

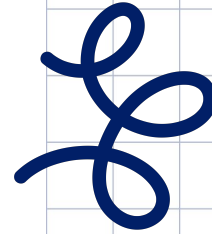


● **Part 2: Grade 1 Planning: From Data to Instruction** ●

Land Acknowledgement

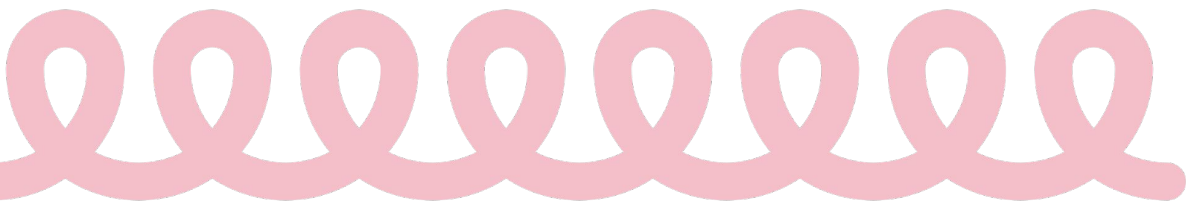
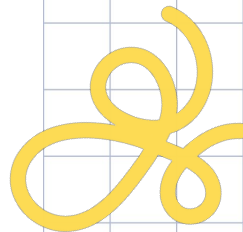
We acknowledge that ONlit's work takes place on traditional Indigenous territories. We acknowledge that there are 46 treaties and other agreements that cover the territory now called Ontario.

We are thankful to be able to work on this land, and we are thankful to First Nations, Métis and Inuit people for their care for and teachings about the earth. This acknowledgement reminds us of our responsibilities to our relationships and to the ancestral lands on which we learn, work and live.



Tonight's Agenda

- 01. Setting the Classroom Context
- 02. Middle of Year Universal Screening
- 03. **Updated** Instructional Routines
and Connected Practice
- 04. Q&A



01.

Setting the Classroom Context

My Classroom Context

October

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

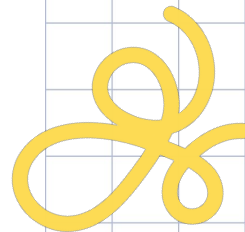
December

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



Whole Class Context – January (preMOY)

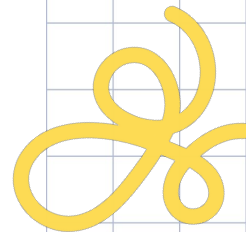
4 students working beyond the Grade 1 scope and sequence

2 students reading fluently slightly ahead of scope

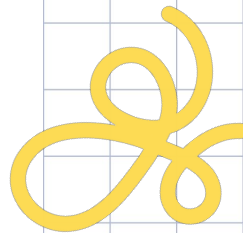
11 students AT grade level and able to work independently to stay there

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

1 student significantly BELOW grade level requiring intensive support to read CVC and blends



Forming My First Groups



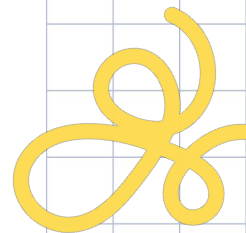
- Short Vowels

- 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

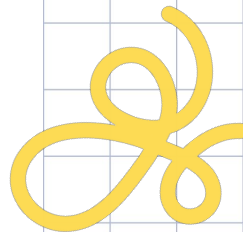
How My Groups Evolved (preMOY)



- Missing Alphabet Sounds, Not reading VC, CV or CVC (one student)
- Building fluency within blends and Magic E
- Improving vocabulary and comprehension
- Building fluency reading and spelling high-frequency words

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			
Strand 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				Closed syllables	FLSZ 11, 12, 13	Open syllables 14, 15	Blends 18	Blends 21/22	Blends 25	Blends Review	1, 2, 3, 4	5, 6, 7, 8	9, 10, 11, 12	13, 14, 15, 16	Other stuff review	17/18/19	Soft C Soft G	Y as long i 24/25	EB 1, 2, 3, 4	EB 5, 6, 7, 8	EB 9, 10	Constant -ie NOT TW	ER, IR, UR 12, 13, 14	15, 16, 17	18, 19, 20, 21	22, 23, 24, 25	1, 2	3, 4	5, 6, 7, 8	9, 10, 11	12, 13	14, 15, 16	17, 18	19, 20	21, 22	23, 24, 25						
	Word Fluency												Sentence Fluency												Passage Fluency																		
	Compound words				Plurals, s/es Link with B3								Ed as ed, d, and t Link with B3				Prefixes				Suffixes																						
																	un re pre dis in				ing				Doubling, dropping rules				-or				Comparatives : -er, est Superlatives				-ly				Consolidation and Review		

Acadience Benchmarks



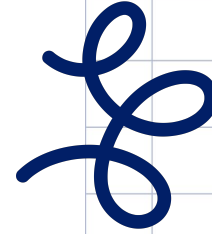
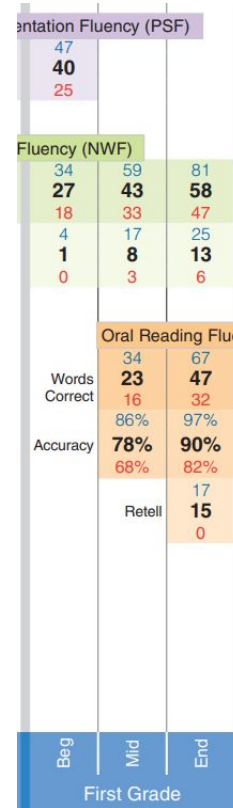
Well Below – Likely to need intensive support



