Utah's ***STAR*** (Student Tutoring Achievement for Reading) tutorial programs to provide practice at school • Use of trained paraprofessionals to provide practice opportunities • Encouragement of parent-school partnerships • Provision of parent training as needed • Professional development for school personnel

4-6 Tier 2 Supplemental Targeted Instruction

Tier 2 refers to targeted SBRR supplemental instruction. This instruction is aimed at remediating the specific deficits of students who fail to meet Tier 1 benchmarks in one or more critical areas of reading: word study, fluency, vocabulary, and comprehension. Tier 2 instruction is systematic, explicit, and aligned with Tier 1 instruction. Instructional interventions are differentiated based on the needs of individual students as determined by assessment data.

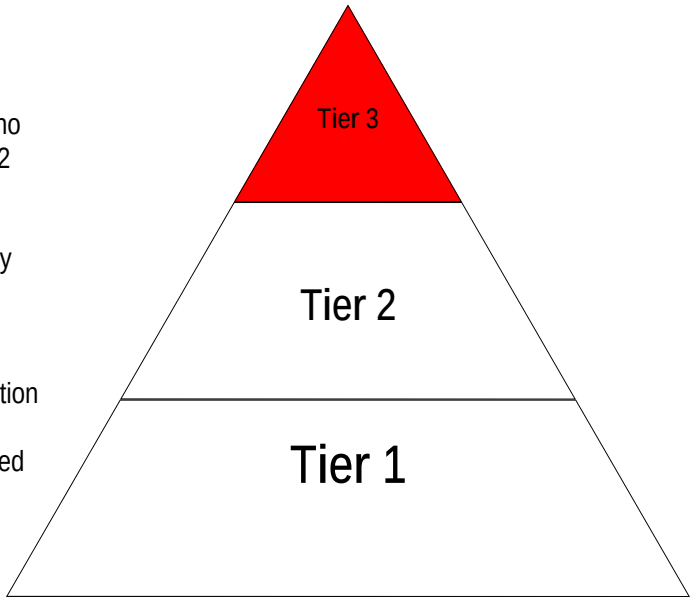


Tier 2 Essential Elements of Instructional Intervention

Components	Instruction
Curriculum	• Use of SBRR materials and strategies that are aligned with core instruction • Specific, short-term use of targeted supplemental programs that support classroom instruction and procedures
Materials	• Use of SBRR core materials and practices that support core curricula and target one or more of the four critical elements of reading, as well as oral language and writing • Use of intervention and content materials that support Tier 1 instruction • Differentiated curriculum materials
Instructional Organization	• Homogeneous small group (3-5) or individual instruction • Explicit instruction targeting special skill deficits • Opportunities for review and practice
Instructor	• Highly qualified classroom teacher, reading specialist, special education teacher, speech/language pathologists, ELL teacher or other specialist as needed
Assessment	• Diagnostic and bi-weekly progress monitoring for making targeted instructional decisions • Parents informed of student progress on a regular basis
Time	• 30 to 60 minutes daily in addition to general classroom Tier 1 instruction
Setting	• General education classroom
Support	• Home practice and support • Before and after-school programs • Additional tutoring or use of Utah's ***STAR*** (Student Tutoring Achievement for Reading) tutorial programs to provide practice at school • Parent training • Trained paraprofessionals to provide support to the classroom teacher as he/she provides Tier 2 instruction • Collaborative teams (e.g., literacy team, grade-level team, or student support team) • Professional development for all school personnel

4-6 Tier 3 Intensive Targeted Intervention

Tier 3 refers to intensive, targeted interventions for students who have not responded adequately to one or more rounds of Tier 2 supplemental, targeted instruction. 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 phonemic awareness, phonics, fluency, vocabulary, and comprehension. Diagnostic and weekly progress monitoring assessments are utilized extensively with this group of students to inform instruction and to provide appropriate, targeted intervention using SBRR materials and strategies. Tier 3 instruction replaces that provided in Tier 2 and is in addition to Tier 1. If progress monitoring and diagnostic assessments indicate that a student is not making adequate progress, he or she may be referred for further evaluation.

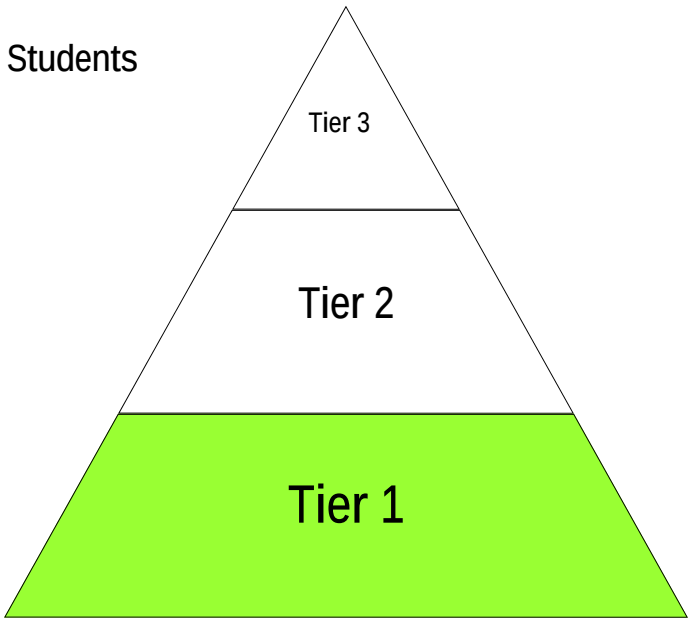


Tier 3 Elements of Intensive Interventional Intervention

Components	Instruction
Curriculum	• Use of SBRR intervention programs and materials that specifically target diagnosed reading deficits in one or more of the five critical areas of reading
Materials	• SBRR intervention programs and materials that specifically target diagnosed reading deficits in one or more of the five critical areas of reading • Tier 1 and Tier 2 materials and programs, if appropriate
Instructional Organization	• Small, homogeneous groups (2 or 3) or individual • Explicit, intense, differentiated instruction • Use of multi-sensory approaches, as appropriate
Instructor	• Reading specialist, special education teacher, ELL teacher, speech/language pathologists, or other person qualified to teach reading and work with students who continue to struggle
Assessment	• Further diagnostic assessments, as needed, and weekly progress monitoring • Parents informed of student progress on a regular basis
Time	• 60 minutes daily in addition to Tier 1 classroom instruction
Setting	• Appropriate setting within the school
Support	• Use of trained support personnel to provide practice opportunities under the direction of the classroom teacher • Encouragement of parent-school partnerships • Provision of parent training as needed for home practice and support • Before and after-school literacy programs • Additional reading practice using Utah's ***STAR*** (Student Tutoring Achievement for Reading) tutorial programs • School teams, such as literacy team, grade-level team, or student support team, to plan and support Tier 3 instruction • Professional development provided to all personnel

7-12 Tier 1 Core Classroom Instruction for All Students

Tier 1 refers to reading instruction for ALL students within ALL core content area classrooms. Instruction is provided through a combination of informational and narrative texts, including primary source documents. Content area instruction supports specific Utah Core Curricula by emphasizing content area vocabulary and research-validated literacy practices. Assessment data is used to monitor and inform instruction. School-wide reading screening assessments are administered to ALL Tier 1 students to identify those experiencing reading difficulties. Classroom content area assessments are administered periodically to determine whether students are making progress or need extra support. These assessments provide data for planning differentiated and scaffolded instruction delivered in flexible grouping, i.e. whole group, small group, partner and individual study. Outcome assessments are administered to ALL Tier 1 students to determine student growth/gain over time.

