



Provincial Outreach
Program for the Early Years

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Using Universal Screening Data to Inform Instruction

Effective Tier 1 Instruction and Differentiated Small-Group Teaching

Presenters:

Calico Clark and Marianne Vande Pol



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Land Acknowledgment

We acknowledge that our work takes place on the traditional and unceded territories of the Indigenous Peoples of British Columbia, home to 198 distinct Nations. Across Canada, we also recognize the 46 treaties and agreements that reflect ongoing relationships with the land.



We are grateful to the First Nations, Métis, and Inuit Peoples for their care and teachings about the Earth.

This acknowledgment reminds us of our responsibilities to these relationships and the ancestral lands where we live, work, and learn.



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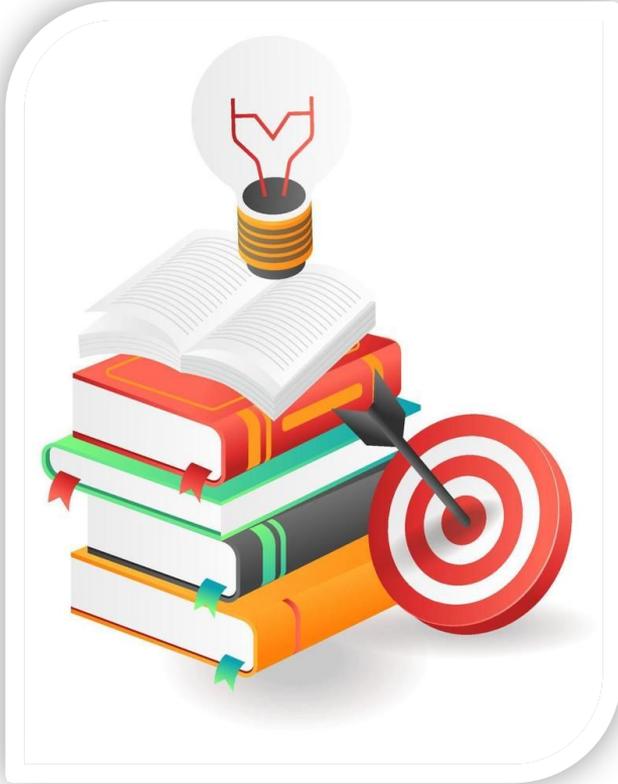


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Learning Objectives



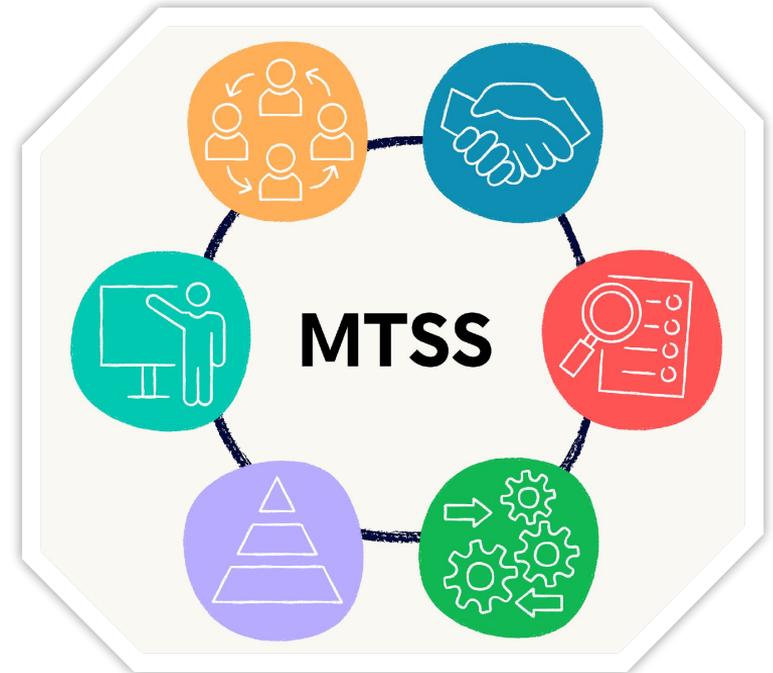
- Use Universal Screening Data to identify student strengths & needs.
- Use data to refine whole-class teaching.
- Differentiate with Small-Group Instruction – Group students & target support.



MTSS Decision Making Framework

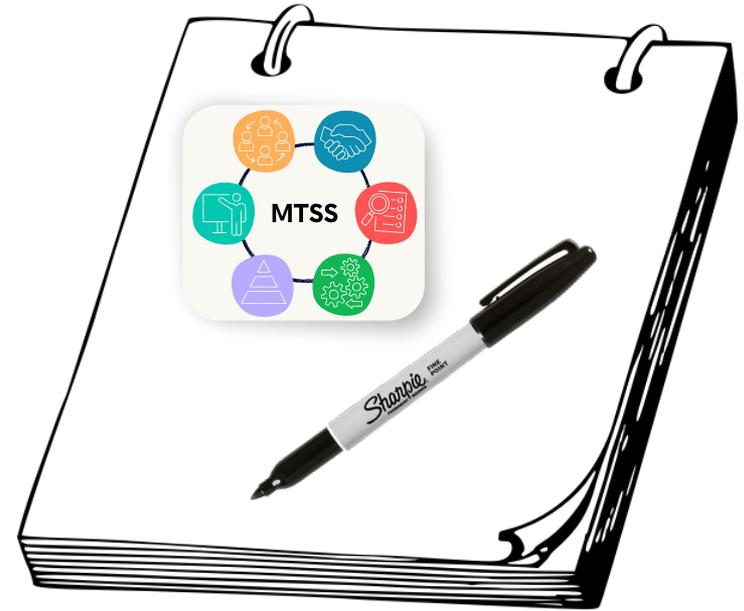
A framework for systematically and empirically approaching reading problems within a school system, and identifying solutions:

- Poses **key questions** to be asked when trying to solve reading-related problems
- Creates a **common language** among teachers and administrators for making **instructional decisions** about instruction and intervention at individual student, small group, classroom, school and district levels.



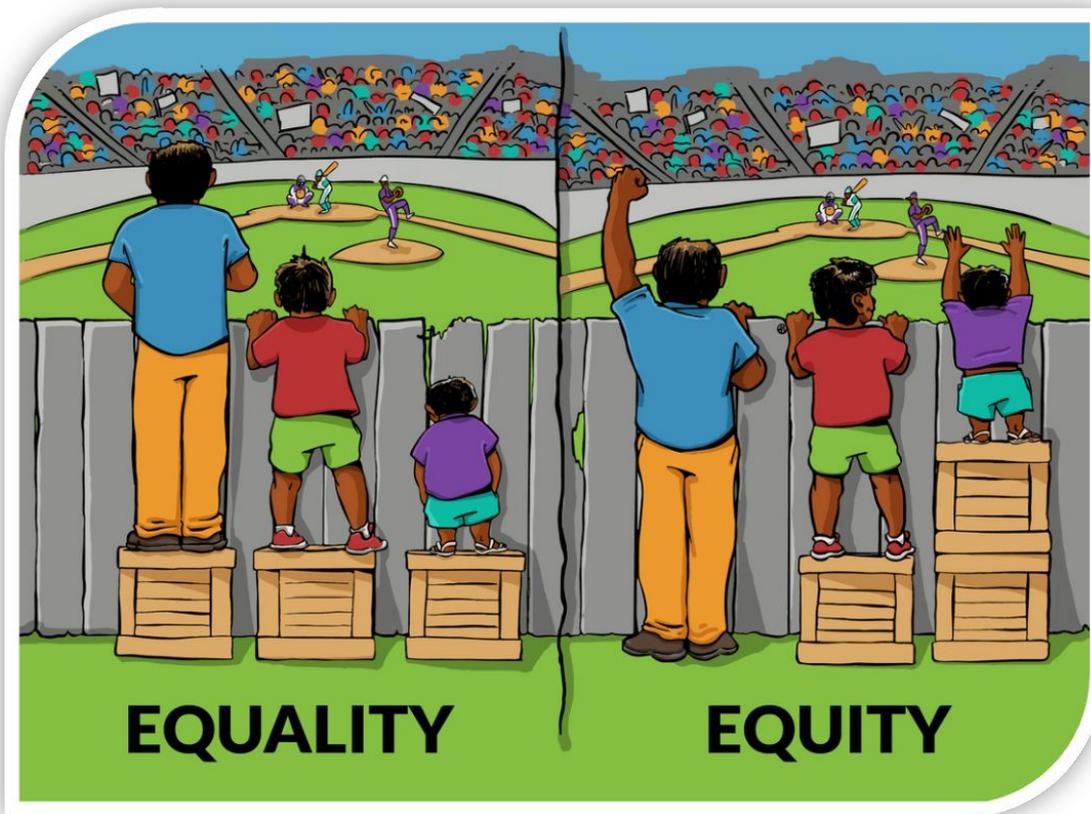
MTSS - Multi-Tiered System of Supports

1. Leadership – all levels
2. Effective Teaming Structures
3. Universal Screener
4. Data Analysis System
5. Collaborative Problem-Solving Model
6. Evidence Based Instructional Practices
7. A Tiered Delivery System to Support the Needs of All Students





