MTSS Tier 2 Intervention (Grades 6–8 ELA/ELD)

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Embedded, Unit-Aligned Support Within the Core ELA Block
For Use by: ELA Teachers, Interventionists, or Co-Teaching Models

1. Purpose of Tier 2 Intervention (Embedded Model)

Tier 2 intervention provides targeted, intensified support to small groups of students who need additional scaffolding to access grade-level anchor texts, vocabulary, discussions, and writing tasks within the core ELA curriculum.

This intervention is:

- Embedded within the ELA block (not pull-out remediation)
- Directly aligned to unit anchor texts and assessments
- Focused on scaffolded access to grade-level content
- Designed to reduce barriers in academic vocabulary, comprehension, evidence use, and writing

Tier 2 support is delivered through embedded, unit-aligned instructional routines focused on text access, academic vocabulary, and task-aligned writing, rather than through a separate intervention curriculum.

2. Entry Indicators for Tier 2 Support (Using Existing Data Sources)

Data Source	Indicators for Tier 2 Placement	Suggested Focus Area
Formative "Check" Prompts	Consistent Beginning or Developing performance	Comprehension, evidence, academic language
Academic Vocabulary Lessons	Difficulty using or applying unit vocabulary	Academic vocabulary
Mid-Unit Assessment	Limited text evidence, incomplete responses, or language barriers	Writing + evidence support

End-of-Unit Assessment	Below Proficient performance on rubric-aligned writing task	Task-aligned writing + language scaffolds
Teacher Observation During Discussions	Limited participation, unclear responses, reliance on peers	Oral language + discussion frames

Note: *Use the Unit-Aligned Intervention Progress Check and Weekly Tier 2 Group Tracker to confirm trends (No additional data collection required.)*

3. Tier 2 Grouping & Dosage Guidelines

Component	MTSS Tier 2 Expectation
Group Size	3–6 students
Frequency	3–5 sessions per week
Duration	15–30 minutes (embedded in ELA block)
Delivery Models	Small group rotation, workshop time, push-in support, or co-teaching
Regrouping	Flexible; adjust based on weekly tracker trends and rubric progress (Beginning → Developing → Proficient)

4. Focus Areas for Embedded Tier 2 Support (Unit-Aligned)

Priority Area	How It Connects to Core Curriculum
Academic Vocabulary	Directly aligned to unit vocabulary lessons and anchor text language
Comprehension of Complex Texts	Supports access to anchor texts through chunking and guided reading
Use of Text Evidence	Prepares students for discussion routines and writing tasks
Task-Aligned Writing	Supports Mid-Unit and End-of-Unit writing assessments
Academic Language Development	Strengthens sentence construction, discussion responses, and written explanations

5. Tier 2 Instructional Delivery Using Embedded Routines (20–30 Minutes)

A. BEFORE the Session (Planning – 2–3 Minutes)

Teacher Action	Guidance
Identify target need	Use Weekly Tracker + Progress Check (e.g., vocabulary, text access, writing, academic language)
Select aligned materials	Anchor text excerpt, vocabulary lesson content, or writing prompt from the unit
Select appropriate Tier 2 routine(s)	Choose one or combine routines based on the primary student need (Text Access, Vocabulary, Writing)
Determine scaffold intensity	Based on rubric language (Beginning → Developing → Proficient) and observed student performance

Tier 2 Routine Selection Guide (Planning Tool)

Use this table to determine which embedded Tier 2 routine(s) to implement based on observed student needs and formative data.

If Students Are Demonstrating…	Primary Instructional Need	Recommended Tier 2 Routine	How It Connects to Core Lessons
Difficulty understanding anchor texts, complex sentences, or key ideas during reading tasks	Scaffolded access to grade-level text and meaning-making	Small-Group Text Access Routine	Used during anchor text lessons, rereading moments, and text-dependent discussions
Difficulty understanding or applying unit academic vocabulary in speaking or writing	Contextual academic vocabulary development and language support	Academic Vocabulary Support Routine	Directly aligned to unit vocabulary lessons and academic language use in discussions and writing
Incomplete, vague, or unsupported responses to Check prompts or writing tasks	Evidence-based writing and academic language integration	Small-Group Writing Support Routine	Used during short constructed responses, writing tasks, and lesson “Check” prompts
Strong comprehension but weak written expression	Oral-to-written bridge and sentence construction support	Small-Group Writing Support Routine (with oral rehearsal + sentence expansion)	Supports Mid-Unit and End-of-Unit writing preparation
Mixed needs across vocabulary, comprehension, and writing	Integrated scaffolding across multiple domains	Combined Routine Use (e.g., Text Access → Writing Support or Vocabulary → Writing Support)	Maintains alignment to lesson objectives while providing targeted scaffolds

B. DURING the Session (Instruction – 20–25 Minutes, Flexible & Modular)

Instructional Approach	How Routines May Be Used	Built-In Scaffolds
Targeted Routine Implementation	Teachers may implement one primary routine or combine multiple routines within the same session based on student needs.	Flexible scaffolding aligned to formative data
Text Access Support (as needed)	Use the Small-Group Text Access Routine when students struggle with comprehension of anchor texts, complex sentences, or key ideas.	Chunking, guided rereading, think-alouds, annotation prompts
Academic Vocabulary Support (as needed)	Use the Academic Vocabulary Support Routine when students demonstrate difficulty understanding or applying unit vocabulary in context.	Morphology prompts, contextual definitions, oral rehearsal, vocabulary in context
Writing & Evidence Support (as needed)	Use the Small-Group Writing Support Routine when students provide incomplete, vague, or unsupported written responses to prompts.	Sentence construction modeling, evidence stems, sentence expansion, academic language scaffolds
Combined Routine Use (Recommended)	Sessions may include a brief sequence (e.g., Text Access → Writing Support) to maintain alignment to lesson tasks and assessments.	Gradual release, oral rehearsal, modeled exemplars, task-aligned supports

6. Core Scaffolds Embedded Within Tier 2 Routines

The following scaffolds are integrated within the Tier 2 Embedded Routines (Text Access, Academic Vocabulary, and Writing Support) and are applied flexibly based on student needs. These scaffolds are not used as isolated strategies, but as part of structured, unit-aligned instructional routines.

Scaffold Type	Example Implementation in ELA Block
Academic Vocabulary Support	Frayer models, repetition in context, oral rehearsal before writing
Language Frames	“The text shows ___ because ___.” / “This detail suggests ___.”
Text Chunking	Short, manageable excerpts of anchor texts with guided annotations
Guided Practice	Teacher modeling + gradual release within unit tasks
Visual Supports	Anchor charts, vocabulary visuals, graphic organizers
Structured Discussion Supports	Turn-and-talk frames aligned to discussion routines

7. Progress Monitoring (Using Existing Curriculum Systems)

Progress monitoring should be based on student performance during Tier 2 routine implementation and connected lesson tasks (Check prompts, discussions, vocabulary application, and writing responses).

