### Grade K: Instructional Focus Groups Descriptions

#### 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.

Tier II (Intervention) – Consider Progress Monitoring NWF (Nonsense Word Fluency). Provide weekly on-grade-level and challenge work that moves beyond the mechanical skills of reading and decoding. Provide multiple opportunities for “wide reading” at an instructional level or independent level. Monitor mastered skills to ensure they are not lost.

#### 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.

Tier II (Intervention) – Preteach and reteach any areas of grade-level skills beyond the mechanical skills of decoding that are shown as deficits on unit or lesson tests. Consider Progress Monitoring NWF (Nonsense Word Fluency).

#### 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

Tier II (Intervention) – Explicitly preteach / reteach short vowels in CVC word reading daily until mastery. Progress Monitor NWF (Nonsense Word Fluency).

#### 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).

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

Tier II (Intervention) – Explicitly preteach / reteach short and long sounds associated with single vowel spellings daily until mastery. Progress Monitor LSF (Letter Sound Fluency).

#### 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).

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

Tier II (Intervention) – Explicitly preteach / reteach consonant sounds daily until mastery. Progress Monitor LSF (Letter Sound Fluency).

#### 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).

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


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1 Based on the conceptual work of Jennifer Ashlock (WRRFTAC). Created by S. Underwood (BSU: CSI&PS) for Idaho Reading First Schools. March 2008.

2 Diagnostic assessments should likely be performed on all Kindergarteners. In the very possible situation in which a student is Benchmark on all subtests of the IRI, but has not demonstrated mastery of CORE Phonics Survey items, it is best to err on the side of caution and group the student based on the performance with CORE rather than the IRI.

3 Students may be assessed on these subtests earlier than outlined here, if they seem to have demonstrated the prerequisite mastery. However, the assessment should not be initiated any later than the given window so that time is not allowed for any unnecessary gaps to grow.
**Additional Possible Groupings:**

Every student must be placed somewhere in Focus Groups 1-6. These six groups deal with the mechanical skills of decoding text. However, there may be additional skills with which a child may need help in the areas of Phonemic Awareness and Language Development. If this is the case, they may also be placed in one or both of the following groups.

**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).

PSF indicates a potential difficulty with Phonemic Awareness. Phoneme segmentation fluency is highly predictive of later reading ability. Phonemic segmentation is higher on the continuum of Phonemic Awareness and fits under the umbrella of Phonological Awareness. It is often necessary for instruction to begin at the most foundational area of need for the student and then to proceed through the stages in a forward manner. Further diagnostic work can be done with these students by using the TPRI or CORE Phonemic Awareness Tests. The continuum is as follows:

<table>
<thead>
<tr>
<th>Easiest Skill</th>
<th></th>
<th>Most difficult Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to and producing oral language</td>
<td>Rhyming and alliteration</td>
<td></td>
</tr>
<tr>
<td>Syllable awareness</td>
<td>Onset-rime blending</td>
<td></td>
</tr>
<tr>
<td>Phoneme comparison (beginning, ending, and middle sounds)</td>
<td>Phoneme blending</td>
<td></td>
</tr>
<tr>
<td>Elision (deletion, substitution)</td>
<td>Phoneme Segmentation</td>
<td></td>
</tr>
<tr>
<td>Linking letters to sounds</td>
<td></td>
<td></td>
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</tbody>
</table>

**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

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 connect to what type of learning is occurring throughout the rest of the day.

**Source** - *TPRI: Intervention Activities Guide (2004 ed.)* Figure 4.1, p.29
## Grade K: Instructional Focus Groups Chart

<table>
<thead>
<tr>
<th>Focus 1 – Provide weekly on-grade-level and challenge work that moves beyond the mechanical skills of reading and decoding.</th>
<th>Focus 2 – Preteach and reteach any areas of grade-level skills beyond the mechanical skills of decoding that are shown as deficits on unit or lesson tests.</th>
<th>Focus 3 – Explicitly preteach / reteach <strong>short vowels in CVC words</strong> daily until mastery (CORE Section 5a - Beginning in early winter)</th>
<th>Focus 4 – Explicitly preteach / reteach <strong>short and long sounds associated with single vowel spellings</strong> daily until mastery (CORE Section 4 - Beginning in early winter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus 5 – Explicitly preteach / reteach <strong>consonant sounds</strong> daily until mastery (CORE Section 3 – Beginning in early winter).</td>
<td>Focus 6 – Explicitly preteach / reteach <strong>letter names</strong> daily until mastery (CORE Sections 1 &amp; 2 – Beginning in early fall).</td>
<td>Phonemic Awareness Focus – At minimum, daily preteach / reteach phoneme segmentation until mastery. Consider teaching the continuum of phonemic awareness skills to mastery. (Students in this group must also be placed in one of groups 1 - 6.)</td>
<td>Language Focus – Daily language development. <strong>Build</strong> oral language structures, vocabulary, and background knowledge. (Students in this group must also be placed in one of groups 1 - 6.)</td>
</tr>
</tbody>
</table>