



SAMPLE MATERIAL

Data-Driven Instructional Plan

Cornell Elementary School, Iowa

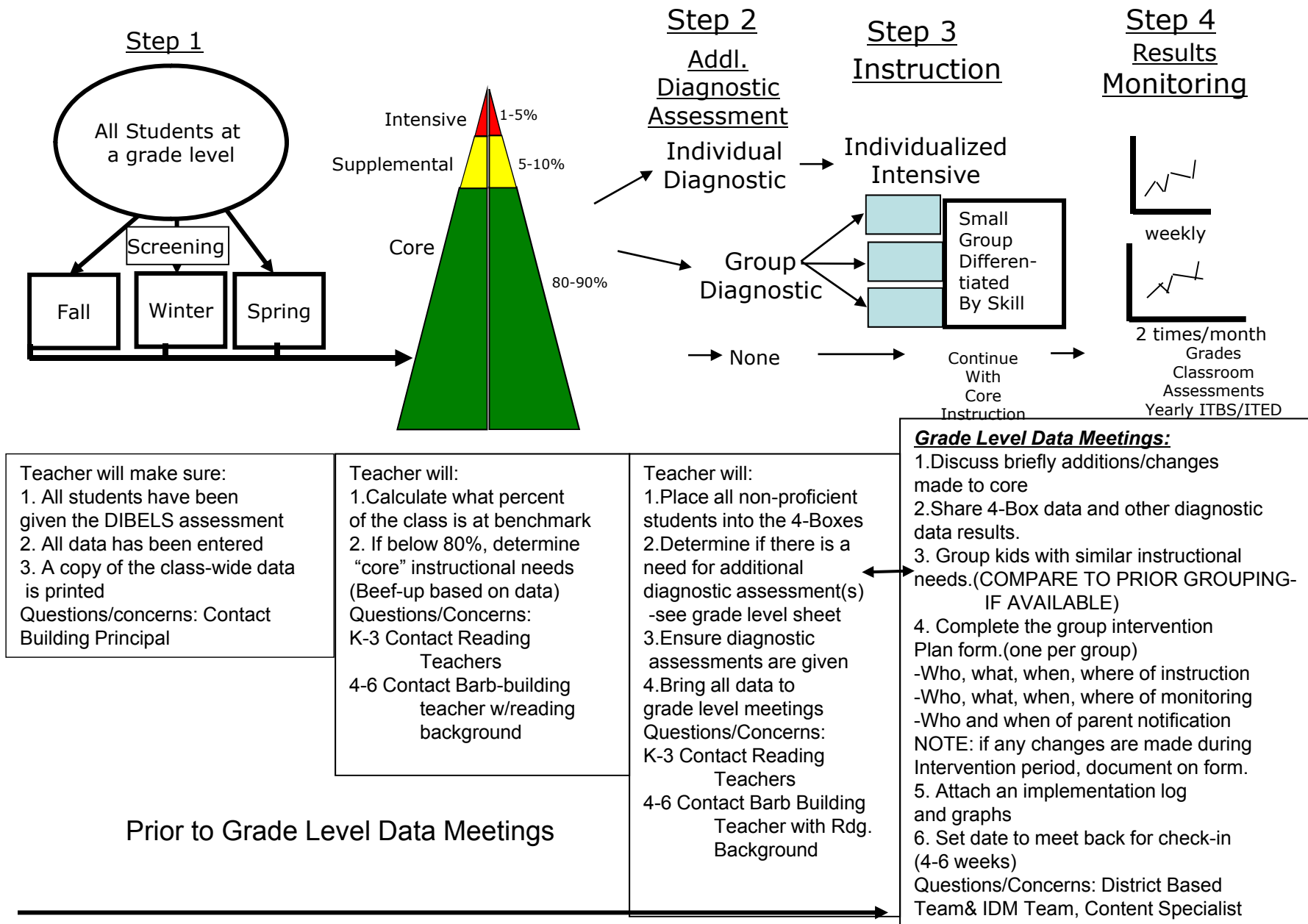
Topic: Response to Intervention in Primary Grade Reading

Practice: Progress Monitoring and Differentiation

The Iowa Department of Education's Instructional Decision Making (IDM) framework supports systemic data use to match curriculum and instructional strategies directly to the need of each student. Heartland Area Education Agency (AEA) 11 has trained staff at Cornell Elementary School to implement this schoolwide framework. The included materials, developed by the state, show the IDM process the school follows to plan data-based instruction.

The graphic outlines four steps in the IDM sequence as applied to reading: screening, additional diagnostic assessment, instruction, and results monitoring. For each student, teachers use *Data Driven Instructional Plan - Phonics for Reading* to record areas of concern, data indicating need, a formative assessment plan, and a plan for data-driven decision making. Also included are forms to record student performance and instructional changes. Teachers use the three-column *Troubleshooting Student's Progress* to adapt and differentiate instruction for students receiving supplemental and intensive interventions.

