

# Return to Learn: Launching Instruction for Foundational Literacy

A digital version of this document can be found at <https://sde.ok.gov/covid19-instruction-support>.

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## Introduction

Educators face unique circumstances as they plan for the 2020-21 school year and launch core instruction, supplemental instruction, and interventions for students to achieve and maintain proficiency in foundational literacy. This document aims to provide guidance to help teachers and schools with the unique considerations applicable to foundational literacy skills and meeting the statutory requirements of the Reading Sufficiency Act (RSA).

As a reminder, the purpose of RSA<sup>1</sup> is to ensure that each child attains the necessary reading skills by the completion of third grade that will enable that student to continue the development of reading skills and to succeed throughout school and life. To accomplish this goal, schools must use:

1. evidence-based reading practices for core instruction,
2. a system of assessments to obtain data used to inform instruction, and

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<sup>1</sup> [70 O.S. § 1210.508B\(B\)](#)

3. interventions through a multi-tiered system of support with kindergarten through third-grade students.

The guidance in this document should be considered alongside the elementary grade-level guidance documents ([Pre-Kindergarten-Kindergarten](#), [1<sup>st</sup>-2<sup>nd</sup> grades](#), or [3<sup>rd</sup>-5<sup>th</sup> grades](#)) for instruction.

## Questions to Consider While Planning for Instruction

The Reading Sufficiency Act is intended to guarantee that all students are provided the time and opportunity to develop into proficient readers by the end of third grade. Guidance and associated administrative rules have assumed that the classroom teacher and support structures at the school and district level can guarantee that each student is afforded instruction and interventions that are appropriate and meaningful through consistency in scheduling and resources. With varied schedules and resources due to current disruptions, these guarantees may be difficult to enact. Therefore, as educators strive to ensure each student continues to make progress toward reading sufficiency by providing 90 minutes of on-grade-level core, or Tier 1, instruction and interventions as needed, it is clear that the enactment of this instruction will look and feel different than instruction offered under normal circumstances.

**NOTE:** Watch a recording of the OSDE EngageOK session, [Supporting Effective Early Reading Instruction Through the Reading Sufficiency Act and the Science of Reading](#) for valuable information and guidance to start the school year.

### How does a systematic and sequential approach to reading instruction, through the science of reading, support all students with reading proficiency?

The **emphasis for early learners** is to **develop automaticity with decoding skills** such as **phonemic awareness** and **phonics** while working on language skills orally. Language skills include things such as developing background knowledge and vocabulary, understanding how words, sentences and larger pieces of text work together through grammar and text structure, and applying verbal reasoning skills to understand figurative language or make inferences. **As students become proficient with decoding skills and can access text, the emphasis shifts to language skills.** For more information on the research behind systematic and sequential approaches to early literacy instruction and the science of reading, [this article](#) and [this video](#) are good places to start.

### What does core instruction look like for K-3 students through in-person learning?

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Core instruction does not mean 90 minutes of direct instruction. Depending on the skills to be addressed and the needs of the students, teachers should use a combination of whole group, small group, and independent work.

- **Whole-group** instruction should address **big ideas** for all students.
- **Small groups** are **teacher-led, flexible groups** of students with **similar needs** (as opposed to overall reading level). Small groups could involve pre-teaching or re-teaching skills, provide scaffolding supports, or extend learning linked to the core reading instruction.
- **Independent** practice is best for reviewing, reinforcing, and extending previously taught skills. This is **differentiated** to meet students' skills and should focus on work the student can do **independently with accuracy**.

During core reading instruction, students must address skills related to reading and writing. Skills that may be covered during this time include phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, spelling, writing, and grammar.

**NOTE:** Reading and writing skills can be learned and practiced by using information and text from content areas, such as science and social studies.

## What is the primary instructional focus for reading in each grade level?

The term “reading instruction” covers many skills. At each grade level, there is a different level of focus on these skills. Two major research studies<sup>2</sup> have identified the proportion of time highly-effective teachers spend in each area of instruction for students to be successful. The following tables highlight these findings.

### Kindergarten

Kindergarten classrooms should divide their time equally between word work and comprehension. Both areas rely heavily on oral language, with multiple opportunities for students to engage in conversation and learn through play and exploration. Listening to various types of text and responding orally, through drawings, or other types of play help students develop familiarity with the language of school, develop background knowledge and vocabulary, and provide opportunities for students to listen and discuss topics of interest.