Below – Likely to need strategic support

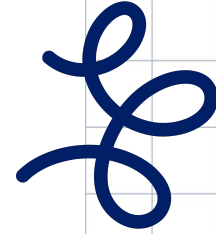
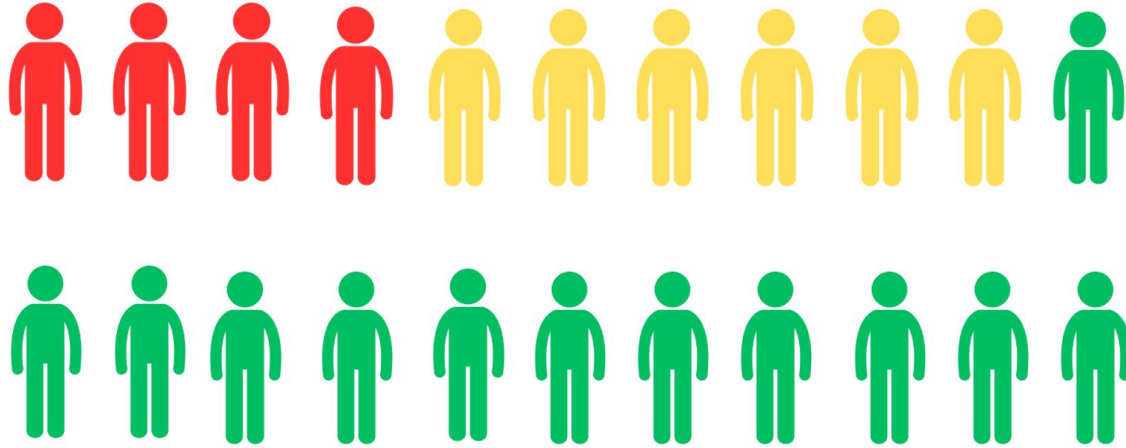


At or Above – Likely to need core support
(evidence based Tier 1)



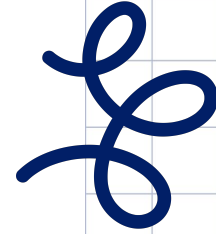
Acadience Results

- Phoneme Segmentation Fluency



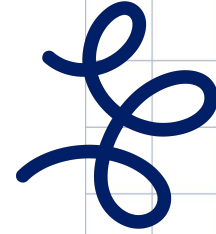
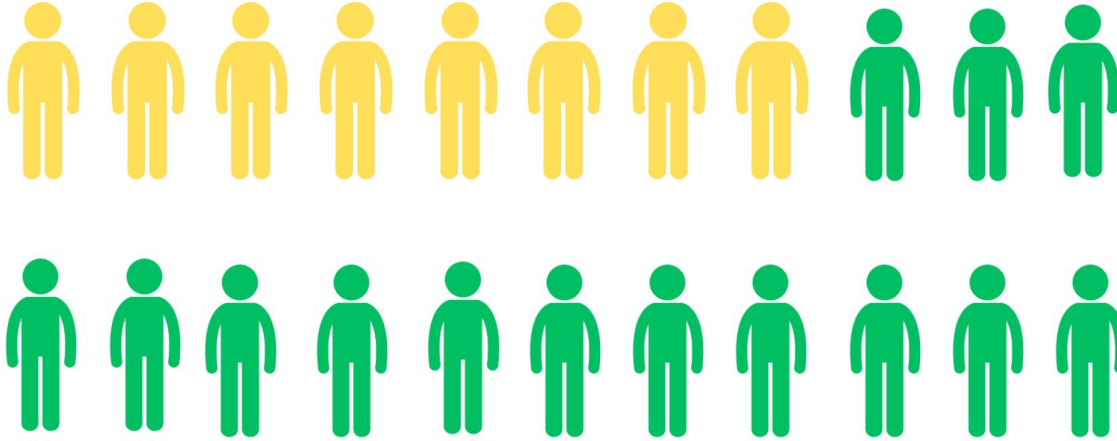
Acadience Results

- Nonsense Word Fluency – Correct Letter Sounds

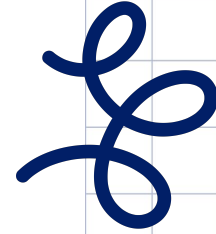
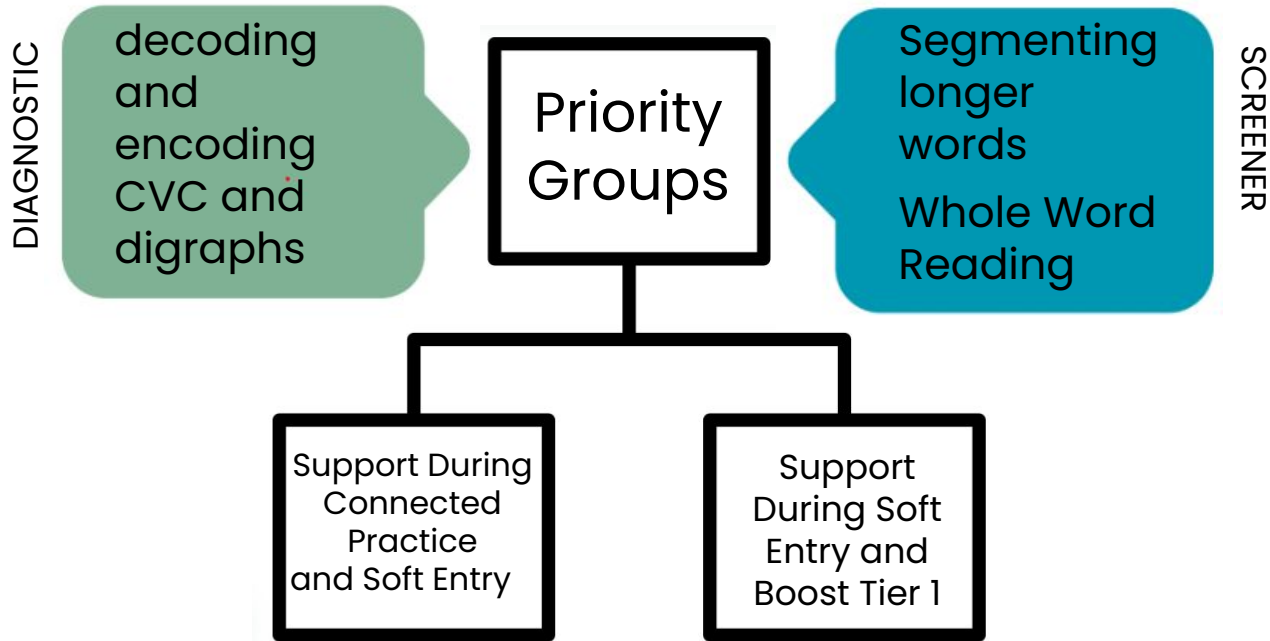


