Bookworms PD

Wednesday, September 14
3:30-5:30

3rd Grade
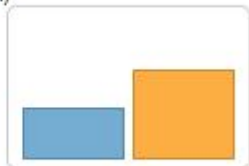English Language Arts (ELA)

36.4%

Proficient

● Proficient ● Not Proficient

11th Grade
Career and College Readiness

33.7%

Proficient

Three-Year Trend

School Year

School Year	
2021-22	39%
	45%
	45%
2020-21	38%
	42%
	48%
2019-20	Data unavailable
	Data unavailable
	Data unavailable
	Data unavailable
	Data unavailable

0%   20%   40%   60%   80%   100%

Percentage of Students
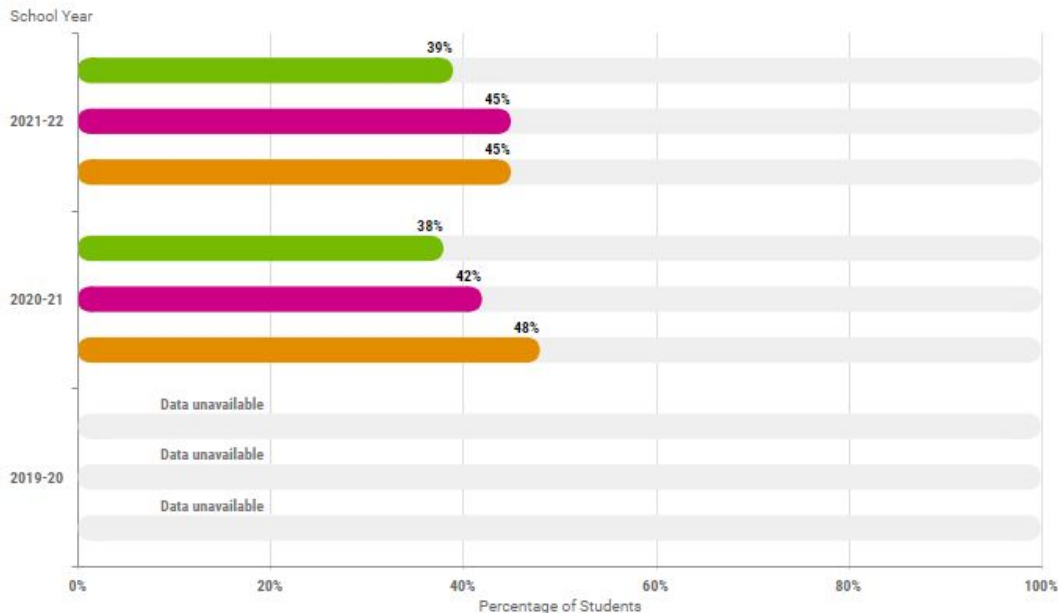
Key: The graphs above show your chosen school vs two other sources of data over a 3 school-year period:

