

Tier 3 Recommendations for Reading

Schedule

- Tier 3 intervention must be scheduled in addition to Tier 1 instruction.
- Occur 3-4 days per week
- 30 minutes per session (elementary) or class period (secondary)
- Group size should not exceed 3 students (elementary) or 4 students (secondary)
- Groups should be homogeneous based on need
- Schedules must reflect fluidity in grouping so students can move based on progress monitoring data

Planning

- Collaborative teams must use universal screening data and diagnostic data to group students by skill and intensity
- Interventions must be closely aligned with the core curriculum.
 - *Best practices for K-2 would include looking at dosage, frequency, intensity, and implementation fidelity. By third grade, larger instructional gaps may emerge and require different curricular support*
- Interventions must provide targeted and/or comprehensive intervention support.
- Building Leadership teams should ensure alignment, evaluate fidelity, and support professional development

Instruction

- Instruction must be explicit, systematic, and customized to meet the needs of each student with immediate corrective feedback and increased opportunities to respond.
- Instruction should use evidence-based practices and multi-modal strategies
- Routines used to teach skills and knowledge should be consistent with routines in tier 1.
- Progress monitoring must occur frequently (weekly or bi-weekly) to ensure student response to the intervention

Pre-Kindergarten

- Interventions should be brief (10-15 minutes) and frequent (4-5 times/week)
- Interventions should be embedded into classroom routines using familiar adults.
- Interventions should be delivered through small-group or embedded learning opportunities.
- Instruction should be targeted and explicit in oral language, phonological awareness, alphabet knowledge, and print awareness