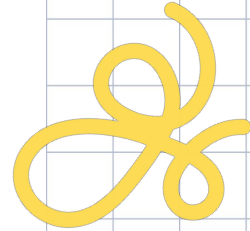




**Grade 1 Planning: From Data to Instruction**

# Tonight's Agenda

- 01.** Using Diagnostic and Universal Screening Data to Inform Instruction
- 02.** Structuring the Language Block
- 03.** Instructional Routines and Connected Practice
- 04.** Progress Monitoring

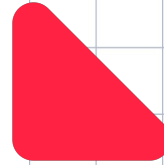


**01.**

## **Using Diagnostic and Universal Screening Data to Inform Instruction**

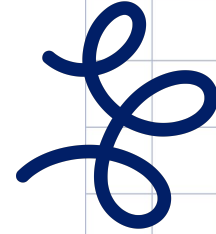
# Assessment for Learning

	Universal Screeners	Diagnostic Assessments
Why	Which students are at risk?  Which systems are at risk?	What skills does this student have?  What skills need to be taught?
What	Brief, standardized assessments of key literacy skills	In-depth, often unstandardized assessments

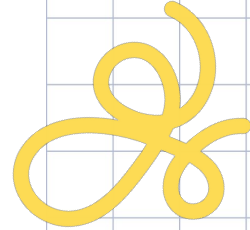


# Timing the Assessments

- Get to know your students
- Begin testing when you're ready to make responsive changes to your instruction
- Spend time building instructional routines that will support their learning
- Layer the assessments as you require the data

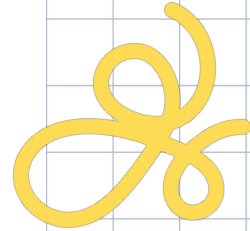


# Using a Diagnostic to Determine a Starting Point



- Start with the alphabet regardless
- Check on their ability to accomplish skills listed in the SK/1 column of Appendix A of the curriculum
  - identifying and isolating phonemes
  - orally blending and segmenting phonemes into words
  - uppercase and lowercase naming and formation
  - reading and spelling short words with consonants, short vowels, some digraphs

# Using a Diagnostic to Determine a Starting Point Continued



a	i	o	u	sh	th	ck	ch	wh	ff	ss	zz	l blends	r blends	s blends	AcE	EcE	IcE	OcE	Uce
y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	n	n	n	n	n
y	y	y	y	y	y	y	y	y	y	y	y	n	n	n	n	n	n	n	n
y	n	n	y	n	n	n	n	n	y	y	y	n	n	n	n	n	n	n	n
y	y	y	y	n	n	n	n	n	y	y	y	n	n	n	n	n	n	n	n
y	y	y	y	y	n	n	n	n	y	y	y	n	n	n	n	n	n	n	n
y	y	y	y	y	y	y	y	y	y	y	y	n	n	n	n	n	n	n	n
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y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
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y	y	y	y	y	y	y	y	y	n	n	n	y	y	y	n	n	n	n	n
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y	y	y	y	y	y	y	y	y	y	y	y	n	n	n	n	n	n	n	n
n	y	y	y	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n

zip ✓	hat ✓	let ✓	fox ✓
yop ✓	fap ✓	dit ✓	jud ✓

Short vowel blends

stop ✓	bran ✓	spell ✓	plum ✓
nask ✓	grilt ✓	cang ✓	swin ✓

Short vowel digraphs

when ✓	ship ✓	chop ✓	than ✓
yich	shom	juth	phid

Magic E

tape	mote	shine	time
sute	hame	bope	hine

NOTES:

- Whole Word Reading
- Segmenting Sounds

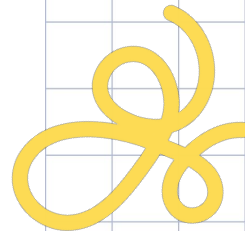
rime then blend

build fluency with CVC

seg digraph review

bd ✓  
th

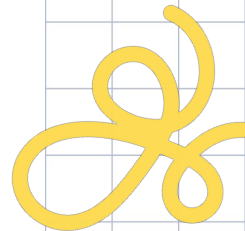
fluency with digraphs



Developed and Adapted by Melissa M. Smith and Lara Tushinski



# Forming my First Groups



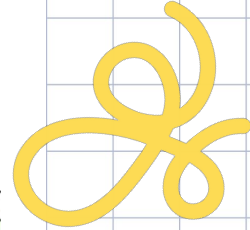
- Short Vowels

- Missing Alphabet Sounds
- Not reading VC, CV or CVC

1st PRIORITY

- Building fluency within CVC
- Building fluency beyond CVC
- Approaching end of year/end of scope

# What If the Diagnostic is More Concerning?



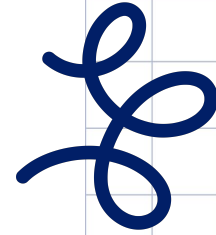
a	m	s	t	p	f	d	i	n	o	c	k	u	b	g	e	h	r	l	w	j	y	x	qu	v	z
y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
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y	y	y	y	n	y	y	y	n	y	y	y	y	y	n	y	y	y	y	n	y	n	n	n	n	y
n	y	y	y	y	y	y	n	y	n	y	y	n	y	y	n	y	y	y	n	y	n	n	n	n	y

- only 50% of class has ALL their letter sounds
- 4 students know less than 50% of their sounds
- most commonly missed p, i, n, o, u, g, e, w, j, y, qu, v

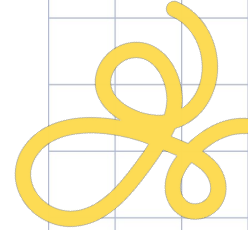
y	y	y	y	n	y	n	n	n	n	y	y	y	n	y	y	y	y	n	n	n	n	y	n	n	y
y	y	y	y	y	n	y	n	y	n	y	y	n	y	n	n	n	n	n	n	n	n	n	n	n	n
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y	y	y	n	n	n	n	y	n	n	n	n	n	n	n	y	n	n	y	n	n	n	n	n	n	n

# Choosing and Using a Scope and Sequence

- There is not one single scope and sequence that should be followed over another
- Select a sequence that goes from simple to complex and teaches high-frequency spellings before low-frequency spellings



# Developing a Long Range Plan for Strand B2

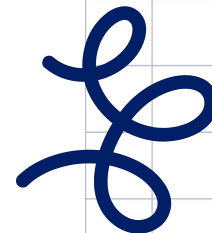


- aim for at least 2 concepts a week
- progress monitor along the way
- interleave the concepts, intentionally coming back to previously taught concepts

