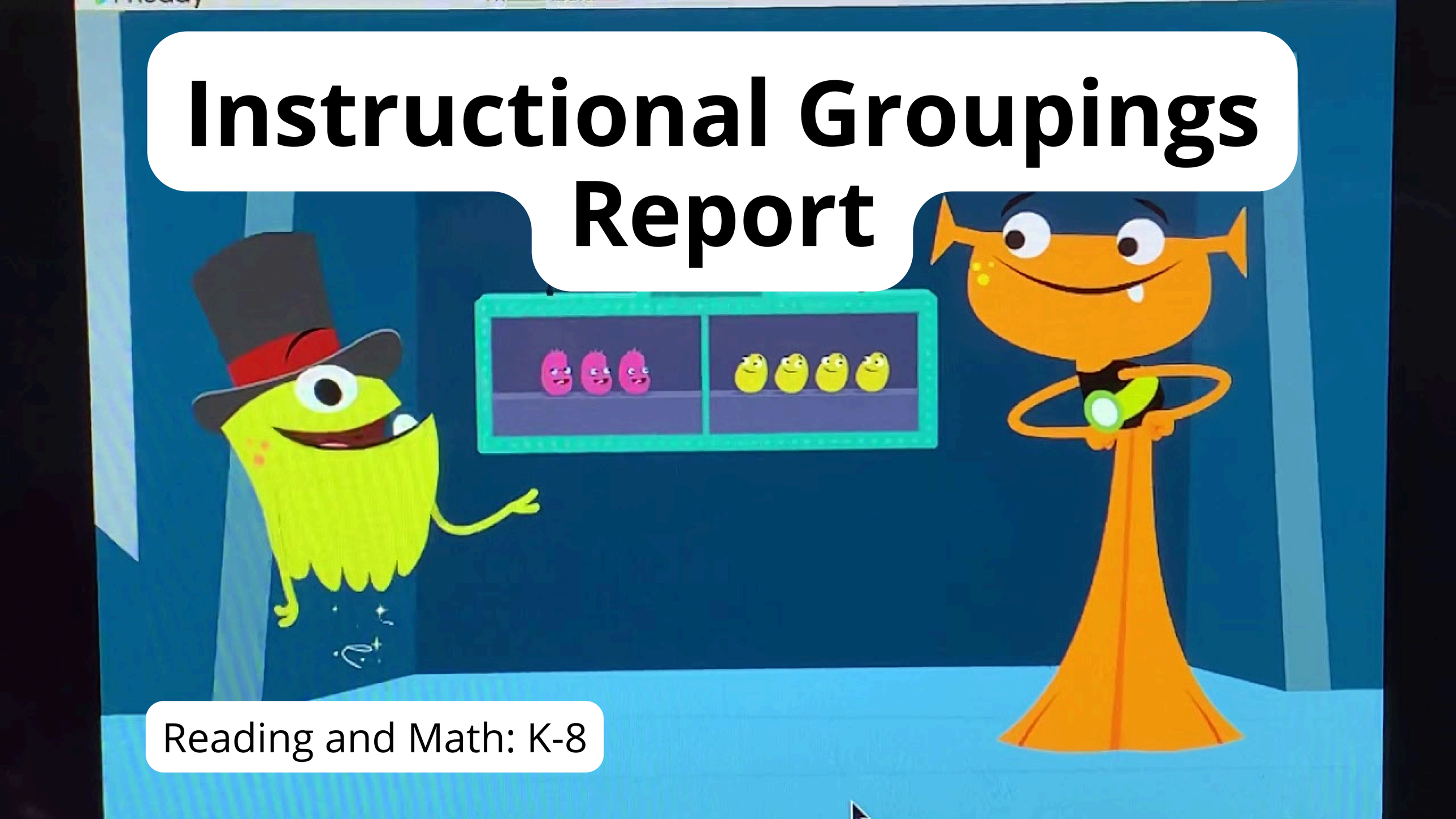
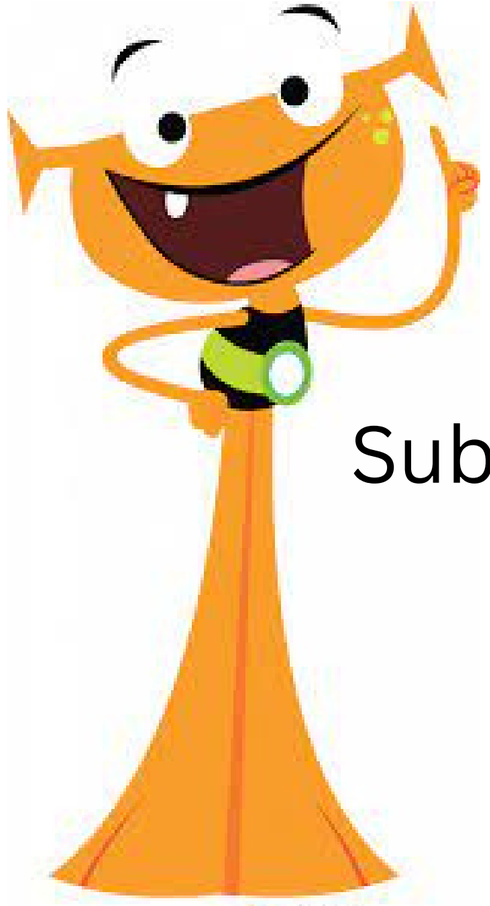
Instructional Groupings Report