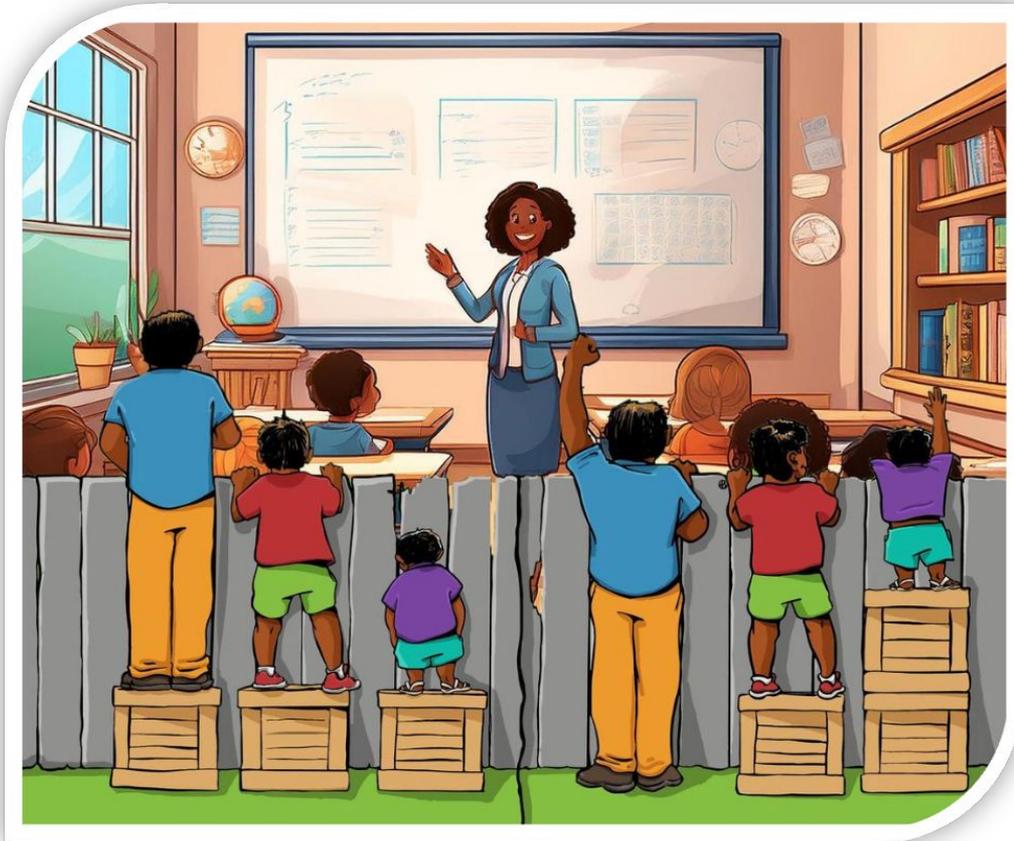
Equality versus Equity



EQUALITY

EQUITY

Equity and Small Group Instruction



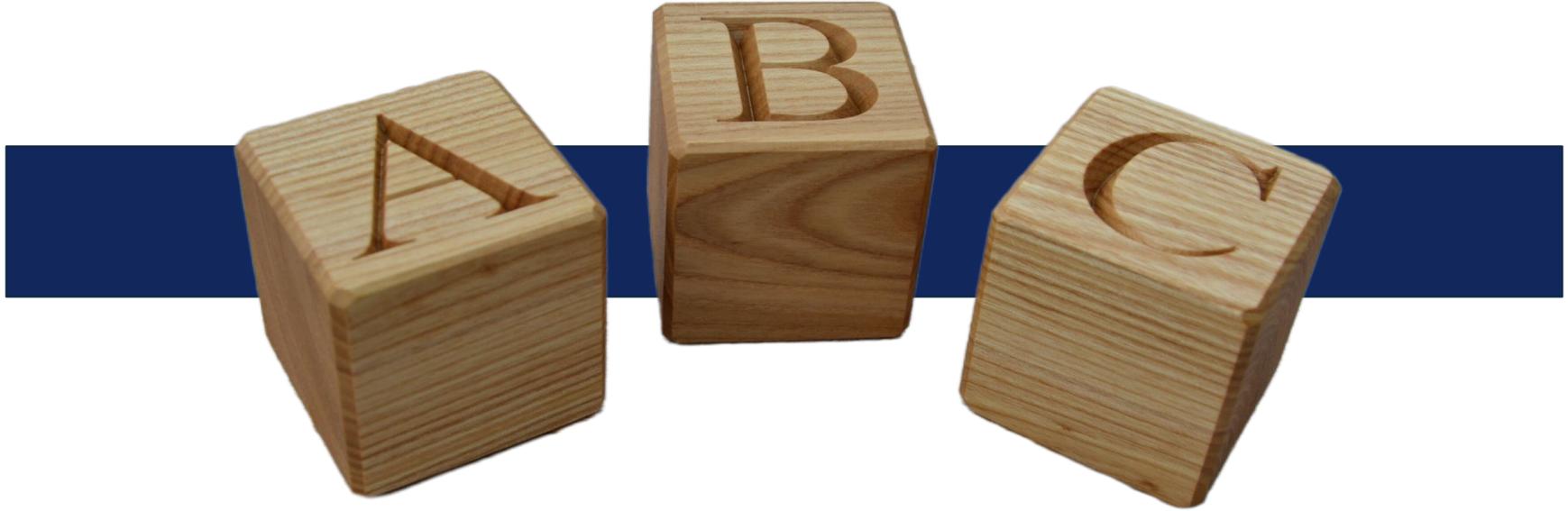
Adapted from Equality/Equity/Liberation image is a collaboration between [Center for Story-based Strategy & Interaction Institute for Social Change.](#)

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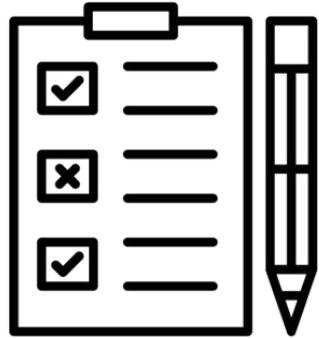
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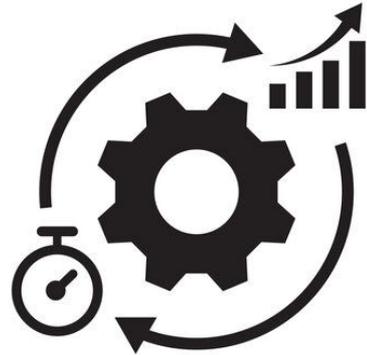
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... and it all starts with the **ABC** METHOD



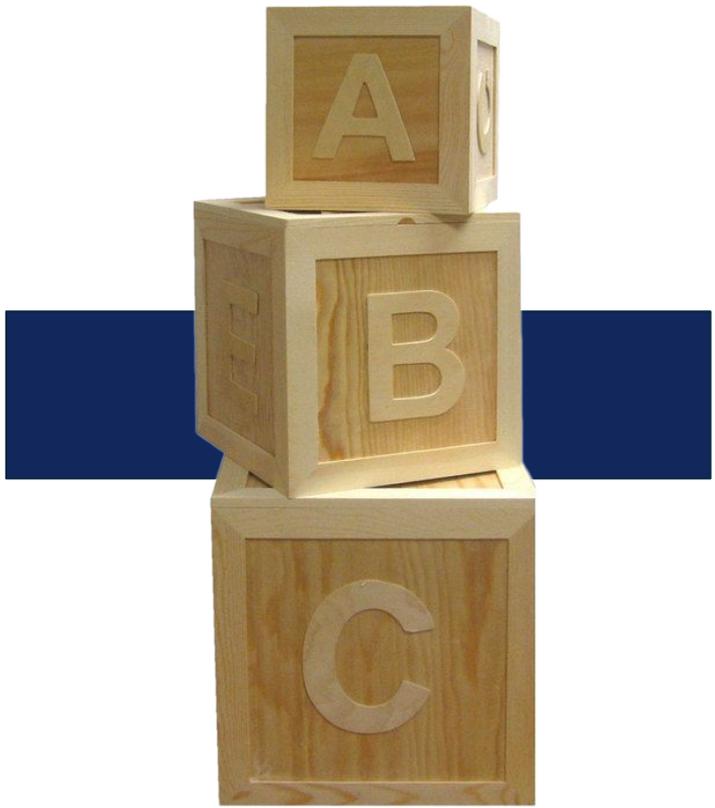
Assess



Be efficient



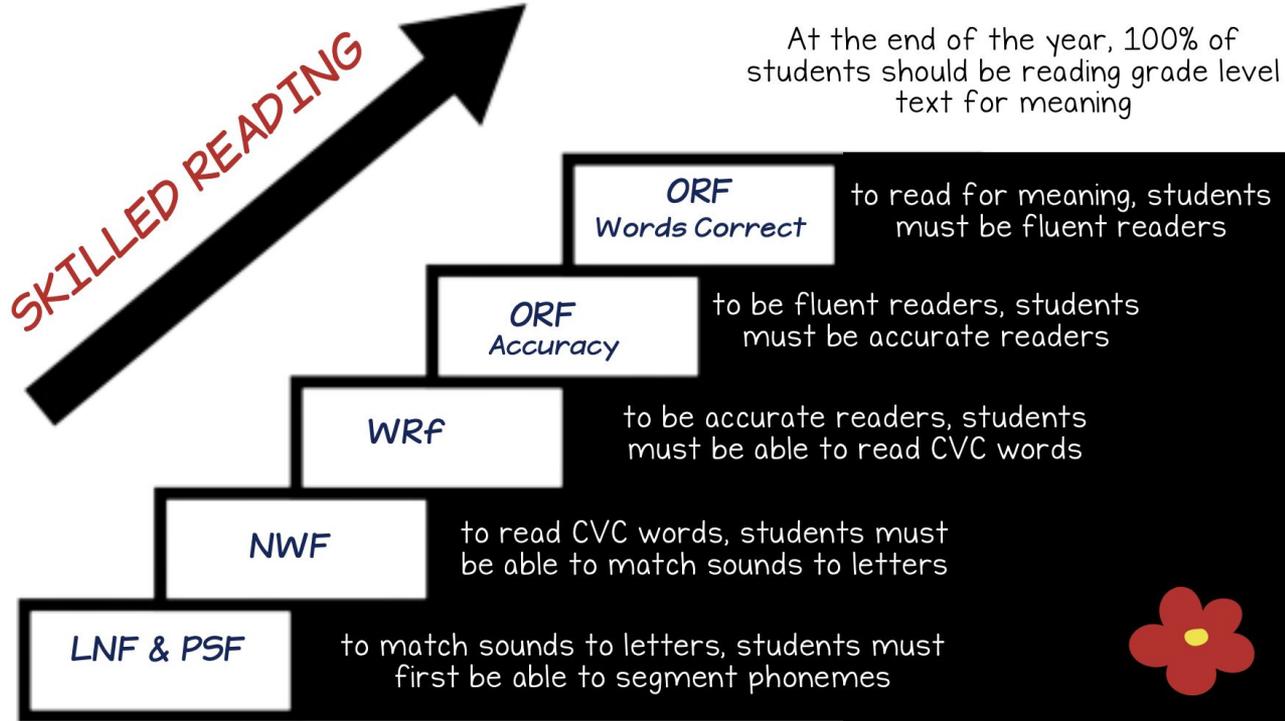
Cut the fluff
and teach
the stuff



Step 1 ASSESS



Universal Screeners - Road to Skilled Reading



Utilize Data to Form Small Groups



Start with
UNIVERSAL
SCREENERS



Give DIAGNOSTICS
to anyone below
benchmarks on
universal measure



Use DATA to form
SMALL GROUPS of
like needs



Diagnostic Assessments

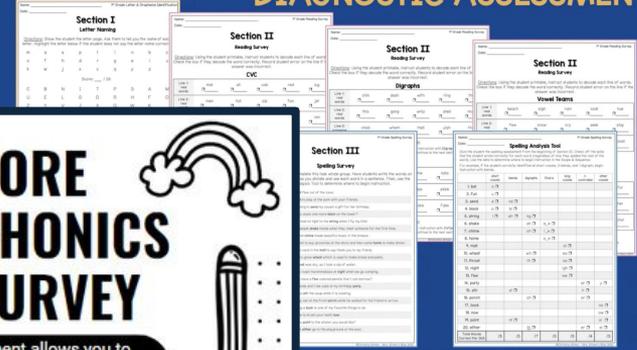


REALLY GREAT READING

About RGR

Complimentary Reading Assessments (K-12)

