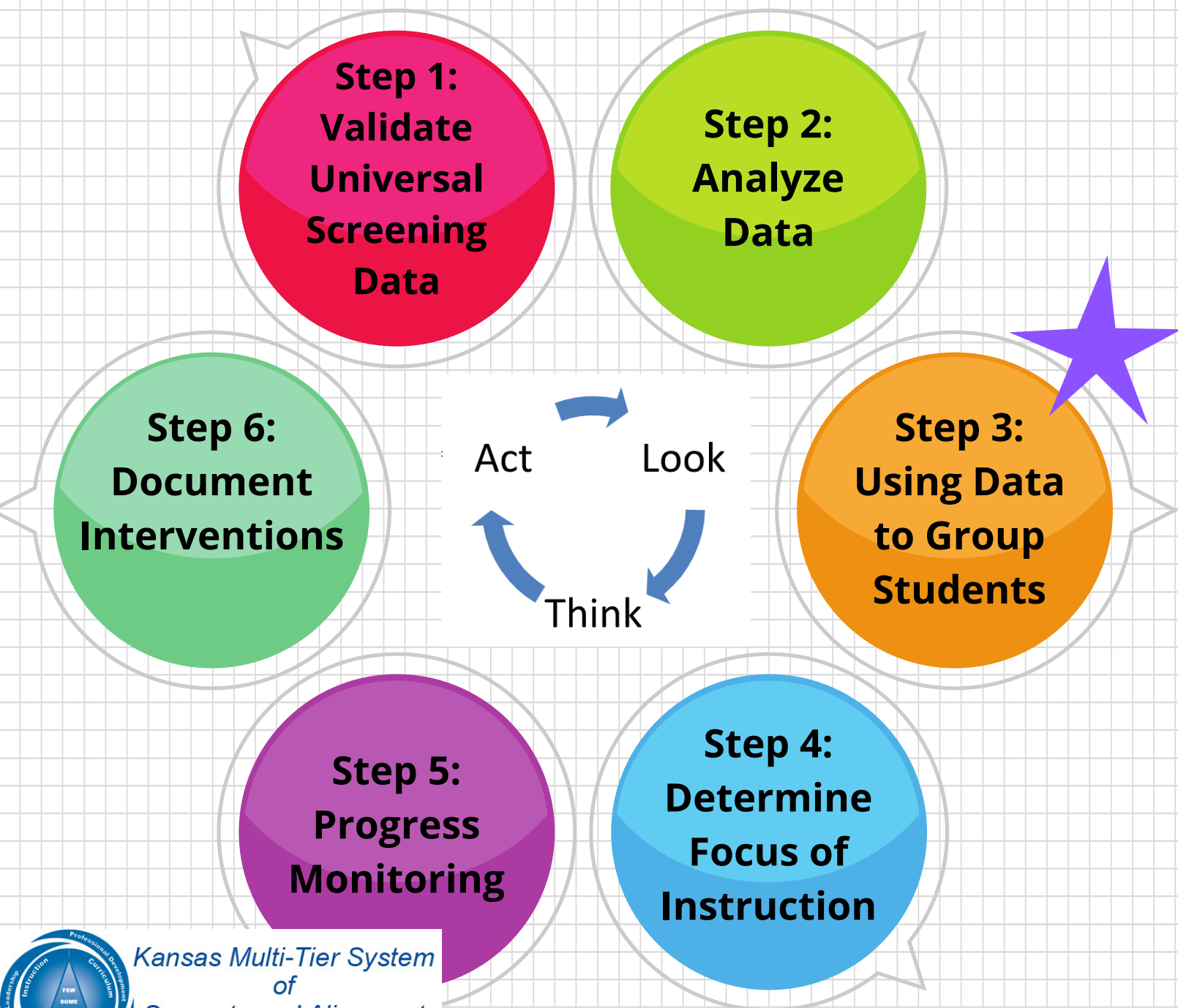


USING PROBLEM SOLVING TO GROUP STUDENTS IN GRADES K-1

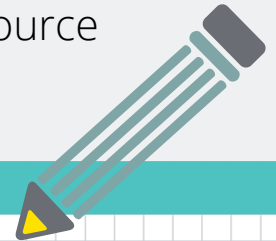
READING: IMPLEMENTATION



The purpose of screening is to identify who is predicted to be in trouble, but it doesn't tell you what to teach. Remember, we assess narrowly, but teach broadly.

Grouping students according to the recommendation for tiered support (e.g., Tier 1, Tier 2, or Tier 3) is not sufficient because these recommendations only indicate the level of support students require for success. Collaborative teams must also determine the skill focus for instruction.

When grouping students for reading, it is essential to consider the predictive indicators associated with the grade level and the time of year the assessment is given. Consider how resources are currently allocated to support instructional groups and whether any changes in resource allocation are warranted.



1

LOOK

Locate the Detailed Group Report.

