

TIERED RESOURCE
GUIDE
ELEMENTARY ELA

2025 -2026

All Students →

Tier 1

Who:
Whole Class

What:
→ EL Education Modules & Skills Block/All Block

When:
Core ELA Time

Assessments:
Module Assessments, NWEA

How:
Read alouds, choral reading, echo reading, repeated reading, explicit instruction, vocabulary instruction, writing about reading, interleaved and spaced practice, deliberate practice

Teacher Led →

Tier 2

Who:
Small Targeted Group

What:
→ UFLI Lessons: phonics/phonemic awareness
→ LLI Comprehension
→ How to Plan Differentiated Reading Instruction by Walpole & McKenna: Phonics
→ K-2 Skills Block Activities

When:
Intervention/Power Hour/Centers

Assessments:
Informal Decoding Inventory, NWEA, DRA, ESGi (K-2)

How:
Choral reading, echo reading, explicit instruction, interleaved and spaced practice, deliberate practice, skill based small groups

Academic Interventionist Led →

Tier 2

Who:
Small Targeted Group

What:
→ UFLI Activities: roll & read, blending, segmenting
→ Florida Center for Reading Research Activities
→ How to Plan Differentiated Reading Instruction by Walpole & McKenna: Phonics

When:
Intervention/Power Hour/Centers

Assessments:
Informal, Exit Tickets

How:
Choral reading, echo reading, explicit instruction, interleaved and spaced practice, deliberate practice, skill based small groups

Independent/Centers

Who:
Small Group or Independent

What:
→ UFLI Activities: roll & read, blending, segmenting
→ Florida Center for Reading Research Activities
→ Word Work: based on skills taught during intervention groups OR during core instruction
→ Work on Writing: reinforce skills taught in core lessons
→ Partner/Buddy Reading: foster the love of reading
→ Listen to Reading: language vocabulary building (EPIC, etc.)
→ IXL: assigned based on NWEA scores OR to reinforce core lessons
→ K-2 Skills Block Activities

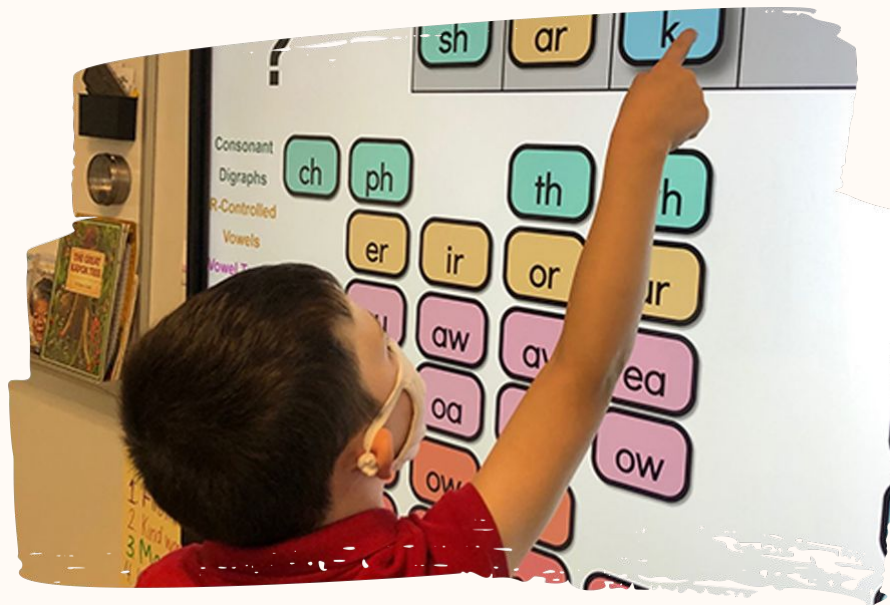
When:
Intervention/Power Hour/Centers

Assessments:
Informal, Exit Tickets

Interleaved means mixed together in an alternating or blended way rather than kept separate.







