1. Most students (approximately 80%) meeting grade-level benchmarks on district screeners.

   YES

   NO

   Evaluate what support is needed to improve Core Curriculum (e.g., materials, supplementing foundational skills, decodables, fidelity, PD).

2. Analyze individual students’ scores to determine placement and instructional focus for small-group, needs-based instruction. Grades 3–5 skip to #5.

   YES

   NO

   The student is showing a deficit in a very early phonological awareness skill and is placed in an early phonological awareness group for small group instruction. The student first requires phonological awareness practice blending, segmenting, and manipulating the larger, more salient units of speech including onsets, rimes, and syllables. Once the student shows mastery in this, they should progress to phonemic awareness practice including isolating the first, final, and medial individual phonemes in single syllable words.

3. The student is proficient in phonological awareness skills as shown on screeners/diagnostics such as the CORE phonological segmentation test or PAST, first sound fluency, etc.

   YES

   NO

   The student still needs to work on phonemic awareness skills but at a higher level. The student should be placed in an advanced phonemic awareness skills group. Instruction should initially focus on phoneme segmentation of up to three-phoneme words and incorporate activities such as Elkonin Boxes. Students should move on to words with four or more phonemes, separating individual phonemes in consonant blends, and phoneme manipulation activities such as phoneme deletion and substitution.

4. The student is proficient in advanced phonological awareness skills as shown on screeners/diagnostics such as the CORE phoneme deletion test or PAST, phonemic segmentation test, etc.

   YES

   NO

   The student is placed in a fluency group to build automatically in the application of phonics skills. This will be demonstrated by accurate word-level and focus on accuracy.

5. The student is proficient in beginning phonics skills including single letter-sound correspondence, and can decode real and nonsense words in closed-syllable words.

   YES

   NO

   The student is placed in an accuracy group with a focus on phonics. Administer the QPS to hone in on a starting skill, then provide daily instruction using structured literacy-based intervention. Build accuracy through decoding and encoding closed syllable words with practice in decodable texts to build automaticity. Proceed to open, VCe, vowel-r, vowel team, and C/e syllable types one at a time with repeated practice. Fluency assessments should be word-level and focus on accuracy.

6. The student is proficient in advanced phonics skills as shown on oral-reading fluency test, Quick Phonics Screener, etc.

   YES

   NO

   The student is placed in a comprehension group for small group instruction. The student still needs to work on phonemic awareness skills in singl

7. The student is proficient in fluency. Look at the student’s fluency scores in oral reading fluency tests.

   YES

   NO

   The student is placed in a closer group for small group instruction. The frequency of instruction for this group is more flexible as these students are better able to learn independently or with peers.

8. The student is reaching benchmark for comprehension and vocabulary skills according to assessment data and screeners.

   YES

   NO

   These students should still receive a small-group experience that varies by grade level and student need. Grade K will receive explicit instruction in phonics skills with practice in decodable texts. As students exhibit the ability to accurately decode real and nonsense words of all syllable types, students move on to fluency instruction. Grade 2 and beyond will work on advanced phonics skills, encoding, syntax, and morphology. Groups at all grade levels should work on vocabulary and comprehension skills with text that is at or above grade-level or the grade-level’s CCSS Lexile text complexity band. The frequency of instruction for this group is more flexible as these students are better able to learn independently or with peers.

9. The student is fluently reading and comprehending grade-level texts.

   YES

   NO

   The student is placed in a comprehension group with a focus on building meaning when reading text. Provide small-group instruction daily or every other day incorporating strategies such as AICS, paragraph shrinking, the Hochman Method, text-dependent questioning, or Somebody-Wanted-But-So-Finally. Also, incorporate explicit and implicit vocabulary instruction including explicit instruction of morphemes (prefixes, bases, and suffixes). This group most closely resembles what is commonly called “guided reading.” Advanced phonics skills are addressed but through a more embedded approach.