Monitoring Tool (Already Provided)	How Tier 2 Connects
Weekly Tier 2 Group Tracker	Monitor small-group trends and instructional response
Unit-Aligned Intervention Progress Check	Track rubric-aligned growth (Beginning → Advanced)
Formative Lesson Checks	Immediate feedback on comprehension and vocabulary use
Mid-Unit & End-of-Unit Assessments	Evaluate transfer to independent grade-level tasks

8A. Instructional Response & Adjustment (Flexible Regrouping)

If Students Show…	Instructional Adjustment

Continued Beginning performance	Increase frequency of vocabulary + guided text scaffolds
Developing but inconsistent responses	Provide structured discussion and sentence frames
Strong oral responses but weak writing	Implement the Small-Group Writing Support Routine with modeled exemplars and sentence construction scaffolds
Improved rubric performance	Gradually fade scaffolds and return to Tier 1 supports

8B. Instructional Response After Formative "Check" Prompts (Lesson-Level Embedded Support)

Use formative "Check" prompts to provide immediate, lesson-aligned instructional support within the ELA block. Responses should target the specific barrier (text access, vocabulary, writing, or academic language) and utilize existing Tier 2 embedded routines rather than separate remediation.

If Check Responses Show…	Immediate Instructional Response
Misunderstanding of anchor text or key ideas	Reread a short excerpt with chunking, guided questions, and think-alouds (Text Access Routine).
Vague, incomplete, or unsupported responses	Model a short exemplar, provide evidence sentence frames, and guide revision using the Writing Support Routine.
Difficulty using or applying unit academic vocabulary	Pre-teach 1–3 key words in context with oral rehearsal and contextual practice (Academic Vocabulary Support Routine).
Strong oral responses but weak writing	Provide oral rehearsal, model sentence construction (claim + evidence), and support short written responses with frames.
Off-topic or incomplete Check responses	Restate the prompt, break the task into smaller steps, and provide guided practice with immediate feedback.

Mixed performance across students	Use flexible small-group support within the ELA block and implement the appropriate Tier 2 routine based on need.
Accurate and clear evidence-based responses	Gradually fade scaffolds and continue Tier 1 instruction with ongoing monitoring.

Note: *Instructional responses should be brief (10–25 minutes), embedded in the lesson flow, and directly aligned to the anchor text, unit vocabulary, and task expectations. For repeated difficulty across multiple Checks, use the Weekly Tier 2 Group Tracker and regroup as outlined in Section 8.*

9. Alignment to Unit Assessments & Core Instruction

Tier 2 intervention is intentionally designed to:

- Reinforce academic vocabulary lessons embedded in each unit
- Support comprehension of anchor texts (not isolated passages)
- Prepare students for discussion routines and evidence-based responses
- Scaffold success on Mid-Unit and End-of-Unit writing assessments
- Maintain access to grade-level standards and expectations
- Utilize embedded Tier 2 instructional routines to prepare students for independent grade-level performance on unit-aligned assessments.

This ensures intervention remains standards-aligned, text-centered, and instructionally coherent rather than skill-isolated remediation.

10. Implementation Notes for Schools (Flexible Staffing Models)

School Structure	Recommended Implementation
Single Teacher Model	Small group during workshop/rotation time
Co-Teaching Model	Interventionist leads Tier 2 group during ELA block

Push-In Support Model	Intervention embedded during anchor text or writing lessons
Varied Schedules	Use flexible 20–30 minute embedded sessions (no separate intervention period required)

Universal Tier 2 Progress Monitoring Tracker - Reusable Template

Page 1: Baseline & Overview

Teacher: _____ Grade: _____ Unit: ____
Anchor Text: _____ Intervention Cycle Dates: ____ to ____
Group Size (3–6 Students): _____

Entry Indicators for Tier 2:
* Formative check results below expectations
* Difficulty accessing anchor text
* Writing task shows limited clarity or evidence
* Vocabulary gaps impacting comprehension
* Fluency impacting understanding
* Discussion responses show limited use of text evidence

Student Baseline Snapshot *Use existing curriculum data — no additional assessments required*			
Student Name	**Primary Skill Concern**	**Evidence Source** *(Formative Check, Writing, Discussion, Reading Task)*	**Baseline Performanc** **(***Beginning /Developing /*

Page 2 (reprint): Weekly Monitoring

Tier 2 Weekly Progress Monitoring

Intervention Cycle: Week ___ of ___ **Tier 2 Group Name:** _____**Group Type**: ☐ Core Tier 2 Group ☐ Fle

Unit / Anchor Text: _____

Primary Tier 2 Focus (Circle): Comprehension | Writing | Vocabulary | Fluency | Language Support

Group Supports Used *(e..g, Chunking, Sentence Frames, Guided Questions, Modeling, Repeated Reading, Vocabulary Pre-Teach)*			
Student Name	**Evidence of Progress (Notes tied to anchor text tasks & routines)**	**Language Supports Observed (Optional – MLL/ELD)** (e.g., Student used sentence frames, Student benefited from oral rehearsal, Student needed vocabulary clarification, Increased academic language use observed)	**Progress Rating**
			☐ Beginning ☐ Developing ☐ Proficient
			☐ Beginning ☐ Developing ☐ Proficient
			☐ Beginning ☐ Developing ☐ Proficient
			☐ Beginning ☐ Developing ☐ Proficient
			☐ Beginning ☐ Developing ☐ Proficient
			☐ Beginning ☐ Developing ☐ Proficient
Instructional Adjustments Made this Week: ☐ Increased modeling ☐ Additional guided practice ☐ Smaller text chunking ☐ Expanded sentence frames ☐ Vocabulary pre-teach aligned to anchor text ☐ Repeated reading for fluency support ☐ Flexible regrouping ☐ Other: _____		**Group Trend This Week:** ☐ Most students showed progress ☐ Mixed response to intervention ☐ Minimal group progress Brief Note (1–2 sentences):	

Page 3: Cycle Review & Decision

Student Response, Instructional Adjustments & Tier 2 Decision-Making

Complete at the end of the 4–6 week Tier 2 cycle using weekly data and unit-aligned evidence.

