Meeting Student Needs Through: Assessment, Teacher-led Flexible Group Instruction, 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
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**Winter Benchmark Status**

- Benchmark
- High Risk 0-51
- Some Risk 52-67
- Strategic
- Low Risk 68+
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)

- **High Risk**
- **Some Risk**
- **Grade Level**
- **Advanced**

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**

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)

<table>
<thead>
<tr>
<th>End of Grade 1 ORF Performance</th>
<th>End of Grade 2: Percent Meeting ORF Benchmark</th>
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<tr>
<td>Below benchmark: &lt; 40 (n=4505)</td>
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<td>At or above benchmark: ≥ 40 (n = 3891)</td>
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<td>Lowest benchmark interval: 40-44 (n = 426)</td>
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<td>80% benchmark interval: 55-59 (n = 414)</td>
<td>81.6</td>
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<tr>
<td>90% benchmark interval: 65-69 (n = 239)</td>
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<td>100% benchmark interval: 90-94 (n = 141)</td>
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**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.
CORE Phonics Survey – Record Form

Name ________________________________
Grade ______________________________ Date ______________________________

**SKILLS SUMMARY**

**Alphabet Skills**

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**Reading and Decoding Skills**

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**Skills to review:**

**Skills to teach:**

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## CORE Phonics Screener Flexible Groups

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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 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?

Group students based on assessment and needs.

Create a schedule and a management system.

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

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.
Teacher Preparation

**Materials** for groups,

- Lesson plans determined by student needs, with necessary materials to carry out the plans
- Appropriate literacy center 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
Instructional Needs Groups
Model #1

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

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

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

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

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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 | Critical Student Practice Activities "Must Do" | Independent Practice Activities "May Do"
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Effective Instructional Techniques: Teach - Model - Guided Practice - Feedback - Apply</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
**Teacher Directed Group:**
- Phonics instruction based on phonics survey deficits. Use supporting decodable and templates.
- Preteach grade level lesson.

<table>
<thead>
<tr>
<th>Groups Strategic</th>
<th>Must Dos</th>
<th>May Dos</th>
</tr>
</thead>
</table>
| 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**

<table>
<thead>
<tr>
<th>Assess Measure: Students Identified: Focus Skill:</th>
<th>Compile and Create Materials:</th>
<th>Teach Content:</th>
<th>Support Student Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
<td>1st</td>
<td>1. <em>Reading connected text that is directly connected to focus skill taught</em></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2nd</td>
<td>2.</td>
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<td>3.</td>
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</table>

**Daily Progress**

<table>
<thead>
<tr>
<th>Monday</th>
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<tbody>
<tr>
<td>Tuesday</td>
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<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>
### Teacher Directed Small Group

#### Compile and Create

**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)
   - Decodable, It Will Not Snow (Decodable #87)
   - Decodable, Rose Takes a Hike (Decodable #66)
   - Routine Card for Reading Decodable Text and/or Template #1

#### Teach

**Content:**
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

#### Support

**Student Practice:**
- **Decodables**
- **Routine Card for Reading Decodable Text and/or Template #1**

---

<table>
<thead>
<tr>
<th>Daily Progress</th>
<th>John</th>
<th>Kurt</th>
<th>Erica</th>
<th>Amanda</th>
<th>Tanner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Struggled with reading sentences and sight words</td>
<td>Solid</td>
<td>Solid</td>
<td>Struggled with sound spelling o_e</td>
<td>solid</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
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<tr>
<td>Friday</td>
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</tbody>
</table>
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?**

<table>
<thead>
<tr>
<th>Increase in Intensity</th>
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</thead>
<tbody>
<tr>
<td><strong>Low Intensity</strong></td>
</tr>
<tr>
<td>Yes/No response</td>
</tr>
<tr>
<td>Point to correct answer</td>
</tr>
<tr>
<td><strong>Medium Intensity</strong></td>
</tr>
<tr>
<td>Oral response with choices</td>
</tr>
<tr>
<td>Multiple choice response</td>
</tr>
<tr>
<td><strong>High Intensity</strong></td>
</tr>
<tr>
<td>Oral independent response (no choices)</td>
</tr>
<tr>
<td>Written response</td>
</tr>
</tbody>
</table>
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:

Kathryn Prater, Ph.D. Differentiating Reading Instruction for Students Grades K-3, Adapted from Differentiating Instruction: Reading Instruction for Students, K-3 WV Reading Research Symposium Texas Center for Reading and Language Arts, U of Texas at Austin, 2nd Grade Academy

Debbie Hunsaker, Program Director, MT Reading First
Courtney Peterson, Reading First Specialist
Kathi Tiefenthaler, Reading First Specialist
Numerous workshops through US Dept of Education, Reading First
Connie Colbaugh, Sopris West Consultant
Your Turn.....

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