Acadience Results

- Nonsense Word Fluency – Whole Words Read



Turning Results Into Action

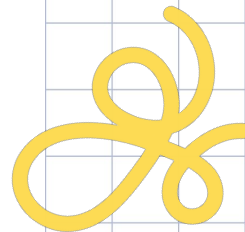


Language Foundations – Explicit Instruction

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
- whole group practice of concept

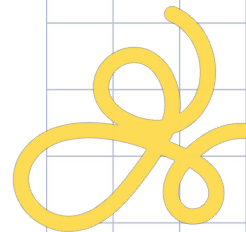
Monday	Tuesday	Wednesday	Thursday	Friday
Abr. 3PD Fluency	HFW Words & Morphology	Multisyllabic Word Chaining	HFW Words & Morphology	Abr. 3PD Fluency
Decode and Match		Encoding		Assessment of New Concept



Language Foundations – Explicit Instruction

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)
- Partner Reading – NEW!
- Ready for Reading – reading decodable to teacher



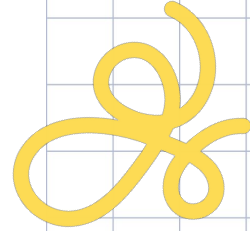
Acadience:
PSF 8 students
NWF 14 students*

Progress
Monitoring

Weekly Pen Review:
sound, word, and
sentence dictation

What I learned from Progress Monitoring

- Increasing opportunities for segmenting words improved outcomes for all but 1 student
- Soft-entry intervention and extra support during connected practice improved outcomes for all students involved
- I was able to reduce the number of students requiring extra support from 7 to 1
- My instruction evolved to move away from the rigidity of 3-part drill in whole group



02.

Middle of Year Universal Screening (MOY)

Middle of Year Screening – Acadience

Who did I screen?

- All students who did NOT meet the BOY benchmark
- All remaining students

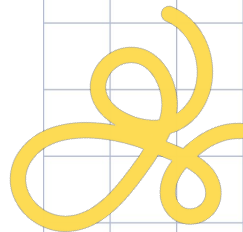
What was I expecting?

- 4 well above
- 3 above
- 7 below
- 8 well below

What are we screening?

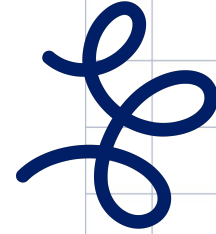
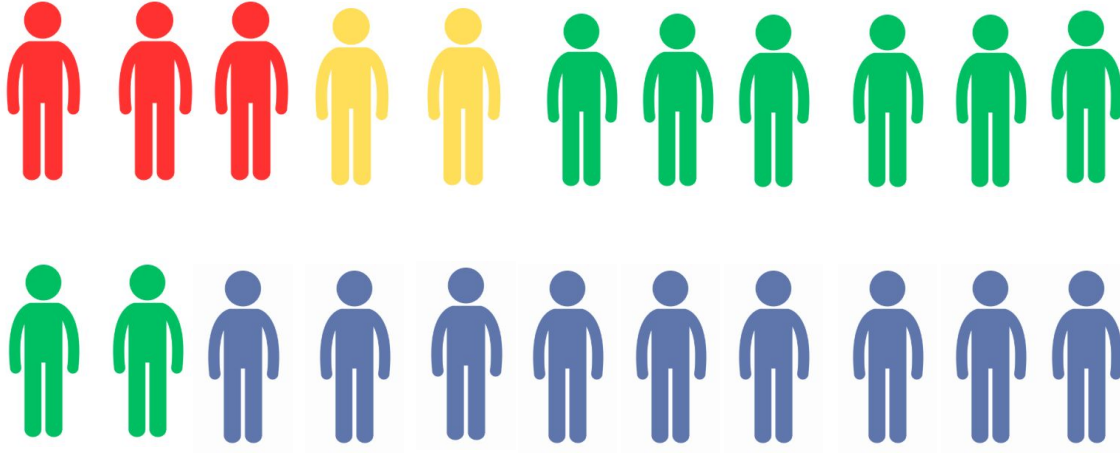
- Nonsense Word Fluency
- Oral Reading Fluency (New!)

