



FAQs

An ELI's guide to common questions

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INSTRUCTOR PLATFORM

Q: How do I log into the Instructor Platform?

Go to chapterone.org/users/sign_in. Use your Uber ELI credentials (email+eli@chapterone.org) and password.

Q: What should I do if I can't access my account or see my roster?

Please contact your Director of Customer Success (DCS). They will review your account and ensure your rosters appear correctly in the Instructor Platform.

STUDENT CONFERENCES

SOURCE GUIDE: [Reinforcement Activities 25-26](#)

Q: What does a typical student conference look like from start to finish?

Start Session → review mastered tiles → I Do/We Do/You Do → use reinforcement activities → close with goals → End Session → write notes.

Q: How long should a conference last?

For RFS 1–5, conferences should last about 5–6 minutes. Use the on-screen timer in the Instructor Platform, the 5-minute chime helps with smooth transitions. For RFS 6–9, conferences are set at 10 minutes.

Please keep in mind that conferencing time may be district-specific, so make sure to confirm with your Instructional Coach (IC).

Q: What are reinforcement activities, and how do I use them during sessions?

Reinforcement activities are short, engaging tasks that help students practice and strengthen the specific skills they're working on during instruction. These can be used at the end of a session or as a quick warm-up to build automaticity and confidence.

Examples include:

- **Digital activities** such as tiles, freehand writing, or Silly Sentences in the Instructor Platform.
- **Hands-on manipulatives** like whiteboards, foam tiles, or magnetic letters that allow students to physically build and manipulate words.

Below is a linked Reinforcement Activities Guide that outlines activities aligned to each Reading Foundation Stage (RFS) and lists suggested options based on the materials you've been provided.

Q: How do I transition smoothly between students in group settings?

Use the timer chime (e.g., every 5 minutes) to cue transitions, and close each session with a goal. For example, you can write the target letter or word on a notecard for the student to take home and practice. Please check with the teacher first to ensure they approve the student taking the notecard home. This helps make switching between students more efficient.

Q: How can I encourage students to take ownership of their goals?

Close each session by reviewing what you and the student worked on and setting a shared goal for next time. Invite the student to restate the goal in their own words to promote reflection and accountability.

If the teacher allows, provide the student with a take-away notecard that includes a short reinforcement activity targeting the specific skill they are currently working on (for example, a quick CVC word matching). This helps reinforce the session's focus, encourages practice, and supports the student in taking ownership of their learning.

Q: What should I do if I'm having difficulty getting everything done within the 5–10 minute session?

It's completely normal, especially as you and your students are getting used to the routine. Focus on keeping the session structured and consistent rather than trying to fit everything in one session. The main focus should be on the targeted skill. Use your timer to stay on pace and prioritize the most essential components of the session, such as targeted practice.

If a student is reading a decodable or supported story, note the page number they left off on in your session notes so they can continue reading during the next session. As students become more familiar with the routine, transitions will feel smoother and sessions will flow more naturally. If it continues to feel rushed, reach out to your IC for support or strategies.

INITIAL PLACEMENT CONFERENCE (IPC)

SOURCE GUIDE: [Initial Placement Guide 25-26](#), [Progress Monitoring 25-26](#), [Stage Progression Guide](#), [Benchmark Guide 25-26](#)

Q: What is the purpose of Initial Placement?

To locate the student's starting Reading Foundation Stage (RFS 1–10 [Mastery]) and/or Reading Band for conferencing.

Q: How do I prepare to conduct an Initial Placement?

Log into the Instructor Platform, pull the student from your roster, have your binder or booklet ready (in case a Progress Monitoring evaluation is needed for students who show progress beyond RFS 5), and open the Student Data Tracker in a separate tab. Begin at RFS 1 with letter names.

Q: What steps should I follow during the placement process?

Stage 1 (letter names) → Stage 2 (letter sounds) → Stage 3 (CVt) → Stage 4 (CVC) → Stage 5 (long vowels/decodables) → if needed, PM to confirm RFS 6–9/reading band placement.

Q: How do I know which stage (RFS) to start a student in during an IPC?

All students start at RFS 1. The placement flow always begins there. Move up as the student demonstrates confidence and automaticity with the content. Set the placement at the stage where the student starts showing difficulty, when accuracy decreases or responses are no longer automatic and independent.

Q: What if a student doesn't finish the placement in one session?

Save and resume the next session; you must finalize placement within **30 days** or it locks.

Q: How do I document and finalize a student's initial placement?

In the Advancement tab on the Instructor Platform, set the Initial Reading Stage/Band and ensure the Current Reading Stage/Band is reflecting correctly. Then, end the session, record your notes, and enter the baseline data in the Student Data Tracker.

Q: What should I do if I think a student was placed too high or too low?

Adjust the placement during conferencing as needed. If moving a student to RFS 6 or higher, confirm the placement through a Progress Monitoring (PM) evaluation and ensure their WCPM score falls within the correct range for that reading band. If you make any changes to a student's placement, be sure to update the Advancement tab on the Instructor Platform so their Initial and/or Current Reading Stage/Band reflects accurately.

Q: Should I communicate placement results to the teacher?

Yes, this information is reflected on the Teacher Weekly Report (TWR), which displays each student's current reading stage.

