

Teacher Workshop: Empowering Student Growth Through Data-Informed Teaching

Grades K-2



Dee Smith

Curriculum Associates PL Specialist



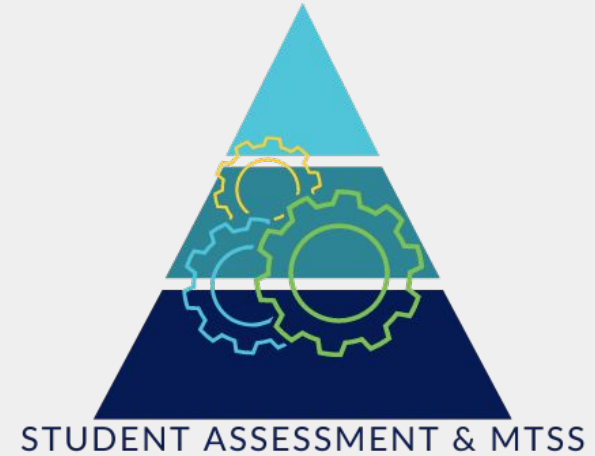
Talibah Floyd

CPS Assessment Specialist, K-2

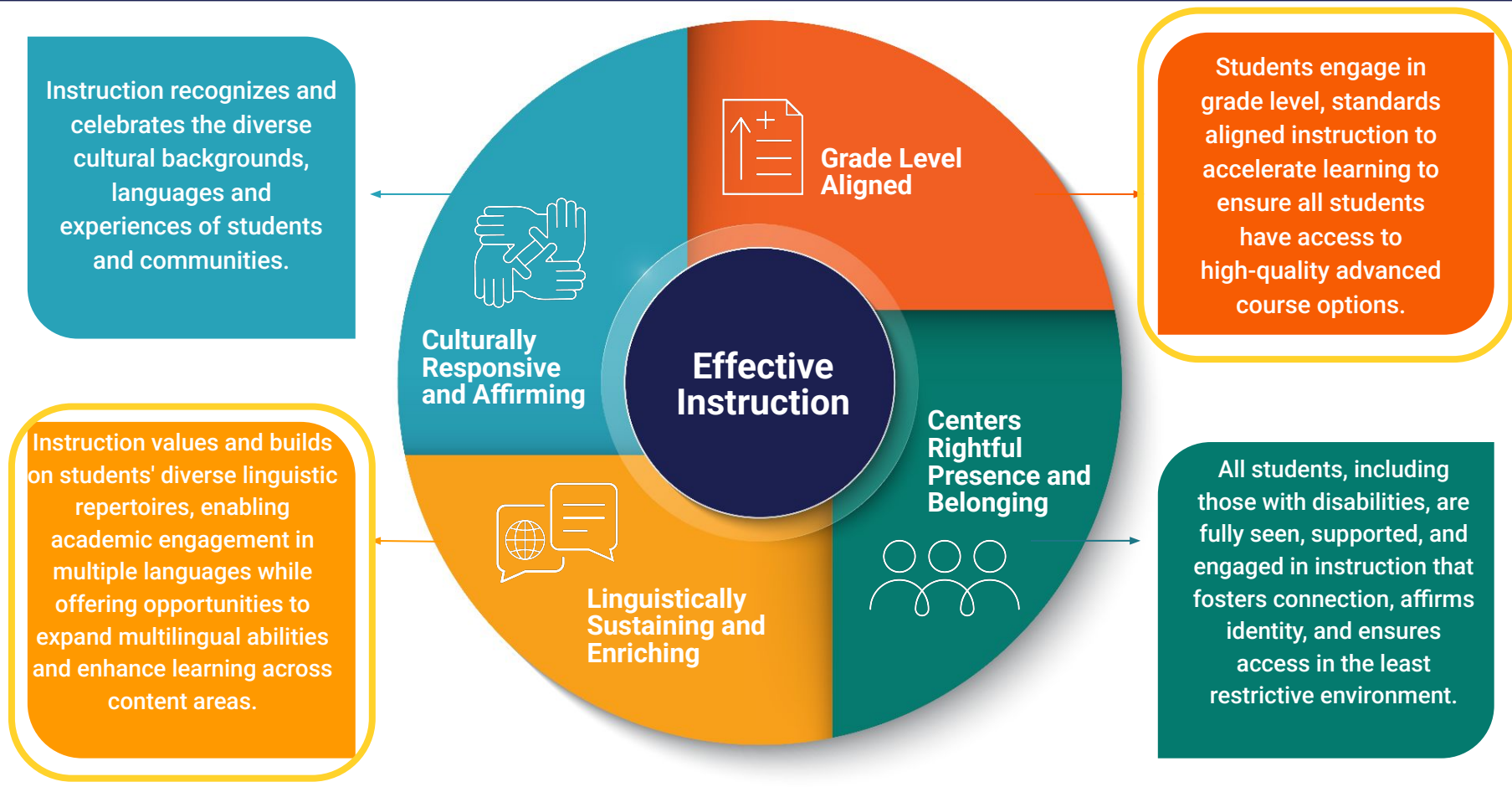
Department of Student Assessment & MTSS

Mission:

The Department of Student Assessment & MTSS empowers all members of the CPS community to use high-quality evidence of student learning to ensure students' unique needs are met and all students thrive.