	September				October				November				December				January				February				March				April				May				June			
	W1	W2	W3*	W4	W5	W6*	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26	W27	W28	W29	W30	W31	W32	W33	W34	W35	W36	W37	W38	W39	W40
<b>Strand B:</b> B1 is woven throughout everything we do B3 is explicitly taught in context of text comprehension and text creation	Unit 2 Review				Unit 3				Unit 4				Unit 5				Unit 6																							
	Focus on creating an identity affirming classroom and front load comp strategies Review Alphabet Concepts including short vowels and digraphs TW Unit 2:25 and 3:10				FLS2 11, 12, 13 Clos ed sylla bles Ope n sylla bles 14, 15 L blen ds 18 R blen ds 21/2 2 S blen ds 25 Blen ds Revi ew				1,2 .3, 4 5, 6, 7, 8 9, 10, 11, 12 13, 14, 15, 16 Ot her stuf f rev iew Ma gic E rev iew Soft C Soft G Y as long i				Ending Blends Constant -le Kind old wor ds ng nk R cont rolle d Silen t Sou nds				Vowel Teams and Diphthongs				Review																			
	Word Fluency				Sentence Fluency				Passage Fluency																															
	Compound words		Plurals, s.es Link with B3						Ed as ed, d, and t Link with B3		ing		Prefixes un re in dis		Suffixes ing		Doubling, dropping rules		-or		Comparatives :-er, est Superlatives		-ly		Consolidation and Review															

# Universal Screening: Acadience

- Letter Naming Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency

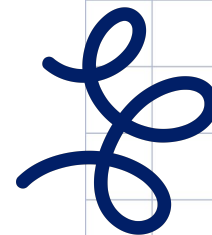


<b>Knowledge and skills: letter recognition</b>	Naming and forming upper- and lowercase letters both in and out of order	Naming and forming upper- and lowercase letters both in and out of order, and demonstrating knowledge of alphabetic order
<b>Looks like...</b>	<ul style="list-style-type: none"><li>• naming upper- and lowercase letters both in and out of order, with increasing automaticity</li><li>• beginning to print upper- and lowercase letters with appropriate formation patterns</li></ul>	<ul style="list-style-type: none"><li>• naming upper- and lowercase letters both in and out of order, with automaticity</li><li>• recognizing and naming upper- and lowercase letters in various fonts</li><li>• printing upper- and lowercase letters with appropriate formation patterns, size, orientation, placement, and spacing</li></ul>

# Universal Screening: Acadience

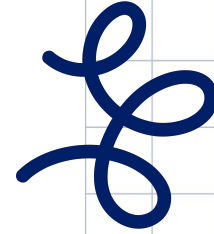
- Letter Naming Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency

<b>Knowledge and skills: segmenting phonemes</b>	Segmenting spoken words into phonemes, starting with simple structures with two phonemes and progressing to more complex structures with more phonemes	Segmenting spoken words with structures that have more than two phonemes  (Note: C stands for <i>consonant</i> ; V stands for <i>vowel</i> .)
<b>Looks like...</b>	<ul style="list-style-type: none"><li>• segmenting CV/VC and CVC words, starting with continuous sounds, and then progressing to stop sounds</li></ul>	<ul style="list-style-type: none"><li>• segmenting the sounds of spoken words containing up to five phonemes<ul style="list-style-type: none"><li>◦ segmenting CVC and CCVC/CVCC words (e.g., prompt: "To segment the word <i>wish</i>, say each sound like this: /w/ /i/ /sh/"), starting with continuous sounds, and then progressing to stop sounds</li></ul></li><li>• splitting a multisyllabic word into its syllables and then segmenting each phoneme in each syllable</li></ul>



# Universal Screening: Acadience

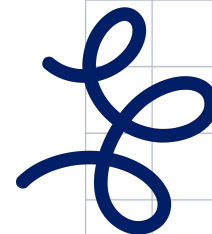
- Letter Naming Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency



	Kindergarten/Grade 1*	Grade 1
Knowledge and skills: applying phonics knowledge in reading and spelling	Reading and spelling CV, VC, and CVC words made of phonics patterns they have learned	Reading and spelling CVC, CCVC, CVCC, CCVCC, and CVCe words made of phonics patterns they have learned

# Universal Screening: Acadience

- Letter Naming Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency (WWR 1→8)
- Oral Reading Fluency (Middle/End)



## Grade 1

- reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught
- beginning to use the most common spellings for phonemes with multiple graphemes. For example, for a /k/ sound at the end of a word after a short vowel, the most common spelling is <-ck>
- learning common endings in spelling patterns:
  - long VCC (<-ild>, <-old>, <-ind>, <-olt>, <-ost>)
  - long vowel <y>, <i>, and <ē>
  - consonant <-le> (e.g., *bundle*)

- learning spellings of graphemes related to the /k/ sound (<k> before <e>, <i>, <y>; <c> before all other letters; <ck> follows a short vowel at the end of one-syllable words)
- learning the most frequent spellings for some final consonant sounds directly after a short vowel:
  - <-tch> = /ch/
  - <-dge> = /j/
  - the FLSZ spelling rule (i.e., <-ff>, <-ll>, <-ss>, <-zz>)
- learning the I J U V spelling rule (these letters do not generally end a word) and that words ending in /v/ will end in <e>

- learning plural <-s> vs. <-es>
- learning irregular plurals
- learning positional spellings:
  - <ai> vs. <ay>
  - <oi> vs. <oy>
  - <ou> vs. <ow>
- learning suffix spelling changes:
  - doubling rule for <-ed>, <-ing>
  - doubling rule for <-er>, <-est>
  - dropping <-e> rule
  - <-y> to <i> rule



# Acadience Benchmarks



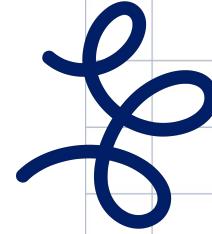
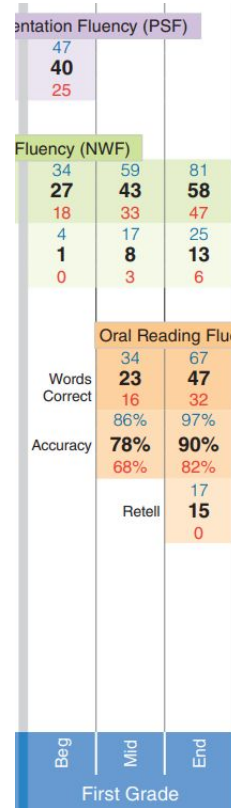
Well Below – Likely to need intensive support



