

## Research from the Field: Data Teams Findings Example

Grade	Learning Intention	Instructional Strategies (Cause Data)	Days of Instruction	Pre-test # Prof.	Pre-test % Prof.	Post-test # Prof.	Post-test % Prof.	% Gain
K	Phonological Awareness—count/pronounce syllables in spoken words	Repeated practice with feedback, direct instruction for small groups	13	46	61%	75	99%	38%
1	Phonics—spelling-sound correspondences for common consonant digraphs	Direct instruction, think-alouds, whole-group and small-group models, test talk with guided practice	5	16	25%	38	58%	33%
2	Fluency—(on level text) Read orally with accuracy, appropriate rate, and expression on successive readings	Model by repeated reading, “echo reading” (I say, you say), and choral reading	10	23	41%	47	77%	36%
3	Comprehension—Compare/Contrast	Use Double Bubble Map (x3) — Model with settings. Guided practice with plots. Small-group practice with themes. (two texts by same author)	10	20	37%	46	87%	50%
4	Comprehension—Compare/Contrast	Venn diagrams. Modeling. Provide constructive feedback based on anchor chart to help them distinguish between comparing and contrasting. Think-alouds.	14	24	47%	36	71%	24%
5	Writing—informative/explanatory paragraph (concrete details)	Show exemplars. Use examples of “progressing” work and module revisions for proficient category. Students practice revisions with rubric.	13	19	43%	40	83%	40%