

# Dimension 1: *Content*

The knowledge and skills included in our reading instruction

## *Phonological Awareness*

... the knowledge of the structure of oral language, including the awareness that language is comprised of sounds and the understanding of the relationship of those sounds

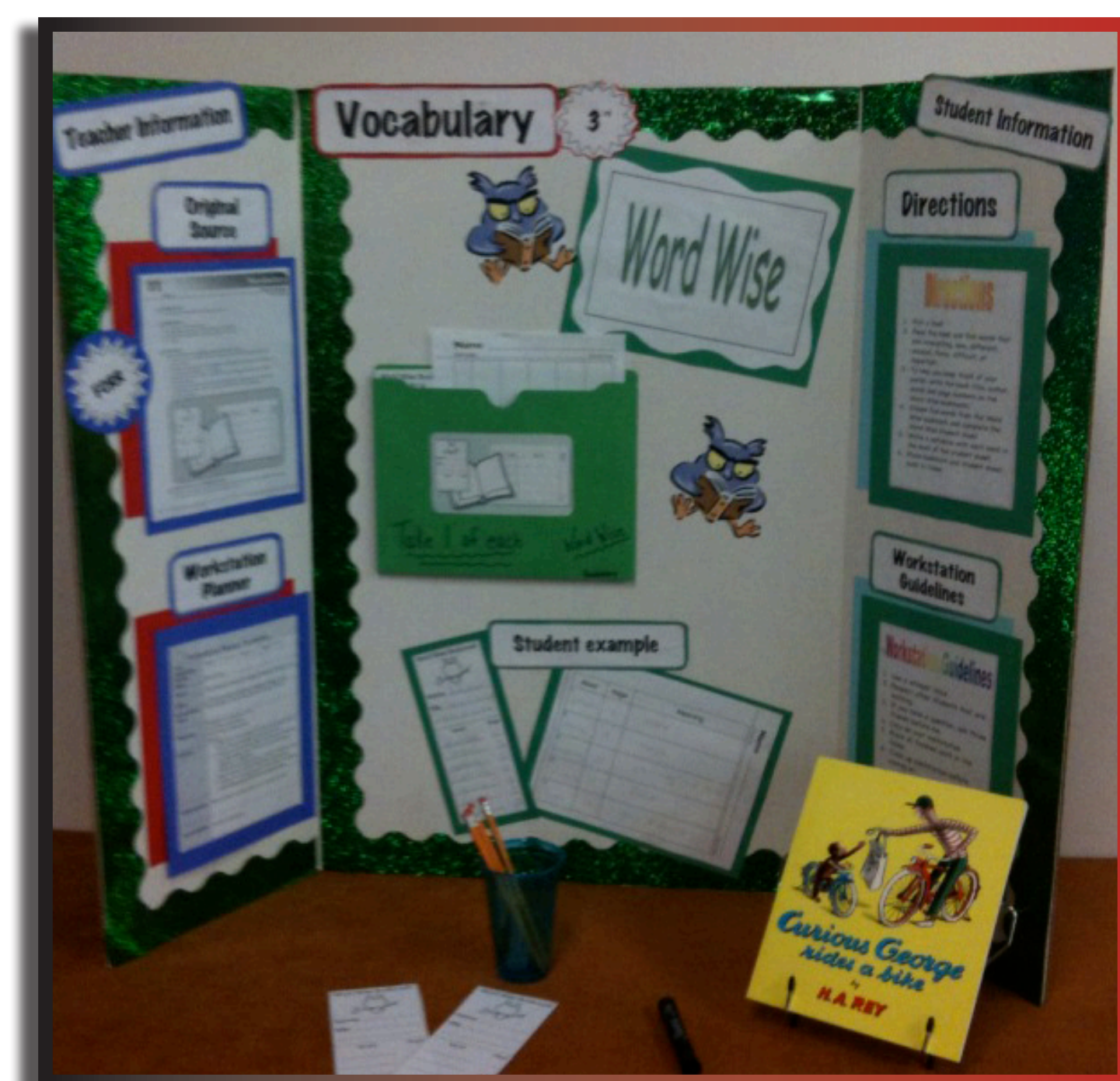
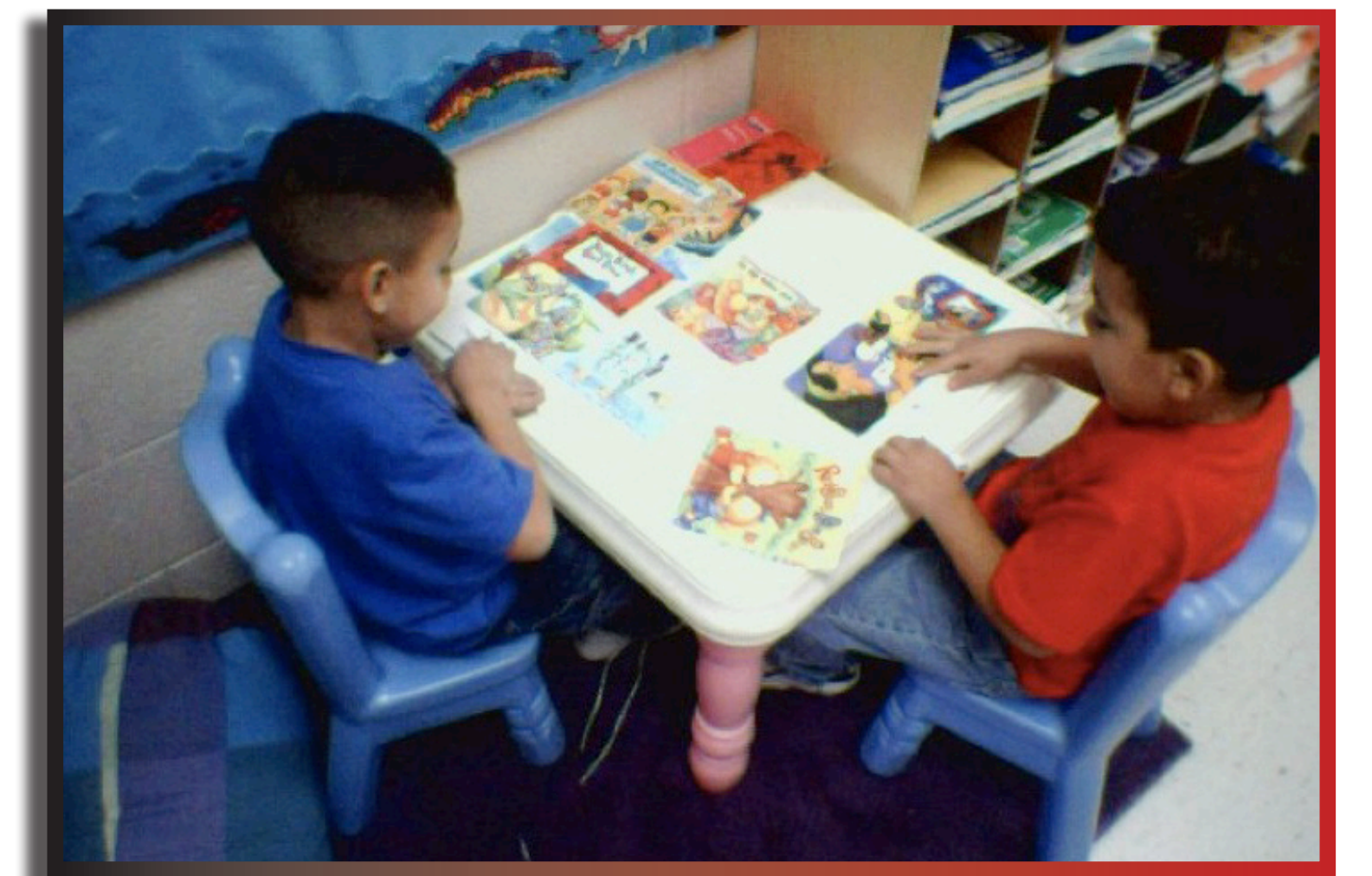