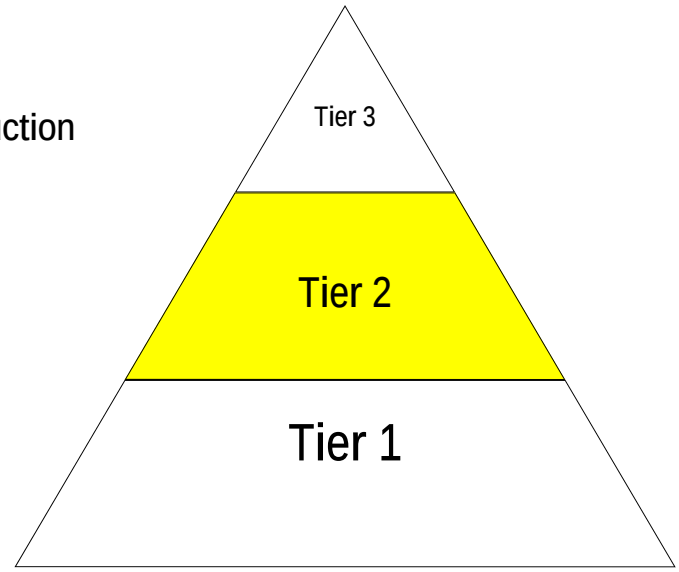


Tier 1 Essential Elements of Instruction

Component	Instruction
Curriculum	• Utah Secondary Core Curriculum
Materials	• Instructional materials supporting specific core content areas • Use of SBRR materials and practices emphasizing vocabulary, comprehension, and writing • Use of content materials that support literacy • Differentiated curriculum materials
Instructional Organization	• Large group instruction of skills • Differentiated, small group instruction for skill application, re-teaching, and/or additional practice as determined by content assessments
Instructor	• Highly qualified classroom teacher trained to implement literacy practices
Assessment	• Screening, classroom, and outcome-based assessments • Parents informed of student progress on a regular basis
Time	• Instruction provided in core content class periods • Application of skills and strategies across all content areas
Setting	• All content areas
Support	• Encouragement of parent-school partnerships • Home practice and support • Use of trained paraprofessionals to provide practice opportunities under the direction of the classroom teacher • Professional development for school personnel

7-12 Tier 2 Supplemental Targeted Instruction

Tier 2 refers to targeted SBRR supplemental instruction. This instruction is aimed at remediating the specific deficits of students who fail to meet Tier 1 benchmarks in one or more critical areas of reading: word study, fluency, vocabulary, and comprehension. Tier 2 instruction is systematic, explicit, and aligned with Tier 1 instruction. Instructional interventions are differentiated based on the needs of individual students as determined by assessment data.

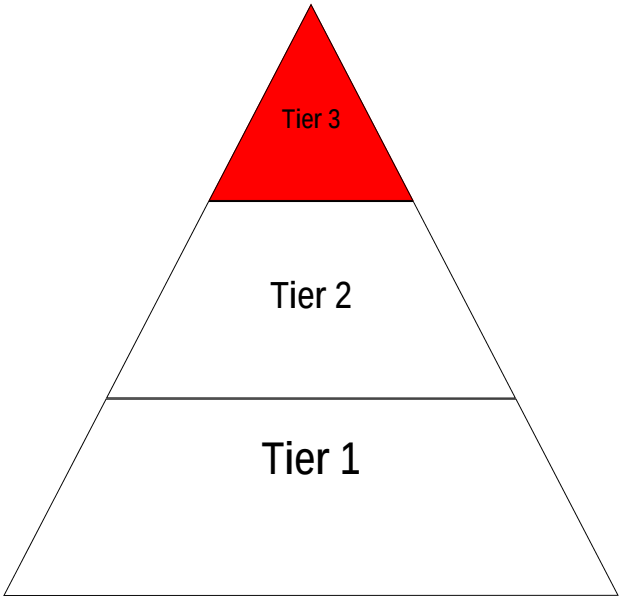


Tier 2 Essential Elements of Instructional Intervention

Component	Instruction
Curriculum	• Emphasis on SBRR instruction in the areas of word study, reading fluency, vocabulary, and comprehension as the need is diagnosed
Materials	• Use of SBRR core materials and practices that support core curricula and target one or more of the four critical elements of reading, as well as oral language and writing • Use of intervention and content materials that support Tier 1 instruction • Differentiated curriculum materials
Instructional Organization	• Differentiated, scaffolded, explicit, and systematic instruction • Flexible, small homogeneous group instruction for application of skills, re-teaching, and/or additional practice as determined by progress monitoring data
Instructor	• Highly qualified reading teacher, reading specialist, special education teacher, speech/language pathologists, ELL teacher or other specialists as needed
Assessment	• Screening and progress monitoring • Communication with content area teachers regarding student progress • Parents informed of student progress on a regular basis
Time	• A minimum of one class period • Applications of skills and strategies across all content areas
Setting	• A class period to provide reading intervention
Support	• Encouragement of parent-school partnerships • Provide parent training and appropriate materials for home practice and support • Before and after-school literacy activities/programs • Additional tutoring • Use of trained paraprofessionals and volunteers to provide additional practice and support • Professional development for all staff members • Teacher collaboration

7-12 Tier 3 Intensive Instructional Intervention

Tier 3 is for students who have not responded adequately to at least one round of Tier 2 instruction. 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 essential phonics/word study, fluency, vocabulary, comprehension, and, in extreme cases, phonemic awareness. Diagnostic and weekly progress monitoring assessments are utilized extensively with this group of students to identify problems, check progress, and provide appropriate, targeted interventions using SBRR materials. Tier 3 instruction replaces Tier 2 and is in addition to Tier 1. If progress monitoring and diagnostic assessments show that a student is not making progress he or she may be referred for further evaluation and additional services.



