

**Oklahoma State Department of Education
Office of Reading and Literacy**

**Tier 1: 90-Minute Reading Block
(This is an example format and should be based on the needs of your students)**

Instruction	Possible Time	Class Configuration	Examples of Teacher-Led Instruction							
90 minutes daily	30-45 minutes	Whole Group Based on Grade Level Standards	<p style="text-align: center;">Comprehensive Core Reading Program</p> <p>Oral Language: Spoken aspect of language that can be heard, interpreted, and understood. Phonological and Phonemic Awareness: The conscious awareness that words are made up of segments of our own speech that are represented with letters. Phonological Awareness is a more encompassing term than phoneme awareness Phonics: The relationship between letters and the sounds they represent Fluency: The ability to read with accuracy and with appropriate rate, expression and phrasing Vocabulary: The knowledge of words, their definition and context Comprehension: The understanding of meaning in text.</p>							
			<p style="text-align: center;">Teacher Led Differentiated Instruction Found in Comprehensive Core Reading Program Resources Small Group instruction will provide opportunities for working with students who have common needs</p>							
	45-60 minutes	Differentiated Instruction - Small Groups (Group 1 - 4)	<p>This sample class has four small flexible groups based on data from whole group instruction. Small group size can vary. The teacher meets with three groups daily on a rotating basis for varied amounts of time based on student data.</p>							
		<p>15 minutes for each group</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> </tr> </table>		M	T	W	T	F
				M	T	W	T	F		
<p>Session 1</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table>	1	1	1	1	1				
1	1	1	1	1						
<p>Session 2</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </table>	2	2	2	2	2				
2	2	2	2	2						
<p>Session 3</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>3</td> <td>4</td> <td>3</td> <td>4</td> <td>3</td> </tr> </table>	3	4	3	4	3				
3	4	3	4	3						
Differentiated Literacy Centers/ Stations	<p style="text-align: center;">Independent Student Activities Provide Opportunities for Students to Demonstrate Mastery of Previously Taught Skills During Whole Group</p> <p>When students are not at the teacher led station receiving explicit instruction, students will be working in small groups at literacy centers/stations reinforcing skills taught during whole group/ teacher led small group.</p>									