IDM Reading Process Sample



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Data Driven Instructional Plan Phonics for Reading

θ Group	θ Individual	Area of Concern: (Describe the skill or behavior of concern) Basic Phonics Skills- Reading basic words and patterns accurately and with automaticity. Reading passages from grade level materials with words that are single syllable or contain basic word and sound patterns typically mastered prior to the end of 2 nd grade. Basic phonics skills do not include oral blending and segmenting of sounds (with no eyes to text). Additionally basic phonics skills do not include higher-level multisyllabic words. Expected Level of Performance: _____ Words Read Correctly per Minute with 95% Accuracy (See Grade Level Benchmarks Good et al.)
θ Supplemental	θ Intensive	
Grade: _____		

Data Indicating Need

Reading comprehension assessment indicating low proficiency or deficit in reading comprehension (ie: Score below the 40th percentile on ITBS/ITEDS)

Oral reading fluency rate significantly rate below grade level expectations

Below 95% accurate when reading grade level passages

Error analysis indicates errors on basic words

Phonics assessment indicates discrepancy (both accuracy and fluency) in expected decoding skills

Formative Assessment Plan

What data will be collected and who will collect data?
 Number of words read correctly when give a passage from _____ grade level material will be collected by _____.

When will data be collected and how often?
 During supplemental or intensive instruction θ Weekly θ Every Two Weeks θ Monthly

What materials will be used to collect data?
 θ DIBELS Level _____ θ Fuchs Probes Level _____ θ Jamestown Probes Level _____ θ Other _____
 Level _____

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Plan to Use Data for Decision Making

How often will data be examined and by whom?

_____ will examine data each time it is collected; Data will be summarized and reviewed by the team _____ times per month.

What will indicate that an instructional change is needed?

If four data points fall below goal line, an instructional change will be considered.

Who will monitor implementation? (Team designates one)
☐ Reading coach, specialist, or literacy leader
 ☐ AEA Case Coordinator
 ☐ Principal
 ☐ Assistant Principal
 ☐ Other _____
 Name _____
What method will be used to monitor implementation?
☐ Teacher self reporting or implementation log
 ☐ Direct Observation
 ☐ Review permanent products
 ☐ Rating Scales
☐ Other _____ (Attach data collection tool if used.)
How often will implementation be monitored? _____ times per month

Date	Instructional Procedures	Materials/Arrangements	Times Per Week Length of Time Per Session	Persons Responsible
	1) Administer placement test 2) Provide systematic and explicit instruction on decoding one syllable and multisyllable words by using knowledge of letter-sounds relationships and structural units such as prefixes and suffixes. 3) Use a very direct approach, I do, we do, you do..... 4) Use explicit correction procedures. 5) Obtain high levels of student engagement. 6) Check for mastery of skills daily.	Phonics for Reading – Curriculum Associates Level 1 – Basic consonants and vowels Level 2 – Vowel teams, vowel-controlled r's, consonant blends Level 3 – Word parts, suffixes and prefixes Lessons include word recognition, story reading, spelling instruction, and independent activities. Can be used with small group (up to 10) or individual; lessons carefully scripted	3 –5 times a week for 20 minutes per lesson 10-15 minute independent practice will be completed at student's desk	

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Student _____ Teacher _____ Building/District _____

Parent(s) _____ Parental Participation _____

Goal _____

[illegible]

Meeting Date(s): _____

Decision Following Instruction: Student will receive the following level of instruction:

Core Instruction ___/___/___	Supplemental Instruction ___/___/___	Intensive Instruction ___/___/___	Consider need for other services ___ Progress was not as expected ___ Additional services may be needed to continue rate of progress
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Record of Instructional Changes

Diagnostic Information Leading to Instructional Changes

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Date	Instructional Procedures	Materials	Times Per Week Length of Time Per Session	Persons Responsible
	<input type="checkbox"/> Supplemental <input type="checkbox"/> Intensive			

Updated Monitoring Information:

<p>How often will performance be monitored? _____ times per month Describe any changes to monitoring:</p> <p>Who will monitor implementation? (Team designates one) <input type="checkbox"/> Reading coach, specialist, or literacy leader <input type="checkbox"/> AEA Case Coordinator <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Other Name _____</p>	<p>What method will be used to monitor implementation? <input type="checkbox"/> Teacher self reporting or implementation log <input type="checkbox"/> Direct Observation <input type="checkbox"/> Review permanent products <input type="checkbox"/> Rating Scales <input type="checkbox"/> Other _____ (Attach data collection tool if used.)</p> <p>How often will implementation be monitored? _____ times per month</p>
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Recommendations for Intensive support:

- Grades K-3 – student will have additional practice in P.A.L.S.
- Grades 4-6 – student will have additional practice in grade level connected text
- The independent practice session will not be completed by student, but will be finished with the interventionist.
- Student's progress will be monitored weekly.
- Instruction will be provided on a daily basis.
- Photocopy sections that require extra practice. These sections can be sent home with student for practice with parent.
- Smaller groups (2-4 students) will be designed to allow for more response time and individual practice.
- Good-Bye Word List
- A group mastery level of 90% accuracy will be achieved before moving to next lesson.