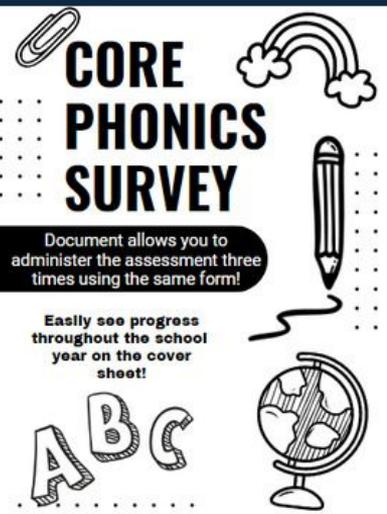
DIAGNOSTIC ASSESSMENTS



CORE PHONICS SURVEY

Document allows you to administer the assessment three times using the same form!

Easily see progress throughout the school year on the cover sheet!



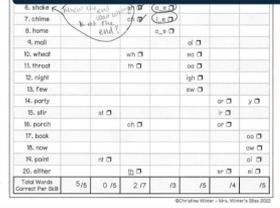
PHONICS AND WORD READING SURVEY

identifies which phonics patterns are able to be decoded with accuracy



SPELLING DIAGNOSTIC

identifies mastery of phonics patterns

Class Reading Data Tracker

Use the chart below to record and quickly identify skills in the scope & sequence that your students have mastered. Add the date to each box when the student has mastered the skill. Then, use that data to group students based on their instructional needs.

Name	Sept. 12	Sept. 12	Sept. 12	Sept. 12
1. Christina				
2. Brent				
3. Ella				
4. Holly				
5. Karen				
6. Keith				
7. Lynn				
8. Jackson				
9. James				
10. Ada				
11. Justice				



From SOUNDS to SPELLING

A PHONICS PROGRAM

Analyzing Data: CLASS – 1 Grade 1- MOY

Student	LNF		PSF		NWF			WRF		ORF					Composite		
	Score	Status	Score	Status	CLS	Status	WRC	Status	Score	Status	Words Correct	Status	Errors	Accuracy	Status	Score	Status
Benchmark Goals	57		43		52		14		17		21			87%		389	
Student 1	27	Intensive	2	Intensive	11	Intensive	1	Intensive	3	Intensive	2	Intensive	10	17%	Intensive	352	Intensive
Student 2	28	Intensive	41	Strategic	36	Intensive	10	Strategic	13	Intensive	6	Intensive	6	50%	Intensive	369	Intensive
Student 3	32	Intensive	67	Core^	36	Intensive	12	Strategic	8	Intensive	5	Intensive	7	42%	Intensive	369	Intensive
Student 4	60	Core	71	Core^	42	Strategic	14	Core	13	Intensive	5	Intensive	7	42%	Intensive	379	Strategic
Student 5	41	Intensive	56	Core	46	Strategic	11	Strategic	15	Strategic	11	Strategic	2	85%	Strategic	379	Strategic
Student 6	47	Intensive	48	Core	47	Strategic	15	Core	19	Core	14	Strategic	6	70%	Strategic	383	Strategic
Student 7	51	Strategic	66	Core^	44	Strategic	14	Core	16	Strategic	15	Strategic	2	88%	Core	383	Strategic
Student 8	48	Intensive	64	Core^	55	Core	16	Core	16	Strategic	15	Strategic	3	83%	Strategic	387	Strategic
Student 9	58	Core	16	Intensive	59	Core	16	Core	18	Core	14	Strategic	1	93%	Core	389	Core
Student 10	56	Strategic	67	Core^	59	Core	19	Core	16	Strategic	15	Strategic	2	88%	Core	391	Core
Student 11	60	Core	59	Core^	71	Core	23	Core	15	Strategic	10	Strategic	6	63%	Strategic	394	Core
Student 12	60	Core	69	Core^	66	Core	17	Core	18	Core	23	Core	7	77%	Strategic	398	Core
Student 13	53	Strategic	59	Core^	64	Core	19	Core	22	Core	28	Core	3	90%	Core	399	Core
Student 14	69	Core	84	Core^	59	Core	18	Core	27	Core	36	Core	2	95%	Core	406	Core
Student 15	50	Intensive	63	Core^	75	Core	22	Core	31	Core	32	Core	3	91%	Core	408	Core
Student 16	56	Strategic	49	Core	50	Strategic	16	Core	43	Core^	62	Core^	4	94%	Core	414	Core
Student 17	56	Strategic	57	Core^	76	Core	22	Core	58	Core^	56	Core	3	95%	Core	426	Core^
Student 18	44	Intensive	64	Core^	77	Core	25	Core	45	Core^	65	Core^	2	97%	Core	426	Core^
Student 19	83	Core	44	Core	96	Core^	29	Core^	79	Core^	134	Core^	3	98%	Core	480	Core^
Mean:	51.5		55.1		56.3		16.8		25.0		28.8		4.2	76.7%		396.4	



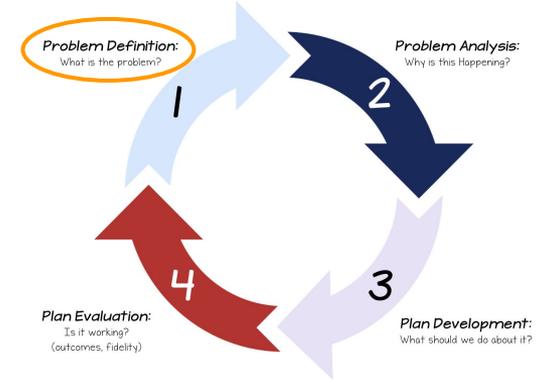
Problem Solving: System

Step 1: Problem Definition (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above grade level expectations/benchmark goals)?

- Review and analyze current screening data. Record percentages below:

	Current Screening
% At or Above Expectation/Benchmark	11/19 = 58%
% Below Expectation/Benchmarks	5/19 = 26%
% Well Below Expectation/Benchmark	3/19 = 16%



What red flags indicate that a problem exists?

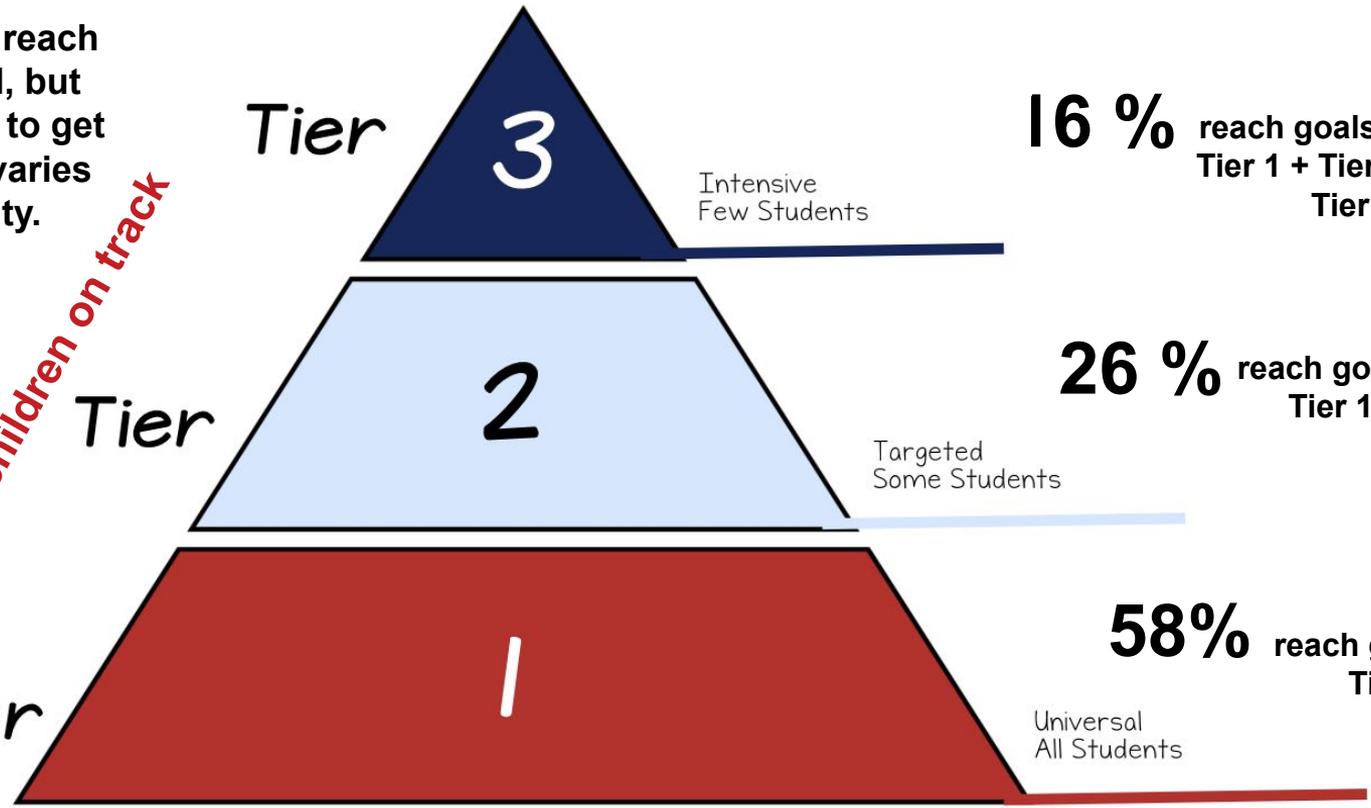
- 42% of the students in this grade do not meet the minimum level of the established benchmark.



