


District 200 Tier One Reading Framework

Grades 1-2
Explicit Instruction
Using Literature and Informational Text

Concepts of Print	Phonemic Awareness	Phonics	Fluency	Vocabulary Word Study	Comprehension
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These components identified by the National Reading Panel can be taught using any of the pillars.

Making Meaning through Research-Based Practices and Processes

Interactive Read Aloud		Shared Reading		Guided Reading		Independent Reading
<p>Grouping: Whole or small group</p> <p>Primary Purpose:</p> <ul style="list-style-type: none"> • Model strategies and skills • Model fluency • Increase vocabulary • Expose students to different genres • Promote oral language development • Develop a sense of story/text structure <p>Text: Primarily grade-level and above</p>		<p>Grouping: Whole or small group</p> <p>Primary Purpose:</p> <ul style="list-style-type: none"> • Use discussion to support understanding • Demonstrate how reading works: skills, strategies and behaviors • Revisit text <p>Text: Primarily grade level</p>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>Opening the door to life-long literacy and a love of reading</p>  </div>	<p>Grouping: Flexible Small Groups</p> <p>Primary Purpose:</p> <ul style="list-style-type: none"> • Match text to students' individual reading levels, needs and/or interests • Notice, teach, and support reading strategies and skills • Provide opportunities to solve problems while reading many texts. <p>Text: Instructional level</p>		<p>Grouping: Independent Practice</p> <p>Primary Purpose:</p> <ul style="list-style-type: none"> • Apply skills & strategies • Practice fluency • Read for enjoyment • Reread text • Practice selecting just right books • Build stamina <p>Text: Independent level</p>

Assessment data drives instruction.

Reading to Child



Reading with Child



Reading by Child