

**Berkeley Unified School District
Pre K – 12 Tiered Reading Interventions**

	Tier 1	Tier 2	Tier 3
Definition	Reading instruction and programs, including ongoing professional development and benchmark assessments (3 times per year)	Instructional interventions employed to supplement, enhance, and support Tier 1; takes place in small groups	Individualized reading instruction extended beyond the time allocated for Tier 1; groups of 1-3 students
Focus	All students	Students identified with reading difficulties who have not responded to Tier 1 efforts	Students with marked difficulties in reading or reading disabilities who have not adequately responded to Tier 1 and Tier 2 efforts
Program	Scientifically based reading instruction and curriculum emphasizing the critical elements	Specialized, scientifically based reading instruction and curriculum emphasizing the critical elements	Sustained, intensive, scientifically base reading instruction and curriculum highly responsive to students' needs
Instruction	Sufficient opportunities to practice throughout the school day	-Additional attention focus and support -Additional opportunities to practice embedded through the day -Preteach, review skills; frequent opportunities to practice skills	Carefully designed and implemented, explicit, systemic instruction
Intervention	General education teacher	Personnel determined by the school (classroom teacher, specialized reading teacher, other trained personnel)	Personnel determined by the school (such as the specialized reading teacher or special education)
Setting	General education classroom	Appropriate setting designed by the school	Appropriate setting designated by the school
Groupin	Flexible grouping	Homogeneous small-group instruction (with teacher-student ratios of 1:4 or 1:5)	Homogeneous small-group instruction (with teacher-students ratios of 1:1 or 1:2)
Time	Minimum of 90 minutes per day	20-30 minutes per day in Additional Tier 1	50-minute sessions (or longer) per day depending upon appropriateness of Tier 1
Assessment	Benchmark assessment at beginning, middle and end of academic year	Progress monitoring twice a month on target skill to ensure adequate progress and learning	Progress monitoring more than twice a month on target skill to ensure adequate progress learning

Adapted from Vaughn Gross Center for Reading and Language Arts (2005)