Tier 3 Elements of Intensive Targeted Intervention

Components	Instruction
Curriculum	• Emphasis on SBRR instruction in the area/s of word study, reading fluency, vocabulary, and comprehension as the need is diagnosed
Materials	• SBRR intervention programs/materials that remediate specific reading difficulties • Use of intervention and content materials that support Tier 1 instruction • Differentiated curriculum materials
Instructional Organization	• Explicit, intense, targeted instruction • Use of multi-sensory approaches, as appropriate • Flexible, small homogeneous group (2 to 3 students) or individual instruction for application of skills, re-teaching, and/or additional practice as determined by progress-monitoring data
Instructor	• Highly qualified classroom teacher, reading specialist, special education teacher, speech/language pathologists, ELL teacher or other specialists as needed
Assessment	• Further diagnostic assessments, as needed, and weekly progress monitoring • Communication with content area teachers regarding student progress • Parents informed of student progress on a regular basis
Time	• A minimum of one class period • Applications of skills and strategies across all content areas
Setting	• Appropriate setting within the school (reading intervention classroom, resource classroom, or other specialized instructional settings)
Support	• Use of trained support personnel to provide additional targeted practice and instruction under the direction of the classroom teacher • Encouragement of parent-school partnerships • Provide parent training and appropriate materials for home practice and support • Before and after-school reading activities/programs • Professional development provided for all school personnel

School Collaborative Teams

In the implementation of the Utah 3 Tier Model of Reading Instruction, a school that supports one or more collaborative team(s) is more likely to meet the needs of struggling readers. Teams should be established based on the learning needs of students and availability of staff members. The collaborative team approach is supported by research and has been found to be most effective when the team addresses both prevention *and* intervention of reading difficulties. Successes include the following:

- A high rate of student achievement
- Increased capacity of teachers to meet specific needs of struggling students
- Decreased number of special education referrals and placements

In establishing collaborative teams, schools need to plan, organize, develop procedural guidelines, continue to evaluate effectiveness, and make adjustments as needed. Effective teams use a problem-solving process such as follows:

- Define the problem
- Analyze why it is occurring
- Develop and implement action plan
- Monitor student progress
- Evaluate plan effectiveness
- Continue with or adjust plan

Team members should have the skills listed below:

- Group processing
- Effective classroom organization and management
- Problem-solving and collaboration
- Data collection/evaluation
- Instructional adaptations and interventions

In addition, team members should have knowledge and training in of the following:

- The Utah Core Curricula
- The five critical components of reading
- Culturally sensitive instructional issues
- SBRR instructional materials and practices
- Types of assessments
- Availability of school and community resources

Examples of School Collaborative Teams

Team	***Recommended Members***	***Purpose***
Grade Level Team	• All grade level teachers • Reading specialist and/or reading coach • ELL teacher • Speech/language pathologist • School psychologist • Administrators as appropriate	• Ensure consistency of effective instructional practices within and across grade levels • Share responsibility for student achievement, using student data as a base for instructional decision making • Act as a problem-solving organization whose members assist each other in meeting the literacy needs of students
Content Area Department Team	• Department head • Content area teachers • Administrators as appropriate	• Ensure consistency of instructional practices within the content area • Share responsibility for student achievement, using student data as a base for instructional decision-making • Act as a problem-solving organization whose members assist each other in meeting the literacy needs of students
Literacy Team	• Designated classroom teachers • Reading specialist and/or reading coach • Special educator, ELL teacher, speech-language specialist, as appropriate • Administrators as appropriate	• Provide assistance to teachers whose students are not reaching Tier 1 benchmarks by developing an instructional plan based on student's record of assessment, performance data, and teacher input • Provide assistance to teachers whose students are not reaching Tier 2 targets by developing an instructional plan based on student's record of assessment, performance data, and teacher input • Provide assistance to teachers whose students are not reaching Tier 3 targets by developing an instructional plan based on student's record of assessment, performance data, and teacher input

Instructional Support Team (IST) *There may be numerous other names given to this body, such as student assistant team, TAT, at-risk team, and student support team. The name given to this team is usually a school-based decision.*	• Designated classroom teachers • Special education teacher • ELL teacher • School psychologist • Administrators as appropriate • Other specialists as needed	• Assist teachers in their efforts to help the students who struggle in their classrooms, including those in special education • Consider all educational areas that can affect or interfere with student achievement and school success, including academics, behavior, and health • Prevent school failure by looking at the whole child, realizing that oftentimes more than one issue is involved when a student is struggling
IEP Team	• Special educator • Individual who can interpret and critically analyze assessments and intervention data • Administrators • Parent • Classroom teacher • Student, when appropriate • Other teachers, specialists, representatives, as needed	Initial: • Determine a student's eligibility for special education • Design an Individual Education Plan (IEP), which sets educational goals for the student and gives details about the educational supports and services that will help the child with a disability receive valuable instruction in special education Annual review: Revise student's IEP as needed Re-evaluation: Determine whether student is still eligible for special education services
Data Team	• Administrators as appropriate • Teacher representatives • Teacher specialists as appropriate (e.g., speech, school psychologist, Title I, literacy coach, ELL teacher)	• Foster student learning by reviewing student data to make informed decisions about curriculum, instruction, and assessment, as follows: o Assemble and examine achievement and other data o Identify specific concerns from school test reports and subgroup data o Interpret school data to determine goals o Determine appropriate interventions to reach goals o Determine what data will be used to monitor progress and document success in reaching goals o Identify data patterns

Implementation Guide for Elementary Administrators

Prior to implementing a 3 Tier Model of Reading Instruction, school administrators will need to *evaluate* their school's readiness in the following areas:

- Personal expertise and commitment to literacy leadership
- Appropriate materials aligned to the Utah Core Curricula
- Alignment of instruction between grade levels and across content areas
- Appropriate placement of all staff members according to needed expertise
- Effective and research-based instructional practices
- Adequate instructional time for reading instruction
- Integration of reading and writing across the curriculum
- Supplemental and/or intervention instruction for struggling readers
- Decision-making process for supplemental and/or intervention instruction
- Flexible grouping practices to meet the needs of individual students
- Designated space for needed services
- Positive and supportive classroom and school environment for struggling readers
- Appropriate staff professional development based on student assessment results
- Assessment, data collection and evaluation practices
- Appropriate use of personnel resources (e.g., special education teachers, speech and language pathologists, English language learner teachers, Title I teachers, paraprofessionals, volunteers, tutors, PTA members, and community resources)
- Collaborative teams (e.g., study groups, intervention teams, data teams, grade level, Child Find teams, content area teams, content mapping teams)
- Consistent communication between school and home

Elementary Administrator's Implementation Checklist

Preliminary Strategies	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
1. Do teachers have knowledge of current Scientifically Based Reading Research (SBRR) practices?				
2. Are reading programs in place that provide explicit and systematic instruction supporting the Utah Language Arts Core Curricula emphasizing the five critical areas of reading instruction—phonemic awareness, phonics, fluency, vocabulary and comprehension?				
3. Are the teachers knowledgeable of and using the Utah Language Arts Core Curricula, teaching the appropriate grade level standards and objectives?				
4. Have teachers received training in the 3 Tier Model of Reading Instruction?				
5. Are collaborative teams in place to support teachers and review student progress?				
6. Is there a school-wide, seamless instructional program that includes materials, assessment, strategies, and procedures?				

