

Grade Level Sorting Example

WHITE TABS

Create a Focus Folder (White tabs: What is a Focus Folder?)

- Get a file folder
- Open the file folder, and write down the data, group focus, and targeted activities (White tabs: How do I create a focus folder) for your grade level on the top of the folder beginning with intensive interventions on the far left and then strategic support and then on grade level and above grade level on the far right, or just copy and paste the focus sheet (pages 12-25) into the file folder. You can also download the labels to help you organize your folder.

Fall Focus Folder			
Intensive Intervention	Strategic Support	On Grade Level	Above Grade Level
Data : Group Focus: Targeted Activities:	Data : Group Focus: Targeted Activities:	Data : Group Focus: Targeted Activities:	Data : Group Focus: Targeted Activities:
<i>Leave room for student sticky notes</i>			

Use data and flow charts to group students (White tab: What is grouping?)







Note: The examples below come from Dibels, but this process can be used with any data that includes benchmarks for students. Some examples include IRLA, isip, AIMSweb, STAR, and MAP.

Gather Materials

- Sticky notes and highlighters (pink, yellow, green, and blue)
- Data Report (Example: DIBELS- Class Summary Report that shows composite score and all subtest scores)
- Grade level flowchart and focus folder

Class Summary Report Kindergarten						
Student	Middle of year (MOY) Composite Score	First Sound Fluency (FSF) Goal 30	Letter Naming Fluency (LNF) Score	Phoneme Segmentation Fluency (PSF) Goal 20	Correct Letter Sounds (CLS) Goal 17	Whole Words Read (WWR) Score
Amy	Core 213	45	66	50	52	13
John	Core 161	39	44	49	29	0
Ben	Core 200	42	66	50	42	0
Jose	Core 185	41	43	64	37	9
Ellen	Intensive 77	11	35	7	24	0
Buck	Strategic 88	26	41	11	10	0
Lisa	Core 186	52	52	47	35	2
Rob	Core 239	33	75	67	64	20
Val	Intensive 19	10	0	4	5	0
Mario	Core 214	60	38	79	37	13
Adrian	Core 195	34	67	49	45	5
Erica	Core 123	40	12	58	13	0
Diego	Core 172	40	45	57	30	0
Sam	Core 214	48	58	63	45	1
Brittany	Intensive 12	8	2	2	0	0
Marcello	Strategic 93	41	24	17	11	0
Miranda	Core 205	60	39	65	41	4
Damien	Core 144	45	57	12	30	0
Kathy	Strategic 110	39	11	47	13	0

Use the 3-step flow chart to sort students

Kindergarten Flow Chart Fall to Winter-DIBELS				
Step 1	<p>Write each student's name on a sticky note indicating his or her level or tier based upon Composite Score (pink for intensive, yellow for strategic, green for core, and blue for above core).</p> <p><i>If a student has a composite score of 122 or above, write his or her name on a blue sticky note. If a student has a composite score between 85-122, write his or her name on a green sticky, and so on for yellow and pink.</i></p>			
If...	<p>26 or Below Pink sticky note</p>	<p>26-84 Yellow sticky note</p>	<p>85-122 Green sticky note</p>	<p>122 or Above Blue sticky note</p>
Step 2	<p>Sort Sticky Notes by LNF</p> <p><i>Any student that has a 21 or above on LNF is sorted into the first pile, which stays with the data on the right side of the bold line. Then, all of those students are sorted again. Students having a FSF 30 or above are placed into group D and students with a FSF 29 or below that also had a LNF of 21 or above are placed in group C. The students that have a 20 or below on LNF are sorted into the second pile, which stays with the data on the left side of the bold line. Students having a FSF 10 or above that also had a LNF of 20 or below are placed into group B. The students that have a FSF 9 or below are placed into group A.</i></p>			
	<p>20 or Below on LNF</p> 			<p>21 or Above on LNF</p> 
Step 3	<p>FSF 9 or Below</p>  <p>Group A</p>	<p>FSF 10 or Above</p>  <p>Group B</p>	<p>FSF 29 or Below</p>  <p>Group C</p>	<p>FSF 30 or Above</p>  <p>Group D</p>

