DC READING CLINIC

Needs-Based Small Group Guidance – Proposal for Small Groups at Teachers' Home Schools

Prior to Instruction

(1) Needs-based: Teacher utilizes DIBELS sub-scores (*not composite scores)* and any other data (Phonemic Awareness Skills Assessment, Quick Phonics Screener, Fundations Assessments, notes) to create groups based on need.

Indicators & Needs

• Well-below Benchmark on PSF (DIBELS) • >40% on multiple PASA (Heggerty) sub-tests, including syllable-level sub-tests	• Well-below Benchmark on PSF (DIBELS) • Lacks automaticity during full-group Heggerty lessons • >40% on several PASA (Heggerty) sub-tests, mainly phoneme-level sub-tests	• Well-below benchmark on LNF or NWF-CLS (DIBELS) • Lacks knowledge of grade-level letter identification and letter-sound relationships	• Well-below benchmark NWF-CLS (DIBELS) • Lacks automaticity of letter-sound relationships • Struggles to quickly convert letters to sounds and vice-versa	• Well-below benchmark NWF-WRC or ORF-ACC (DIBELS) • May be able to vocalize the sounds each letter makes, but struggles to blend them successively. • Reads sound-by-sound	• Well-below benchmark on ORF-ACC, ORF-WRC (DIBELS) • Struggles to read words in phrases, instead reading word-by-word, or sometimes even sound-by-sound
↓	↓	↓	↓	↓	↓
Phonological Awareness: • Word Awareness[1] • Rhyming • Syllable-level Identification, Isolation, Blending, Segmenting, and Manipulation	**Phonemic Awareness:** Phoneme-level Identification, Isolation, Blending, Segmenting, and Manipulation (Addition, Deletion, Substitution)	**Alphabetic Principle Knowledge:** Explicit teaching of letter identification, letter-sound relationships, and left-to-right letter orientation	**Decoding/Encoding Automaticity:** Rapid conversion of letter to sound and vice-versa	**Blending Automaticity:** Converting letters to sounds and successively blending 2-5 sounds together to articulate a word. Reading whole words with automaticity[2]	**Reading Phrases and Connected Texts (Fluency):** Applying foundational skills to connected, decodable texts[3] and reading 2-4 word phrases fluently[4]
Note: Phonological and Phonemic Awareness should prioritize the most predictive skills: Blending and Segmenting Phonemes. Automaticity is the goal of these activities.		**Note:** These foundational skills are often taught concurrently, but can be taught in isolation for later integration.			**Note:** Once concept of word and the majority of letter-names is mastered, students may start instruction in high-frequency words[5]

(2) Prepared: Teacher is prepared with a systematic scope, sequence, and plan[6] for addressing a need and has collected necessary materials.

(3) Clear: Teacher establishes behavioral norms, a schedule, and an objective for small group instruction.

During Instruction:

Needs-based: Teacher provides instruction in a foundational reading skill. Teacher may choose to focus on one to three related skills, based on student need.

Phonological Awareness: • Heggerty Phonemic Awareness Curriculum • FCRR	**Phonemic Awareness:** • Heggerty Phonemic Awareness Curriculum • FCRR	**Alphabetic Principle Knowledge:** • Re-teaching • Phoneme articulation work • Sound Card Quick Drill	**Decoding/Encoding Automaticity:** • Phoneme articulation work • Sound Card Quick Drill • Elkonin Word Building and Chaining	**Blending Automaticity:** • Elkonin Word Building and Chaining • Explicit successive blending teaching • Word card analysis • Word card Quick Drill	**Reading Phrases and Connected Texts (Fluency):** • Quick Drills • Phrasal Fluency Work • Decodable Texts

Direct, Explicit: Teacher models or explicitly teaches a new or reviewed concept.

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[1] Phonological Awareness Continuum of Skills

[2] Successive Blending guidance

[3] Decodable text guidance

[4] Phrasal fluency can be achieved by teaching students explicitly that strong readers read in 3-4 word phrases. Teachers can "scoop" (mark lightly with a pencil) phrases in a decodable text, model phrasal fluency, and chorally read with students. Rasinski (2018) has also found that repeated readings are effective in encouraging phrasal fluency.

[5] High-frequency word guidance

[6] Fundations and Heggerty Scopes and Sequences available on Canvas Elementary ELA page.

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Systematic, Cumulative: Teacher reviews what is mastered and follows a scope and sequence for what is not-yet-mastered. The ultimate goal is moving students to fluently reading phrases, sentences, and decodable texts, and then more authentic, leveled texts.
Diagnostic: Teacher takes notes about response-to-instruction and adapts instruction "on-the-spot."
Multisensory, engaging: Teacher utilizes manipulatives (such as blocks and counters to represent sounds) and multisensory techniques to engage the student. Multisensory techniques involve tactile, visual, auditory, and kinesthetic methods simultaneously.
Analytic: When possible, teacher asks questions to guide the student to think about English sounds, letters, and syllables.
After instruction:
Diagnostic: Teacher takes appropriate progress monitoring notes and plans for next needs-based small group based on today's instruction.
Systematic, Cumulative: Teacher refers to their systematic plan for guidance on next needs-based small group.

