INSTRUCTIONAL FOCUS

GROUPS

Narrowing the focus of Intervention
Topics

Connections between assessments
Decision-making
Categorizing
Differentiating root causes of reading difficulty
Activating Prior Knowledge Activity

- Screener
- Diagnostic Measures
- Outcome
- Progress Monitoring
Outcome Measures from Previous School Year

Screening Data from Current School Year

- **Significantly Exceeding**
- **Grade Level**
- **Some Risk**
- **High Risk**

**In-Program Assessments**

- **Group #1**: Extension of CRP
  - **Pass**
  - **No Pass**

- **Group #2**: Thorough CRP Instruction

- **Group #3**: Thorough CRP Instruction plus re-teach skills not mastered in program

- **Group #4**: Thorough CRP Instruction plus fluency instruction

- **Group #5**: Thorough CRP Instruction, instruction of missing phonics skills, and fluency practice at 90%+ accuracy level

- **Group #6**: Substantial Intervention with CRP

**Phonics Screener**

- **Pass**
- **No Pass**

**Intervention Core Assessments**

- **Group #7**: Substantial Intervention with Intervention Core

**Flexible Grouping Framework**
Progress Monitoring is imbedded into the process depending on the results of your diagnostic assessment and the level of Intervention being provided.
The “Gist” of Focus Groups

- Instructional Focus Groups are aimed at moving students through mastery of the scope and sequence of the “Mechanical Skills” of Reading.
The “Gist” of Focus Groups

- Focus Group 1 – Students who have demonstrated mastery of all appropriate mechanical skills and up-to-date grade-level skills.

- Focus Group 2 – Students who have demonstrated mastery of all appropriate mechanical skills but not up-to-date grade-level skills.

- Focus Groups 3 & below – Students who are lacking mastery of some level of mechanical skills.
Grade K:

**Instructional Focus 1**
Students who are classified as Benchmark on IRI *in all sub-skill areas*, *and* who pass all skill areas of the grade-level end-of-unit test, *and* who pass *all* appropriate sections of CORE Phonics Survey for the appropriate time of year.

**Instructional Focus 2**
Students who are classified Benchmark on IRI *in all sub-skill areas*, *but* who fail one or more grade-level skill areas on the end-of-unit test, *and* who pass *all* appropriate sections of CORE Phonics Survey for the appropriate time of year.
Grade K:

**Instructional Focus 3**
Students who are **NOT** Benchmark on one or more IRI skill areas, **and** who passed CORE Phonics Survey Sections 1-4, **but** who failed CORE Phonics Survey Section 5A (Short vowels in CVC words).

*Timeframe for initiating CORE subtest sections:*
Early Fall: Sections 1-2; Early Winter: Sections 1-5a

**Instructional Focus 4**
Students who are **NOT** Benchmark on one or more IRI skill areas, **and** who passed CORE Phonics Survey Sections 1-3, **but** who failed CORE Phonics Survey Section 4 (Single letter spellings for long vowel sounds & short vowel sounds).
Grade K:

**Instructional Focus 5**
Students who are **NOT** Benchmark on one or more IRI skill areas, and who passed CORE Phonics Survey Sections 1-2, **but** who failed CORE Phonics Survey Section 3 (Consonant Sounds).

**Instructional Focus 6**
Students who are **NOT** Benchmark on one or more IRI skill areas, and who failed CORE Phonics Survey Section 1 and/or 2 (Letter names — uppercase and/or Letter names — lowercase).
Grade K: Additional Possible Groupings

**Phoneme Segmentation Focus** – Students who are **NOT** Benchmark specifically on Phoneme Segmentation Fluency on the IRI. At minimum, teach Phoneme Segmentation to mastery. Progress Monitor PSF (Phoneme Segmentation Fluency).

**Language Development Focus** – Students who lack the skills to proficiently interact with language that is either oral or written. These students should also be placed in one of the 6 groups above. This group is especially for, but not limited to, ELL students. English speaking students with low language ability may also need this type of assistance. The need for placement in this group can be determined by low scores on measures such as the following:

- IELA (Idaho English Language Assessment) – a score of 1 or 2
- TPRI – a difficulty demonstrating listening comprehension of a story or passage
Instructional Focus 1 - Students who are classified as Benchmark on IRI in all sub-skill areas, and who pass all skill areas of the grade-level end-of-unit test, and who pass all appropriate sections of CORE Phonics Survey for the time of year.