Working Together to Support Effective Instruction



Session Norms

- ✓ Respond to Prompts via the Chat
- ✓ Use Reactions (👍, ❤️, etc.) to Show Agreement or Support
- ✓ Ask Questions and Share Ideas
- ✓ Take Notes or Reflect in Real Time
- ✓ Allow Yourself to be Present and do one thing



Learning Objectives & Agenda

Learning Outcomes

- Analyze historical data to make instructional plans
- Establish a plan for upcoming instruction that leverages instructional time and resources and ensures grade-level instructional coherence across all tiers of instruction

Agenda

- Planning for Instructional Coherence
- Instructional Scaffolds and Supports
- Closing

[Session Resources](#)

Let's Reflect

How do you get to know your students at the beginning of the year? How can Universal Screener/Diagnostic data help you get to know them?



Foundations of Effective Data Use



Maintain Objectivity

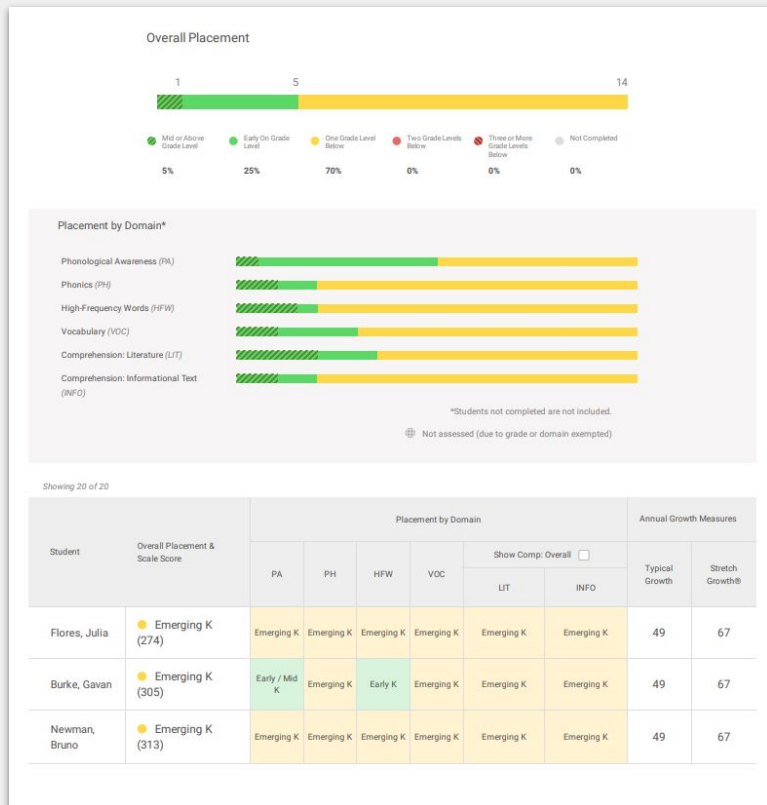
When looking at data, preconceived notions can cloud the lens through which we analyze it. What you know about students should not be dismissed, but looking at data objectively first allows you to see things you did not know about your students.



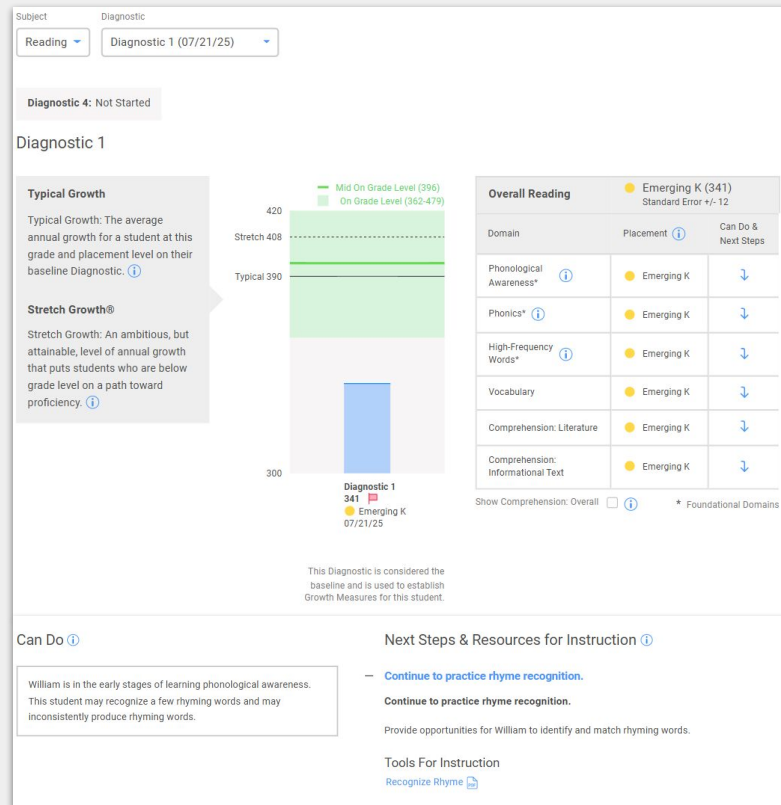
Use a Purposeful, Structured Process to Analyze Data

