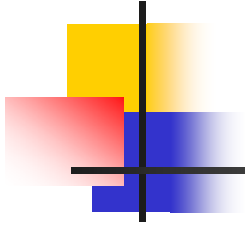# Meeting Student Needs Through:
Assessment,
Teacher-led Flexible Group Instructon,
And Literacy Activities

Today we will:

- Look beyond DIBELS
  - ✓ phonics survey
- Grouping based on assessment
- Flexible Grouping: what, why, how
  - ✓ Teacher-led small group reading instruction
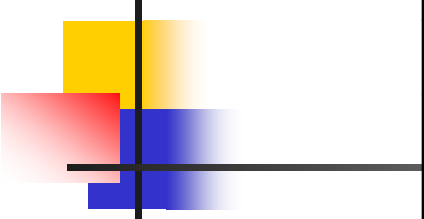 - ✓ Literacy Activities

Data That Drives Instruction

Research

"Data-driven decision-making can be defined as the process of selecting, gathering and analyzing data to address school improvement or student achievement problems and challenges and acting on those findings."

Steifer, 2002, pg 8

"Assessment data provides meaningful guidance in the process of continuous improvement."

National Staff Development Council, 2001, pg 4

DIBELS
2nd Grade
Winter
Data

Student	Score	Status
#1	24	At Risk
#2	36	At Risk
#3	14	At Risk
#4	50	At Risk
#5	52	Some Risk
#6	60	Some Risk
#7	55	Some Risk
#8	66	Some Risk
#9	53	Some Risk
#10	67	Some Risk
#11	63	Some Risk
#12	72	Low Risk
#13	102	Low Risk
#14	69	Low Risk
#15	110	Low Risk
#16	75	Low Risk
#17	98	Low Risk
#18	80	Low Risk

Winter Benchmark Status
Benchmark Low Risk 68+
Strategic Some Risk 52-67
Intensive High Risk 0-51

Creating Instructional Groups

DIBELS	Other Assessment Options: AIMSweb, Oral Reading Fluency Assessments

BENCHMARK
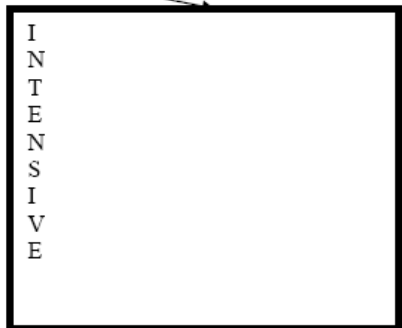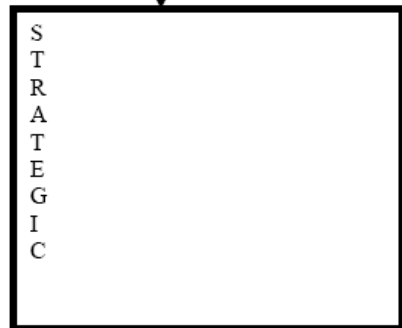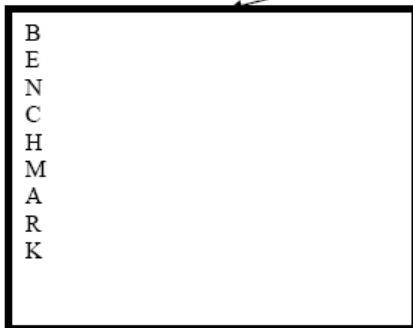
Core Reading Program Assessment

- Successful → **1**
- Unsuccessful → **2**

STRATEGIC

PA/ Phonics Survey

- Successful on all sections → **3**
- Unsuccessful on 1 or more sections → **4**

INTENSIVE

PA/ Phonics Survey

- Unsuccessful on phonics survey → **5**
- Core Replacement Program → **6**

Flexible Group 1

K-3:
- Continue teaching the core program
- Use challenge activities-activities that deepen connections across text
- Broaden vocabulary-multiple meanings

2-3:
- Provide deep literature discussions

Flexible Group 2

K-3:
- Reteach areas of need from core program
- Give practice in needed area of core program
- Benchmark/Advanced student activities
- Vocabulary instruction
- Comprehension instruction

Flexible Group 3

K-3:
Pre teach templates using designated areas on lesson maps
- **K:** Fluency practice - alphabet recognition letter naming, letter/sound correspondences, high frequency words
- **1:** Template practice for fluency, sounds, blending, word reading & fluency practice with decodable text
- **2-3:** Fluency practice is priority- Fluency with decodables, blending for fluency with individual words

---

Flexible Group 4

K -3:
Preteach/Reteach
- **K:** Phonemic awareness, alphabet recognition, letter/sound correspondences, high frequency words
- **1:** Phonemic awareness, alphabet recognition, letter/sound correspondences, high frequency words, blending (sound by sound, vowel first), fluency with decodable text
- **2-3:** Structural analysis strategies (syllabication), fluency instruction -- practice with decodables, vocabulary, & comprehension

---

Flexible Group 5

K-3: Preteach/ Reteach
Fluency practice
Intervention Program
Intensify instruction by
- Increasing time
- Changing time of meeting
- Changing teachers
- Decreasing group size

Why Phonics Surveys?

- Points to areas most beneficial in systematic, explicit phonics instruction
- Shows deficits of skill
- Allows reinforcement of established skills
- Allows for instruction in unconfirmed skills
- Determines when skill is mastered
- Allows for targeted instruction

Phonics Survey

- Assesses
  - Phonics
  - Phonics related skills
  - Skills needed for beginning reading
- Pseudowords
  - Made up words
  - Assess decoding words
  - Prevents sight word reading
- Helps determine instructional groups
- May be administered every 4-6 weeks

Bell Curve of Reading Performance with Major Performance Areas (Figure 1)

