



# Tier II and Tier III Literacy Instruction

## Prevention of Reading Difficulties

### Tier II

The **Rules for Administration of The Colorado Reading to Ensure Academic Development (READ) Act** describe the attributes of effective targeted and intensive instructional intervention. The attributes of a multi-tiered system of support contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the opportunity to learn to read, assist with the identification of learning disabilities specific to learning to read, and accelerate the reading skills of advanced readers.

#### Effective Targeted and Intensive Instructional Intervention

- Addresses one or more of the five components of reading with intentional focus on identified area(s) of deficit according to interim and diagnostic assessments
- Delivered with sufficient intensity, frequency, urgency, and duration
- Guided by data from diagnostic, interim and observation data, focused on students' areas of need
- Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students
- Delivered in a small group format

Source: State Board of Education Rules, Section 7.00

Tier II supplemental instruction addresses the needs of students who are not adequately progressing in a general education classroom. These students may be at-risk for reading difficulties. Tier II instruction should support and augment Tier I instruction with the goal to get students back on track to meet goals. Supplemental instruction must start as soon as possible, within 2 weeks after students have been identified as being at moderate or high risk on interim testing. This instruction should be done in addition to Tier I instruction. The aim is to supplement, rather than replace, core reading instruction.

### Tier III Instruction

#### How does Tier III instruction differ from Tier II instruction?

As with Tier II instruction, Tier III instruction should be systematic, explicit individualized instruction that is specifically tailored for a particular student. Materials for both Tiers II and III should be scientifically based and emphasize the critical elements of basic effective reading instruction. Programs for Tier III may be the same or different than Tier II, depending on the needs of the student. Modifications for Tier III instruction may include the following:

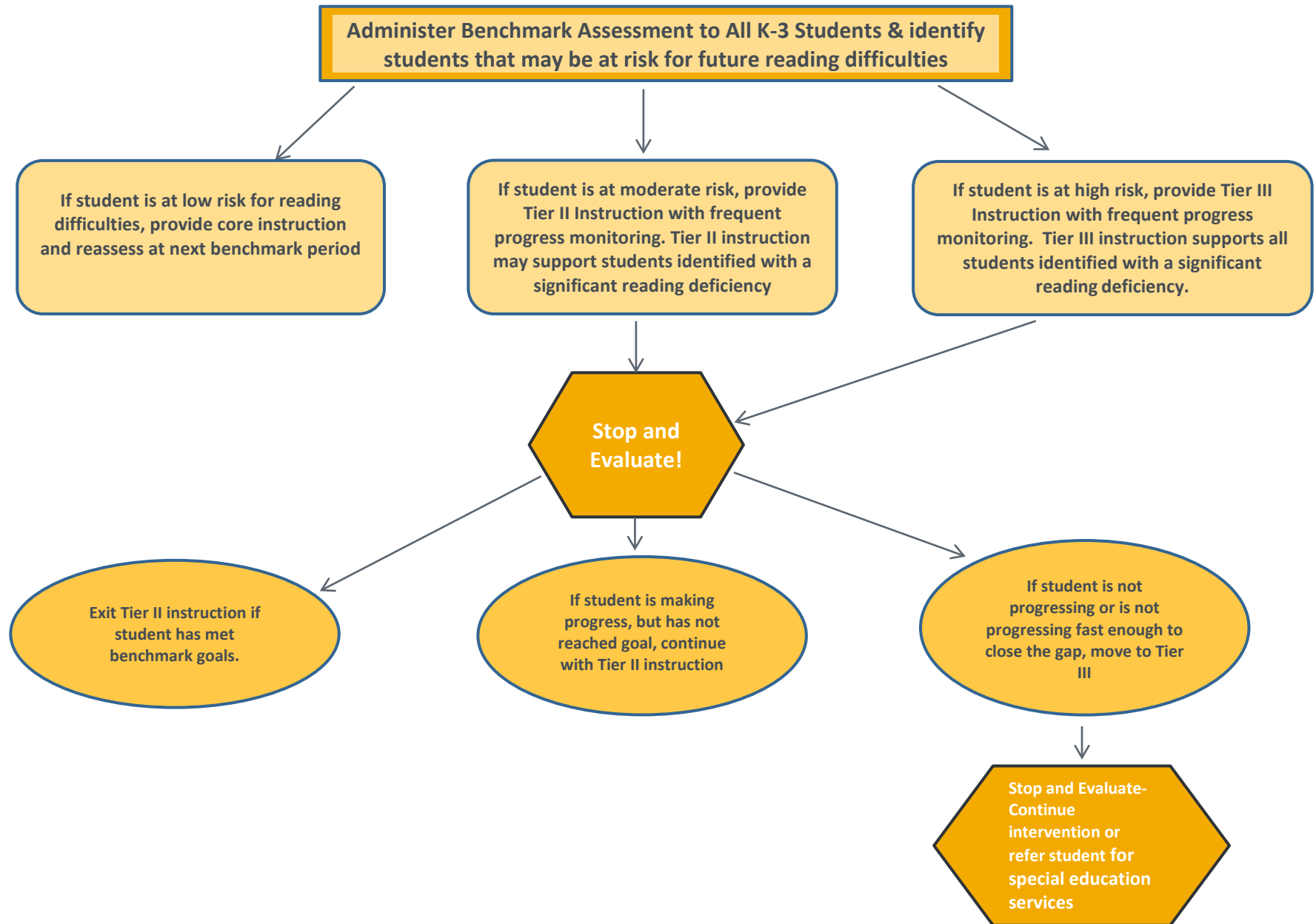
- Redefining the group size
- Providing additional instructional time
- Providing additional intervention time (before or after school)