Nonsense Word Fluency (PSF)		
47		
40		
25		
Fluency (NWF)		
34	59	81
27	43	58
18	33	47
4	17	25
1	8	13
0	3	6
Oral Reading Fluency		
	34	67
Words Correct	23	47
	16	32
Accuracy	86%	97%
	78%	90%
	68%	82%
	Retell	17
		15
		0
Beg	Mid	End
First Grade		



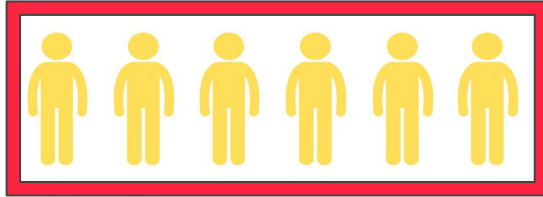
Acadience Results

- Nonsense Word Fluency – Correct Letter Sounds

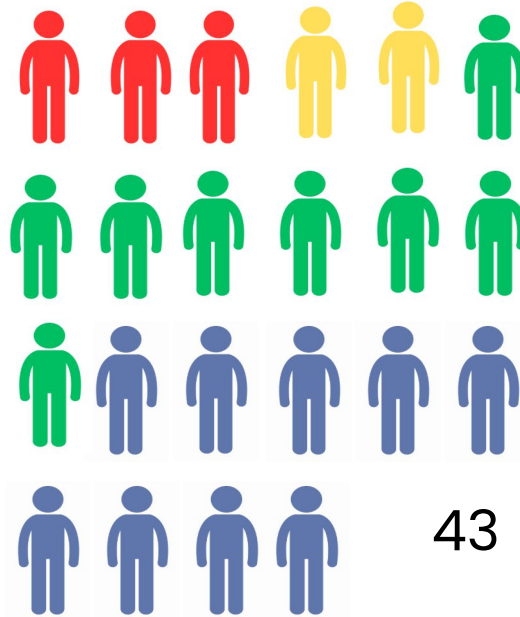


Acadience Results

- Nonsense Word Fluency – Correct Letter Sounds



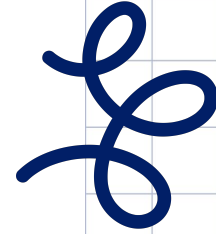
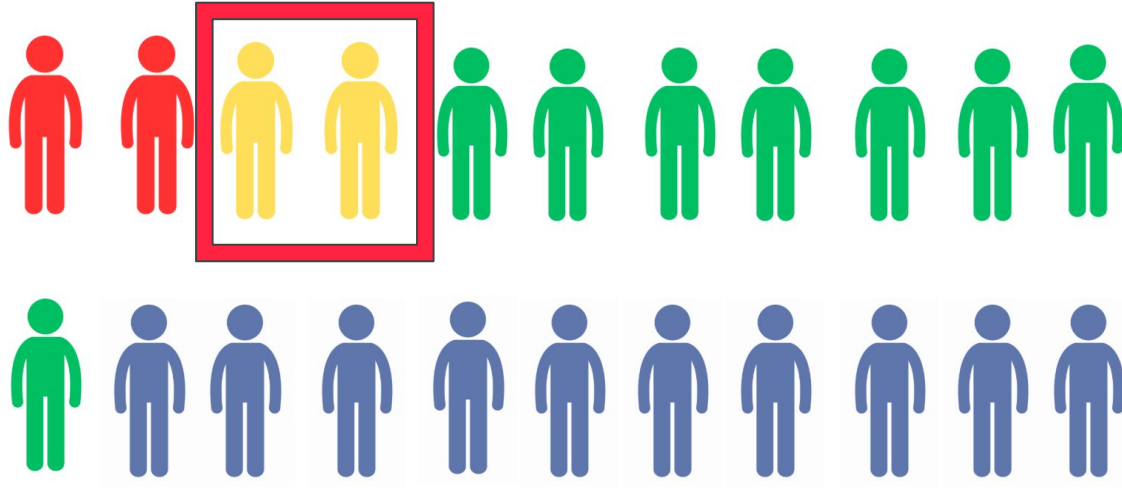
27