Grade Level

Some Risk

High Risk

Advanced

20th 40th 50th 75th

Standardized Reading Performance - Percentiles
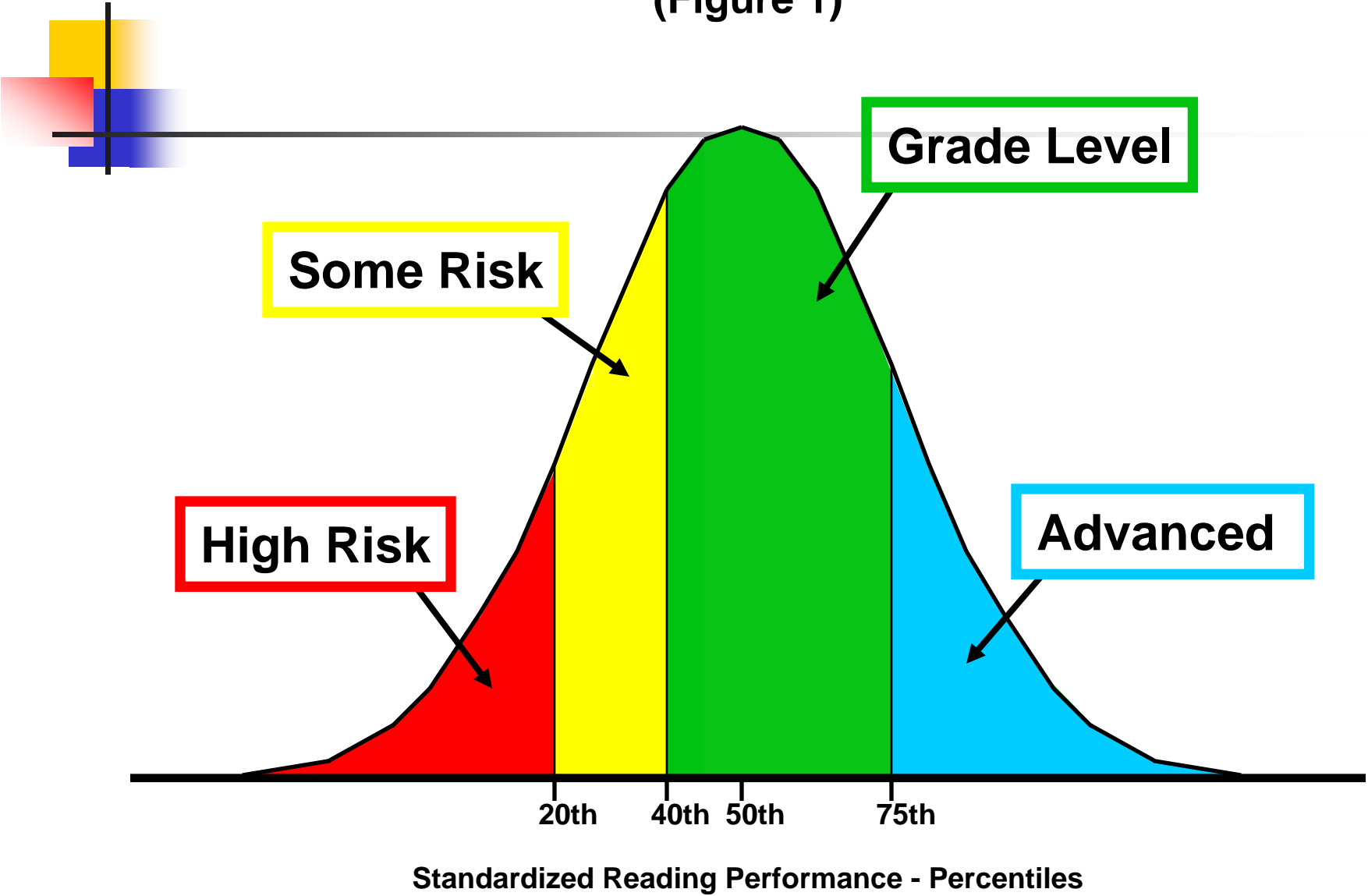
Bell Curve of Reading Performance with Major Performance Areas and Borderline Performance Bands (Figure 2)
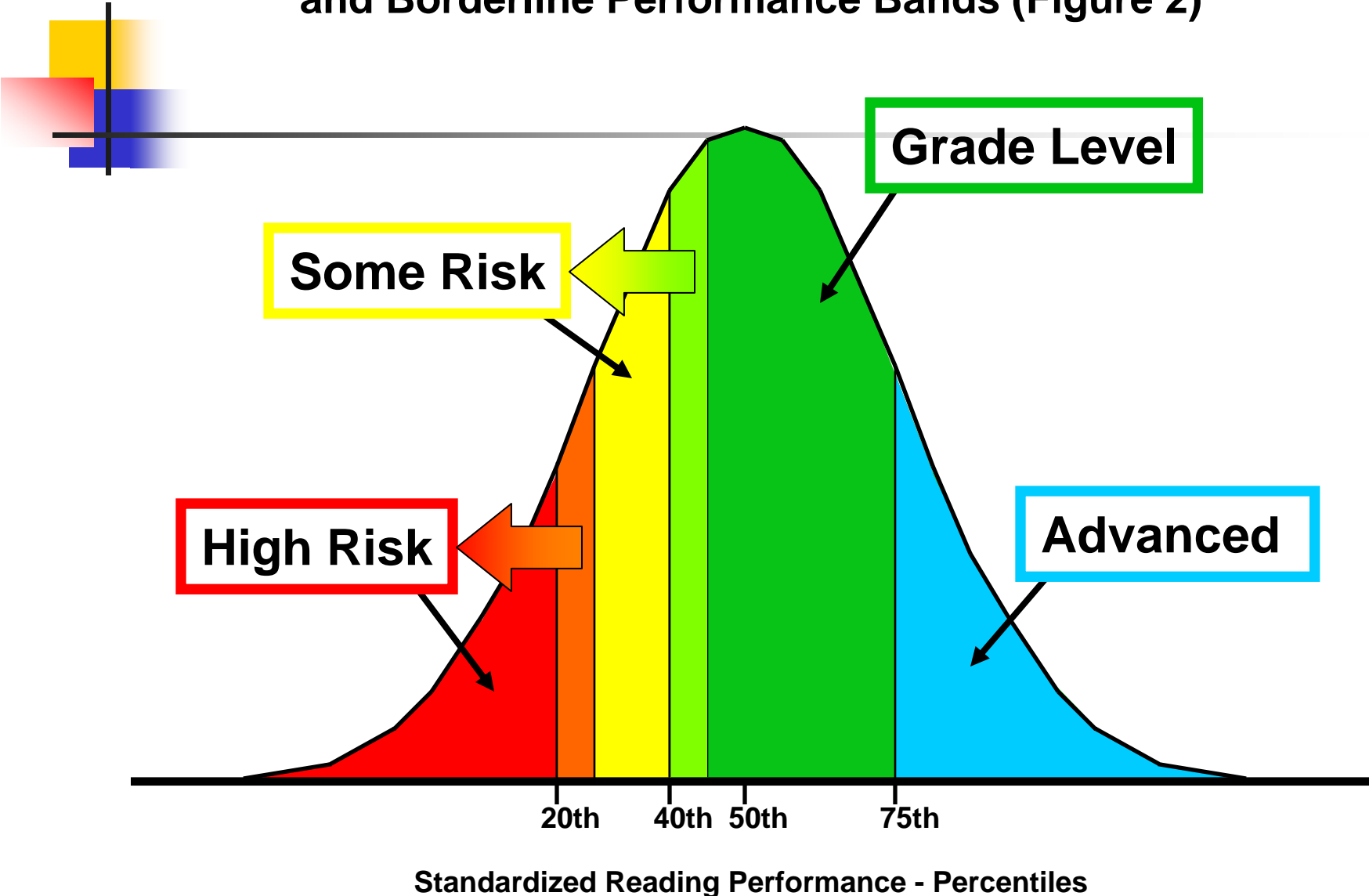
Grade Level

