

Instructional Profiles

Grade-Level Goals

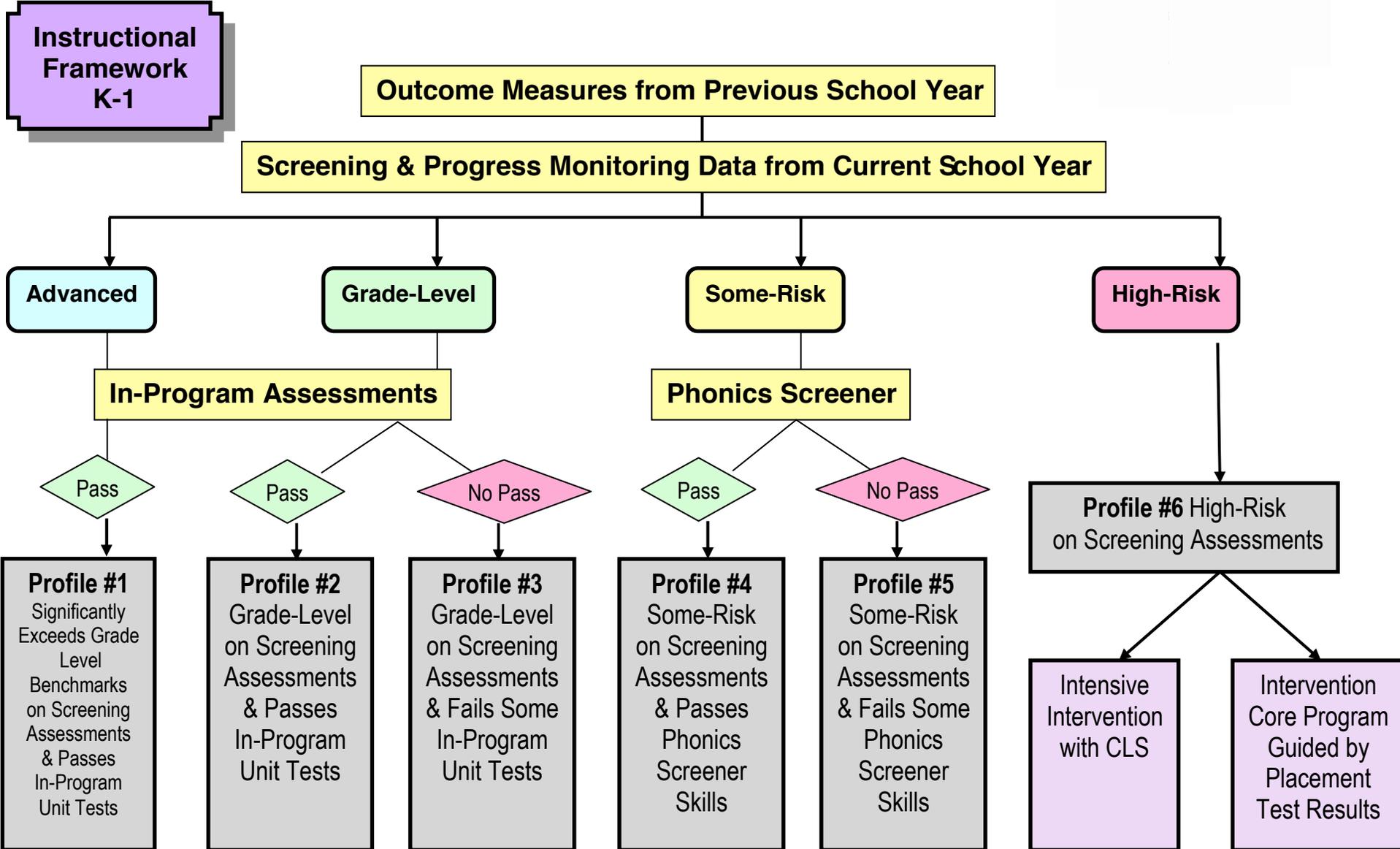
Teachers can look to the scope and sequence of their core learning programs in order to understand which grade-level skills must be mastered by the end of the academic year. Here is a general list of instructional goals to keep in mind. The list below summarizes what is meant by grade-level skills.

