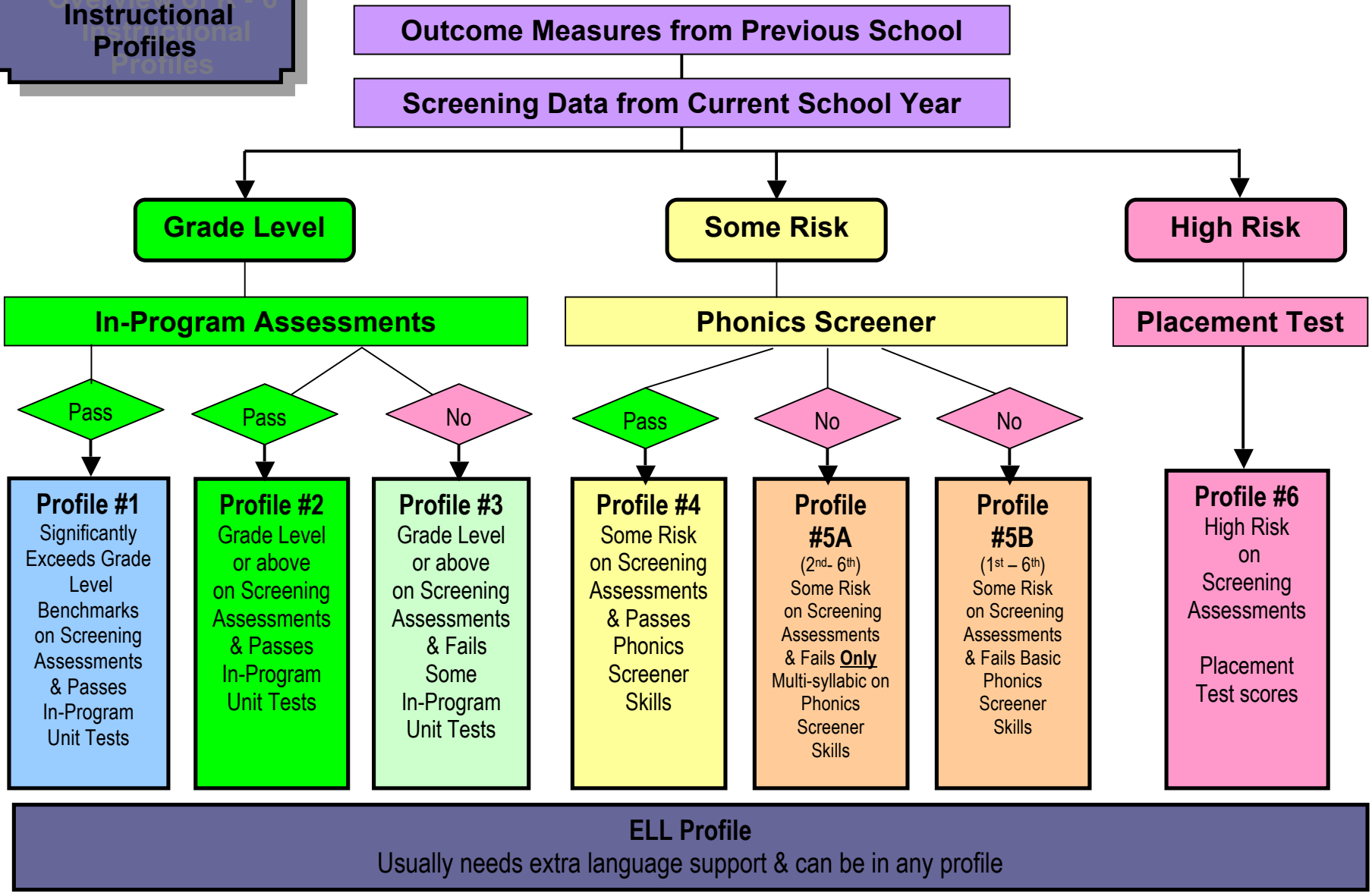


# Instructional Profiles

Overview of K - 6 Instructional Profiles



# Student Profile Overview K – 1

Profile	Description	Instructional Focus Notes
<b>Profile 1</b>	<b>Students Exceeding Grade-Level Standards</b>	<p>These students are students who have exceeded grade-level standards. It is recommended that these students be placed in an appropriate above grade level reading group.</p> <ul style="list-style-type: none"> <li>• Provide reading material at student’s instructional level (e.g. first grade level or above)</li> <li>• Ensure that the critical skills at student’s instructional level are mastered</li> <li>• Incorporate strategies/materials from student’s instructional level (e.g. second grade level)</li> <li>• Introduce appropriate, advanced vocabulary as needed.</li> </ul>
<b>Profile 2</b>	<b>Grade-Level Students Pass In-Program Unit Tests</b>	<p>These students’ instructional needs are largely met by the grade level core learning program.</p>
<b>Profile 3</b>	<b>Grade-Level Students Do Not Consistently Pass In-Program Unit Tests</b>	<p>The difference between Profile 2 and Profile 3 is that these students will need additional explicitness and practice when learning grade level skills. In order to stay on grade level these students need pre-teaching and re-teaching on grade level skills. These may be borderline students who are in danger of slipping to some risk status.</p>