Below – Likely to need strategic support

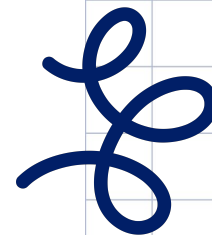
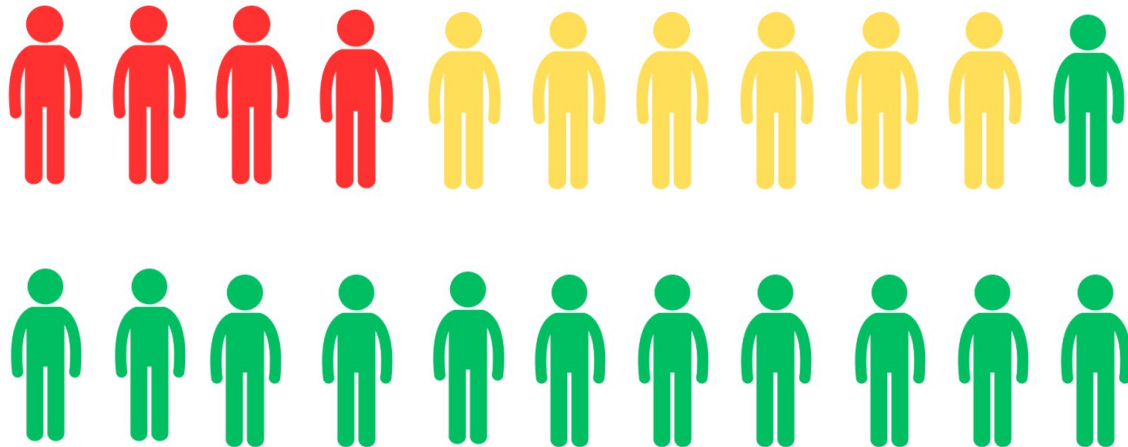


At or Above – Likely to need core support  
(evidence based Tier 1)



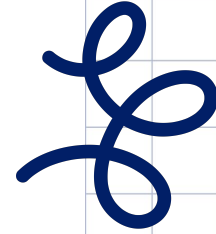
# Acadience Results

- Phoneme Segmentation Fluency



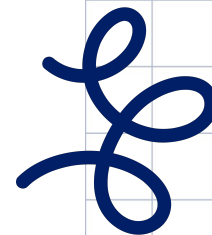
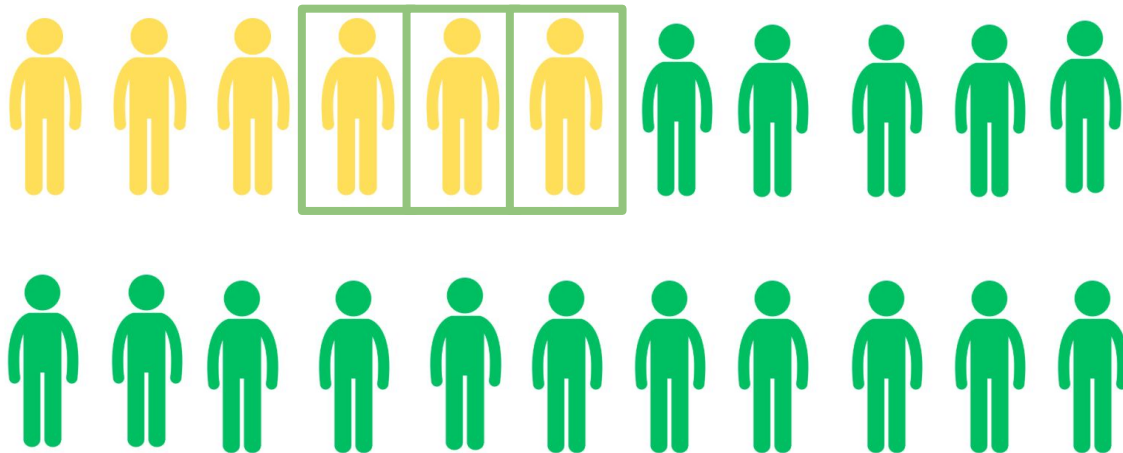
# Acadience Results

- Nonsense Word Fluency – Correct Letter Sounds



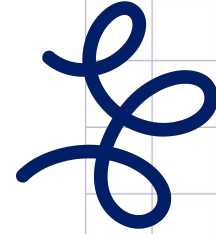
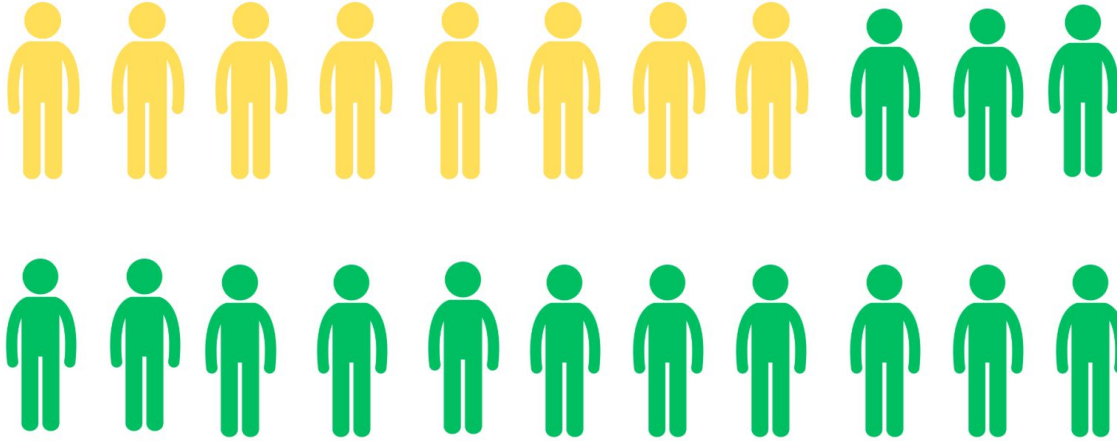
# Acadience Results

