



## At-A-Glance Reading Instructional Model

### TIER I

<b>When</b>	<b>90 Minute Uninterrupted Reading Block (Daily K-3) 90 Minute Reading Block (Daily 4-6)</b>	
<b>Who Receives Instruction</b>	ALL K-6 students (above level, proficient, strategic, and intensive)	
<b>Who Provides Instruction</b>	The primary reading teacher provides this core instruction for all students. Reading specialists or other support may "push in" and provide services during the differentiation portion the 90 minute block.	
<b>What Type of Instruction</b>	Explicit, systematic, grade-level instruction, adhering to the fidelity of the Core Reading program	
<b>What Format for Instruction</b>	Whole-group instruction, small group differentiation, literacy centers/literacy task time	
<b>What Assessments/ Progress Monitoring</b>	Data determines the placement of students within this model. All students are assessed with the easyCBM Benchmark (BOY, MOY, EOY).	K-4 students identified in the Above Level / On Level range are progress monitored monthly.

### TIER II

<b>When</b>	<b>Minimum of an Additional 30-45 Minutes (In Addition to Tier I)</b>	
<b>Who Receives Instruction</b>	K-6 students identified in the strategic and intensive range by easyCBM benchmark testing (BOY or MOY)	
<b>Who Provides Instruction</b>	This intervention is provided by a professional* who is trained in reading intervention and/or the specific intervention program being used.	
<b>What Type of Instruction</b>	Explicit, targeted, skills-based instruction using research proven methods in order to accelerate progress	
<b>What Format for Instruction</b>	Small groups (5-7 students) which target specific skills identified as weaknesses	
<b>What Assessments/ Progress Monitoring</b>	K-4 students identified in the strategic range are progress monitored every two weeks. Use progress-monitoring data to adjust instruction. Include a record of the intervention and progress-monitoring data in the Academic Progress "green" Folder.	

### TIER III

<b>When</b>	<b>Minimum of an Additional 30 Minutes (In Addition to Tier I and Tier II)</b>	
<b>Who Receives Instruction</b>	K-6 students identified in the intensive range by easyCBM benchmark testing (BOY or MOY)	
<b>Who Provides Instruction</b>	This intervention is provided by a professional* who is trained in reading intervention and/or the specific intervention program being used.	
<b>What Type of Instruction</b>	Intensive, skills-based instruction in order to accelerate progress Tier III requires more systematic skill focus than previously received in Tier II	
<b>What Format for Instruction</b>	Small groups (2-4 students) which target specific skills identified as weaknesses	
<b>What Assessments/ Progress Monitoring</b>	K-4 students identified in the intensive range are progress monitored every week. In addition, these students are given a quarterly diagnostic measure to identify the specific areas of instructional need. Teachers and interventionists use both diagnostic and progress-monitoring information to adjust instruction. Include a record of the intervention and progress-monitoring data in the Academic Progress "green" Folder	

\* Assessment data is used to determine the most beneficial services for students in Tier II and III.

Tier II and III can include can include literacy services provided by specialists

(ELL, Title I, Special Education, Speech) in cooperation with services provided by the classroom teacher.

**When planning instruction, teachers should utilize the OKCPS Instructional Reading Block Templates found at:**

<http://www.okcps.org/Departments/Academics/CurriculumDevelopment/PacingGuides>.