Study Guide

Small Group Instruction and Workstations

Module 3—Using Data

PREFACE

This study guide is intended to help teachers get the maximum benefit from the six modules that make up the Small Group Instruction and Workstations PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that "All teachers are reading teachers." This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What is does mean that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading "chops" that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS

Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slide 6: Data Sources in My Classroom

In the space below, jot down all of the data sources you have available to you that help you diagnose difficulties your students have in class.

Slide 7: Omitted Data Sources

Which data sources on this slide were NOT on your list? Why didn't you include them? Write any omissions below and explain the reason why they are not on your list (overlooked, not useful, etc.).

Slide 8-12: Types of Assessment Data

Define each of the 4 types of assessment data covered in this presentation and for each, discuss how best you can use this data in your classroom.

SCREENING ASSESSMENTS

DIAGNOSTIC/BENCHMARK ASSESSMENTS

PROGRESS MONITORING ASSESSMENTS

OUTCOME ASSESSMENTS

Slide 13: Data Reflections

Discuss the questions on the slide. Then jot down the insights you got from reflecting on your data use. Give special attention the questions about which data you DO NOT use and why.

If you have data you do not use, think about why.

- **Is it redundant?**
- **Is it too much?**
- **Does it not provide you with useful information?**
- **Do you lack the time or training to adequately use this data?**
- **Is there a different reason?**

If you are not using a particular data source, why are you collecting it? Can anything be done t make the data more relevant? Conversely, can it be dropped?

What data that you want, if any, don't you get from your current sources?

Slide 16-21: Key Features of Effective Small Group Instruction

Discuss why each of the following are important to small group instruction. Write a brief summary of your discussion for each item.

Well planned:

Differentiated (with possible overlap):

Flexible (in terms of membership and objectives):

Different from original instruction:

Based on data:

Slides 23-25: Computer Based Assessments and Grouping

Read the student example of Ethan on slides 23 and 24. Then, either as a group or individually, answer the questions on slide 25, which are repeated below.

What is going on with Ethan?

What would you do as an educator if you were faced with a situation like Ethan's?

What does this example tell you about depending on computer-based grouping and needs assessment?

Slide 29-31: Student Example #1 Carmen

After reviewing the student example on slides 29 and 30, consider the computer-generated suggestions on slide 31 (and reproduced below).

Computer Suggestions for Carmen

Grouped with students working on letter sound correspondence

Rhyming and alliteration practice

Basic decoding of words

Reflect: What do you think? Are the computer suggestions the best ones to meet Carmen's struggles? Jot down your thoughts below.
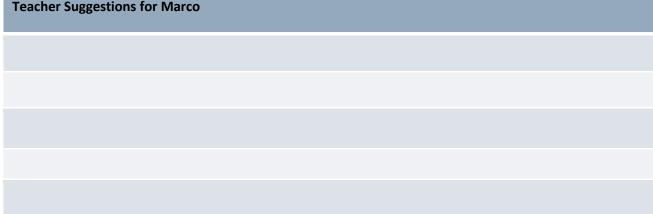
Slides 36-39: Example 2: Marco

MARCO: Marco is a first-grade student who recently transferred into your class from a school in another city. He is athletic and talkative and has an identical twin brother in one of the other first grade classes. Marco's family is from the Philippines and at home, he speaks both English and Tagalog, with English being his dominant language. Marco's parents are active in the school. Mom volunteers during the school day and is very supportive when you have approached her. In class, Marco is an engaged learner. He listens well and participates fully in most class activities. His grades are good—**all As and Bs**. Even though he isn't the strongest reader, he will volunteer to read aloud.

Look at Marco's strengths and struggles. Analyze and synthesize this information on the chart below. Look at each of the bullets and condense the information into just a few words. If you can, combine several bullets together into one succinct strength or struggle.

Strengths	Struggles
• His benchmark data indicates he knows virtually all his letter-sound correspondences • During PA practice, you notice he can identify, blend and segment sounds • You notice he loves word play and can produce multiple rhyming words and alliteration • You notice he has strong decoding skills in small group reading. • He is good at determining word meaning from context • His weekly comprehension tests show he can answer questions directly related to the text.	• Per benchmark results, reading speed is well below grade level • When he reads aloud during small groups, you notice that Marco reads haltingly--one word at a time. • Those same weekly comprehension tests show Marco struggles with high level comprehension questions. • During science and social studies, you notice he struggles with most informational text

Strengths	Struggles

Teacher Suggestions for Marco

Slide 39: Computer vs. Teacher Suggestions—Marco

Compare your suggestions to those suggested by the computer. Do you agree with the computer-generated suggestions for Marco? If not, what would you do differently?

Slides 43-46: Example 3: Jean Luis

JEAN LUIS: At home, Jean Luis has one parent who speaks French, but English is predominately spoken as his other parent does not speak French and his three older siblings speak with him in English. Jean Luis enrolled in your school in pre-K and was NOT identified as LEP. He has been enrolled continuously. His grades have been average to above average. Jean Luis enjoys school and is attentive, but he is shy and doesn't often raise his hand in class to either ask or answer questions. However, when you speak with him, he speaks with ease about his family but struggles to explain or talk about classroom content.

Look at Jean Luis's strengths and struggles. Analyze and synthesize this information on the chart below. Look at each of the bullets and condense the information into just a few words. If you can, combine several bullets together into one succinct strength or struggle.

