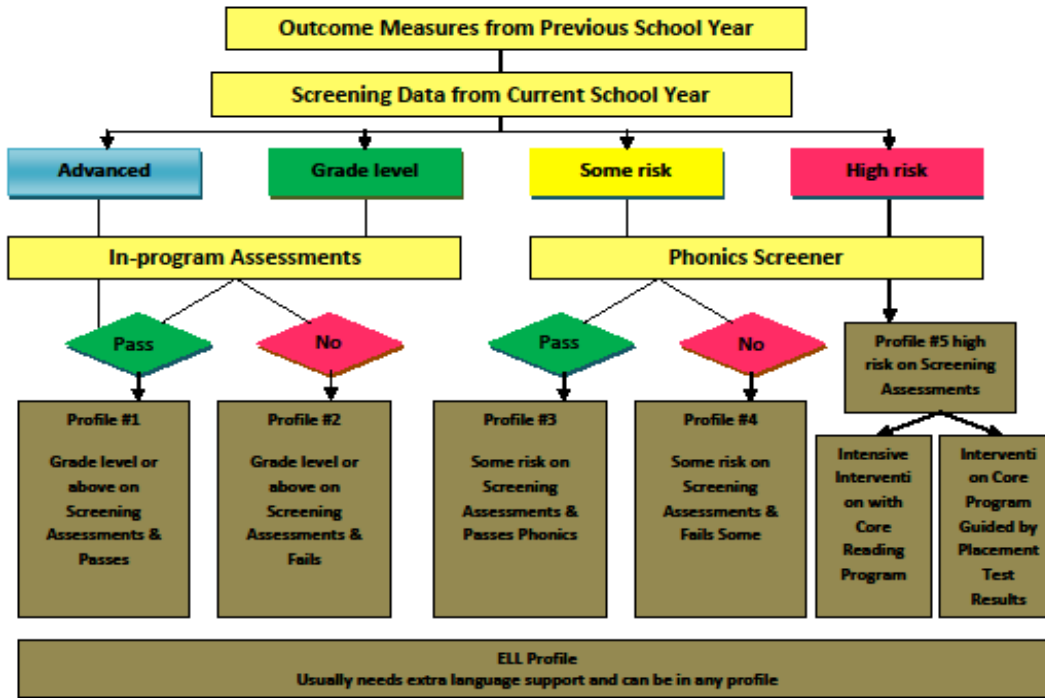


Instructional Recommendations

According to the NICHD, a part of the National Institutes of Health, it takes four times as long to remediate a student with poor reading skills in fourth grade as in late kindergarten or early first grade (Lyon & Fletcher, 2001) which means early intervention is critical. In the “[Advanced Training for Reading First Coaches](#),” the [National Reading First Technical Assistance Center](#) designed a K-3 instructional profile based on the use of screening assessment data. Analysis of the data during grade level planning time ensures a collaboration of ideas and expertise to best meet the needs of all students. Additional profiles for grades 4-6 are provided as well.

1. Identify a screening assessment such as DIBLES or state assessment data may be used and the categories changed to advanced, proficient, nearing proficient, and novice instead of advanced, grade level, some risk, and high risk.
2. Place students in the four categories based on the screening data.
3. Students who are at grade level and passing lesson (in-program) assessments are placed in profile 1. Students who are at grade level and not passing lesson assessments are placed in profile 2. Students who are at grade level and passing lesson (in-program) assessments are placed in profile 1. Students who are at grade level and not passing lesson assessments are placed in profile 2.



Profiles	K-2 Instructional Recommendations	3-6 Instructional Recommendations
Profile #1		
Profile #2		
Profile #3		
Profile #4		
Profile #5		