Analyzing Universal Screening Data - COMPOSITE DATA

All students reach grade-level, but what it takes to get them there varies in intensity.

100% of children on track

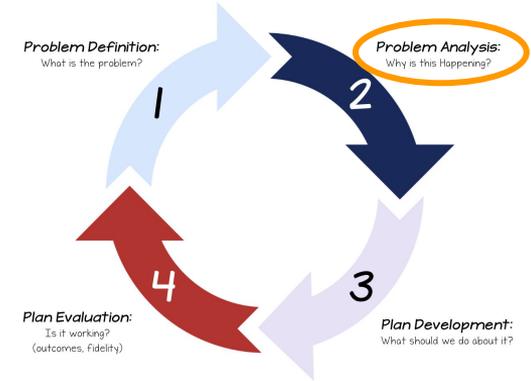


Problem Solving: System

Step 2: Problem Analysis (Why is it happening?)

a) Determine the common priority skill: Use data to prioritize which foundational reading skill is currently the most important common instructional need for most students (circle one):

Skill	Phonological Awareness		Phonics – NWF			ORF	ORF	Reading Comprehension
	LNF	PSF	CLS	WRC	WRF	Words Read Correct	Accuracy	Maze
% Below Benchmark	68%	16%	42%	21%	47%	58%	47%	
	13	3	8	4	9	11	9	
	--	--	--	--	--	--	--	
	19	19	19	19	19	19	19	

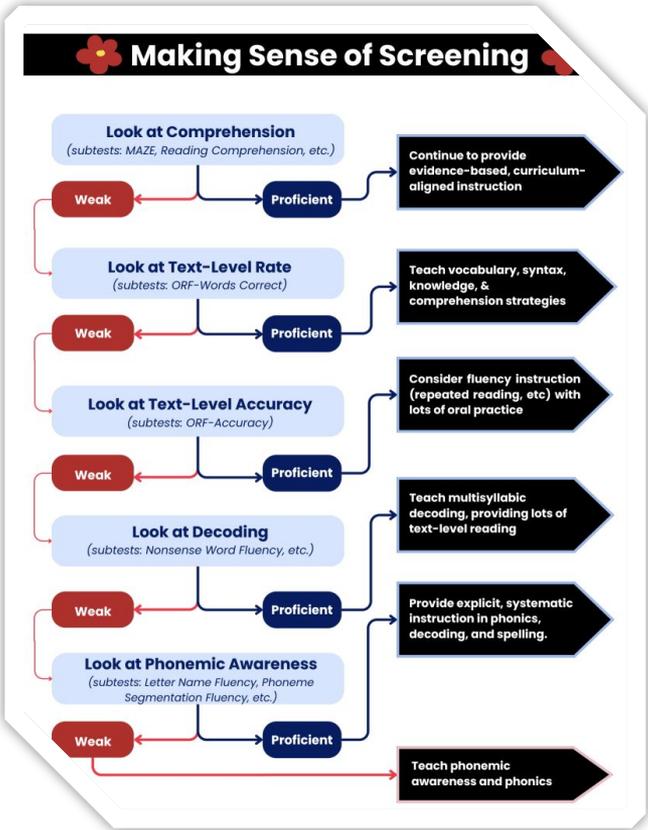


What red flags indicate that a problem exists?

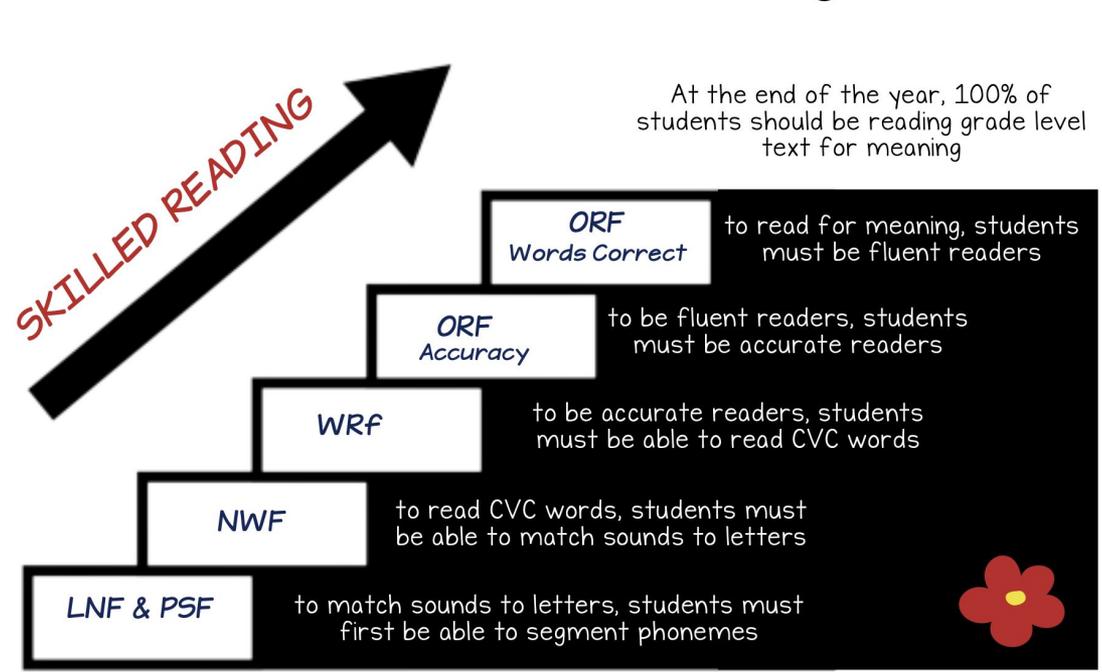
68 % of the students in this grade do not meet the minimum level of the established benchmark for Letter Name Fluency.



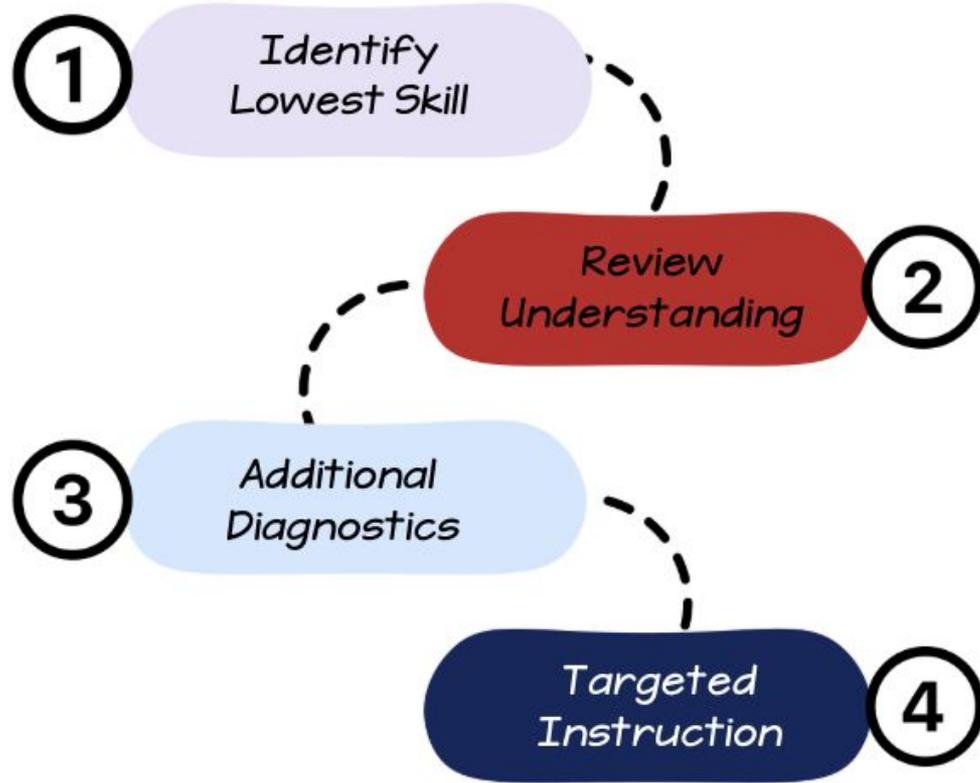
Connection to Foundational Skills Instruction



Road to Skilled Reading



Planning and Development



1. Match each student's benchmark scores to the lowest skill progression.

2. Review your understanding of what skills they have and what areas of reading they are working to master.

3. Identify need for additional Diagnostics to provide more specific information.

4. Use the evidence-based instructional practices to target instruction.



Analyzing Data: CLASS 1- Grade 1- MOY

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Mean:	55.1		56.3		16.8		25.0		28.8		4.2	76.7%		396.4	



Possible Patterns – MOY- Grade 1

Grade	Group	Reading Comp			Word Recognition					Focus of Small Group Instruction Add Student Names in Space Below
		Maze	ORF WRC	ORF ACC %	WRF	WRC	CLS	Phonemic Awareness PSF LNF		
1	1			✓	✓	✓	✓	✓		Reading comprehension, reading fluency, decoding
	2				✓	✓	✓	✓		Reading fluency
	3					✓	✓	✓		Decoding beyond CVC
	4						✓	✓		Blending letter sounds
	5								Warning	Letter sound and blending, Check LNF



Grade 1 - MOY- WIN Groups (What I Need)