Some Risk

High Risk

Advanced

20th 40th 50th 75th

Standardized Reading Performance - Percentiles

Safety Net Tables

Performance End of Grade 1
Predicting Performance in Grade 2 - All Students

The relationship between Performance on ORF in Gr. 1 and Performance on ORF in Gr. 2 for All Students (n=8396)

End of Grade 1 ORF Performance	End of Grade 2: Percent Meeting ORF Benchmark
Below benchmark: < 40 (n=4505)	18.4
At or above benchmark: ≥ 40 (n = 3891)	84.1
Lowest benchmark interval: 40-44 (n = 426)	56.8
80% benchmark interval: 55-59 (n = 414)	81.6
90% benchmark interval: 65-69 (n = 239)	94.1
100% benchmark interval: 90-94 (n = 141)	100%

Notes. "Lowest benchmark interval" refers to the lowest 5-point interval that includes the benchmark score.

"80% benchmark interval" refers to the lowest 5-point interval in which at least 80% of the students perform at benchmark on ORF one year later.

"90% benchmark interval" refers to the lowest 5-point interval in which at least 90% of the students perform at benchmark on ORF one year later.

"100% benchmark interval" refers to the lowest 5-point interval in which at least 90% of the students perform at benchmark on ORF one year later.

Scholastic red

Teacher Resource ■ *Assessment Tool*

CORE Phonics Survey – Record Form

Name_____

Grade_____ Date_____

SKILLS SUMMARY

Alphabet Skills

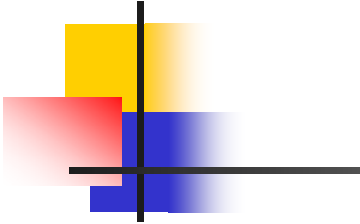|	
___/ 26	Letter names - uppercase
___/ 26	Letter names - lowercase
___/ 23	Consonant sounds
___/ 5	Long vowel sounds
___/ 5	Short vowel sounds

Reading and Decoding Skills

___/ 10	Short vowels in CVC words
___/ 10	Short vowels, digraphs, and *-tch* trigraph
___/ 20	Consonant blends with short vowels
___/ 10	Long vowel spellings
___/ 10	Variant vowels and diphthongs
___/ 10	*r-* and *l-*controlled vowels
___/ 24	Multisyllabic words

Spelling Skills

___/ 5	Initial consonants
___/ 5	Final consonants
___/ 5	CVC words
___/ 5	Long vowel spellings

Skills to review:

_____

_____

Skills to teach:

_____

_____

PHONICS SURVEY

Student	LN Upper 26	LN Lower 26	Conso 23	Long V 5	Short V 5	CVC 10	Sh V, Diagr. 10	C Blds Sh V 20	Long V Spellings 10	Ir V Diphthongs 10	R/L ContrV 10	M Syl. Words 24	
#1	26	26	23	5	3	4	5	10	5	5	5	4	
#2	26	26	23	5	4	6	6	14	6	6	5	8	
#3	26	26	23	4	2	4	4	10	4	3	4	3	
#4	26	26	23	5	4	8	8	16	6	6	8	10	
#5	26	26	23	5	4	8	8	16	8	6	6	12	
#6	26	26	23	5	5	10	9	18	8	8	9	14	
#7	26	26	23	5	5	9	8	17	8	8	9	13	
#8	26	26	23	5	5	10	10	14	6	5	8	15	
#9	26	26	23	5	5	8	8	16	4	6	6	14	
#10	26	26	23	5	5	10	10	20	10	10	10	20	
#11	26	26	23	5	5	10	10	20	10	10	10	20	
#12													
#13													
#14	26	26	23	5	5	10	10	18	8	9	10	20	
#15													
#16													
#17													
#18													

CORE Phonics Screener Flexible Groups

Letter Names: Uppercase	Letter Names: Lowercase	Consonant Sounds	Long Vowel Sounds	Short Vowels	Short Vowels in CVC Words
Student Names	Student Names	Student Names	Student Names	Student Names	Student Names
			#3	#1 #5	#1 #5
				#2	#2 #7
				#3	#3 #9
				#4	#4

CORE Phonics Screener Flexible Groups

Short Vowels, Digraphs/-tch	Consonant Blends w/ Short Vowels	Long Vowel Spellings	Variant Vowels and Diphthongs	R- and L- Controlled Vowels	Multisyllabic Words
Student Names	Student Names	Student Names	Student Names	Student Names	Student Names
#1 #5	#1 #6	#1 #6	#1 #6	#1 #6	#1 #6
#6	#2 #7	#2 #7	#2 #7	#2 #7	#2 #7
#2 #7	#3 #8	#3 #8	#3 #8	#3 #8	#3 #8
#3 #9	#4 #9	#4 #9	#4 #9	#4 #9	#4 #9,10,11
#4	#5 #14	#5 #14	#5 #14	#5	#5 #14

Meeting Student Needs Through Flexible Grouping

Management
Teacher- Led Reading Groups
Literacy Centers

Research tells us that FLEXIBLE GROUPING

- Is correlated with increased reading outcomes

  (Elbaum, Vaughn, Hughes, Moody & Schumm, 2000; National Reading Panel, 2000)

- Is for all ability levels from gifted students (Kingore, 2004)

  to learning disabled (Vaughn, Hughes, Moody & Elbaum, 2001)

- Has groupings formed and reformed "in response to the instructional objectives and students' needs" (Kingore, 2004)

Differentiated instruction benefits ALL students in the classroom, VITAL for the struggling readers.