Reading and Math: K-8

Why use the Instructional Groupings report?



Subject: Reading and Math

Grades: K-8

Group students with similar instructional priorities and find resources to support differentiated instruction



Do you have?

1. At least 1 completed diagnostic

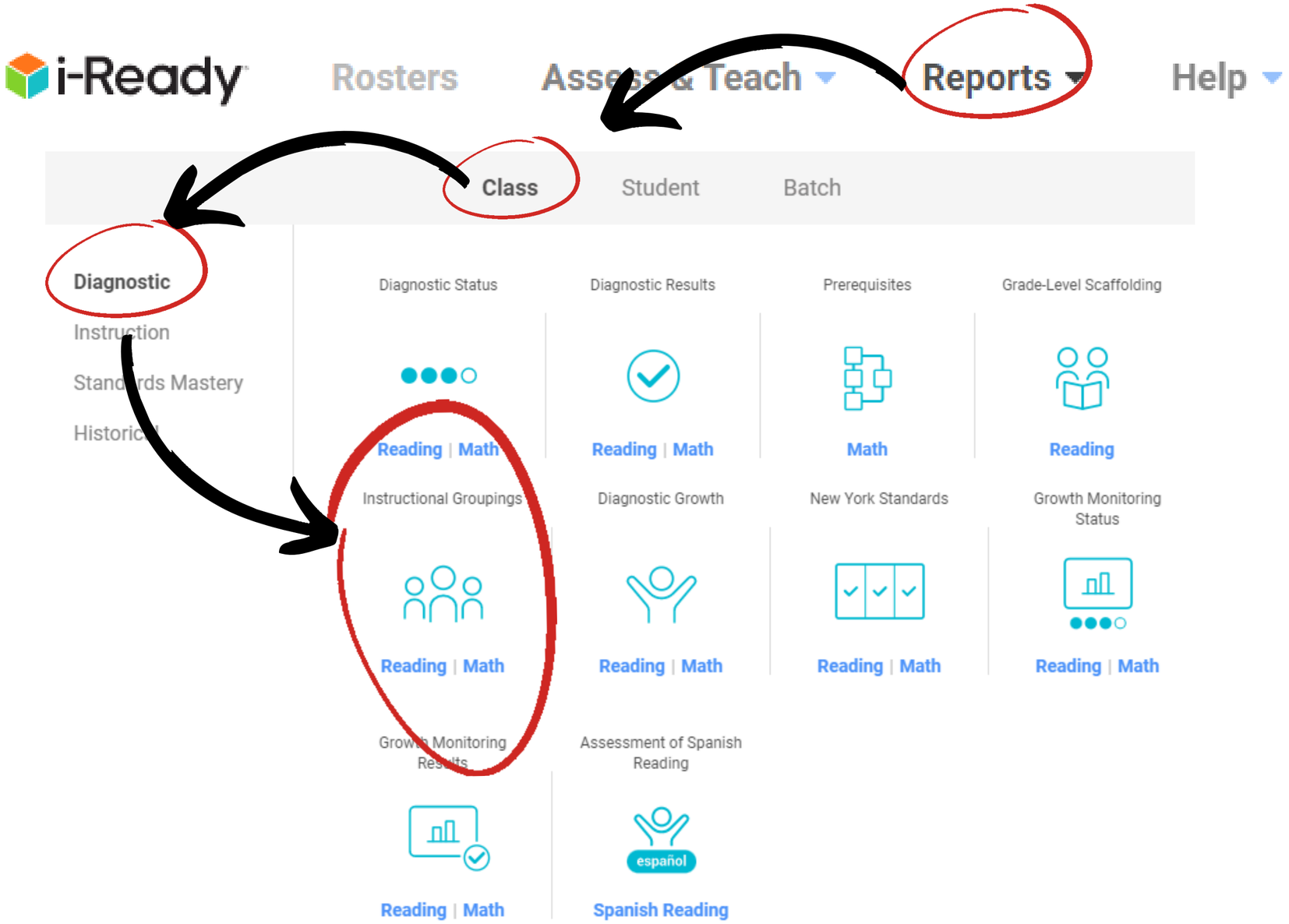
This report contains:

