

Data-Driven Literacy Instruction: Decision-Making Framework

Core Instruction:

- McGraw Hill Reading Wonders 2020/DIBELS 8 Benchmark and PM

Core Component	Whole Group Instruction	Small Group Instruction
Foundational Skills: Word Work (Phonological/Phonemic Awareness, Phonics/Word Study, High-Frequency Words, Handwriting); Spelling; Fluency	Teach the Wonders word work skills during whole group instruction IF the word recognition skills (phonemic awareness and phonics) of 80% of the class are on grade level; IF proficiency of word recognition skills is lower (or higher) than this , provide targeted instruction based upon need during small group instruction. 	Use Wonders Foundational Skills components with students at or above grade level during small group instruction; Use intervention resources (OG, Heggerty, and Wonders Intervention Materials) to meet the specific instructional needs of students performing below grade level.
Shared Read/Anchor Text/Paired Selection: Concept, Genre, Skill, Speaking and Listening, Comprehension, Language Development -Vocabulary, Literacy Elements, Strategy, Text Features, Author's Craft	Teach during whole group instruction AND ensure that all students can access the text through either read aloud or text to speech supports; written responses to text may require differentiation to ensure all students can appropriately demonstrate their learning through writing.	Use Shared Read/Anchor Text/Paired Selection during small group instruction <i>as necessary to go deeper</i> with students who can <i>independently</i> access this text .
Writing (Language Arts): Analytical writing, process writing, grammar	Teach analytical writing and process writing whole group (modeling, shared writing, etc.); IF students require intervention, include targeted instruction during small group; Integrate grammar into all writing (modeling, shared writing, etc.); IF students require intervention, include targeted instruction as necessary during small group.	<i>As necessary</i> , integrate targeted writing instruction into small group intervention. Use Independent Writing Tasks as an activity during reading centers (small group time when NOT with the teacher) for further practice; RWC analytical writing and process writing can also be integrated during this time.
Leveled Readers	N/A	Use Wonders Leveled Readers with students who can <i>independently access text at that level</i> during small group instruction; Use intervention resources (OG decodables and Wonders Intervention Materials) to meet the specific instructional needs of students decoding below grade level.

		**Leveled text is not an effective way to practice newly acquired phonics skills.
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Supplemental Instruction: Heggerty, IMSE OG

- K-1 Heggerty Phonemic Awareness (included in all K-1 classrooms)
- Orton Gillingham – IMSE (included in all K-2 classrooms w/trained teachers – whole group/small group depending upon student need; provided in small group w/students demonstrating needs in word recognitions skills at **all** grade levels)

Supplemental Resource	Whole Group Instruction	Small Group Instruction
K-1 Heggerty Phonemic Awareness	Teach during whole group instruction IF the phonemic awareness skills of 80% of the class are at expected grade level proficiency; IF NOT , teach during small group instruction.	IF the phonemic awareness skills of students in a classroom are diverse, utilize Heggerty during small group instruction to adjust for pacing and repetition needs of specific small groups/individuals. (Tier 2 classroom intervention as necessary)
Orton Gillingham – Only for Teachers who are trained	Kindergarten: Use OG 3- part drill, vowel intensive, red word method, and handwriting to teach the Wonders phonics scope and sequence – this can be started during whole group instruction	Kindergarten-5 th : Use OG method, materials and scope and sequence to provide targeted intervention for students demonstrating delays in word recognition skills. (Tier 2 classroom intervention)

Tier II Intervention/Assessment:

- Daily Small Group Instruction –
 - Heggerty Phonemic Awareness and Heggerty Bridging the Gap
 - IMSE Orton Gillingham
 - Wonders Leveled Readers (on-level and above-level performance)

Heggerty Phonemic Awareness/Heggerty Bridging the Gap	Utilize Heggerty during small group instruction to adjust for pacing and repetition needs of specific small groups/individuals. This can be done in the regular classroom or during small group with an interventionist.
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Orton Gillingham – <i>Only for Teachers who are trained</i>	Kindergarten-5 th : Use OG method, materials and scope and sequence to provide targeted intervention for students demonstrating delays in word recognition skills. (Tier 2 intervention)
Leveled Readers (<i>extension</i>)	Use Wonders above level, Leveled Readers with students who can <i>independently access this text</i> during small group instruction. Students needing extension may also benefit from literature circles using chapter books/novels and other above grade-level text. **Leveled text is <i>not</i> an effective way to practice newly acquired phonics skills.

Tier III Interventions:

- Heggerty Phonemic Awareness
- Heggerty: Bridging the Gap
- IMSE Orton Gillingham (vary group size, session length, and/or pacing depending upon student needs)

Heggerty Phonemic Awareness/Heggerty Bridging the Gap	Utilize Heggerty during small group instruction and adjust for pacing, group size, and dosage (frequency/length of session) to meet the needs of specific small groups/individuals.
Orton Gillingham – <i>Only for Teachers who are trained</i>	Kindergarten-5 th : Use OG method, materials and scope and sequence to provide targeted intervention for students demonstrating delays in word recognition skills. Adjust group size, session length, frequency, and/or pacing dependent upon student needs.