It is important to approach data with purpose, often guided by a specific question. Looking at data without a question in mind can make it hard to figure out where to start, and looking at data simply to look at data will not feel as purposeful or authentic as looking at data to find an answer, inform instructional decisions, or take action. Using a structured process, or a protocol, to analyze data can uncover information about students that was not evident through your original lens and allows you to be strategic in your action planning.

Diagnostic Results Report by Class and Student

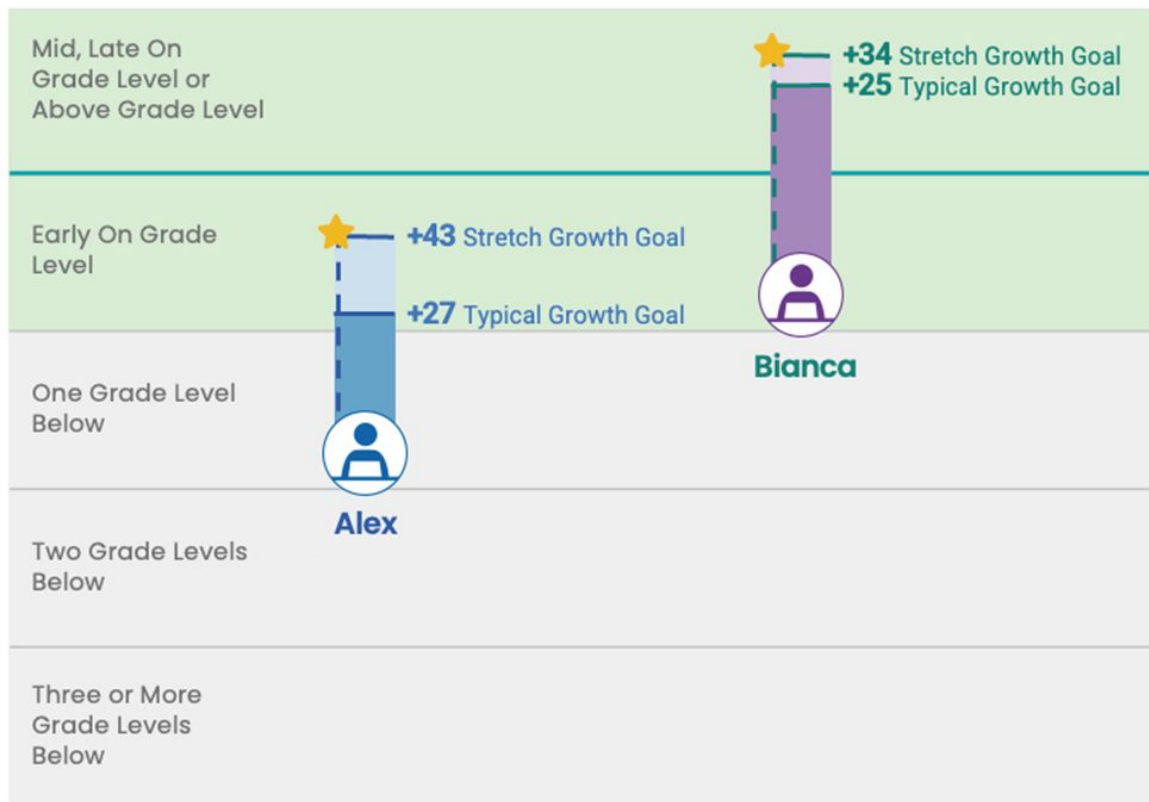


Diagnostic Results (Class) Report



Diagnostic Results (Student) Report

i-Ready Growth Model



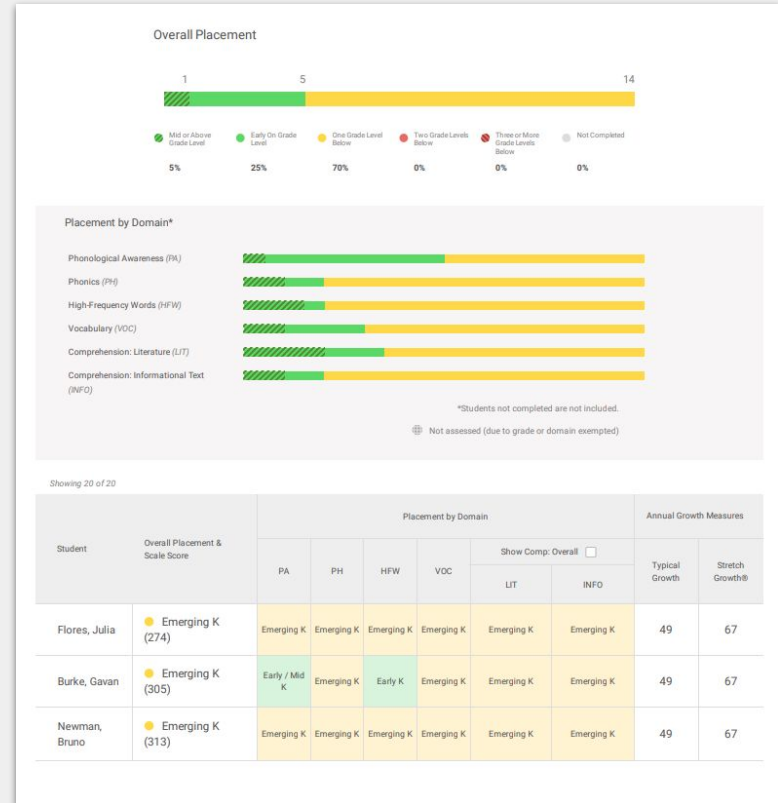
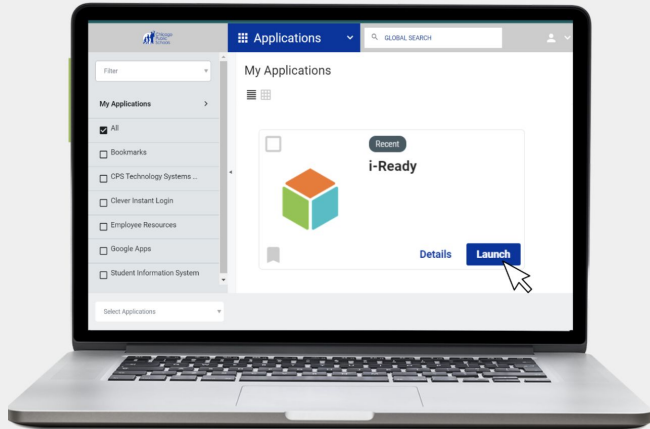
Differentiated Growth: Students with different placements receive different goals.

Typical Growth: the average annual growth of students at each grade and baseline placement level.

Stretch Growth: the growth recommended to put students who placed below-grade level on a path toward proficiency and students who placed on-grade level on a path to advanced proficiency levels.

Diagnostic Results (Class) Report

How is my class performing overall, and what are their domain-specific instructional priorities?





Planning for Instructional Coherence

Reflection

“

There is time to provide Tiers 2 and 3 instruction for some students, but it can't come at the expense or loss of Tier 1 instruction. Otherwise, those students will never get to experience, be challenged by, and work toward being proficient with grade-level content.

”

Instructional Coherence

How do you ensure high-quality Tier 1 instruction?

How do you provide targeted Tier 2/3 support?



Literacy Tasks (Reading in EN and SP)
Growth Monitoring (Math)

Preparing a Plan



Prepare a Coherent Instructional Plan

Use this worksheet when analyzing data as you plan for coherent targeted instruction for all students to access upcoming grade-level instruction.

Class: _____

Mathematics Reading

Consider Upcoming Tier 1 Grade-Level Instruction

What Tier 1 instruction are you planning to teach? List the outcomes or objectives of the unit/lesson of the upcoming content you are planning for.

What are the prerequisite skills? What will students need to know and be able to do by the end of the unit/lesson and what prerequisite skills are needed to meaningfully engage in the grade-level content?

Understand Student Data to Plan for Upcoming Instruction

Ask: Create a question that helps you have a clear starting point for observing student data.

Example: What scaffolds and supports do students need to access and engage in upcoming grade-level instruction?