## In-Person Learning

<sup>2</sup> Kindergarten: Edmonds & Briggs (2003); 1st-3rd grade: Foorman & Schatschneider (2003)

	Word Work	Comprehension
	50%	50%
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>● Phonological awareness               <ul style="list-style-type: none"> <li>○ Count syllables in spoken word</li> <li>○ Recognize rhymes</li> <li>○ Alliteration</li> <li>○ Onset-rime</li> </ul> </li> <li>● Alphabetic principle               <ul style="list-style-type: none"> <li>○ Letter names</li> <li>○ Letter sounds</li> </ul> </li> <li>● Early phonics (CVC)</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary development</li> <li>● Shared reading</li> <li>● Read alouds</li> <li>● Prewriting</li> </ul>

### Grades 1-3

**In first grade**, students should spend the majority of reading instruction with word work. Word work should take about 40% of the time for reading instruction at this grade, while language and reading comprehension should each take about 10% of instructional time.

**Second-grade** students should spend equal amounts of time--about 20% of reading instruction for each--on the three areas of word work, language, and reading comprehension. For both first and second grade, listening to and reading various types of text, along with responding orally and in writing, help students develop background knowledge and vocabulary and provide opportunities for students to listen and discuss topics of interest.

The primary focus for **third-grade students** should be reading comprehension, with word work and language taking a smaller portion of time. Interacting with various types of text through teacher-directed reading, listening, and independent reading and responding orally and in writing help students develop background knowledge and vocabulary, as well as provide opportunities for students to listen and discuss topics of interest.

Additional activities not noted in these times include transitions, disciplinary issues, remediation during small group instruction, or independent practice of previously learned skills. **The following chart is not meant to be a uniform prescription for daily instruction.** Rather, it is an **approximate guide** based on the research of highly-effective classrooms to show the proportion of time for students who are working on grade-level skills. Adjustments should be made for the needs of the students.

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<b>In-Person Learning</b>			
<b>Grade</b>	<b>Word Work</b>	<b>Language</b>	<b>Reading Comprehension</b>
<b>1st Grade</b>	<b>40%</b> <b>(about 35 minutes)</b>	<b>10%</b> <b>(about 10 minutes)</b>	<b>10%</b> <b>(about 10 minutes)</b>
	<ul style="list-style-type: none"> <li>● Basic phonemic awareness               <ul style="list-style-type: none"> <li>○ Blending phonemes</li> <li>○ Segmenting phonemes</li> </ul> </li> <li>● Phonics &amp; Spelling</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Grammar</li> <li>● Figurative language</li> <li>● Guided writing</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-led text reading for meaning</li> </ul>
<b>2nd Grade</b>	<b>20%</b> <b>(about 20 minutes)</b>	<b>20%</b> <b>(about 20 minutes)</b>	<b>20%</b> <b>(about 20 minutes)</b>
	<ul style="list-style-type: none"> <li>● Advanced phonemic awareness               <ul style="list-style-type: none"> <li>○ Phoneme manipulation</li> <li>○ Phoneme substitution</li> <li>○ Phoneme reversal</li> </ul> </li> <li>● Phonics &amp; Spelling</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Grammar</li> <li>● Figurative language</li> <li>● Guided writing</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-led text reading for meaning</li> </ul>
<b>3rd Grade</b>	<b>10%</b> <b>(about 10 minutes)</b>	<b>10%</b> <b>(about 10 minutes)</b>	<b>40%</b> <b>(about 35 minutes)</b>
	<ul style="list-style-type: none"> <li>● Advanced phonemic awareness               <ul style="list-style-type: none"> <li>○ Phoneme manipulation</li> <li>○ Phoneme substitution</li> <li>○ Phoneme reversal</li> </ul> </li> <li>● Advanced phonics</li> <li>● Morphology</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Grammar</li> <li>● Figurative language</li> <li>● Guided writing</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-led text reading for meaning</li> </ul>

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## Blended or Distance Learning

### How can I adapt my instruction for blended or distance learning approaches?

Some schools are already planning to offer students opportunities to engage in blended or distance learning for a semester or the full school year. When planning for long-term blended or distance learning models, instructional planning considerations above should be leveraged.

