

Grade 1

Directions: Use this tool to plan instruction based on results from the Word Reading task (WR-1), with groups where word reading will be an instructional focus. For each student, transfer the totals for each category from the Student Record Sheet.

BOY
 MOY
 EOY

Student		Initial Consonant	Final Consonant	Short Vowel	Blend	Long Vowel	Consonant Digraph*	Vowel Digraph or Diphthong**	Notes
Group 1									
Group 2									
Group 3									
Group 4									

Intervention Activities Guide***
Initial Consonant Substitution Page 62
Final Consonant Substitution Page 65
Middle Vowel Substitution Page 66
Blend Substitution Page 68
Long Vowel Sounds Page 72
Consonant Digraphs Page 77
Short Vowel Sounds Page 69

* (e.g., sh, ch, ck)
 ** (e.g., ea, ow)

***Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.