ORF-ACC%
 ORF-WC
 WRF
 NWF- WRC
 NWF-CLS
 PSF

WRF
 NWF- WRC
 NWF-CLS
 PSF

NWF- WRC
 NWF-CLS
 PSF

NWF-CLS
 PSF

Student 12
 Student 13
 Student 14
 Student 15
 *Student 16
 (check NWF)
 Student 17
 Student 18
 Student 19

Student 9 (PSF)

Student 8
 Student 10
 Student 11

Student 4 (CLS)
 Student 6 (CLS)
 Student 7 (CLS)

Student 1
 Student 2
 Student 3
 Student 5

Group 1
 Extending

Group 2
 Reading fluency

Group 3
 Decoding beyond
 CVC

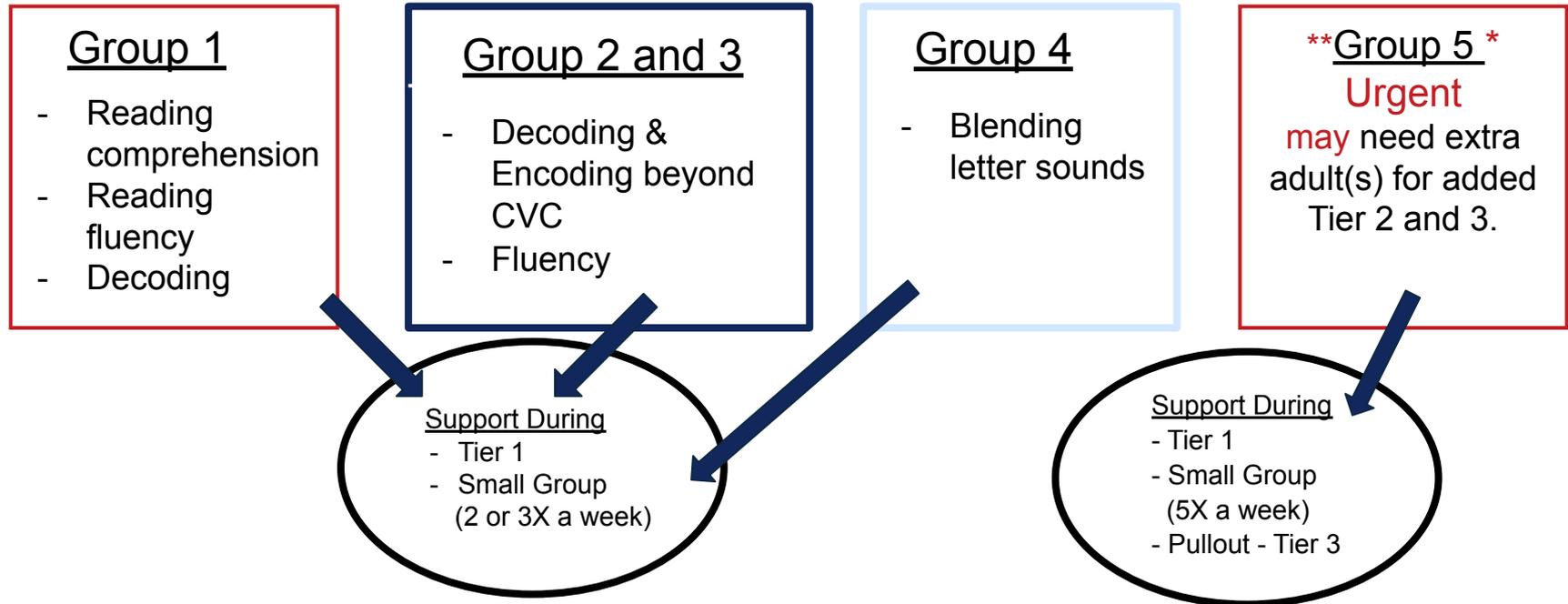
Group 4
 Blending letter
 sounds

Urgent Need
 Group 5
 Letter sound and blending;
 Check PSF

Reading comprehension
 Reading fluency
 Decoding

Turning Results Into Action

 58% of Class need – Letter Sounds and Names – (Multiple letters and sounds a week)





Time
FOR
a
break



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Step
2
Be Efficient



A Structured Literacy 90-Minute Literacy Block

Instruction:	Focus Skills:
<i>Explicit/Systematic Phonics Instruction 30 min</i>	<ul style="list-style-type: none">• Phonemic Awareness• Decoding• Encoding• Phonology• Fluency
<i>Small Group Instruction 30 min What I Need (WIN)</i>	<ul style="list-style-type: none">• Phonemic Awareness• Decoding• Encoding• Word Study• Fluency• Writing
<i>Whole Class Language Comprehension 30 min</i>	<ul style="list-style-type: none">• Teacher-Led Read Aloud• Build Background Knowledge• Comprehension Strategies• Build Vocabulary



Whole Class



Small Group Instruction

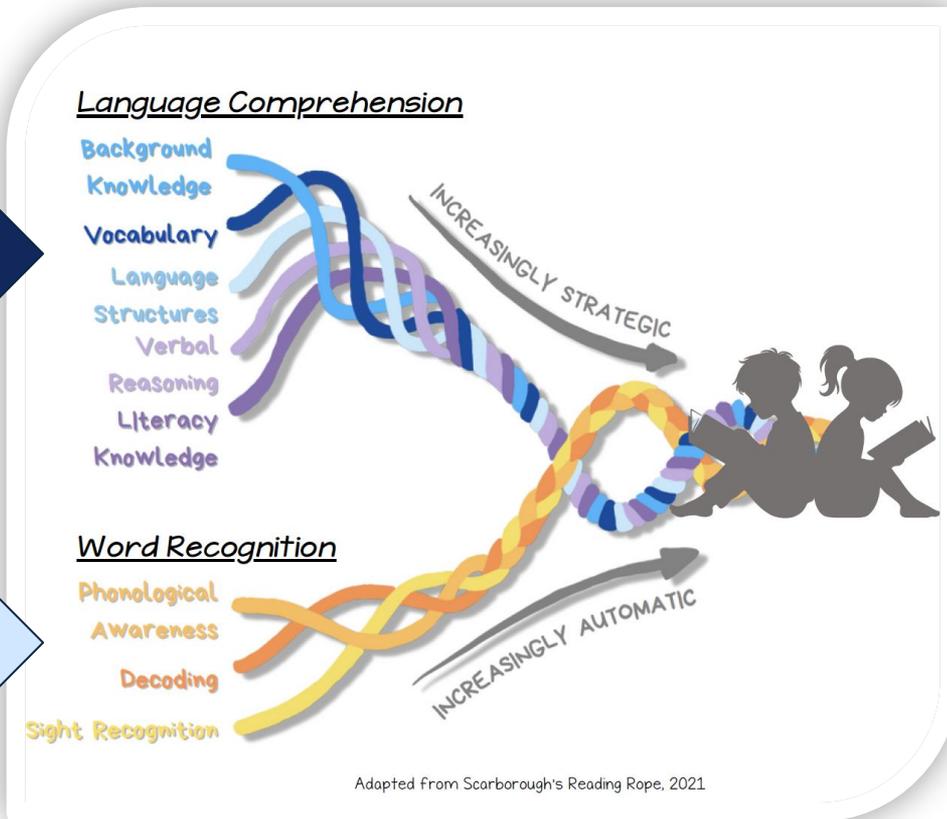
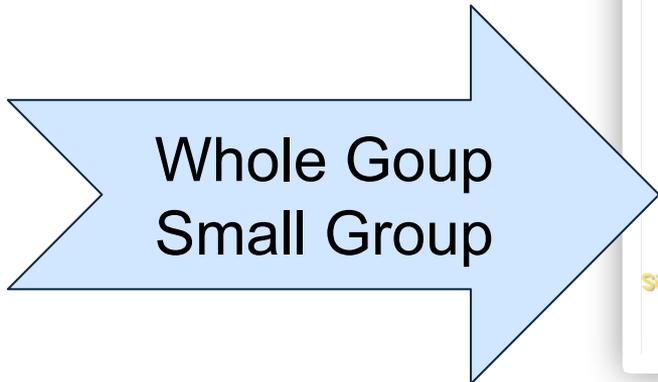


Whole Class Language Comprehension





Instruction Develops Both Strands of the Reading Rope



Every Minute Matters: Maximizing Learning

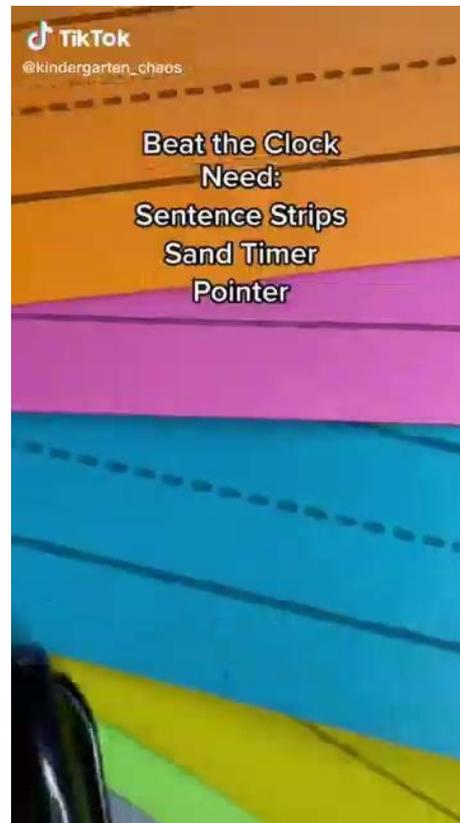
 **Goal:** To find *small pockets* of time during the day to do a quick check, review or a practice with a couple of students.

