

LCPS General Education Tier II and Tier III Reading Intervention Matrix

Instruction/intervention and level of intensity should be **matched** to student's needs.

Tier II is targeted intervention. Tier III is intensive intervention.

	Broad	Word Analysis/Phonics			Language/Comprehension	
What kind of reading problem does the child have?	Global Reading	Phonological Awareness	Decoding	Sight Words	Comprehension (Vocabulary/ Language)	Fluency
What kind of approach may best serve their needs?	An approach that addresses all components of reading: Word Analysis/Phonics and Language/Comprehension. Most students need a global reading intervention; however, some students are challenged in a specific component of reading. This may require an intervention in these areas noted to right of this column.	An approach that focuses on letter/clusters of sounds and sound manipulation. Should include rhyming, blending, segmenting, matching and deletion of sounds.	An approach that may rely on learning rules for common letter patterns, but emphasizes sound sequencing and the structure of words. May use mnemonics and multi-sensory approaches to connect letters/sounds	An approach that combines teaching letter clusters for both decoding and encoding and uses visualization and understanding of word forms and functions. May emphasize the "shape" of words and group words with the same pattern.	An approach that connects language and possibly imagery/pictures, to enhance the comprehension process. Includes targeted vocabulary instruction and verbal reasoning, as well as understanding of word forms, functions and inflections.	An approach that emphasizes timed, repeated reading with student/teacher analysis of error patterns, can be layered with a more robust program for basic reading skills
What are examples of programs/approaches by grade level	Small group instruction with a specialist <ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) • <i>The Next Step Forward in Reading Intervention</i> 	<ul style="list-style-type: none"> • Explode the Code • Florida Center for Reading Research • Orton-Gillingham Methodology (OG): Recipe for Reading • <i>Phonemic Awareness: The Skills That They Need to Help Them Succeed</i> (Michael Heggerty) • Phonological Awareness Literacy Screening (PALS) Activities • Reading Rockets Classroom Strategies 	<ul style="list-style-type: none"> • Explode the Code • Florida Center for Reading Research • OG: Recipe for Reading • Orton-Gillingham Phonological Awareness Literacy Screening (PALS) Activities • Reading Rockets Classroom Strategies • Six Minute Solution • Word Study 	<ul style="list-style-type: none"> • Florida Center for Reading Research • Orton-Gillingham-Red Word Strategy • Phonological Awareness Literacy Screening (PALS) Activities • Reading Rockets Classroom Strategies • Six Minute Solution • Word Study 	<ul style="list-style-type: none"> • Florida Center for Reading Research • Leveled Literacy Intervention (LLI) • <i>Literacy Footprints</i> (Richardson) • Reading Mastery Language Series: Language for Thinking and Learning • Reading Rockets Classroom Strategies • <i>Reading Strategies or Understanding Texts</i> (Serravallo) 	<ul style="list-style-type: none"> • Florida Center for Reading Research • Read Naturally • Reading Rockets Classroom Strategies • Six Minute Solution

* For information regarding specialized reading instruction for general education students **with similar Tier III intensive needs** to students identified with reading-related disabilities, please contact your Specialized Instructional Facilitator – Reading (SIF-R) to determine appropriateness and availability.

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