WHAT DOES TIER 2 LOOK LIKE?

UFLI is a our tier 2 intervention that is multimodal and encourages students to engage with learning through multiple instructional approaches



Roll and Read

Lesson 61: _ge /j/ & _ce /s/ review

					
brace	strange	huge	dance	place	change
age	since	space	mice	range	face
spice	sage	pace	cage	ice	lice
wage	grace	chance	place	hence	plunge
ace	page	since	rice	nice	slice
twice	spice	race	rage	pace	glance



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Lesson 12: o /ô/



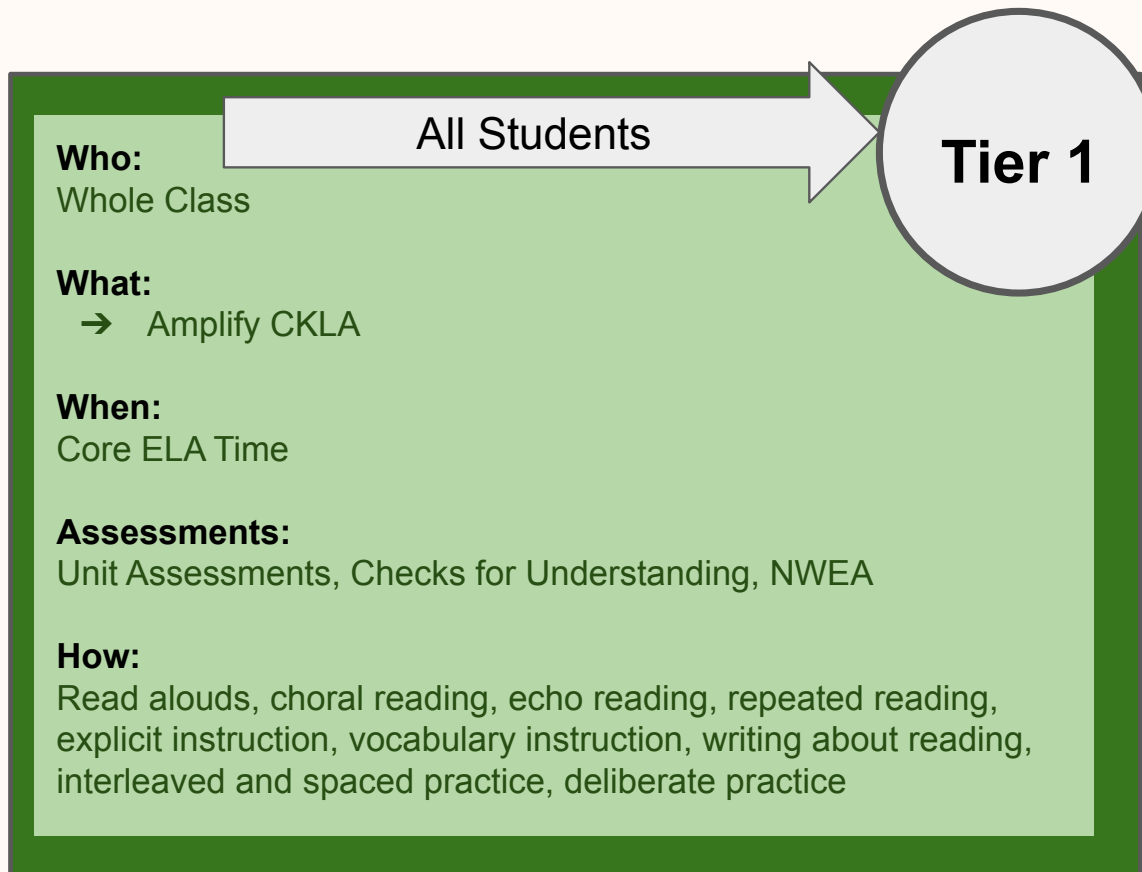
Tom and the Fan

Illustrate the story here:

Tom is a man. Tom is not a fan.
A fan is not a man.
Tom is on the mat.
The fan is on the mat.
Tom and the fan fit on the mat.

