Reading Tier 1 Instructional Design Model
Third, Fourth, and Fifth Grades - Uninterrupted 120 Minute Reading Block

Whole Group Reading
25-35 minutes

Whole group contains blocks of time devoted to explicit instruction/mini-lessons including modeling, think-alouds and vocabulary instruction. It also includes components of collaboration, student practice, writing, and formative assessments.

Instruction includes:

- Gradual Release of Responsibility
- KAS Standards Resources
- Culturally Responsive Standards-Based Teaching and Learning

Fluency
- Teacher modeling, mini-lesson
- Standards-based instruction, including skill and strategy focus
- Morphology instruction (common prefixes, suffixes, Greek and Latin roots, syllabication patterns in multisyllabic words)

Comprehension
- Teacher modeling, mini-lesson
- Standards-based instruction, including skill and strategy focus
- Text-dependent and standards-based questioning
- Vocabulary connected to and embedded in text
- Close Reading strategies

Writing to Demonstrate Learning of the Standards
Just as in writing for publication, writing to demonstrate learning is modeled and scaffolded.
- Teacher models and provides scaffolds
- Formulating higher order thinking questions
- Summarizing
- Responding to text-based questions (ERQ, Short Answer)

Small Group Literacy Instruction
45-60 minutes

Instruction includes:
- Teacher-led small groups and literacy stations occur simultaneously
- Differentiation based on formative and summative data
- Accountability measures in place to monitor independent and teacher-led instruction

Teacher-Led Small Group and Stations
- 45-60 minutes with 15-20 minute rotations
- Suggested stations:
  - Teacher-led small group
    - small group reading with texts on students' instructional reading levels (not more than two years below grade level)
    - teacher meets with groups daily
    - flexible groups based on data
  - Writing Center: writing in response to reading, using the writing process, student writing conferences
  - Independent Literacy Stations: standards re-teach, independent reading from classroom libraries with structured accountability measures, comprehension, vocabulary
  - Standards-based: practice of previously taught standards, current standards practice, literacy circles, vocabulary, independent reading with accountability, reciprocal teaching
  - Technology-based instruction (no more than one 15-20 minute station)
  - Word study: morphology

Writing Instructional Design Model
Third, Fourth, and Fifth Grades

Writing
30-45 minutes

Dedicated time for Writing to Demonstrate Learning and Writing for Publication including On-Demand Writing instruction and practice.

Instruction includes:

- whole group modeled instruction
- independent writing
- small group
- KSA Writing Resources
- one-on-one writing conferences

On-Demand Writing/Writing for Publication Workshop

This block focuses on modeled writing and mini-lessons that include but are not limited to:

- analyzing prompts
- identifying audience
- creating effective transitions
- structuring writing
- model writing
- editing/grammar lessons within context of text
- writing an introductory paragraph
- writing a conclusion paragraph
- creating engaging hooks
- analyzing prompts
- using On Demand writing rubrics
  - clarity and coherence
  - support
  - sourcing
  - organization
  - language & conventions

Sample Writing Workshop Structures

Teacher Role	Student Role
- Modeled writing/skill - Independent writing - Teachers work with small groups or conference with individual students based on data - Partner review with rubric	- Examine writing samples focusing on identified skill - Independent practice - Partner editing/revising for identified skill - Use information from teacher conference to revise thinking and edit

Glossary:

Anchor Text: A book/story that you repeatedly read with your students but have a different purpose for reading each time you read the text. Anchor texts should be grade-level appropriate texts.

Close Reading: A whole class instructional routine that uses short, complex text. It can be adapted to small groups. The characteristics of close reading are: limited foreshadowing, rereading to understand complex central ideas, themes or author's purpose, annotations, text-based discussions, responding to texts.

Comprehension: Reading comprehension is the ability to understand text as you read. Readers that comprehend text can make connections with the text to their personal lives, other texts they have read, and/or with things happening in the world around them. Readers can also make inferences and draw conclusions to make meaning out of the text.

Explicit instruction: On grade-level KAS standards instruction including modeling and think-alouds by the teacher.

Fluency: In reading, this term names the ability to read continuous text with good momentum, phrasing, appropriate pausing, intonation, and stress. In word solving this term names the ability to solve words with speed, accuracy, and flexibility.

Grade Level Texts: Grade-level texts refer to a student's current grade and are necessary for use when teaching standards in order to reach the rigor of the grade level standards. Grade-level texts may be difficult for students who have a lower instructional level so students should be supported through scaffolding instruction.

Graphic organizers: A tool for scaffolding that is used to visually represent an idea and organize thinking. While the graphic organizer can be helpful for organizing thoughts, it is important to remember that the graphic organizer is not meant to be used as a stand-alone assignment; the end goal is a product to demonstrate learning, such as a piece of writing.