Why is small flexible group instruction important?

So the teacher can *most effectively*

❑ Monitor individual oral responses
and
❑ Provide immediate and specific feedback

To help **ALL** students to achieve critical objectives and become successful readers

Flexible Small Reading Groups

Effective small-group reading instruction includes:

- Managing the classroom

- Extending learning in literacy-related centers that provide appropriate reading and writing activities

- Providing supported (teacher-led) reading instruction

Most Frequently Asked Questions

How do I manage more than one group at a time?

What will other students do while I teach a small group?

- Group students based on assessment and needs.
- Create a schedule and a management system
- Provide opportunities for students to work in literacy-related centers
- Continually evaluate students' progress and regularly regroup students

Remember…..Managing Small Groups Includes………

- Teacher Preparation
  - Classroom arrangement
  - **Materials** for groups
    literacy centers
    teacher led reading groups
- Routines
  - Rules and procedures
- Student Accountability
  - If you expect it, teach it!
- Cross-Classroom Grouping
- Organizational System

Classroom Arrangement

- Areas of instruction
  - Whole or large group
    - Large enough for all students to sit comfortably
  - Small group area
    - Table with room for materials
    - Teacher can see the whole room
  - Independent work or Work Stations
    - Sufficient space to complete the assignments
    - Allow room for transitions
    - Organized so students can set up and clean up

Adapted from Eastern Regional Reading First Technical Assistance Center, (2004). *90-minutes plus* presentation. Tallahassee: Florida State University.
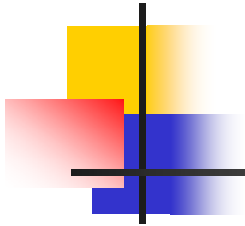
Materials for groups,

- ■Lesson plans determined by student needs, with necessary materials to carry out the plans
- ■Appropriate literacy center activities
  activities **previously introduced** - **aligned** with the students' **instructional needs**.

- ■**Materials well organized** and easily accessible to students.

Rules and Procedures
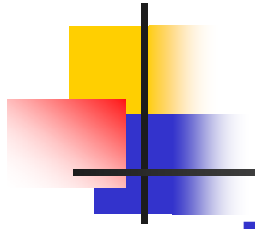
- Rules
  - 3-6 basic rules
    - Model what following the rules **looks like** and **sounds like**
  - Establish consequences
- Procedures, procedures, procedures
  - Model
  - Practice
  - Reinforce

Adapted from Eastern Regional Reading First Technical Assistance Center, (2004). *90-minutes plus* presentation. Tallahassee: Florida State University.

Student accountability
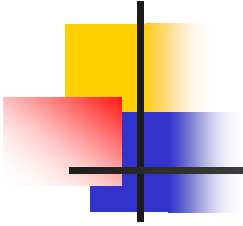
If you expect it, teach it!!!!