- # of students in each instructional grouping
- list of individual students in each instructional grouping with their overall and domain-level placements
- instructional recommendations and resources



Instructional Groupings Report

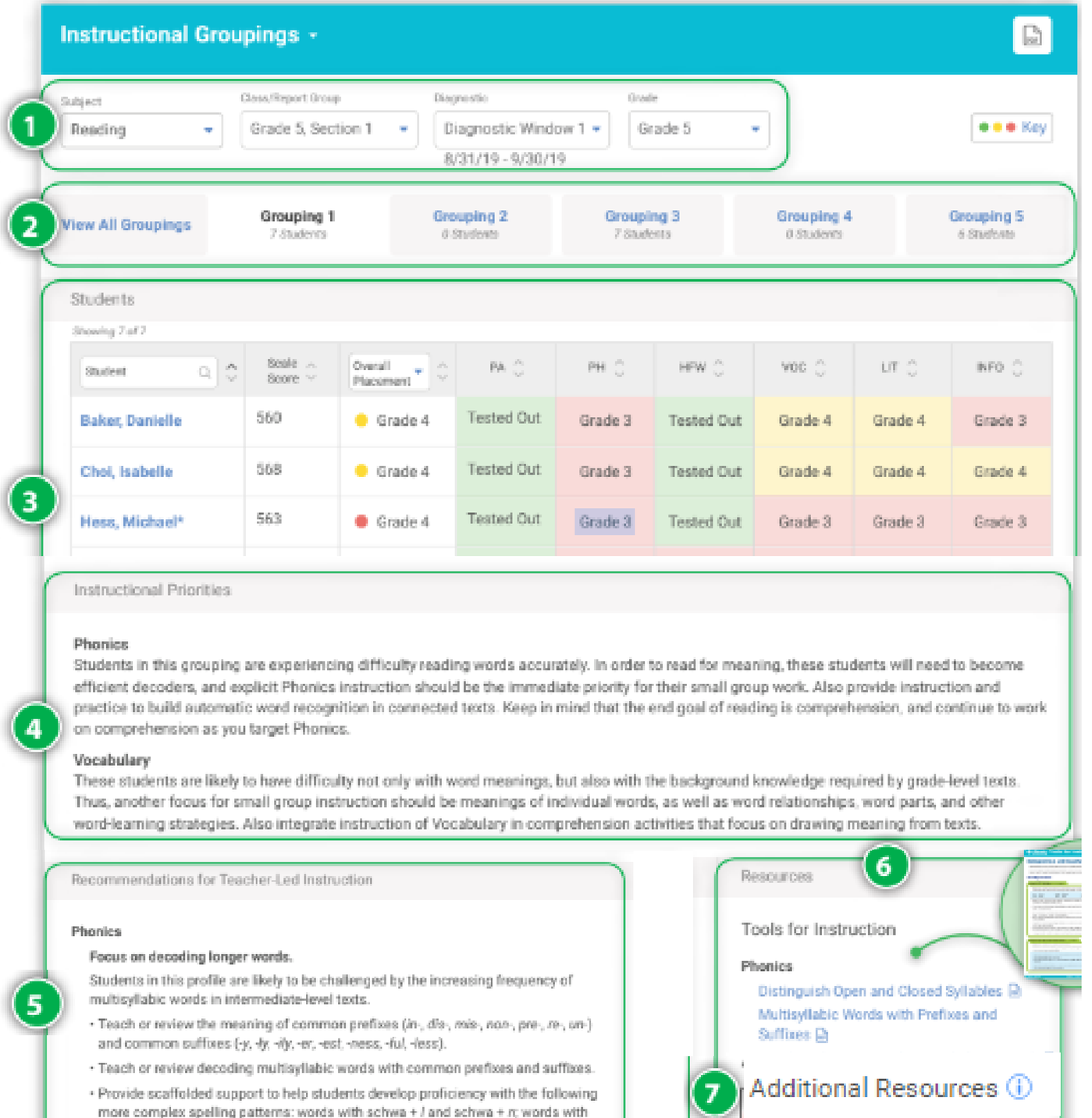
How to access the Instructional Groupings Report



