

Tier II Targeted Instruction: Reading

The Rules for Administration of the Colorado Reading to Ensure Academic Development (READ) Act describe the attributes of effective targeted and intensive instructional intervention. A multi-tiered system of supports is a preventative framework that utilizes a data-based decision-making process to ensure that all students are provided with best first instruction as well as increased learning opportunities for advanced readers or those who require remediation. When assessment data indicates a student may be at risk for reading difficulty, scientifically based or evidence-based interventions are provided that align to the student’s specific reading skill deficits. When assessment data indicates a student may be at risk for reading difficulty, scientifically based or evidence-based interventions are provided that align to the student’s specific reading skill deficits. Educators also determine which interventions will enable the student to achieve reading competency and attain the skills necessary to achieve the state’s academic achievement goals.

Attributes of 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
 - Directed by an effective teacher in the teaching of reading
 - Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students
 - Delivered in a small group format
- C.R.R. 301-92, 7.01*

Tier II: Programming Considerations

Tier II instruction is typically provided for *some* (5-15%) students who need strategic support due to being at risk of experiencing reading problems. Students identified as needing additional instructional supports, based upon their Tier 1 data (e.g., screeners, diagnostic and interim assessments, and body of evidence) continue to receive a minimum of 90 minutes of evidence-based core instruction and an additional Tier II intervention that targets identified skill deficits. Tier II instruction considers: 1) Group size 2) Frequency and duration 3) Intensity 4) Data-driven decision making and 5) Evidence-based instructional programming aligned to student need. Intervention instruction should continue to be explicit, systematic, and evidence based. Teachers should have knowledge of a learning progression for developing skilled readers in order to support movement towards proficiency. Furthermore, data-driven decision making should frequently occur to determine if the intervention is working well, or if it needs to be adjusted or changed when data indicates a lack of progress.

Tier II Intervention	Time: ___ min daily	Differentiated Intervention: 3-8 students					Evidenced-Based Resources:	
Additional classroom time with general education teacher or intervention specialist			M	T	W	Th	F	Instructional Focus:

Checklist for Implementing Tier II Instruction:

- Group size is appropriate to the child's needs, with homogeneous groups.
- Intervention time, intensity and frequency is appropriate for the child's needs.
- Intervention is well integrated with components of Tier 1 curriculum and instruction and evidenced-based.
- Provide explicit pre-teaching of explicit practice with skills underlying core content.
- Provide small-group instruction with multiple response formats and explicit correct feedback.
- Incorporate additional small-group or individual behavior strategies targeted to individual needs in engagement and motivation.
- Collect progress monitoring data at least one or two times per month using a valid, reliable tool.

Word Level Difficulties

- Intervention employs explicit, systematic, synthetic phonics.
- Intervention targets the child's specific decoding needs (word pattern difficulties are identified using diagnostic assessment data and are taught in order of difficulty).
- A child who is identified as having difficulty with phonemic awareness is provided PA intervention in addition to phonics intervention.
- 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).
- The child has sufficient practice in oral reading of text containing words he or she is capable of decoding at a 90% or higher accuracy rate in a decodable book with the guidance of the teacher.
- Explicit, systematic spelling instruction is well integrated with the decoding intervention.
- Automaticity of word reading is included to increase fluency in oral reading of connected text for students who have low Oral Reading Fluency rates.

Comprehension-based Difficulties

- Comprehension is taught explicitly and systematically with an emphasis on important comprehension abilities, teaching comprehension strategies if appropriate.
- The intervention targets the student's specific comprehension needs (inference versus vocabulary, versus knowledge about the text structure).
- Vocabulary intervention includes morphology instruction and is integrated with comprehension intervention.
- The interventionist is sensitive to possible sources of poor comprehension such as word meanings that interfere with comprehension.
- Open ended comprehension questions are asked before, during and after reading and encourage thinking and discussion.
- The intervention includes oral language activities that strengthen the child's listening skills in addition to reading activities to develop comprehension.
- The child is provided texts in which they can read with 90% accuracy and can provide ample opportunities to apply the comprehension skills being taught.
- The interventionist provides immediate feedback to student's incorrect responses to comprehension questions and models how to use appropriate strategies to correctly answer questions.
- Intervention includes writing activities that develop vocabulary and increase reading comprehension.
- The intervention addresses oral reading prosody of oral reading fluency, if appropriate.



Tier III Intensive Instruction: Reading

When a student's assessment data indicates that adequate progress is not being made with the Tier II intervention in place, further intensification of programming may be required. Ideally, Tier III instruction should be provided for very few students (1-5%) and further individualizes instruction for students needing more intensive support and instruction. It should include further decreasing the group size while increasing time, intensity, frequency, and/or duration of the intervention. The goal is remediation of existing identified deficiencies, as well as prevention of more severe problems. Materials for both Tiers II and III should be [evidence-based](#) and emphasize the critical elements of basic effective reading instruction. Instructional material may be the same or different as Tier II, depending on the needs of the student.

Distinguishing Between Tier 2 and Tier 3 Instruction

Factor	Tiers of Instructional Support	
	Tier 2	Tier 3
Organizational Factors		
Time allotted for instruction	30 minutes, 3–5 days/week	45–120 minutes, 5 days/week
Instructional grouping	5–8 students	1–3 students
Duration of intervention	8–15 weeks, <20 weeks	20+ weeks
Interventionist facilitating group	General education teacher, intervention specialist	Intervention specialist, content specialist, special education teacher
Assessment Factors		
Level of diagnostic assessment	Group diagnostic assessment	Individual diagnostic assessment
Intensity of progress monitoring	Biweekly or monthly	Twice/week or weekly
Assessment framework	Group-level RIOT/ICEL (if applicable)	RIOT/ICEL
Instructional Factors		
Error correction	Prompt students to correct errors (“Look at the word again...”)	Provide direct error correction procedures (“That word is _____. What word?”)
Scaffolding	Utilize “I do, we do, you do together, you do alone” framework	Provide more intensive guided practice during “we do”

(Adapted from Harlacher and Sanford, 2021)

Tier III: Programming Considerations

Students with the most intense needs, who are not responding to intervention and/or not demonstrating an adequate rate of improvement, based upon pre-determined decision rules, would need Tier III intervention. A school-wide schedule that supports the implementation of Tier III instruction is important to avoid interruptions to core instruction and to utilize the most qualified teacher for students who require intensive support. The most qualified teacher should be supporting students who are receiving Tier III supports in their area of deficiency. Data-driven instruction is imperative for student growth. This would include general outcome data, as well as content mastery data to analyze if the student is responding to the intervention and allow for adjustments to be made quickly.

Checklist for Implementing Tier III instruction:

- Use progress monitoring and error analysis data to identify specific skill deficits and possible adaptations to the secondary intervention.
- Break explicit instruction in foundational skills into small steps and prioritize based on continuum of reading skills.
- Give multiple, varied opportunities for learning and practice.

- Consider using manipulatives or physical motions for visual support with explicit corrective feedback.
- Incorporate behavior strategies targeted to individual needs in result-regulation, organization, and/or social skills.
- Increase opportunities for students to respond with feedback throughout instruction.
- Collect progress monitoring data weekly at a level that is sensitive to change, and adjust instruction as needed.

(NCII, 2015)

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