| Grade Level | Instructional Goals | Fluency Goals |
|---------------------|---|--|
| Kindergarten | <ul style="list-style-type: none"> • Know all letter-sound correspondences for individual consonants and vowels • Be able to read all phonetically regular CVC words with at least 90 percent accuracy • Correctly read at least 90 percent of irregular words introduced in kindergarten level of core program. | <ul style="list-style-type: none"> • Be able to decode more than 25 sounds per minute by the end of the school year. |
| First | <ul style="list-style-type: none"> • Know all letter-sound correspondences for individual consonants and vowels • Know common letter combinations and common affixes and be able to read words with these combinations and affixes • Be able to read all types of regular words (CVC, CVCC, CCVC, CCVCC, CCCvCC) and words with CVCe pattern • Be able to read all phonetically regular CVC words with at least 90 percent accuracy • Be able to read end of first grade text with 97 percent accuracy | <ul style="list-style-type: none"> • Have an oral reading fluency rate of at least 40 words per minute on end of first grade level text. • Ideally students should be reading 55-60 wpm |

Instructional Profiles

| Grade Level | Instructional Goals | Fluency Goals |
|---------------|--|---|
| Second | <ul style="list-style-type: none"> • Know all letter-sound correspondences for individual letters, diphthongs, and digraphs • Be able to fluently decode compound words, contractions, and possessives taught in grade 2 programs • Be able to read all types of phonetically regular words, words with CVCe pattern and multi-syllabic words. • Be able to read end of second grade text with 97 percent accuracy | <ul style="list-style-type: none"> • Have an oral reading fluency rate of at least 90 words per minute on end of second grade-level text. |
| Third | <ul style="list-style-type: none"> • Know common word parts • Be able to fluently decode compound words, contractions, and possessives • Be able to read all types of phonetically regular words, words with CVCe pattern and multi-syllabic words • Be able to read end of third grade text with 97 percent accuracy | <ul style="list-style-type: none"> • Have an oral reading fluency rate of at least 110 words per minute on end of third grade-level text. |

Instructional Profiles



ELL/Low Language Profile
Usually needs extra language support & can be in any profile

Instructional Profiles

Student Profile Overview K – 1

| Profile | Description | Instructional Focus Notes |
|------------------|--|---|
| Profile 1 | Students Exceeding Grade-Level Standards | <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"> • Provide reading material at student’s instructional level (e.g. first grade level or above) • Ensure that the critical skills at student’s instructional level are mastered • Incorporate strategies/materials from student’s instructional level (e.g. second grade level) • Introduce appropriate, advanced vocabulary as needed. |
| Profile 2 | Grade-Level Students Pass In-Program Unit Tests | <p>These students’ instructional needs are largely met by the grade-level comprehensive learning system.</p> |

Instructional Profiles

Student Profile Overview K – 1

| | | |
|------------------|--|--|
| Profile 3 | Grade-Level Students Do Not Consistently Pass In-Program Unit Tests | <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> |
| Profile 4 | Some-Risk Students Accurate Readers | <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> |
| Profile 5 | Some-Risk Students Inaccurate Readers | <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> |

