



ARIZONA DEPARTMENT OF  
**EDUCATION**

## **K-3 Recommended Minutes of ELA Instruction**

### **Research**

The National Reading Panel Report research shows that all students need at least **90 minutes** of reading instruction each day to become strong readers. Additionally, the research shows that this instruction must be systematic, explicit, scaffolded, and differentiated.

### **Literacy Across Content Areas**

A reminder that core reading instruction can include cross content learning such as science and social studies. Crosswalks can be found on the K-12 ELA Standards website as well as on PAASPort to show the connections between ELA and other content area standards.

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<b>Core Reading Instruction</b>	<p>Teachers should be teaching reading to all students using the core reading program (evidence-based curriculum).</p> <ul style="list-style-type: none"><li>• 90-minute reading block that includes 30-40 minutes of this time for differentiation.</li><li>• Use of vetted core reading program that meets top 3 Tiers of ESSA Evidence.</li><li>• Differentiated instruction should focus on the need of students using the core reading program or supplemental reading program.</li><li>• Differentiated instruction occurs on grade level with special attention to the needs of each student driven by assessment data.</li></ul>
<b>Essential Components of Reading</b>	<ul style="list-style-type: none"><li>• Phonological awareness, including phonemic awareness</li><li>• Phonics encoding and decoding</li><li>• Vocabulary development</li><li>• Reading fluency as demonstrated by automatic reading of text</li><li>• Reading comprehension of written text</li><li>• Written and oral expression, including spelling and handwriting</li></ul>
<b>Total Time</b>	<i>90 minutes daily</i>

# Reading Interventions

In addition to the 90-plus minutes, the classroom teacher, special education teacher, or reading resource teacher should provide immediate intensive intervention to children in need (as determined by a diagnostic assessment).

## Tier 2: Small Group Targeted Support

<b>Tier 2 Reading Intervention</b>	<p>When a student fails to meet benchmark criteria on a universal screening test, additional instruction is required.</p> <ul style="list-style-type: none"><li>• 3-8 students in a small group setting.</li><li>• Intervention at this level is highly focused, tailored to the assessed needs of each student, and uses an <b>evidence-based program</b> that is different from the core program used in the general classroom.</li><li>• Use of vetted Intervention Curriculum that meets the top 3 Tiers of ESSA Evidence.</li><li>• Results from progress monitoring tools drive the decisions to continue in Tier 2, adjust instruction, or to increase the level of support by moving to Tier 3 instruction.</li><li>• Progress monitoring occurs frequently, <b>often twice per month</b>.</li></ul>
<b>Essential Components of Reading</b>	<ul style="list-style-type: none"><li>• Diagnostic tests are given to pinpoint specific skills that need extra support.</li><li>• The teacher assesses the students' growth on taught skills to keep an eye on their progress.</li></ul>
<b>Total Time</b>	<i>Research recommends Tier 2 reading interventions occur at least 3 times per week for 30 minutes per session.</i>

## Tier 3: Intensive Individualized Intervention

Students who make minimal progress in Tier 2 instruction need additional intensive support to learn to read. Tier 3 intervention provides a high level of intensity, time, and support for children who fail to respond to Tier 1 and 2 instruction.

\*Students who receive Tier 3 Intensive Intervention are not always Special Education students.

### Tier 3 Reading Intervention

- 1-3 students in a small group (or individualized) setting.
- Intervention at this level is highly focused, tailored to the assessed needs of each student, and typically uses an **evidence-based program** that is different from the core program used in the general classroom.
- Use of vetted Intervention Curriculum that meets the top 3 Tiers of ESSA Evidence.
- Intervention at Tier 3 is usually delivered by a reading specialist or special educator, i.e., someone who has extensive knowledge and expertise in teaching reading.
- This intensive intervention is usually given for a **6–8-week period of time**, before analysis of data determines whether enough progress has been made to move student(s) back to Tier 2 Interventions or continue Tier 3 Interventions or possibly seek further evaluation (child study team makes this decision).
- The need for frequent and regular progress monitoring increases during this tier, **often weekly**.

### Essential Components of Reading

- Diagnostic tests are given to pinpoint specific skills that need extra support.
- The teacher assesses the students' growth on taught skills to keep an eye on their progress.

### Total Time

*Research recommends Tier 3 reading interventions occur at least 5 times per week for 30-45 minutes per session for a 6–8-week period of time. Data analysis should occur after this time to determine whether to continue Tier 3 reading interventions or whether to move student back to Tier 2 reading interventions.*

## A Note About Student Subgroups & MOWR

### Special Education

- The curriculum utilized in special education classrooms/ instruction must follow the MOWR requirements for evidence-based instruction, including meeting the Top 3 Tiers of Evidence for ESSA.
- Special education students may be given accommodations based on their disability indicated in their IEP.

### ELs

- If ELA is an identified class/content for Integrated Instruction for ELs (Principle 2 of LDA): the ELA standards are determining the instruction and the Performance Indicators (PIs) of the English Language Proficiency Standards (ELPS) are to be used to support the language of the ELA instruction.
- Targeted English Language Development (ELD) is not considered a Tier 2 or Tier 3 reading intervention. Targeted ELD is Tier 1 language instruction for ELs.

### Total Time

*Special Education: When planning instructional time, students with disabilities must have the same access to instruction as their typical peers. The instructional accommodations and modifications to access the Arizona State Standards are determined in students' IEPs. The service minutes provided on an IEP outline the time needed to provide specially designed instruction to support students' individual needs due to their disability. These minutes do not replace access to core instructional time or time required for intervention.*

*ELs: When planning instructional time, reading minutes as well as language development minutes must be provided to students. Instructional minutes for reading and language development do not overlap, except if the identified content area for integrated language development is ELA and the language instruction occurs during the core reading block.*



# ENGLISH LANGUAGE ARTS

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