

Oklahoma State Department of Education

Office of Reading and Literacy

**Tier II: 90 minute Reading Block with intensity and frequency varied to reflect individual student needs
(This is an example format and should be based on the needs of students)**

90 minutes daily	30-45 minutes	Whole Group					Comprehensive Core Reading Program				
						<p>Oral Language: Spoken aspect of language that can be heard, interpreted, and understood.</p> <p>Phonemic Awareness:</p> <ul style="list-style-type: none"> · Blending & Segmenting word parts & sounds in words <p>Phonics & Fluency:</p> <ul style="list-style-type: none"> · Letter-sound correspondence · Blending words · Choral reading decodable book <p>Vocabulary & Comprehension:</p> <ul style="list-style-type: none"> · Robust vocabulary instruction · Limited pre-reading strategies · During reading strategies/text questions & discussions · Post reading strategies/text questions & discussions 					
	Differentiated Instruction - Small Groups (Group 1 - 4*)					Teacher-Led Differentiated Instruction found in Comprehensive Core Reading Program resources and supplemental/intervention materials/programs					
	*15 minutes for each group					M	T	W	Th	F	Group 1: segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week.
	Session 1 (15 min)					1	1	1	1	1	Group 2: word building with letters & pocket chart; read decodable book including words built. Culminating with fluent reading of decodable text without teacher support, and text questioning and discussion.
Session 2 (15 min)					2	2	2	2	2	Group 3: read decodable book practicing blending words introduced in whole group, and fluent reading. Culminating with shared reading of complex text related to unit theme practicing blending words, and text questioning and discussion.	
Session 3 (15 min)					3	4	3	4	3	Group 4: shared reading of complex text related to unit theme focusing on deep understanding of text read, through questioning the text and discussion.	
Plus additional intervention time based on individual needs	Varied Time					Intervention:					<p>Supplemental and/or intensive intervention materials/programs Apply blending words previously taught in complete sentences that include known high frequency words.</p> <ul style="list-style-type: none"> -Apply blending strategies using decodable text. -Culminating with fluent reading of decodable text with teacher support, and text questioning and discussion.
					Group 1 receives additional time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.						