Strengths	Struggles
• He has good listening skills in the classroom and his parents report the same at home. • He can identify and produce rhyming words and short alliterations as demonstrated during PA routine activities. • His benchmark assessment demonstrates that he knows most of the letter sound correspondences and can identify the initial sound of words consistently • From his writing, you notice that he correctly spells many short words with short vowels, especially VC and CVC • In observing his work with partners, you notice his sight word vocabulary is good for his grade • During math lessons, he has good number sense and is strong in operations (adding/subtracting) • He can skip count and is good with oral word problems	• His oral reading indicates he struggles with blending and segmenting multisyllabic words • His weekly spelling tests indicated a weakness in spelling CVCC words and other types of more complex words • Weekly progress monitoring indicates struggles with reading connected text • Progress monitoring also shows low fluency and you notice he reads with little or no prosody • Comprehension tests show he has great difficulty understanding what he reads, even the simplest sentences • He cannot represent written math word problems. • In science, he has difficulty recording and organizing data using pictures, numbers and words • In social studies, while he seems to understand grade level concepts, he struggles to describe or explain them.

Strengths	Struggles

Teacher Suggestions for Jean Luis

Slide 46: Computer vs. Teacher Suggestions—Jean Luis

Compare your suggestions to those suggested by the computer. Do you agree with the computer-generated suggestions for Jean Luis? If not, what would you do differently?

Slide 50: Neda, Kindergarten Example

Neda: She lives very near the school and walks to campus every morning with her mother and her brother (who is in second grade). At home, grandma speaks Arabic and while Neda understands some of what her grandmother says, her dominant language is English. Neda is NOT considered an English learner. Most of the time, Neda gets along well with her classmates, but she has a difficult time sharing, which sometimes leads to conflict. In class, Neda is enthusiastic and participates well. She raises her hand to answer frequently, even when she doesn't know the answer. She has strong print and book awareness skills and loves to pretend to read. She's attentive during read alouds and shows good listening comprehension. She has good grades in class.

Look at Neda's strengths and struggles. Analyze and synthesize this information on the chart below. Look at each of the bullets and condense the information into just a few words. If you can, combine several bullets together into one succinct strength or struggle.

Strengths	Struggles
• During benchmark testing, she showed excellent knowledge of letter names and letter sound identification. • During PA routines, she is able to consistently identify initial and final sounds. • In small group instruction, she can determine if a pair of words rhyme. • In math, she is able to count up to 20 without error. • In class, she is able to quickly learn weekly sight words and maintains them in subsequent weeks. • During read alouds, she demonstrates strong listening comprehension skills.	• Her benchmark scores indicate she is still unable to blend phonemes into words and segment words into phonemes. • She has great difficulty dividing sentences into words and words into syllables during PA routines. • Her benchmark and class assessments indicate struggles with reading CV, VC and CVC words. • Although she is able to easily answer listening comprehension questions, she struggles to determine word meaning in context.

Strengths	Struggles

Teacher Suggestions for Neda

Slide 51: Kyle, First Grade Example

Kyle: Kyle does everything fast. He is always the first one to finish a task at school, to finish lunch, even to finish races during PE and recess. Kyle likes being the center of attention and works hard on his schoolwork to be the best. Kyle had very good grades at school during the first semester, but you noticed a large drop off during the spring. His mom comes to the classroom on a regular basis to talk with you about his progress. She has mentioned to you that Kyle is an only child and that they only recently divorced. He has started spending weekends with his father who lives two hours away.

Look at Kyle's strengths and struggles. Analyze and synthesize this information on the chart below. Look at each of the bullets and condense the information into just a few words. If you can, combine several bullets together into one succinct strength or struggle.

Strengths	Struggles
• Per his benchmark assessment, he can identify at least one sound for most letters. • Anecdotally, you notice he has a large sight word vocabulary. • During small group reading, he is able to read simple words with open syllables, closed syllables, r-controlled syllables and CVCe patterns. • His weekly tests demonstrate that he can spell grade appropriate words. • During read alouds, he can answer comprehension questions after listening to the story. • His daily classwork indicates he can sequence the events of a grade level story.	• During small group instruction, you notice that Kyle has difficulty reading connected text accurately. • His benchmark assessment scores indicate that he reads at a very slow rate, decoding each word separately. • He often does not understand what he reads leading to poor reading assessment grades. • Since he cannot answer questions about what he reads, he struggles with making inferences and determining main idea.

Strengths	Struggles

Teacher Suggestions for Kyle

Slide 52: Wendell, Second Grade Example

Wendell: Wendell is a 2nd grade student. He lives at home with his mom and grandma and two younger siblings. Wendell is a very curious child and very, very good on the computer. Any chance he has, he goes to the computer center where he likes learning games and exploring on the Internet. In class, Wendell is chatty and asks a lot of questions. However, he is easily distracted and is often daydreaming rather than paying attention in class. His first grade teacher reported that his attendance was spotty last year and as a result, he is well behind his classmates.

Look at Wendell's strengths and struggles. Analyze and synthesize this information on the chart below. Look at each of the bullets and condense the information into just a few words. If you can, combine several bullets together into one succinct strength or struggle.

Strengths	Struggles
• Wendell can blend and segment syllables and phonemes during PA routines. • You note that he has a strong knowledge of all his letter names and demonstrates good knowledge of letters with multiple sounds. • During small group instruction, he can read single words as well as short phrases accurately. • He has an active imagination and enjoys writing his own stories in the writing center. • Per his spelling tests, he has a good knowledge of basic patterns such as CVC and CVCe.	• During PA routines, he struggles with phoneme deletion and substitution tasks. • His spelling tests indicate he struggles with words with diphthongs and digraphs and trigraphs. • He struggles to read sentences and short paragraphs or stories independently and during reading time. • Due to his struggle with reading, he is unable to retain any of what he has read and therefore struggles with even basic reading comprehension questions.

Strengths	Struggles

Teacher Suggestions for Wendell

Slide 53: Pause and Ponder

Reflect upon your take-aways from this training. What specific changes will you make to how you look at or analyze data?