- Nonsense Word Fluency – Correct Letter Sounds



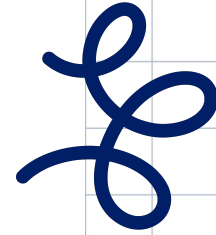
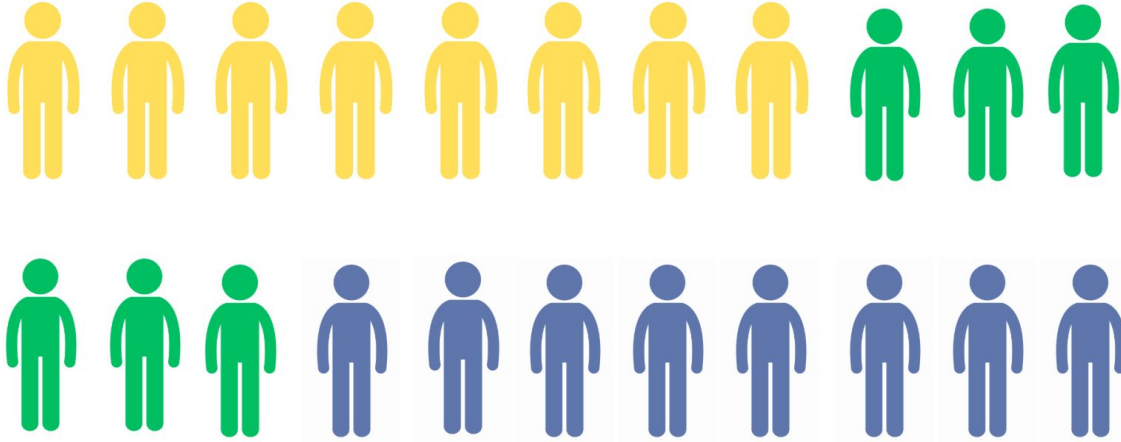
# Acadience Results

- Nonsense Word Fluency – Whole Words Read



# Acadience Results

- Nonsense Word Fluency – Whole Words Read



# Turning Results Into Action

DIAGNOSTIC

decoding and encoding CVC and digraphs

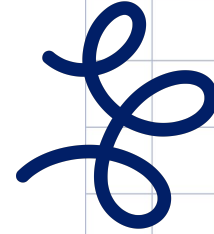
Priority Groups

Segmenting longer words  
Whole Word Reading

SCREENER

Support During Connected Practice and Soft Entry

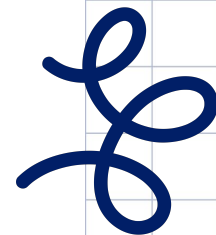
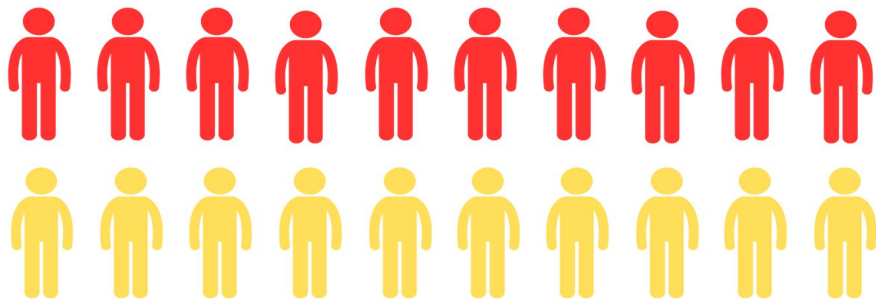
Support During Soft Entry and Boost Tier 1



# Acadience Results – Concerning Data

## Phoneme Segmentation Fluency

- increase the intensity and frequency of practice
- build it into activities throughout the day
- continue to practice with AND without letters

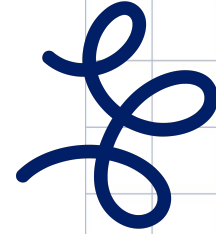
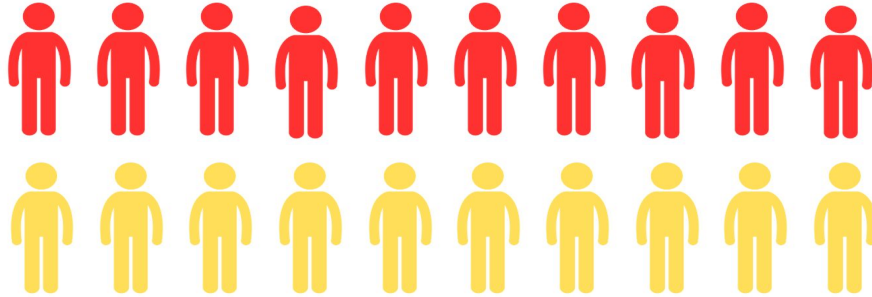




# Acadience Results – Concerning Data

## Nonsense Word Fluency – Correct Letter Sounds

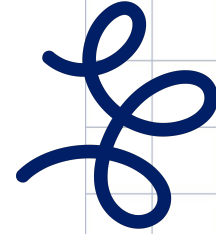
- increase automaticity with letter sounds through engaging games and activities in whole group
- increase the frequency of these activities
- use your connected practice to support building fluency