For districts using the in-person model, schools and teachers should consider developing week-long distance learning units that can be easily deployed if the need arises. Effective instructional routines can be used in school-based and distance learning environments. Think about these key shifts in school-based and distance learning as you plan:

Key Shifts from In-Person to Distance Learning	
In-Person Learning	Distance Learning
<p>Tier 1 instruction through teacher read alouds, small or whole groups, independent practice of learned skills to develop automaticity, and opportunities to read by listening to text, reading with someone, or reading independently. Occurs during 90 minutes of daily instruction.</p>	<p>Tier 1 instruction through teacher read alouds, small or whole groups, independent practice of learned skills to develop automaticity, and opportunities to read by listening to text, reading with someone, or reading independently. Occurs through flexible scheduling of asynchronous and synchronous learning. Being responsive to the limitations of children’s attention span, 90 minutes of synchronous daily instruction is not expected and independent work expectations should be considerate of time and resource constraints of families and caregivers.</p> <p>Synchronous learning sessions may occur with small or whole groups 1-2 times a day for 15-20 minutes or through some other version of flexible scheduling with asynchronous learning through teacher recorded videos or online programming. Daily opportunities to read by listening to text, reading with someone, or reading independently.</p>

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Evidence of ongoing student learning is readily visible or understood through discussions, student work, and other representations	Evidence of ongoing student learning is collected in intentional ways through digital tools such as email, Learning Management Systems, video recordings, etc.
Teacher and peer feedback through written feedback on student work, classroom discussions, and conferring	Teacher and peer feedback through comments in collaborative platforms, audio- or video-recorded feedback, using synchronous meeting opportunities to provide complex feedback in real-time
Daily interactions with students to understand student progress, struggles, and well-being	Intentionally designed check-ins to understand student progress, struggles and well-being
Screening, Diagnostic and Progress Monitoring assessment administered in class, often through direct interaction with the classroom teacher or other school personnel.	Screening, Diagnostic and Progress Monitoring assessment through scheduled in-person sessions at the school, synchronous sessions with a student and caregiver or asynchronous online programming.
Tier 2 supplemental instruction provided through small group instruction with the classroom teacher, a reading specialist, special education teacher or English learner teacher. Supplemental instruction in addition to core instruction.	Tier 2 supplemental instruction provided through synchronous learning in small groups with a teacher, reading specialist, special education teacher or English learner teacher and/or asynchronous online programming. Supplemental instruction in addition to core instruction.
Tier 3 intensive intervention provided through small group instruction with the classroom teacher, a reading specialist, special education teacher or English learner teacher. Interventions are in addition to core instruction.	Tier 3 intensive intervention provided through synchronous learning in small groups or individually with a teacher, reading specialist, special education teacher or English learner teacher and/or asynchronous online programming. Interventions are in addition to core instruction.

## Distance Learning Considerations for Core Reading Instruction

- When considering time online, investigate what worked well and under what conditions last spring.
- Make sure the platform used allows the instructor to have complete control of the tools and what might be available to the student to reduce distractions.
- Communicate in detail to parents about what they can do to help set up the environment at home to enhance their child's learning. Again, consider what was successful in the spring.
- Schedule family nights early in the year to show families how to do some of the instructional routines you will commonly use. If these cannot be done in person, consider scheduling virtual nights. Refer to the [OSDE Guidance for Families](#) for tips to engage families during this time.
  - View the [webinar from the Mississippi Department of Education](#) on K-3 Literacy in the Time of Remote Learning for helpful suggestions.
- Maintain opportunities for oral language.
- Prioritize word work activities with kindergarten and first grade.
  - Consider recording short videos for asynchronous phonemic awareness and phonics work.
- Utilize a [weekly fluency routine](#) to provide regular practice.
- Provide [explicit instruction](#) for key vocabulary.
- After listening to or reading a story, have students do an activity such as an oral retell, draw/write the beginning/middle/end, complete a familiar graphic organizer, or write a short summary.

### Grade Level Considerations for Distance Learning Provided Virtually

Kindergarten - 1st Grade	2nd Grade - 3rd Grade
<p><b>Online (synchronous if possible):</b></p> <ul style="list-style-type: none"> <li>● Oral language opportunities - daily message, share, etc.</li> </ul> <p><b>Online (synchronous or asynchronous):</b></p> <ul style="list-style-type: none"> <li>● Word work instruction</li> </ul> <p><b>Recording or with home help:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary instruction</li> <li>● Listen to a story</li> <li>● Directions for activity</li> </ul> <p><b>Offline practice opportunities:</b></p> <ul style="list-style-type: none"> <li>● Reinforce word work skills previously</li> </ul>	<p><b>Online (synchronous if possible):</b></p> <ul style="list-style-type: none"> <li>● Oral language opportunities - daily message, share, etc.</li> </ul> <p><b>Online (synchronous or asynchronous):</b></p> <ul style="list-style-type: none"> <li>● Word work instruction</li> <li>● Vocabulary instruction</li> <li>● Listen to a portion or text</li> <li>● Directions for text activity</li> <li>● Writing about reading</li> </ul> <p><b>Offline practice opportunities:</b></p> <ul style="list-style-type: none"> <li>● Reinforce word work skills previously</li> </ul>

