

LCPS General Education Tier 2 Reading Intervention Matrix

	Broad	Word Analysis/Phonics			Language/Comprehension	
Area of Concern	General Reading	Phonological Awareness	Decoding	Sight Words	Comprehension (Vocabulary/ Language)	Fluency
Recommended Approach	An approach that addresses all components of reading: Word Analysis/Phonics and Language/Comprehension. Most students need a general 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
<p>Tier 2</p> <p><i>In addition to high quality, differentiated core instruction</i>, students in need of Tier 2 support receive small group (3-5), targeted intervention provided 3-5 days per week for approximately 30 minutes per day, generally from the classroom teacher. Progress Monitoring occurs at least every two weeks.</p>						
Recommended Evidenced -Based Resources	<ul style="list-style-type: none"> Leveled Literacy Intervention (LLI) with systematic phonics instruction <i>The Next Step Forward in Reading Intervention</i> Pioneer Valley Literacy Footprints Digital Reader 	<ul style="list-style-type: none"> Explode the Code Florida Center for Reading Research Phonological Awareness Literacy Screening (PALS) Activities Reading Rockets Classroom Strategies <i>Phonemic Awareness: The Skills That They Need to Help Them Succeed</i> (Michael Heggerty) 	<ul style="list-style-type: none"> Explode the Code Florida Center for Reading Research OG: Recipe for Reading Phonological Awareness Literacy Screening (PALS) Activities Reading Rockets Classroom Strategies Six Minute Solution 	<ul style="list-style-type: none"> Explode the Code Florida Center for Reading Research Orton-Gillingham-Red Word Strategy Phonological Awareness Literacy Screening (PALS) Activities Reading Rockets Classroom Strategies Six Minute Solution 	<ul style="list-style-type: none"> Florida Center for Reading Research Leveled Literacy Intervention (LLI) with systematic phonics instruction <i>Literacy Footprints</i> (Richardson) Reading Rockets Classroom Strategies <i>Reading Strategies or Understanding Texts</i> (Serravallo) Pioneer Valley Literacy Footprints Digital Reader 	<ul style="list-style-type: none"> Florida Center for Reading Research Read Naturally Reading Rockets Classroom Strategies Six Minute Solution
<p>Tier 3</p> <p><i>In addition to high quality, differentiated core instruction</i>, Tier 2 intervention is intensified when Tier 3 support is warranted. Smaller group (1-3) or individualized intervention is provided by a specialist 5 days per week for approximately 45-60 minutes per day. Progress Monitoring occurs weekly.</p> <p>. Intervention decisions should be made on an individual basis. If a disability is suspected, the student should be referred to the Child Study Team.</p>						

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