Consistency

Independent work

Cross classroom grouping

Instructional Needs Groups
Model #1

T

The teacher provides teacher-directed instruction to small groups of students (3-5) daily.
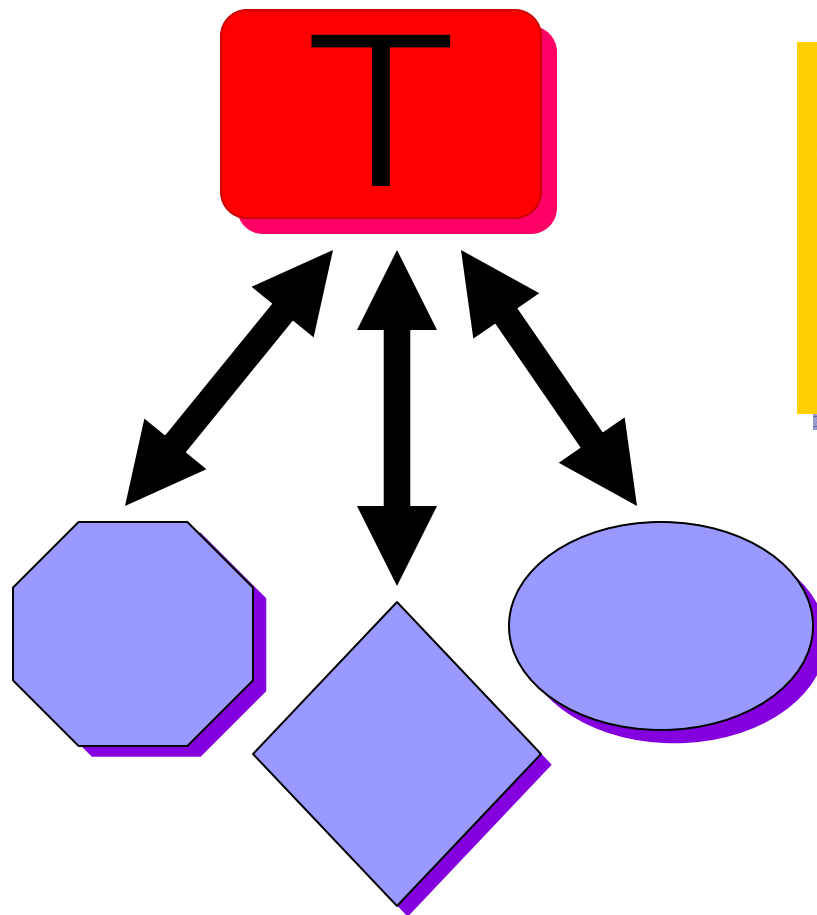
Instructional Needs Groups Model #2
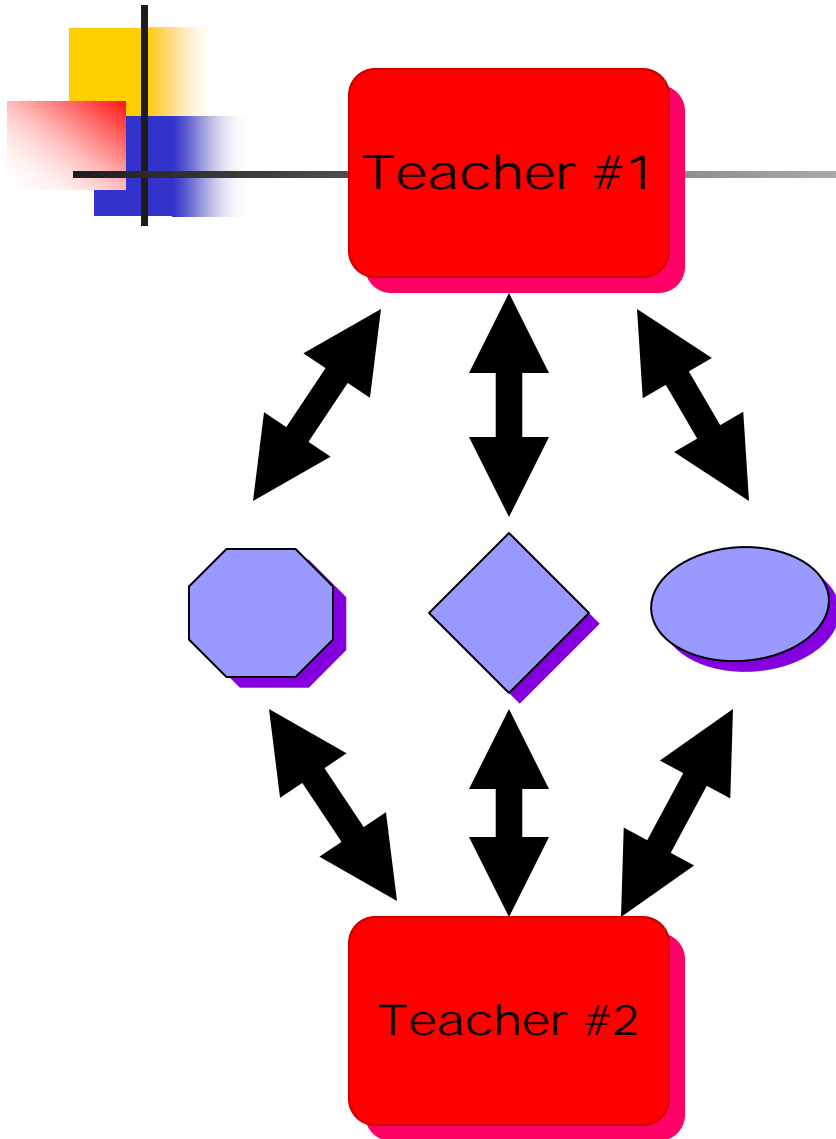
Teacher #1

Multiple teachers or paraprofessionals provide teacher-directed instruction to small groups of students (3-5) daily.