Observe and Reflect: Write down observations and reflections. List students that will need targeted scaffolds and support.

i-Ready Data

Classroom Observations

Make Data-Driven Instructional Decisions to Ensure Coherence


Take Action	Intervene with Precision	Maximize Focus and Intensity
What? What scaffolds and supports do students* need to access Tier 1 instruction? What will you use?		
How and When? How/when will the scaffolded support be provided? (Whole class, small group, intervention etc.)		
Take Action	Grade-Level Instruction for All	
What? What scaffolds and supports do these students need to successfully engage in Tier 1 instruction?		
How and When? How/when will the scaffolded support be provided? (whole class/small group)?		


*Students can receive both Tier 2 and Tier 3 scaffolded instruction. This, along with the group sizes, is determined by the instructional priorities of the students.

Consider Upcoming Tier 1 Grade-Level Instruction

Which Tier 1 lessons or units are you planning to teach in the next coming weeks?

List the outcomes or objectives of the lesson of the upcoming content you are planning for.


Prepare a Coherent Instructional Plan		Class: _____
 Use this worksheet when analyzing data as you plan for coherent targeted instruction for all students to access upcoming grade-level instruction.		<input type="checkbox"/> Mathematics <input type="checkbox"/> Reading
Consider Upcoming Tier 1 Grade-Level Instruction		
What Tier 1 instruction are you planning to teach? List the outcomes or objectives of the unit/lesson of the upcoming content you are planning for.		
What are the prerequisite skills? What will students need to know and be able to do by the end of the unit/lesson and what prerequisite skills are needed to meaningfully engage in the grade-level content?		
Understand Student Data to Plan for Upcoming Instruction		
Ask: Create a question that helps you have a clear starting point for observing student data.	Example: What scaffolds and supports do students need in order to access and engage in upcoming grade-level instruction?	
Observe and Reflect: Write down observations and reflections. List students that will need targeted scaffolds and support.	<i>i-Ready</i> Data	Classroom Observations

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Upcoming Instruction: Prerequisite Skills

What are the prerequisite skills?

What will students need to know and be able to do?


Prepare a Coherent Instructional Plan		Class: _____
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Observe and Reflect: <i>Write down observations and reflections. List students that will need targeted scaffolds and support.</i>	i-Ready Data	Classroom Observations


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Understanding Student Data

Ask: What scaffolds and supports do students need in order to access and engage in upcoming grade-level instruction?

Prepare a Coherent Instructional Plan		Class: _____
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Inform Instruction with Diagnostic Data

Reading: Informing Tier 1 Instruction

Grade K-2	Diagnostic Results (Student)	Diagnostic Results (Class)
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Math: Informing Tier 1 Instruction


Grade K	Diagnostic Results (Student)		Diagnostic Results (Class)
Grades 1-2	Diagnostic Results (Student)	Grade-Level Planning (Prerequisites)	Diagnostic Results (Class)

Understand Student Data: Observe and Reflect

How prepared are students for upcoming grade-level instruction, and where might they benefit from additional support?

Which students will need more targeted instruction that goes beyond the scaffolds already provided in Tier 1 instruction?

Which students will require the greatest focus and intensity to close critical foundational gaps before moving into grade-level work?

 **Prepare a Coherent Instructional Plan** Class: _____

Use this worksheet when analyzing data as you plan for coherent targeted instruction for all students to access upcoming grade-level instruction. Mathematics Reading

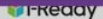
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Grade-Level Planning (Prerequisites) Report

MATHEMATICS

Grades 1-2

i-Ready Management Assess & Teach Reports Help Gianna Medina

Grade-Level Planning (Prerequisites)

Subject: Math Class/Report Group: A. Mayo - Grade 2, Section 1 Grade: 2 Topic: Addition and Subtraction

Know the Math: i-Ready Topic Overview
Addition and Subtraction Strategies Within 20, and Word Problems, Part 1
Students extend their understanding of adding and subtracting within 20 by developing mental math strategies for addition and subtraction. First, students focus on fact families and then...

Identify Class Prerequisite Needs

Maximize Whole Class Instruction
Focus on grade-level instruction using On-the-Spot Teaching Tips or recommended resources to integrate the Priority Prerequisite Skill. As necessary, use small group instruction to address the prerequisite skills for the upcoming lessons.

Prerequisite Skills for Upcoming Instruction
As you plan upcoming instruction, consider recommended resources for prerequisite skills while maintaining pace with grade-level instruction.

Understand Mental Math Strategies (Fact Families)

Add and subtract within 20 (Priority Prerequisite Skill)

Understand the relationship between addition and subtraction (Prerequisite Skill)

Solve One-Step Word Problems

Solve addition and subtraction word problems (Prerequisite Skill)

Grade-Level Planning (Prerequisites)

Recommended Resources for Prerequisite Skill:
Add and subtract within 20 (Priority Prerequisite Skill)
Supporting: Understand Mental Math Strategies (Fact Families) (Grade 2)

View Resources: All Students

Prerequisite skill learning progression

Teacher-led Small Groups

Independent Reinforcement

Learning Games

A photograph of two women sitting at a desk in an office or classroom setting. They are looking at laptops. The woman on the right is using a mouse. The scene is dimly lit with a blue tint. A large white rounded rectangle with a black border is overlaid on the center of the image, containing the text 'Instructional Scaffolds and Support'.