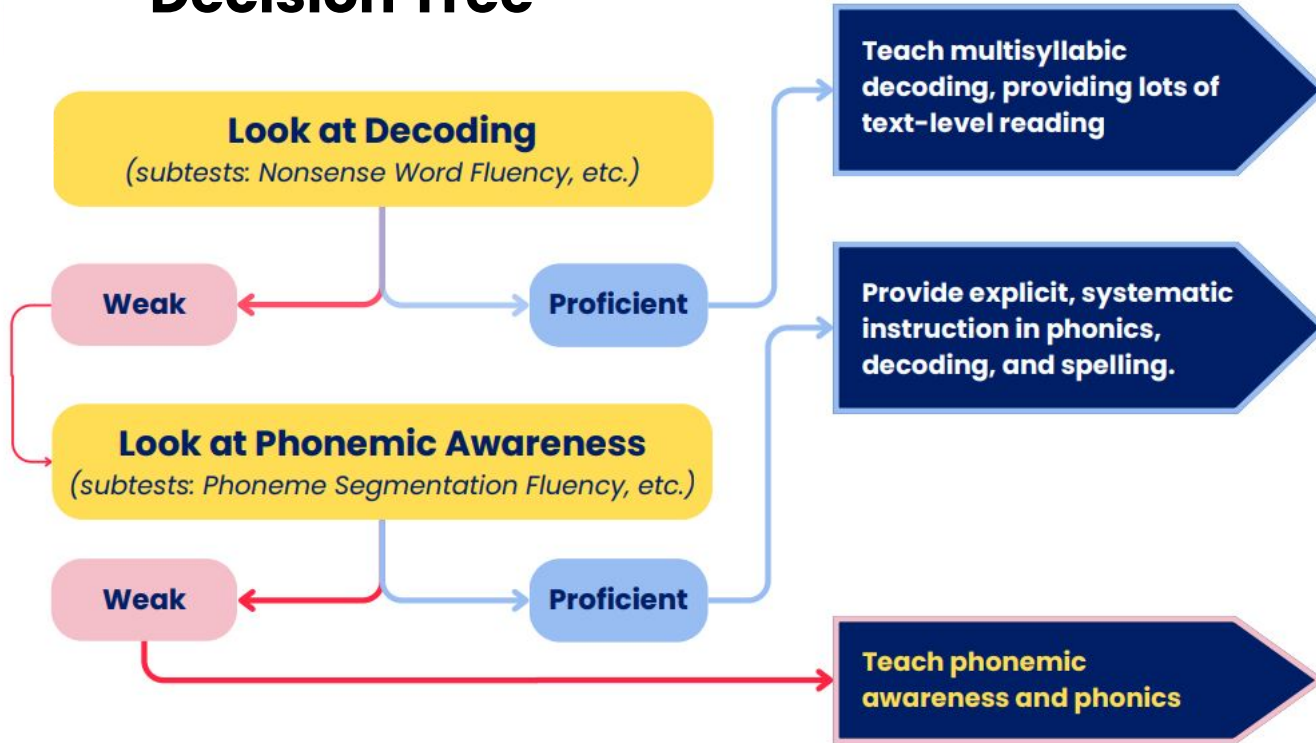
# Acadience Results – Concerning Data

Nonsense Word Fluency – Whole Word Reading

- continue to build fluency with letter sounds
- include activities where they are encouraged to say the sounds in their head rather than out loud
- “If this says... then this says...” to see patterns with concepts that have been explicitly taught



# Decision Tree



02.

## Structuring the Language Block

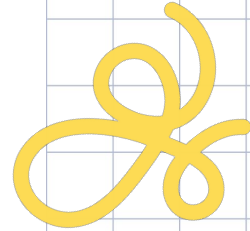
# Structuring the “Block” – My Context

4 students working beyond the Grade 1 scope and sequence

11 students AT grade level and able to work independently (reading CVC, digraphs and blends)

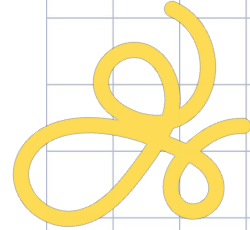
4 students AT grade level but require support to stay there (reading CVC, digraphs and blends)

3 students Slightly BELOW grade level requiring intensive support to improve



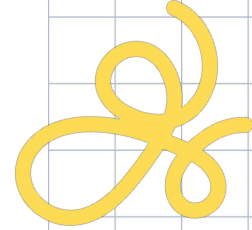
## Elements to Include in the “Block”

- Foundations of Language (Strand B)
  - Oral Language
  - B2: phonemic awareness, alphabetic knowledge, GPC, word-level reading and spelling, morphology, vocabulary, fluency
  - B3: syntax and sentence structure, grammar, capitalization and punctuation
- Strand C – Understanding and Responding to Text
- Strand D – Expressing Ideas and Creating Texts



# My Block

20 mins	Soft Entry and Targeted Intervention
10 mins	Calendar, Star Student, Oral Language
20 mins	B2: Explicit, Systematic Instruction
20 mins	B2: Connected Practice
20 mins	Snack/Break/Read Aloud - Novel/Chapter Book
30 mins	B3 and D - Writing
30 mins	C: Understanding and Responding to Texts



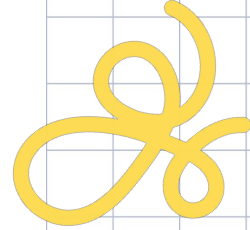
# My Block

## 20 mins – Soft Entry and Targeted Support

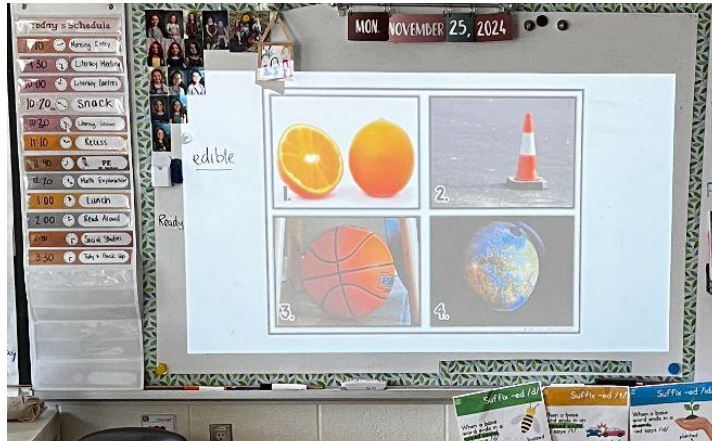
- students enter classroom, put away their belongings and then self-select an activity between socializing, drawing, reading, building with small toys
- students are pulled one-on-one for intensive support in phonics fluency, high-frequency words, phonemic awareness

## 10 mins – Morning routine: Calendar, Star Student, Oral Language

- efficient calendar routine
- star student
- oral language prompt

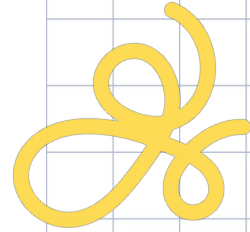






Soft Entry - Nov 25-29

HFW	3PD	PA
Jimmy	Jackson	Jackson
Sahid	Julie	Dia
Dia	Shay	Peter
Jackson	Courtney	Carolyn
James		Sue

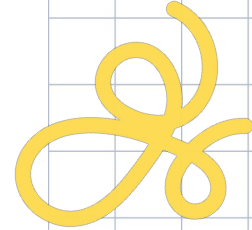


# My Block

## 20 mins – Explicit Instruction in Phonics, PA, and Morphology

- New concept/review of concept (using scope and sequence)
- three part routine
- engaging games and activities using the concept
  - decoding, encoding, HFW
  - multisyllabic words
  - fluency practice
- read and spell sounds, words and sentences

Monday	Tuesday	Wednesday	Thursday	Friday
Three Part Routine	Vowel Intensive	Three Part Routine	Vowel Intensive	Three Part Routine
New Concept	HFW Words & Morphology	Review New Concept	HFW Words & Morphology	Assessment of New Concept