Instructional Focus 2 - Students who are classified Benchmark on IRI in all sub-skill areas, but who fail one or more grade-level skill areas on the end-of-unit test, and who pass all appropriate sections of CORE Phonics Survey for the time of year.
Grade 1:

**Instructional Focus 3**
Students who are **NOT** Benchmark on one or more IRI skill areas, **but** who pass all appropriate sections of CORE Phonics Survey for the time of year. (Early Fall: 1-5A; Early Winter: 1-5F; Early Spring 1-5G)

**Instructional Focus 4 (Test as of Early SPRING)**
Students who are **NOT** Benchmark on one or more IRI skill areas, **and** who passed CORE Phonics Survey 1-5F, **but** who failed CORE Phonics Survey Section 5G (Multisyllabic Words).

- **Note:** this group is not applicable in fall and winter of Grade 1
Grade 1:

**Instructional Focus 5**
Students who are **NOT** Benchmark on one or more IRI skill areas, and who passed CORE Phonics Survey 1-4, **but** who failed one or more sections of CORE 5A-5F that are appropriate for the time of year (Reading and Decoding Skills / Complex Phonic Patterns). Test first thing in the Fall: 5A Test as of Early Winter: 5A-F

**Instructional Focus 6:**
Students who are **NOT** Benchmark on one or more IRI skill areas, and who failed any portion of CORE Phonics Survey items 1-4 (Alphabet Skills / Letter Sounds). Record letter names and sounds missed (from items 1-4) for each student in this group. To further diagnose, administer the CORE or TPRI Phonemic Awareness Tests (from the most difficult skill, segmentation, to most basic, awareness) and provide intervention in any deficient areas of phonemic awareness*. 
Instructional Focus 1
Students who are classified as Benchmark on the IRI or Screening Measure, and who pass all skill areas on the grade-level end-of-unit test.

Instructional Focus 2
Students who are classified Benchmark on the IRI or Screening Measure, but who fail one or more skill areas on the grade-level end-of-unit test (which are not related to fluency). Further group students according to areas of need in grade-level skill work.
Grades 2-6:

**Instructional Focus 3**
Students who are **NOT** Benchmark on the IRI or Screening Measure, **but** who pass all sections (5A-5G) of CORE Phonics Survey.

**Instructional Focus 4**
Students who are **NOT** Benchmark on the IRI or Screening Measure, **and** who pass sections 5A-5F of CORE Phonics survey, **but** who fail section 5G (multisyllabic words).
Grades 2-6:

**Instructional Focus 5:** Students who are **NOT** Benchmark on the IRI or Screening Measure, **and** who fail one or more of sections 5A-5F of the CORE Phonics Survey (beginning with Short Vowels in CVC words and ending with variant vowels), **but** who have passed CORE sections 1-4.

**Instructional Focus 6:** Students who are **NOT** Benchmark on the IRI or Screening Measure, **and** who fail one or more of Tasks 1-4 on the CORE Phonics Survey.

*If students perform extremely poorly on the CORE Phonics 1-4, then administer the CORE or TPRI Phonemic Awareness Tests (from the most difficult skill, segmentation, to most basic, awareness) and provide instruction in phonemic awareness.*
Mental Schema

- **Syntactic or Linguistic Knowledge**: Experience with, understanding of, and ability to express the structures of language.
- **Conceptual or Background Knowledge**: Prior experiences that have built understanding of concepts and vocabulary.
- **Thinking & Reasoning Skills**: Metacognitive skills used to ensure one’s own understanding (e.g. summarizing, predicting, monitoring, and clarifying).
Narrowing the Intervention: Don’t Simply Treat the Symptom

Can the student comprehend written language proficiently?

Yes - you've arrived!

No - what factors are contributing?

Mechanical Skills - Is the student able to read fluently and accurately?

If not, then consider intervention with "Mechanical Skills".

Mechanical Skills & Mental Schema

If the student struggles with both, then consider intervention for both.

Mental Schema - Is the student able to comprehend oral language proficiently (i.e. listening comprehension)?

If not, then consider intervention with "Mental Schema".
ELD – English Language Development
A Possible Extra Focus at Every Level

**Language Development Focus:** Students who lack the skills to proficiently interact with language that is either oral or written. These students should also be placed in one of the 6 groups above.

On a **daily basis**, provide regular opportunity for the development of Linguistic Knowledge, Background Knowledge, and Thinking & Reasoning Skills. Consider ways in which to develop the language proficiencies of these students in a holistic fashion throughout all portions of the day (SIOP strategies, robust teacher language, multiple opportunities to respond, read-alouds, etc.) rather than just a boost during Intervention.
Remember

- These focus group documents **ARE NOT** the “end all / be all” of grouping.

- They **ARE**, however, a great place to start.

- Keep Intervention structured around the “root cause” and **NOT** all of the symptoms.