## *Phonics*

... the relationship between the letters of the written language and the individual sounds of spoken language

## *Fluency*

... the ability to read text with automaticity, accuracy, and prosody, including appropriate rate, phrasing, and expression

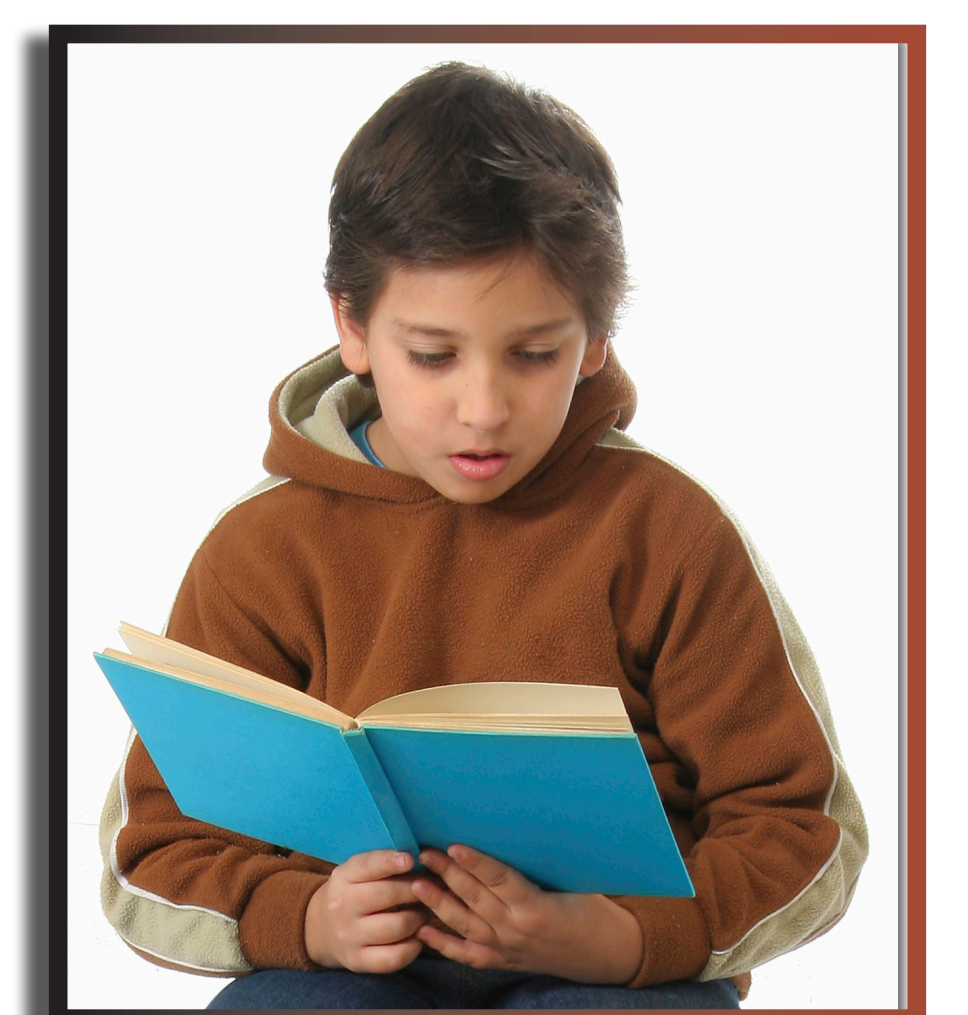


## *Vocabulary*

... the knowledge of words and word meanings in both spoken and written language

## *Comprehension*

... the active process of constructing meaning from text





# ***Dimension 2: Instructional Delivery***

The features of effective instruction

## ***Explicit Instruction with modeling***

... includes stating a clear instructional focus, using clear and concise language, and modeling for students



## ***Systematic instruction with scaffolding***

... teaching in a logical order beginning with easier skills and moving to more difficult ones with appropriate support

## ***Multiple opportunities to practice and respond***

... includes giving students opportunities to practice new skills and maximize participation with response techniques such as Think-Turn-Talk



## ***Immediate and corrective feedback***

... involves carefully monitoring students and telling them immediately whether an answer is correct, describing why, and helping them improve or build upon their responses



# ***Dimension 3: Time***

The amount of time spent within and across dimensions

How much time will be spent on each component?



---

***Maximize instructional time!***

---

How much time will be spent in different grouping formats?