Student Name	**Weeks in Tier 2 (4-6wks)**	**Overall Response to Tier 2** *(Strong / Moderate / Minimal)*	**Key Area of Growth** *(Comprehension, Writing, Vocabulary, Fluency, Language)*	**Targeted Adjustments Provided or Brief Notes)**
				☐ **More modeling** ☐ **Extra chunk** ☐ **Sentence frames** ☐ **Guided pra** ☐ **Repeated reading** ☐ **Vocabula** **pre-teach**
				☐ **More modeling** ☐ **Extra chunk** ☐ **Sentence frames** ☐ **Guided pra** ☐ **Repeated reading** ☐ **Vocabula** **pre-teach**
				☐ **More modeling** ☐ **Extra chunk** ☐ **Sentence frames** ☐ **Guided pra** ☐ **Repeated reading** ☐ **Vocabula** **pre-teach**
				☐ **More modeling** ☐ **Extra chunk** ☐ **Sentence frames** ☐ **Guided pra** ☐ **Repeated reading** ☐ **Vocabula** **pre-teach**

				☐ **More modeling** ☐ **Extra chunk** ☐ **Sentence frames** ☐ **Guided pr** ☐ **Repeated reading** ☐ **Vocabula** **pre-teach**
				☐ **More modeling** ☐ **Extra chunk** ☐ **Sentence frames** ☐ **Guided pr** ☐ **Repeated reading** ☐ **Vocabula** **pre-teach**

Tier 2 Small Group Session Log (Reusable, Printable)

(One Sheet Per Week – Can Capture Multiple Groups)

Teacher / Interventionist: _____ **Week of:** _____ **Grade & Unit:** _____

Anchor Text: _____

Session Tracking Table

Group Name	Session Type	Instructional Focus	Instructional Strategies Used *(e..g, Chunking, Sentence Frames, Guided Questions, Modeling, Repeated Reading, Vocabulary Pre-Teach)*	Session (#) & Approx. Duration (Min)	Notes on Studen
	☐ Small-Group ☐Rotation/Workshop ☐Reteach/Targeted Support ☐ Writing Support/Conference ☐ Other: _____	☐ Anchor Text Comprehension ☐ Writing (Text-Based Responses) ☐ Vocabulary (Unit/Anchor Text) ☐ Fluency & Text Access ☐ Academic Language Support (ELD)			
	☐ Small-Group ☐Rotation/Workshop ☐Reteach/Targeted Support ☐ Writing Support/Conference ☐ Other: _____	☐ Anchor Text Comprehension ☐ Writing (Text-Based Responses) ☐ Vocabulary (Unit/Anchor Text) ☐ Fluency & Text Access ☐ Academic Language Support (ELD)			

	☐ Small-Group ☐Rotation/Workshop ☐Reteach/Targeted Support ☐ Writing Support/Conference ☐ Other: _____	☐ Anchor Text Comprehension ☐ Writing (Text-Based Responses) ☐ Vocabulary (Unit/Anchor Text) ☐ Fluency & Text Access ☐ Academic Language Support (ELD)			
	☐ Small-Group ☐Rotation/Workshop ☐Reteach/Targeted Support ☐ Writing Support/Conference ☐ Other: _____	☐ Anchor Text Comprehension ☐ Writing (Text-Based Responses) ☐ Vocabulary (Unit/Anchor Text) ☐ Fluency & Text Access ☐ Academic Language Support (ELD)			

uping & mentation	**Was Flexible Regrouping Used This Week?**	**Reason for Regrouping (Check all that apply)**	**Briefly describe how groups were adjusted this week based on student needs.**
	☐ Yes ☐ No	☐ Formative assessment results ☐ Difficulty with anchor text comprehension ☐ Writing task support needs ☐ Vocabulary gaps impacting understanding ☐ Fluency/text access challenges ☐ Academic language support (ELD/MLL) ☐ Teacher observation during discussion/work time	

Insert into each unit

Place in appendix at the end of unit - after:
Responding to Mid-Unit Assessment and Responding to End-of-Unit Assessment

Using Assessment Data to Guide Tier 2 & Targeted Instruction

For Tier 2 & Targeted Support Students (Aligned to Unit Assessments & Embedded Supports)

PAGE 1 — Student Performance Across Unit Assessments

Section 1: Unit & Group Context (Top of Page)

Teacher: _____
Grade: _____ Unit: _____
Anchor Text(s): _____

Tier 2 Group Name/Focus: _____
Primary Instructional Focus (Circle):
Comprehension | Writing | Vocabulary | Academic Language | Mixed

Checkpoint Updates:
☐ **Mid-Unit Completed**
☐ **End-of-Unit Completed**

Section 2: Student Performance on Unit Texts & Tasks

Performance levels align with unit rubrics (Beginning, Developing, Proficient, Advanced) and should be based on formative "Check" prompts, mid-unit assessments, and end-of-unit tasks.

tudent Name	Performance on Formative "Check" Prompts & Lesson Responses	Comprehension of Unit Texts	Use of Text Evidence *(Discussion & Writing)*	Task-Aligned Writing Performance *(Text-Based)*	
	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ ☐ ☐
	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ ☐ ☐

	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ ☐ ☐
	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ ☐ ☐
	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ Beginning ☐ Developing ☐ Proficient	☐ ☐ ☐

PAGE 2 — Instructional Analysis, Effectiveness of Supports & Next Steps

Section 3: Instructional Response & Effectiveness of Tier 2 Supports

Base selections on evidence from formative "Check" prompts, academic vocabulary lessons, mid-unit assessments, and end-of-unit tasks for students receiving Tier 2 or targeted support.

served Need Based on Unit Data (Formative Checks, Vocabulary ssons, Mid & End Assessments)	**Check if Observed**	**Instructional Move for Upcoming Lessons (Embedded in Core ELA)**	**When/Where This Be Implemente**
demic vocabulary gaps affecting prehension and task completion	☐	☐ Increase explicit vocabulary pre-teach ☐ Revisit key unit terms ☐ Add vocabulary review during reading	☐ Before reading ☐ During reading ☐ Writing block
culty accessing complex unit texts hor texts)	☐	☐ Additional guided reading ☐ Text chunking ☐ Teacher modeling/think-alouds	☐ Whole group ☐ Small group
nsistent use of text evidence in ussion and writing	☐	☐ Model citing evidence ☐ Provide evidence sentence frames ☐ Guided evidence practice	☐ Discussion routi ☐ Writing tasks

culty completing task-aligned writing /end unit tasks)	☐	☐ Provide writing frames ☐ Model organization ☐ Scaffold planning before writing	☐ Writing lessons ☐ Reteach block
ed academic language in speaking riting	☐	☐ Structured discussion supports ☐ Oral rehearsal ☐ Language frames	☐ Discussion ☐ Writing
nsistent understanding shown in ative “Check” prompts	☐	☐ Targeted small-group reteach ☐ Guided questioning ☐ Additional modeling	☐ After formative checks ☐ Workshop/rotati time

Tier 2 / Embedded Support Used During the Unit	**Check if Effective**
Academic vocabulary pre-teach (lesson vocabulary)	☐
Vocabulary reinforcement during reading & discussion	☐
Sentence frames for discussion and writing	☐
Guided questions aligned to formative “Check” prompts	☐
Text chunking aligned to anchor texts	☐
Small-group reteach within the ELA block	☐
Writing scaffolds (organization, evidence, transitions)	☐
Support that should be adjusted next unit:	

