

# **Ready, Set, Go: Launching Classroom Success Through Small Group Tier 1 Instruction**





## Handout #1 Mastery: An Instructional Hierarchy

Stage	Characteristics	Instructional Implications
<b>Acquisition</b>	<ul style="list-style-type: none"> <li>• Error rates are high.</li> <li>• Responses may be slow and effortful.</li> <li>• Visual and verbal prompts may be needed to support retrieval.</li> </ul>	<p>A student is introduced to the final -e spelling pattern. The student may substitute long vowel sounds with short vowel sounds.</p> <p>The need for prompting is common as new skills are introduced.</p>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Responses are accurate, building automaticity.</li> <li>• Responses are becoming more authentic.</li> <li>• Minimal prompts are needed and reserved for error correction.</li> </ul>	<p>A student may read cape as cap and then quickly self-correct.</p> <p>Provide feedback on accuracy and fluency. Only prompt when needed for error correction, encouraging self-correction and increased speed.</p>
<b>Generalization</b>	<ul style="list-style-type: none"> <li>• Responses are accurate and automatic.</li> <li>• Ability to distinguish between similar skills.</li> <li>• Skill can be applied broadly in new contexts.</li> </ul>	<p>A student can make the bridge, going from a skill we have taught in a controlled setting to applying that skill in a more authentic way.</p> <p>The student is able to apply the final -e pattern when reading and writing.</p>
<b>Adaptation</b>	<ul style="list-style-type: none"> <li>• High accuracy and automaticity rates are maintained.</li> <li>• Skill can be applied in authentic contexts.</li> <li>• Ability to integrate the skill with other skills.</li> <li>• Ability to engage in multistep processes to apply the skill.</li> </ul>	<p>A student applies the final -e spelling pattern in their own writing and explores how it changes with inflectional endings.</p> <p>The student is integrating multiple skills by changing hope → hoping.</p>



## Handout #2 Types of Assessments

Types of Assessment	Purpose	Assessment Questions	Examples
<b>Screening</b>	<ul style="list-style-type: none"> <li>To know students' progress toward end-of-year grade level standards</li> <li>To identify students who may benefit from intervention</li> </ul>	<ul style="list-style-type: none"> <li>Is instruction sufficient for the majority of students to meet end-of-year grade-level standards?</li> <li>Which students may be at-risk for not meeting grade-level standards?</li> </ul>	<ul style="list-style-type: none"> <li>FAST</li> <li>Curriculum-based measurements (CBM) such as DIBELS and Star-CBM</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>
<b>Progress Monitoring</b> <b>(Formative)</b>	<ul style="list-style-type: none"> <li>To monitor students' progress toward an identified goal: <ul style="list-style-type: none"> <li>Progress toward overall proficiency</li> <li>Progress on specific skills identified for intervention</li> </ul> </li> <li>To evaluate effectiveness of instruction</li> <li>To quantify rate of improvement</li> <li>To provide feedback and inform adjustments to ongoing teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>To what degree is instruction and/or intervention resulting in improvements for students?</li> <li>Are students acquiring the specific skills that have been taught at expected rates?</li> <li>How quickly and to what degree are students closing academic proficiency gaps?</li> <li>Are students learning what is being taught?</li> </ul>	<ul style="list-style-type: none"> <li>FAST</li> <li>CBMs such as DIBELS and Star-CBM</li> <li>Observation</li> <li>Exit ticket</li> <li>Checks for understanding</li> <li>Work samples</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>To evaluate student learning at the end of an instructional unit or grade level (end of the year)</li> </ul>	<ul style="list-style-type: none"> <li>Did the students meet grade-level standards?</li> </ul>	<ul style="list-style-type: none"> <li>FAST</li> <li>Unit test</li> <li>Midterm exam</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>
<b>Diagnostic</b>	<ul style="list-style-type: none"> <li>To assess students' specific skill strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>What are students' strengths and weaknesses related to a particular skill?</li> <li>For what skills do students need intervention?</li> <li>Is there a particular skill that should be revisited in Tier 1?</li> </ul>	<ul style="list-style-type: none"> <li>Phonics survey</li> <li>Spelling inventory</li> <li>Phonological awareness survey</li> <li>Error analysis</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>



# Grade 1 Mid-Year Data Set

Student ID	Teacher ID	FAST Level		Phonics Unit Focus (r-controlled, final -e, vowel teams) Students Need More Practice with:	January Fluency		Unit Test ELA.1.V.1.3 ELA.1.R.1.1 ELA.1.R.1.3
		Fall PM1	Winter PM2		Accuracy	WCPM	
1	A	1	1	vowel teams	60%	5	60
2	A	4	3	r-controlled	100%	40	80
3	A	2	3	final -e	50%	15	60
4	A	1	1	vowel teams	40%	18	60
5	A	3	3	mastery	90%	55	80
6	A	1	2	final -e	80%	24	40
7	A	1	1	vowel teams	40%	8	70
8	A	1	1	vowel teams	70%	10	60
9	A	1	2	final -e	60%	10	80
10	A	1	1	vowel teams	60%	11	70
11	A	1	1	final -e	80%	9	60
12	A	3	3	r-controlled	70%	42	90
13	A	3	3	mastery	90%	50	100
14	A	1	1	vowel teams	70%	8	70
15	A	3	3	mastery	90%	50	80
16	A	2	2	r-controlled	70%	55	90
17	A	3	4	mastery	100%	36	90
18	A	3	4	r-controlled	60%	21	50
19	A	3	3	mastery	100%	46	80
20	A	4	3	r-controlled	60%	20	70
21	A	1	1	final -e	30%	10	60