#### Consideration for effective Tier II and Tier III Interventions

Students that are eligible for Tier III have not met benchmark goals with Tier II interventions and are in need of additional instructional opportunities that may include adjusting the following:

- Range of examples
- Task difficulty
- Task length
- Type of response

## Tier II to Tier III Flow Chart



## Checklist for Tier II and Tier III Reading Interventions

| Type of reading difficulty               | Important features of intervention  |
|--|---|
| <b>All Types of difficulties</b>         | <input type="checkbox"/> Group size is appropriate to the child's needs, with homogeneous groups.   |
|  | <input type="checkbox"/> Intervention time is appropriate for the child's needs.  |
|  | <input type="checkbox"/> Intervention and instruction are clear and engaging.   |
|  | <input type="checkbox"/> Intervention is well integrated with components of tier I curriculum and instruction   |
|  | <input type="checkbox"/> If the child is capable of independent reading, he or she is reading reasonably engaging texts at an appropriate level of difficulty (independent level) with appropriate teacher monitoring and guidance.   |
| <b>Word decoding difficulties</b>        | <input type="checkbox"/> Intervention employs explicit, systematic, synthetic phonics   |
|  | <input type="checkbox"/> Intervention targets the child's specific decoding needs ( word pattern difficulties are identified using diagnostic assessment data and are taught in order of difficulty)  |
|  | <input type="checkbox"/> A child who is identified as having difficulty with phonemic awareness is provided PA intervention in addition to phonics intervention   |
|  | <input type="checkbox"/> Intervention provides appropriate examples of words for the child to decode that fit the phonics generalization being studied and the interventionist provides appropriate feedback to the child's errors (pointing to letters or parts of words that a child may have overlooked) |
|  | <input type="checkbox"/> The child has sufficient practice in oral reading of text containing words he or she is capable of decoding at his or her instructional level, using decodable text with the guidance of a teacher   |
|  | <input type="checkbox"/> Explicit, systematic spelling instruction is well integrated with the decoding intervention  |
|  | <input type="checkbox"/> Automaticity of word reading is included to increase fluency in oral reading of connected text for students who have low ORF rates   |
|  | <input type="checkbox"/> Comprehension is taught explicitly and systematically with an emphasis on important comprehension abilities, teaching comprehension strategies if appropriate.   |
| <b>Comprehension- based difficulties</b> | <input type="checkbox"/> The intervention targets the student's specific comprehension needs ( inference versus vocabulary, versus knowledge about the text structure)  |
|  | <input type="checkbox"/> Vocabulary intervention includes morphology instruction and is integrated with comprehension intervention  |
|  | <input type="checkbox"/> The interventionist is sensitive to possible sources of poor comprehension such as word meanings that interfere with comprehension.  |
|  | <input type="checkbox"/> Open ended comprehension questions are asked before, during and after reading and encourage thinking and discussion.   |
|  | <input type="checkbox"/> The intervention includes oral language activities that strengthen the child's listening skills in addition to reading activities in order to develop comprehension.   |
|  | <input type="checkbox"/> The child reads instructional level text that provide ample opportunities to apply the comprehension skills being taught.  |
|  | <input type="checkbox"/> The interventionist provides immediate feedback to student's incorrect responses to comprehension questions and models how to use appropriate strategies to correctly answer questions.  |
|  | <input type="checkbox"/> Intervention includes writing activities that develop vocabulary and increase reading comprehension.   |
|  | <input type="checkbox"/> The intervention addresses oral reading prosody of oral reading fluency, if appropriate.   |
|  |   |

Spear-Swerling, L. (2015). *The Power of RTI and Reading Difficulties- A Blueprint for Solving Reading Problems.* (pp.114-115) Baltimore, MD: Paul H. Brookes Publishing CO.