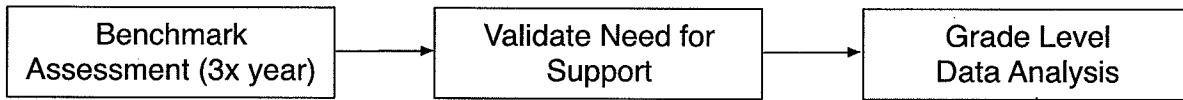


# Kindergarten & First Grade Grade Level Analysis



Ensure all students are receiving the non-negotiable components for whole group instruction using instructional routines

- **Phonemic Awareness:**
  - Kindergarten: 10-15 minutes daily on blending & segmenting
  - First Grade: 10-15 minutes daily on blending & segmenting (September to December and as data indicates)
- **Alphabetic Principle:**
  - Kindergarten: daily instruction that includes instructional routines to address: introduce sound/symbol relationship, blend sounds into words, read words to build fluency, segment & spell words, & apply to decodable text (beginning 4-6 weeks into Kindergarten)
  - First Grade: daily instruction described above plus 10-15 minutes of students reading at their instructional level
- **Fluency, Vocabulary, Comprehension**

**Move to Classroom Data Analysis Flowchart**

Yes

Are  $\geq 80\%$  students at or above benchmark for each critical skill for the time of year?

No

Develop and implement an action plan to address the identified deficits in the core for the remainder of the current year and from the start of the next year.

**Move to Classroom Data Analysis Flowchart**

No

Does our core instruction adequately address the critical "big ideas" at the right time of year?

Yes

Develop and implement an action plan to ensure that the core is being taught as designed. Be sure to consider the implementation drivers when developing the action plan.

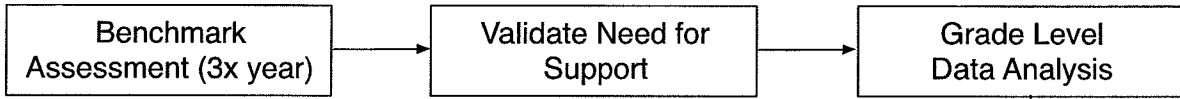
**Move to Classroom Data Analysis Flowchart**

No

Are we teaching the core as designed?

Yes

# Second & Third Grades Grade Level Analysis



Ensure all students are receiving the non-negotiable components for whole group instruction using instructional routines

**Alphabetic Principle:**  
Daily instruction that includes instructional routines to address: introduce sound/spelling, blend sounds into words, read words to build fluency, segment and spell words, & apply to decodable text

**Fluency**  
Daily 10-15 minutes

**Vocabulary**  
Daily 10-15 minutes daily

**Comprehension**

**Move to Classroom Data Analysis Flowchart**

Yes

Are  $\geq 80\%$  students at or above benchmark for each critical skill for the time of year?

No

Develop and implement an action plan to address the identified deficits in the core for the remainder of the current year and from the start of the next year.

**Move to Classroom Data Analysis Flowchart**

No

Does our core instruction adequately address the critical "big ideas" at the right time of year?

Yes

Develop and implement an action plan to ensure that the core is being taught as designed. Be sure to consider the implementation drivers when developing the action plan.

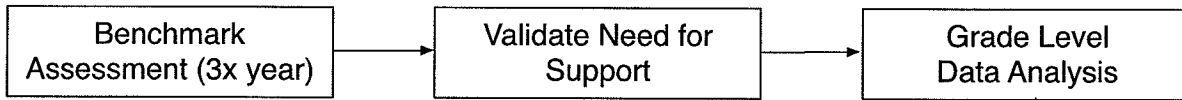
**Move to Classroom Data Analysis Flowchart**

No

Are we teaching the core as designed?

Yes

# Fourth, Fifth, & Sixth Grades Grade Level Analysis



Ensure all students are receiving the non-negotiable components for whole group instruction using instructional routines

**Word Study:**  
Daily instruction (10 minutes) that includes instructional routines to address decoding multi-syllabic words

**Fluency**  
Daily 10-15 minutes

**Vocabulary**  
10-15 minutes daily

**Comprehension**

**Move to Classroom Data Analysis Flowchart**

Yes

Are  $\geq 80\%$  students  
at or above benchmark  
for each critical skill for the  
time of year?

No

Develop and implement an action plan to address the identified deficits in the core for the remainder of the current year and from the start of the next year.

**Move to Classroom Data Analysis Flowchart**

No

Does our core  
instruction adequately  
address the critical "big  
ideas"?

Yes

Develop and implement an action plan to ensure that the core is being taught as designed. Be sure to consider the implementation drivers when developing the action plan.

**Move to Classroom Data Analysis Flowchart**

No

Are we teaching the core as  
designed?

Yes

# Kindergarten Middle of Year & End of Year Classroom Analysis

