

Tier I (Core) Universal Instruction: Reading

Core Instruction, also referred to as Tier 1 instruction, is universal instruction provided to all students, and is typically guided by a comprehensive [core reading program](#). When providing core instruction for reading, all five components that were identified by the National Reading Panel (2000), as well as in the Colorado READ Act, need to be addressed: phonemic awareness, phonics, fluency including oral skills, vocabulary, and comprehension. Tier I instruction alone should meet the needs of approximately 80% of the students when instructional programming is scientifically and evidence-based and delivered by a highly knowledgeable classroom teacher. Instruction is preventative and proactive in nature using high leverage practices. In addition, instruction should be guided by ongoing assessment data and differentiated for individual student’s needs.

Attributes of Effective (Core) Universal Instructional

- Addresses one or more of the five components of reading with intentional focus on identified area(s) of deficit according to interim and diagnostic assessments
- Guided by the assessment of a student’s reading competency used throughout the year
- Minimum of 90 minutes of instruction
- Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students
- Driven by the Colorado Academic Standards

C.R.R. 301-92, 6.01

Instruction	Range of Time	Class Configuration						Examples of Teacher-Led Activities
The Reading Block CORE 90 minutes minimum daily	Total Time: min daily (25-45 minutes)	Whole Group: Data Driven, Direct, explicit, and systematic instruction using research- based materials.						Scientific and Evidence-based Resources: PA: Phonics: Fluency: Vocabulary: Comprehension:
	Total Rotation Time: ____daily	Small Group Instruction: Teacher-led instruction for individuals or small group. Instruction should match the needs of students (not a level), be flexible, and based on data. A variety of sources are used to teach decoding, systematic word study, vocabulary, writing, and comprehension. A systematic progression of skills is taught using a variety of evidence-based instructional strategies.						Resources:
	Total Rotation Time: min Daily		M	T	W	Th	F	Group instructional focus
		Group 1						G1:
	Group 2						G2:	
	Group 3						G3:	

Tier 1: Core Programming Considerations

Effective Tier I instruction is scientifically or evidence-based and should permit most students in a school to meet interim assessment grade level benchmarks without the need for supplemental intervention or special education. Teachers that implement an effective core reading program include flexible grouping and target specific skills to meet the needs of the majority of students. Teachers will adjust the time allotted to whole group and small group instruction based on the



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needs of students. Consider teaching grade level appropriate skills based on standards during whole group and differentiating the skills in small group time. Determining what should be taught during whole group vs. small group should be based on data. Some students may need the grade level lesson repeated in small group; others may need scaffolding or acceleration of the skill. Use the checklist below to monitor the implementation of Tier 1 instruction.

Checklist for Implementing Tier 1 instruction:

- All K-3 students receive a minimum of 90 minutes of literacy instruction daily.
- Five essential components of literacy are taught and incorporate the Colorado Academic Standards using high quality research-based materials.
- Teachers demonstrate an understanding that literacy instruction includes both knowledge and skill-based procedures.
- Literacy is taught daily in both differentiated whole and small group formats based on student needs identified from assessment data.
- Instruction utilizes a clear scope and sequence of explicit and direct instruction using a continuum of reading development.
- Allows for active and engaged students.
- Instructional conversations routinely take place among instructional coach/principal, interventionists, and classroom teachers after each interim assessment to determine the needs of whole class, as well as small group instruction.

Terminology:

Comprehension: The process of extracting and constructing meaning from written texts. Comprehension has three key elements: (1) the reader; (2) the text; and (3) the activity. *CCR 301-92, 2.03*

Evidence Based: The instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension. *C.R.S 22-7-1203 & CCR 301-92, 2.09*

Explicit Instruction: Instruction that involves direct explanation in which concepts are explained and skills are modeled, without vagueness or ambiguity. The teacher's language is concise, specific, and related to the objective, and guided practice is provided. *CCR 301-92, 2.08*

Fluency: The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read. *CCR 301-92, 2.11*

Oral Language: The ability to produce and comprehend spoken language, including vocabulary and grammar. *CCR 301-92, 2.20*

Phonemic Awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning. *CCR 301-92, 2.21*

Phonological Awareness: Awareness of the sound structure of spoken words at three levels. *CCR 301-92, 2.22*

Phonics: A method of teaching reading and writing by developing learners' phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them. *CCR 301-92, 2.23*

Scientifically Based: The instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties. *C.R.S 22-7-1203 & CCR 301-92, 2.27*

Vocabulary: Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and for comprehending text. *CCR 301-92, 2.35*

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