Tier 1	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
Assessment and Evaluation:				
1. As a faculty, have the teachers reviewed the students' overall performance in reading and language arts core testing?				
2. Have school-wide strengths and weaknesses been identified for each grade level?				
3. Is benchmark testing in place to monitor the students' reading progress during the current school year?				
4. Is the teacher monitoring student progress?				
5. Is there data being collected to evaluate student performance?				
Materials:				
1. Are teachers using SBRR-based core program materials that emphasize the five essential components?				

2. Are supplemental reading materials present in the classroom to support high quality literacy instruction (classroom library, guided reading materials, nonfiction materials, etc.)?				
Scheduling:				
1. Is sufficient time allocated every day for Tier 1 classroom instruction (120-180 minutes per day depending upon the grade level)?				
2. Do students have opportunities to read and apply skills and strategies throughout the day across other content areas?				
Grouping:				
1. Does the teacher provide whole class, small group, differentiated, and individual instruction?				
Instructional Setting:				
1. Has the classroom been arranged to accommodate whole class, small group, and individual reading instruction?				
2. Is the classroom a literature-rich environment with books on all reading ability levels, interest levels, and genres available for students to use?				
Highly Qualified Instructor:				
1. Are teachers highly skilled and able to provide high quality reading instruction?				
2. Are appropriate management techniques and procedures in place and utilized to facilitate quality instruction?				
3. Are professional development activities available?				
Assistants/Volunteers:				
1. Do teachers appropriately utilize classroom assistants and volunteers?				
2. Do classroom assistants/volunteers receive appropriate training?				
Parents:				
1. Are methods in place to inform parents about their children's literacy progress?				
2. Is there some type of after-school or home support for literacy in place?				

Tier 2	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
Assessment and Evaluation:				
1. Have teachers conducted screening assessments designed to identify struggling readers?				
2. Have diagnostic assessments been administered to at-risk students to identify specific deficits?				
3. Is progress monitoring in place to assess student progress at least every two weeks?				
4. Is a collaborative team being utilized to support the classroom teacher?				
Materials:				
1. Are teachers using SBRR-based materials that target specific diagnosed needs and support Tier 1 instruction?				
Scheduling:				
1. Is sufficient time allocated every day for supplemental instruction (30 to 60 minutes) in addition to Tier 1 instruction?				
2. Do Tier 2 students read throughout the day across other content areas?				
3. Are schedules designed to ensure that students do not miss Tier 1 Core Reading/Language Arts?				
Grouping:				
1. Are students receiving supplemental instruction in small, homogeneous groups (3 to 5)?				
Instruction:				
1. Is the targeted instruction systematic and explicit?				
2. Is the instruction engaging, providing opportunities for multiple student responses?				
3. Are students receiving appropriate feedback and scaffolding?				
Instructional Setting:				
1. Have locations been identified to accommodate small instructional groups?				
Highly Qualified Instructor:				
1. Is instruction being delivered by a highly qualified instructor?				
2. Are appropriate management techniques and procedures in place and utilized to facilitate quality instruction?				
3. Are professional development activities available to support Tier 2 instruction?				

Assistants/Volunteers:				
1. Do the classroom assistants/volunteers receive training to support struggling readers?				
2. Do well-trained assistants/volunteers provide additional reading practice, not instruction?				
Parents:				
1. Are methods in place to inform parents about their children's reading progress?				
2. Is there some type of after-school or home support for reading?				

Tier 3	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
Assessment and Evaluation:				
1. Have the struggling readers not making adequate progress in Tier 2 instruction received further evaluation?				
2. Have diagnostic assessments been administered to students to identify specific deficits?				
3. Is progress monitoring in place to assess student progress at least every week?				
4. Is the collaborative team being utilized to design and implement the Tier 3 intervention plan?				
Materials:				
1. Do materials and methods being used provide the intensity of instruction needed?				
2. Do Tier 3 reading materials support Tier 1 instruction?				
Scheduling:				
1. Is sufficient time allocated every day for Tier 3 intensive targeted instruction (60 minutes) in addition to Tier 1 instruction)?				
2. Do struggling students read through out the day across other content areas?				
3. Are schedules designed to ensure that students do not miss Tier 1 Core Reading?				
Grouping:				
1. Are students receiving Tier 3 intensive targeted instruction in small, homogeneous groups (2 or 3)?				

Instruction:				
1. Is the targeted instruction systematic, explicit, and highly intensive?				
2. Is the instruction engaging, providing opportunities for multiple student responses?				
3. Are students receiving appropriate feedback and scaffolding?				
Instructional Setting:				
1. Have locations been identified to accommodate small instructional groups?				
Highly Qualified Instructor:				
1. Are interventions delivered by highly qualified specialists?				
2. Are appropriate management techniques and procedures in place and utilized to facilitate quality instruction?				
3. Are professional development activities available to support Tier 3 instruction?				
Assistants/Volunteers:				
1. Do the classroom assistants/volunteers receive training to support struggling readers?				
2. Do well-trained assistants/volunteers provide additional reading practice, not instruction?				
Parents:				
1. Are methods in place to inform parents about their child's reading progress?				
2. Is there some type of after-school or home support for reading in place?				

Implementation Guide for Secondary Administrators

Prior to implementing a 3 Tier Model of Reading Instruction, school administrators will need to *evaluate* their school's readiness in the following areas:

- Personal expertise and commitment to literacy leadership
- Appropriate materials aligned to the Utah Core Curricula
- Alignment of instruction across content areas and grade levels
- Appropriate placement of all staff members according to qualification and expertise
- Effective and research-based instructional practices
- Integration of reading and writing across the curriculum
- Schedule class period(s) for supplemental and intensive instruction for struggling readers
- Decision-making processes for supplemental and/or intervention instruction
- Flexible grouping practices within class periods to meet the needs of individual students
- Designated space for needed services
- Positive and supportive classroom and school environment for struggling readers
- Appropriate staff professional development based on student assessment results
- Assessment, data collection and evaluation practices
- Appropriate use of personnel resources (e.g., special education teachers, speech and language pathologists, English language learner teachers, Title I teachers, paraprofessionals, volunteers, tutors, PTA members, and community resources)
- Collaborative teams (e.g., study groups, intervention teams, data teams, grade level, Child Find teams, content area teams, content mapping teams)
- Consistent communication between school and home

Secondary Administrator's Implementation Checklist

Preliminary Strategies	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
1. Do teachers have knowledge of current Scientifically Based Reading Research (SBRR) practices?				
2. Do they understand and effectively implement scientifically based reading strategies in all content areas, emphasizing fluency, vocabulary, and comprehension?				
3. Are the teachers knowledgeable of Utah Secondary Core Curricula teaching the appropriate standards and objectives?				
4. Have teachers received training in the 3 Tier Model of Reading Instruction?				
5. Are collaborative support teams in place to support teachers and review student progress?				
6. Is there a school-wide, seamless instructional program that includes materials, assessment, strategies, and procedures?				
Tier 1	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
Assessments and Evaluation:				
1. As a faculty, have the teachers reviewed the students' overall performance on Criterion-Referenced Tests (CRTs)?				
2. Have school-wide strengths and weaknesses been identified for each subject?				
3. Is benchmark testing in place to monitor the students' reading progress during the current school year?				
4. Is the teacher monitoring student progress?				
5. Is there data being collected to evaluate student performance?				