43

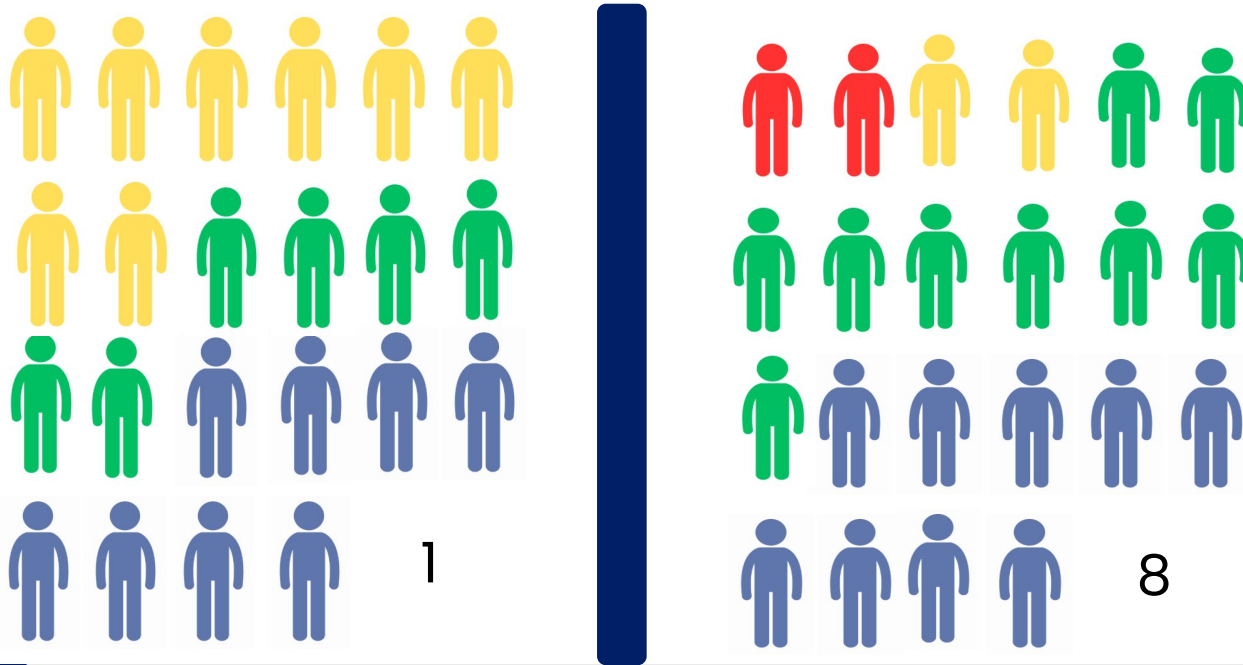
Acadience Results

- Nonsense Word Fluency – Whole Words Read



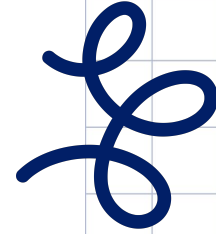
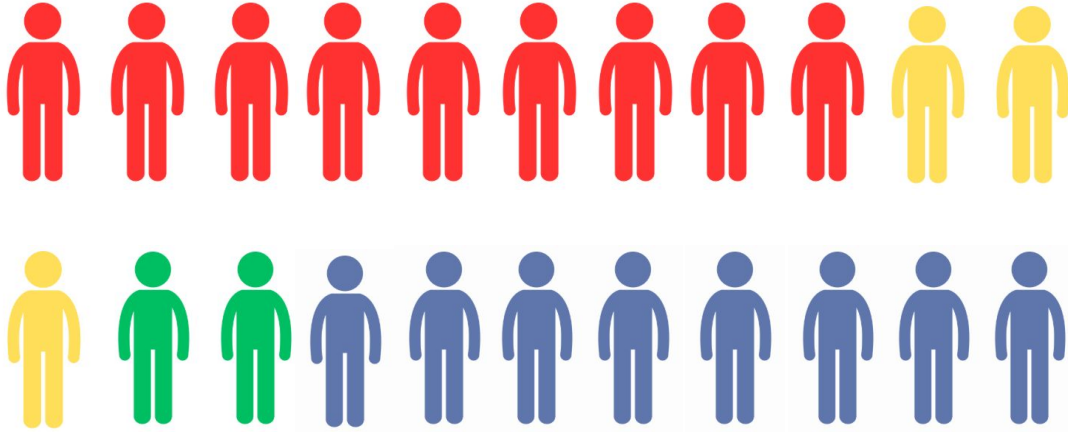
Acadience Results

- Nonsense Word Fluency – Whole Words Read



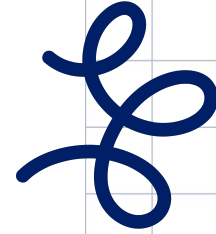
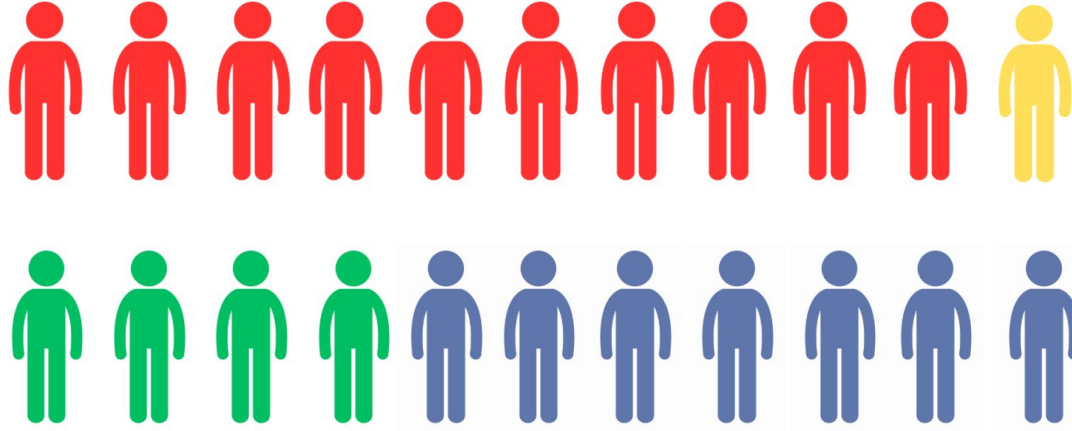
Acadience Results

- Oral Reading Fluency – Words Correct Per Minute



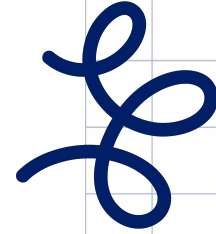
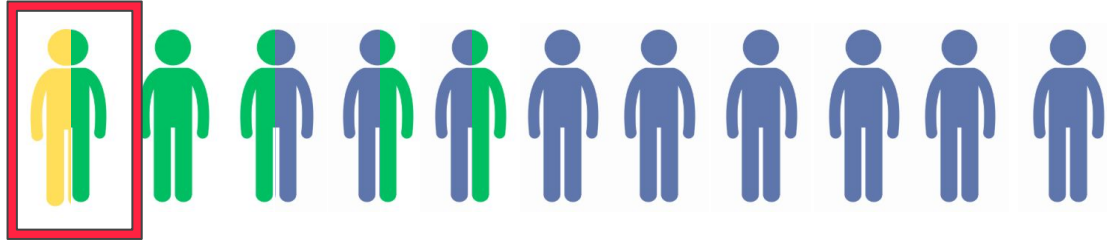
Acadience Results