Instructional Scaffolds and Support

Tips to Do Your Best!

- Take your time and do not rush.
- Read each question and answer choice carefully.
- If you get a question you have not learned yet, just do your best.
- For math, use pencil and paper to work out a problem.
- For Reading, Read each passage carefully, and go back and reread the passage when necessary.
- Double check your answer before heading on.

i-Ready

Instructional Scaffolds and Supports

Reading

Grades K-2	Diagnostic Results (Student)	-Can Dos and Next Steps provide strategic scaffolds for entry points into core instruction
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Math

Grades K-2	Diagnostic Results (Student)	-Can Dos and Next Steps provide strategic scaffolds for entry points into core instruction
Grades 1-2	Grade-Level Planning (Prerequisites)	-On-the Spot Teaching Tips -Tools for Instruction -Learning Games

Recommended Resources

MATHEMATICS

Grades 1-2

i-Ready Management Assess & Teach Reports Help Gianna Medina

Grade-Level Planning (Prerequisites)

[← Back](#)

Recommended Resources for Prerequisite Skill:
Add and subtract within 20 (Priority Prerequisite Skill) ⓘ
Supporting: Understand Mental Math Strategies (Fact Families) (Grade 2)

View Resources: 15 10 15
Group A Group B Group C

Focus on grade-level instruction, emphasizing connections to prerequisite skills. Consider small group instruction as time permits.

Prerequisite skill learning progression

```
graph LR; K1[Grade K  
Add Within 10] --> K2[Grade K  
Subtract Within 10]; K1 --> G1[Grade 1  
Facts I Know]; K2 --> G1; G1 --> G1P[Grade 1  
Priority Prerequisite Skill  
Understand Sums Greater than 10];
```

Teacher-led Small Groups

Tools for Instruction ●	Tools for Instruction ●●	Tools for Instruction ●●●
Add and Subtract 1 and 2	Addition and Subtraction Facts	Doubles Addition Facts
Addition and Subtraction Word Problems		Totals Greater Than Ten
Count to Add or Subtract		
Missing Numbers		
Totals of Ten		

Independent Reinforcement

Learning Games ●	Learning Games ●●
Hungry Fish Direct students to their Student Dashboard to play Learning Games.	Hungry Fish Direct students to their Student Dashboard to play Learning Games.

Tools for Instruction

READING

MATHEMATICS

Key Features

1. Skill Overview
2. Explicit teacher-facing instructions
3. Estimated duration
4. Check for Understanding
5. Additional Resources

Lesson Types

1. Step by Step
2. Multiple Ways to Teach

Tools for Instruction

Match Vowel Letters and Long

A single vowel letter can have several sounds, so to match vowel letters to their sounds, students begin by matching vowel letters and vowel sounds. Students begin by matching vowel letters and their most common long sound to each vowel letter: (A, H, I, O, U, Y).

Two Ways to Teach

Identify Beginning Long Sounds

- Display one lowercase vowel letter, such as a.
- Explain that the long vowel sound in a word starts with the letter.
- Ask students that you will say some of each word if the word has the long sound of the vowel letter.
- Say words including vowels that begin with the target letter even if it is not the first letter.

Display the lowercase letter e. If the word has the long sound of the letter, students hold up the letter card.

- Encourage students to make the sound of the letter.
- Repeat the procedure for each vowel letter.

Contrast Long and Short

- Select CVC, CCVC, and CVVC words that have the long and short sound of the vowel letter.
- Display a CVC word and its long sound.
- Explain that the short sound is different from the long sound.

Tools for Instruction

Contrast Long and Short Vowel Sounds

Have students read the new word and tell its meaning. See the example below.

- Display the word cap.
- What is this word? (cap) What is a cap? (A type of hat you wear on your head.)
- Listen to the short sound for a in cap. (a) What is the short a sound? (ă)
- Change the short sound for a in cap. (ā) What is the long a sound? (ā)
- Display the word cape. (ā) What is the long a sound? (ā) What is the new word? (cape)
- This word is new. What is a cape? (something to wear over your shoulders)
- We just turned a cap into a cape!

Check for Understanding

If you observe...

Students are having difficulty matching long sounds with vowel letters

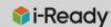
Then try...

Using rhyming words with a final long vowel sound, have students hold up the letter card that matches the vowel sound at the end of the word. Use words such as pay, say, day, may, say, play, no, clay, glue.