Materials:				
1. Are the teachers using SBRR-based core program materials that emphasize fluency, vocabulary, and comprehension?				
2. Are supplemental reading materials present in the classroom to support high quality literacy instruction (classroom library, guided reading materials, nonfiction materials, etc.)?				

Scheduling:				
1. Has an additional class period been provided for struggling readers?				
2. Do students read throughout the day across other content areas?				
3. Are students able to receive additional literacy support before or after school?				
Grouping:				
1. Does the teacher provide whole class, small group, differentiated, and individual instruction during Tier 1 instruction?				
Instructional Setting:				
1. Has the classroom been arranged to accommodate whole class, small group, and individual literacy instruction?				
2. Is the classroom a literature-rich environment with books on all reading ability levels, interest levels, and genres available for students to use?				
Highly Qualified Instructor:				
1. Is the teacher highly skilled and able to provide high quality reading instruction?				
2. Are appropriate management techniques and procedures in place and utilized to facilitate quality instruction?				
3. Are professional development activities available to support instruction?				
Assistants/Volunteers:				
1. Do classroom assistants/volunteers receive appropriate training?				
2. Do the teachers appropriately utilize classroom assistants and volunteers during instruction?				

Tier 2	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
Assessment and Evaluation:				
1. Have teachers conducted screening assessments to identify struggling readers?				
2. Have diagnostic assessments been administered to students to identify specific deficits?				
3. Is progress monitoring in place to assess student progress at least every two weeks?				
4. Is the collaborative team being utilized to support the classroom teacher?				
Materials:				
1. Are teachers using SBRR materials that target specific diagnosed needs and support Tier 1 instruction?				
Scheduling:				
1. Is time allocated every day for Tier 2 supplemental instruction (a recommendation of one additional class period)?				
2. Do struggling students read throughout the day across other content areas?				
3. Are schedules designed to ensure that students do not miss core subjects or graduation requirements?				
4. Are students able to receive additional literacy support before or after school?				
Grouping:				
1. Are students receiving Tier 2 supplemental instruction by being enrolled in at least one instructional period of focused reading instruction for struggling readers?				
Instruction:				
1. Is the targeted instruction systematic and explicit?				
2. Is the instruction engaging, providing opportunities for multiple student responses?				
3. Are students receiving appropriate feedback and scaffolding?				
Instructional Setting:				
1. Have locations been identified to accommodate small instructional groups?				

Highly Qualified Instructor:				
1. Is there a highly qualified reading teacher providing Tier 2 instruction?				
2. Are appropriate management techniques and procedures in place and utilized to facilitate quality instruction?				
3. Are professional development activities available to support Tier 2 instruction?				
Assistants/Volunteers:				
1. Do the classroom assistants/volunteers receive training to support struggling readers?				
2. Do well-trained assistants/volunteers provide additional reading practice, not instruction?				
Parents:				
1. Are methods in place to inform parents about their student's literacy progress?				

Tier 3	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
Assessment and Evaluation:				
1. Have the struggling readers not making adequate progress in Tier 2 instruction received further evaluation?				
2. Have diagnostic assessments been administered to identify specific deficits?				
3. Is progress monitoring in place to assess student progress at least every week?				
Materials:				
1. Do materials and methods provide the intensity of instruction needed?				
2. Do materials support Tier 1 instruction?				
Scheduling:				
1. Is sufficient time allocated every day for Tier 3 intensive targeted instruction (an additional class period, in addition to Tier 1 instruction)?				
2. Do struggling students read throughout the day across other content areas?				
3. Are schedules designed to ensure that students do not miss core subjects or graduation requirements?				
4. Are students able to receive additional literacy support before or after school?				

Grouping:				
1. Are students receiving Tier 3 intensive targeted instruction in small (2 to 3) homogeneous groups?				
Instruction:				
1. Is the targeted instruction systematic, explicit, and highly intensive?				
2. Is the instruction engaging, providing opportunities for multiple student responses?				
3. Are students receiving appropriate feedback and scaffolding?				
Instructional Setting:				
1. Have locations been identified to accommodate small instructional groups?				
Highly Qualified Instructor:				
1. Are interventions delivered by highly qualified specialists?				
2. Are appropriate management techniques and procedures in place and utilized to facilitate quality instruction?				
3. Are professional development activities available to support Tier 3 instruction?				
Assistants/Volunteers:				
1. Do the classroom assistants/volunteers receive appropriate training to support struggling readers?				
2. Do assistants/volunteers provide additional reading practice, not instruction?				
Parents:				
1. Are methods in place to inform parents about their student's literacy progress?				

Survey of Teacher Priorities

This survey assists principals, teachers, reading specialists and coaches to prioritize planning for instruction, intervention, assessment, and agendas for professional learning communities. Mark the appropriate topics as high, medium, or low priority to focus planning. The document may be used as a planning tool for a school, grade level, individual teacher, or team of teachers.

Focus for Instructional Planning	High Priority	Medium Priority	Low Priority
Oral language			
Phonemic awareness			
Phonics/spelling			
Fluency			
Vocabulary			
Comprehension			
Content reading instruction			
Writing			
Differentiated instruction			
Interventions for struggling readers			
Selecting appropriate materials			
Classroom management			
Classroom environment (e.g. student engagement, setting)			
Large/small group reading instruction			
Research-based literacy instruction			
Selecting appropriate assessments			
Using assessment results to inform instruction			
Monitoring student progress			
Providing explicit instruction			
Providing tutoring and supplemental practice			
Professional development			
Providing parent support and instruction			

Assessments Currently Being Used by Districts to Support Intervention and Instruction

The following is a sample of some of the assessments that have been reviewed by the Utah State Office of Education in relationship to Utah's 3 Tier Model of Reading Instruction. For additional assessments see Utah's list of reviewed literacy assessments online at: http://www.schools.utah.gov/curr/lang_art/elem/core/ASSESSMENTS.pdf.