- Oral Reading Fluency – Accuracy



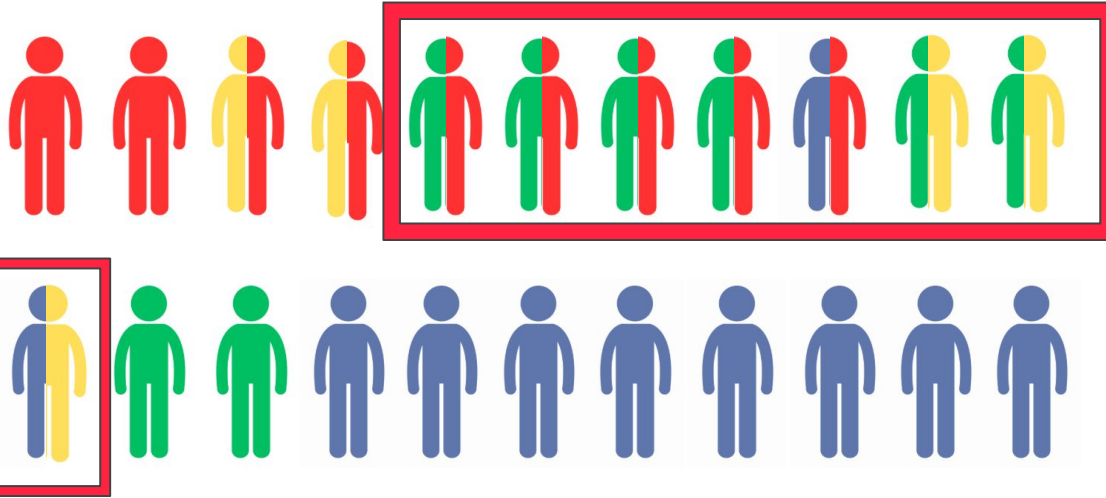
Acadience Results

- Oral Reading Fluency – WCPM vs. Accuracy



Acadiance Results

- NWF – WWR vs. ORF – WCPM



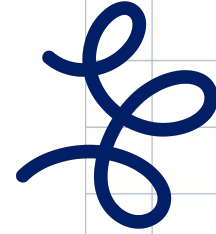
Acadience Results

- Nonsense Word Fluency
 - Whole Words Read



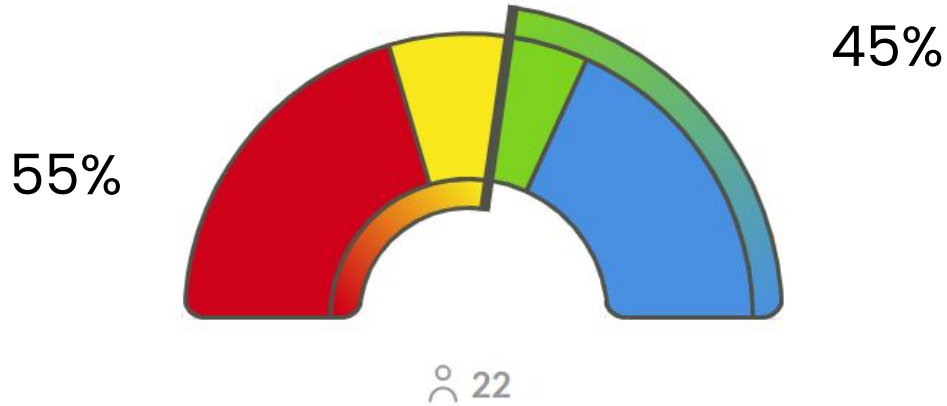
Acadience Results

- Oral Reading Fluency
 - Words Correct



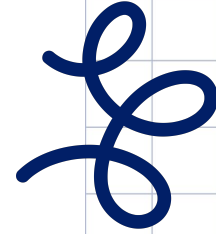
Middle of Year

Feb 3 - Feb 28, 2025



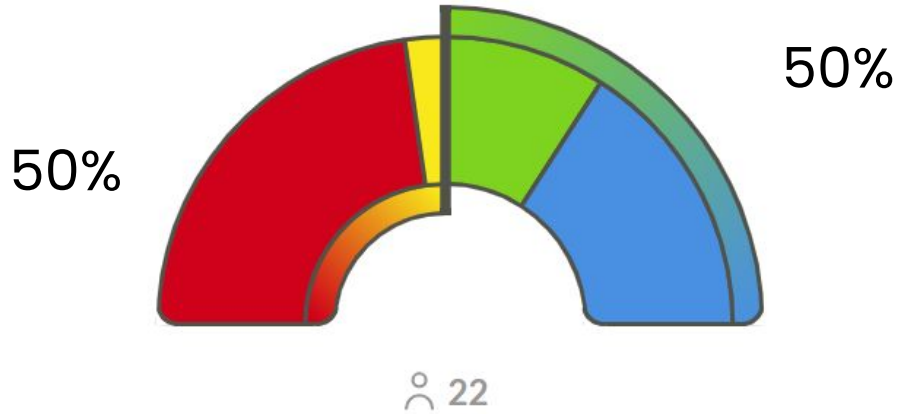
Acadience Results

- Oral Reading Fluency
 - Accuracy



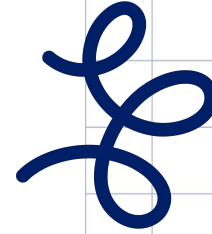
Middle of Year

Feb 3 - Feb 28, 2025



Acadience Results

Nonsense Word Fluency		Oral Reading Fluency		
Correct Letter Sounds	Whole Word Reading	Words Correct	Accuracy	Reading Composite Score
20	0	0	0	20
30	1	6	50	39
37	7	7	39	51
50	7	6	43	63
44	12	9	53	73
28	10	10	67	80
46	15	11	58	86
48	17	10	63	101
54	11	14	67	111
38	13	17	71	112
67	21	20	65	140
43	15	19	83	145
53	12	28	80	155
47	12	32	89	171
87	20	42	88	223
80	21	81	82	244
113	39	89	85	309
100	35	83	97	310
139	46	105	91	370
143	50	103	99	394
142	49	154	99	443
105	34	99	99	216



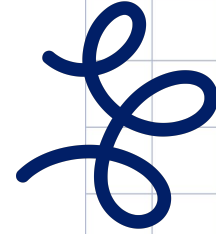
Acadience Results

What was I expecting?

