NEBRASKA READS

Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1)

Reading

Tier 1 instruction is generally defined as reading instruction provided to all students in a class. Although there is little evidence-based research to guide effective tier 1 implementation, it is recommended that reading instruction be differentiated, using small groups, centers, or independent work time to target different areas of literacy development with different students. Frequent assessment and data-driven decision-making should guide the differentiated instruction.

K
1
2
3
4
5
6
7
8
9
10
11
12

How to carry out the recommendation

1. Provide training for teachers on how to collect and interpret student data on reading efficiently and reliably.

2. Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day.

3. Differentiate instruction—including varying time, content, and degree of support and scaffolding—based on students' assessed skills.

Potential roadblocks

1. It is difficult for teachers to interpret assessment results and subsequently use the information for instruction.

2. Using multiple small groups is difficult when some children have difficulty paying attention, working independently, and interacting with peers.

Minimal

Reference: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades* (NCEE 2009-4045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide/3

NEBRASKA DEPARTMENT OF EDUCATION

Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1)

How to carry out the recommendation

1. **Provide training for teachers on how to collect and interpret student data on reading efficiently and reliably.**

   Teachers could benefit from instruction on how to give and interpret results from standardized measures as well as understanding informal assessments, such as listening to a child read aloud. Both will help them make more informed decisions about instruction.

2. **Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day.**

   Using informal and formal measures, the teacher should determine how much of the reading time is student managed (independent reading) versus teacher centered (direct instruction). As students' reading skills improve, the balance should shift gradually toward student-managed time. Frequent monitoring of student progress will guide any changes that need to be made.

3. **Differentiate instruction—including varying time, content, and degree of support and scaffolding—based on students' assessed skills.**

   As stated above, students struggling with reading will need increased explicit instruction. For students below grade-level expectations, the teacher should provide more direct and explicit instruction.

Summary of Recommendation 2 from the WWC practice guide *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention for Reading in the Primary Grades.* Full reference at the bottom of first page.

2

Potential roadblocks and how to address them

Roadblock	Suggested Approach
It is difficult for teachers to interpret assessment results and subsequently use the information for instruction.	Ongoing professional development in assessment literacy (including administering assessments, interpreting results, and making use of the assessment results) will address this need.
Using multiple small groups is difficult when some children have difficulty paying attention, working independently, and interacting with peers.	Teachers need to firmly establish effective classroom management procedures for both small-group and independent reading.

For more information on the research evidence and references to support this recommendation, or for more detailed explanation from the What Works Clearinghouse committee who developed this recommendation, please refer to the practice guide cited at the bottom of the first page of this document.