Text Access Routine

Sub-label: Tier 2 Embedded Support (With Tier 3 Intensification Guidance) | Grades 6–8 ELA/ELD

Purpose: To provide structured, scaffolded access to complex unit texts through explicit modeling, guided rereading, morphology-based word study, and supported discussion, in order to strengthen comprehension, academic language, and task-aligned responses.	**When to Use:** ● During anchor text lessons (literary, informational, drama, or poetry) ● After formative "Check" prompts show comprehension gaps ● Before or after discussion routines ● During workshop, rotation, or small-group support time ● As targeted reteach connected to Mid-Unit or End-of-Unit tasks
Grouping: Flexible Small Group (3–6 students) | Push-In | Workshop Rotation | Co-Teaching Support	**Time:** 20–25 minutes

How to Use This Routine (Teacher Guidance)

Selecting the Text Excerpt	Integrating Word Study & Alignment	Instructional Flow	Differentiation
Select an excerpt that: ● Is the same lesson text excerpt (if the text is already short and central to the objective), OR a shorter, strategically selected excerpt from the unit text for deeper guided access ● Contains key academic or unit vocabulary ● Includes complex sentences or dense academic language ● Connects directly to the lesson's discussion or writing task	During the routine, include a brief (2–3 minute) word study focus using vocabulary from the selected text excerpt. Focus on: ● Multisyllabic academic words ● Morphological features (prefixes, suffixes, roots, base words) ● Meaning in context (not isolated word lists) ● Pronunciation and oral rehearsal Example instructional	This routine follows a structured progression: ● Explicit modeling of text access strategies ● Guided rereading and meaning-making ● Structured discussion and oral rehearsal ● Supported written response connected to unit tasks The routine should be implemented using meaningful excerpts from literary, informational,	Teachers may adjust support intensity by: ● Increasing text chunking ● Expanding sentence frames ● Providing additional oral rehearsal ● Selecting shorter excerpts ● Repeating guided rereading before independent response These adjustments maintain access to grade-level content while

• Represents a critical idea, argument, or moment in the text • Can be reread and discussed within 10–15 minutes	moves: • Break apart a complex word (e.g., prefix + base + suffix) • Discuss how word parts contribute to meaning • Connect the word back to the sentence and text meaning • Prompt students to use the word orally before writing	dramatic, or poetic unit texts and should remain aligned to ongoing lesson objectives.	providing targeted Tier 2 scaffolding.

Text Access Routine

Tier 2 Embedded Support | Grades 6–8 ELA/ELD

The instructional steps below are intentionally aligned to the Companion Student Tool: Text Access & Meaning-Making Chart so students can complete each column as the teacher guides the routine.

Instructional Step	Teacher Actions	Student Actions	Tier 2 Supports
1. Introduce the Text Part & Chunk the Excerpt (3–4 min)	Provide a short excerpt from the unit text and divide it into 2–3 meaningful parts. Briefly preview the focus of the excerpt and read the first chunk aloud with expression. Clarify the context if needed (who/what the text is about).	Follow along with the excerpt. Label Text Part #1 on the anchor chart. Listen and track the reading.	- Short, manageable text - Teacher read-aloud or s - Visual tracking support - Context clarification (bri -Text to speech (if applica

2. Meaning-Making for Each Text Part (5–6 min)	Reread the chunk and model a brief think-aloud focused on meaning (not analysis). Ask 1–2 clear guiding questions (e.g., What is happening? What is the main idea?). Prompt students to restate the meaning in simple language.	Reread the chunk. Record their understanding in the “What Does This Part Mean?” column. Orally share a short summary before writing.	- Guiding questions (teach - Paraphrase frames - Oral rehearsal before wr - Think-aloud modeling
3. Vocabulary & Word Study in Context (Morphology Embedded) (3–4 min)	Select 1–2 key academic or multisyllabic words directly from the chunk. Model how to break the word into meaningful parts (prefix, root, suffix) and connect the word back to the sentence meaning. Emphasize pronunciation and meaning in context.	Identify key words from the excerpt. Record vocabulary and word parts in the “Vocabulary & Word Study” column. Orally discuss how the word helps them understand the text.	- Morphology prompts (pr - Contextual definitions (n - Pronunciation modeling - Cognate support (when -Translations in home lan applicable)
4. Optional: Visualize the Text (Comprehension Visualization) (3–4 min)	Prompt students to sketch what the text shows, explains, or describes. Model a quick example focused on ideas (not artistic detail). Connect the sketch back to key details in the text.	Sketch their visualization in the “Visualize the Text” column based on the excerpt. Explain their drawing using words from the text.	- Visualization prompts - Verbal explanation of dr - Focus on meaning over - Text-to-image connectio
5. Thinking & Evidence Response (Teacher-Selected Prompt) (4–6 min)	Provide a text-dependent question or prompt aligned to the lesson objective, Check prompt, or writing task. Model how to use evidence and academic vocabulary in a short response. Gradually release support.	Respond to the teacher’s prompt in the “My Thinking & Evidence” column using ideas and evidence from the excerpt. Refer back to vocabulary and meaning notes.	- Sentence frames (evide - Oral-to-written rehearsa - Modeled exemplar respo - Word bank from excerpt

Tier 3 Intensification

When implementing the Text Access Routine at Tier 3, teachers should increase scaffold density and comprehension support while continuing to use unit-aligned anchor text excerpts.

Key intensification adjustments may include:

- Using shorter text chunks with more frequent pauses for comprehension checks
- Increasing guided rereading cycles (e.g., teacher read-aloud, echo reading, and supported rereading)
- Providing extended think-aloud modeling to unpack complex sentences and academic language
- Incorporating paraphrasing after each chunk to confirm understanding
- Offering individualized comprehension prompts instead of only group discussion
- Providing immediate corrective feedback and clarification during reading

Instruction should remain anchored to grade-level texts, but with increased repetition, explicit modeling, and individualized meaning-making support.