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WHAT WILL THIS LOOK LIKE WITH CKLA?



GREATER OPPORTUNITIES FOR 3-5 FOUNDATIONAL SKILLS INTERVENTION (CKLA)

Foundational skills support

Some students are still developing decoding and fluency skills in Grade 3—and without support, gaps can grow wider. Grades 3–5 Skills instruction provides daily, explicit instruction grounded in the Science of Reading, building confidence and steady growth toward grade-level reading.

Grades 3–5 Skills lessons target:

- Phonological awareness.
- Phonics and word recognition.
- Morphology.
- Reading comprehension.
- Encoding (spelling).

LESSON AT A GLANCE		
	Time	Materials
PART 1 (15 min.)		
Warm-Up		
Review Short and Long Vowel Sounds	3 min.	
Phonics—Decoding		
Review Short and Long Vowel Sounds	3 min.	
Review Syllables	3 min.	Activity Page 1.1
Morphology		
Root Words and Inflectional Endings with Verbs: -s and -es	6 min.	Activity Page 1.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
PART 2 (15 min.)		
Reading		
Read "Pal's Bike" with Accuracy	10 min.	Activity Page 1.3
Phonics—Encoding		
Unit 1 Dictation Pretest	5 min.	Activity Page 1.4

POWER HOUR

Overview

The Intentionally Focused Instructional Process with KUDOStm (IFIP)-Power Hour is a

K–8 framework created to close opportunity and expectation gaps by focusing on intentional instructional alignment, priority standards, pre/post data cycles, and teacher-led Power Hour groupings. Developed by Michelle Karp under The GBU: Education Unpacked brand, IFIP provides a structured approach to:

- Deconstructing standards using the KUDOS model (Know, Understand, Do Outcome Statements)
- Aligning instruction, assessment, and rigor through the SIA Grid (Standards-Instruction-Assessment)
- Implementing Power Hour, a dedicated intervention/enrichment block using real-time student data
- Building teacher collaboration through consistent data dives

3RD GRADE POWER HOUR WEEKLY ELA AND MATH STANDARDS CALENDAR
WEEKS APRIL 7, 2026 TO MAY 22, 2026

EXAMPLE

Week	Dates	Subject	Standards (Explicit)	Focus	Learning Farm Topics
21	Apr 6–10	ELA	RL.3.1, RL.3.2	<u>Evidence + central message</u>	<ul style="list-style-type: none"> • Asking and Answering Questions • Messages, Lessons, and Morals • Characters • Sequence of Events
22	Apr 13–17	Math	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.8 + 3.NBT.2	<u>Operations + multi-step reasoning + computation</u>	<ul style="list-style-type: none"> • Represent One-Step Problems • One-Step Problems • Solve Equations • Addition • Subtraction • Multiplication/Division
23	Apr 20–24	ELA	RI.3.1, RI.3.2, RI.3.3	Informational text	



LEARNING FARM

Learning Farm is an easy to use classroom resource that covers all of the Michigan K-12 Standards in an engaging format. Students receive computer adaptive practice and instruction for all standards while the program collects valuable diagnostic data and makes it available to teachers in easy to read reports. Each standard is thoroughly covered with an interactive lesson and instructional practice items in varied formats that are supported by immediate feedback and additional instruction.

Learning Farm is an ideal classroom or school-wide resource that supports the transition to the Michigan K-12 Standards and the M-STEP. The program includes Math and English language arts (ELA) in grades K through 8.






POWER HOUR

Winter Rouse 3/4/5 Power Hour & Data 25/26

WINTER ROUSE 3/4/5 POWER HOUR & DATA
25/26





ELA TIERED RESOURCES POWER HOUR

Any questions or thoughts?

Thanks for listening!