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<p>mastered</p> <ul style="list-style-type: none"> <li>● Comprehension activity with story</li> <li>● Brief letter, word, or sentence dictation</li> <li>● Opportunities to read decodable books</li> </ul> <p><b>Practice with available online learning supports</b></p>	<p>mastered</p> <ul style="list-style-type: none"> <li>● Comprehension activity with story</li> <li>● Complete activities started with online support</li> <li>● Opportunities to read independently</li> </ul> <p><b>Practice with available online learning supports</b></p>
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## Additional Resources for Distance or Blended Learning

- Consider using the lesson structures and technology tools at the [University of Florida Literacy Institute \(UFLI\) Virtual Teaching Hub](#) in all settings. If your school is meeting with students in person, these tools can be used with a SmartBoard to help students become familiar with them in case a move to remote learning becomes necessary. Lesson templates, sample activity sequences, and a sample lesson are provided for each grade level.
- The [University of Florida Literacy Institute \(UFLI\) Parent Resource Hub](#) provides both activities for students and information for parents on a variety of early literacy topics.
- If technology is not available or students need non-technology activities to practice early literacy skills, utilize the student activities at the [Florida Center for Reading Research](#). Print the step-by-step activities for the family's reference along with any other copies that are needed. Consider working with other teachers in the school to identify one or two activities for skills that will be addressed. If there is an opportunity to work with students in-person, teach them the routine of some common activities.
- Use the videos and routines from [Heart Word Magic](#) to practice irregularly spelled or high-frequency words.
- Partner with families. Provide strategies for reinforcing skills and supporting learning at home. Clearly communicate plans so they will know what to expect. [This infographic from the National Center on Improving Literacy](#) can be used to help families know where to start.
- This brief provides [helpful tips](#) for teachers as they prepare for distance learning.
- Use these suggestions from the Regional Educational Laboratory: Southeast for [independent practice activities or activities that families and caregivers can use](#) to support their student's reading skills.

## Universal Screening Assessment

### What role will universal screeners play in identifying supports for students?

All K-3 students participate in universal screening through one of the [seven screening assessments](#) approved by the Oklahoma State Board of Education. Screening takes place at the beginning, middle, and end of the year. While the assessment window is set by the school district, it is recommended

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that all students be assessed within a two-week window to collect comparable data. The purpose of the screening assessment is to determine which students might be at risk for reading difficulties.

Data from screeners can also help schools adjust core reading instruction. For example, if the majority of students in 2nd grade demonstrate difficulty with early phonics skills that are normally mastered in 1st-grade, then 2nd-grade teachers know that instruction in phonics will need to address those skills and additional practice in this area will be needed.

**NOTE:** Communicate the purpose of screening assessments to families and caregivers. This [infographic from the National Center on Improving Literacy](#) can help communicate this information.

### Administering Universal Screeners through Distance Learning

- If the screener used by a school can be administered online, students can complete the assessment at home if they have access to a device and the Internet. It is important to communicate to parents the purpose of the screening assessment, why it is not beneficial to help the student during the screening assessment, and why it might be timed.
- Depending on the situation in a given community, schools may schedule times for small groups of students to come to the school to take the screening assessment with a teacher.
- Vendors are providing guidance for their assessments and how they might be administered in a remote setting with valid results. As vendors share that information with OSDE, it will be posted with the technical guidance for that screening instrument on the [RSA Coordinator/Teacher](#) webpage.