Reviewed Assessments				
Assessment	Publisher	Grade	Target Areas	Notes
AIMS/CBM	Edformation Inc./Harcourt Assessment	K-12	PA, PH, F, S,C	S, PM, O
CORE Assessments Multiple Assessment Measures-Arena Press	CORE-Consortium for Reading Excellence—Arena Press	K-8	OL, PA, PH, S, V, C	S, D, PM, O
CRTs	USOE	K-6	OL, PA, PH, S, V, C	S, O
CTOPP	PRO-ED	K-3	PA	S, D, PM, O
DIBELS	Sopris West or download free from Univ. of Oregon	K-3 4-6	PA,PH, ORF	S, BM, PM, O
DRA	Pearson/Scott Foresman-Addison Wesley	K-3 4-8	PH, S, F,V,C	S, PM, O
DRP	TASA	K-12	C	S, D, PM, O
Gates/MacGinitie	Riverside	K-12	OL,CP, PA,PH, V, C	D,
Gray Oral Reading	PRO-ED	K-12	F, C	S, O
Peabody	American Guidance	K-12	V	S, D, O
Program embedded assessments	Program Publishers	K-12	As noted by publisher	
QRI	Addison-Wesley Longman	K-12	PH, F, C	S, PM, O
Running Records	Multiple publishers	K-12	Dependent on teacher expertise	S, PM, O
SORT-R	Slosson/Scholastic	K-12	V	S
SRI-Scholastic Reading Inventory	Scholastic	K-12	C	S, PM, O
TPRI	McGraw-Hill	K-3	OL,CP, PA, PH, F, V, C	S, D, PM, O
UALPA	USOE			S, O
Woodcock Reading Mastery	American Guidance	K-12	PH, V, C	S, D, PM, O
Woodcock-Johnson III	Riverside	K-12	OL, PA, PH, S, F, V, C	S, D, O
Words Their Way Spelling Inventory	Prentice Hall	K-12	S	S, D, PM

Target Areas:
OL—Oral Language
PA—Phonemic awareness
PH—Phonics
F—Fluency
V—Vocabulary
C—Comprehension
S—Spelling

Notes:
S—Screening
D—Diagnostic
B—Benchmark
PM—Progress monitoring
O—Outcome

3 Tier Reading Programs

The following research-based programs have been reviewed as appropriate for Tiers 1, 2, or 3 when provided by licensed, skilled teachers. Practice materials have also been reviewed to be used by trained instructors. In providing intervention, appropriate instruction and materials should be matched to students' targeted needs. Materials for Tier 2 and Tier 3 must align with and support Tier 1 instruction. Materials are reviewed on an ongoing basis.

Tier 1 Comprehensive Literacy Programs				
Program	Publisher	Grade	Target Areas	Notes
Harcourt	Harcourt School Publishers	K-6	Comprehensive	
Houghton Mifflin Reading	Houghton Mifflin	K-6	Comprehensive	
Scott Foresman Reading	Pearson Scott Foresman	K-6	Comprehensive	
Open Court	SRA	K-6	Comprehensive	
Macmillan/McGraw-Hill	Macmillan/McGraw-Hill	K-6	Comprehensive	
Reader's Handbook	Great Source	6-12	Comprehensive	

Note: Tier 2 interventions should be in alignment with Tier I instructional materials and procedures. It is not recommended that an intervention program be selected for Tier 2 in the elementary setting. Tier 2 students should receive additional instruction targeting their specific need or deficit using the same differentiated materials and procedures used in Tier 1. Tier 2 students usually require more instructional time, a smaller instructional group, and more targeted support. Tier 2 is meant to help the student be successful with Tier I instruction in the regular classroom through additional instruction. The programs listed above may, at times, support Tier 2 instruction for additional targeted practice of specific skills

Tier 2 Intervention Programs				
Program	Publisher	Suggested Grade	Target Areas	Notes
Corrective Reading	SRA	4-12	PA, P, F, V	a, b, c, d
Early Success	Houghton Mifflin	1-2	PA, P, F, V	I
Earobics	Earobics Literacy Launch	K-3	PA, P, F, V, C	a, b, c, d, j
Fast Track	SRA McGraw-Hill	4-8	F, V, C	a, b
Fundations	Wilson	K-3	PA, P, F, V, C	a, b, c, d
Journeys I & II	Voyager Learning	6-12	PA, P, F, V, C	a, b, d, j, k
Language for Learning	SRA	K-1	Oral language	a, b, d, k
LiPS	Lindamood-Bell Learning Processes	K-12+	PA, P	a, b, c, d
Read 180	Scholastic	6-12	P, F, V, C	b, d, c, j, k
Reading Recovery	Ohio State University	1	PA, P, F, V, C	a, b, c, d, f

Tier 2 Intervention Programs continued				
Program	Publisher	Suggested Grade	Target Areas	Notes
Reading For All Learners	Alan Hofmeister	K-3	P, F, C	
Reading Mastery	SRA	K-6	P, F. V, C	a, b, c, d, f
LANGUAGE	Sopris West	3-12	PA, P, F, V, C, Writing, word study	a, b, c, d, f, l, j, k
REWARDS	Sopris West	4-12	Word study, F, V	a, b, c, d, h
AMP Reading System	Globe Fearon/Pearson	7-12+	F, V, C	b, c, d, j, k
Early Reading Intervention	Pearson Scott Foresman	K-1	PA, P, F, V	a, b, c, d
Sidewalks	Scott Foresman	1-5	PA, P, F, V, C	a, b, c, d
Soar to Success	Houghton Mifflin	3-8	F, V, C	a, c, i
Writing Road to Reading	Spalding	K-6	PA, P F, V, C	a, b, c, d, f
Voyager Passport	Voyager Learning	K-6	PA, P, F. V, C	a, b, c, d, k
Next Steps	U of U Reading Clinic	2+	PA, P, F	a, b, d, f, k
Reading Advantage	Great Source	6-12	P, F, V,Cwriting	a, b, c, j
Early Steps	U of U Reading Clinic	K-1	PA, P, F	a, b, d, f, k

Tier 3 Intensive Intervention Programs				
Program	Publisher	Grade	Target Areas	Notes
Corrective Reading	SRA	4-12	PA, P, F, V	a, b, c, d
Fluency Builders (Secondary only)	Alan Hofmeister		F, C	
Journeys I & II	Voyager Learning	4-12	PA, P, F, V, C	a, b
Kaleidoscope	SRA	2-6	PA, P, F, V, C	a, b, c, d
LANGUAGE!	Sopris West	3-12	PA, P, F, V, C	a, b, c, d
LiPS	Lindamood-Bell Learning Processes	K-12+	PA, P	a, b, c, d
Reading Recovery	Ohio State University	1		F
Read Well	Sopris West	1-3	PA, P, F, V, C	a, b, c, d
REWARDS	Sopris West	4-12	P, F	a, b, c, d
REWARDS PLUS	Sopris West	4-12	P, F, V, C	a, b, c, d
Visions	Thomson-Heinle	4-12	PA, P, F, C	d, k
Wilson Reading System	Wilson Language	3-12	PA, P, F, V, C	a, b, c, d, i

