

K-3 Reading Model to Meet ALL Students' Needs

Use With Academic Progress Plan (APP)

2013-2014

As the alignment with Senate Bill 346, [Link to SB 346](#), House Bill 2516, [Link to HB 2516](#), and RSA Rules effective **July 11, 2013**, [Link to RSA RULES, effective July 11, 2013](#), the Oklahoma State Department of Education is providing technical assistance regarding all K-3 students in the area of reading instruction. This technical assistance is built upon the best practice of a 90-minute reading block. The charts below depict a three tier model of support allowing all students to reach their full potential in reading.

Chart 1: RtI Model recommended for ALL K-3 students

(Mandated for ALL RSA students as identified by one of the 13 OSDE approved RSA formative assessments)

Chart 2: RtI Model recommended for retained third-grade students

(90 minutes is mandated for all retained third-grade students)

Chart 3: RtI Model for students promoted with at least one of the six good-cause exemptions



OAC 210:15-27-1

OAC 210:15-27-2

OAC 210:15-27-3

**Mandated for ALL RSA students as identified by one of the
13 OSDE approved RSA formative assessments**

Recommended to use for ALL K-3 students

OAC 210-15-27

Chart 1: RtI Model for all RSA K-3 Students		
TIER I	TIER II (In Addition to Tier I)	TIER III (In Addition to Tier I)
90 Minute Reading Block	Minimum of an Additional 30-45 Minutes	Minimum of an Additional 45-60 Minutes
<ul style="list-style-type: none"> - Grade level instruction for ALL K-3 students with ongoing progress monitoring data. and - Students identified in the proficient range based on RSA Screening Assessment data. 	<ul style="list-style-type: none"> - Students identified in the strategic and intensive range based on RSA Screening Assessment data in order to accelerate instruction to achieve grade-level proficiency. - Students who demonstrate deficiency based on Tier I instruction or frequent ongoing progress monitoring data. 	<ul style="list-style-type: none"> - Students who demonstrate deficiency based on Tier II instruction or more frequent ongoing progress monitoring data require more systematic and motivating instruction than previously received in Tier II.

210:15-27

In addition to Tier I instruction, K-3 students at risk of retention, as identified by the RSA assessments, shall be provided during regular school hours a state approved reading curriculum that, at a minimum, meets the specifications of SB346, Section N.

Chart 2: RtI Model for Retained Third Grade Students

TIER I	TIER II (In Addition to Tier I)	TIER III (In Addition to Tier I)
A Mandatory Minimum of 90 Minutes Uninterrupted Daily Reading Instruction (As Required by Senate Bill 346, Section M-2)	Mandatory Minimum Additional 30 to 45 Minutes	Mandatory Minimum Additional 45 to 60 Minutes
<p>- Any third-grade student who:</p> <p><input type="checkbox"/> Scored unsatisfactory on the OCCT and did not meet the criteria for a good-cause exemption.</p> <p>and</p> <p>- Student identified in the proficient range based on RSA Screening Assessment data.</p> <p>- Frequent ongoing progress monitoring.</p>	<p>- Any third-grade student who:</p> <p><input type="checkbox"/> Scored unsatisfactory on the OCCT and did not meet the criteria for a good-cause exemption.</p> <p>and</p> <p>- Student identified in the strategic range based on RSA Screening Assessment data in order to accelerate instruction to achieve grade-level proficiency.</p> <p>- Student who demonstrate deficiency based on Tier I instruction or frequent ongoing progress monitoring</p>	<p>- Any third-grade student who:</p> <p><input type="checkbox"/> Scored unsatisfactory on the OCCT and did not meet the criteria for a good-cause exemption.</p> <p>and</p> <p>- Student who demonstrates deficiency based on Tier II instruction or more frequent ongoing progress monitoring data require intensive systematic and explicit instruction than previously received in Tier II.</p>