Flexible Mini Strategies for Small-Group Text Access

Tier 2 Embedded Support | Use Within the Routine as Needed (5–10 minutes each)

lary & Morphology	**Text Access & Fluency Support**	**Meaning-Making & Academic Language**	**Writing Bridge Supports**
ology Quick Break (2–3 **r:** Select one complex academic word from the excerpt Model breaking the word nto prefix/root/suffix Connect meaning back to the sentence	**Echo Reading for Complex Passages (3–5 min)** **Teacher:** ● Read a short chunk aloud with expression ● Students echo read the same chunk **Students:** ● Reread for accuracy,	**Partner Rehearsal Before Writing (4–5 min)** **Teacher:** ● Provide a text-dependent prompt ● Model a short evidence-based response **Students:** ● Practice responses with a	**Sentence Expansion Usi Evidence (5 min)** **Teacher:** ● Provide a base ser related to the text ● Model how to expa using evidence an academic vocabula **Students:**

ts: dentify word parts Orally explain how the word parts help meaning **ts:** Word part highlighting Think-aloud modeling Oral repetition	phrasing, and meaning **Supports:** • Chunked text • Modeled prosody • Repeated reading for comprehension + fluency	partner before writing **Supports:** • Sentence frames • Evidence stems (“The text shows…”) • Think time + structured turn-and-talk	• Expand their respo orally, then in writi **Supports:** • Sentence frames • Word banks (from excerpt) • Modeled exemplar
t Clue Spotlight (3–4 **r:** Reread a sentence with a key academic word Ask: “What clues in the sentence help us understand this word?” **ts:** Use surrounding words to nfer meaning Explain thinking orally **ts:** Sentence frames Partner talk Quick glossary reference	**Chunk & Paraphrase (5 min)** **Teacher:** • Divide the excerpt into 2–3 short chunks • Pause after each chunk and model paraphrasing **Students:** • Restate the chunk in their own words orally **Supports:** • Guiding questions • Oral rehearsal • Simplified paraphrase frames	**Guided Annotation (5 min)** **Teacher:** • Direct students to underline key ideas or vocabulary in the excerpt • Model one annotation example **Students:** • Annotate key words, phrases, or ideas • Share annotations orally **Supports:** • Annotation prompts • Visual cues • Highlighted excerpts	**Oral-to-Written Bridge (4 min)** **Teacher:** • Have students oral rehearse response • Then transition to a written response **Students:** • Speak their ideas • Convert oral respo into writing **Supports:** • Oral rehearsal time • Guided questionin • Writing frames

STUDENT FACING PRINTABLE

Companion Student Tool: Text Access & Meaning-Making Chart

(For Use with the Text Access Routine | Grades 6–8)

Text Excerpt #	**What Does This Part Mean?** *(Write the main idea or a short summary of this part)*	**Vocabulary & Morphology** *academic words and word p prefix, root, or suff*

Academic Vocabulary Support Routine

Sub-label: Tier 2 Embedded Support (With Tier 3 Intensification Guidance) | Grades 6–8 ELA/ELD

Purpose: To provide targeted, embedded support for students who need additional scaffolding to understand and apply previously taught unit academic vocabulary during reading, discussion, and writing tasks. This routine reinforces vocabulary introduced in core instruction by deepening word understanding through context, morphology, oral rehearsal, and task-aligned application, in order to strengthen comprehension, academic language, and written responses.	**When to Use:** ● During anchor text lessons when students struggle with key academic or unit vocabulary ● After formative "Check" prompts indicate partial or incorrect vocabulary understanding ● When students demonstrate difficulty applying unit vocabulary in discussion or writing ● Based on results from the Vocabulary Knowledge Rating Scale at the beginning of the unit ● Before or after discussion routines ● During workshop, rotation, or small-group support time ● As targeted, embedded Tier 2 support connected to ongoing lesson objectives (not as a separate vocabulary lesson)
Grouping: Flexible Small Group (3–6 students) | Push-In | Workshop Rotation | Co-Teaching Support	**Time:** 5–15 minutes (Flexible, based on student need, formative data, and instructional context)

How to Use This Routine (Teacher Guidance)

Selecting Target Words	Using Formative Data & Rating Scale	Integrating Word Study & Academic Language	Instructior

ct 1–3 high-impact academic ds directly from the unit's bulary list that are currently ng student comprehension, ussion, or writing. ritize words that are ceptually complex, abstract, isyllabic, or central to the lesson . Target words should come ongoing unit instruction rather isolated word lists.	Use multiple data sources to determine when vocabulary support is needed, including the Vocabulary Knowledge Rating Scale (beginning of unit), formative "Check" prompts, discussion responses, writing samples, and observable misuse or avoidance of academic vocabulary. This ensures the routine is responsive and embedded within the unit rather than scheduled as a fixed reteach.	During the routine, include a brief (2–4 minute) word study focus using the selected unit vocabulary. Emphasize meaning in context, morphological features (prefix, root, suffix, base word), pronunciation, and oral rehearsal. Connect vocabulary analysis directly to the lesson text, discussion prompt, or writing task instead of reviewing isolated definitions.	Teachers may a selecting fewer providing additio offering cognate applicable), revi lesson moments independent ap These adjustme grade-level cont Tier 2 scaffoldin

This routine is designed to reinforce and deepen previously taught unit vocabulary introduced in core instruction (e.g., definition, pronunciation, part of speech, example sentence, and thesaurus use). It is not a replacement for the core vocabulary lesson.

Academic Vocabulary Support Routine

Tier 2 Embedded Support | Grades 6–8 ELA/ELD

The instructional steps below are intentionally aligned to the Companion Student Tool: Vocabulary & Word Study Chart so students can analyze, rehearse, and apply unit academic vocabulary as the teacher guides the routine.

Instructional Step	Teacher Actions	Student Actions	Tier 2 Support

1. Introduce Target Word(s) & Context (2–3 min)	Select 1–3 high-impact words from the unit vocabulary list based on formative data (e.g., Vocabulary Knowledge Rating Scale, discussion responses, writing, or Check prompts). Briefly introduce the word in the context of the current lesson text, prompt, or task rather than as an isolated definition review. Clarify how the word connects to the lesson objective.	Record the target word in the "Target Word" column. Listen to the contextual explanation and locate the word in the text, prompt, or task when applicable.	- Targeted word sele - Contextual introdu vocab drill) - Visual display of w - Cognate support (-Translation in home applicable)
2. Meaning in Context (3–4 min)	Reread the sentence, excerpt, or task where the word appears. Prompt students to explain what the word means in this specific lesson context. Guide students to restate meaning using student-friendly language instead of copying a dictionary definition. Connect meaning directly to comprehension, discussion, or writing tasks.	Write their understanding in the "Meaning in This Lesson" column using context clues and discussion. Orally restate the meaning before writing.	- Context clue prom - Paraphrase frame - Oral rehearsal bef - Clarification of mis - Simplified languag
3. Word Study & Morphology (Embedded) (3–4 min)	Model how to break the word into meaningful parts (prefix, root, suffix, base word) when applicable. Highlight syllables, cognates, or word families. Connect word parts back to meaning and usage in the lesson context rather than teaching morphology in isolation. Emphasize pronunciation and academic language precision.	Record word parts and clues in the "Word Parts & Clues" column. Orally practice saying the word, breaking it into parts, and explaining how the word parts support meaning.	- Morphology promp (prefix/root/suffix) - Syllable chunking - Pronunciation mod - Cognate connectio - Highlighted word p

