

# Unit 1 • Module 1:

## A Schoolwide Approach to Reading Intervention

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### Section 1

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#### Slide 1—Title Slide

Welcome to the first module in the Overview of Schoolwide Intervention unit.

#### Slide 2—Schoolwide Intervention

This module will explain the 3-tier model of reading intervention, which is consistent with a response to intervention, or RTI, approach. This module will also establish the background and rationale behind the Texas Adolescent Literacy Academies.

The next module in this unit will provide more specific information about effective instructional practices and adaptations to address student needs in all classes.

#### Slide 3—Objectives

The objectives for this module are: to describe the components of a schoolwide reading intervention approach for middle school; to describe the three tiers of intervention and their purposes; and to understand the origins of the instructional routines included in TALA.

#### Slide 4— Literacy Achievement of Eighth-grade Students

Educators who work with middle school students know that, unfortunately, not all children learn to read by the time they leave elementary school.

In 2009, the National Assessment of Educational Progress, or NAEP, was administered at schools across the nation. The slide shows the percentage of Texas students who scored at each proficiency level.

#### Slide 5—Sample from NAEP Descriptors

Descriptions of the NAEP level are listed on the screen. We'll address what they mean in the next section.

What do the NAEP standards or descriptors mean in terms of students' reading ability? Over one-half of the eighth-grade test assesses students' ability to form a general understanding

of text and make some inferences. Approximately 15% of the test assesses students' ability to make reader-text connections, and 30% of the test measures the examination of content and structure of text. Passages on the test draw from different contexts, such as reading for pleasure, for information, and to perform a task. In short, students considered proficient or advanced by NAEP standards possess the academic literacy skills necessary for school success.

## **Slide 6—Increasing Literacy Demands**

As the national statistics demonstrate, many students leave middle school unable to read adequately and are, therefore, unprepared to learn from textbooks at the high school level and beyond.

The Texas College and Career Readiness Standards (CCRS) were created to promote reading skills across the curriculum.

## **Slide 7—Middle School Is Not Too Late to Intervene**

Although students who fall behind rarely catch up without intensive intervention, research has demonstrated that secondary-level students can make significant gains with the proper instruction.

Evidence also suggests that struggling middle school readers can improve their reading skills when key elements of a schoolwide approach to intervention are in place, particularly adequate time for instruction and implementation of research-validated instructional practices.

## **Slide 8—Goals of the Schoolwide Approach**

The schoolwide approach to reading intervention is designed to ensure that all students will be motivated to read and learn from texts they encounter in middle school, high school, or beyond. This would include content area texts as well as literature.

To accomplish these goals, vocabulary and comprehension instruction should be implemented across the curriculum. This increases the amount of practice students have with learning the routines. It also improves the likelihood that students will transfer the routines to the academic literacy demands of their content area classes.

Additional support for students exhibiting different kinds of reading challenges is provided in intervention settings that supplement the regular school curriculum.

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## Section 2

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### Slide 9—Schoolwide Approach to Middle School Reading Intervention

Please turn to **Handout 1: A Schoolwide Reading Intervention Approach for Middle School**. This handout summarizes the 3-tier approach to instruction.

Tier I includes strategies and routines that are implemented schoolwide and affect all students in the school. It assures that school personnel make a commitment to the approach, and that there is a safe and positive school climate where all students receive quality instruction based on high standards and supported by strong instructional leadership.

The second key component of Tier I requires science, social studies, math, and English language arts teachers to implement a consistent set of comprehension and vocabulary instructional routines within the context of their content lessons.

Students who are reading below grade level, however, need additional reading instruction. In Tier II of the schoolwide model, students with reading difficulties that cannot be addressed sufficiently through instructional supports in the core educational program receive strategic intervention for about 50 minutes per day. This instruction is supplemental and provided in reduced groups.

Middle school students who have severe reading difficulties need intervention of even greater intensity to become competent readers. This intensive intervention is Tier III of the model. The more intensive the intervention, the smaller the group size.

### Slide 10—Tier I Modules: Content Area and ELA Academies

This slide shows the modules included in the Tier I: Content Area and ELA Academies.

### Slide 11—Tiers II/III Modules: ELA Academy

This slide shows the modules included in the Tiers II and III ELA Academy.

### Slide 12—Summary

We have reached the end of this module.

Please review the summary of objectives.