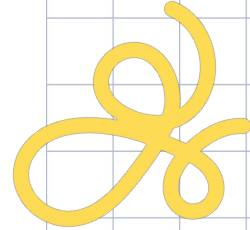
# My Block

## 20 mins - Connected Practice

- Independently practicing skills directly related to what they just learned **OR** their instructional level
  - Decoding practice
  - Encoding practice
  - Sentence building practice
  - Comprehension (proficient group)
- Working toward partner reading as a practice skill
- Ready for Reading - reading decodable to teacher

## 20 mins - Snack, Brain Break and Novel Reading

- students are eating snack while I am reading from our novel study
- provides time to work on understanding longer texts
- adult modelling of comprehension skills



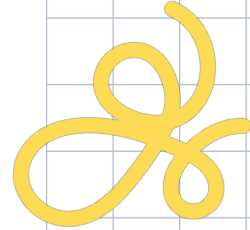
# My Block

## 30 mins – B3 and Strand D – Expressing Ideas and Creating Text

- Explicit instruction:
  - syntax and sentence structure
  - grammar
  - capitalization and punctuation
  - writing form
- Developing ideas and organizing content, creating texts, publishing, presenting, reflecting etc.

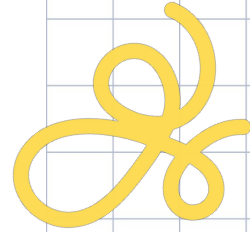
## 30 mins – Strand C – Understanding and Responding to Text

- Interactive read-alouds
- Explicit vocabulary instruction
- Explicit instruction
  - text forms and features
  - elements of texts
  - point of view
  - comprehension strategies and critical thinking

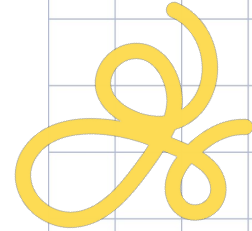
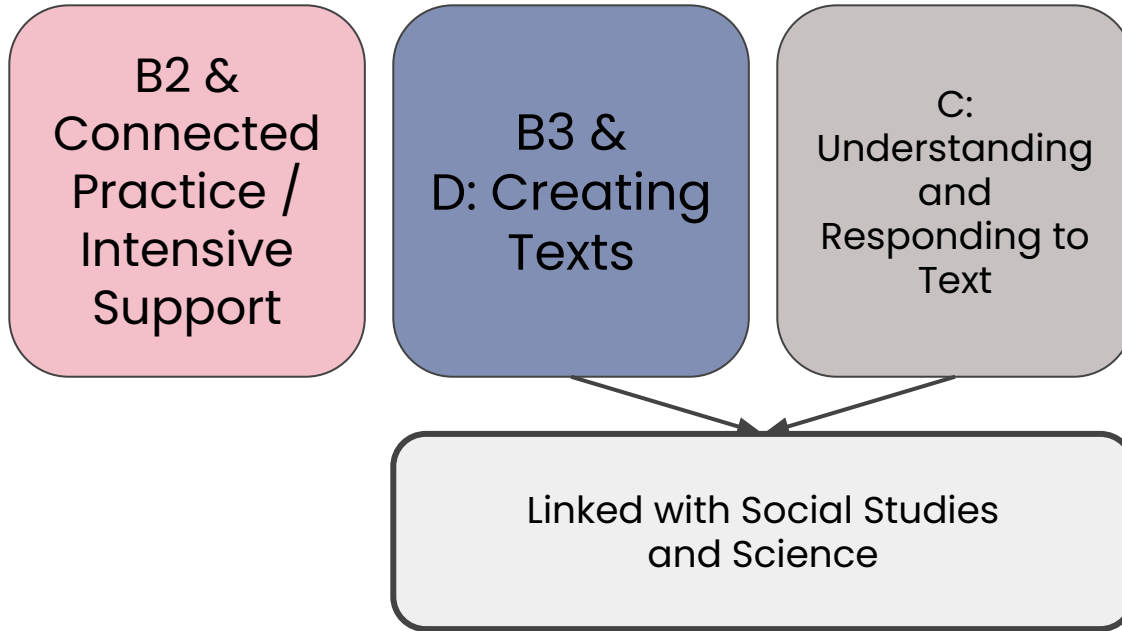


# My Cycle

	Day 1	Day 2	Day 3	Day 4	Day 5
9:10-9:20	Soft Entry & S.T.E.M	Soft Entry & S.T.E.M	Soft Entry & S.T.E.M	Soft Entry & S.T.E.M	Soft Entry & S.T.E.M
9:20-9:30					
9:30-9:40	Literacy Strands A, B, and D	Literacy Strands A, B, and D	Literacy Strands A, B, and D	Literacy Strands A, B, and D	Literacy Strands A, B, and D
9:40-9:50					
9:50-10:00					
10:00-10:10					
10:10-10:20					
10:20-10:30					
10:30-10:40			PREP (40) Health - Wilson		
10:40-10:50					
10:50-11:00					
11:00-11:10	Recess				
11:10-11:40	Recess				
11:40-11:50	PREP - Phys. Ed (40 mins)	Math	Math	PREP - Phys. Ed (40 mins)	Math
11:50-12:00					
12:00-12:10					
12:10-12:20					
12:20-12:30					
12:30-12:40					
12:40-12:50	Math		Math		
12:50-1:00					
1:00-2:00	Lunch <small>Duty Rm 115-117</small>				
2:00-2:10	Literacy Strands C and D	Literacy Strands C and D & DPA	Literacy Strands C and D & DPA	Literacy Strands C and D	Science and Social Studies & DPA
2:10-2:20					
2:20-2:30					
2:30-2:40					
2:40-2:50					
2:50-3:00					
3:00-3:10	Science and Social Studies	Visual Arts	PREP - Music (60 mins)	Science and Social Studies	PREP - Drama/Dance (60 mins)
3:10-3:20					
3:20-3:30					
3:30-3:40					



# Structuring the “Block”



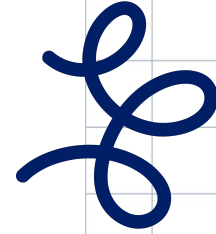
**03.**

## **Instructional Routines and Connected Practice**

# Instructional Routines

## Three Part Routine

- Visual: students see a sound and say the sound
- Auditory: students hear a sound and write the corresponding sound on a white board
- Blending: Students see the sound in a CVC order and blend from left to right, changing one sound at a time





