Four Quadrant Instructional Sort

Quadrant 1 **<u>Accurate and Fluent Reader</u>** **Question**: Are student's comprehension and vocabulary skills on grade level? If yes, continue to provide strong initial instruction (Tier 1). If no, determine instructional needs in the areas of comprehension and/or vocabulary skills. **Plan of Action** • Instruction on monitoring for meaning • Instruction on determining main ideas • Instruction on fix-up strategies • Instruction on specific words and word learning strategies **Interventions:** • 50 Content Area Strategies for Adolescent Literacy • 6-Way Paragraphs **Monitoring tool**: class wide assessments, retell comprehension rubric, strategy use **Exit Criteria**: Proficient on district-wide assessments and demonstrates grade level vocabulary and comprehension skills.	**Quadrant 2** **<u>Accurate and Slow Reader</u> (lack of automaticity)** **Plan of Action** • Instruction on automaticity at the word, phrase, sentence and passage level. Do not ignore making meaning. • Repeated and assisted reading of passages • Instruction on grouping words to make meaning, pacing and attention to punctuation • Use both narrative and informational texts • Instruct using a comprehension focus **Interventions:** • 6 Minute Solution • Read Naturally **Monitoring tool**: Oral reading fluency. Graph both accuracy and fluency, Fluency Rubric **Exit Criteria**: Oral reading fluency benchmark level for grade level and time of year and/or proficient on district-wide assessments and demonstrates grade level vocabulary and comprehension skills.
Quadrant 3 **<u>Inaccurate and Slow Reader</u>** **Question**: What are the missing decoding skills and/or sight words? **Plan of Action** • Instruction on missing decoding skills • Instruction on missing sight words • Work on applying skills to connected text at instructional level • Work on fluent reading at independent level **Interventions:** • Rewards • Spiral-Up • Wilson • Boost **Monitoring tool**: Oral reading fluency. Graph both accuracy and fluency; expect a change in accuracy before fluency. **Exit Criteria**: Oral reading fluency score shows movement into Quadrant 1 or Quadrant 2 and/or proficient on district-wide assessments and demonstrates grade level vocabulary and comprehension skills.	**Quadrant 4** **<u>Inaccurate and Fluent Reader</u>** **Question**: If cued to do best reading, does student's accuracy improve? Plan of action: • Table tap when student makes an error. This will help the student read more carefully and more accurately. • Challenge student to read a portion of the text with 2 or less errors. • Teach student to adjust rate of reading to type of text and purpose for reading **Interventions:** • Rewards • Spiral-Up • Wilson • Boost **Monitoring tool**: Oral reading fluency. Graph both accuracy and fluency; expect a change in accuracy before fluency. **Exit Criteria**: Oral reading accuracy score moves into range for Quadrant 1 and/or proficient on district-wide grade level knowledge of vocabulary and comprehension.

Adapted from *Curriculum Based Evaluation: Teaching and Decision Making* (1999) by Ken Howell and Victor Nollet