- First, create individual color-coded sticky notes for each student’s level based upon his or her Composite Score (pink for intensive intervention, yellow for strategic support, green for on-grade level/core, and blue for advanced)
 - The students that have a composite score of 130 or above need to be placed on blue sticky notes (Amy, John, Ben, Jose, Lisa, Rob, Mario, Adrian, Diego, Miranda and Damien)
 - The students that have a composite score between 122-129 need to be placed on a green sticky note (Erica)
 - The students that have a composite score between 85-121 need to be placed on a yellow sticky note (Buck, Marcello, and Kathy)
 - The students that have a composite score below 84 need to be placed on a pink sticky note (Ellen and Brittany)
 - Write each student’s name, composite score, and subtest scores (see examples below)

Amy (blue sticky note)	Erica (green sticky note)	Buck (yellow sticky note)	Ellen (pink sticky note)
213 CLS 17	123 CLS 13	88 CLS 10	77 CLS 24
FSF 45 WWR 13	FSF 40 WWR 0	FSF 26 WWR 0	FSF 11 WWR 0
LNF 66	LNF 12	LNF 41	LNF 35
PSF 50	PSF 58	PSF 11	PSF 7

- Second, use the flowchart to place students in the correct group on the focus folder
 - Take all stickies and sort them into two piles
 - Students that have a PSF score of 40 or above go in the first pile and those that have a PSF score of 39 or below go in the second pile
 - Students with a PSF of 40 or above (Amy, John, Ben, Jose, Lisa, Rob, Mario, Adrian, Erica, Diego, Sam, Miranda, Kathy) would be in the first pile
 - Students with a PSF of below 40 (Ellen, Buck, Val, Brittany, Marcello, Damien) would be in the second pile
- Third, begin sorting with the students that are in the first pile (Students that have a 40 or above on PSF)
 - Students in this pile are now sorted by Correct Letter Sounds (CLS)
 - Students that have a CLS of 18 or above go into group D (Amy, John, Ben, Jose, Lisa, Rob, Mario, Adrian, Diego, Sam, and Miranda)
 - Place stickies on group D in focus folder
 - Students that have a CLS 17 or below go into group C (Erica and Kathy)
 - Place stickies on group C in focus folder
- Fourth, sort the students in the second pile (Students have 39 or below on PSF)
 - Students in this pile are also sorted by Correct Letter Sounds (CLS)
 - Students that have a CLS of 8 or above go into group B (Ellen, Buck, Marcello, Damien)

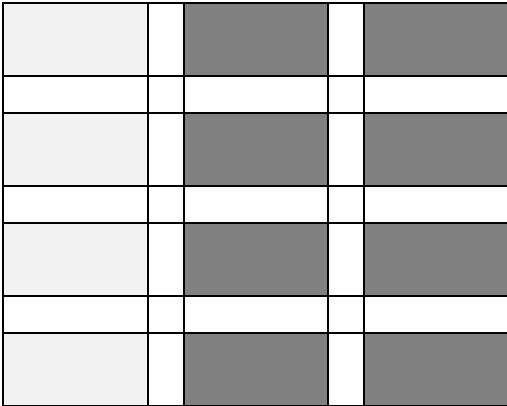
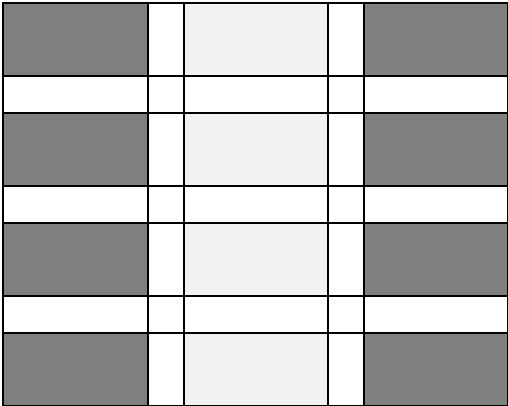
- Place stickies on group B in focus folder
- Students that have a CLS of 7 or below go into group A (Val and Brittany)
- Place stickies on group A in focus folder
- Finally, the folder is complete
 - I know the groups
 - I know the data I used and group focus
 - I know a list of targeted activities for each group