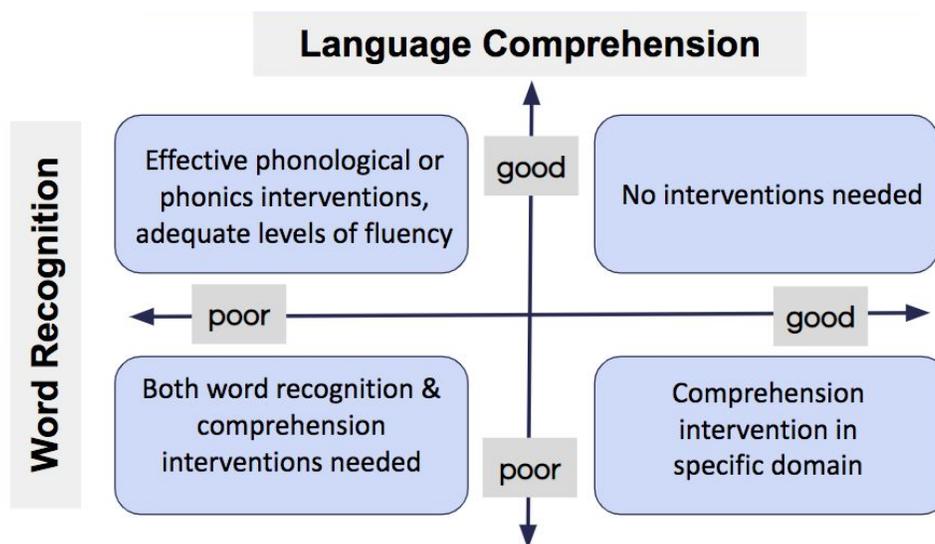
## Classroom Diagnostic Assessment

### How can classroom diagnostic assessments be used to identify intervention supports for students?

The purpose of classroom diagnostic assessments is to identify the specific areas of strength and need for students, especially those who are at-risk for reading difficulties identified through a screening instrument. Diagnostic assessments provide data to assist educators in designing individualized instruction and intensifying intervention for students who do not respond to validated intervention programs.

[This article on the Reading Rockets website](#) provides an overview of ten different classroom diagnostic tools that might be used by teachers to determine areas of strength and weakness for students.

Data from screening and diagnostic is used to determine the instructional needs of a student. In the chart below, the two components from the [Simple View of Reading](#) -- word recognition and language comprehension -- are used to form quadrants to identify the types of reading struggles students may have and the types of interventions they might need.



## Administering Classroom Diagnostic Assessment through Distance Learning

- Depending on the situation in a given community, schools may schedule time for small groups of students to come to the school to take a classroom diagnostic assessment with a teacher.
- Because diagnostic assessments are not timed, students may be able to take the diagnostic assessment virtually with a teacher if it is not possible to meet in person.

## Multi-Tiered Systems of Support

### What is a multi-tiered system of support and how can it support all learners with achieving reading proficiency?

Multi-Tiered Systems of Support (MTSS) is a framework that helps educators provide academic strategies for students with various needs through a proactive approach. MTSS is generally recognized as having three tiers of intensity.

- **Tier 1:** All students receive high-quality, scientifically-based instruction, differentiated to meet their needs, and are screened periodically to identify students who may not be meeting grade-level reading proficiency targets and may need additional support.

- **Tier 2:** Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress.
- **Tier 3:** Students receive individualized, intensive interventions that target a student’s skill deficits for the remediation of existing problems and the prevention of more severe problems.

## **New Tier 1 Recovery Unique to the Fall Semester of the 2020-21 School Year**

As a result of COVID-19 related school closures and distance learning measures implemented in the spring of 2020, there will likely **be an increased number of students who score below the grade-level target on a screening assessment at the beginning of the 2020-21 school year.** According to the Reading Sufficiency Act (RSA), any student who scores below their grade-level target should then have a reading plan which defines the interventions the student will be provided to improve reading skills. For some students, however, a return to guided instruction and focused practice on specific reading skills will enable them to return to on-grade-level learning targets fairly quickly. For these students, the Oklahoma State Department of Education is recommending that schools consider adding a layer of support called, “Tier 1 Recovery”.

**Tier 1 Recovery will only apply to the fall semester of 2020-21.** First-, second-, and third-grade students who score below the 40<sup>th</sup> percentile (grade-level target) but above the 25<sup>th</sup> percentile, and who had not previously been identified with a reading deficiency during the 2019-20 school year, may be good candidates for Tier 1 Recovery. These students should receive targeted instruction, and schools should monitor their progress regularly. **While schools will include these students in the Child Count for the Beginning of Year RSA report, schools may choose not to write a reading intervention plan for these students at this time.**

When schools conduct the middle-of-year screening assessment, students identified as needing Tier 1 recovery support should either move to Tier 1 if they are meeting the grade-level target or be identified as needing Tier 2 instructional support for reading success. At this time, a reading intervention plan would need to be written for students identified as needing Tier 2 supports. This guidance is based on the advice from national leaders in Multi-Tiered Systems of Support. This allows schools to provide instructional support to students who might not have been working on reading skills since distance learning began, but does not allow these students to continue to struggle if they are not catching up to grade-level expectations quickly.

School districts may choose to implement Tier 1 Recovery levels as part of their plan of support for students in the 2020-21 school year, or they may choose to bypass the Tier 1 Recovery level and write reading plans in the fall for any student who does not meet the grade-level target. **Districts may also use discretion about which students would benefit from a Tier 1 Recovery level** (within the

defined parameters) and which students would benefit from being provided a reading intervention plan and Tier 2 supports immediately.