Chart 3: RtI Model for Students Promoted with Good-Cause Exemptions

70 O.S. § 1210.508C (L). A student who is promoted for good cause as provided for in subsection K of this section shall be provided intensive reading instruction during an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The school district shall assist schools and teachers to implement reading strategies for the promoted students that research has shown to be successful in improving reading among low-performing readers

TIER I	TIER II (In Addition to Tier I)	TIER III (In Addition to Tier I)
A Mandatory Minimum of 90 Minutes Uninterrupted Daily Reading Instruction (As Required by Senate Bill 346, Section M-2)	Mandatory Minimum Additional 30 to 45 Minutes	Mandatory Minimum Additional 45 to 60 Minutes

**Tier II or III placement will be determined by district selected
assessments and diagnostic information.**

Any student who meets one of the following criteria: The six good-cause exemptions are:

1. Students with limited English proficiency may be granted a good cause exemption for promotion to the fourth grade pursuant to 70 O.S. § 1210.508C(K)(1)
2. Students with disabilities who are assessed with alternate achievement standards (AA-AAS) under the Oklahoma School Testing Program (OSTP) with the Oklahoma Alternative Assessment Program (OAAP) qualify for the good cause exemption pursuant to 70 O.S. § 1210.508C(K)(2).
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment may be granted a good cause exemption for promotion to the fourth grade pursuant to 70 O.S. § 1210.508C(K)(3).
4. Students who can demonstrate evidence through a student portfolio that the student has mastered state standards beyond the retention level and that the student is reading on grade level or higher may be granted a good cause exemption pursuant to 70 O.S. § 1210.508C(K) (4)
5. Students with disabilities who participate in the statewide criterion-referenced test and have an IEP may qualify for a good cause exemption pursuant to 70 O.S. § 1210.508C(K)(5).
6. Students who demonstrate a reading deficiency and have been previously retained may qualify for a good cause exemption pursuant to 70 O.S. § 1210.508C(K)(6)

Refer to <http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/210-15-27%20RSA%20Finally%20Adopted.pdf> for more information concerning Six Good Cause Exemptions.

OAC 210-15-27

READ INITIATIVE iRead	
TIER I REQUIREMENTS AND RECOMMENDATIONS	
Instructional Setting	General education classrooms where grade-level instruction is provided for all students.
Instructional Time	Mandatory 90-minute reading block.
Materials	<p>Comprehensive Core Reading Program Comprehensive Core Reading Program means a scientifically-based program (SBRR) that provides a scope and sequence that scaffolds and differentiates instruction in accordance with the state academic standards based on the five components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension).</p>
Assessments	<p>Screening Oklahoma State Board approved RSA screening administered two to three times per year.</p> <p>Progress Monitoring For students on or above level, progress monitoring every six to nine weeks.</p>

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 align="center">Comprehensive Core Reading Program</p> <p>Oral Language: Spoken aspect of language that can be heard, interpreted, and understood.</p> <p>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</p> <p>Phonics: The relationship between letters and the sounds they represent</p> <p>Fluency: The ability to read with accuracy and with appropriate rate, expression and phrasing</p> <p>Vocabulary: The knowledge of words, their definition and context</p> <p>Comprehension: The understanding of meaning in text.</p>					
	45-60 minutes	Differentiated Instruction - Small Groups (Group 1 - 4)	<p>Teacher Led Differentiated Instruction Found in Comprehensive Core Reading Program Resources</p> <p>Small Group instruction will provide opportunities for working with students who have common needs</p>					
	15 minutes for each group	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> </tr> </table>	M	T	W	T	F	<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>
	M	T	W	T	F			
	Session 1	<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				
Session 2	<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				
Session 3	<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>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>						

Small group instruction can provide opportunities for working with students who have common needs such as reinforcement or enrichment based on data from whole group instruction.

