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 score 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
Administer Benchmark Assessment to All K-3 Students & identify students that may be at risk for future reading difficulties

If student is at low risk for reading difficulties, provide core instruction and reassess at next benchmark period

If student is at moderate risk, provide Tier II Instruction with frequent progress monitoring. Tier II instruction may support students identified with a significant reading deficiency

If student is at high risk, provide Tier III Instruction with frequent progress monitoring. Tier III instruction supports all students identified with a significant reading deficiency.

Stop and Evaluate!

Exit Tier II instruction if student has met benchmark goals.

If student is making progress, but has not reached goal, continue with Tier II instruction

If student is not progressing or is not progressing fast enough to close the gap, move to Tier III

Stop and Evaluate: Continue intervention or refer student for special education services
## Checklist for Tier II and Tier III Reading Interventions

<table>
<thead>
<tr>
<th>Type of reading difficulty</th>
<th>Important features of intervention</th>
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</thead>
<tbody>
<tr>
<td>All Types of difficulties</td>
<td><img src="#" alt="Checklist items for all types of difficulties" /></td>
</tr>
<tr>
<td>Word decoding difficulties</td>
<td><img src="#" alt="Checklist items for word decoding difficulties" /></td>
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<tr>
<td>Comprehension-based difficulties</td>
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