Small Group Reading: Students read a teacher-selected text in small group; the teacher provides explicit teaching and support for reading increasingly challenging texts.

Independent Reading: Students read independently. Teachers can incorporate independent reading time into literacy centers, or utilize a structured reading time where the classroom is quiet and everyone is focused on independent reading at the same time. Teachers can confer with students individually, take anecdotal notes related to the student's comprehension, fluency, and word solving strategies. After independent reading time, students can come back together as a group and share about their reading and strategy use with a partner or the class.

Instructional level texts: Instructional level texts are texts in which students need instructional support from the teacher. Students need assistance from teachers in order to problem-solve and understand a text efficiently. Texts present opportunities for teaching.

Interactive Read-aloud: Interactive read-aloud is a whole-group instructional context in which you read aloud a selected text to the whole class, occasionally and selectively pausing for strategic conversation asking text-dependent and standards-based questions. Students think about, talk about, and respond to the text as a whole group or in pairs, triads, or quads. Best practice is to use read-alouds in all content areas in order to encourage deeper thinking and discussion and integrate reading strategies across subjects.

Learning Intention: Specification of what students are supposed to learn.

Mentor Texts: Mentor texts are pieces of literature that you, both teacher and student, can return to and reread for many different purposes. They are texts to be studied and imitated in writing.

Phonological Awareness: Umbrella term for any work helping children learn to notice and/or manipulate sound in speech. Includes work on the word, syllable, and phoneme levels. More commonly used to refer to work done at the word and syllable level.

Phonemic Awareness: Phonemic awareness is the understanding that spoken words are made of *individual sounds* called phonemes. A *phoneme* is the smallest unit of sound we hear in a word. Phonemic awareness falls underneath the umbrella as a sub-category of phonological awareness. Rather than working with larger units of spoken language, we ask students to listen for the individual sounds or phonemes in a spoken word.

Phonics: The knowledge of letter sound relationships and how they are used in reading and writing. Teaching phonics refers to helping students acquire this body of knowledge about the oral and written language systems; additionally, teaching phonics helps children use phonics knowledge as part of a reading and writing process. Phonics instruction uses a small portion of the body of knowledge that makes up phonetics.

Shared Reading/Writing: This occurs when a teacher reads aloud any piece of text with student assistance. Best practice is for students to have a piece of text in front of them for text-marking. Text is read multiple times with different purposes (decoding, fluency, vocabulary, and comprehension).

Small-Group Reading Stations: Teachers meet with students in small groups to address literacy skills based on data while the other students work in stations independently or collaboratively. Provide students with scaffolding so that they can read texts at their instructional level. Stations are differentiated based on data, labeled with learning intentions and success criteria, and include clear directions with accountability components for students. Students do not need to rotate to all stations, but are assigned to those that suit their learning needs. This is a time for students to practice contents previously introduced by the teacher.

Success Criteria: Discrete learning steps that provide a clear answer to the question, "How will I know that I have learned it?"

Uninterrupted: No pull-out services or library visits occur during this block of time.

Visible Learning: The process of making learning visible to students in the form of learning intentions/goal statements and success criteria.

Vocabulary: Words and their meanings.

Word Study: Students learn about the structure and meaning of words to help them in reading and writing. Word study is recommended as part of small-group instruction, aligned with the student's instructional text reading level, and can also be done with grade-level appropriate skills during whole group instruction.

Zone of Proximal Development: refers to the gap between a learner's independent abilities and their potential to perform with support from a knowledgeable adult or skilled peers working together. This may also be referred to as the "cutting edge" of the student's learning.

References

Almarode, J. & Vandas, K. (2018). *Clarity for learning: Five essential practices that empower students and teachers*. Thousand Oaks, CA: Corwin.

Davies, M. & Sinclair, A. (2014). Socratic questioning in the paideia method to encourage dialogical discussions. *Research Papers in Education*, *29*(1), 20–43.

Fisher, D. & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD.

Frey, N. & Fisher, D. (2013). Rigorous reading: Five access points for comprehending complex texts. Thousand Oaks, CA: Corwin.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

Hattie, J., Bustamante, V., Almarode, J., Fisher, D., & Frey, N. (2021). *Great teaching by design*. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2017). *The new art and science of teaching*. Bloomington, IN: Solution Tree Press.

Richardson, J. (2016). *The Next Step Forward in Guided Reading*. Scholastic.

Tovani, C. (2013). *The energy to teach: Matching instruction to our beliefs*. Wisconsin State Reading Association. https://www.wsra.org/assets/Convention/Handouts_2013/a13%20cris%20tovani.pdf

Walsh-Moorman, B. (2016). The socratic seminar in the age of the common core: A search for text-dependent discourse. *The English Journal,* *105*(6), 72–77.