Teacher #2

Instructional Needs Groups Model #3

T
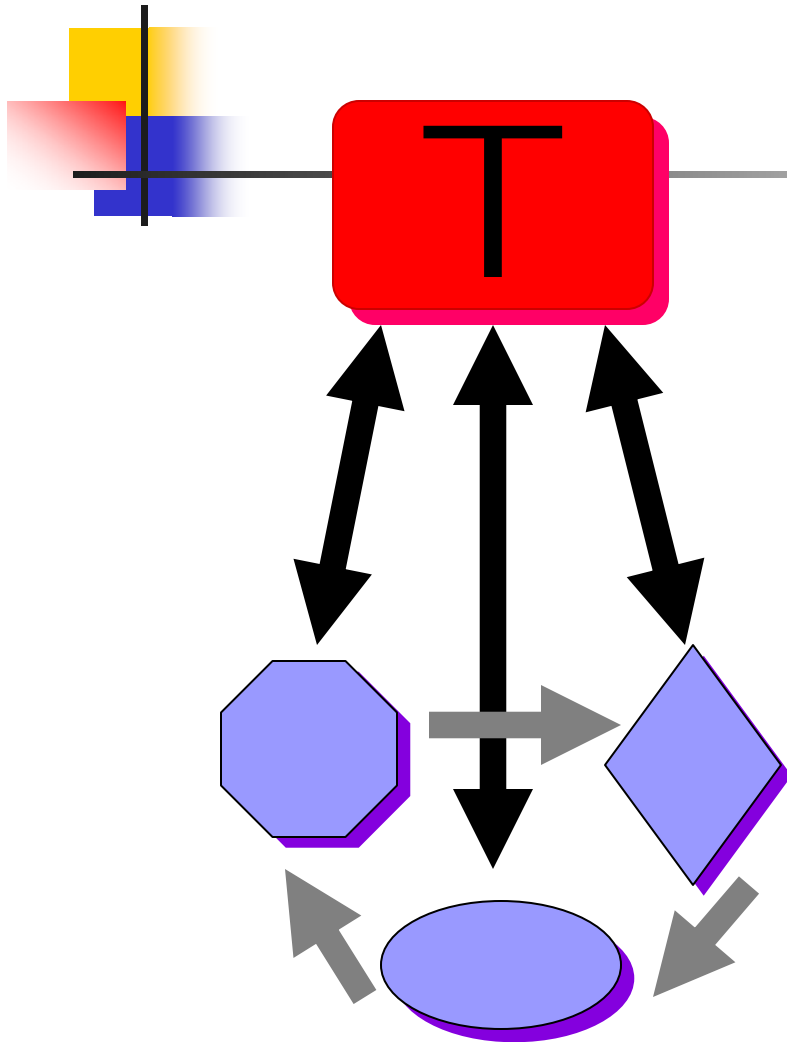
The teacher pulls flexible groups of students for needed amounts of time. Others work independently or with an adult. Those not working with the teacher may rotate through tasks.
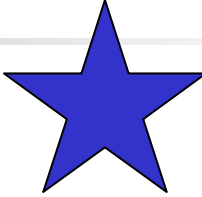
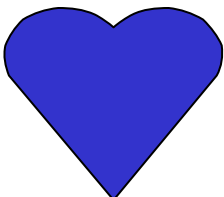# Ineffective Instructional Needs Groups Model #4
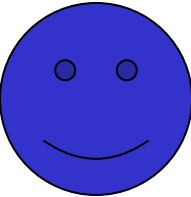
T
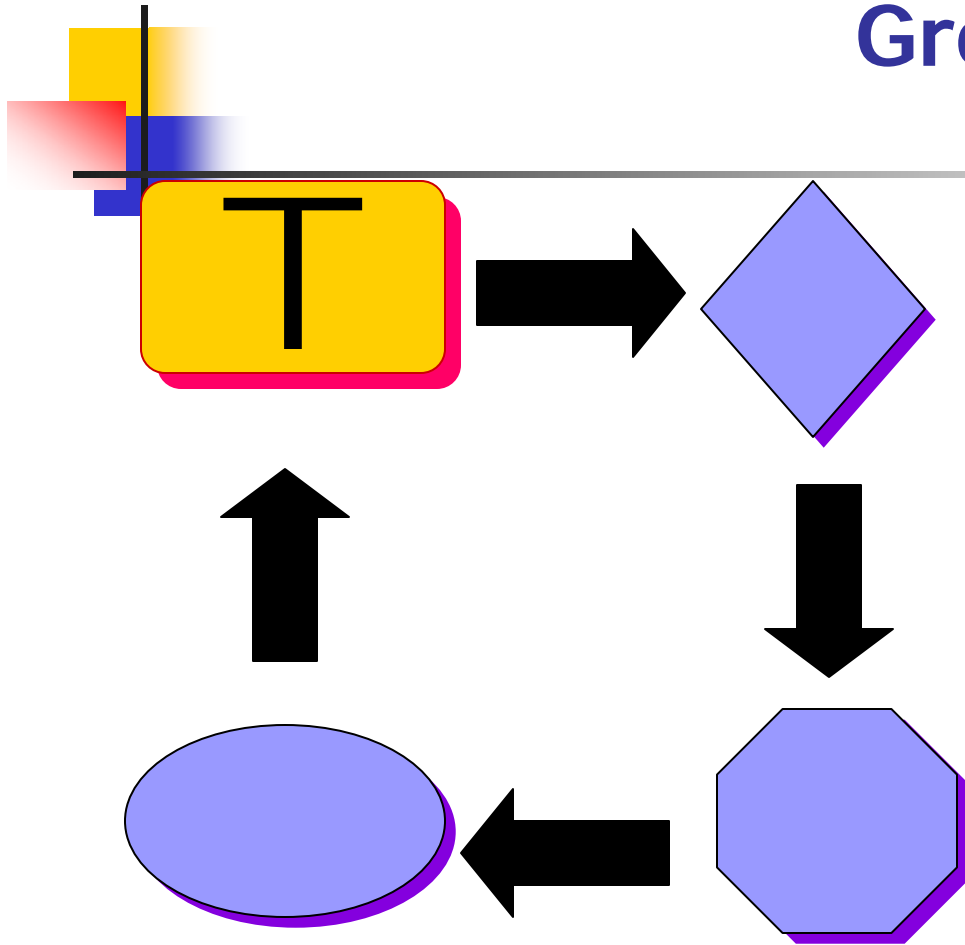
Centers
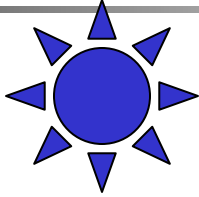
- Students rotate at predetermined intervals.

- Teacher meets with all groups for the same amount of time each day.

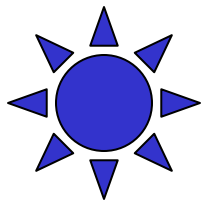- Instruction/activities for groups not meeting with the teacher may or may not be differentiated.

Management Charts

✓ Organize children for small group work

✓ Inform children of group members and reading and writing activities

✓ Remind children of group assignments when not working with the teacher

✓ Help teachers efficiently teach one small group at a time

✓ Can be easily changed to reflect new groupings (according to children's progress and instructional needs)

Small Group Management Charts

☀️ Heather Jose Matt Rita	⭐ Melanie Erik Lauren Carlos Miguel
❤️ Becky Jenny Sara Will Shane	🙂 Tristan Fernando Emily Jake Morgan Hope

Rhyme   Computer   Listening   Alphabet Recognition

Matt   Heather
 	
        Jose
 Rita
 	
 _____
 (Activity Area)
	Miguel Melanie
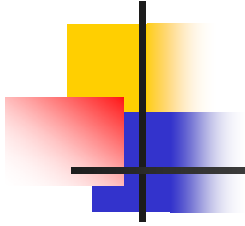	
	        Erik
	 Carlos
	
	 _____
	 (Activity Area)

Will   Becky
 	
        Jenny
 Shane
 	
 _____
 (Activity Area)
	Fernando Tristan
	
	        Emily
	 Morgan
	
	 _____
	 (Activity Area)

What is included in a small group reading lesson?
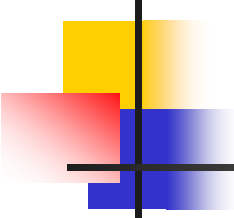
■ Extra needed practice on:
  - ✓ Previously taught reading skills from other weeks (Engaging, fun)
  - ✓ Reading skills and strategies from this week's lesson

■ Teacher-led instruction is focused on building skills that need improvement. Ex. phonemic awareness, phonics, vocabulary, fluency, or comprehension.

■ Instructional adaptations are made for individual children
  - ✓ amounts of instruction
  - ✓ intensity of instruction
  - ✓ practice on the five component

■ DIBELS data and other assessments are used to group students and identify which skills to emphasize for each group.

Planning for Instructional Needs Grouping

- What is the instructional objective for this group of students?

- What materials are available to meet this objective?

- Is this the best way to meet the objective?

- Is what I'm planning explicit and systematic?

- Is this activity research-based?

- How does this fit with our schoolwide intervention plan?

- How will I make sure the instructional objective is met?