If most students (80%ish) are not at benchmark, this may be an indication of a system issue at Tier 1. Start by examining what is happening in the core reading program and consider:

- Do we have an effective program?
- Is the reading block sufficient to meet student needs? How is that time being used? What is our pacing? Too many interruptions or transitions? Too much center time?
- Do we have fidelity to the core curriculum? Are we following the curriculum as the district has outlined it? Are we teaching the critical components? How do we know?
- How many opportunities do students have to practice the skills?
- Are we using instructional routines as recommended by our core?
- What are the group dynamics/behavioral issues?

2

Identify which students are at-risk, based on the composite score.

3

Who looks similar?
Group students homogeneously (with similar skill deficits).

4

THINK

At which phase of Ehri's Word Reading Development do each of these groups appear to be functioning?

Increasing Alphabetic Skill

Consolidated Alphabetic Phase

- Students consolidate their knowledge of grapheme-phoneme blends into larger units that recur in different words.

Full Alphabetic Phase

- Readers possess extensive working knowledge of the graphophonemic system.
- Readers can use this knowledge to analyze fully the connections between graphemes and phonemes in words.

Partial Alphabetic Phase

- Students recognize some letters of the alphabet and can use them together with context to remember words by sight.
- Students lack full knowledge of the spelling system, particularly vowels.

Pre-Alphabetic Phase

- Students lack much knowledge of letters.
- Students read words by memorizing their visual features or guessing words from their context.

(Ehri, 1996)

What comes next for the students in these groups? As you select intervention curriculum and focus your instruction, also consider:

- Will the core address these needs? (If so, additional intervention may not be needed.)
- Have these skills already been taught in core?
- Are there a large number of students who are below benchmark on these skills? (See considerations under Step 1 for Tier 1.)



The most successful groupings and progress occur when specific student skill deficits are pinpointed and aligned with the appropriate intervention.

Consideration should be given to placing students at the earliest phases in the smallest instructional group. There is not ONE right answer as to how small groups should be formed and not ONE correct number of groups (Florida Department of Education, 2009).

If a teacher is unsure of what phase a student is in, it is appropriate to administer a Phonological Awareness diagnostic assessment or sections of a phonics diagnostic assessment. Groups should be re-formed as student needs change.



ACT

6

Use your district's curriculum protocol. Provide intensive, systemic instruction on **up to three foundational reading skills** in small groups to students who score below the benchmark score on your universal screening.

The chart on page 5 has suggestions for the grouping focus of instruction.



Now review the students who are at benchmark on composite score.

- Are any students showing risk on the critical skills listed above? (Is the score far enough from the target to warrant placing them in an intervention group?)
- Are you concerned about other subtest scores?
- How might you support these students? (In core? In intervention?)
- What enrichment can we provide to students who have met the criteria on all subtests?

8

How might you check back on the decisions you have made for students after you have grouped them?

9

Development Mapping of Ehri's Phases

Ehri's Phase	Phonological Awareness Development	Possible Instructional Components to Move to Next Phase
Pre-Alphabetic	Syllable Level	<ul style="list-style-type: none"> Blend parts of compounds, then syllables, then onset-rime units, then phonemes in one-syllable, simple words Emphasize articulation Segment and substitute initial consonants and final consonants Practice alphabet matching, naming, and ordering of alphabet letters Phoneme to grapheme mapping (individual letters - only those introduced in core)
Partial Alphabetic	Onset-Rime Level	<ul style="list-style-type: none"> Items listed in BLUE indicate phonemic awareness skills. Phoneme segmentation Rime unit mapping Orally map and graph by phoneme Blend known phoneme-grapheme correspondences into words Start to read decodable text with known letter-sound correspondences and high-frequency words
Full Alphabetic	Basic Phoneme Level	<ul style="list-style-type: none"> Word structure analysis (substitution of syllables, reversals, other advanced PA skills) Read and spell real and nonsense words Increase knowledge of rime patterns, word families, "choice" spellings for consonants, and most common spellings for all vowel sounds Read and spell blends and digraphs, learn vowel teams, and vowel-r patterns Read decodable text with learned patterns and sight words. Increase fluency.
Consolidated Alphabetic	Advanced Phoneme Level	<ul style="list-style-type: none"> Continue with core instruction!

For teachers to be able to regularly evaluate their impact in the classroom and adjust their teaching methodology in response to what they see, the classroom needs to be made visible. The concept of seeing clearly what teachers are teaching and what students are learning is known as **Visible Learning**.

With your collaborative team discuss the following questions and reflect on how you and/or your team can increase impact based on these questions directly related to student groupings for interventions.

Do I:

**Rank yourself.
(5 being the highest)**

know that I need to evaluate my impact on student learning regularly and systematically?

1 2 3 4 5

adapt my teaching when students do not achieve their learning goals?

1 2 3 4 5

know that student achievements allow me to draw conclusions on my thoughts concerning goals, content, methods, and media?

1 2 3 4 5

share responsibility in regards to student learning with other teachers?

1 2 3 4 5

know what achievement level my students are at?

1 2 3 4 5

Questions adapted from 10 Mindframes for Visible Learning: Teaching for Success.

Resources for Further Learning:

- Kansas MTSS and Alignment Reading Implementation Guide
- K-1 Literacy Intervention Grouping Webinar
- Ehri's Phases of Word Reading Development