### Grade K: Instructional Focus Groups

**Purpose:** Addressing the Mechanical Skills of Reading

<table>
<thead>
<tr>
<th>Instructional Focus 1</th>
<th>Instructional Focus 2</th>
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<tbody>
<tr>
<td><strong>No Skill Deficits</strong></td>
<td><strong>Needs Grade Level Scaffolding / No Mechanical Skill Deficits</strong></td>
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<tr>
<td>Place students in this group who have Developed and Mastered all of the skills indicated in Focus Groups 3-10, and who have mastered all grade level curriculum skills as indicated on assessments from the comprehensive reading program.</td>
<td>Place students in this group who have Developed and Mastered all of the skills indicated in Focus Groups 3-10, but who need extra support with other types of grade level curriculum skills as indicated on assessments from the comprehensive reading program.</td>
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<td><strong>Tier II Suggestions:</strong></td>
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<td>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 or independent level. Monitor mastered skills to ensure they are not lost.</td>
<td>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). Monitor mastered skills to ensure they are not lost.</td>
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### Instructional Focus 3

**Graphophonemic Knowledge – Mastery of Letter Sounds in Context – Short Vowels in CVC words**

**CORE Phonics Survey**

**(Section 5a v.1999 OR Section E v.2008)**

| Place students in this group who are Developed on TPRI Tasks 1-7, and who have Mastered CORE Phonics Survey of letter sounds, but who have NOT Mastered CORE Phonics Survey of short vowels in CVC words. |
| Tier II Suggestions: |
| Explicitly preteach / reteach short vowels in CVC words daily until mastery. Progress Monitor LSF (Letter Sound Fluency) OR NWF (Nonsense Word Fluency). |

### Instructional Focus 4

**Graphophonemic Knowledge – Mastery of Consonant and Single Vowel Letter Sounds**

**TPRI (Task 7)**

**CORE Phonics Survey**

**(Sections 3 & 4 v.1999 OR Sections C & D v.2008)**

| Place students in this group who are Developed on TPRI Tasks 1-6, but who are Still Developing on Task 7 and/or have NOT Mastered CORE Phonics Survey of letter sounds. |
| Tier II Suggestions: |
| Explicitly preteach / reteach letter sounds daily until mastery. Progress Monitor LSF (Letter Sound Fluency) and possibly LNF (Letter Naming Fluency). |

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2 These groups do not address students’ “mental schema”. That is, they do not address the oral language abilities necessary to comprehend language as seen in the two subcomponents of the Big 5: comprehension and vocabulary. Mental Schema can be assessed through tests such as listening comprehension, IELA, and others. Mental Schema needs should be addressed through every adult-student interaction during the day, not just the Intervention/Tier II period.
<table>
<thead>
<tr>
<th>Instructional Focus 5</th>
<th>Instructional Focus 6</th>
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</table>
| **Instructional Focus 5**  
Graphophonemic Knowledge – Letter Name Identification  
TPRI (Task 6) | **Instructional Focus 6**  
Phonemic Awareness – Deleting Final Sounds  
TPRI (Task 5) |
| Place students in this group who are **Developed** on TPRI Tasks 1-5, **but** who are **Still Developing** on Task 6. *If in doubt, double check with CORE Phonics Survey (Sections 1 & 2 v.1999 OR Sections A & B v.2008).  
**Tier II Suggestions:**  
Explicitly preteach / reteach **letter names** daily until mastery. Progress Monitor LNF (Letter Naming Fluency) and possibly LSF (Letter Sound Fluency). | Place students in this group who are **Developed** on TPRI Tasks 1-4, **but** who are **Still Developing** on Task 5.  
**Tier II Suggestions:**  
Explicitly preteach / reteach **deletion of final sounds** daily until mastery. Progress Monitor LNF (Letter Naming Fluency) and PSF (Phoneme Segmentation Fluency). |

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<tr>
<th>Instructional Focus 7</th>
<th>Instructional Focus 8</th>
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| **Instructional Focus 7**  
Phonemic Awareness – Deleting Initial Sounds  
TPRI (Task 4) | **Instructional Focus 8**  
Phonemic Awareness – Blending Phonemes  
TPRI (Task 3) |
| Place students in this group who are **Developed** on TPRI Tasks 1-3, **but** who are **Still Developing** on Task 4.  
**Tier II Suggestions:**  
Explicitly preteach / reteach **deletion of initial sounds** daily until mastery. Progress Monitor LNF (Letter Naming Fluency) and PSF (Phoneme Segmentation Fluency). | Place students in this group who are **Developed** on TPRI Tasks 1-2, **but** who are **Still Developing** on Task 3.  
**Tier II Suggestions:**  
Explicitly preteach / reteach **phoneme blending** daily until mastery. Progress Monitor LNF (Letter Naming Fluency) and possibly PSF (Phoneme Segmentation Fluency). |

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<tr>
<th>Instructional Focus 9</th>
<th>Instructional Focus 10</th>
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| **Instructional Focus 9**  
Phonemic Awareness – Blending Word Parts  
TPRI (Task 2) | **Instructional Focus 10**  
Phonemic Awareness – Rhyming  
TPRI (Task 1) |
| Place students in this group who are **Developed** on TPRI Task 1, **but** who are **Still Developing** on Task 2.  
**Tier II Suggestions:**  
Explicitly preteach / reteach **onset-rime blending** daily until mastery. Progress Monitor LNF (Letter Naming Fluency) and possibly PSF (Phoneme Segmentation Fluency). | Place students in this group who are **Still Developing** on both sections of the modified TPRI Screener and who are **Still Developing** on TPRI Task 1. *Discontinue this group after a brief period of intervention treatment, even if student is not advancing, since this skill is not highly predictive.  
**Tier II Suggestions:**  
Explicitly preteach / reteach **rhyming** daily until mastery. Progress Monitor LNF (Letter Naming Fluency) and possibly PSF (Phoneme Segmentation Fluency). |