

Example: 90 minute Reading Block with Additional Time for Immediate Intensive Intervention (iii)								
Instruction	Possible Time	Class Configuration					Examples of Teacher-Led Instruction	
90 minutes daily	30-45 minutes	Whole Group					Implement Comprehensive Core Reading Program (CCRP)	
							<b>Phonemic Awareness:</b> <ul style="list-style-type: none"> <li>Blending &amp; Segmenting word parts &amp; sounds in words</li> </ul> <b>Phonics &amp; Fluency:</b> <ul style="list-style-type: none"> <li>Letter-sound correspondence</li> <li>Blending words</li> <li>Choral reading decodable book</li> </ul> <b>Vocabulary &amp; Comprehension:</b> <ul style="list-style-type: none"> <li>Robust vocabulary instruction</li> <li>Pre-reading strategies</li> <li>During reading strategies</li> <li>Post reading strategies</li> </ul>	
	45-60 minutes	Differentiated Instruction- Small Groups (Group 1 - 4**)					Implement CCRP resources and supplemental materials/programs	
		*15 minutes for each group	M	T	W	Th	F	<b>Group 1:</b> segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week.
		Session 1 (15 min)	1	1	1	1	1	<b>Group 2:</b> word building with letters & pocket chart, read decodable book including words built. Culminating with fluent reading of decodable text without teacher support.
Session 2 (15 min)		2	2	2	2	2	<b>Group 3:</b> read decodable book practicing blending words introduced in whole group, and fluent reading. Culminating with shared reading related to theme on the students' instructional level focusing on blending words, vocabulary, and use of comprehension strategies modeled in whole group.	
Session 3 (15 min)	3	4	3	4	3	<b>Group 4:</b> shared reading related to theme with a book on the students' instructional level focusing on vocabulary and use of comprehension strategies modeled in whole group.		
20 minutes	<b>Immediate Intensive Intervention (iii):</b> Group 1 receives additional time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.					Supplemental and/or intensive intervention materials/programs		
						-Apply blending words previously taught in complete sentences that include known high frequency words. -Apply blending strategies using decodable text gradually releasing teacher support.		

\* This sample class has four small flexible groups that are formed based upon broad screen/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 receiving small group instruction 3 days per week, and group 4 receiving small group instruction 2 days per week. 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.

\*\* Small group size can vary, but the immediate intensive intervention group should be no larger than 3-5 students.