Pine Avenue Elementary School

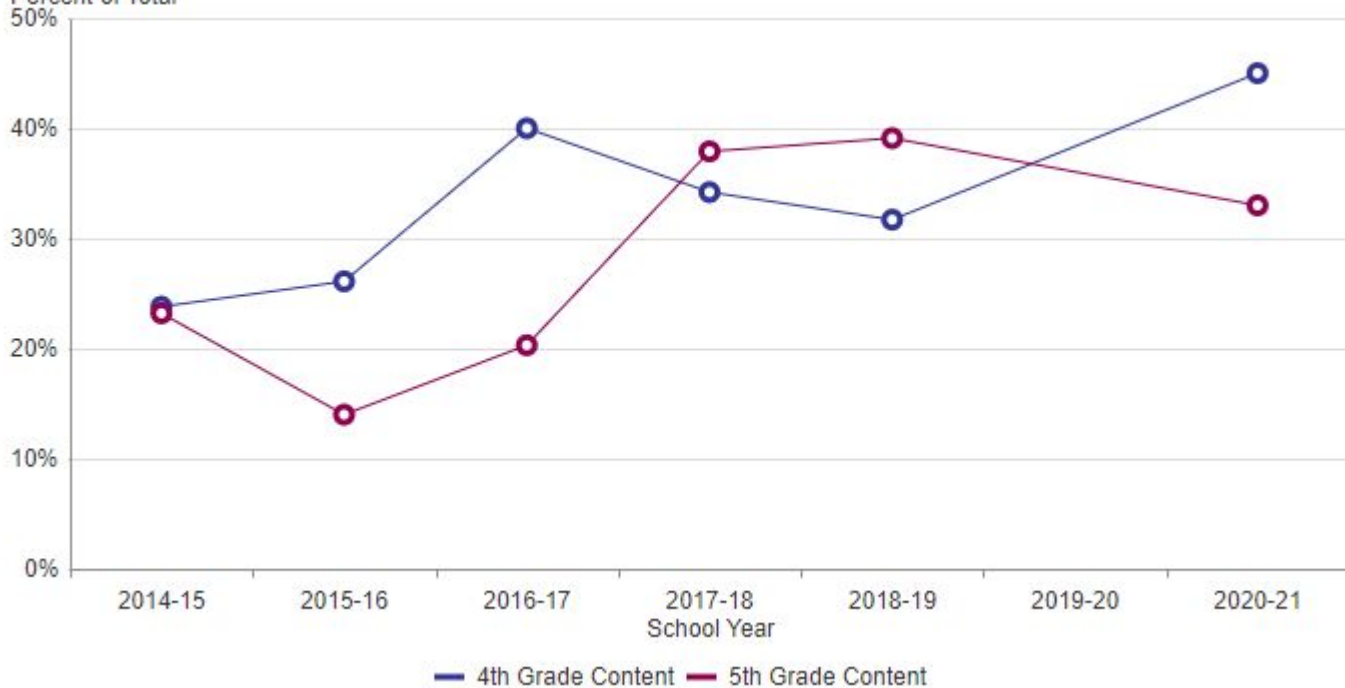Average of Similar Schools:

Student Characteristics   or   ✓ Distance

View Schools   View Schools

State of Michigan Average

English (ELA/EBRW)

9. Ongoing observation and assessment of children's language and literacy development that informs their education[31]

The teacher:

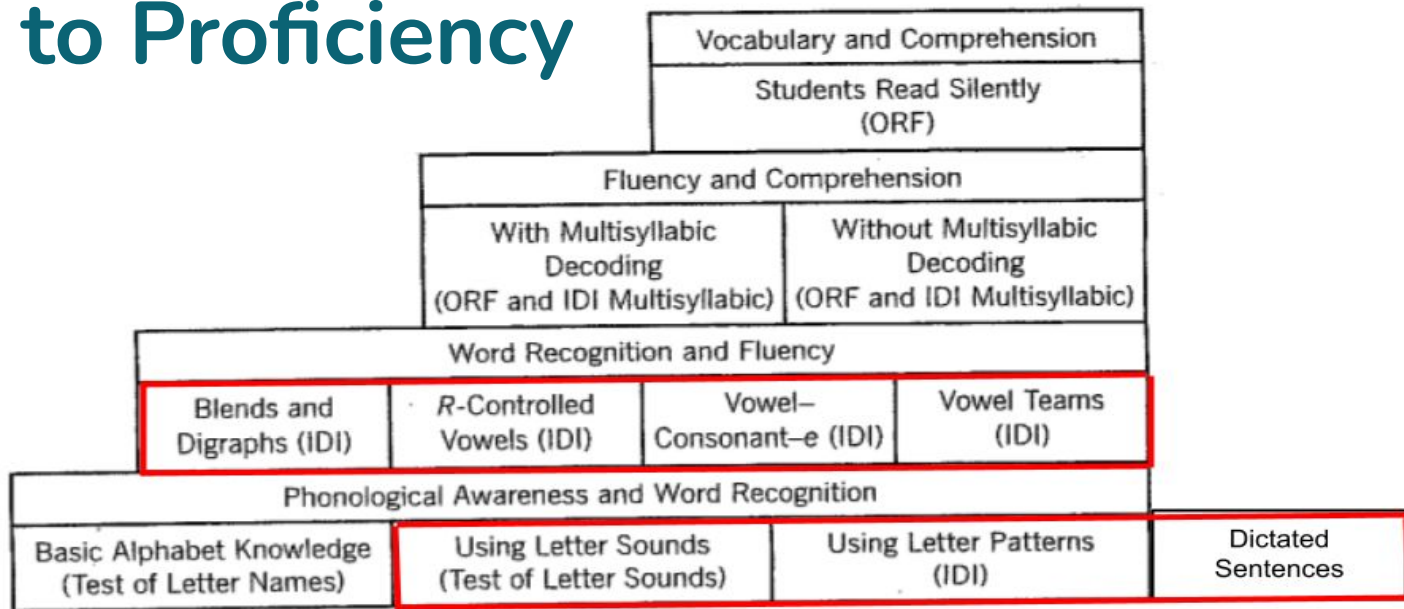- engages in observation and assessment that is guided by