Reference Sheet

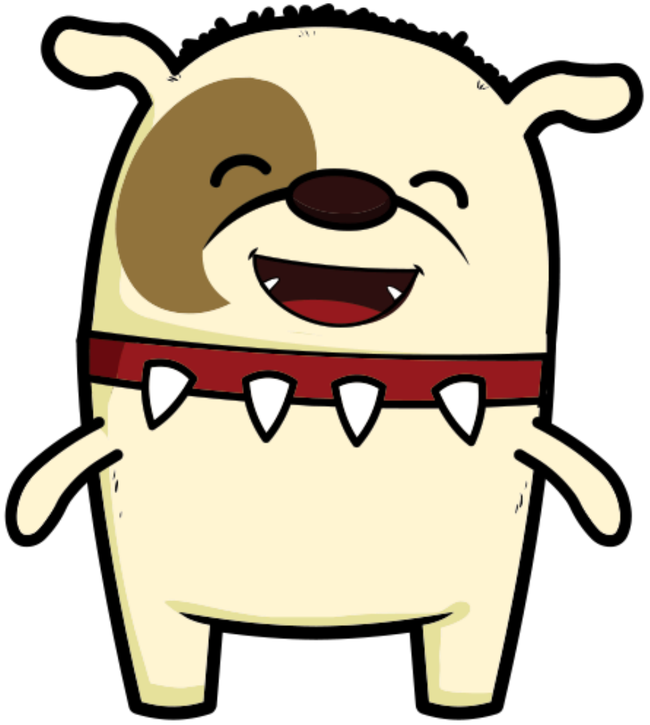
Click on a section name
to learn more

1. Navigation
2. View All Groupings and Students
3. Instructional Priorities
4. Recommendations for Teacher-Led Instruction
5. Tools for Instruction
6. Additional Resources



Navigation:

Use these dropdowns to quickly navigate to a different Subject, Class, Report Group, Diagnostic, or Grade.



