Overview of the Assessment and Remediation Guide

The Assessment and Remediation Guide contains information for teachers on instructional planning and lesson structures for levels of instructional need, and offers sections of lessons and activities focusing on letter-sound correspondences. These can be used to provide additional instruction and practice to students as needed. The *Assessment and Remediation Guide* offers continuity between the core classroom and supplemental instruction. Instruction beyond the Skills Strand Teacher Guide lessons may be required for students who merely need particular gaps in knowledge addressed or for students who present more significant struggles with literacy.

**The Assessment and Remediation Guide will serve students who:**

* May enter the grade with known literacy skill educational needs requiring instruction beyond the Skills strand Teacher Guide lessons
* May have significant instructional needs identified by the student performance assessments throughout the grade units
* May complete some grade unit work, yet demonstrate a lack of preparedness for subsequent units

In Kindergarten and First Grades, The *Assessment and Remediation Guide* runs parallel to the Units of Instruction in the Skills Strand and follows a developmental progression for skills in the areas of phonics, fluency and comprehension and early writing. The units build incrementally, meaning mastery of the skills taught in earlier units is assumed and therefore a prerequisite for success in later units. Students struggle to master earlier skills will face increasing challenges with each new unit if they progress without adequate mastery of previous unit objectives.

There are corresponding units for Units 1-9 in Kindergarten and 1-6 in first grade. There are no corresponding units for the last units of Kindergarten and First grade due to the overlap of the last unit of one grade and the first unit in the next. In Second Grade, the *Assessment and Remediation Guide* is a comprehensive guide covering code knowledge and fluency taught from Kindergarten through second grades.

**Planning instruction with the Assessment and Remediation Guide is guided by:**

* Observation of student performance during instruction from the Teacher Guide lessons.
* Student scores on performance assessments throughout the Skills units.
* Student scores from Placement tests in Skills Units and the *Assessment and Remediation Guide*
* Progress monitoring assessments from the Assessment and Remediation Guide.

Some students may only require targeted reinforcement of skills from individual *Assessment and Remediation Guide* units, as needed. Other students may require comprehensive reteaching, spanning multiple units. If students progress through multiple units of the *Assessment and Remediation Guide*, they should do so in order, addressing weaknesses from the earliest point in the grade progression first.

Refer to the *Scope and Sequence* charts, and *Determining Student Need*s charts (provided when applicable) as you follow the steps to determine student need under target sections. The level of instructional need will direct you to corresponding lesson templates.

Depending on the severity of student instructional need, instructional personnel available, and student grouping options, materials from the *Assessment and Remediation Guide* may be used for: Guided reinforcement, Explicit reteaching, and Comprehensive reteaching