

Example: 90 minute Reading Block with Extended Time for Immediate Intensive Intervention (120 minutes total)										
Instruction	Possible Range of Time	Class Configuration					Examples of Teacher-Led Instruction			
120 minutes daily	30-45 minutes	Whole Group					Implement Comprehensive Core Reading Program (CCRP)			
							Phonemic Awareness: <ul style="list-style-type: none">Blending & Segmenting word parts & sounds in words Phonics & Fluency: <ul style="list-style-type: none">Letter-sound correspondenceBlending wordsChoral reading decodable book Vocabulary & Comprehension: <ul style="list-style-type: none">Robust vocabulary instructionPre-reading strategiesDuring reading strategiesPost-reading strategies			
	75-90 minutes	Differentiated Instruction- Small Groups (Groups 1 - 4**)					Implement CCRP resources and supplemental and/or intervention materials/programs			
		*20-35 minutes based on group needs	M	T	W	Th	F	Group 1: segment sounds with Elkonin boxes gradually adding letters representing those sounds throughout the week. Apply blending words in complete sentences that include known high frequency words. Culminating with applying blending strategies using decodable text gradually releasing teacher support.		
		Session 1 (35 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.		
		Session 2 (20 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 related to theme on the students' instructional level focusing on blending words, vocabulary, and use of comprehension strategies modeled in whole group.		
		Session 3 (20 min)	3	4	3	4	3	Group 4: 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		
		Group 1 receives more time, smaller group size, and very explicit instruction to meet their intensive intervention needs on a daily basis.								

* 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.