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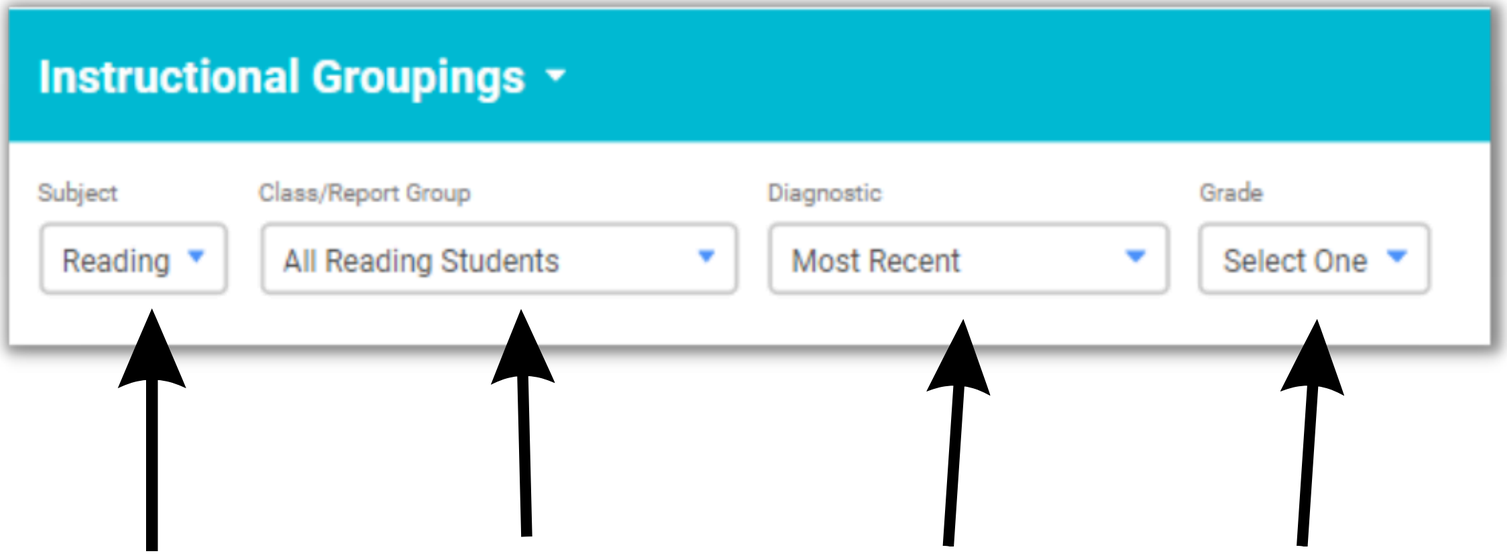
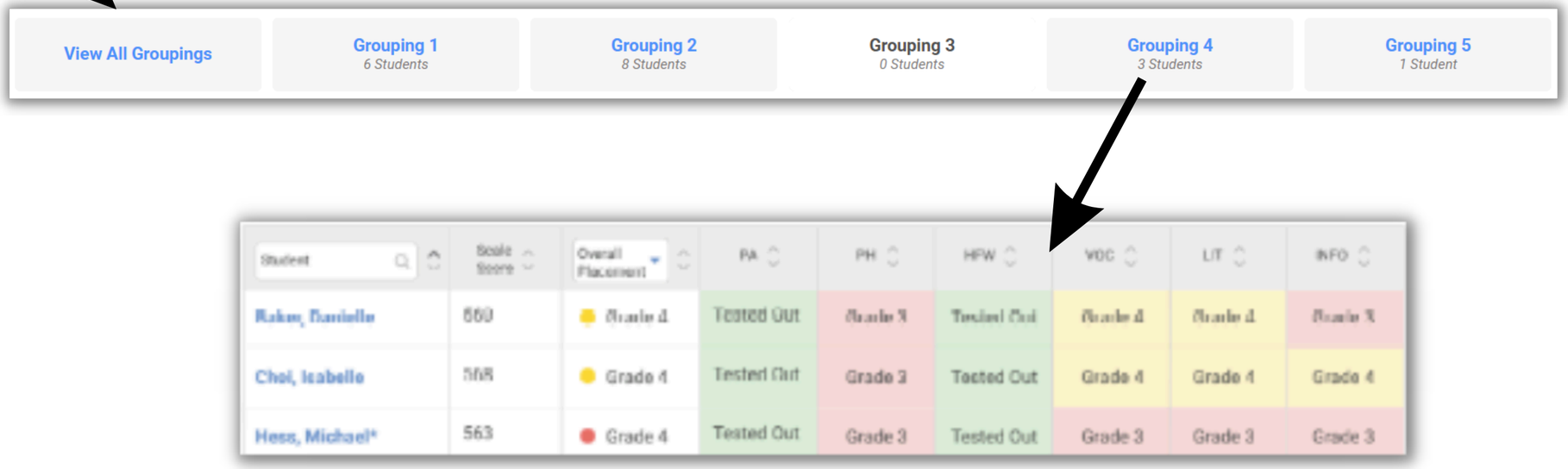