- 4 well above
- 3 above
- 7 below
- 8 well below

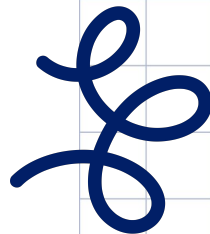
What I found

- 8 well above
- 2 above
- 3 below
- 9 well below



Does My Data Make Sense?

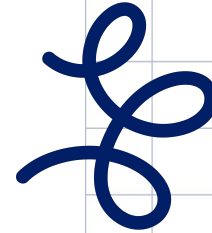
- Explicit instruction included:
 - consonants
 - short vowels
 - initial and final blends
 - magic e
 - soft g and c
 - ee
 - morphemes: s, es, ed, un, re, dis, in, comparatives
 - *some* multisyllabic
 - several high-frequency words
- Only **2** made errors beyond our scope
- **9** made errors on concepts we had learned
- **4** were discontinued after first passage
- **3** had issues with skipping entire lines of text



Are the tests too hard?

Oral Reading Fluency		
Words Correct	34	67
	23	47
Accuracy	86%	97%
	78%	90%
Retell	17	15
		0

- applying previously learned GPC concepts
- identifying:
 - <-all>, <-oll>, <-ull>
 - consonant patterns: <ph>, <nk>, soft <c> and soft <g> variation
 - VCe patterns
 - VCe exceptions
 - long vowel sounds in VCC words: <-ild>, <-old>, <-ind>, <-olt>, <-ost>
 - long vowel <y> = /ī/; <i> = /ī/; <e> = /ē/
 - <-le> words (e.g., *bundle*)
 - r-controlled vowels
 - long vowel teams: <ai>, <ay> = /ā/; <ee>, <ea>, <ey> = /ē/; <oa>, <ow>, <oe> = /ō/; <ie>, <igh> = /ī/; <oo>, <u> = /oo/; <oo> = /ū/; <ew>, <ui>, <ue> = /ū/
 - <au>, <aw>, <augh> = /o/
 - <ea> = /ē/, /ā/, /e/
 - <air>, <are>, <ear> = /air/
 - diphthongs: <oi>, <oy> = /oi/; <ou>, <ow> = /ow/
 - silent letters: <kn> = /n/; <wr> = /r/; <mb> = /m/



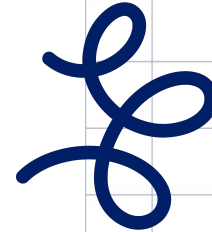
Are the tests too hard?

A Jump Rope Contest

0 It was the day of the jump rope contest. Kim and Anna were going 14
14 to compete. Kim was going to do a new trick. Anna was going to help. 29
29 The two girls watched as younger children took a turn in the contest. 42

31 wcpm

73%



Go Fish

0 It was a cold, snowy day. Abby had invited two friends over to play 14
14 the card game Go Fish. Abby's little brother, Tim, had never played and 27
27 wanted to learn. 30
30 "I'll explain during this game," said Abby. 37

24 wcpm

65%

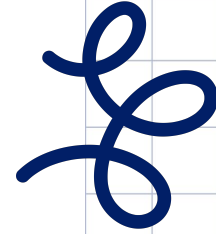
A Busy Bee

0 The sun is rising, telling the bees it's time to get busy. The worker 14
14 bees leave the hive. They are looking for nectar, a sweet liquid, and 27
27 pollen, a yellow dust. The bees use these things to make food and honey. 41

30 wcpm

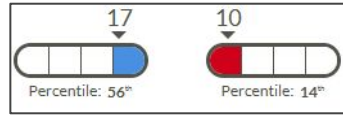
73 %

What types of errors did they make?



× × ✓ ✓ ✓ ✓ ✓ × ✓ ✓ × × ✓

It was the day of the jump rope contest. Kim and Anna were going



✓ ×

to compete. Kim was going to do a new trick. Anna was going to help.

Whole Class Context – Post Screening

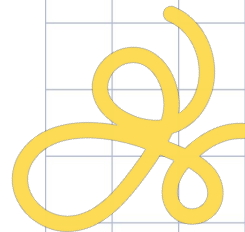
9 students at or above benchmark on all subtests

1 student reading accurately but not fluently

1 student approaching ORF benchmarks on both rate and accuracy

6 students with strong NWF skills but need support with accurate and fluent reading of connected text

4 students requiring support for both basic phonics and accurate and fluent reading of decodable text



ORF vs. Fluency Check on Decodable



Nonsense Word Fluency		Oral Reading Fluency		Fluency Passage Magic E		Notes
Correct Letter Sounds	Whole Word Reading	Words Correct	Accuracy	Words Correct	Accuracy	
20	0	0	0	0	0	says sounds but not correctly blending them back into words
30	1	6	50	7	58	sounding out most words
37	7	7	39	16	30	sounding out most words
50	7	6	43	14	66	sounding out most words
44	12	9	53	7	50	sounding out most words
28	10	10	67	17	89	reading whole words just very slowly
46	15	11	58	28	90	reading whole words
48	17	10	63	20	87	reading whole words but sounds out magic e
54	11	11	67	24	92	reading whole words
38	13	17	71	13	65	reading whole words
67	21	20	65	30	88	whole words but almost skipped a line again
43	15	19	83	32	94	reading whole words

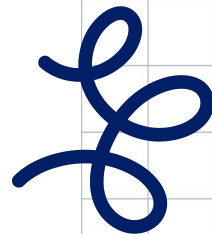
03.