## Tier 2 or Supplemental Instruction

Students identified as needing Tier 2 level instructional supports need supplemental instruction in one or more areas of foundational literacy. They are likely a few months behind their peers in these areas. These students may need some modifications or accommodations to access grade-level content. Students receiving Tier 2 intervention may also be receiving instructional support through special education, English learners, and/or Title 1.

Students who receive Tier 2 instructional supports:

- have had previous difficulties with reading skills AND score between the 25<sup>th</sup> and 39<sup>th</sup> percentile OR
- students who score between the 10<sup>th</sup> and 25<sup>th</sup> percentile on the screening instrument (applicable for the Fall of 2020 when students above the 25<sup>th</sup> percentile may be considered for Tier 1 Recovery supports).

Students receiving Tier 2 instructional supports require the following actions:

- Administer informal, or classroom, diagnostic assessments as appropriate to identify the strengths and instructional needs of the student.
- Create a reading intervention plan and begin supplemental instruction for the student.
- Receive progress monitor monthly or twice a month, depending on the intensity of supplemental instruction, resources of the school, and timeline of need for data points.

## Tier 3 or Intensive Intervention Support

Students identified as needing Tier 3 require intensive intervention in one or more areas of foundational literacy. They are likely a year or more behind their peers in these areas. These students likely need some modifications or accommodations to access grade-level content and skills. Students receiving Tier 3 intervention may also be receiving instructional support through special education, English learners, and/or Title 1.

Students who receive Tier 3 instructional supports:

- score below the 10<sup>th</sup> percentile on the screening instrument, demonstrating reading deficiencies well below grade-level expectations OR
- have received interventions at the Tier 2 intensity and have not demonstrated success.

Students receiving Tier 3 instructional supports require the following actions:

- Administer informal, or classroom, diagnostic assessments as appropriate to identify the strengths and instructional needs of the student.

- Create a reading intervention plan and begin intensive intervention for the student. Collaborate with support instructors as appropriate. For example, if the student receives services under the Individuals with Disabilities Education Act (IDEA) then the special education teacher should be included in creating an appropriate plan that aligns with the student’s Individualized Education Program (IEP).
- Progress monitor weekly or every other week, depending on the intensity of supplemental instruction, resources of the school, and timeline of need for data points.

## Interventions

### How can interventions be used to support students with reading difficulties?

It is important to note that intervention is not “homework help” or assistance with classroom assignments. A student who receives intervention has demonstrated learning gaps in one or more areas of foundational literacy. Unless those areas are addressed through direct instruction, the gap between the student’s achievement and grade-level instruction will continue to increase. Students receiving intervention will likely require modifications and accommodations to classroom assignments (e.g., reduced workload, scaffolds to access material) to be successful and have time for the necessary learning that takes place during intervention.

Interventions must fit the needs of the student. Those needs are determined by data from screening and diagnostic assessments. In a healthy system, most students (about 80%) should be able to demonstrate successful learning progress with core instruction, which means only about 20% of students should receive intervention support. If the number of students receiving intervention support is higher than 20%, then the school should evaluate the quality of implementation of the core instructional program. Intervention is expensive in terms of cost, time, and resources, so the core instruction provided to students must be effective for as many students as possible.

**NOTE:** The National Center for Education Evaluation and Regional Assistance provides this [rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5](#).

### How can a school or teacher implement Tier 2 intervention or supplemental instruction?

When determining how to schedule a Tier 2 intervention, consider the following factors for intensity. These factors can be adjusted to increase or decrease the intensity of an intervention. The greater the need for a student, the more intense the intervention should be.

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- Group size: 5-8 students recommended
- Frequency: 3-5 times a week recommended
- Duration: 15-30 minutes per session recommended

The interventionists may include the classroom teacher, an interventionist (push-in or pull-out), or other specialist support personnel, such as a special education teacher, English learner facilitator, or Speech-Language Pathologist.

### **Students should not continue to receive Tier 2 interventions for an extended period of time.**

Research has shown that the effectiveness of Tier 2 instructional supports drops off sharply after 20 weeks. If a student is not responding to Tier 2 interventions, then a school team should carefully consider why the interventions used have not been effective, if additional assessment or supports are needed (e.g., Tier 3), or if other considerations affecting progress (e.g., chronic absenteeism) should be addressed.