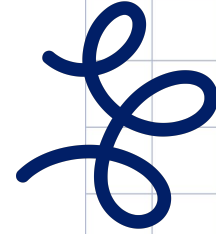
# Instructional Routines

## Soft Entry Intervention

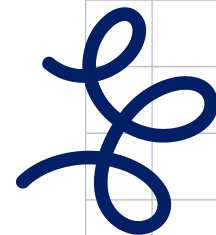
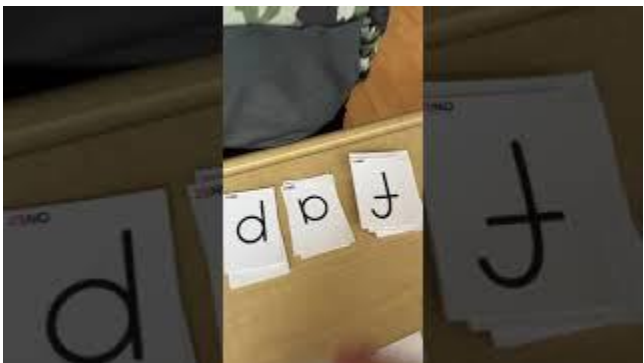
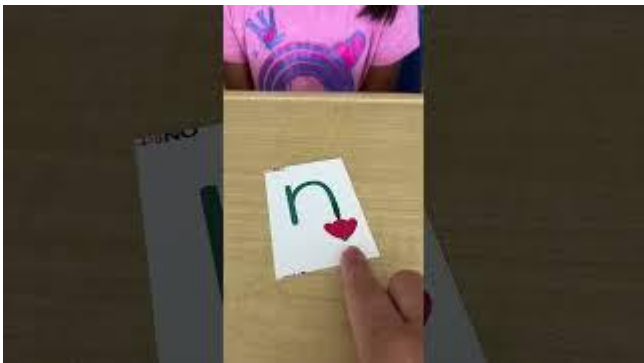
- Pull kids individually or in groups of 2
- Work on the Three Part Routine
- Word Chaining with blending board
- Sound segmentation with visuals

Intervention changes as skills become proficient.

Using soft entry for intervention provides students who NEED extra support with 1:1 time with the teacher at no cost to other students.



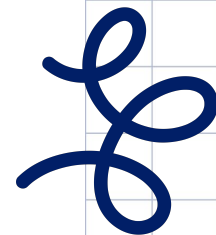
# Instructional Routines



# Instructional Routines

## Encoding Practice

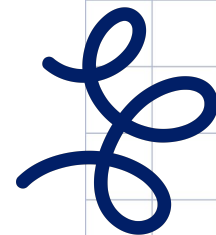
Word Chaining – targets phonemic awareness and grapheme-phoneme correspondence at the same time



# Instructional Routines

## Encoding Practice

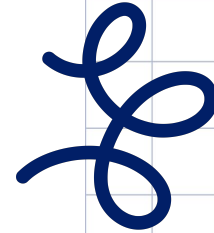
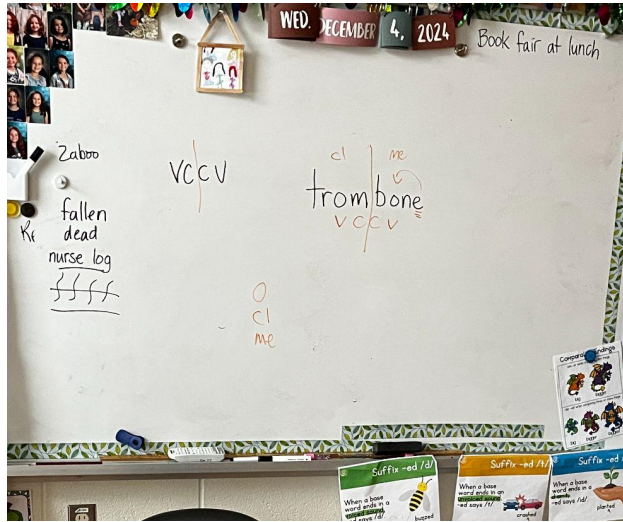
Word Chaining – Mingle – gets kids moving around the classroom.



# Instructional Routines

## Multisyllabic Word Practice

- learning syllable types
- learning to recognize explicitly taught morphemes



# Instructional Routines

## Fluency Practice – Scooping

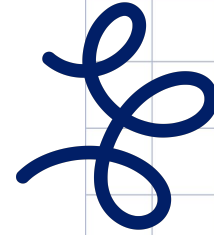
- visually demonstrating scooped phrases to mimic natural reading cadence



The dog likes to eat ice cream.

The dog likes to eat ice cream.

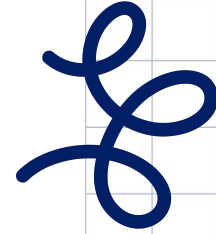
The dog likes to eat ice cream.



# Instructional Routines

## Ready for Reading

- Students have a decodable book in their folders
- They read the decodable book to themselves or a partner until they feel comfortable enough to read it to Mrs. Smith.
- They put their name on the “Ready” list
- I call them over throughout the day when there are small pockets of time and listen to them read and track their progress.
- Then they select a new book.



# Instructional Routines

## Ready for Reading



Name

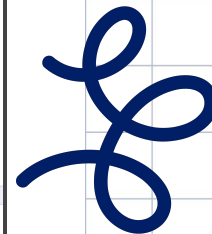
Your answer

Text focus

- cvc
- digraphs and blends
- magic e
- beyond what we're working on in class ATM.

Notes

Your answer

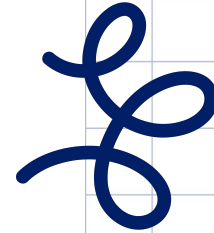




# Instructional Routines

## Ready for Reading

Nov 28	ready for more multi syllabic words.	magic e
Nov 28	no issue	magic e
Nov 28	working on multisyllabic.	magic e
Nov 28	guesses at words	magic e
Nov 28	not fluent - wasn't practicing.	magic e
Nov 28	still saying sounds first but increasing accuracy	magic e
Nov 28	not fluent - needs support on HFW	magic e
Nov 28	not fluent.	magic e
Nov 28	not fluent but decoding.	magic e
Nov 28	not proficient in recognising it yet.	magic e
Nov 28	if i highlight the E she is able to read the magic	magic e
Nov 28	HFW, can read if I highlight the e.	magic e
Nov 28	Very low on HFW. ok with magic e	magic e
Nov 28	zero issue even on two syllabe.	magic e
nov 28	great - some slow on syllables but worked it out	magic e
Nov 28	building fluency on multi syllabic magic e.	magic e



# Connected Practice

Monday	Tuesday	Wednesday	Thursday	Friday
Decode and Match	High Frequency Words	Encoding from image	High Frequency Words	Decodable text from scope and sequence
Ready for Reading	- Spin, Say, Write	Ready for Reading	- Spin, Say, Write	Ready for Reading
Decoding Bin	- Bingo	Encoding Bin	- Bingo	Free Choice
	- Fluency Grid		- Fluency Grid	
	Morphology		Morphology	

Support with whole group activity and pull priority students as needed.  
Who gets supports depends on who NEEDS support.  
Mondays I tend to repeat the new concept.  
This will start to vary as my core group starts to split up.