View All Groupings and Students:

This report defaults to a list of students in each grouping. When in your account, click on the tabs for each grouping to see specific details.





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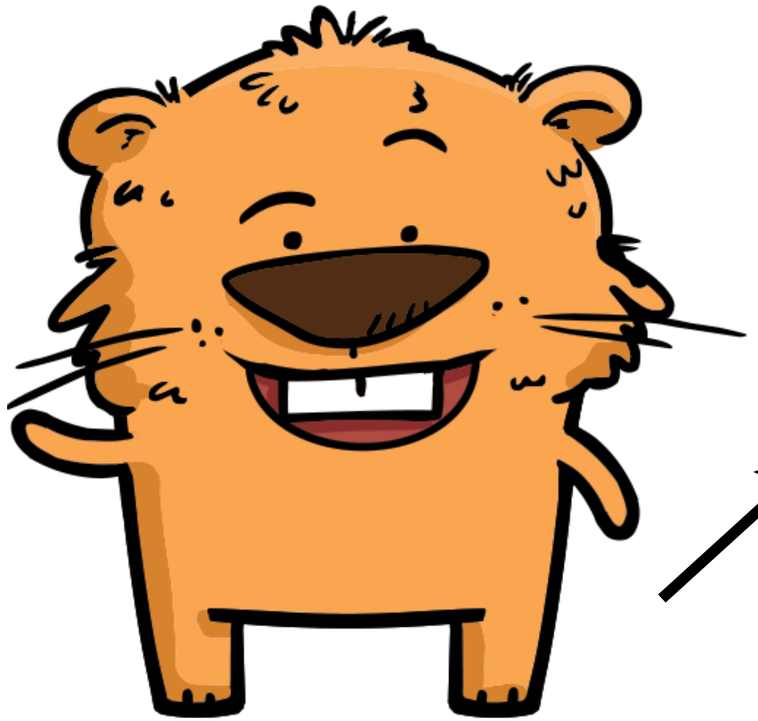
Get a list of students placed in this grouping, along with their Scale Score, Overall Placement, and placement on each domain. While in your account, click a student's name to view student-level reports.

Instructional Priorities:

An overview of how students were placed into this grouping and quick recommendations on how to meet the needs of the students in this grouping



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- Hide Grouping Description

Students in this Grouping are on grade level in Phonics, with a larger vocabulary and low comprehension.

