Oklahoma State Department of Education
Office of Reading and Literacy

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**

Instruction	Possible Range of Time	Class Configuration	Examples of Teacher-Led Instruction
135-150 (Up to 180 Minutes) daily	**30-50 minutes**	**Whole Group**	**Comprehensive Core Reading Program** **Oral Language**: Spoken aspect of language that can be heard, interpreted, and understood. **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. **Phonics**: The relationship between letters and the sounds they represent **Fluency**: The ability to read with accuracy and with appropriate rate, expression and phrasing **Vocabulary:** The knowledge of words, their definition and context **Comprehension:** The understanding of meaning in text.

Differentiated Instruction Small Groups (Groups 1-4) — 90-100 minutes

Teacher-Led Differentiated Instruction Found in Comprehensive Core Reading Program Resources

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

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.

Group 1 receives more time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.

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**