READ INITIATIVE iRead	
Tier II Minimum of 120-135 Minutes REQUIREMENTS and RECOMMENDATIONS	
Requirements prescribed by school district, which may include, but are not limited to:	
Instructional Setting	Reduced teacher-student ratio in a small homogeneous group setting of 5 to 7 students
Instructional Time	30 minutes outside of the 90-minute reading block of Tier I.
Materials- (These materials are in addition to those used in Tier I)	Intervention Materials: Research-based materials that target areas of deficits as determined by a diagnostic assessment aligned to the five components of reading (phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension).
Assessments	Screening: Oklahoma State Board of Education approved RSA screening administered two to three times per school year. Progress Monitoring: Should be ongoing and weekly. Diagnostic: Every child is required to be given a diagnostic measure
Academic Progress Plan (APP)	All students in grades K-3 reading below grade level, based on one of the thirteen Oklahoma state approved reading formative assessments, or who have been retained or placed in a transitional grade must have an APP. The APP must be driven by a diagnostic assessment.
Portfolio	Recommendation: Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement.
Summer Reading Program	For a third-grade student who scores Unsatisfactory on the Oklahoma Core Curriculum Test (OCCT) for reading.
Tutoring and Mentoring	Recommendation: Assign a trained volunteer or mentor to each student and/or assign someone to tutor each student on deficit areas.
Transition Classes	In every district there should be language that describes their mid-year promotion procedures. Student should be provided on-grade level work for the subject areas that are not at risk. Third and fourth-grade transition classes are an option.
Extended School Day	<ul style="list-style-type: none"> • Provide an after school program with research-based materials and certified teachers to tutor and remediate students. • Saturday school with research-based materials and certified teachers to tutor and remediate students. • Extended year with research-based materials and certified teachers to tutor and remediate students.

Tier II: 120-135 Minute Reading Block (This is an example format and should be based on the needs of your students.)								
Instruction	Possible Range of Time	Class Configuration					Examples of Teacher-Led Instruction	
120 - 135 minutes daily	30-45 minutes	Whole Group					<p align="center">Comprehensive Core Reading Program</p> <p>Oral Language: Spoken aspect of language that can be heard, interpreted, and understood.</p> <p>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</p> <p>Phonics: The relationship between letters and the sounds they represent</p> <p>Fluency: The ability to read with accuracy and with appropriate rate, expression and phrasing</p> <p>Vocabulary: The knowledge of words, their definition and context</p> <p>Comprehension: The understanding of meaning in text.</p>	
							<p align="center">Teacher-Led Differentiated Instruction Found in Comprehensive Core Reading Program Resources</p>	
	75-90 minutes	20-35 minutes based on group needs	M	T	W	T	F	<p>This sample class has four small flexible groups that are formed based upon screening/progress monitoring and on- going progress monitoring assessment results. The teacher meets with two groups daily during sessions 1 and 2. While working with groups 3 and 4 on a rotating basis, group 3 is receiving small group instruction three days per week and group 4 is receiving small group instruction two days per week. When students are not at the teacher-led station receiving explicit instruction, students work in small groups at literacy centers/stations, including a computer station, reinforcing skills taught during whole group/teacher-led small group.</p>
		Session 1 (35 minutes)	1	1	1	1	1	
Session 2 (20 minutes)		2	2	2	2	2		
Session 3 (20 minutes)		3	4	3	4	3		
<p><i>Group 1 receives more time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.</i></p>								