---

***Every Moment Counts!***



# ***Dimension 4: Grouping Formats***

Utilizing different grouping formats to differentiate instruction

***Whole Group***



***Homogeneous small group***

***Heterogeneous small group  
(e.g., workstations)***



***Partners/Pairs***

***One-on-one***



***Independent***



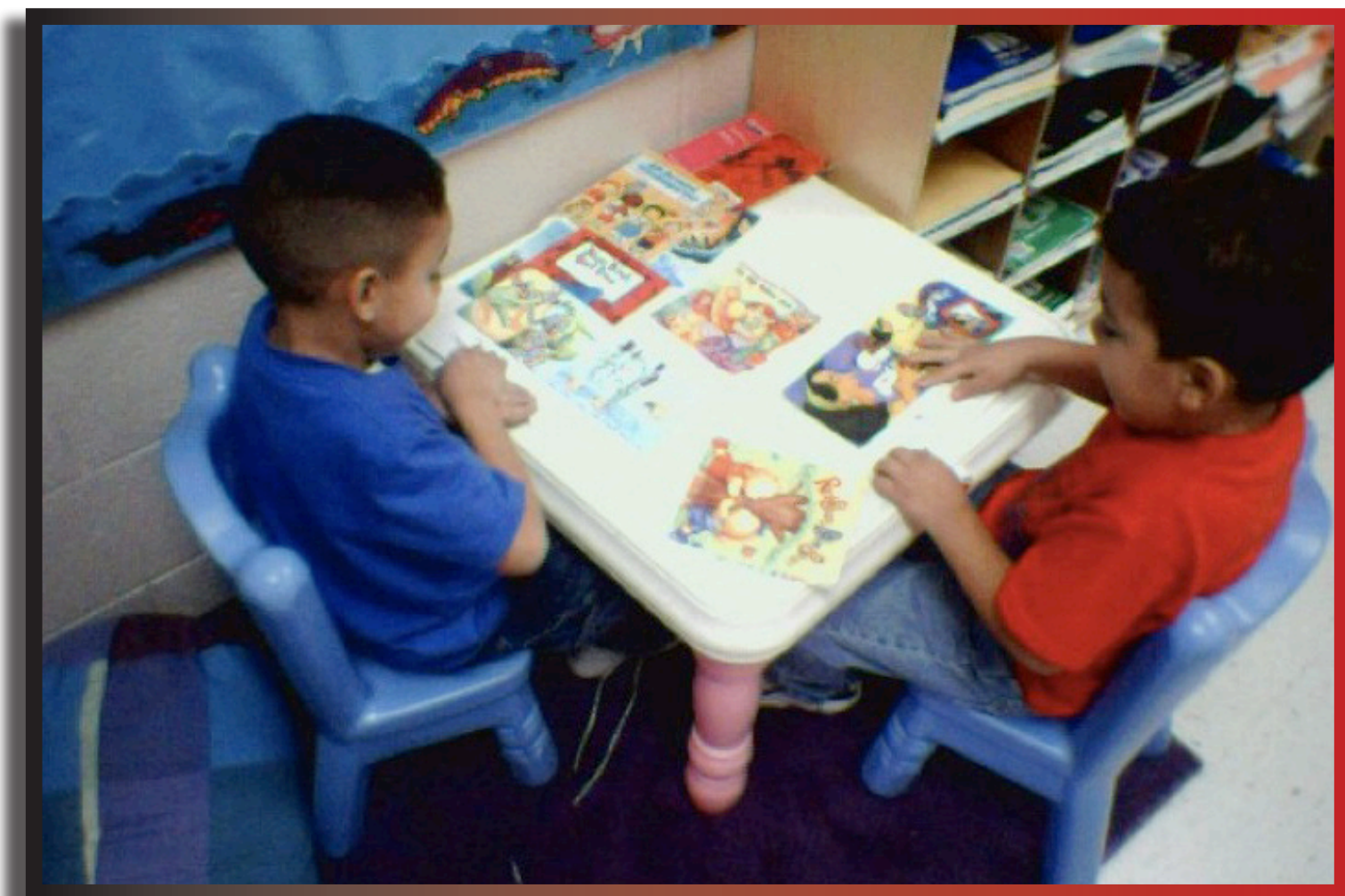
