



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



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Objectives

- Understand the research, considerations and evidence-based practices for Tier 1 English Language Arts (ELA) instruction.
- Determine what data points can be used to organize students for small group instruction and other practice opportunities.
- Engage in a workshop to examine a data set while intentionally planning for Tier 1 small group instruction.



Getting Our Footing



Mastery: An Instructional Hierarchy



Acquisition



Fluency



Generalization



Adaptation





Mastery: An Instructional Hierarchy

Stage	Characteristics	Instructional Implications
Acquisition	<ul style="list-style-type: none"> Error rates are high. Responses may be slow and effortful. Visual and verbal prompts may be needed to support retrieval. 	<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>
Fluency	<ul style="list-style-type: none"> Responses are accurate, building automaticity. Responses are becoming more authentic. Minimal prompts are needed and reserved for error correction. 	<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>
Generalization	<ul style="list-style-type: none"> Responses are accurate and automatic. Ability to distinguish between similar skills. Skill can be applied broadly in new contexts. 	<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>
Adaptation	<ul style="list-style-type: none"> High accuracy and automaticity rates are maintained. Skill can be applied in authentic contexts. Ability to integrate the skill with other skills. Ability to engage in multistep processes to apply the skill. 	<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>

Differentiation

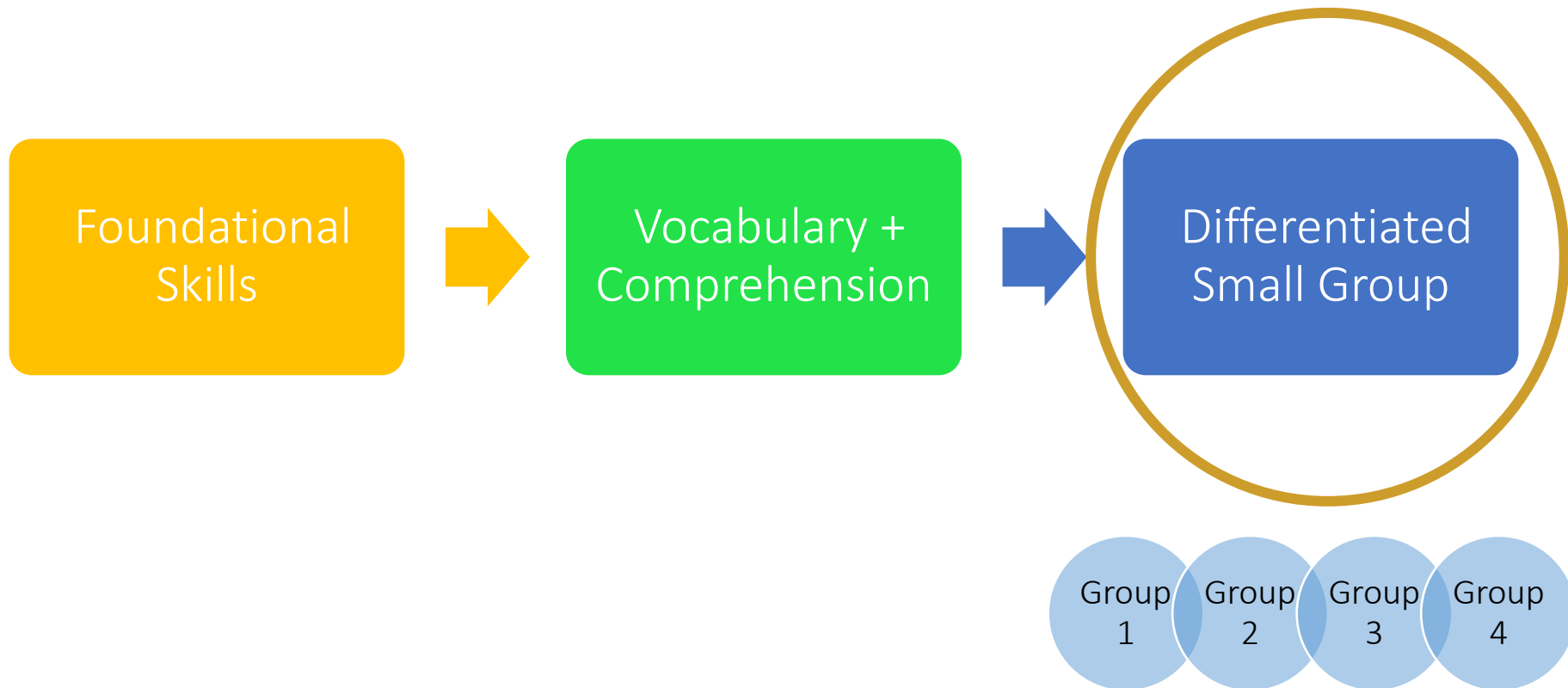
Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3