4. Optional Visualization (If the Word Is Concrete or Visualizable) (1–2 min)	Prompt students to sketch a quick visualization only if the word represents a concrete action, concept, or image that supports understanding. Explicitly note that abstract academic words may not require a sketch. Model a simple example focused on meaning, not artistic detail, when appropriate.	Sketch a quick visual in the "Optional: Visualize the Word" column if it helps their understanding. Briefly explain how the sketch connects to the word meaning.	- Optional use (not r abstract terms) - Meaning-focused s quality) - Verbal explanation - Teacher modeling terms
5. Oral Rehearsal of Academic Vocabulary (2–3 min)	Prompt students to say the word aloud, practice a short phrase, and use the word in a spoken response connected to the lesson. Encourage partner rehearsal and precise pronunciation. Reinforce academic language use before written application.	Practice saying the word aloud and record a short phrase or rehearsal note in the "Oral Rehearsal" column. Use the word in a brief oral response with a partner or small group.	- Partner rehearsal - Sentence starters - Repeated oral pra - Pronunciation sup - Structured turn-an
6. Application in Discussion or Writing (Teacher-Selected Task) (3–5 min)	Provide a discussion prompt, Check question, or short writing task aligned to the lesson objective. Model how to incorporate the target vocabulary accurately in a response. Prompt students to refer back to their chart when speaking or writing. Gradually release support as students apply the vocabulary independently.	Use the word in the "Use the Word in Discussion or Writing" column through a sentence, short response, or discussion contribution aligned to the lesson task. Refer to their chart for meaning and word study notes.	- Sentence frames u - Word bank from ur - Oral-to-written bric - Modeled exemplar - Guided practice be independence

Tier 3 Intensification

When implementing the Academic Vocabulary Routine at Tier 3, teachers should provide more explicit, contextualized vocabulary instruction with increased opportunities for oral rehearsal and language production.

Key intensification adjustments may include:

- Increasing oral rehearsal cycles before independent speaking or writing

- Providing explicit modeling of how to use academic vocabulary in complete sentences
- Offering targeted reteach of high-utility unit vocabulary in context (not isolated word lists)
- Expanding morphology support with repeated word part analysis and pronunciation practice
- Providing structured sentence frames with gradual scaffold fading
- Prompting students to apply vocabulary multiple times across discussion and writing tasks

For multilingual learners, emphasis should be placed on contextual language use, academic language development, and structured opportunities to practice vocabulary orally before written application.

Flexible Mini Strategies for Small-Group Text Access

Tier 2 Embedded Support | Use Within the Routine (2-5 mins each)

Prefix Analysis Micro-Routines	Root & Base Word Analysis Micro-Routines	Word Form & Academic Precision Routines	Vo

Prefix Meaning Investigation (2–3 min) **Teacher:** ● Highlight the prefix in the target word (e.g., mis-, dis-, in-, re-) ● Prompt students to consider how the prefix changes the base meaning ● Connect the word meaning back to the lesson context **Students:** ● Identify the prefix ● Explain how it shifts the word's meaning in the lesson **Supports:** ● Prefix highlighting ● Color-coding word parts ● Cognate connections (when applicable)	**Root Meaning Deep Dive (3–4 min)** **Teacher:** ● Identify the root or base word within the academic term ● Discuss how the root meaning connects to the overall word meaning ● Link the root to familiar words (e.g., dict → dictionary, predict) **Students:** ● Record the root in their chart ● Explain how the root supports understanding **Supports:** ● Root word mapping ● Word family examples ● Visual root connections	**Word Form Comparison (3–4 min)** **Teacher:** ● Present multiple forms of the word (e.g., empower, empowering, empowerment) ● Discuss how meaning and usage shift across forms **Students:** ● Compare word forms ● Practice using the correct form orally **Supports:** ● Word family charts ● Usage examples ● Oral rehearsal prompts	**Ser Voc** **Tea** **Stu** **Sup**

ffix Removal & Reconstruction 2–3 min) **eacher:** • Temporarily remove the prefix/suffix and analyze the base word meaning • Rebuild the full word and discuss how meaning becomes more precise **tudents:** • Identify the base word • Explain how the affix changes meaning **upports:** • Word decomposition modeling • Think-aloud demonstration	**Base Word Connection to Context (3–4 min)** **Teacher:** • Ask how the base word relates to the lesson topic or text • Guide students to connect meaning to the anchor text or task • Link the root to familiar words (e.g., dict → dictionary, predict) **Students:** • Record contextual meaning in their chart • Explain connections orally **Supports:** • Guiding questions • Context prompts	**Academic Synonym Precision (3–4 min)** **Teacher:** • Provide 2–3 related academic synonyms (aligned to thesaurus use in Tier 1) • Discuss subtle differences in meaning and tone **Students:** • Compare synonyms • Select the most accurate word for the lesson context **Supports:** • Thesaurus integration • Nuance discussion prompts	**Ora (3–** **Tea** **Stu** **Sup**

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Companion Student Tool: Vocabulary & Word Study Chart

(For Use with the Academic Vocabulary Support Routine | Grades 6–8)

rget Word	**Meaning in This Lesson** *(Use context, not just the definition)*	**Word Parts & Clues** *(prefix, root, suffix, cognates)*	**Optional: Visualize the Word** *(Sketch if helpful)*	**Oral Rehearsal** *(Say the Word & Practice a Short Phrase)*	**Use Discuss**

Writing Support Routine

Sub-label: Tier 2 Embedded Support (With Tier 3 Intensification Guidance) | Grades 6–8 ELA/ELD

Purpose: To provide structured, scaffolded support for students who understand the text and vocabulary but need targeted assistance expressing ideas in short constructed responses using evidence, academic language, and clear sentence structures aligned to lesson “Check” prompts and unit writing tasks.	**When to Use:** ● During short constructed responses (“Check” prompts) ● After discussions when students must write evidence-based responses ● During writing portions of anchor text lessons ● When student responses are brief, incomplete, or lack evidence ● During workshop, rotation, or small-group support time ● As targeted writing reteach connected to Mid-Unit or End-of-Unit tasks
Grouping: Flexible Small Group (3–6 students) | Push-In | Workshop Rotation | Co-Teaching Support	**Time:** 15-20 minutes

How to Use This Routine (Teacher Guidance)

Selecting the Writing Task	Language & Evidence Focus	Instructional Flow	

ct a writing prompt that is ady part of the core lesson eck prompt, discussion onse, or short constructed onse). task should: • Connect directly to the anchor text or lesson objective • Require use of text evidence • Be short (1–3 sentences, not full essays) • Reflect the same expectations as Tier 1 writing tasks	During the routine, focus on helping students: ● Use evidence from the text ● Expand sentences with academic language ● Use clear sentence structures ● Transition from oral ideas to written responses ● Emphasize sentence-level writing, not full essay instruction.	This routine follows a structured progression: ● Oral rehearsal of ideas ● Modeled sentence construction ● Guided writing using evidence ● Sentence expansion and revision ● Independent short response aligned to the lesson task	Teachers may a ● Providing ● Modeling ● Allowing before w ● Providing in contex ● Reducing maintain

Writing Support Routine

Tier 2 Embedded Support | Grades 6–8 ELA/ELD

The instructional steps below are intentionally aligned to the Writing and Evidence Chart so students can practice, rehearse, and apply target writing language features as the teacher guides the routine.

