## Grade 1: Instructional Focus Groups Descriptions

### Instructional Focus 1
- Students who are classified 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.

Provide **weekly** opportunities for students to work on:
- Challenge, Inquiry, and Investigation Activities
- Advanced Language Arts & Writing
- Additional theme connections, deeper word knowledge, etc.

**Tier I (Workshop/UA)** - Extend current learning by providing theme/unit related opportunities to do self-selected independent work that promotes the application of higher level thinking skills.

### 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.

Reteach areas of need (failed Unit skills) on a **weekly or twice weekly** basis using more explicit routines and materials that are at grade-level.

**Tier I (Workshop/UA)** – Support and scaffold the current curriculum by preteaching and reteaching grade-level reading and language arts skills as necessary. Based on both formal and informal data, provide the support necessary to enable students to perform well on grade-level assessments for reading and language arts.

### 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)

**Tier I (Workshop/UA)** - On a **daily basis**, preteach and reteach areas of need at grade-level using explicit instruction (especially those areas related to decoding and fluency).

**Tier II (Intervention)** - On a **daily basis**, provide an Intervention focused primarily on building reading fluency at an instructional level and moving toward grade-level. Provide explicit instruction and practice in fluency.

**Note:**
- Refer to the fluency recommendations in *Put Reading First*¹ document.
- For additional fluency practice, identify passages students can read with 95-100% accuracy (Instructional Level).
- If appropriate, use a supplemental, research-based fluency program during Intervention.

### 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

**Tier I (Workshop/UA)** - On a **daily basis**, preteach and reteach areas of need at grade-level using explicit instruction (especially relating to decoding & fluency).

**Tier II (Intervention)** - On a **daily basis**, provide an Intervention with explicit, systematic instruction in which students focus on word structure, building multisyllabic word-reading skills, and reading fluency at an instructional level. Provide explicit instruction and practice.

**Note:**
- Use explicit blending techniques to teach decoding
- Use explicit dictation techniques that focus on multisyllabic words and patterns.
- Use instructional level reading materials
- Use *CORE Sourcebook* page 3.21 as a reference for syllable types and syllabication patterns.
- If appropriate, use a supplemental, research-based fluency and decoding program during Intervention that addresses multisyllabic word reading (use in-program placement tests for more guidance).

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¹*Put Reading First* (2001) by the “Center for Improvement of Early Reading Achievement” and the “National Institute for Literacy” (p.21-32).

Based on the work of Jennifer Ashlock (WRRFTAC) and Carrie Cole

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

Tier I (Workshop/UA) - On a daily basis, preteach and reteach areas of need at grade-level using explicit instruction (especially those areas related to decoding).

Tier II (Intervention) - On a daily basis, provide an Intervention with explicit, systematic instruction in which students focus on mastering phonic patterns and reading them in connected, decodable text. Provide explicit instruction and practice. Consider designing grade-level team procedures for mastering the content of the decoding portion of the grade-level curriculum or using a supplemental program that is designed for this mastery purpose that includes lessons in the phonic patterns and instructional level decodable text reading practice (use placement tests that accompany the supplemental program for more guidance).

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*.

Tier I (Workshop/UA) - On a daily basis, preteach and reteach areas of need at grade-level using explicit instruction (especially those areas related to decoding and phonemic awareness).

Tier II (Intervention) - On a daily basis, provide an Intervention with explicit, systematic instruction in which students focus on mastering basic alphabetic principal patterns, letter-sound correspondences, and reading decodable text. Provide explicit instruction and practice. Consider designing grade-level team procedures for mastering the content of the alphabet skills and decoding portions of the grade-level curriculum or using a supplemental program that is designed for this mastery purpose that includes lessons in the phonic patterns and instructional level decodable text reading practice (use placement tests that accompany the supplemental program for more guidance).

Language Development Focus: Students who lack the skills to proficiently interact with language that is either oral or written. 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. 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. If appropriate, choose supplemental programs that directly support the type of language deficit the students are experiencing and which most closely connects to what type of learning is occurring throughout the rest of the day.

*Phonemic Awareness fits within Phonological Awareness which occurs as a continuum. Determine instruction by going back to the most foundational area of need for the group and work forward. The continuum is as follows:

Easiest Skill
- Listening to and producing oral language
- Rhyming and alliteration
- Syllable awareness
- Onset-rime blending
- Phoneme comparison (beginning, ending, and middle sounds)
- Phoneme blending
- Elision (deletion, substitution)
- Phoneme Segmentation

Most difficult Skill

Figure 4.1, p.29
# Grade 1: Instructional Focus Groups Chart

<table>
<thead>
<tr>
<th>Focus 1 - Weekly on-level and challenge work. <strong>Maintain</strong> fluency.</th>
<th>Focus 2 - Reteach areas of Unit Test needs 1-2 times/week. <strong>Maintain</strong> fluency.</th>
<th>Focus 3 - Daily preteach / reteach fluency boards. <strong>Focus = increase</strong> fluency.</th>
<th>Focus 4 - Daily pre/reteach need. <strong>Focus = build</strong> multisyllabic fluency.</th>
<th>Language Focus - Daily language development. <strong>Build</strong> oral and vocab.</th>
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<tbody>
<tr>
<td><strong>Focus 5 - Daily systematic/explicit phonics (CORE 5A-5F). <strong>Build</strong> all Instructional Level fluency.</strong></td>
<td><strong>Check if mastered</strong></td>
<td>**Focus 6 - Daily systematic/explicit phonics (CORE 1-4). <strong>Build</strong> all Instructional Level fluency from most basic skills onward.</td>
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(Students in this group should also be placed in one of groups 1 - 6.)