Instructional Priorities

Comprehension

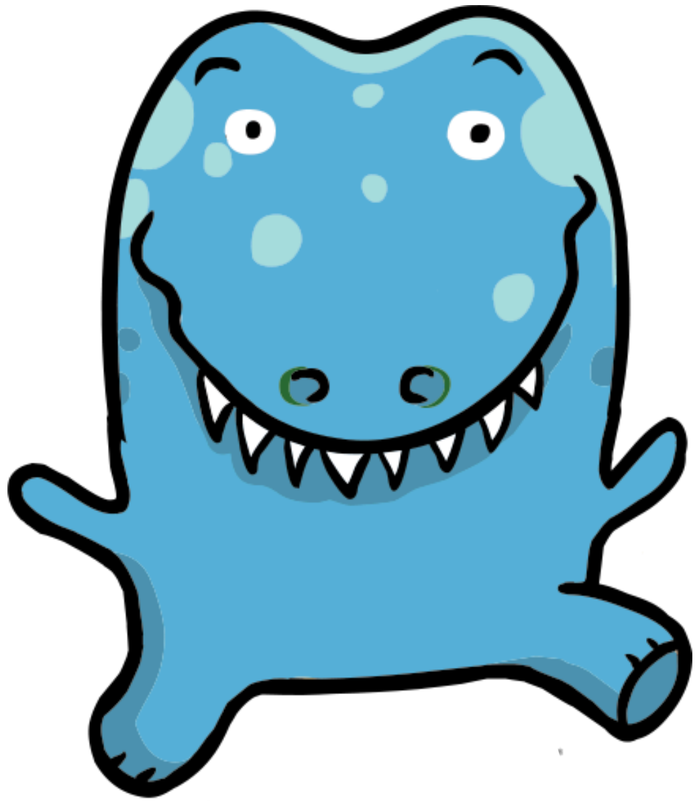
Results indicate that students in this profile decode accurately but are having difficulty constructing meaning from texts. A higher Vocabulary score indicates that word knowledge is likely not a contributing factor. Targeting Comprehension strategies during small-group instruction will likely yield results. Provide explicit strategy instruction that includes modeling, guided practice, and independent application.

From Phonics to Fluency

Although test results indicate these students are decoding accurately, their reading may still be word-by-word. This requires extra time and effort and can interfere with Comprehension. Thus, fluency practice with rate, accuracy, and expression should also be a focus for small-group instruction. These students may show gains in Comprehension as their fluency improves.

Recommendations for Teacher-Led Instruction:

Specific instructional recommendations to meet the needs of students in this grouping. Each reading grouping also contains instructional recommendations for English Learners.



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Recommendations for Teacher-Led Instruction

COMPREHENSION

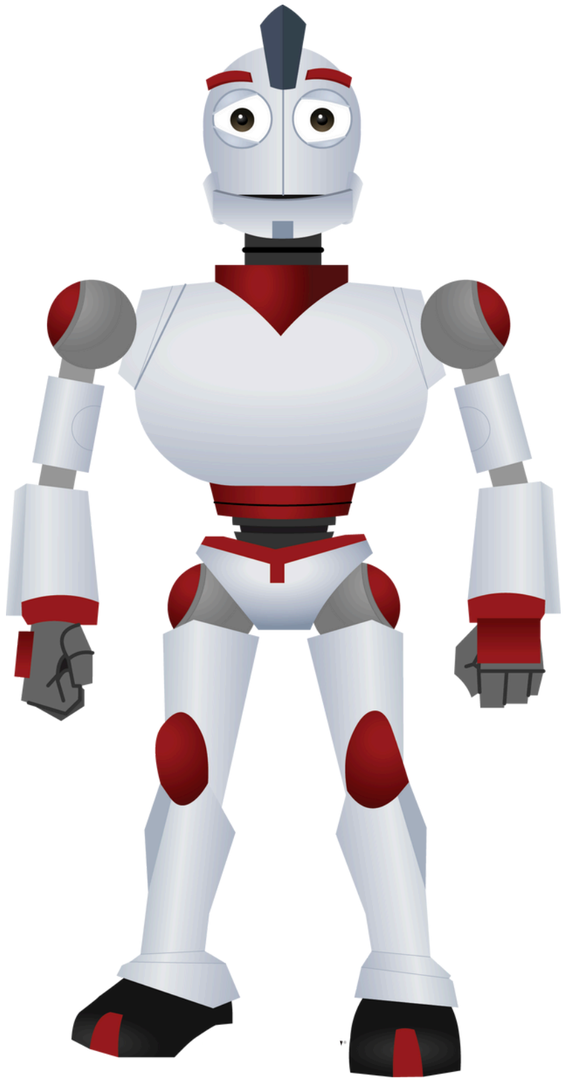
Teach a variety of strategies.