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Troubleshooting Student's Progress in Supplemental and Intensive Instructional Support

If students have difficulty with ...	Then try these strategies ...	Distributed Practice
<p>Accuracy with a sound (letter-sound connection)</p> <p>These should be brief sessions of practice (1-2 minutes)</p>	<p>Include a warm-up or review portion to instructional routine focusing on sound review. Add four more opportunities each time for the difficult sound. Pre-correct students before the difficult sounds comes up, "Stop, think and be careful about this sound." to increase accurate responses. Provide descriptive feedback, referring to key words or alliteration phrase, visual cue or articulatory placement.</p> <p>Have the student practice sustaining the sound for as long as they can (this practice only works for "slow" sounds – s, z, f, v, l, m, n, th, sh, and vowels).</p> <p>In any portion of the lesson that is focused on reading at the word level, have the student say the sound twice in isolation before reading the word. Underline the letter, so the student knows which is the target sound.</p> <p>Make cards with the difficult sound and known sounds. Put a paper clip or mark on the cards with the difficult sound. This is a signal to stop and think before saying the sound that matches the letter. Have them say the sound 2-3 times or sustain the sound if it is a slow sound.</p>	<p>Place a card on the student's desk with the letter representing the sound on the card. Make 8-10 spaces on the card for a teacher to initial. Distributed across the day for 8-10 opportunities, the teacher should ask the student, "What sound?" Each time the student says the sound correctly, the teacher initials the card. The teacher should provide a correct model if the student is inaccurate.</p>

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If students have difficulty with ...	Then try these strategies ...	Distributive Practice
<p>Sound out words – Accuracy (students know the individual sounds in the words but cannot sustain the sounds as they are sounding out).</p>	<p>Prior to sounding out the words, have the students warm up by sustaining the sounds (slow sounds) for 1-2 seconds individually. If one of the sounds is a quick sound (p, b, t, k, d, g, ch, j), slide the sound into the vowel and hold the vowel out . The goal is sound out the word without any pauses. This increases the chances the student will recognize the word after they have sounded it out.</p> <p>Take a list of words from the story that student will need to sound out (make sure there are no irregular words on the list – the, what, was). Have the student “stretch and shrink” the words auditorily before asking them to read them in print. Example: “Say the word sun. Stretch the word sun .. sssuuunnn (holding each sound out 2 seconds with no pause), now shrink the word, sun. This is what we need to do when we read words. We need to stretch it and keep it going all through the word.”</p> <p>Use a picture of a slide with letter tiles. For the word, man, have the students put the letter tile <i>m</i> at the top of the slide, the letter <i>a</i> in the middle of the slide, and the letter <i>n</i> at the bottom of the slide. Have the students say mmm as they slide the tile down the slide, they must keep the sound</p>	<p>Put 2-3 words on a card with a picture of slide. Put 5 boxes on the bottom of the card. Place the card on the student’s desk. Have the teacher stop by 5 times distributed across the day to ask the student to smoothly sound out the words while running their finger over the slide. The teacher will initial each box if the student is able to smoothly sound out the word with no pauses. The teacher should provide a correct model if the student is inaccurate.</p>

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	going until they touch the a letter tile with the <i>m</i> letter tile. Once the students touch the last letter tile, the teacher or students say the word.	
If the students have difficulty with ...	Then try these strategies ...	Distributed Practice
Sounding out words – Accuracy (can say sounds accurately, can sustain sounds with no pauses, but says incorrect word).	<p>Warm up with stretch and shrink auditorily, but the teacher stretches the words and the students shrink or say the word.</p> <p>Use list of 4-5 words students will have to sound out in connected text. Teacher will smoothly sound out the word and the students will say the word.</p>	Put 2-3 words on a card with a picture of a slide. Put 5 boxes on the bottom of the card. Distributed 4-5 times across the day, have the teacher stop by the student's desk and have the student say word after the teacher has smoothly sounded out the word.
Decoding words silently in head	<p>Write 5 words the students will have to decode from the connected text they will read. Tell the students, "Today we are going to sound out words silently without our voices and then read these words."</p> <p>Model: "I am going to say the sounds of this word (mop) silently and then put the sounds together to make a word. (Pause three seconds): "mop"</p> <p>Provide student opportunities: "Let's try some together. Say the sounds silently (man). (Pause three seconds.) "Put the sounds together. Read the word, man."</p> <p>If any student says an incorrect word during group or individual responses, repeat the teacher model. Give</p>	Put 4-5 words on a card. Have a picture of a student with a thought bubble above their head. Put five boxes on the bottom of a card. 4-5 times during the day, stop by and ask the student to sound out the word silently in their head and then read the word.