Instructional Step	Teacher Actions	Student Actions	Tier 2 Support

1. Oral Rehearsal of Ideas (Discussion To Writing Bridge) 3–4 min	Restate the writing prompt connected to the lesson (Check prompt or short response). Model a brief oral response using ideas and evidence from the text. Prompt partner or small-group turn-and-talk before writing.	Orally discuss the prompt with a partner or group. Rehearse ideas using evidence from the text before writing.	- Oral rehearsal bef - Partner talk structu - Modeled verbal re - Think time + struct
2. Sentence Construction Modeling 3–4 min	Model how to build a clear sentence that answers the prompt. Think aloud to show how to combine a claim + evidence. Emphasize complete sentences aligned to the writing task.	Listen to the modeled sentence. Identify how the sentence answers the prompt and includes evidence. Orally practice forming a sentence with teacher guidance.	- Sentence frames a - Modeled exemplar - Claim + evidence s text shows…") - Visual display of s
3. Guided Writing with Evidence (Short Response) 5–6 min	Guide students to write 1–3 sentences responding to the prompt using ideas discussed. Prompt students to refer back to the text for evidence. Provide immediate feedback focused on clarity and task alignment (not length).	Write a short response using evidence from the text. Refer to the text and prior discussion to support their ideas. Revise orally or in writing with teacher guidance.	- Sentence starters - Word banks (unit v context) - Text evidence rem - Allow the use of bi (when applicable) - Guided questionin supports your idea?

4. Sentence Expansion & Academic Language 4–5 min	Model how to expand a basic response by adding academic vocabulary, transitions, or evidence phrases. Demonstrate how to make ideas more precise and complete while staying aligned to the prompt.	Expand their written sentence by adding details, vocabulary, or evidence language. Reread and improve clarity of their response.	- Sentence expansi - Academic vocabul - Transition word ba example, as a resul - Modeled revision e
5. Writing Bridge to Core Task (Independent Application) 3–4 min	Prompt students to finalize a task-aligned response connected to the lesson's Check prompt or writing task. Gradually release support while monitoring for completeness, evidence use, and clear expression.	Complete a final short constructed response independently. Apply vocabulary, evidence, and sentence structures practiced during the routine.	- Gradual release (I You Do) - Checklist for comp - Oral-to-written bric - Teacher feedback and evidence use

Tier 3 Intensification

When implementing the Writing Support Routine at Tier 3, instruction should focus on step-by-step sentence construction, extended modeling, and individualized support for evidence-based responses.

Key intensification adjustments may include:

- Providing explicit, step-by-step modeling of claim, evidence, and explanation
- Increasing oral-to-written rehearsal before independent writing
- Using expanded sentence frames and guided sentence construction
- Offering immediate, individualized feedback during writing attempts
- Supporting guided revision rather than immediate independent responses
- Allowing flexible response formats (oral rehearsal, shared writing, scaffolded drafting) before independent completion
- Reducing cognitive load by focusing on short, task-aligned responses while maintaining grade-level expectations

Instruction should prioritize clarity, evidence use, and academic language development through repeated modeling, guided practice, and scaffolded revision cycles.

Flexible Mini Strategies for Writing Support

Tier 2 Embedded Support | Use Within the Routine (3-5 mins each)

Oral to Written Bridge	Evidence Based Writing Support	Language Features & Academic Language	Se
Partner Rehearsal before Writing (2–3 min) **Teacher:** ● Provide the prompt and model a brief oral response **Students:** ● Rehearse responses with a partner before writing **Supports:** ● Turn-and-talk structure ● Oral rehearsal time ● Evidence stems (“The text shows…”) ● Allow rehearsal in home language (when applicable)	**Evidence Sentence Builder (4–5 min)** **Teacher:** ● Provide a prompt-aligned claim ● Model how to add text evidence in one sentence **Students:** ● Combine idea + evidence into a complete sentence **Supports:** ● Claim + evidence frames ● Text reference prompts ● Modeled exemplar sentence	**Language Features Spotlight (3–4 min)** **Teacher:** ● Highlight one lesson-aligned language feature (adverbials, transitions, precise verbs, academic vocabulary) ● Model how it strengthens clarity and precision in writing **Students:** ● Practice orally using the target language feature ● Revise one sentence to include the target language feature **Supports:** ● Language frames (because, for example, as a result) ● Academic vocabulary bank	**Ser** **Lan** **Tea** **Stu** **Sup**

		• Color-coded language feature highlighting	
Oral-to-Written Conversion (3–4 min) **Teacher:** • Have students say their response aloud first • Guide them to convert oral ideas into written sentences **Students:** • Speak ideas, then write them as complete sentences **Supports:** • Guided questioning • Oral rehearsal scaffold • Writing frames • Response in home language first (when applicable)	**Text Evidence Locator (2-3 min)** **Teacher:** • Prompt students to locate one line or detail that supports their response • Model how to reference the text in writing **Students:** • Locate and use evidence in their written response **Supports:** • Evidence stems ("According to the text…") • Underlining key details • Prompt-aligned evidence cues	**Transition and Cohesion Quick Practice (3–4 min)** **Teacher:** • Provide 2–3 transitions aligned to the writing task (because, for example, therefore) • Model how transitions connect ideas and evidence **Students:** • Add a transition to improve cohesion and clarity **Supports:** • Transition word bank (cause, example, result) • Sentence combining prompts • Modeled cohesion think-aloud	**Ser** **Tea** **Stu** **Sup**

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Companion Student Tool: Writing & Evidence Response Chart

(For Use with the Writing Support Routine | Grades 6–8)

Prompt	**My Idea** *(What is my answer to the prompt?)*	**Evidence from the Text** *(word, phrase, or detail)*	**My Response** *(use evidence + academic language)*	**Revise & Ex** *vocabulary wo*

MTSS Tier 3 Intervention (Grades 6–8 ELA/ELD)

Intensive, Data-Driven Support Beyond Tier 2 | Flexible Push-In & Pull-Out Models
For Use by: ELA Teachers, Interventionists, or Co-Teaching Models

1. Purpose of Tier 3 Intervention (Intensive Model)

Tier 3 intervention is initiated when students demonstrate limited progress despite consistent Tier 2 routine implementation and documented review of progress monitoring data. This level of intervention should only occur after documented, consistent use of Tier 2 Embedded Routines and review of progress monitoring data, such as student performance data using tools such as the Weekly Tier 2 Group Tracker and Unit-Aligned Progress Checks.