# Dimension 5: *Materials*

Use evidence-based instructional materials

## *Comprehensive Reading Program Materials*

---

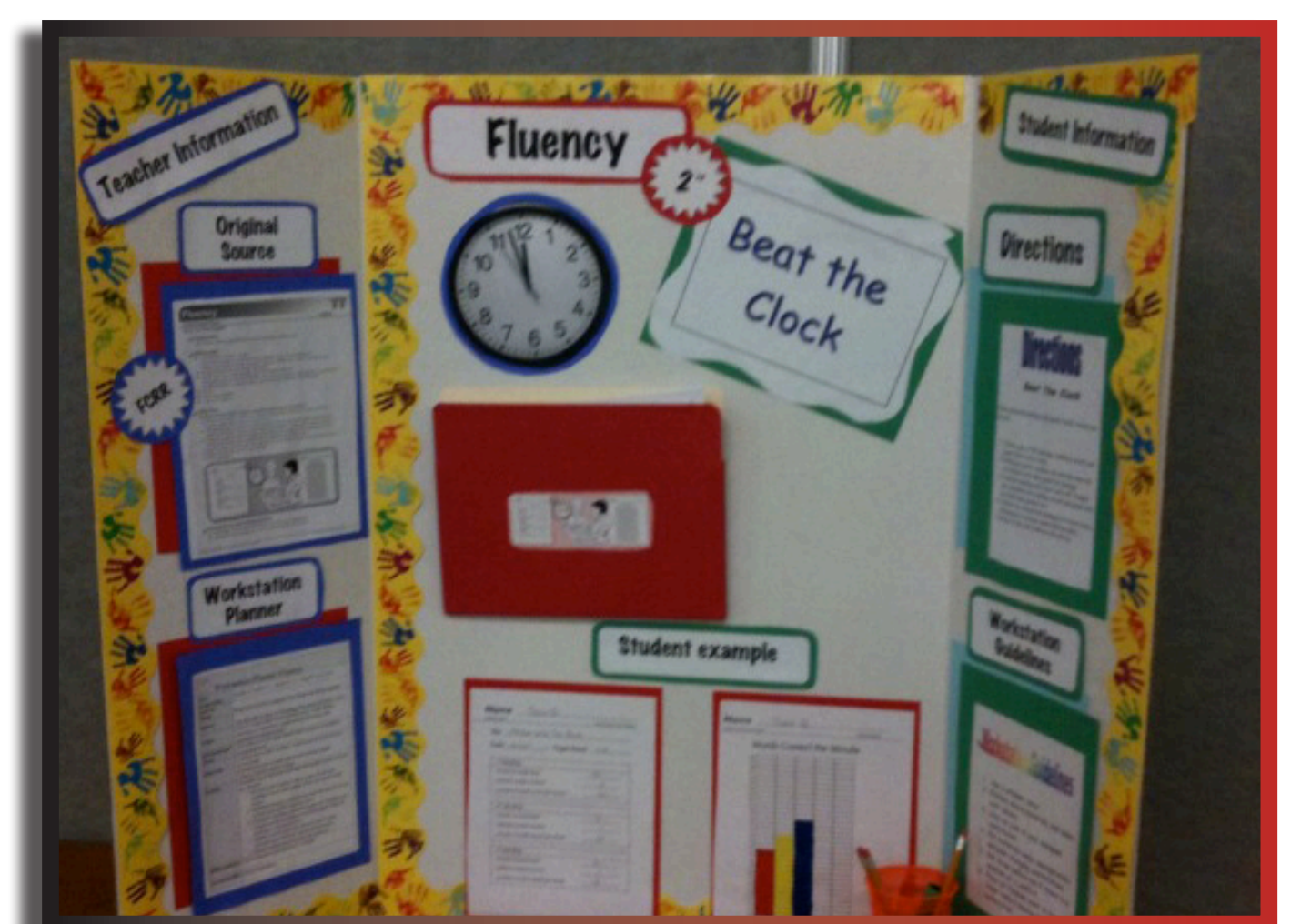
### *Basal Text*



### *Decodable Text*

---

### *Workstation Activities*



### *Manipulatives*

---

### *Online Teacher Reading Academies*



## *TPRI/Tejas LEE Intervention Guide*