  ▶ an understanding of language and literacy development

  ▶ the Michigan K to 12 Standards for English Language Arts

- prioritizes observation during actual reading and writing

- administers assessments as one source of information to identify children who may need additional instructional supports

- employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)

Let's Talk **Differentiated Instruction**
aka...DI
aka...Small Groups

Stairway to Proficiency

Vocabulary and Comprehension
Students Read Silently (ORF)

Fluency and Comprehension	
With Multisyllabic Decoding (ORF and IDI Multisyllabic)	Without Multisyllabic Decoding (ORF and IDI Multisyllabic)

Word Recognition and Fluency			
Blends and Digraphs (IDI)	R-Controlled Vowels (IDI)	Vowel–Consonant–e (IDI)	Vowel Teams (IDI)

Phonological Awareness and Word Recognition			
Basic Alphabet Knowledge (Test of Letter Names)	Using Letter Sounds (Test of Letter Sounds)	Using Letter Patterns (IDI)	Dictated Sentences

Q: How do I know what skilled group my students are in?

A: Giving the **Informal Decoding Inventory** (IDI)

-The IDI is a criterion-referenced test; students either "pass or "fail" each subtest

-The IDI provides decoding subtests that progress in difficulty and help determine areas of proficiency and areas of need.

-The IDI allows teachers to gain information about students' phonics and phonological awareness knowledge that may be impacting word recognition and/or oral reading fluency.

-The IDI supports teachers in creating small group instructions for students by placing them on the "stairway to proficiency." Each stair step on the stairway is associated with specific areas of letter-sound decoding instruction.

Consonant Blends and Digraphs

Criteria	Next Steps	Group
At least 80% of real words AND at least 60% of nonsense words	Administer R-Controlled Vowel Patterns Subtest	
<80% of real words **AND/OR** <60% of nonsense word	Stop Assessing	[Blends and Digraphs](#) [Example of lesson](#)

R-Controlled Vowel Patterns

Criteria	Next Steps	Group
At least 80% of real words AND at least 60% of nonsense words	Administer Vowel-Consonant-e Subtest	
<80% of real words **AND/OR** <60% of nonsense word	Stop Assessing	R-Controlled Vowels Example of lesson

Vowel-Consonant-e

Criteria	Next Steps	Group
At least 80% of real words AND at least 60% of nonsense words	Administer Vowel Teams Subtest	
<80% of real words **AND/OR** <60% of nonsense word	Stop Assessing	Vowel-Consonant-e Example of lesson

Vowel Teams

| Criteria	Next Steps	Group
At least 80% of real words AND at least 60% of nonsense words	Stop Assessing	Fluency and Comprehension (without Multisyllabic Decoding) Example of lesson
<80% of real words **AND/OR** <60% of nonsense word	Stop Assessing	Vowel Teams Example of lesson

Test of Fry Instant Words

[Overview of Differentiated Instruction](#)

Video Description: Sharon Walpole begins by discussing how the Differentiation Instruction has evolved over time. Beginning at 1:20, she explains where to find the lesson plans. At 2:32, she explains the Cognitive Model of Reading Assessment. At 6:15, Sharon discusses the assessments you will need to group students. At 7:10, she discusses using a decision tree to make decisions about grouping your students based on their skill needs. At 9:39, Sharon discusses how to group Kindergarten students. Beginning at 11:18, she explains how to group first graders. Beginning at 12:45, Sharon discusses grouping students after first grade. **At 13:50, Sharon discusses how to assess high frequency words.** At 18:15, Sharon discusses how to use the time during the Differentiation Block. At 21:24, Sharon explains how to learn the routines of the Differentiation Lessons in a manageable way.