Tier 3 is designed to:

- Intensify scaffolding while maintaining access to grade-level anchor texts and tasks
- Address significant needs in comprehension, academic language, evidence use, and writing
- Provide targeted, diagnostic instruction aligned to unit materials
- Accelerate student progress toward independent performance on core curriculum tasks

Tier 3 intervention may be delivered through:

- Push-in intensive support during the ELA block
- Small-group or individualized pull-out sessions
- Co-teaching or interventionist-led instruction
  based on school scheduling and staffing models.

2. Entry Indicators for Tier 3 Support (Data Based Escalation)

Required Documentation for Tier 3 Consideration: Review trends in the Weekly Tier 2 Group Tracker, Unit-Aligned Intervention Progress Check, and formative lesson data to confirm that students have received consistent Tier 2 routine implementation with limited progress before initiating Tier 3 support.

Data Source	Indicators for Tier 3 Placement	Instructional Implication
Weekly Tier 2 Group Tracker	Minimal or inconsistent progress over multiple weeks	Need for intensified, individualized scaffolds

Formative “Check” Prompts	Consistent Beginning-level responses despite Tier 2 supports	Intensive writing + language scaffolds
Mid-Unit Assessment	Limited comprehension, weak evidence use, or incomplete responses	Diagnostic reteach aligned to unit tasks
End-of-Unit Assessment	Below Proficient performance with persistent skill gaps	Intensive intervention aligned to assessment demands
Teacher Observation	Significant difficulty participating, responding, or completing grade-level tasks	Increased modeling, rehearsal, and scaffold intensity

Note: *Tier 3 placement should occur only after documented implementation of Tier 2 embedded routines and progress monitoring data review.*

3. Instructional Intensity & Delivery Guidelines (Escalated Support)

Component	MTSS Tier 3 Expectation
Group Size	1–3 students (individualized or very small group)
Frequency	4–5 sessions per week (as feasible)
Duration	25–40 minutes per session
Delivery Models	Push-in intensive support, pull-out intervention, or hybrid model
Alignment to Core Curriculum	Uses the same anchor texts, vocabulary, and writing tasks (not a separate curriculum)
Regrouping	Ongoing and data-driven; reviewed every 2–4 weeks

4. Using Tier 2 Embedded Routines at an Intensified Level (Tier 3 Implementation)

Tier 3 instruction builds upon the existing Tier 2 Embedded Routines (Text Access, Academic Vocabulary Support, and Small-Group Writing Support) and increases instructional intensity, scaffold specificity, and individualized guidance.

Rather than introducing separate intervention routines, Tier 3 intensifies the implementation of these unit-aligned routines to address persistent barriers to grade-level task completion while maintaining alignment to anchor texts, vocabulary lessons, and writing tasks.

Intensified Use of Embedded Routines:

Tier 2 Embedded Routine	Tier 2 Implementation (Embedded Support)	Tier 3 Intensification (Intensive Support)
Text Access Routine	Chunked rereading, guided questions, and think-aloud modeling in small groups (3–6 students)	Shorter text chunks, multiple rereading cycles, extended think-alouds, paraphrasing support, and individualized comprehension checks (1–3 students)
Academic Vocabulary Support Routine	Contextual vocabulary practice, morphology, and oral rehearsal aligned to unit texts	Increased oral rehearsal cycles, explicit language production practice, targeted vocabulary reteach in context, and structured sentence-level application
Small-Group Writing Support Routine	Oral rehearsal, sentence construction modeling, and scaffolded short responses aligned to prompts	Step-by-step sentence construction, guided revision, extended modeling, individualized feedback, and multiple oral-to-written rehearsal cycles

Teachers may implement one primary intensified routine or combine multiple routines within a Tier 3 session based on diagnostic data, formative assessments, and observed student needs.

5. Scaffold Intensification

Scaffold Area	Tier 2 Support	Tier 3 Intensification
Modeling	Modeled exemplars and guided practice	Extended modeling with multiple examples and think-alouds
Language Supports	Sentence frames and academic vocabulary scaffolds	Expanded frames, oral rehearsal cycles, and explicit language feature instruction
Text Access	Chunking and guided rereading	Shorter chunks, repeated readings, and paraphrasing support
Writing Support	Sentence expansion and evidence stems	Step-by-step writing construction with guided revision
Cognitive Load	Scaffolded but grade-level tasks	Reduced task load while maintaining grade-level expectations

5A. Intensification for Multilingual Learners and Students with IEPs/504 Plans

Tier 3 intervention should further intensify scaffolds for multilingual learners and students with identified learning needs while maintaining access to grade-level texts, vocabulary, and writing tasks. Supports should remain aligned to core curriculum expectations rather than replacing grade-level instruction.

Examples of intensified supports may include:

- Additional oral rehearsal cycles before written responses
- Expanded sentence frames and language feature modeling
- Reduced text chunk size with repeated guided reading
- Extended think-alouds and explicit modeling
- Flexible response formats (oral-to-written bridge, guided revision)
- Increased processing time and scaffolded task sequencing

For multilingual learners, Tier 3 instruction should emphasize:

- Academic language development in context
- Structured opportunities for speaking, reading, and writing
- Explicit modeling of language features (transitions, evidence language, precise vocabulary)

- Connections to unit vocabulary and anchor texts

For students with IEPs or 504 Plans, Tier 3 supports should be implemented in alignment with documented accommodations and individualized learning needs, while maintaining engagement with grade-level curriculum and instructional goals.

6. Progress Monitoring & Data Use (More Frequent Than Tier 2)

Monitoring Tool	Tier 3 Implementation
Weekly Tier 2 Group Tracker	Reviewed to analyze prior intervention response and inform ongoing instructional adjustments
Session-Level Intervention Notes	Brief documentation of student response to intensified routine implementation
Formative Lesson Checks	Reviewed during or after each Tier 3 session
Unit Assessments & Writing Tasks	Used to evaluate transfer back to independent grade-level performance

Progress monitoring in Tier 3 should be more frequent and skill-specific than Tier 2 tracking to ensure responsiveness to intensive intervention.

7. Exit Criteria & Transition Back to Tier 2 or Tier 1

Exit decisions should be based on documented improvement in Weekly Tier 2 Group Tracker trends, formative task performance, and increased independence during routine-based instruction.

Students may transition out of Tier 3 when data indicates:

- Improved performance on Check prompts and writing tasks
- Increased independence in using evidence and academic language

- Movement from Beginning toward Developing/Proficient rubric levels
- Consistent engagement with grade-level texts and tasks

If Students Demonstrate…	Recommended Transition
Steady progress with reduced scaffold needs	Transition to Tier 2 embedded routines
Inconsistent but improving performance	Continue Tier 3 with adjusted supports
Grade-level independence	Return to Tier 1 with ongoing monitoring