Kindergarten
Teacher Directed Explicit Phonics Lesson

- PA warm up
- Introduce or review sound/spelling (explicit)
- Blending (explicit)
- Decodable text
- Dictation

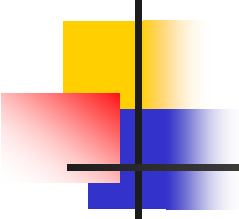## *Kindergarten Grade Teacher Instructed Flexible Groups*

Benchmark- Review high frequency words. Read Decodables for fluency practice.

High Strategic-Preteach or reteach phonics lessons as needed and fluency practice with high frequency words and decodables.

Strategic- Preteach phonics lesson and decodable. Reteach may also be needed as time allows.

Intensive- Preteach phonics lesson and decodables. Practice high frequency words and decodables. Reteach during intervention time as needed.

.

First Grade
Teacher Directed Explicit Phonics Lesson

- PA warm up
- Introduce or review sound/spelling (explicit)
- Blending (explicit)
- Decodable text
- Dictation

Word work (word sort, building words with tiles, etc.)

First Grade Teacher Instructed Flexible Groups

Benchmark-Decodables and fluency practice. Use
literature leveled books.

High Strategic-Preteach or reteach phonics lessons as needed,
reading of decodables, and fluency practice.

Strategic- Preteach phonics lesson and decodable.
Reteach may also be needed as time allows.

Intensive- Preteach phonics lesson and decodable.
Reteach during intervention time as needed.

Planning for Instructional Needs Grouping

- Planning Example
  - Second Grade – Six students
  - Data: Strategic on DIBELS – OK on Phonics
  - Instructional Objective: Fluency
  - Options:
    - Partner Reading
    - Leveled Readers
    - Grade Level (2.5)
    - Individual Placement in Fluency Program/Passages
    - Decodable Text
  - Time
    - 30 minutes – small flexible group
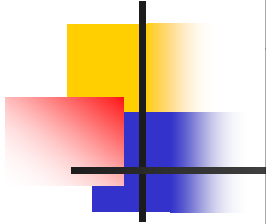
General Guidelines for Flexible Groupings

- General Guidelines Chart
- Let's take a look at Scott Foresman

Grade Level	Teacher Directed Small Group Work *Effective Instructional Techniques:* *-Teach* *-Model* *-Guided Practice* *-Feedback* *-Apply*	Critical Student Practice Activities "Must Do" *These activities are designed to reinforce and practice the focus skill from teacher directed grouping. They need to be authentic, "perfect practice" opportunities. Using an accountability piece is often helpful.*	Independent Practice Activities "May Do" *These activities are designed to reinforce and practice the focus skill from teacher directed grouping. They need to be authentic, "perfect practice" opportunities. Using an accountability piece is often helpful.*

2ⁿᵈ Grade

Teacher Directed Group:
- Phonics instruction based on phonics survey deficits. Use supporting decodable and templates.
- Preteach grade level lesson.

Groups Strategic	Must Dos	May Dos
Monday	**Reread** phonics reader, Paul and His Blue Ox **Write** : Write 3 sentences telling why or why not you want the main character as your friend.	Poems and shared readings, familiar book boxes, high frequency phrases, high frequency words, word building, vocab games, appropriate computer software, motivational reading programs
Tuesday	**Partner read** phonics story from the anthology**.** Individually **list** the _ue words from the story. Use these words in sentences.	Poems and shared readings, familiar book boxes, high frequency phrases, high frequency words, word building, vocab games, appropriate computer software, motivational reading programs
Wednesday	**Reread** the phonics reader to yourself then with your partner. **vocabulary and high frequency **word work.** -(write vocabulary words on cards, read them to your partner, play what's my word, add them to your vocab zip lock bag) -(write your high frequency words, practice them with your partner, add them to your HFW zip lock bag)	Poems and shared readings, familiar book boxes, high frequency phrases, high frequency words, word building, vocab games, appropriate computer software, motivational reading programs
Thursday	**Reread** anthology story (2ⁿᵈ story) Do an activity to support the phonics skill of the week.	Poems and shared readings, familiar book boxes, high frequency phrases, high frequency words, word building, vocab games, appropriate computer software, motivational reading programs
Friday	**Reread** anthology phonics story. Word work activity. (Write pairs of rhyming words)	Poems and shared readings, familiar book boxes, high frequency phrases, high frequency words, word building, vocab games, appropriate computer software, motivational reading programs

Activity

Work with
your grade level partner to fill in
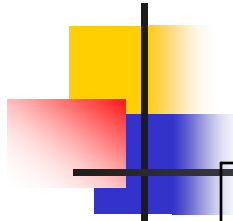the chart for flexible routines.

Targeting Instruction During Flexible Groups
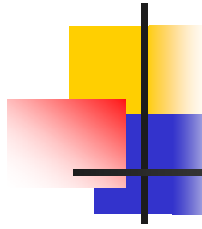
- ACTS Form
- Formal and Informal Data

Group: Strategic

Teacher Directed Small Group

Assess **Measure:** **Students Identified:** **Focus Skill:**	**Compile and Create** **Materials:** 1. 2. 3.	**Teach** **Content:** 1st 2nd 3rd	**Support** **Student Practice:** 1. *Reading connected text that is directly connected to focus skill taught* 2.
Daily Progress			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Group: Strategic

Teacher Directed Small Group

| **Assess**	**Compile and Create**	**Teach**	**Support**
Measure: Dibels-Strategic Phonics Survey- long vowel spellings **Students Identified:** John Kurt Erica Amanda Tanner **Focus Skill:** long vowel spellings	**Materials:** 1. Long Vowel Sound Spelling Cards, Template # 7 (sound/spelling review) 2. Word reading with sound/spelling focus using Blending Routine Card or Template #8 (sound by sound blending). 3. *.Decodables* Decodable, Load the Boat (Decodable # 86), It Will Not Snow (Decodable #87) Rose Takes a Hike (Decodable #66) Routine Card for Reading Decodable Text and/or Template # 1	**Content:** 1st- oa, a_e, i_e, o_e, ow, 2nd- boat, cake, hike, load, snow, rose, moat, bake, bike, goat, ride, low, crow, 3rd-Read sentences from decodable 4th – Preteach Word Knowledge Board, OCR	**Student Practice:** 1. *Reading connected text that is directly connected to focus skill taught* 2.Read and reread Decodable Text Write beginning, middle, and end of story 3. Word Work Activities, list sound/spelling words, practice reading with partner, partner read sentences and OCR word board

Daily Progress	John	Kurt	Erica	Amanda	Tanner
Monday	Struggled with reading sentences and sight words	Solid	Solid	Struggled with sound spelling o_e	solid
Tuesday					
Wednesday					
Thursday					
Friday					
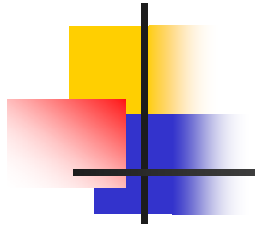
What if some students still don't get it?