Take Action: Intervene with Precision

Make Data-Driven Instructional Decisions to Ensure Coherence		
Take Action	Intervene with Precision	Maximize Focus and Intensity
What? <i>What scaffolds and supports do these students* need to access Tier 1 instruction? What will you use?</i>		
How and When? <i>How/when will the scaffolded support be provided? (Whole class, small group, intervention etc.)</i>		
Take Action	Grade-Level Instruction for All	
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Also Consider: Which resources will you use to support tier 1 instruction?

How will you ensure every student is supported during small-group instruction?

Take Action: Maximize Focus and Intensity

Make Data-Driven Instructional Decisions to Ensure Coherence		
Take Action	Intervene with Precision	Maximize Focus and Intensity
What? <i>What scaffolds and supports do these students* need to access Tier 1 instruction? What will you use?</i>		
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i-Ready

Also Consider: Which resources will you use to support tier 1 instruction?

When will you provide opportunities for additional support?

Also Consider: Which students will need the maximum focus and intensity to fill in foundational gaps and how will you prepare them for tier 1 instruction?

Diagnostic Results (Student)

Can Do ⓘ

Operations and Algebraic Thinking

Find combinations of 10 and identify missing addends.

[Standards](#)

Find different number pairs with the same sum for sums to 10.

[Standards](#)

Use equations to solve joining problems with numbers to 10.

[Standards](#)

Use equations to solve take away problems with numbers to 10.

[Standards](#)

Next Steps & Resources for Instruction ⓘ

Operations and Algebraic Thinking

— [Solve addition problems for combining, joining, or comparison situations.](#)

Solve addition problems for combining, joining, or comparison situations.

Tools For Instruction

[Resolver problemas verbales con totales hasta 10](#) 

[Resolver problemas verbales con totales hasta 20](#) 

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



[Learn More](#)

Grade 1

Lesson 3: Add and Subtract in Word Problems

i-Ready® Classroom Mathematics © 2024

i-Ready Classroom
Mathematics

[Learn More](#)

Can Dos and Next Steps

Take Action: Grade-Level Instruction for All

Make Data-Driven Instructional Decisions to Ensure Coherence

Take Action	Intervene with Precision	Maximize Focus and Intensity
What? <i>What scaffolds and supports do these students* need to access Tier 1 instruction? What will you use?</i>		
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Also Consider: What scaffolds will you provide so all learners can successfully engage in the grade-level content?

How and when will you provide these scaffolds?

Grade-Level Planning (Prerequisites)

MATHEMATICS

Grades 1-2

i-Ready Management Assess & Teach Reports Help gianna Medina

Grade-Level Planning (Prerequisites)

Subject: Math Class Report Group: A. Mayo - Grade 2, Section 1 Grade: 2 Topic: Addition and Subtraction

Know the Math: i-Ready Topic Overview

Addition and Subtraction Strategies Within 20, and Word Problems, Part 1

Students extend their understanding of adding and subtracting within 20 by developing mental math strategies for addition and subtraction. First, students focus on fact families and then u...

[Show More](#)

Identify Class Prerequisites Needs

7 8 5

Topic Group A: 7 Students
Topic Group B: 8 Students
Topic Group C: 5 Students
Topic Group D: 0 Students

Maximize Whole Class Instruction

Focus on grade-level instruction using On-the-Spot Teaching Tips or recommended resources to address the Priority Prerequisite Skill. As necessary, use small group instruction to address the prerequisite skills for the upcoming lessons.

[Topic Support \(On-the-Spot Teaching Tips\)](#)

Prerequisite Skills for Upcoming Instruction

As you plan upcoming instruction, consider recommended resources for prerequisite skills while maintaining pace with grade-level instruction.

Understand Mental Math Strategies (Fact Families)

Add end subtract within 20 (Priority Prerequisite Skill)

7 8 5

[View Resources](#)

On-the-Spot Teaching Tips



TOPIC SUPPORT

I-READY MATHEMATICS

GRADE 2, Addition and Subtraction Strategies Within 20, and Word Problems

INSTRUCTIONAL SUPPORT

Understand Even and Odd Numbers

Add Using Arrays

Solve Two-Step Word Problems

These skills build on students' understanding of various addition and subtraction strategies such as doubles and doubles plus 1, number partners, and making a ten.

► PREREQUISITE SKILLS FROM GRADE 1

There are no recommended prerequisite skills. Focus on grade-level concepts.