Specific students are pulled for intensive support in phonics fluency, high-frequency words, and phonemic awareness

- Soft Start
- Centers
- Independent Reading

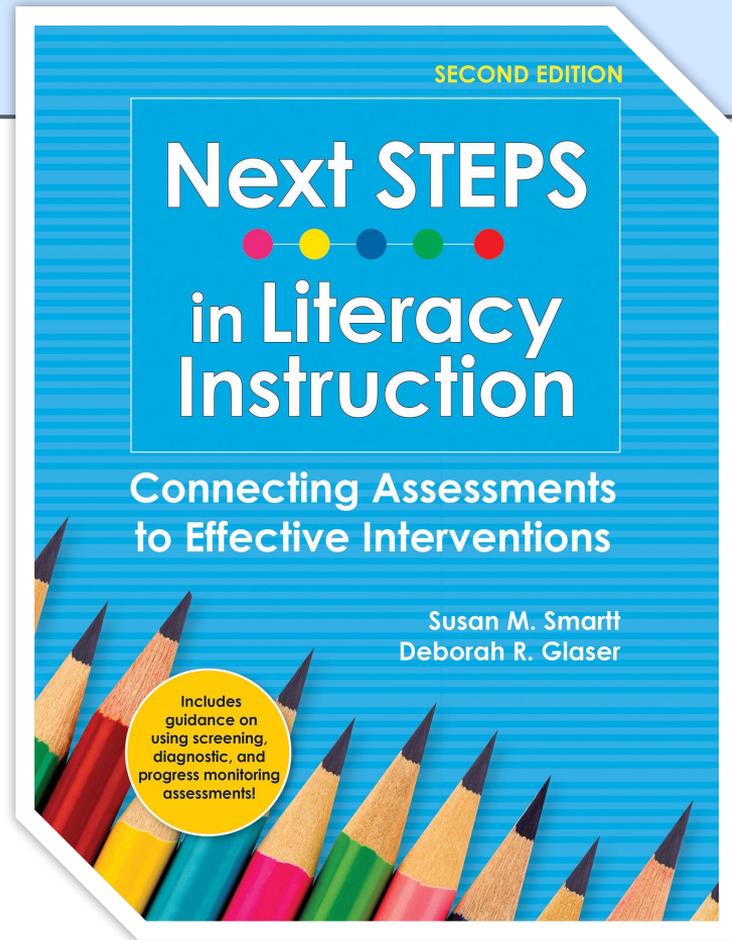


Check, Review, or Practice





“Consistent instructional routines help us to plan quickly and effectively!”





I Do



We Do



You Do It Together



You Do It Alone



Explicitly teach, model, and practice all new procedures!



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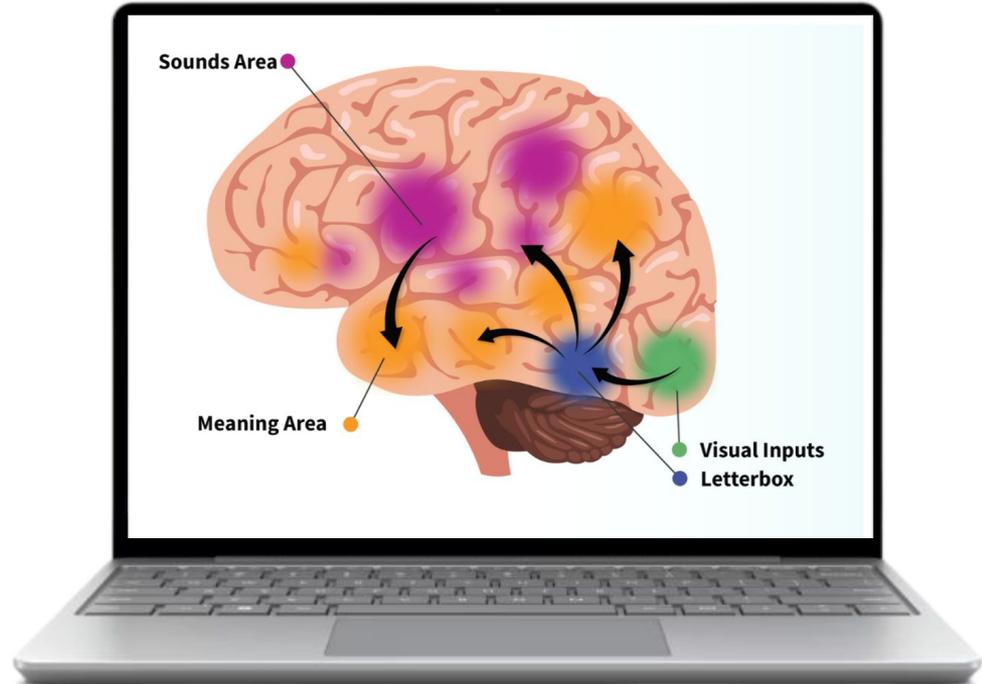


Step 3

Cut the fluff...
teach the stuff



Align with the
research
findings in the
field of reading
science.





"Informed teachers are our best insurance against reading failure. While programs are very helpful tools, programs don't teach, teachers do."

-Dr. Louisa Moats



Structured Literacy - How We Teach

- Explicit
- Systematic
- Sequential
- Cumulative
- Diagnostic & Responsive



Why Explicit Instruction?



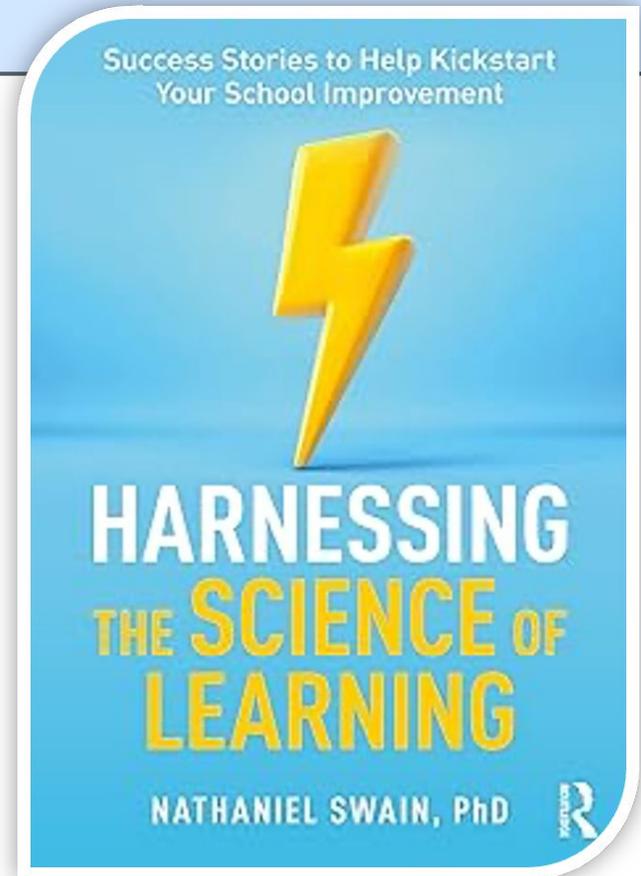
AN EXPERT MINUTE WITH DR. ANITA ARCHER:
WHY EXPLICIT INSTRUCTION?

 My Programs Online for All
Grade and Subject Areas
www.pearsoned.com/online

“Don’t just watch to see if learning happens.”

“MAKE SURE IT DOES!”

Swain, 2025, p. 73





Even the Playing Field

Novice vs Experts

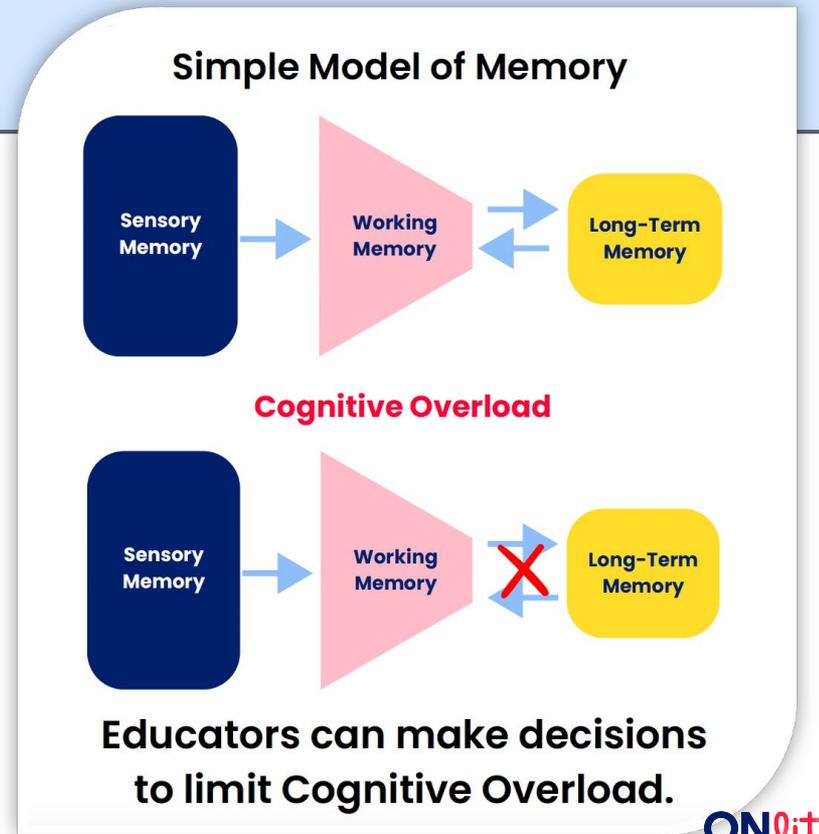
Novice	Experts
<ul style="list-style-type: none">• Lack expertise• Exhaust working memory quickly leading to cognitive overload• Benefit from fully guided instruction	<ul style="list-style-type: none">• Have a well organized and elaborate schema• Lots of relevant knowledge• Benefit from less guided instruction

"Fully guided instructional approaches can ensure **ALL** students can make progress towards expertise in their learning."

