



REPORT CHEAT SHEET Instructional Groupings



This report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources to support differentiated instruction.

Use for:
Planning instructional groupings and instruction

When:
After each administration of the Diagnostic

Related Reports:

- **Diagnostic Results (Class):** for more information about class performance
- **Diagnostic Results (Student):** for an individual student's performance

- 1 Navigation:** Use these dropdowns to quickly navigate to a different subject, class, report group, or grade.
- 2 View All Groupings:** When you arrive at the report, you will see a list of students in each grouping. Click on the tabs for each grouping to see the detailed information for that grouping.
- 3 Students:** A list of students placed in this grouping, along with their overall placement and placement on each domain. Click the name of the student to drill in deeper and view student-level reports.
- 4 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.
- 5 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 your English Learners.
- 6 Tools for Instruction:** Targeted, skill-based lesson plan PDFs that are recommended to use with your grouping. Click the name of the Tool for Instruction to open the PDF.
- 7 Additional Resources:** Other Curriculum Associates resources that can be used for targeted instruction to meet the instructional priorities of this group.

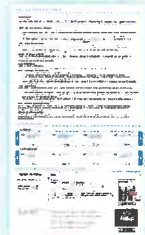


Tips:

- Use the Instructional Groupings report to create instructional groupings in your classroom and as a way to monitor progress.
- This is a guideline to start your flexible groups with your students. As your students respond to instruction, you will most likely group and regroup. When you administer another Diagnostic, this report will update to reflect the most recent results.

Replaces the Reports:

Information in the *Instructional Groupings* report was previously found in the *Instructional Groupings Profile*.



Instructional Groupings

1
Mr. Berlin - Grade K, Section 1
Academic Year to Date
K

2
Grouping 1
Grouping 2
Grouping 3
Grouping 4
Grouping 5

Student Name	Overall Placement	PA	PH	HFV	VOC	L4	Info
Baker, Danielle	Grade 4	Tested out	Grade 4	Tested out	Grade 4	Grade 4	Grade 3
Choi, Isabelle	Grade 4	Tested out	Grade 3	Tested out	Grade 4	Grade 4	Grade 2
Hess, Michale	Grade 4	Tested out	Grade 3	Tested out	Grade 3	Grade 4	Grade 2
Malone, Carla	Grade 3	Tested out	Grade 3	Grade 2	Grade 3	Grade 4	Grade 3
Simmmons, Tristan	Grade 2	Tested out	Grade 2	Tested out	Grade 2	Grade 3	Grade 2
Singh, Brian	Grade 4	Tested out	Grade 3	Tested out	Grade 4	Grade 3	Grade 4

Students in this Grouping are below grade level in Phonics and have a limited vocabulary.

Instructional Priorities

Phonics
Students in this grouping are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small group work. Also provide instruction and practice to build automatic word recognition in connected texts. Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as you target Phonics.

Vocabulary
These students are likely to have difficulty not only with word meanings, but also with the background knowledge required by grade-level texts. Thus, another focus for small group instruction should be meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. Also integrate instruction of vocabulary in comprehension activities that focus on drawing meaning from texts.

Recommendations for Teacher-Led Instruction

Phonics
Focus on decoding longer words.
Students in this profile are likely to be challenged by the increasing frequency of multisyllabic words in intermediate-level texts.

- Teach or review the meaning of common prefixes (*in-, dis-, mis-, non-, pre-, re-, un-*) and common suffixes (*-y, -ly, -er, -est, -ness, -ful, -less*).
- Teach or review decoding multisyllabic words with common prefixes and suffixes.
- Provide scaffolded support to help students develop proficiency with the following more complex spelling patterns: words with schwa + *l* and schwa + *n*, words with difficult vowel + *tr*, and irregular vowel pairs, such as *le* in *relief* and *science*.
- Teach strategies for decoding longer words. Provide both guided and independent practice in applying these strategies.

Provide fluency practice.

- Create a word list of 10 to 12 three- and four-syllable words. Repeat the list five times, placing the words in random order each time. Have students practice reading the words aloud.
- Provide opportunities for students to practice reading texts that match their skill level.

Support for English Learners: Nonnative speakers may struggle more obviously with Vocabulary, but if some of your English learners are in this profile, decoding is probably also an obstacle. Prioritize explicit Phonics instruction with these students, but don't neglect oral language development. Support instruction with pictures and review the meaning of any unfamiliar words students are decoding.

Vocabulary
Use read alouds.
Using read alouds, even with intermediate students, is a highly effective approach to increasing students' vocabulary. Use a variety of approaches to teach the meanings of words during reading, including thinking aloud about how you can deduce the meaning of an unfamiliar word. Target words from the read aloud to use in other contexts throughout the day.

Resources

Tools for Instruction

Phonics

- Distinguish Open and Closed Syllables
- Multisyllabic Words with Prefixes and Suffixes
- Words with Two Vowels Sounded Separately
- Multisyllabic Words: Three- and Four-Syllable
- Multisyllabic Words: Three- to Five-Syllable

Vocabulary

- Teach New Word Meanings
- Use Context to Find Word Meaning
- Recognize Multiple-Meaning Words
- Recognize Synonyms
- Recognize Antonyms
- Prefixes *in-, dis-, mis-, non-*
- Prefixes *over-, super-, sub-, trans-, ex-*
- Suffixes *-er, -est, -and -ness*
- Suffixes *-ion, -ion, -er, -ent, -ist, -ment*
- Understand Base Words

Additional Resources

Ready Reading or Access Through Teacher Toolbox

- Grade 3 and/or Grade 4
- All the Vocabulary Acquisition and Use

Norm Reference Diagnostic - (STAR) ranks student Performance to other students performance on learning skills (local and nationally).



Criterion-Referenced Diagnostics - (i Ready) Compares students performance to a standard of mastery (Washington State Teaching Standards)

