

USING PROGRESS MONITORING ASSESSMENT DATA

	Decoding	Reading Comprehension and Fluency	Encoding/Spelling
If the student has not achieved proficiency ...	<ul style="list-style-type: none"> Modify subsequent lessons to include a targeted review of the phonic element that is not yet controlled. Include additional opportunities for Breaking Words and Making Words activities to foster decoding skills. Modify the Making Words procedure to focus on changing the letters in order to read new words. Reteach the phonic element using a different book. Regroup students as needed within the lesson sequence. 	<ul style="list-style-type: none"> Use the Differentiation with Corrective Feedback charts to include targeted instruction to elicit desired reading behaviors in subsequent lessons. Use data to determine if there is a pattern to the student's errors. Modify subsequent lessons to include a targeted review of the phonic element that is not yet controlled. Modify the discussion in subsequent lessons to include a targeted review of retelling strategies. Modify the teaching points and conferring in subsequent lessons to include a targeted review of fluency strategies. 	<ul style="list-style-type: none"> Modify subsequent lessons to include a targeted review of the phonic element that is not yet controlled. Include additional opportunities for Sound Boxes, Making Words, Analogy Charts, and Writing Words activities to foster encoding skills. Modify the Making Words procedure to focus on dictating new words for the student to make. Reteach the phonic element using a different book. Regroup students as needed within the lesson sequence based on the phonics skill. Reteach the sight word in subsequent lessons. Modify the dictated sentence to include phonics skills and sight words that the student needs for additional practice to gain proficiency.
If the student has achieved proficiency ...	<ul style="list-style-type: none"> Continue to move through the lesson sequence. Reassess using the Phonics Survey to determine if the student is controlling the phonic element and can move ahead. The student's new instructional focus may be much further ahead in the lesson sequence. If that's the case, move the student to that lesson. 	<ul style="list-style-type: none"> Continue to move through the lesson sequence. Modify the discussion in subsequent lessons to include more complex retelling and/or inferential and evaluative comprehension strategies. 	<ul style="list-style-type: none"> Continue to move through the lesson sequence. Reassess using the Phonics Survey to determine if the student is controlling the phonic element and can move ahead. The student's new instructional focus may be much further ahead in the lesson sequence. If that's the case, move the student to that lesson. Modify the phonics activities and dictated sentence(s) to include words with complex spelling patterns (i.e., consider adding digraphs, blends, words with minimal contrast, etc.).