

Oklahoma State Department of Education
Office of Reading and Literacy

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 K-3 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 (excluding exemptions 3 and 4)



OAC 210:15-27-1

OAC 210:15-27-2

OAC 210:15-27-3

Mandated for ALL RSA K-3 students as identified by one of the 13 Oklahoma State Board of Education approved RSA formative assessments

Recommended to use for ALL K-3 students

OAC 210-15-27

Research indicates that if students are given enough time and the correct interventions with fidelity that 95% of students will read on grade level.

Chart 1: RtI Model for ALL K-3 Students		
<i>Most students begin in Tier 1, then if necessary; proceed through Tiers 2 and 3.</i>		
TIER I	TIER II (In Addition to Tier I)	TIER III (In Addition to Tier I)
90 Minute Reading Block	Minimum of at least an additional 30-45 Minutes	Minimum of at least an additional 45-60 Minutes
<ul style="list-style-type: none"> • Mandated for students identified as having a reading deficiency according to one of the Oklahoma State Board of Education RSA formative assessments • and Grade level instruction for K-3 students with ongoing progress monitoring data • <u>Recommended for students identified in the proficient range based on RSA Screening Assessment data.</u> 	<ul style="list-style-type: none"> • Students identified in the strategic or 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 explicit instruction than previously received in Tier II.

Chart 2: RtI Model for Retained Third Grade Students

Most students begin in Tier 1, then if necessary; proceed through Tiers 2 and 3.

TIER I	TIER II (In Addition to Tier I)	TIER III (In Addition to Tier I)
A mandatory minimum of 90 Minutes Daily Reading Instruction (As Required by Senate Bill 346, Section M-2)	Mandatory minimum of at least an additional 30 to 45 Minutes	Mandatory Minimum of at least an additional 45 to 60 Minutes
<ul style="list-style-type: none"> • Any third-grade student who: <ul style="list-style-type: none"> ◊ Scored unsatisfactory on the OCCT and did not meet the criteria for a good-cause exemption. <p>and</p> <ul style="list-style-type: none"> • Student identified in the proficient range based on one of the Oklahoma State Board of Education Formative Assessments • Frequent ongoing progress monitoring. 	<ul style="list-style-type: none"> • Any third-grade student who: <ul style="list-style-type: none"> ◊ Scored unsatisfactory on the OCCT and did not meet the criteria for a good-cause exemption. <p>and</p> <ul style="list-style-type: none"> • Student identified in the strategic or intensive range based on RSA Formative Assessment data in order to accelerate instruction to achieve grade-level proficiency. • Student who demonstrate deficiency based on Tier I instruction or frequent ongoing progress monitoring 	<ul style="list-style-type: none"> • Any third-grade student who: <ul style="list-style-type: none"> ◊ Scored unsatisfactory on the OCCT and did not meet the criteria for a good-cause exemption. <p>and</p> <ul style="list-style-type: none"> • Student who demonstrates deficiency based on Tier II instruction or more frequent ongoing progress monitoring data require more intensive, systematic and explicit instruction than previously received in Tier II.

OAC 210-15-27 Research indicates that if students are given enough time and the correct interventions with fidelity that 95% of students will read on grade level.

Chart 3: RtI Model for Students Promoted with Good-Cause Exemptions (excluding exemptions 3 and 4)

Most students begin in Tier 1, then if necessary; proceed through Tiers 2 and 3.

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 Daily Reading Instruction <i>(As Required by Senate Bill 346, Section M-2)</i>	Mandatory minimum of at least an additional 30 to 45 Minutes	Mandatory minimum of at least an 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)

Students begin in Tier 1, then if necessary; proceed through Tiers 2 and 3

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.

**READ INITIATIVE
iRead**

**TIER 1 Intervention
REQUIREMENTS AND RECOMMENDATIONS**

Instructional Setting	General education classrooms where grade-level instruction is provided for all students.
Instructional Time	Mandatory minimum 90-minute reading block.
Materials	<p>Comprehensive Core Reading Program</p> <p>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> <p>Diagnostic: If deemed appropriate, a diagnostic shall be provided</p>
Academic Progress Plan	All students in grades K-3 reading below grade level, based on one of the 13 Oklahoma State Board of Education approved reading Formative assessments, or who have been retained or placed in a transitional grade must have an APP.
Portfolio	It is required that any student retained in third grade must have an ongoing portfolio which meets the state portfolio requirement. It is recommended that all students have an ongoing portfolio which meets the state portfolio requirement.

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	Comprehensive Core Reading Program					
			<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. <i>Phonological Awareness is a more encompassing term than phoneme awareness.</i></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)		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				
		15 minutes for each group	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>
		Session 1	1	1	1	1	1	
		Session 2	2	2	2	2	2	
Session 3		3	4	3	4	3		
Differentiated Literacy Centers/ Stations		Independent Student Activities Provide Opportunities for Students to Demonstrate Mastery of Previously Taught Skills During Whole Group						
		<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.

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Tier II
Mandatory minimum of 90 minute reading block plus at least 30-45 minutes intervention
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	At least 30 to 45 minutes outside of the 90-minute reading block of Tier I.
Materials- <i>(These materials are in addition to those used in Tier I)</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: if deemed appropriate shall be provided. The diagnostic may be informal such as a phonological awareness survey, phonics survey, and or a spelling inventory.
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	It is required that any student retained in third grade must have an ongoing portfolio which meets the state portfolio requirement. It is recommended that all students have an ongoing portfolio which 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: 90 minute Reading Block with at least 30-45 minutes for Tier 2 Intervention
 (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: · Blending & Segmenting word parts & sounds in words</p> <p>Phonics & Fluency: · Letter-sound correspondence · Blending words · Choral reading decodable book</p> <p>Vocabulary & Comprehension: · Robust vocabulary instruction · Limited pre-reading strategies · During reading strategies/text questions & discussions · Post reading strategies/text questions & discussions</p>	
	45-60 minutes	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 at least an additional 30-45 minutes intervention	30-45 minutes	Intervention: Group 1 receives additional time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.					<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. 	

INTENSIVE ACCELERATION

Tier III Mandatory minimum 90 minutes plus at least 45-60 minutes REQUIREMENTS AND RECOMMENDATIONS

Instructional Setting	Reduced teacher-student ratio in a small homogeneous group setting of 3 to 5 students
Instructional Time	At least 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: If deemed appropriate shall be provided.
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.
Portfolio	It is required that any student retained in third grade must have an ongoing portfolio which meets the state portfolio requirement. It is recommended that all students have an ongoing portfolio which meets the state portfolio requirement.
Summer Academy 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'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: Mandatory minimum of 90 minutes plus at least 45-60 minutes
(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 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>					
	90-100 minutes	Differentiated Instruction Small Groups (Groups 1-4)	Teacher-Led Differentiated Instruction Found in Comprehensive Core Reading Program Resources					
	20-40 minutes based on group needs	<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	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.
	M	T	W	T	F			
	Session 1 (40 minutes)	<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 (30 minutes)	<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 (20 minutes)	<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				
<i>Group 1 receives more time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.</i>								

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