

A Schoolwide Reading Intervention Approach for Middle School

	TIER I	TIER II	TIER III
	Strong Schoolwide Foundation & Content Area Strategies and Routines	Strategic Intervention	Intensive Intervention
Definition	Strong core instruction that includes cross-curricular academic literacy support for all students; implemented within a safe and positive school environment in which there is a schoolwide commitment to excellence	Reading classes or small-group instruction specifically designed to accelerate the reading growth of students with marked reading difficulties	Specifically designed and customized reading instruction delivered in small groups or individually to students with serious and persistent reading difficulties
Students	All students in content area classes	Students with marked reading difficulties	Students with severe and persistent reading difficulties; students who do not make sufficient progress in strategic intervention
Focus	Academic vocabulary and comprehension of academic text	Multisyllable word recognition, fluency, vocabulary, reading comprehension	Word study, word recognition, fluency, vocabulary, and comprehension; individualized to address specific needs of the students
Program	General education curriculum with research-based vocabulary and comprehension instructional routines	Specialized, scientific research-based reading program(s) emphasizing word recognition, fluency, vocabulary, and comprehension	Specialized, systematic, scientific research-based reading program(s) emphasizing the specific areas of need of individual students

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Instruction	Sequenced and scaffolded instruction that makes the curriculum accessible to all students	Carefully designed and implemented explicit, systematic instruction	Carefully designed and implemented explicit, systematic instruction
Teachers	Science, social studies, math, reading, English language arts, and co-curricular teachers	Intervention provided by personnel determined by the school; usually a reading teacher or other interventionist	Intensive intervention provided by personnel determined by the school; usually a reading teacher or other interventionist
Setting	General education content area classrooms	Appropriate setting designated by the school; usually the reading class or supplemental tutoring	Appropriate setting designated by the school
Class size	Heterogeneous and flexible groups within typical class sizes	Homogeneous instruction provided to small groups	Homogeneous instruction provided to very small groups
Time	In all content area classes throughout the school day	At least 50 minutes per day	At least 50 minutes per day
Assessment	Schoolwide benchmark assessments at the beginning, middle, and end of the school year	Diagnostic assessment to determine the focus and pacing of instruction; progress monitoring twice a month on target skills to ensure adequate progress and learning	Diagnostic assessment to determine the focus and pacing of instruction; progress monitoring twice a month on target skills to better individualize instruction for students who do not demonstrate adequate growth

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