◆ ON-THE-SPOT TEACHING TIPS FOR GRADE 2

- **Use visual models to support understanding.** Discuss visual models for doubles and doubles plus 1 to support understanding of even and odd numbers.
- **Provide hundreds charts.** Students who are still working on fluency with skip counting can use a hundreds chart to identify patterns. This will help with understanding of arrays and even and odd numbers.
- **Connect visual models and equations.** Discuss with students how an array, repeated addition, and skip counting are related.
- **Make connections between addition and subtraction.** Continue to reinforce the relationship between addition and subtraction by having students identify fact families. This will help them build number sense and think more flexibly when writing equations to solve two-step word problems.

A photograph of two women sitting at a desk in an office, looking at a laptop. The woman on the right is using a mouse. The image has a blue tint and a white rounded rectangle with an orange border in the center containing the word 'Closing'.

Closing

Let's Reflect!

In what ways does your plan
strengthen coherence between
the **assessment** data,
instruction and student **learning**
goals?

Need Help?

Submit questions via the [i-Ready Support Form](#).

Join the [CPS i-Ready Google Classroom](#) for resources and community!

Additional questions? Contact **Talibah Floyd, CPS i-Ready K-2 Assessment Specialist** at tfloyd7@cps.edu

Find SY26 Professional Learning being Offered by CPS Central Office in the Employee Intranet Professional Learning Calendar

Chicago Public Schools
EMPLOYEE INTRANET

HR4U BLOG RESOURCES APPLICATIONS DATA SELECT LANGUAGE

News Calendar Training Groups Operations Academics

Calendar

2025-2026 School Year Calendars

- Staff Calendar
- Family Calendar / Spanish
- Central Office Holiday Calendar

ENTER EVENT TITLE

TODAY | PREVIOUS EVENTS LIST | MONTH | WEEK

AUGUST 2025

27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

MONDAY 11

Series: Sheltered Instruction for Meaningful Access
08:30AM - 10:30AM | PROFESSIONAL DEVELOPMENT
Audience: High School Content Teachers
Description: In this session, teachers will deepen their understanding of who multilingual learners are and explore key strategies to make content comprehensible. We will focus on activating and building background knowledge and identifying language demands within content tasks. Participants will engage in practical, content-specific activities that help them recognize access points for ELs and begin planning with a language lens, without introducing new frameworks or tools yet.
Register on the Learning Hub with Course Code: 74852, Class Code: 136090.

Series: Supporting Newcomers in the Classroom: Creating a Welcoming School and Classroom Environment
08:30AM - 10:30AM | PROFESSIONAL DEVELOPMENT
Audience: Teachers
Description: This series equips educators—both those teaching newcomers and those new to EL education—with the (1) knowledge and strategies to create a welcoming and supportive environment for newcomer students and their families (2) recognize the possible indicators of trauma and cultural nuances that may affect newcomer students and their families. Participants will explore the connection between Social Emotional Learning (SEL) and academic success, gaining strategies to effectively support newcomers in the classroom and (3) with strategies to plan for the meaningful participation of newcomer students. Participants will explore the role of cooperative learning, scaffolding techniques, and multimodal assessments in making content more accessible and engaging.
Session #1: This session focuses on knowledge and strategies to create a welcoming and supportive environment for newcomer students and their families.
Register on the Learning Hub with Course Code: 74820, Class Code: 136090.

Skyline ALE Grades K-2 Unit 1 Internalization
09:00AM - 03:00PM | PROFESSIONAL DEVELOPMENT
Audience: Skyline ALE K-2 Teachers
Description: Look forward to getting hands-on with this curriculum and collaborating with your colleagues who are also teaching Skyline! You'll work as a team to explore core components of the curriculum, experience the key instructional shifts as both a teacher and a learner, and get guided practice with the digital learning ecosystem. You'll dig deep into your next unit and leave with a head start on your unit internalization plan!
Register on Sched.

Skyline Civics Grades 8 and 11 Unit 1 Internalization
09:00AM - 03:00PM | PROFESSIONAL DEVELOPMENT

Filter Calendars

- ARTS
- ARTS LIAISON
- BOARD OF EDUCATION
- CERTIFICATIONS
- EXTERNAL COMMUNICATIONS
- FIVE-YEAR STRATEGIC PLAN
- INTRANET
- ITS TRAINING
- PAYROLL SERVICES
- PROFESSIONAL DEVELOPMENT
- STUDENT INFORMATION SYSTEM

Filter Tags

Professional Development

- FRAMEWORK FOR TEACHING
- FRAMEWORKSHP
- FRAMEWORK FEST
- NEW TEACHER INDUCTION AND MENTORING

All district-wide offered professional learning opportunities can be found in the [CPS Professional Learning Calendar Employee Intranet Page](#).

- Click to expand “Filter Calendar” (left) and check only “Professional Learning”
- Click to expand “Filter Tags” (left) and select

Thank you!

We appreciate your attendance. See you at the next session!

[Exit Ticket](#) **Feedback**