Updated Instructional Routines and Connected Practice

Instructional Implications of My Data

THE QUESTIONS

- What needs to change?
- Who should I focus on?
- What are my new groups?
- Who is ready to fly?
- Who can I ask for help?



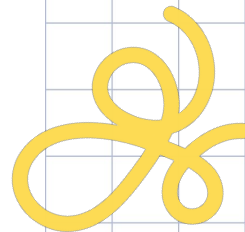
Language Foundations – Explicit Instruction

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
- whole group practice of concept

more time with
connected text

Monday	Tuesday	Wednesday	Thursday	Friday
Abr. 3PD Fluency	HFW Words & Morphology	Multisyllabic Word Chaining	HFW Words & Morphology	Abr. 3PD Fluency
Decode and Match		Encoding		Assessment of New Concept



Connected Practice

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

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 - Fluency Grid	Ready for Reading	- Spin, Say, Write - Fluency Grid	Ready for Reading
	Morphology		Morphology	
	Partner Reading		Partner Reading	
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.				

Connected Practice

Monday	Tuesday	Wednesday	Thursday	Friday
Decode and Match Ready for Reading	High Frequency Words – Fluency Grid Morphology Partner Reading	Encoding from image Ready for Reading	High Frequency Words – Fluency Grid Morphology Partner Reading	Decodable text from scope and sequence Ready for Reading
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.				

Connected Practice

Monday	Tuesday	Wednesday	Thursday	Friday
Decode and Match Authentic text Ready for Reading	High Frequency Words - Fluency Grid Morphology Partner Reading with HFW	Encoding from image Authentic Text Ready for Reading	High Frequency Words - Fluency Grid Morphology Partner Reading with HFW	Decodable text from scope and sequence Ready for Reading

Instructional Groups Post Screening

4 students who
were always
ahead

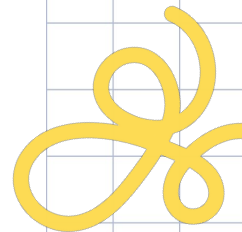
5 students who
are ready for a
challenge

Whole Group Scope
and Sequence

6 students
needing fluency
and accuracy

6 students
needing S&S
support

1 student
needing cvc
support

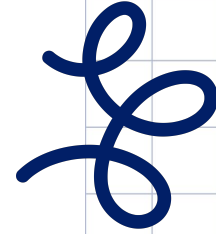


Instructional Routines

Partner Reading

- Students are organized from most fluent to least
- Split your class in half and join back together so that the top of the bottom half is matched with the top and the bottom of the top half is matched with the bottom
- Choose a text that supports their learning and abilities

1	12
2	13
3	14
4	15
5	16
6	17
7	18
8	19
9	20
10	21
11	22



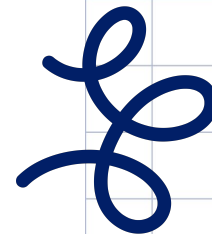
Instructional Routines

Ready for Reading



Text focus

- ☐ cvc
- ☐ digraphs and blends
- ☐ magic e
- ☐ Soft c and g
- ☐ y as long i
- ☐ multisyllabic
- ☐ beyond what we're working on in class ATM.



Instructional Routines

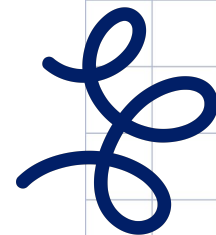
Ready for Reading

Jan 10	fluency 15 in 16 sec	magic e
Jan 10	Fluency 15 in 6	magic e
Jan 10	fluency 15 in 30	magic e
Jan 10	Fluency - 15 in 36	magic e
Jan 10	Fluency - 15 in 57	magic e
Jan 10	Fluency 15 in 66	magic e
Jan 10	Fluency - 15 in 65	magic e
Jan 10	Fluency 6 words in 68	cvc
Jan 10	Fluency - 15 in 75	magic e
Jan 10	Fluency - 15 in 49	magic e
Jan 10	Fluency - 15 in 97	magic e
Jan 10	Fluency 15 in 80 but accurate	magic e
Jan 10	Fluency - 15 in 90	magic e



Instructional Routines

Oral Language



wood

hedge
rearrange

bushes

1.

2.

stone

ci / me
concrete

3.

4.

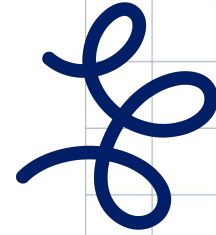
metal
wood

Smash
Tog

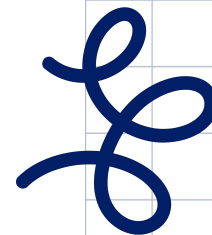
A collage of four images illustrating different types of mazes. The first image shows a colorful wooden block maze. The second image shows a stone maze with handwritten labels 'stone' and 'ci / me concrete'. The third image shows a green hedge maze. The fourth image shows a wooden box maze with handwritten labels 'metal' and 'wood'. The collage is titled 'Instructional Routines' and 'Oral Language'.

Plans for Progress Monitoring

- 4 students enrolled for Nonsense Words
 - every 2 weeks
- 12 enrolled for Oral Reading Fluency
 - 8 every 2 weeks
 - 4 every 4 weeks
- Ready for Reading to include more robust materials
- Continue with Daily Pen Review for concept consolidation
- Use decoradable ORF passages
- Gr. 1 group at recess and booster group



Deeper Look at Progress



Beginning
of
Year

Nonsense Word Fluency		Nonsense Word Fluency	
Correct Letter Sounds	Whole Word Reading	Correct Letter Sounds	Whole Word Reading
33	0	20	0
22	0	30	1
41	0	37	7
22	0	50	7
24	1	44	12
23	1	28	10
42	6	46	15
32	0	48	17
25	0	54	11
27	0	38	13
29	3	67	21

Middle
of
Year



Thank you!