# Student Profile Overview K – 1

<b>Profile 4</b>	<b>Some-Risk Students Accurate Readers</b>	<p>The phonics screener indicates these students have mastered the majority of phonics skills at their grade level. These students are considered accurate but not fluent, meaning that their reading is slow and laborious. Explicit small group fluency instruction and practice opportunities are necessary. Intervention time and materials may be needed outside of the reading block. These students will need explicit instruction in vocabulary and comprehension.</p>
<b>Profile 5</b>	<b>Some-Risk Students Inaccurate Readers</b>	<p>These students are also in the “some-risk” category. Their phonics screener indicates that they have missing phonics skills. These students will require explicit teaching and smaller group instruction to re-teach and pre-teach critical skills. They will also need extra practice to become fluent with the skills once they have mastered them.</p> <p>Be aware that these are borderline students and may be in danger of slipping into the high-risk category.</p>
<b>Profile 6</b>	<b>High-Risk Students</b>	<p>These students have yet to master basic skills such as phonemic blending and correct pronunciation of the most common letter sounds. These students will require intensive, explicit small group instruction in order to master basic blending and decoding skills. They will also need vocabulary and comprehension instruction. First graders will need fluency practice once they can read accurately.</p>

## Student Profile Overview 2-6

Profile	Description	Instructional Focus Notes
<b>Profile 1</b>	<b>Students Exceeding Grade-Level Standards</b>	<p>These are students who are exceeding grade-level standards. These students may need to be placed in an above grade level reading group.</p> <ul style="list-style-type: none"> <li>• Provide reading material at student’s instructional level (e.g. third grade level or above)</li> <li>• Ensure that the critical skills at student’s instructional level are mastered</li> <li>• Incorporate strategies/materials from student’s instructional level (e.g. third grade level or above)</li> <li>• Introduce appropriate, advanced vocabulary as needed.</li> </ul>
<b>Profile 2</b>	<b>Grade-Level Students Pass In-Program Unit Tests</b>	<p>These students’ instructional needs will largely be met in the regular 90 minute reading block using the scope and sequence of the comprehensive learning program.</p>
<b>Profile 3</b>	<b>Grade-Level Students Do Not Consistently Pass In-Program Unit Tests</b>	<p>The difference between Profile 2 and Profile 3 is that these students will need additional explicitness and practice. In order to stay on grade level these students need both pre-teaching and re-teaching on grade level skills as well as additional instruction during the day to fill in gaps from previous grades.</p> <p>Vocabulary and comprehension instruction must be included.</p> <p>These students may be borderline students who are in danger of slipping to some risk status.</p>

## Student Profile Overview 2-6

<b>Profile 4</b>	<b>Some-Risk Students Accurate Readers</b>	<p>The phonics screener indicates these students have the majority of phonics skills expected at his/her grade level. These students are accurate decoders. Explicit fluency instruction is necessary to move these students to grade level performance. Intervention time and materials will be needed outside of the reading block. These students also need explicit instruction in vocabulary and comprehension strategies to better understand a variety of texts.</p>
<b>Profile 5A</b>	<b>Some-Risk Students Inaccurate Readers (Multisyllabic Words)</b>	<p>These students are also in the “some-risk” category Their phonics screener indicates that they have mastered the basic phonics skills, but are still struggling with later phonics skills, in particular decoding multi-syllabic words. Students in this group will need explicit instruction and a great deal of practice reading multisyllabic words. They will also need fluency practice in text at their independent level.</p> <p>In addition to the above instruction to fill skill gaps, these students will require explicit teaching and smaller group instruction to re-teach and pre-teach critical skills grade-level skills.</p> <p>Finally these students need vocabulary and comprehension instruction.</p>
<b>Profile 5B</b>	<b>Some-Risk Students Inaccurate Readers (Basic Phonics Skills)</b>	<p>These students are also in the “some-risk” category. They struggle with phonics skills such as short and long vowel sounds and vowel combinations. Students in this profile will also need their fluency addressed with text that is at their independent level.</p> <p>In addition to this instruction to fill in gaps from previous grades, these students will require explicit teaching, re-teaching and pre-teaching of critical grade level skills. It will usually be done in small group instruction during the reading block. These students also need continued vocabulary and</p>

## Student Profile Overview 2-6

		<p>comprehension instruction.</p> <p>Be aware that these are borderline students and are at risk for falling into the high-needs category.</p>
<p><b>Profile 6</b></p>	<p><b>High-Risk Students</b></p>	<p>There is a wide range of skills within this profile. The most severe students are non-readers and will require intensive, explicit small group instruction in order to master basic blending, letter/sound correspondence and decoding skills. Other students have basic decoding skills, but still suffer from major gaps in phonics skills from earlier grade levels. Many of these students will be served best in small intensive groups in order to catch them up to grade level performance. This may be done in Intervention Classrooms or through focused small group intervention instruction throughout the day.</p> <p>It is important that these students receive vocabulary and comprehension instruction at their grade level in addition to decoding and fluency instruction at their instructional level.</p>