Winter Focus Folder Kindergarten			
Group A Intensive Intervention	Group B Strategic Support	Group C On Grade Level	Group D Above Grade Level
<p>Data: Group Focus:</p> <p>Targeted Activities:</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">Val</div> <div style="border: 1px solid black; padding: 2px 10px;">Brittany</div> </div>	<p>Data: Group Focus:</p> <p>Targeted Activities:</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">Ellen</div> <div style="border: 1px solid black; padding: 2px 10px;">Buck</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Marcello</div> <div style="border: 1px solid black; padding: 2px 10px;">Damien</div> </div>	<p>Data: Group Focus:</p> <p>Targeted Activities:</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">Erica</div> <div style="border: 1px solid black; padding: 2px 10px;">Kathv</div> </div>	<p>Data: Group Focus:</p> <p>Targeted Activities:</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">Amy</div> <div style="border: 1px solid black; padding: 2px 10px;">John</div> <div style="border: 1px solid black; padding: 2px 10px;">Ben</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Jose</div> <div style="border: 1px solid black; padding: 2px 10px;">Lisa</div> <div style="border: 1px solid black; padding: 2px 10px;">Rob</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Mario</div> <div style="border: 1px solid black; padding: 2px 10px;">Adrian</div> <div style="border: 1px solid black; padding: 2px 10px;">Diego</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Sam</div> <div style="border: 1px solid black; padding: 2px 10px;">Miranda</div> </div>

BLACK TABS

Use Targeted Activities with your groups (Black Tabs: Activities)

- This Sound Boxes activity (below) is a phonemic awareness activity. Each activity on the focus sheet includes directions for teaching, modeling, practicing, and applying. Each activity also includes a Cue Card (Black Tabs: Cue Cards) to use as a quick reference during instruction.

<p>5: Sound Boxes</p> <p>To help students hear sounds in words and to identify the first, middle, and last sounds</p>	<p>Directions</p> <ul style="list-style-type: none"> • Create a Sound Box Sheet for each student • Create a Sound Box Sheet for modeling and checking • Option 1: Find the Sound Box Template on the website • Option 2: Create 3 columns and 4 rows with 2 different colors of 2-inch sticky notes following the pattern below. Place card stock with sticky notes into a sheet protector or laminate it. 	
	<p>Front</p> 	<p>Back</p> 
	<p>Teach and Model</p> <ul style="list-style-type: none"> • Prepare a list of 15-20 real CVC words or use words from the core program’s PA lesson • Say the word • Have the students repeat the word • Touch each box from left to right with your finger as you say each sound in the word • Identify the first, middle, or last sound • Use the correct side and order for identifying the desired sound. The front graphic above would be the first sound, since the first column is a different color than the other two columns. The back graphic would be the middle sound, 	

<p>Sound Boxes (continued)</p>	<p>since the middle sound is the different color. If you turned the front graphic around and made the different color on the right hand side, instead of the left, you could focus on the last sound.</p> <ul style="list-style-type: none">• Repeat the word <p>Sample modeling: <i>We are going to use sound boxes to identify sounds in words. I will say a word. Then I am going to touch the boxes from left to right on this sheet with my finger as I say each sound in the word. Next I am going to say the word again. Last I am going to say the first sound (or middle or last sound) in the word. The word is sun. What word? The children say sun. You say /s/ /u/ /n/ First sound? Point to first box which should be the uncommon color. /s/</i></p> <p>Practice and Apply</p> <ul style="list-style-type: none">• Work through the rest of the words with students• Provide feedback on sound blending, and saying the whole word fluently• Provide adequate wait time• Provide additional words for student practice <div data-bbox="1192 643 1906 760" style="border: 1px solid black; padding: 5px;"><p>Note: Initially you might have to say the sounds with the children. Allow children to say the sounds independently as soon as they are able.</p></div> <p>Apply (Variations)</p> <ul style="list-style-type: none">• Turn the sheet around and have them identify the last sound (last box is uncommon color)• Turn the sheet over and have them identify the middle sound (middle box is uncommon color)• Turn the sheet sideways and have them segment words with 4 sounds
---	--