Supplemental Practice Programs (May Be Delivered by Trained Instructors)				
Program	Publisher	Grade	Target Areas	Notes
6 Minute Solution	Sopris West	K-8	F	d, e
Great Leaps	Great Leaps	K-12+	P, F	c, d
Early Intervention Reading	SRA (Torgesen)	K-3	PA, P, F, V, C	a, b, c, d,
Fluency Builders	Alan Hofmeister	3-6	F, C	
Fluency Theatre	Harcourt Achieve/Rigby/Steck-Vaughn	3-5	F, V, C	E
Quick Reads	Pearson Learning	3-9	F, V, C	e, j
Read Naturally	Read Naturally	1-8	F, C	a, b, c, d, i, j
Leap Track	Leap Frog Schoolhouse	K-3	PA, P, V, C	J
Open Book Learning	Open Book Learning	K-3	PA, P	j, k
Funnix	Funnix.com	K-2	PA, P, F, V	J
Reading For All Learners	Alan Hofmeister	K-3	PA, P, F, C	
Headsprouts	Headsprouts for School	K-2	PA, P, F, V, C	J
Waterford Early Reading System	Waterford	K-3	PA, P, F, V, C	j, k
Star Tutoring	USOE	1-3	PA, P, F, V, C	e, f
Star Cross-Age Tutoring	USOE	1-6	P, F, V, C	e, f
Star Parent Tutoring	USOE	1-3	F, V, C	e, f, k
Early Steps	U of U Reading Clinic	K-1	PA, P, F	a, b, d, f, k
Next Steps	U of U Reading Clinic	2+	PA, P, F	a, b, d, f, k

NOTE: Some basal programs have accompanying intervention programs/components that should be considered, if the approved basal is being used.

Target Areas:
PA—Phonemic awareness
P—Phonics
F—Fluency
V—Vocabulary
C—Comprehension

Notes:
a. explicit
b. systematic
c. student materials aligned
d. ample practice provided
e. practice only
f. extensive training and/or professional development required
g. school-wide implementation required
h. can be implemented by a paraprofessional or volunteer
i. extensive organization of materials required
j. technology based program/technology support
k. ELL component/support/accommodations

Glossary

Accommodations:	Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities/504/ELL. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. Accommodations provide access to buildings, curriculum, and assessments. (See USOE Accommodations Guidelines for examples.)
Alignment:	The process of matching instruction and materials to the Utah State Core Curriculum.
Assessment:	See Literacy Assessments in the appendices.
Collaboration:	A systematic process of cooperation between two or more people with shared goals and perceived outcomes occurring in a climate of trust.
Collaborative team:	A group of two or more people (as described above) who meet on a scheduled or as-need basis and fill a specific function or purpose. Collaborative teams can be formed both at the district and school levels. School-based teams are developed and sustained as determined by need and are accessible to any administrator or teacher concerned with the educational needs of students.
Differentiated instruction:	The matching of instruction with the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.
English Language Learners (ELLs):	English Language Learners (ELLs) are students whose first language is not English and who are in the process of learning English.
Evaluation:	Summarizing assessment results, then making decisions based on these results.
Explicit instruction:	Instruction that is clear, overt, and visible.
504 Act:	A student is eligible for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities that affect education.
Fidelity:	A teacher demonstrates that instructional programs, strategies, and materials are implemented with intensity and accuracy, and consistently delivered as they have been designed and validated, as elaborated in teacher's guides available from publishers.
Five critical elements of reading:	Phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension; of instruction for all Tiers. (See Elementary and Secondary Language Arts Core Curriculum for definitions.)
Implicit instruction:	An instructional ideology that assumes that students are naturally active learners who construct new personalized knowledge through linking prior knowledge and new

knowledge. In implicit instruction, the teacher guides students only as much as is necessary for them to build their own understanding. Scaffolding, or teacher support through questioning and explaining, is provided only as needed.

Individual Education Plan (IEP): A written statement for a student with a disability that is developed, reviewed, and revised in accordance with the State of Utah Rules and Part B of IDEA 2004.

Individual Education Plan Team member (IEP): At least one regular educator of the student, LEA representative, special education teacher, parent, student when appropriate, and person to interpret data, as well as others as needed.

Instructional intervention: Explicit and systematic instruction delivered by highly skilled teachers tailored to meet the identified needs of struggling readers. This instruction is delivered in small groups.

Intense intervention: Explicit and systematic instruction delivered by highly skilled teacher specialists. This instruction is targeted and tailored to meet the needs of struggling readers in small groups or one on one, with increased opportunities for practice and teacher feedback.

Literacy coach: Provides ongoing, consistent support for classroom implementation and the instructional components of literacy. A literacy coach supports teachers in their daily work to instruct all readers, but particularly struggling readers. A literacy coach should not provide teacher job performance evaluations.

Modifications (assessments): Changes in the test or assessment conditions that fundamentally alter the test score interpretation and comparability. Providing a student with a modification during a state accountability assessment constitutes a test irregularity because it invalidates the student's test score.

Modifications (classroom assignment): Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements

Multisensory: Simultaneously engaging the visual, auditory, and kinesthetic modalities.

Reading specialist: Reading specialists provide expert classroom instruction and assessment particularly for struggling students. They may also provide literacy leadership within the school in addressing the needs of all readers.

Scaffolding: Support given to assist students in learning a skill through explicit instruction, modeling, questioning, feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

Scientifically Based Reading Research (SBRR): Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This research:

- Uses experimental (random assignment to treatment and control group) or quasi-experimental (matched treatment and comparison group designs;
- Employs reliable and valid measurements;
- Involves rigorous data analyses to test hypotheses and justify conclusions;
- Ensures studies are presented inenough detail for replication or building on findings; and/or
- Accepted by a peer-reviewed journal or approved by a panel of independent experts.

Skill: Something a student knows how to do expertly and automatically.

Special education: Specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech-language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education.

Strategy: The conscious use of a specific method.

Supplemental intervention: An addition to Tier 1 classroom instruction targeted to meet specific needs of students in one or more of the five critical elements of reading instruction.

Supplemental materials: Materials that are aligned with and support the core instructional program.

Systematic instruction: A carefully planned sequence for targeted instruction.

Targeted: Focused instruction on an identified skill.

Tutoring: Additional practice for struggling students provided by trained individuals. Tutoring does not serve as an intervention. USOE-published tutoring programs include:

- ***STAR*** tutoring program
- Cross-age tutoring program
- Parent ***STAR*** tutoring program
- ***STAR*** advanced tutoring program

Utah Core Curriculum: The Utah Board of Education defines standards of learning essential for all students, which define teacher instruction.

Online Resources for Teachers

Dynamic Indicators of Basic Early Literacy Skills—DIBELS http://DIBELS.uoregon.educ Set of standardized individually administered measures for early literacy development. Designed to be short (one minute) measures in phonological awareness, alphabetic principle, and fluency to connected text to regularly monitor development of pre-reading and early reading skills. Oral reading fluency measures exist for upper elementary grades and will be available for secondary schools.

