

Class 2 Grouping

Class 2 Student Name	TABE/ CASAS Reading GLE	Alphabetics		Fluency		Vocabulary	Comprehension
		Word Identification Mastery Level	Phonics Test (as needed)	Accuracy Instructional Level (highest 1)	Rate/Prosody Instructional Level (highest 2)	Instructional Level (Mastery +1)	Instructional Level (Mastery +1)
<i>Danielson</i>	6	5	—	6	5	6	7
<i>Aarons</i>	6	6	—	5	4	6	7
<i>James</i>	7	8	—	8+	8	7	9
<i>Warren</i>	7	7	—	8+	7	7	11
<i>Adams</i>	7	6	—	8+	8	6	7
<i>Jones</i>	5	4	Given, ok	7	6	6	7
<i>Gibson</i>	6	5	—	8+	7	7	8
<i>Roberts</i>	5	5	—	6	5	8	6

- A. Pick a component to analyze. Let's start with Alphabetics.
- B. Given the chosen component's instructional needs can I do large group or do I need smaller groups? Alphabetics at the basic level is often individualized, while higher levels can be in small groups.
- C. Look down that column and consider the range in levels.
Are there any "outliers" - high or low? James scored an 8 indicating a good grasp of decoding skills. Jones scored a 4, but did fine on the Phonics test. Given his other scores, the teacher may want to monitor how he handles Vocabulary instruction. He may need some Alphabetics review time. Of the remaining students, three were at GL5, one at GL6 and one at GL7.
- D. Sort students into the desired groups. Class 2 does not have a specific need for basic Alphabetics instruction, but may intermittently need a higher level skill touched upon.
- E. Make instructional planning notes, as needed. Some of the higher level Alphabetics skills of syllabication and affixes may be included in Vocabulary instruction as warranted.
- F. Repeat steps with other components.

Vocabulary: What is the range in levels? There are four at GL6, three at GL7 and one at GL8. Since Vocabulary can generally be large group using Tier 2 words, the teacher can do large group instruction. The group may be able to handle more words at a time since 50% had a mastery GL 7-8.

Comprehension: What is the range in levels? James (GL9) and Warren (GL11) scored above Intermediate range and would not be included in Intermediate Comprehension instruction. They would focus on other components. Of the remaining students, one is at GL6, four at GL7, one at GL8. This is a fairly focused division. The teacher could "Explain," "Model," and do "Guided Practice" of a comprehension technique using a GL7 passage with the entire group, then allow for additional "Guided Practice" and "Independent Application" of the technique.

Fluency: What is the range in levels for Rate and Prosody? There are one at GL4, two at GL5, one at GL6, two at GL7, and two at GL8. Since fluency groups are intended to be small and instructional time should be short, try to divide into two groups, (GL4-6) and (GL7-8), using materials at the appropriate level. Also monitor Aarons to see how his Accuracy is advancing.

- G. Summarize grouping needs.

Class 1 would have the following reading groups:

- Vocabulary — 1
- Alphabetics — None (incorporated into Vocabulary while monitoring how Jones handles instruction)
- Comprehension — 1
- Fluency — 2