Swain, 2025, p. 55

Science of Learning

- Our senses filter out much of the information around us
- Some goes to our working memory
- With effort, the learner can move information from working memory to long-term memory for later retrieval



THE CHANGE TO LONG TERM MEMORY = LEARNING

Instructional Hierarchy



<p>Students are inaccurate with limited proficiency with the target skill.</p>	<p>Students perform a skill accurately, but slowly and laboriously. They are not automatic.</p>	<p>Students are accurate and automatic, and beginning to use the skill in new contexts.</p>
<p>Educators respond with explicit and systematic instruction with immediate feedback and guided practice.</p>	<p>Educators respond with the intensity and practice needed to reach automaticity. This might involve timed practice with goal setting and feedback.</p>	<p>Educators respond with feedback on application, cues for generalization, varied tasks, and fading adult support.</p>

ONLit



As teachers, we can limit
COGNITIVE OVERLOAD

Do	Avoid
Instruction and tasks match the instructional hierarchy	Fluency practice during acquisition stage
Instructional Routines	Different tasks daily
Clear and consistent expectations	Unpredictable or inconsistent expectations
Simple, clutter-free environment and presentations.	Decorations or digital elements that are not relevant to learning goal.
Concise explanations	Long, unclear lectures
Sequence of small steps	Complex, big steps
Lots of practice opportunities to chunk and automate knowledge and skills	No or not enough practice, no mastery
Adaptive Teaching	Rigid instruction
Plan for learning and attention	Plan for engagement and fun

Importance of Instructional Routines

Benefits

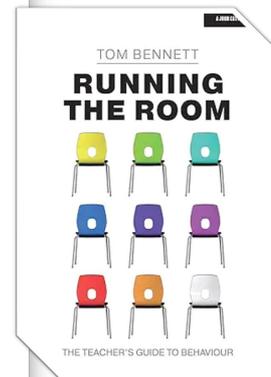
- Prevent *Cognitive Overload*
- Maximize learning time
- Create safety
- Reduce teacher workload

Essentials

- Explicitly taught, modeled, practiced, and reinforced
- Acquisition and Fluency Stages
- Predictable
- Consistent
- Efficient

Routines are the building blocks of classroom culture.

Bennett, 2020



ONlit



It is the **dose** and **intensity** of the intervention, not the instructional approach, that changes as students access supports from Tier 1, 2, and into 3.

Tier 1

instruction is the first “dose” of teaching and should be effective for the greatest number of children

Tier 2

instruction targets small groups who continue to show difficulty despite strong Tier 1 instruction.

Tier 3

instruction offers more specialized intervention, for those who do not make sufficient progress in Tier 2



LUNCH
TIME



Welcome Back



[How the English language would sound if silent letters weren't silent - BBC - Youtube](#)



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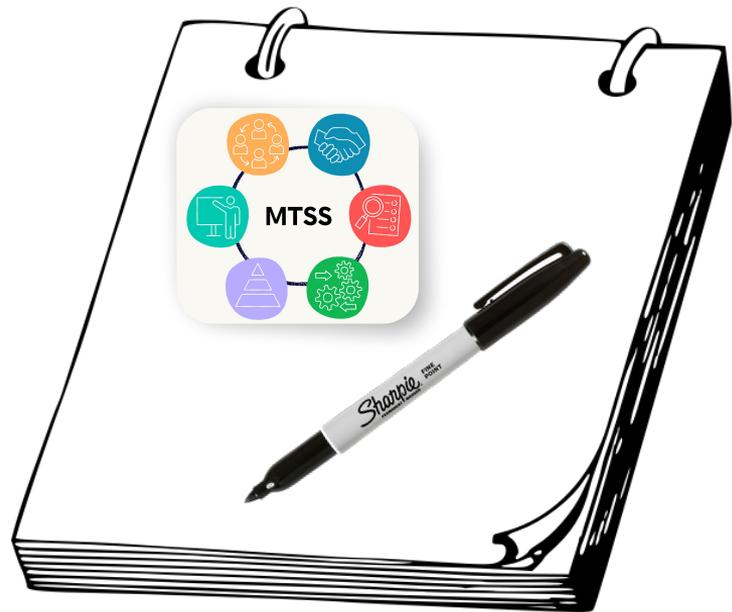


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MTSS - Multi-Tiered System of Supports - Round Robin

1. Leadership – all levels
2. Effective Teaming Structures
3. Universal Screener
4. Data Analysis System
5. Collaborative Problem-Solving Model
6. Evidence Based Instructional Practices
7. A Tiered Delivery System to Support the Needs of All Students



Phonics Block – 30 minutes

Suggested Schedule for a 2-Day Lesson

Step	Time
Day 1	
Step 1: Phonemic Awareness	2 minutes
Step 2: Visual Drill	3 minutes
Step 3: Auditory Drill	5 minutes
Step 4: Blending Drill	5 minutes
Step 5: New Concept	15 minutes
Day 2	
Step 5: New Concept (review)	3 minutes
Step 6: Word Work	6 minutes
Step 7: Irregular Words	6 minutes
Step 8: Connected Text	15 minutes

“Phonics helps students gain access to words, which in turn helps them gain access to meaning.

And that is the point of reading...

to comprehend the information,
to learn something new,
to enjoy escaping into the world of a story.”

-Wiley Blevins

Whole Group Phonics Split Grade - 30 Min

Group	Activity	Led By	Location
Grade 1	Phonics Lesson - Program	Classroom Teacher	Carpet Space
Grade 2	Phonics Lesson: Program	Resource Teacher	Table Area
Support	Transition, materials, routine	CEA	Both Spaces



Small Group Instruction – 30 minutes

Small Group Planning Example

Students: Christina, Brent, Ella

Focus skill: Short a

	Monday	Tuesday	Wednesday	Thursday	Friday
Phonemic Awareness/Warm-Up	short a	short a	short a	short a	short a
High Frequency Words	the, a, to	has, as, for			
Blending	Word Mapping: cat, dad, tap	Word Mapping: sat, rat, ran	Blending Lines: Max & Rat		
Dictation		Dictation Template: short a CVC			
Decodable Text			Max & Rat: First read	Max & Rat: second read	
Comprehension			Written & Oral questions		
Connecting Reading to Writing				Write & Retell prompt	
Word Awareness	Word Ladders: short a				Word Sorts: short a

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Weekly Overview 5 Day

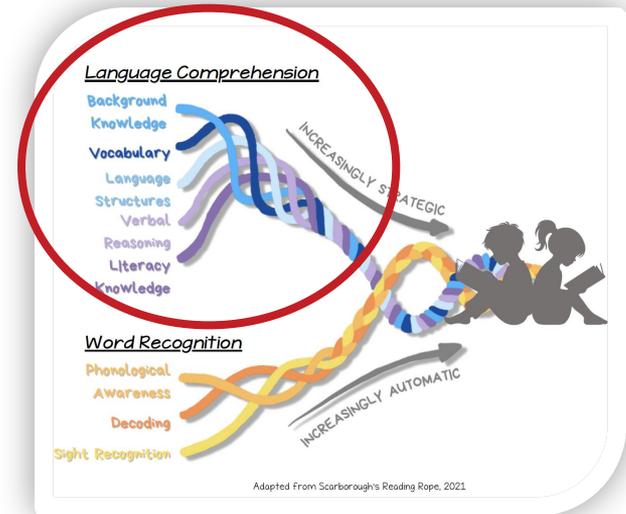
	Day 1	Day 2	Day 3
Phonemic Awareness/Warm-Up (5 mins)	short a (Monday)	short a (Tuesday)	short a (Wednesday)
High Frequency Words (2 mins)	the, a, to	*has*, as, for	
Blending (3 mins)		Blending Lines: Max & Rat	
Decodable Text (6 mins)			
Comprehension (6 mins)			
Connecting Reading to Writing (6 mins)			
Dictation (5 mins)	short a Day 1		
Word Awareness (5-7 mins)	Open word sorts		
Total Lesson Time:			

Weekly Overview 3 Day

	Day 1	Day 2	Day 3
Phonemic Awareness/Warm-Up (5 mins)	short a (Monday)	short a (Wednesday)	short a (Friday)
High Frequency Words (2 mins)	the, a, to	has*, as*, for	
Blending (3 mins)		Blending Lines: Max & Rat	
Decodable Text (5 mins)		Blending Lines: Max & Rat	
Comprehension (5 mins)		Max & Rat: First read	Max & Rat: second read
Connecting Reading to Writing (5 mins)		Max & Rat: comprehension questions	
Dictation (5 mins)	Dictation Day 1 short a CVC		Max & Rat: Write & Retell prompt
Word Awareness (5-7 mins)	Word building: short a		Dictation Day 2 short a CVC
Total Lesson Time:	17 mins	20 mins	20 mins

Vocabulary, Background Knowledge & Comprehension

- **Read Aloud/Shared Reading (fiction & non-fiction):**
Be intentional with vocabulary instruction
Examine text structure
- **Tie to Social Studies and Science units:**
Build vocabulary and background knowledge
- **Comprehension:**
Summarizing: try paragraph shrinking
Monitoring Comprehension
Asking and Answering questions
Text Structure



Grade 1 - MOY- WIN Groups (What I Need)

ORF-ACC%
ORF-WC
WRF
NWF- WRC
NWF-CLS
PSF

WRF
NWF- WRC
NWF-CLS
PSF

NWF- WRC
NWF-CLS
PSF

NWF-CLS
PSF

Student 12
Student 13
Student 14
Student 15
*Student 16
(check NWF)
Student 17
Student 18
Student 19

Student 9 (PSF)

Student 8
Student 10
Student 11

Student 4 (CLS)
Student 6 (CLS)
Student 7 (CLS)

Student 1
Student 2
Student 3
Student 5

Group 1
Extending

Group 2
Reading fluency

Group 3
Decoding beyond
CVC

Group 4
Blending letter
sounds

Urgent Need
Group 5
Letter sound and blending;
Check PSF

Reading comprehension
Reading fluency
Decoding

Small Group Rotations - SAMPLE

	Rotation 1	Rotation 2	Teacher
Monday	Group 2/3	Group 4	Group 5
Tuesday	Group 1 (split)	Group 1 (split)	Group 5
Wednesday	Group 2/3	Group 4	Group 5
Thursday	Group 1 (split)	Group 1 (split)	Group 5
Friday	Group 2/3	Group 4	Group 5

Group 1 – 2 days a week

Group 2/3 – 3 days a week

Group 4 – 3 days a week

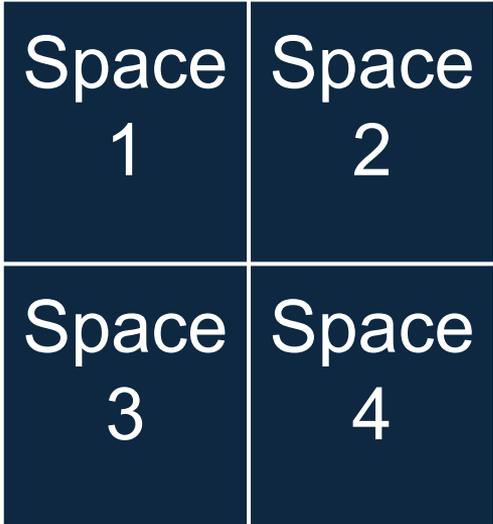
Group 5 – 5 days a week

Groups are fluid and change often as children meet their benchmark!



