

Secondary (Tier 2) Intervention Grid: For Elementary Students

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Repeated Readings	<p>Students engage in repeated oral reading practice (15 min, four days per week; in addition to 90 min core instruction) of appropriate text passages to build reading fluency, accuracy, and prosody. Selected passages at the student's independent reading level (at least 95% accuracy).</p> <p>Students are paired with a competent partner (e.g., teacher, paraprofessional, volunteer or peer). The student reads the passage, timing the reading for one min. Then the partner marks errors, insertions, and omissions on a second copy of the passage. The partner listens and provides instructive feedback. Instructive feedback is pertaining to correct decoding, words omitted during the read aloud, prosody, and words read correctly per minute.</p> <p>Students continue the repeated readings until a fluency goal, such as a target number of words read correctly per minute is reached or until an authentic</p>	<p>Academic: AIMSweb Benchmark- Below Target level RCBM- Below 25% percentile</p> <p>AIMSweb Accuracy % and WCPM: Meets criteria for Accurate and Slow Accuracy %: 2nd grade: 95% or higher 3rd-8th grade 98% or higher (Group 2 OR Grouping Worksheet)</p> <p>WCPM: Below grade level average.</p>	<p>Academic measures:</p> <ul style="list-style-type: none"> - AIMSweb weekly progress monitoring RCBM. <p>Treatment Integrity:</p> <ul style="list-style-type: none"> - Implementation & Treatment Integrity Checklists - Peer feedback checklist. <p>Social Validity:</p> <ul style="list-style-type: none"> - Teacher: Adapted IRP-15 - Students: Adapted CIRP 	<p>Academic measures: AIMSweb progress monitoring RCBM: Reaches above targeted aim line for grade level for 3 consecutive assessment opportunities.</p> <p>Continue progress monitoring until next benchmark and discontinue once student scores meet accuracy and fluency criteria (2nd grade: 95%, 3rd-8th grade: 98% or higher).</p>

	<p>end to the activity (e.g., presentation of Readers Theatre).</p> <p>Materials:</p> <ul style="list-style-type: none">• Two copies of the passage (one for the student reading and another for their tutor)• Graph- words read correctly per minute (WCPM) with goal marked• Pencils• Timer• Peer Feedback Checklist (if utilizing a peer)			
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Secondary (Tier 2) Intervention Grid: For Middle and High School Students

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Repeated Readings	<p>Students engage in repeated oral reading practice (15 min, four days per week; in addition to 90 min core instruction) of appropriate text passages to build reading fluency, accuracy, and prosody.</p> <p>Selected passages at the student's independent reading level (at least 95% accuracy).</p> <p>Students are paired with a competent tutor (e.g., teacher, paraprofessional, volunteer or peer). The student reads the passage, timing the reading for one min. Then partner marks errors, insertions, and omissions on a second copy of the passage. The partner listens and provides corrective feedback. Corrective feedback is pertaining to correct pronunciation, words omitted during the read aloud, and words read correctly per minute.</p>	<p>Academic: AIMSweb Benchmark- Below Target level RCBM- Below 25% percentile</p> <p>AIMSweb Accuracy % and WCPM: Meets criteria for Accurate and Slow Accuracy %: 7th-8th grade 98% or higher (Group 2 OR Grouping Worksheet)</p> <p>WCPM: Below grade level average.</p>	<p>Academic measures:</p> <ul style="list-style-type: none"> - AIMSweb weekly progress monitoring RCBM. <p>Treatment Integrity:</p> <ul style="list-style-type: none"> - Implementation & Treatment Integrity Checklists - Peer feedback checklist. <p>Social Validity:</p> <ul style="list-style-type: none"> - Teacher: Adapted IRP-15 - Students: Adapted CIRP 	<p>Academic measures: AIMSweb progress monitoring RCBM: Reaches above targeted aim line for grade level for 3 consecutive assessment opportunities.</p> <p>Continue progress monitoring until next benchmark and discontinue once student scores meet accuracy and fluency criteria.</p>

	<p>Students continue the repeated readings until a fluency goal, such as a target number of words read correctly per minute is reached.</p> <p>Materials:</p> <ul style="list-style-type: none">• Two copies of the passage (one for the student reading and another for their partner).• Graph- Words read correctly per minute (WCPM) with goal marked• Pencils• Timer• Peer Feedback Checklist (if utilizing a peer tutor)			
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