### How can a school or teacher implement Tier 3 intensive intervention?

When determining how to schedule a Tier 3 intervention, consider the following factors for intensity. These factors can be adjusted to increase or decrease the intensity of an intervention. The greater the need for a student, the more intense the intervention should be. Consider the appropriate intensity of the intervention:

- Group size: 1-3 students recommended
- Frequency: daily required
- Duration: 45-60 minutes strongly recommended

Intervention services will likely take place outside of the classroom with a specialist such as a Reading Specialist, Title 1 teacher, special education teacher, English learner facilitator, or Speech-Language Pathologist. If a student has an Individualized Education Program (IEP) for special education services, the intervention should align with the IEP goals.

## Providing Intervention Services through Distance Learning

If a school moves to blended or distance learning, appropriate supplemental and intervention supports should still be provided to those students identified as needing such services. Here are a few considerations for accomplishing this through blended or distance learning models:

- **As much as possible**, intervention time should be provided with a teacher through synchronous virtual instruction to allow for immediate corrective feedback.
- **If this is not possible**, consider using computerized intervention programs designed for targeted intervention, asynchronous instruction from the teacher, or well-defined routines that families and caregivers can assist students in completing.
- **If those options are not possible**, then independent practice with skills that the student can

complete with accuracy would ensure, at minimum, that a student does not lose ground and will be able to pick up with new skills once a teacher can meet with the student again.

- **If multiple teachers are working with a student** (e.g., classroom teacher and special education teacher), be sure to coordinate efforts to ensure systemic learning and coherence that might support students and caregivers in feeling overwhelmed.

## Individualized Program of Reading Instruction (IPRI)

### How can an Individualized Program of Reading Instruction (IPRI) support students receiving Tier 2 or Tier 3 instructional supports and interventions?

Students who do not meet grade-level targets on an approved screening instrument must have an [Individualized Program of Reading Instruction](#) (IPRI, also known as an Academic Progress Plan or APP) and receive Tier 2: Supplemental Instruction or Tier 3: Intensive Intervention to meet their learning needs. The IPRI is created once a student has been identified as having reading difficulty and is generally written by the classroom teacher. While a reading specialist or interventionist can be responsible for writing the IPRI, it is important to keep the classroom teacher involved since students spend the majority of instructional time in the general education classroom.

Districts may choose to delay writing an IPRI for kindergarten students until the mid-year universal screening. Districts must still screen kindergarten students at the beginning of the year, as well as report the number of students who do not meet the beginning-of-year grade-level target.

**Districts may also choose to delay writing an IPRI for first- through third-grade students who meet the qualifications for Tier 1 Recovery.** This exception **only** applies to the **fall semester** of the **2020-21** school year.

### Distance Learning Considerations for Individualized Programs of Reading Instruction (IPRI)

When creating an IPRI for remote learning, working with the families and caregivers is critical. Address potential barriers to learning at home, such as:

- **Readiness:** Does the student have a place to work?
- **Motivation:** Is there anything that can be adjusted to make the student more motivated, such as adjusting the time for intervention?
- **Accessibility:** Does the student have the necessary supplies or technology?

**NOTE:** Be clear about how much time an activity or intervention should take, then work with families and caregivers to understand if the expected time is accurate when enacted with students through distance learning (e.g., something that the teacher thought would take 15 minutes takes 45 minutes). Make adjustments as needed. This might include a change to the activity itself or supporting families and caregivers to adjust what they are doing (e.g., stop after a certain amount of time to avoid frustration).

## Progress Monitoring

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Progress monitoring can be implemented with individual students or an entire class. Progress monitoring assessments answer the question “**How is the student responding to instruction?**”

The progress of any student receiving supplemental supports or intensive intervention should be monitored regularly so that adjustments to the intervention plan can be made as needed. How frequently a student should be monitored depends on the intensity of the intervention. The more intense an intervention is, the more frequently monitoring should take place.

### How frequently should progress monitoring be conducted with students receiving Tier 2 supplemental instruction or Tier 3 intensive intervention?

- **Tier 2, Supplemental Instruction:** Progress monitoring is recommended monthly or two times per month.
- **Tier 3, Intensive Intervention:** Progress monitoring is recommended weekly or every other week.

## Distance Learning Considerations for Progress Monitoring

- If the progress monitoring assessment used by a school can be administered online, students can complete the assessment at home.
  - It is important to communicate to parents the purpose of the assessment, why it is not beneficial to help the student during the assessment, and why it might be timed.
- Depending on the situation in a community, schools may schedule time for small groups of students to come to the school to take the progress monitoring assessment with a teacher.
- If the universal screening assessment used by your district is also used for progress monitoring, the vendors of those tools are providing guidance for their assessments and how they might be used in a remote situation with valid results.