6	4	T1	T2	T3
COMPONENTS	TYPES OF ASSESSMENTS	CORE	INTERVENTION	INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

Tier 1 Instruction: 90-Minute ELA Block





How would inconsistencies in procedures, content and language across tiers impact Myra's learning?



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Ready



Start with the Data

Categories/Levels	State Benchmark	
	FAST Equivalent Score	Scaled Score
At/Above Benchmark		
Level 5	At/Above 188	At/Above 947
Level 4	At/Above 170	At/Above 894
Level 3	At/Above 153	At/Above 844
Category Total		
Below Benchmark		
Level 2	Below 153	Below 844
Level 1	Below 135	Below 791



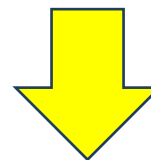
- Other data points could include:
- ✓ Other FAST reports
 - ✓ Phonics surveys
 - ✓ Error pattern analysis forms
 - ✓ District unit assessments
 - ✓ Daily check for understanding/ student work
 - ✓ Teacher observation notes



Student	Student ID	Total	Scale Score	Achievement Level	Percentile Rank	1. Reading Prose and Poetry	2. Reading Informational Text	3. Reading Across Genres & Vocabulary
State		290	Percent Count: 87.6K	40% 25% 21% 11% 3%	n/a			
District		289	Percent Count: 6.3K	43% 22% 19% 12% 4%	n/a			
School		284	Percent Count: 54	54% 18% 11% 17%	n/a			
My Students		283	Percent Count: 11	65% 12% 24%	n/a			



Data Collection Tools Activity



Types of Assessment	Purpose	Assessment Questions	Examples
Screening	<ul style="list-style-type: none"> To know students' progress toward end-of-year grade level standards To identify students who may benefit from intervention 	<ul style="list-style-type: none"> Is instruction sufficient for the majority of students to meet end-of-year grade-level standards? Which students may be at-risk for not meeting grade-level standards? 	<ul style="list-style-type: none"> FAST Curriculum-based Measurements (CBM) such as DIBELS and Star-CBM _____ _____ _____
Progress Monitoring (Formative)	<ul style="list-style-type: none"> To monitor students' progress toward an identified goal: <ul style="list-style-type: none"> Progress toward overall proficiency Progress on specific skills identified for intervention To evaluate effectiveness of instruction To quantify rate of improvement To provide feedback and inform adjustments to ongoing teaching and learning 	<ul style="list-style-type: none"> To what degree is instruction and/or intervention resulting in improvements for students? Are students acquiring the specific skills that have been taught at expected rates? How quickly and to what degree are students closing academic proficiency gaps? Are students learning what is being taught? 	<ul style="list-style-type: none"> FAST CBMs such as DIBELS and Star-CBM Observation Exit ticket Checks for understanding Work samples _____ _____ _____

What do you notice after generating your list?

With the various data sources available, how do you select the best tools to improve student learning?

Set





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

Group 2	
Focus Skills: Vowel Teams and Fluency	
Connected Text: Decodables	
1	7, 8, 10, 14
4	



Teacher-Led Tier 1 Small Group Weekly Schedule

	M	T	W	Th	F
Session 1	Group 2	Group 1	Group 3	Group 4	Group 1
Session 2	Group 4	Group 2	Group 1	Group 1	Group 2
Session 3	Group 1	Group 3	Group 2	Group 3	Group 4

Small Group Model: Independent Practice

Session	All Students (Not with Teacher)
Session 1	Partner Reading (Fluency)
Session 2	Word Work or Writing Task
Session 3	Computer Practice

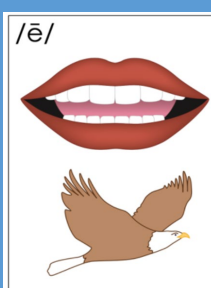



Go!