Grouping Flexible Service Delivery

10 students - **Urgent**
Letter Sound/Blending/PSF
Teacher 1 and 2
EA 1



14 Students
Reading Fluency
Teacher 5
EA 4

15 Students
Decoding Beyond CVC
Teacher 3 and 4
EA 2 and 3

8 Students - **Extending**
Reading Comprehension
Teacher 6

47 Students, 3 classroom teachers, 1 Learning Resource Teacher, ESL Teacher, 1 Admin, 4 EAs



Grouping Flexible Service Delivery

Group	Activity	Led By	Notes
1	Adapted Phonics Lesson Plan	Classroom Teacher	Letter sound and blending; Check PSF
2	Adapted Phonics Lesson Plan	Resource Teacher	Blending letter sounds
3	Adapted Phonics Lesson Plan	Admin	Decoding beyond CVC
4	Adapted Phonics Lesson Plan	Alternated	Reading comprehension, fluency, & decoding

	Group 1	Group 2	Group 3	Group 4
Monday	Teacher	Resource	Admin	CEA/Independent
Tuesday	Teacher	Resource	CEA/Independent	Admin
Wednesday	Teacher	CEA/Independent	Admin	Resource
Thursday	CEA/Independent	Resource	Admin	Teacher
Friday	Teacher	Resource	Admin	Independent



Turn and Talk

Things to think about:

- Split Grade
- Adults to Support Literacy
- Time/Blocks
- Space



What might your organization look like

- wish list
- settle for



Small Group Instruction - In Action





What are the Other Kids Doing? - Literacy Centers

Non Negotiables

- Connected to prior instruction
- Students are familiar with and have practiced the game or activity
- Able to practice with accuracy
- Visual Routine or System to communicate and organize
- Timer

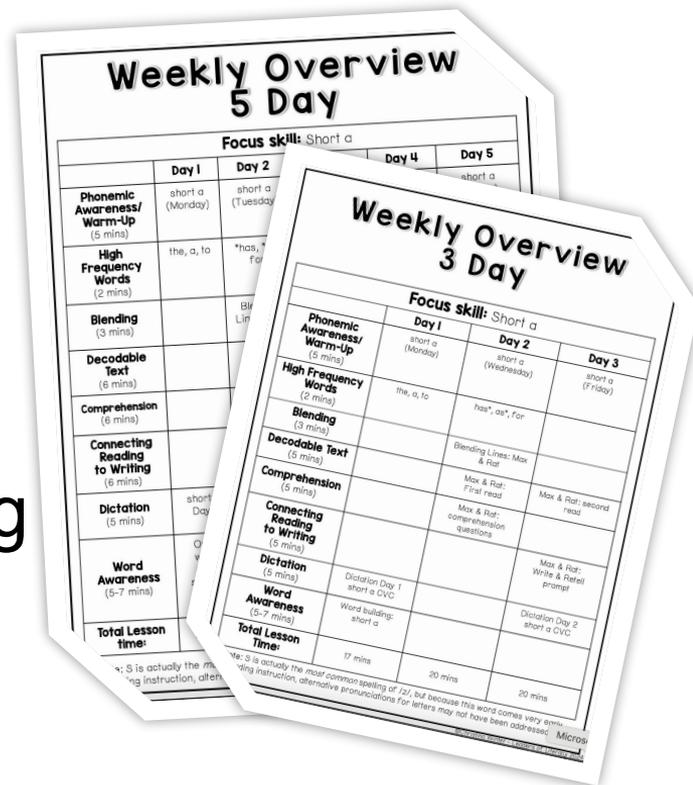


Small Group Instruction – Reminder

AFTER A *new skill* IS
INTRODUCED,
it should be *reviewed*
for the next
4 to 6 weeks.

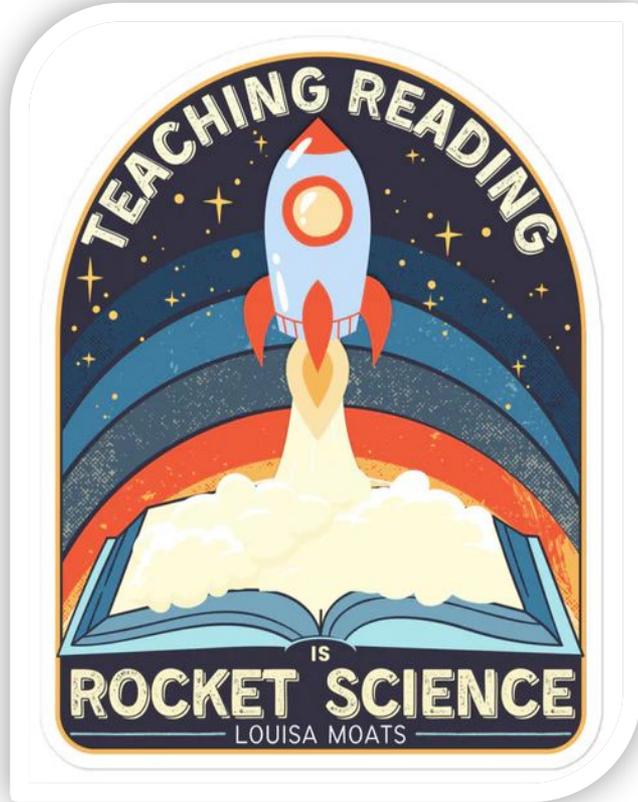
High Impact Routines for Small Group

- Phonemic Awareness
- High Frequency Words
- Blending
- Decodable Text
- Comprehension
- Connecting Reading and Writing
- Dictation
- Word Awareness



The key to success is consistency





“Researchers now estimate that **95 percent** of all children can be taught to read by the end of first grade when provided with high quality, evidence-aligned instruction.”

-Dr. Louisa Moats

Books

A Fresh Look at Phonics - Blevins, 2016
7 Mighty Moves - Kemeny, 2023
Next Steps in Literacy Instruction – Smart & Glaser, 2024
LETRS (Language Essentials for Teachers of Reading and Spelling) - Louisa Moats, 2019
Explicit Instruction - Anita Archer, 2011
Harnessing the Science of Learning - Nathaniel Swain, 2025

Resources

Stephanie Stollar Consulting LLC- 2021
Scarborough's Reading Rope- 2021

Online Resource Links

Equality/Equity/Liberation - [Center for Story-based Strategy & Interaction Institute for Social Change.](#)

[Lead in Literacy](#) - Christina Winter
[Core Phonics Survey](#)

[Really Great Reading](#)
[From Sounds to Spelling](#)

[ONLit](#)
[Teaching Reading Is Rocket Science](#), 2020

Videos

[Using Multisensory Methods in Phonics Instruction: Sand Trays](#) - 7 Mighty Moves

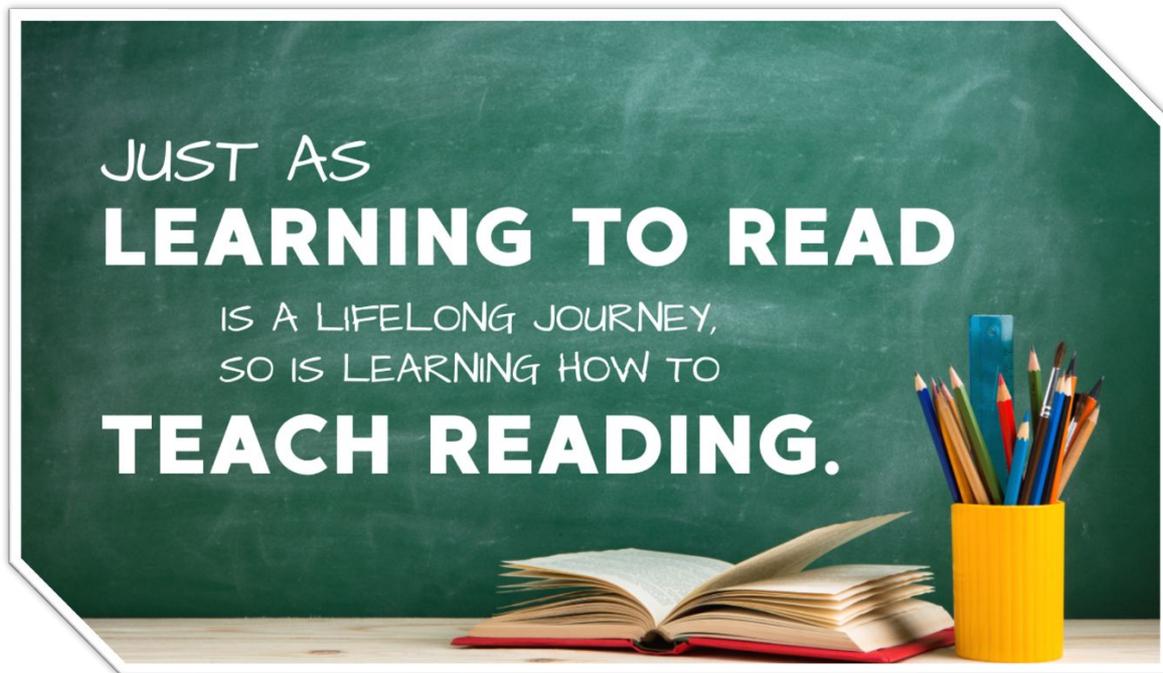
[Using Multisensory Methods in Phonics Instruction](#) - 7 Mighty Moves

[Kindergarten Chaos](#), 2022, Tik Tok

[UFLI Kindergarten Small Group Instruction](#) - Youtube

[Alignment Across MTSS Tiers: Stephanie Stollar](#) - Youtube





Thank you for your dedication and passion!
Your hard work inspires and makes a lasting impact!



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