- As vendors share that information with OSDE, it will be posted with the technical guidance for that screening instrument on the [RSA Coordinator/Teacher](#) webpage.

## Administrative Reports

Districts complete four administrative reports for the Reading Sufficiency Act. Unless new guidance is issued, those reports will take place this year. For more information about each report and their due dates, see the table below.

Report	Due Date	Located
Annual District Reading Plan <a href="#">Video tutorial</a>	August 30	Single Sign On: Annual District Reading Plan application
Beginning of Year Report	October 1	Single Sign On: RSA Survey application
Third Grade Promotion / Retention Report	October 31	Wave
End of Year Report	May 31	Single Sign On: RSA Survey application

**RSA Legislation:** These documents can also be found on the [RSA Legislation](#) webpage.

- RSA Programs of Reading Instruction [70 O.S. § 1210.508C](#)
- [Administrative Rules for Reading Sufficiency](#)

## Ongoing Support for Instruction

OSDE will continue to provide ongoing support for instruction during the 2020-2021 academic year. Continue to check the [OSDE RSA Website](#) to see upcoming professional learning opportunities, office hours, and additional instructional resources.

### Professional Learning Opportunities

- [Tech Tuesday Recordings](#)- Learn about different education technology tools for instruction.
- OKEngage in the Cloud: Supporting Effective Early Reading Instruction through the Reading Sufficiency Act and the Science of Reading [recording](#) and [slide deck](#)
- All OKEngage in the Cloud Content Recordings [www.engage.ok.gov/in-the-cloud/](http://www.engage.ok.gov/in-the-cloud/)

*Please note that the guidance and resources provided in this document are not meant to be a directive or limitation, but rather a tool to support teachers and schools as they develop plans for the 2020-21 school year that are responsive to their local context and student needs.*

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- Refer to print, video, and podcast resources listed on the Knowledge Base of [The Reading League](#) webpage for additional learning resources.

## OSDE Hosted Virtual Meetings

Join OSDE staff and teachers around the state for monthly professional learning opportunities.

### Reading Sufficiency Virtual Meetings

- First meeting will occur on Tuesday, August 18th, at 2:00 p.m.
- Every 2nd Tuesday of each month, 2:00 - 3:00 p.m.
- Zoom information will be communicated through the OKRSA Newsletter. Subscribe [here!](#)
- These meetings are also appropriate for RSA coordinators and school administrators.

### Grades 1-2 Virtual Meetings

- First meeting will occur on Tuesday, August 25th, at 4:30 p.m.
- Every 4th Tuesday of each month, 4:30-5:30 p.m.

### Grades 3-5 Virtual Meetings

- First meeting will occur on August 18th, at 4:30 p.m.
- Every 3rd Tuesday of each month, 4:30-5:30 p.m.

Zoom information for Grades 1-2 and 3-5 will be communicated through the ELAOK Elementary, OKMath Elementary, Science, and Social Studies Newsletters. Subscribe [here!](#)

## Social Media Connections

Facebook	Twitter
<ul style="list-style-type: none"> <li>• All Grade Levels: <a href="#">#ELAOK</a></li> <li>• Elementary ELA: <a href="#">#ELAOK Elementary</a></li> <li>• Early Childhood: <a href="#">#OKEarlyEd</a></li> <li>• Special Education: <a href="#">#OKSpEd</a></li> <li>• <a href="#">OSDE Special Education Services</a></li> </ul>	<ul style="list-style-type: none"> <li>• Use and search <a href="#">#ELAOK</a> to highlight and find ELA resources for Oklahoma Educators.</li> <li>• Use and search <a href="#">#ELAChat</a> or <a href="#">#ScienceOfReading</a> to highlight and find early reading resources</li> <li>• <a href="#">@TRL_OK</a> - The Reading League Oklahoma Account</li> <li>• <a href="#">@oksde</a> - OSDE Twitter Account</li> </ul>

State-Level Early Literacy Organizations	National-Level Early Literacy Organizations
<ul style="list-style-type: none"> <li>• <a href="#">The Reading League Oklahoma</a></li> <li>• ELA Coordinator Consortium</li> <li>• <a href="#">Oklahoma Tiered Intervention Systems of Support (OTISS)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Reading League</a></li> <li>• <a href="#">National Center on Improving Literacy</a></li> <li>• <a href="#">National Center on Intensive Intervention</a></li> <li>• <a href="#">RTI Action Network</a></li> <li>• <a href="#">Center on Response to Intervention</a></li> </ul>

## Contact Information

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