- Analyze,
- Intensify instruction,
- Continue to monitor.

Looking closer!!
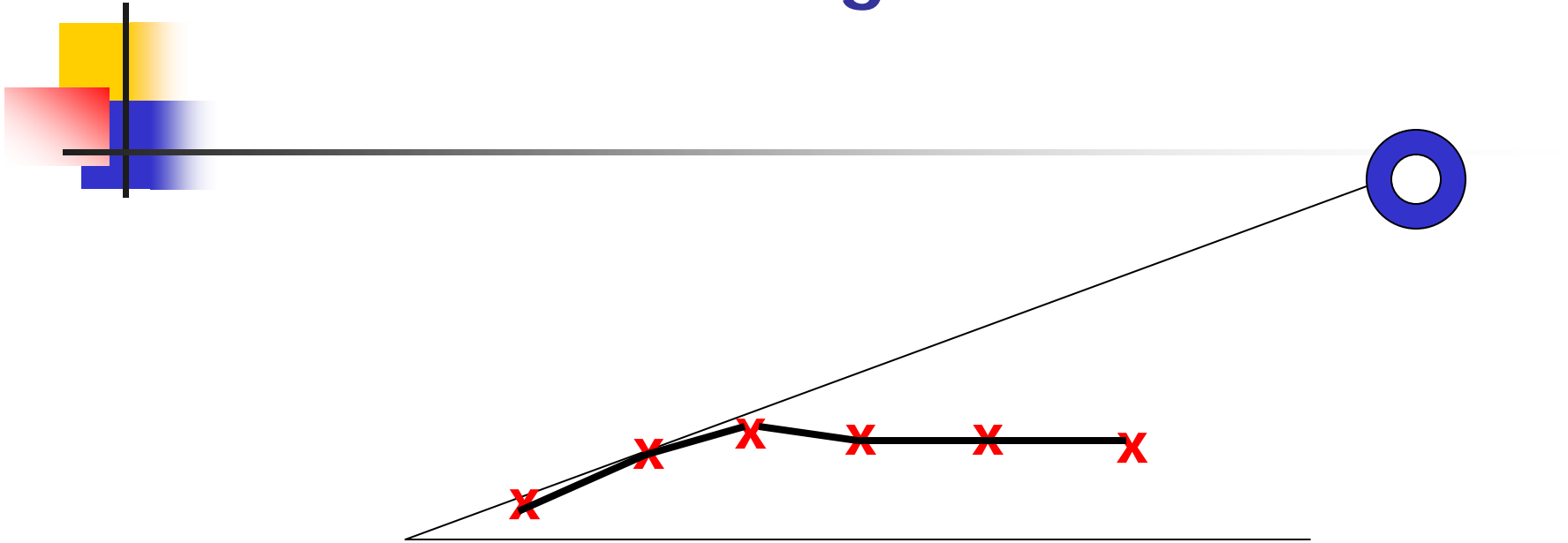
For some students, no matter what . . .

. . . We need to evaluate and adjust!

Now what?

INTENSIFYING INSTRUCTION

- **Grouping**
  - Changing instructional groups when students progress/struggle
  - Examples
    - Changing an intervention group from 1:5 to 1:3
    - Changing the location of intervention
   - Changing instructor

INTENSIFYING INSTRUCTION

- **Duration**
  - Changing time elements of intervention
    - Beginning intervention in Aug not Oct
    - Changing the time of day for intervention
    - Increasing the frequency of intervention
    - Extending intervention
    - Allocating more time to phonics activities over phonemic awareness activities

INTENSIFYING INSTRUCTION

- **Intensity**
  - **Increase opportunities to respond**
    - **Students should be actively responding (orally, written) 7-10 times per minute**
  - **Increase instructional pacing**
  - **Increase intensity of student responses**

HOW CAN THE INTENSITY BE INCREASED?
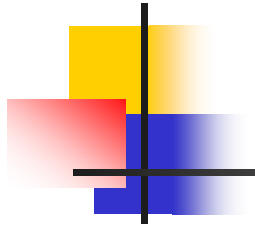
Increase in Intensity

→

Low Intensity	Medium Intensity	High Intensity
Yes/No response	Oral response with choices	Oral independent response (no choices)
Point to correct answer	Multiple choice response	Written response

Remember……

As teachers, we must use our assessment data to be informed about our students knowledge. Thus, it is important that we become proficient at analyzing the data and adjusting our instruction to meet the individual needs of our students continually monitor progress.

Appropriate Activities

- The purpose of Literacy Center activities is to:
  - Reinforce the core reading program
  - Extend practice opportunities
  - Practice and apply learned skills

Before:
Teach and model the activity
Provide practice before independence

During:
Monitor
Hold accountable for their work
   and behavior

Results

- How will I know the practice has been effective?

  3-pronged theory...

  1-Explicit Instruction-HAVE TO HAVE IT!

  2-Management-Critical or practice won't happen

  3-Content-Has to be APPROPRIATE PRACTICE

  All 3 things have to be in place in order for effective/appropriate practice to occur.

  Explicit, clear and absolute in the beginning, but then gradually teacher backs away and kids complete activities independently.

  Use verbal clues and signals to help manage (develop and use consistently with kids).

  Always Ask, Why Am I doing this and is it BEST for this child?

Evidence

- Observed time on task
  - How much time on task am **I** seeing from kids?

- Demonstration of skills in small group
  - Are they moving to more difficult skills? Are they improving in skills and mastery because of the activities?

- Assessments
  - Recording sheets, core program, DIBELS

High Success and Happy Children

Acknowledgements:

Your Turn.....

- Turn to your partner and review by doing 30-15-5 activity