04.

## Progress Monitoring

# Progress Monitoring – Daily Pen Review

- informal progress monitoring where we test:
  - alphabet writing fluency
  - oral dictation using concepts from S&S to write:
    - sounds
    - words
    - sentences

# Progress Monitoring – Daily Pen Review

Say and Spell the Sound.

b c d e f g h i j k l m

o b

o p q r s t u v w x y z

Say and Spell the Sound.

m to sh

Say and Spell the Word.

bet chop

Say and Spell the Sentence.

The dog sat up.

**Week 1**

b c d e f g h i j k l m

b c d e f g h i j k l m

o p q r s t u v w x y z

O P Q R S T U V W X Y Z

Say and Spell the Sound.

shars ~~sh~~ tr th

Say and Spell the Word.

Crime hid Trade

Krme chade

sime

slime

Say and Spell the Sentence.

rose we go on the slide

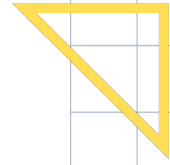
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**Week 10**

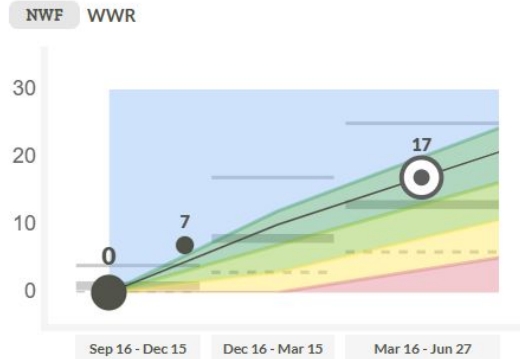
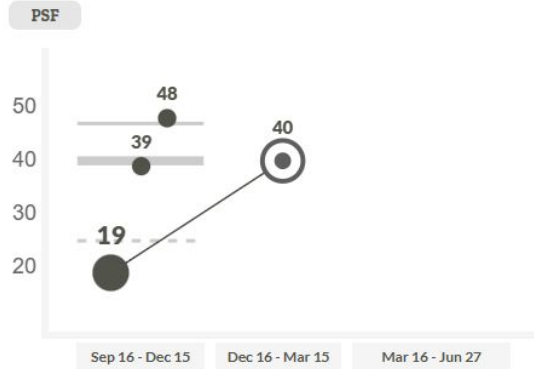
created by  
LAURA BROSS, OCT

## Progress Monitoring – Universal Screener

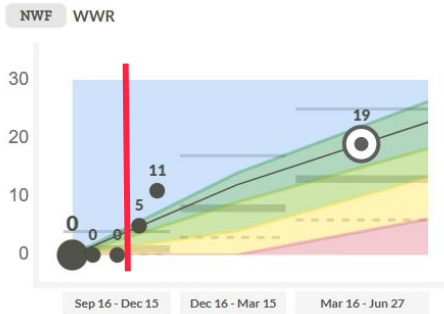
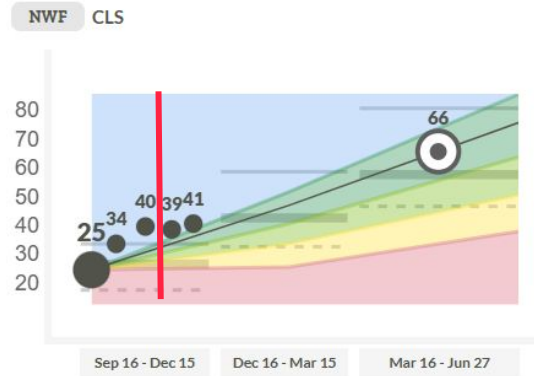
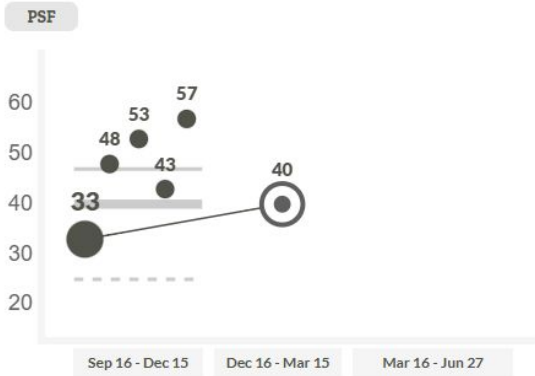
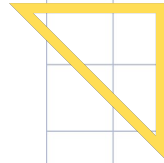
- Use the progress monitoring that comes with your Board’s screener
- Screen any child not meeting the benchmark
- Frequency depends on how far from the benchmark they are
- Make appropriate changes to your instruction and intervention
  - frequency, duration, population, instructional approaches



# Progress Monitoring - Acadiance



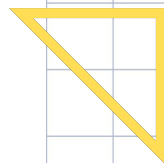
# Progress Monitoring - Acadiance





# Acadience Results

- Phoneme Segmentation Fluency



# Acadience Results

- Nonsense Word Fluency – Correct Letter Sounds



# Acadience Results

- Nonsense Word Fluency – Whole Words Read



# My Initial Groups

4 students working beyond the Grade 1 scope and sequence

11 students AT grade level (CVC, digraphs and blends) but not Magic E

4 students AT grade level (reading CVC, digraphs and blends) with support

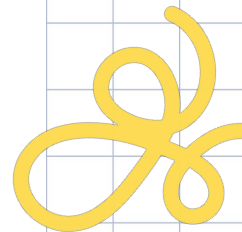
3 students reading (CVC, digraphs and blends) with intensive support

4 students working beyond the Grade 1 scope and sequence

5 students reading Magic E with complete proficiency

11 students reading Magic E with developing fluency with minimal support

1 student still developing fluency with CVC, digraphs and blends\* with support



## To Sum It Up

- Screening and diagnostic data can be used to determine instructional starting points within the new curriculum
- Whole group instruction should meet the needs of the majority of the students in the class
- Progress monitoring can be used to ensure instruction is working