INTENSIVE ACCELERATION	
Tier III Minimum of 135-150 Minutes REQUIREMENTS AND RECOMMENDATIONS	
Instructional Setting	Reduced teacher-student ratio in a small homogeneous group setting of 3 to 5 students
Instructional Time	45 to 60 minutes outside of the 90-minute reading block of Tier I. 90 minutes of this is uninterrupted block of time.
Materials- (These materials are in addition to those used in Tier I)	Intervention Materials: Research-based materials that teach areas of deficits as determined by a diagnostic assessment aligned to the five components of reading (phonological awareness, phonics, fluency, vocabulary and comprehension) Language Materials: Research based materials that instruct student on language and vocabulary skills. A speech language pathologist is consulted about appropriate materials.
Assessments	Screening: Oklahoma State Board of Education approved RSA screening administered two to three times per school year. Progress Monitoring: Should be ongoing and weekly. The progress monitoring should be more frequent than for a non-retained student. This can be as simple as a CORE reading program weekly test, timed readings, or teacher observations. Diagnostic: Every child is required to be given a diagnostic measure.
Academic Progress Plan (APP)	All students in grades K-3 reading below grade level, based on one of the thirteen Oklahoma state approved reading formative assessments, or who have been retained or placed in a transitional grade must have an APP. The APP must be driven by a diagnostic assessment.
Portfolio	Recommendation: Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement.
Summer Reading Academy	For a third-grade student who scores Unsatisfactory on the Oklahoma Core Curriculum Test (OCCT) for reading.
Tutoring and Mentoring	Recommendation: Assign a trained volunteer or mentor to each student and/or assign someone to tutor each student on deficit areas.
Transition Classes	In every district's reading plan there should be language that describes their mid-year promotion procedures. Student should be provided grade level work for the subject areas that are not at risk. Third- and fourth-grade transition classes are an option. Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting.
Extended School Day	Provide an after school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students.
Instructor/Staff	A high-performing teacher as determined by student performance data and above satisfactory on performance appraisals. Recommendation: At least two professionals in the class during differentiated and intervention instruction.
Speech Language Pathologist	A licensed or certified speech language pathologist used in the classroom for instruction or with collaboration with lesson planning.
Para Professional	Recommendation: Trained on materials and strategies used in the classroom.
Reporting Requirements	Schools will enter progress monitoring data information on the School District Reporting Site.
Monitoring by the State	The state will monitor reports and make visits to districts if needed.

Tier III: 135-150 minutes (up to 180 minutes) Reading Block (This is an example format and should be based on the needs of your students)								
Instruction	Possible Range of Time	Class Configuration				Examples of Teacher-Led Instruction		
135 - 150 (Up to 180 Minutes) daily	30-50 minutes	Whole Group				<p>Comprehensive Core Reading Program</p> <p>Oral Language: Spoken aspect of language that can be heard, interpreted, and understood.</p> <p>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.</p> <p>Phonics: The relationship between letters and the sounds they represent</p> <p>Fluency: The ability to read with accuracy and with appropriate rate, expression and phrasing</p> <p>Vocabulary: The knowledge of words, their definition and context</p> <p>Comprehension: The understanding of meaning in text.</p>		
						<p>Teacher-Led Differentiated Instruction Found in Comprehensive Core Reading Program Resources</p>		
	90-100 minutes	Differentiated Instruction Small Groups (Groups 1-4)				<p>This sample class has four small flexible groups that are formed based upon screening/progress monitoring and on-going progress monitoring assessment results. The teacher meets with two groups daily during sessions 1 and 2. While working with groups 3 and 4 on a rotating basis, group 3 is receiving small group instruction three days per week and group 4 is receiving small group instruction two days per week. When students are not at the teacher-led station receiving explicit instruction, students work in small groups at literacy centers/stations, including a computer station, reinforcing skills taught during whole group/teacher-led small group.</p>		
		20-40 minutes based on group needs	M	T	W		T	F
		Session 1 (40 minutes)	1	1	1		1	1
Session 2 (30 minutes)		2	2	2	2		2	
Session 3 (20 minutes)	3	4	3	4	3			
<p>Group 1 receives more time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.</p>								

Reading Computer Lab		
30-35 minutes, five times a week	Utilize computer programs which are instructional, adaptive, diagnostic and prescriptive.	
Total Reading Time for Chart 3		
Accelerated Core with Intervention	Computer Lab	Total Time
135-150 minutes a day	+ 30 to 45 minutes	Up to 180 minutes a day