Instructional Profiles

Student Profile Overview K – 1

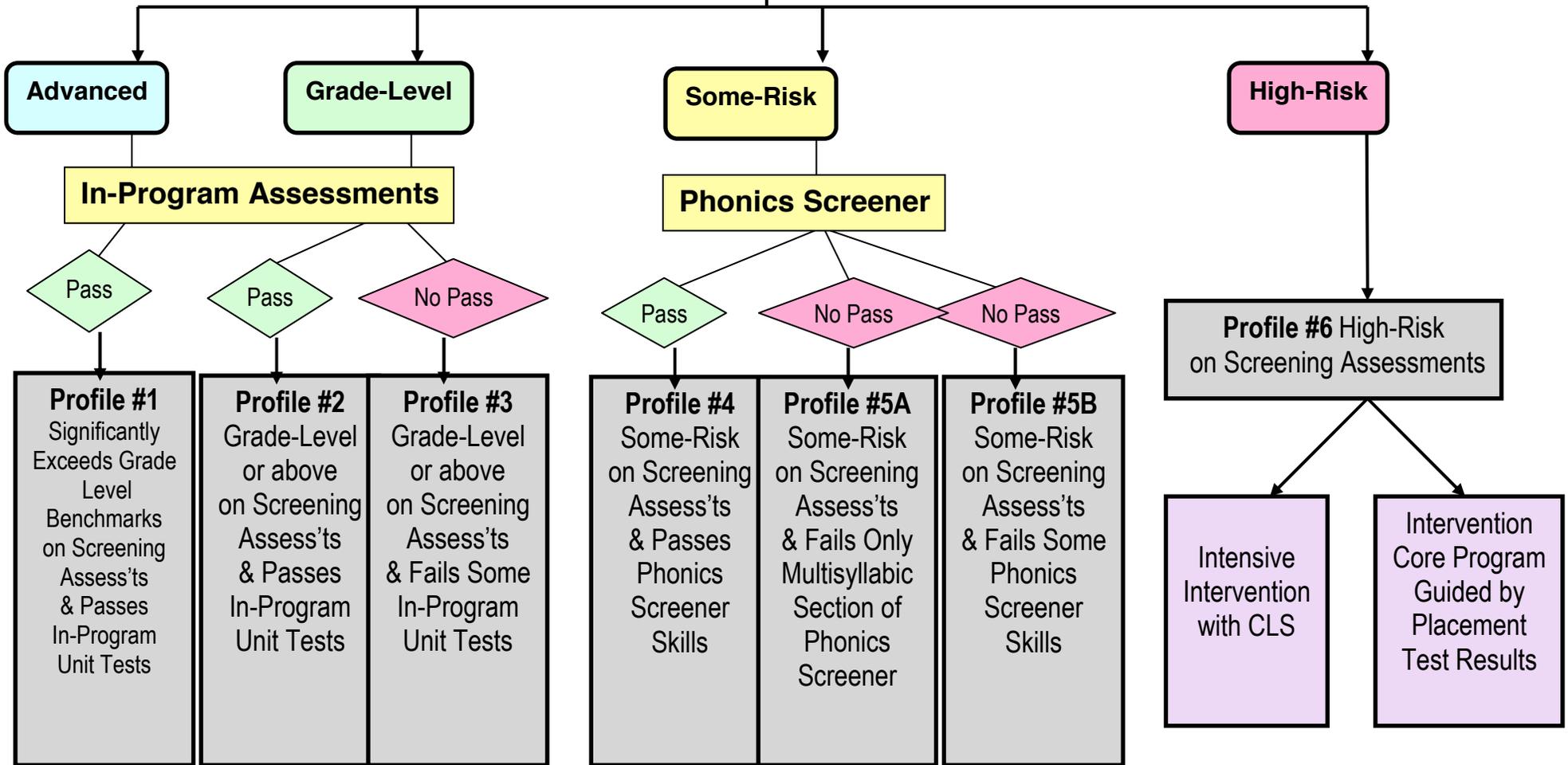
| | | |
|------------------|---------------------------|---|
| Profile 6 | High-Risk Students | These students have yet to master basic skills such as phonemic blending and correct pronunciation of the most common letter sounds. These students will require intensive, explicit small group instruction 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. |
|------------------|---------------------------|---|

Instructional Profiles

**Instructional Framework
2-3**

Outcome Measures from Previous School Year

Screening & Progress Monitoring Data from Current School Year



ELL/Low Language Profile

Usually needs extra language support & can be in any profile

Instructional Profiles

| Student Profile Overview 2-3 | | |
|-------------------------------------|--|---|
| Profile | Description | Instructional Focus Notes |
| Profile 1 | Students Exceeding Grade-Level Standards | <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"> • Provide reading material at student’s instructional level (e.g. third grade level or above) • Ensure that the critical skills at student’s instructional level are mastered • Incorporate strategies/materials from student’s instructional level (e.g. third grade level or above) • Introduce appropriate, advanced vocabulary as needed. |
| Profile 2 | Grade-Level Students Pass In-Program Unit Tests | <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 system.</p> |
| Profile 3 | Grade-Level Students Do Not Consistently Pass In-Program Unit Tests | <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> |

Instructional Profiles

| Student Profile Overview 2-3 | | |
|------------------------------|--|---|
| | | <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> |
| Profile 4 | Some-Risk Students Accurate Readers | <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> |
| Profile 5A | Some-Risk Students Inaccurate Readers (Multisyllabic Words) | <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 multisyllabic 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 grade-level skills.</p> <p>Finally these students need vocabulary and comprehension</p> |

Instructional Profiles

| Student Profile Overview 2-3 | | |
|------------------------------|---|---|
| | | instruction. |
| Profile 5B | Some-Risk Students Inaccurate Readers (Basic Phonics Skills) | <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.</p> <p>Finally these students need vocabulary and comprehension instruction.</p> <p>Be aware that these are borderline students and are at risk for falling into the high-needs category.</p> |
| Profile 6 | High-Risk Students | <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</p> |

Instructional Profiles

Student Profile Overview 2-3

| | | |
|--|--|--|
| | | <p>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> |
|--|--|--|