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	specific praise for each correct response.	
If students have difficulty with ...	Then try these strategies ...	Distributed Practice
Sight words (high frequency words)	Teach the students to spell – read these words. Have them touch each letter and say the letter names and then say the word. T – h – e spells the. Tell the students there are words that knowing the sounds will not help them read. They must spell read these words and spell write these words. By having the students say the letter names, it discourages from trying to sound these words out and it also makes the students to look across each letter in the words, which helps the student memorize the word.	Put the difficult sight word on a card. Place 8-10 boxes below the word. Across the day, have the teacher stop and ask the students to spell-read the word. Each time the students read the word correctly, initial one of the boxes. Provide corrective feedback and a correct model if the students read the word incorrectly.
If the students have difficulty ...	Then try these strategies ...	Distributed Practice
Reading accurately in connected text	<p>Focus on reducing careless errors, repetitions and self-corrections during oral reading.</p> <p>Follow these steps:</p> <ul style="list-style-type: none"> • After students read a text, have the students listen to you read. Tell the students that they can raise their hands when they hear the teacher make an error. Model each of the following types of errors: reading a word incorrectly, and leaving out a word. • Explain that it is important to read words accurately and only once. Tell students they should also count the following errors: making corrections and 	

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	<p>repeating a word. Read the passage slowly and make errors.</p> <ul style="list-style-type: none"> • Have students read the passage with individual turns on sentences. Quietly count errors. • After the reading is complete, review the errors without saying who made them. Have students practice reading the sentences accurately. Have students reread the passage. Challenge the students to read the passage with 2 or less errors. Provide praise when the students read accurately. 	
If the students have difficulty ...	Then try these strategies ...	Distributed Practice
Reading fluently in connected text	<p>Begin each day's instructional routine with five minutes of sustained independent practice using texts previously mastered. Have students point to the words and whisper read for five minutes. The students' goal is to read a little more each day. Each student can mark where he or she is at the end of five minutes with a sticky note.</p> <p>Begin each day's instructional routine with a review of the previous day's story or passage. Have the students whisper read it to themselves. Read it again out loud with the students matching their voices to the teachers (assisted reading). Then have the</p>	

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	<p>students read it a third time with a partner.</p> <p>Select short paragraphs from previously read stories. Model expressive reading. Model importance of pausing for a second at commas and for two seconds at periods.</p> <p>Extend time spent on specific texts. Spend more time on repeated readings of the connected text. After practicing the text with choral reading and mixed turns on sentences, give each student a turn to read a page. Set an accuracy goal of 2 errors. To motivate practice, give each student a transparency and a marker. Have students follow along and mark errors as individuals take turns. Have the strongest readers read first. Model giving compliments.</p>	
If students have difficulty with ...	Then try these strategies ...	Distributed Practice
Monitoring for meaning at the sentence level (does not correct errors that violate meaning)	Ask the students to listen while the teacher reads 8-10 sentences out loud from a passage. In half of the sentences, randomly mispronounce a word or substitute a word that does not make sense. Stop reading at the end of each sentence. Ask the students to say <i>Yes</i> if the sentence does make sense and to say <i>No</i> if the sentence does not make sense. If the student says that a sentence made sense, but it did not, read it again, emphasizing the part that did not	

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	<p>make sense. Ask the students to identify the error. Then reread the sentence. Do this until the students can respond correctly 90% of the time.</p> <p>Then ask the students to read aloud 8-10 sentences. Ask the students to stop at the end of each sentence and say <i>Yes</i> if the sentence made sense as it was read, or <i>No</i> if it did not. If it did not make sense, the student is to reread the sentence so that it does make sense, without prompting from the teacher. If the student says the sentence made sense, but it did not, repeat the sentence orally to the students as they read it. Ask the students to listen for the part or parts that did not make sense. Then have the students reread the sentence correctly. Once the students can respond correctly, change the procedure so that the students no longer say <i>Yes</i> or <i>No</i> at the end of each sentence but let them know you will still be counting the number of sentences that are read so that they make sense to the listener.</p>	
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