

**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	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.</p> <p>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)		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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">M</td> <td style="width: 10%; text-align: center;">T</td> <td style="width: 10%; text-align: center;">W</td> <td style="width: 10%; text-align: center;">T</td> <td style="width: 10%; text-align: center;">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%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">1</td> </tr> </table>		1	1	1	1	1		
	1	1	1	1	1					
Session 2	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">2</td> </tr> </table>		2	2	2	2	2			
	2	2	2	2	2					
Session 3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">3</td> </tr> </table>		3	4	3	4	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>							