Plan for Group 2

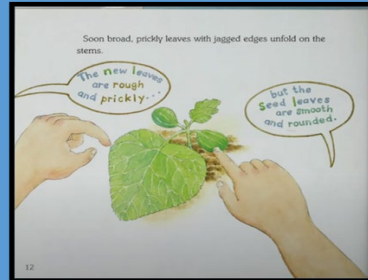
Session 1	Teacher-Led Small Group	<div>Once upon a time, there was a fox who lived in a valley. She spent her days deep in the green forest. Each day, she would wake up from her sleep and greet the forest animals.</div> <div><div>/ē/</div><div></div></div>				
Session 2	Word Work or Writing Task	<table><tr><td>ea</td><td>ee</td></tr><tr><td></td><td></td></tr></table>	ea	ee		
ea	ee					
Session 3	Partner Reread (Fluency)	<div>The pup is up! The pup is on us. It's fun. Mom said the pup can sit on the mat in the sun. The pup did not sit on the mat. The pup is in the mud!</div> <div></div>				



Plan for Group 4

Session 1

Partner Reread (Fluency)



Monday

Focus on Accuracy

Tuesday

Conversational Pace

Wednesday

Read with Expression

Thursday

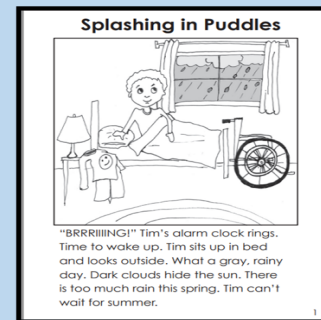
Punctuation and Phrasing

Friday

Increase the Rate

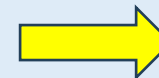
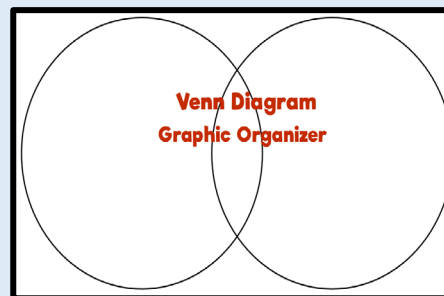
Session 2

Teacher-Led Small Group



Session 3

Word Work or Writing Task



Workshop





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.4.V.1.3 ELA.4.R.1.1 ELA.4.R.1.3	Students Need More Practice with:
		PM1	PM2	Fall	Winter			
1	B	3	4	115	130	mastery	90	explaining the difference between narrator's point of view and character perspectives
2	B	1	1	67	70	phoneme level	60	explaining how the events contribute to the plot and determine the meaning of unknown words and phrases
3	B	1	2	88	100	syllable level	70	explaining how the events contribute to the plot



Group Students Based on Data

Group 1 Focus Skills: Decode multisyllabic words at the phoneme level and determine meaning of unknown words and phrases.	Group 2 Focus Skills: Decode multisyllabic words at the syllable level and explain how literary elements contribute to the plot.	Group 3 Focus Skills: Decode words by morphological structure and identify the narrator's point of view.	Group 4 Focus Skills: Describe how an author develops a character's perspective and identify the narrator's point of view.
Connected Text: Grade-level text from whole group	Connected Text: Grade-level text from whole group	Connected Text: Grade-level text from whole group	Connected Text: Grade-level text from whole group
2 10 16 18	3 8 13 15 17	<div>5 7 9 12</div>	1 4 6 11 14



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"> Decoding and encoding practice with multisyllabic words from whole group text Vocabulary in context 	<ul style="list-style-type: none"> Vocabulary in context Written response with sentence frames Partner reading for fluency
2	Decode multisyllabic words at the syllable level and explain how literary elements contribute to the plot.	<ul style="list-style-type: none"> Decoding and encoding practice with multisyllabic words from whole group text Plot diagram 	<ul style="list-style-type: none"> Plot diagram Written response with sentence starters Partner reading for fluency
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"> Examination of the development of one character's perspective Prewriting activity to adapt the narrator's point of view 	<ul style="list-style-type: none"> Development of another character's perspective Adapt to a different point of view Partner reading for fluency