Florida Center for Reading Research—FCRR http://www.fcrr.org/FCRRReports/CReports.aspx Review of specific reading programs. Programs are described to the extent to which their content, organization and instructional strategies are consistent with scientifically based research in reading.

Institute for the Development of Educational Achievement—Big Ideas in Beginning Reading https://reading.uoregon.edu Reviews supplemental and intervention programs and instructional ideas for Reading First.

Intervention Central http://www.interventioncentral.org Academic and behavior strategies for classroom teachers based on current research.

National Center on Student Progress Monitoring http://www.studentprogress.org Reviews progress monitoring tools and has a chart of scientifically based tools to measure students' progress.

Reading Rockets http://www.readingrockets.org Provides research articles, techniques and strategies with parent information.

What Works Clearinghouse http://www.w-w-c.org Source for scientific evidence of what works in education.

Utah State Office of Education (USOE)

http://www.schools.utah.gov/curr/lang_art/elem/resources.htm
http://www.schools.utah.gov/curr/lang_art/elem/organizations.htm
http://www.schools.utah.gov/curr/lang_art/elm/ParentResources.htm
http://www.schools.utah.gov/curr/star/default.htm

Provides information on curriculum and instructional materials, literacy websites, professional organizations, STAR tutoring programs, and parent resources.

SPECIAL EDUCATION

The Individuals with Disabilities Education Act, 2004* states that, "A child must not be determined to be a child with a disability if the determinant factor for that determination is:

1) Lack of appropriate instruction in reading, including the essential components of reading instruction;
2) Lack of instruction in math; or
3) Limited English proficiency."

In accordance with USOE State Rules for Special Education (see Utah Special Education Rules*), an "LEA must document a history of failed classroom interventions and/or programs, which, however appropriate and correctly implemented, proved ineffective, before referring a student for special education evaluation…."

In addition, the LEA shall have a process in place to assist general educators:

- "…in identifying and establishing interventions and/or programs for students having educational difficulties." (See Utah Special Education Rules.*)
- "…evaluating, monitoring and documenting regular education interventions and/or programs" for a student suspected of having a disability. (See Utah Special Education Rules.*)

The 3 Tier Instruction Model, using the components outlined in the implementation guide, is a researched-based model enabling educators to comply with federal and state rules* when referring a student for special education evaluation through K-12. Data collected during screening/benchmarking and progress monitoring could be the existing information for child find. After reviewing the existing data submitted by the general education classroom teacher, school-based team(s) shall make the determination whether further evaluation is appropriate to determine the need for Special Education or 504 services.

**At this time, the Utah Special Education Rules have not been finalized. The special education information on this page is applicable until these rules are finalized and may be subject to changes/modifications when the Utah Special Education Rules are finalized*.

English Language Learners

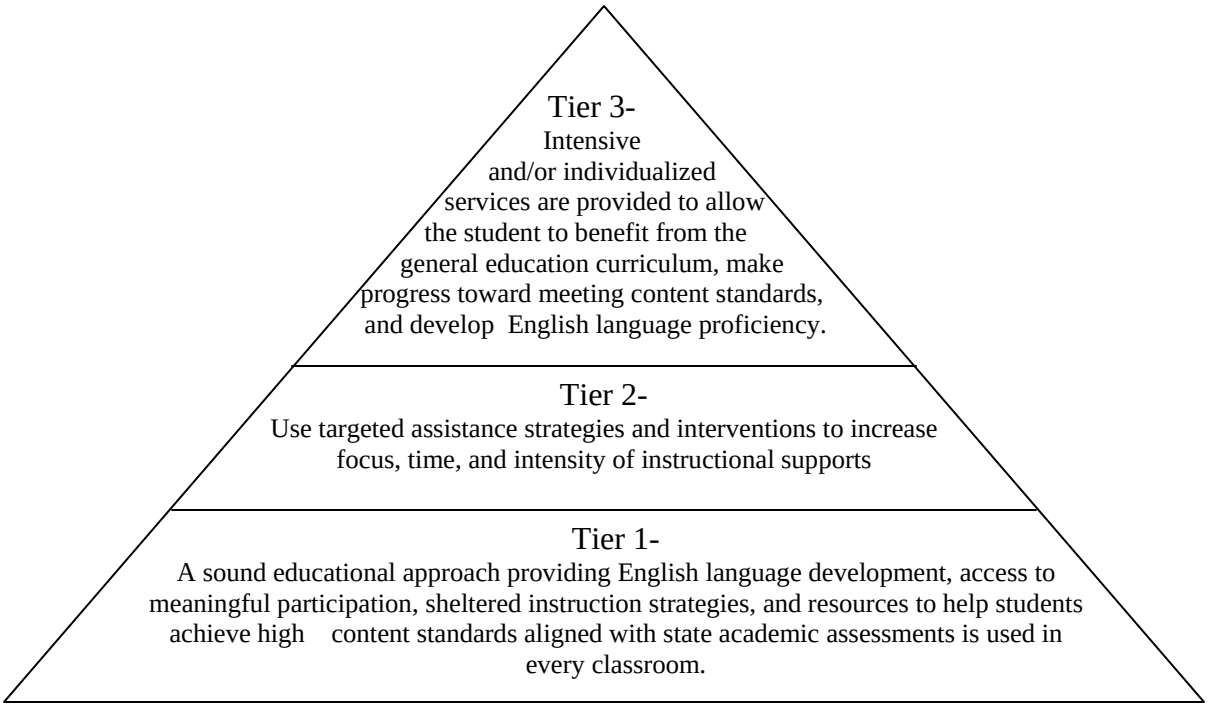
Like any other population of learners with academic difficulties, struggling ELLs require effective instructional approaches and interventions to prevent further difficulties and to augment and support their academic development. When designing an instructional approach or intervention, educators must consider several factors in addition to the content, such as the format for delivery, the match between the learner's difficulty, and the approach for small-group or one-on-one settings.

When providing services for students who are English language learners, there are critical questions that must be answered:

- Does this student qualify for English Language Acquisition programs?
- How will these services be provided?
- How are the general education, ESL, and special education staff involved in the decision process?
- Does there exist in the school culture values, strategies that promote access, equity, and academic success for all students?

Unlike their native English-speaking peers, ELLs are charged with the task of acquiring a second language while simultaneously developing their first. Although many factors can facilitate second language literacy acquisition, developing literacy in a second language is not a trivial task. Literacy development should take into account whether ELLs have full proficiency or only beginning proficiency in oral language and reading development in their native language. While simultaneously developing conversational ability and basic reading skills, these learners must quickly begin to develop oral and written academic language skills for the development of academic knowledge and success in content-area classrooms.

The following graphic illustrates how the 3 Tier Model of Instruction addresses the needs of English Language Learners.



Master Plan for English Language Learners
www.schools.utah.gov/curr/ELL%20Master%20Plan_07.pdg