Texts to reference for research and more ideas: *Equipped for Reading Success (2008), Essentials of Assessing, Preventing, and Overcoming Reading Difficulties (2015), Letter Lessons and First Words (2019), Fresh Look at Phonics (2016), Making Sense of Phonics (2013), Teaching Word Recognition, 2nd Ed. (2014),* and *Road to the Code (2000).*

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Appendix 1: Lesson Plan Template

Small group focus (circle):		Student names:			
Phonological Awareness: • Word Awareness • Rhyming Syllable-level Identification, Isolation, Blending, Segmenting, and Manipulation	**Phonemic Awareness:** Phoneme-level Identification, Isolation, Blending, Segmenting, and Manipulation (Addition, Deletion, Substitution)	**Alphabetic Principle Knowledge:** Explicit teaching of letter identification, letter-sound relationships, and left-to-right letter orientation	**Decoding/Encoding Automaticity:** Rapid conversion of letter to sound and vice-versa	**Blending Automaticity:** Converting letters to sounds and successively blending 2-5 sounds together to articulate a word. Reading whole words with automaticity	**Reading Phrases and Connected Texts (Fluency):** Applying foundational skills to connected, decodable texts and reading 2-4 word phrases fluently
Note: Phonological and Phonemic Awareness should prioritize the most advanced, predictive skills: Blending and Segmenting Phonemes. Automaticity is the goal of these activities.		**Note:** These foundational skills are often taught concurrently, but can be taught in isolation for later integration.			**Note:** Once concept of word and the majority of letter-names is mastered, students may start instruction in high-frequency words

Objective/Need: *(Repeat as necessary)* *Explicit Teaching Point and Activity:* *(Repeat as necessary)* *Time:*	*Student response to instruction:*
Objective/Need: *Explicit Teaching Point and Activity:* *Time:*	

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Appendix 2: Example Lesson Plan Template for Kindergarten – Well Below Benchmark in Phonemic Segmentation Fluency (PSF) and CLS (Correct Letter Sounds), No Words Read Correctly (WRC)

Small group focus (circle):		Student names:			
Phonological Awareness: • Word Awareness • Rhyming Syllable-level Identification, Isolation Blending, Segmenting, and Manipulation	**Phonemic Awareness:** Phoneme-level Identification, Isolation, Blending, Segmenting, and Manipulation (Addition, Deletion Substitution)	**Alphabetic Principle Knowledge:** Explicit teaching of letter identification, letter sound relationships and left-to-right letter orientation	**Decoding/Encoding Automaticity:** Rapid conversion of letter to sound and vice-versa	**Blending Automaticity:** Converting letters to sounds and successively blending 2-5 sounds together to articulate a word. Reading whole words with automaticity	**Reading Phrases and Connected Texts (Fluency):** Applying foundational skills to connected, decodable texts and reading 2-4 word phrases fluently
Note: Phonological and Phonemic Awareness should prioritize the most advanced, predictive skills: Blending and Segmenting Phonemes. Automaticity is the goal of these activities.		**Note:** These foundational skills are often taught concurrently, but can be taught in isolation for later integration.			**Note:** Once concept of word and the majority of letter-names is mastered, students may start instruction in high-frequency words

Objective/Need: *Phonemic Awareness: Isolation of initial, medial, and final phoneme* ***Explicit Teaching Point and Activity:*** *(Repeat as necessary)* *Kindergarten Heggerty Week 19 Day 1 – cut rhyming and manipulation. Focus on onset fluency, blending, medial/final, and segmenting.* ***Time:*** *6 minutes*	**Student response to instruction:**
Objective/Need: *Alphabetic Principle Knowledge: Students working on mastery of l, f, t, and s. Students will be able to distinguish the visual graphemes l, f, t, and s and compare the phonemes /l/,/f/, /t/, and /s/.* ***Explicit Teaching Point and Activity:*** *Graphemes l, f, t are tricky, but they are different! Review Wilson letter formation language and explicitly teach left-to-right orientation of formation Practice with markers on table.. Phonemes /l/,/f/, /t/, and /s/ are also tricky, but three are liquids and one is a stop. Explore formation in the mouth. Quick Drill in reverse with Wilson boards.* ***Time:*** *6 minutes*	

Appendix 3: Kate Noonan's Template from Garrison (Credit to Mesmer's *Letter Lessons and First Words* and the DC Reading Clinic lesson plan template):

	Time	Sample Activities
1	3-5 min	Hear It: Phonological Awareness
		Heggerty (see curriculum manual) *-Kinder Scope & Sequence* *-Primary Scope & Sequence* *Sample Activities: Finger-stretching, Elkonin boxes, Phoneme Bingo, Secret Word, Mother May I?.*
2	1-2 min	Review It: Drill
		Sample Activities: Letter is/Sound is, sand writing (write the letter that spells /_/), ABC Rings, Alphabet Arc, Sing and Point with Alphabet Chart, Bingo, drill previously taught HF Words, HF Word rings…
3	3-5 min	Decode It: Introduce (or Reinforce) Letter/Sound/Concept
		Blending: Elkonin boxes, Word Wheels, Unifix Cubes… *Build fluency with already Introduced HF Words:* Heart Word Magic*, word card reading, writing words in sand, Sight Word Match, Jump to Word*
7	3-5 min	Spell-It
Phonemes, Words, Sentences:		*Word Building: Chaining in Elkonin boxes, dictation with dry-Erase Boards, writing in sand, sky-writing*
8	5 min	Read-It
Text: (Optional) Fluency:		Decodable Text Reading Bucket (activities from DCRC)

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