

4-7 PLANNING FOR INSTRUCTION

Teacher: _____

Grade: _____

Date: _____

CLASS OVERVIEW

VERTICAL DATA

Looking at the data on a holistic level, and down each critical skill area (e.g. Prediction/Use of Text Feature, Literal Comprehension, Main Idea & Supporting Detail, Making Connections, and Inferencing), what area...

<u>Needs most attention:</u> <ul style="list-style-type: none"> • • • 	<u>Needs continued monitoring:</u> <ul style="list-style-type: none"> • • • 	<u>Is the strongest:</u> <ul style="list-style-type: none"> • • •
---	---	---

HORIZONTAL DATA

Looking at the data holistically and across each student, whose reading instruction needs to be...

<u>Targeted with Intervention:</u> <ul style="list-style-type: none"> • • • 	<u>Monitored for progress:</u> <ul style="list-style-type: none"> • • • 	<u>Extended as appropriate:</u> <ul style="list-style-type: none"> • • •
---	---	--

WHOLE GROUP INSTRUCTION – What are the priorities for instruction?

(Tier 1 – Classroom Instruction – May not be in order of what needs the most attention)

1.	2.	3.	4.	5.
----	----	----	----	----

SMALL GROUP INSTRUCTION - Which students can I group together to reinforce skills previously taught?

(Tier 1&2- Flexible & fluid groupings within the classroom where teacher supports students with further instruction and monitors progress with critical skills)

Prediction/Use of Text Feature	•	•	•	•	•	•
Literal Comprehension	•	•	•	•	•	•
Main Idea & Supporting Detail	•	•	•	•	•	•
Making Connections	•	•	•	•	•	•
Inferencing	•	•	•	•	•	•

INDIVIDUALIZED INSTRUCTION - Which students need short term one-on-one support (intervention) to reinforce skills?

(Tier 2&3 - Short term intensive instruction focussed on specific skills; evidence of progress is supported by data)

<u>Student</u>	<u>Skill</u>	<u>Collaborative Partnerships</u>
•	•	•
•	•	•
•	•	•
•	•	•