Plan for Group 3

Session 1	Word Work or Writing Task	<div><div><div>“scop”</div><div>therm</div><div>vis</div><div>graph</div><div>spec</div><div>fer</div><div>cred</div><div>scop</div><div>aud</div><div>phon</div><div>file</div><div>act</div><div>photo</div></div><div></div><div></div></div>										
Session 2	Teacher-Led Small Group	<table><tr><td>How does the character feel about_____?</td><td>Narrator’s Point of View</td><td>Character’s Perspective</td></tr><tr><td>How do you know? (Use text evidence.)</td><td></td><td></td></tr></table>	How does the character feel about_____?	Narrator’s Point of View	Character’s Perspective	How do you know? (Use text evidence.)						
How does the character feel about_____?	Narrator’s Point of View	Character’s Perspective										
How do you know? (Use text evidence.)												
Session 3	Partner Reread (Fluency)	<div><div><div>Yo-Yo & Yeou-Cheng Ma</div><div></div><div>by Ai-Ling Louie</div></div><div></div></div> <table><tr><td>Monday</td><td>Focus on Accuracy</td></tr><tr><td>Tuesday</td><td>Conversational Pace</td></tr><tr><td>Wednesday</td><td>Read with Expression</td></tr><tr><td>Thursday</td><td>Punctuation and Phrasing</td></tr><tr><td>Friday</td><td>Increase the Rate</td></tr></table>	Monday	Focus on Accuracy	Tuesday	Conversational Pace	Wednesday	Read with Expression	Thursday	Punctuation and Phrasing	Friday	Increase the Rate
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Planning for Tier 1 Differentiated Small Groups

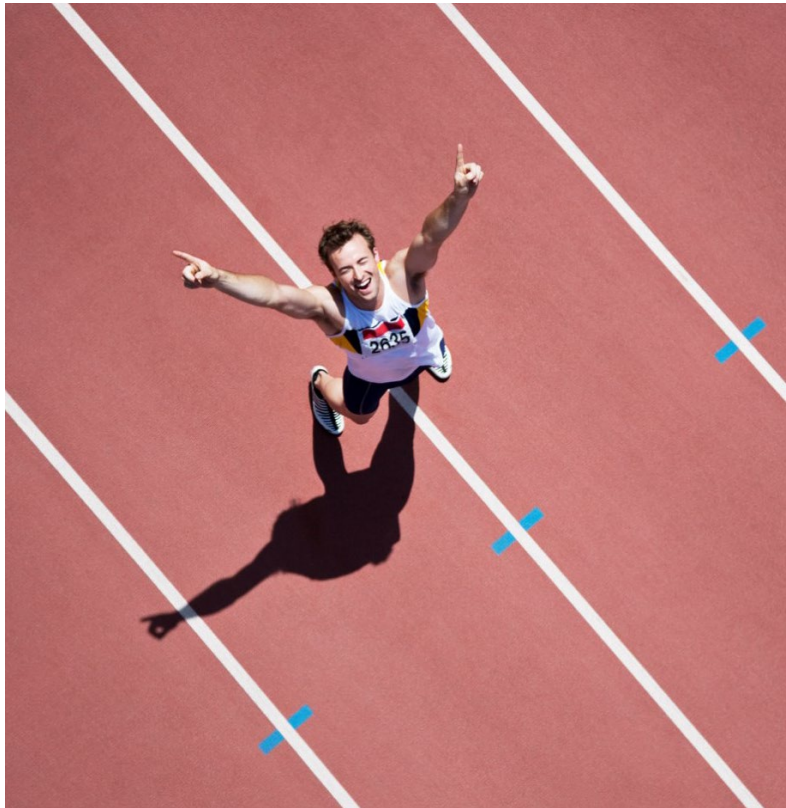
Step 1: Examine Current Data

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			



Ready

**Examine
Data**



Set

**Group
Students**



Go!

**Create
Plans**

Based on this session, are there adjustments you would make to how you examine student data, to the process of grouping students or to creating specific plans that address student needs?



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