What should DI (Small Groups) look like?
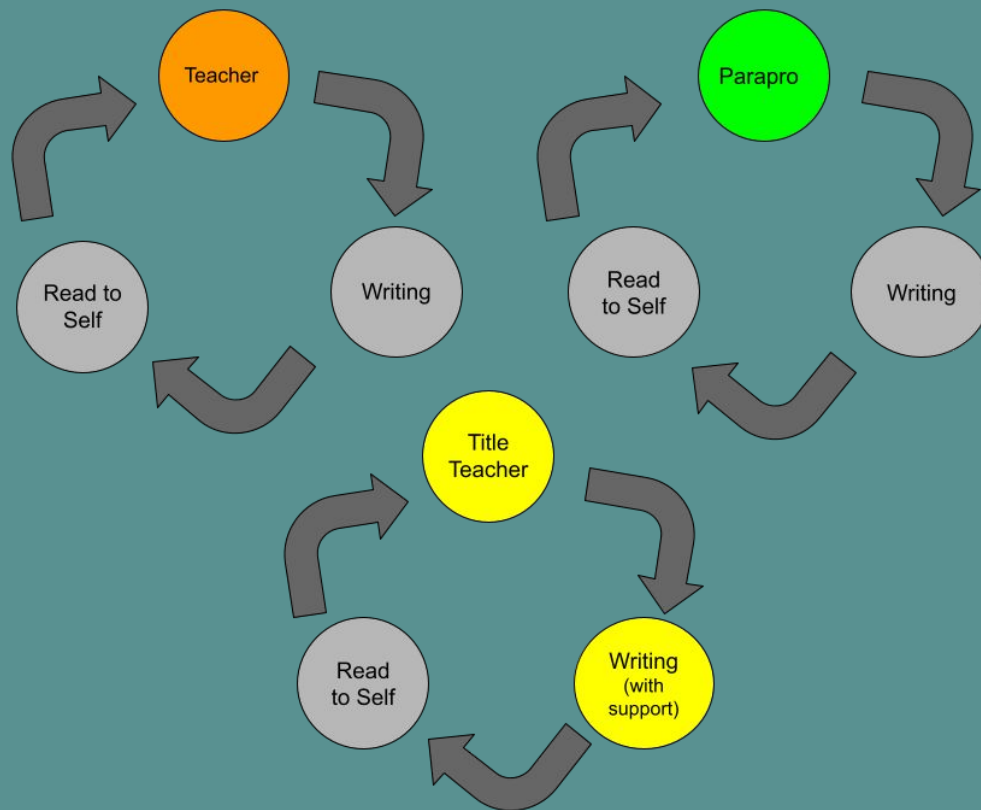
What is next?

- There is an assessment at the end of each skill set of lesson
- If a student passes the assessment, they moved to the next skill
- If the student does not pass they need to redo the lessons
  - This can be done by the same adult for the second round
    - After the second round think about utilizing a different adult for round 3

*Can you share students with your **proximity partner?** If you have the same DI time you can give two and get two based on skill.

Using our resources

*Can you share students with your **proximity partner?** If you have the same DI time you can give two and get two based on skill.

- Adult Ratio Opportunities & Next Tier Support
  - How do we best utilize the available adults? Parapros, Title Team, Grade Level **proximity partner**, and cross grade level partner (who you share a para with)
  - Is there some flexibility in your classroom schedule to allow for additional support in DI?

Grab 2 sticky notes…

One one write…

Action Item: what, when, why

On the other write the same action item…

This will go to an accountability partner

Add who is your proximity partner:_____
& Para share partner (PSP):_____