## Differentiated Groupings for Small Group Tier 1

Group 1 Focus Skills: Final -e Fluency	Group 2 Focus Skills: Vowel Teams Fluency	Group 3 Focus Skills: R-Controlled Fluency	Group 4 Focus Skills: Comprehension Extended Written Responses
Connected Text: Decodables	Connected Text: Decodables	Connected Text: Decodables	Connected Text: Authentic Text
3 6 9 11 21	1 4	2 12 16 18 20	5 13 15 17 19





## Step 1: Examine Current Data

Student ID	Teacher ID	FAST Level		Fluency WCPM		4.F.1.3 Phonics and Word Analysis (Decoding Multisyllabic Words)	Unit Test ELA.1.V.1.3 ELA.1.R.1.1 ELA.1.R.1.3	Students Need More Practice with:
		PM1	PM2	Fall	Winter			
S1	B	3	4	115	130	mastery	90	explaining the difference between narrator's point of view and character perspective
2	B	1	1	67	70	phoneme level	60	explaining how the events contribute to the plot and determining the meaning of unknown words and phrases
3	B	1	2	88	100	syllable level	70	explaining how the events contribute to the plot
4	B	3	3	130	140	mastery	80	explaining the difference between narrator's point of view and character perspective
5	B	2	3	89	94	morphological structure	60	explaining how the character development contributes to the plot and identifying the narrator's point of view
6	B	4	4	140	170	mastery	100	explaining the difference between narrator's point of view and character perspective
7	B	2	3	75	90	morphological structure	80	identifying the narrator's point of view
8	B	2	2	101	133	syllable level	65	explaining how the character development contributes to the plot
9	B	2	2	90	100	morphological structure	65	determining the meaning of unknown words and phrases and identifying narrator's point of view
10	B	1	1	67	82	phoneme level	25	explaining who is telling the story and determining the meaning of unknown words and phrases

11	B	3	3	100	120	mastery	85	explaining the difference between narrator's point of view and character perspective
12	B	2	2	95	110	morphological structure	65	determining the meaning of unknown words and phrases and identifying narrator's point of view
13	B	2	2	100	124	syllable level	60	explaining how the literary elements contribute to the plot
14	B	2	3	112	140	mastery	80	explaining the difference between narrator's point of view and character perspective
15	B	2	2	70	94	syllable level	60	explaining how the literary elements contribute to the plot and determining the meaning of unknown words and phrases
16	B	1	1	58	63	phoneme level	30	determining the meaning of unknown words and phrases
17	B	2	3	80	96	syllable level	60	identifying the narrator's point of view and explaining how the literary elements contribute to the plot
18	B	1	2	68	72	phoneme level	50	determining the meaning of unknown words and phrases

## Step 2: Group Students Based on Data

<b>Group 1</b> <b>Focus Skills:</b> Decode multisyllabic words at the phoneme level and determine meaning of unknown words and phrases.	<b>Group 2</b> <b>Focus Skills:</b> Decode multisyllabic words at the syllable level and explain how literary elements contribute to the plot.	<b>Group 3</b> <b>Focus Skills:</b> Decode words by morphological structure and identify the narrator's point of view.	<b>Group 4</b> <b>Focus Skills:</b> Describe how an author develops a character's perspective and identify the narrator's point of view.
<b>Connected Text:</b> Grade-level text from whole group	<b>Connected Text:</b> Grade-level text from whole group	<b>Connected Text:</b> Grade-level text from whole group	<b>Connected Text:</b> Grade-level text from whole group
2 10 16 18	3 8 13 15 17		1 4 6 11 14

### Step 3: Create Plans for Groups

Group:	Focus Skills:	Teacher-Led Instruction:	Practice Opportunities:
1	Decode multisyllabic words at the phoneme level and determine the meaning of unknown words and phrases.	<ul style="list-style-type: none"> <li>Decoding and encoding practice with multisyllabic words from whole group text</li> <li>Vocabulary in context</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary in context</li> <li>Written response with sentence frames</li> <li>Partner reading for fluency</li> </ul>
2	Decode multisyllabic words at the syllable level and explain how literary elements contribute to the plot.	<ul style="list-style-type: none"> <li>Decoding and encoding practice with multisyllabic words from whole group text</li> <li>Plot diagram</li> </ul>	<ul style="list-style-type: none"> <li>Plot diagram</li> <li>Written response with sentence starters</li> <li>Partner reading for fluency</li> </ul>
3	Decode words by morphological structure and identify the narrator's point of view.		
4	Describe how an author develops a character's perspective and identify the narrator's point of view.	<ul style="list-style-type: none"> <li>Examination of the development of one character's perspective</li> <li>Prewriting activity to identify the narrator's point of view</li> </ul>	<ul style="list-style-type: none"> <li>Development of another character's perspective</li> <li>Adapt to a different point of view</li> <li>Partner reading for fluency</li> </ul>

Planning for Tier 1 Differentiated Small Groups

Step 1: Examine Current Data

Step 2: Group Students Based on Data

Group 1 Focus Skills:	Group 2 Focus Skills:	Group 3 Focus Skills:	Group 4 Focus Skills:
Connected Text:	Connected Text:	Connected Text:	Connected Text:

Step 3: Create Plans for Groups

Group:	Focus Skills:	Teacher-Led Instruction:	Practice Opportunities:
1			
2			
3			
4			