THE GRAY TABS

Use ready to go mini-lessons with your groups (Black Tabs: Mini-lessons)

- Choose group from focus folder
 - **Kindergarten-Strategic Support Group (B)**
- Use mini-lesson that supports that group (See kindergarten mini-lesson below)
- Refer to targeted activities for teaching, modeling, practicing, and applying of each activity

Grade K Mini-lesson				
Group: Strategic support (B) Winter to spring focus folder	Group Focus: Phonemic awareness and blending	Time: 15 minutes		Materials: Targeted Activities (Black tabs: What are the activities?) white board, words, decodable text
Day 1 PA: Sound boxes with sounds: teach and model (5 minutes) PA: Double dose PA activities: teach and model (8 minutes) PH: Blending-sound by sound: teach and model (8 minutes) RT: Read decodable text word by word: teach and model (9 minutes)	Day 2 PA: Sound boxes with sounds: model and practice (5 minutes) PA: Double dose PA activities: practice (8 minutes) PH: Blending-sound by sound: practice (8 minutes) RT: Read decodable text word by word: model and practice(9 minutes)	Day 3 PA: Sound boxes with sounds: practice (5 minutes) PA: Double dose PA activities: practice (8 minutes) PH: Blending-sound by sound: practice (8 minutes) RT: Read decodable text word by word: practice (9 minutes)	Day 4 PA: Sound boxes with sounds: practice (5 minutes) PA: Double dose PA activities: practice (8 minutes) PH: Blending-sound by sound: practice and apply (8 minutes) RT: Read decodable text word by word: practice teach and model (9 minutes)	Day 5 PA: Sound boxes with sounds: practice (5 minutes) PA: Double dose PA activities: practice (8 minutes) PH: Blending-sound by sound: apply (8 minutes) RT: Read decodable text word by word: practice and apply (9 minutes)

Create your own mini-lessons using Plan, Do, Study, Act (PDSA) Cycles (Gray Tabs: PDSA cycles)

- Choose group from focus folder
- Refer to targeted activities for teaching, modeling, practicing, and applying of each activity
- Create PDSA cycle using the developing and implementing checklists

Teacher: Ms. Working Hard **Time:** 9:00-9:30 **Dates - Day 1:** May 5th **Day 10:** May 16th

