USING PROBLEM SOLVING TO GROUP STUDENTS IN GRADES K-1

READING: IMPLEMENTATION

Step 1: Validate Universal Screening Data

Step 2: Analyze Data

Step 3: Using Data to Group Students

Step 4: Determine Focus of Instruction

Step 5: Progress Monitoring

Step 6: Document Interventions

Act → Look → Think

Kansas Multi-Tier System of Supports and Alignment
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. If assessment shows a need for a Classwide Intervention, teams need to begin here. 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.

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.

Classwide Intervention:
* [Webinar] Instructions from Kansas MTSS
* Use the Screening to Intervention report and follow Classwide recommendation
* Use the recommended FastBridge Interventions during Classwide intervention

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?
Identify which students are at-risk, based on the composite score **OR use FastBridge recommendations to group initially.**

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

At which phase of Ehri's Word Reading Development do each of these groups appear to be functioning? **Confirm with FastBridge.**

- **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.

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?

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

ACT
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.

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.
<table>
<thead>
<tr>
<th>Ehri's Phase</th>
<th>Phonological Awareness Development</th>
<th>Possible Instructional Components to Move to Next Phase</th>
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</table>
| Pre-Alphabetic        | Syllable Level                     | • 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                   | • 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                | • 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             | • Continue with core instruction! |