Teach research-based comprehension strategies such as activating prior knowledge, predicting, questioning, monitoring and clarifying, drawing inferences, and summarizing.

- In advance of the lesson, select accessible texts at students' instructional levels.
- Provide explicit instruction and think-alouds to model each of the strategies. Guide students as they start to practice the strategy.
- Follow a process of "gradual release of responsibility." Provide the most support when a strategy is first taught and modeled, and then decrease your involvement as students develop greater independence.
- Discuss texts with students. Discussing shared experiences with texts is foundational to the development of strategies that students can apply while reading independently.

Support for English Learners Limited relevant background knowledge is often a significant obstacle to comprehension for English learners. Therefore, focus on making content accessible. Build needed background knowledge and provide access to related texts at varying levels of difficulty. Use visuals to illustrate important concepts.

Tools for Instruction:



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Targeted, skills-based lesson plan PDFs that are recommended for use with the selected Grouping. Click one of the PDF icons to download a Tool for Instruction.

Tools for Instruction

Comprehension

- Key Ideas and Details
- Make Inferences
- Main Idea and Key Details
- From Retelling to Summarizing
- Retell Details and Events
- Text Structure
- Sequence of Events
- Identify Cause and Effect
- Compare and Contrast
- Analyze Poetic Structure
- Use Text Features

Additional Resources:

Other Curriculum Associates resources that can be used for targeted instruction to meet the instructional priorities of this Grouping (Your district may not have purchased these. I recommend asking your district what is purchased before exploring these resources.)



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i-Ready Learning Magnetic Reading™







Gather your materials:

- Decide whether to focus on Reading or Math
- Open up the Instructional Groupings report
- Print or open this Instructional Groupings Worksheet to fill out



Plan for small-group instruction: use your Instructional Groupings report, the following slides, and your Instructional Groupings Worksheet

Identify:

After choosing math or reading, identify 1 group that you would like to focus on. Who is in this group?

Instructional Groupings

Reading

Grouping 1	Grouping 2	Grouping 3	Grouping 4	Grouping 5
Below Grade Level in Phonics		On Grade Level in Phonics		
Limited vocabulary	Larger vocabulary	Limited vocabulary and low comprehension	Larger vocabulary and low comprehension	On or Above Grade Level in Comprehension

Mathematics

Grouping 1	Grouping 2	Grouping 3	Grouping 4	Grouping 5
Below Grade Level in Number and Operations or Algebra and Algebraic Thinking		On or Above Grade Level in Number and Operations and Algebra and Algebraic Thinking		
Two or More Grade Levels Below in Number and Operations or Algebra and Algebraic Thinking	One Grade Level Below in Number and Operations or Algebra and Algebraic Thinking	Two or More Grade Levels Below in Geometry or Measurement and Data	One Grade Level Below in Geometry or Measurement and Data	On or Above Grade Level in all domains

Which Group?
Add student names

Ask: To best support each group it is necessary to understand why are they are grouped together.

Why were these students grouped together?
• instructional needs • below, on, above grade-level • grouping description

Prioritize:

Now that you have an understanding of why this group was created, decide which instructional priority to focus on.

Choose 1 instructional priority	Choose 1 recommendation
Which instructional priority are you choosing to focus on? **Why?**	**Choose 1 recommendation for the chosen instructional priority.** **How will this recommendation meet the needs of the students in this group?**

Tools for Instruction:

Which resources has i-Ready suggested to support instructional practices?

Tools for Instruction
• **Which Tools for Instruction will help support the recommendation you chose?** • **Print out the PDF** • **Do you have materials/resources to teach this lesson?**

Supporting ELL's:

When reading is selected, there will be a section that recommends ways to support English Language Learners.

How can you support English Language Learners?
• Add suggested recommendations • What do you need in order to implement these supports?

Thank you!

Take some time to explore and fill out the Google Form