Focus Group: A **B** C D **Grade:** **K** 1 2 3 4 5 6 7 8

Plan	Do																																																																													
<p>Plan (Goal) – Identify the area of need out of the categories:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">PA</td> <td style="padding: 2px;">PH</td> </tr> <tr> <td style="padding: 2px;">WW</td> <td style="padding: 2px;">VO</td> </tr> <tr> <td style="padding: 2px;">CO</td> <td style="padding: 2px;">TT/TR</td> </tr> <tr> <td style="padding: 2px;">WR</td> <td style="padding: 2px;"></td> </tr> </table> <p>The learners will improve PA and blending skills by an increase of +5 on PSF, +5 CLS, and +3 on WWR (DIBELS Measures)</p>	PA	PH	WW	VO	CO	TT/TR	WR		<p>Do (Strategy) – Identify targeted activities</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Targeted Activity</th> <th style="padding: 5px;">Day 1</th> <th style="padding: 5px;">Day 2</th> <th style="padding: 5px;">Day 3</th> <th style="padding: 5px;">Day 4</th> <th style="padding: 5px;">Day 5</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">PA-Sound Boxes with Sounds (5 minutes)</td> <td style="padding: 5px;">Teach Model</td> <td style="padding: 5px;">Model Practice</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice</td> </tr> <tr> <td style="padding: 5px;">PA-Double-dose Activities (8 minutes)</td> <td style="padding: 5px;">Teach Model</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice</td> </tr> <tr> <td style="padding: 5px;">PH-Blending – Sound by Sound (8 minutes)</td> <td style="padding: 5px;">Teach Model</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice Apply</td> <td style="padding: 5px;">Apply</td> </tr> <tr> <td style="padding: 5px;">TT/TR-Decodable Text - word by word (9 minutes)</td> <td style="padding: 5px;">Teach</td> <td style="padding: 5px;">Model Practice</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice</td> <td style="padding: 5px;">Practice Apply</td> </tr> </tbody> </table> <p>Day 6-10 repeat with new sounds, blending, and decodable text</p>													Targeted Activity	Day 1	Day 2	Day 3	Day 4	Day 5	PA-Sound Boxes with Sounds (5 minutes)	Teach Model	Model Practice	Practice	Practice	Practice	PA-Double-dose Activities (8 minutes)	Teach Model	Practice	Practice	Practice	Practice	PH-Blending – Sound by Sound (8 minutes)	Teach Model	Practice	Practice	Practice Apply	Apply	TT/TR-Decodable Text - word by word (9 minutes)	Teach	Model Practice	Practice	Practice	Practice Apply																											
PA	PH																																																																													
WW	VO																																																																													
CO	TT/TR																																																																													
WR																																																																														
Targeted Activity	Day 1	Day 2	Day 3	Day 4	Day 5																																																																									
PA-Sound Boxes with Sounds (5 minutes)	Teach Model	Model Practice	Practice	Practice	Practice																																																																									
PA-Double-dose Activities (8 minutes)	Teach Model	Practice	Practice	Practice	Practice																																																																									
PH-Blending – Sound by Sound (8 minutes)	Teach Model	Practice	Practice	Practice Apply	Apply																																																																									
TT/TR-Decodable Text - word by word (9 minutes)	Teach	Model Practice	Practice	Practice	Practice Apply																																																																									
<p>Act – Next steps Who needs re-teaching? Who moves on to another DO and different targeted activities? How do I know the skill was mastered?</p>	<p>Study – Implementation of targeted activities</p> <p>Data Source (i.e. FSF, ORF, Selection Test): PSF/ CLS /WWR</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Student</th> <th style="padding: 5px;">Initial Score (PSF, CLS, WWR)</th> <th style="padding: 5px;">Day 1</th> <th style="padding: 5px;">Day 2</th> <th style="padding: 5px;">Day 3</th> <th style="padding: 5px;">Day 4</th> <th style="padding: 5px;">Day 5</th> <th style="padding: 5px;">Day 6</th> <th style="padding: 5px;">Day 7</th> <th style="padding: 5px;">Day 8</th> <th style="padding: 5px;">Day 9</th> <th style="padding: 5px;">Day 10</th> <th style="padding: 5px;">End Score</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Ellen</td> <td style="padding: 5px;">7/ 24/ 0</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Buck</td> <td style="padding: 5px;">11/ 10/ 0</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Marcello</td> <td style="padding: 5px;">17/ 11/ 7</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">Damien</td> <td style="padding: 5px;">12/ 30/ 0</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>													Student	Initial Score (PSF, CLS, WWR)	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	End Score	Ellen	7/ 24/ 0												Buck	11/ 10/ 0												Marcello	17/ 11/ 7												Damien	12/ 30/ 0											
Student	Initial Score (PSF, CLS, WWR)	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	End Score																																																																		
Ellen	7/ 24/ 0																																																																													
Buck	11/ 10/ 0																																																																													
Marcello	17/ 11/ 7																																																																													
Damien	12/ 30/ 0																																																																													
Act	Study																																																																													

Howdoiplanandteachreadinggroups.com

Use Ideas in the School Teams Toolkit (Gray Tabs: School Teams Toolkit)

- To support grade-level and data team meetings
- To support professional learning goals and teacher effectiveness plans
- To support RTI or Multi-tiered systems of support
- To support coaching and instructional leadership