If a teacher reaches out requesting more details on the Instructor Platform Classroom (IPC) data, please contact your Instructional Coach (IC) for guidance on how to best approach before sharing

PROGRESS MONITORING (PM)

SOURCE GUIDE: [Progress Monitoring 25-26](#), [Progress Monitoring \(PM\) WCPM Reference Guide](#)

Q: When is a Progress Monitor conducted?

Progress Monitoring (PM) is conducted once a student has **mastered RFS 5** and for any student in **RFS 6–9**.

- **Mastered RFS 5:** Once a student demonstrates mastery of RFS 5, including at least 70% of long vowel rimes (13 out of 18), active work on onset blend tiles, and fluent reading of RFS 5 decodable stories, you may administer a PM assessment at G1F to determine readiness for the fluency stages (RFS 6–9).
- **RFS 6–9:** Students in the fluency stages are Progress Monitored when they can fluently read the Supported Stories at their current reading band. The PM is conducted at the next higher reading band to assess for potential growth and advancement.

To move up to a new reading band, a student must meet the Words Correct Per Minute (WCPM) range listed for that band (see the [PM WCPM Reference Guide](#)). If a student's PM WCPM falls below the range, they remain at their current band and continue fluency practice until they are ready to be reassessed.

PMs should be conducted only as needed to confirm advancement or growth, typically up to every four weeks during the fluency stages (RFS 6–9). Between PMs, focus on building fluency through daily practice and supported reading.

Q: Do I Progress Monitor students in RFS 1–5?

Students in RFS 1–5 are not Progress Monitored until they have mastered RFS 5.

Q: When should I Progress Monitor students in RFS 6 and higher?

For students in RFS 6 and above, administer a Progress Monitoring (PM) evaluation when they can fluently read the Supported Stories at their current reading band (e.g., up to every 4 weeks in fluency stages). Conduct the PM at the next higher reading band to assess for potential growth.

During the fluency stages, for a student to progress to a new Reading Band, they must score within the WCPM range listed for that band (see WCPM chart, linked below). If

their PM WCPM falls below the range, keep the student at their current band and continue building fluency until they are ready to be Progress Monitored again.

Q: How often should students be Progress Monitored?

Conduct Progress Monitoring (PM) only as needed to confirm advancement or growth, not after every session. Focus on building fluency between PMs until students meet the higher end of the WCPM range for their current reading band. Once they do, conduct a PM at the next higher reading band to assess readiness for advancement.

Q: How do I select the correct PM passage?

Whenever you conduct a Progress Monitoring (PM) at a new reading band, always start with the fiction passage. If you need to PM again at the same reading band a few weeks later because you've noticed an increase in fluency and want to check their WCPM, then use the nonfiction passage.

Use the PM Passage Chart (page 2) in the guide linked below to confirm the correct order of PM passages by reading band.

Q: What does WCPM mean, and how is it calculated?

Words Correct Per Minute from a 3-minute timed oral reading fluency; mark miscues accurately and double-click last word read to end the evaluation.

Q: How do I know if a student is ready to move to the next reading stage/band?

If the student's WCPM falls within the target range for that reading band (and accuracy is instructional), click Save to advance them to that reading band.

Q: What if a student's WCPM falls below or above the expected range?

- If the WCPM is below the range, Exit without saving and continue instruction at the current reading band.
- If the WCPM is above the range for that reading band, click Save and Progress Monitor at the next higher reading band until you determine the appropriate placement based on the student's WCPM.

Q: How do I record PM scores in the Instructor Platform?

After timing and marking errors during the Progress Monitoring (PM) evaluation, click Save only when the student's WCPM falls within the range for that reading band. Then, record the reading band, accuracy, and WCPM in your notes.

Q: What is the difference between PM and Benchmark?

Progress Monitoring (PM) checks a student's growth and readiness to move up reading bands. The Benchmark assessment measures overall progress three times per year (BOY, MOY, and EOY) using composite scoring across set passages specific to each grade level and time of year.

BENCHMARK

SOURCE GUIDE: [Benchmark Guide 25-26](#)

Q: When are Benchmarks conducted (BOY, MOY, EOY)?

1st Grade: MOY & EOY; Grades 2–5: BOY, MOY, & EOY. Sources:

Q: How do I begin a Benchmark evaluation in the Instructor Platform?

Start a session and click on the Advancement tab. Scroll down and select Go to Reading Band Assessment, then scroll up to the Teaching Box and click Start a New ORF Assessment. When the pop-up appears, select Benchmarking, then click Start Assessment.

A prompt will appear on the screen. Place the correct Benchmark passage from your binder or booklet in front of the student, read the prompt aloud, and then click Start Timer. As the student reads, mark errors directly in the Instructor Platform.

Q: How do I mark errors during a Benchmark?

Click on mispronunciations, omissions, and incorrect words as the student reads. If a word is self-corrected, click it again to unmark the error. For non-decodable names, supply the name once and mark it as an error.

Q: What should I do if the student finishes early or doesn't complete the passage?

Double-click the last word read (either when 3 minutes expire or the story ends).

Q: How and where do I record the Benchmark score correctly?

After completing the Benchmark, record the student's WCPM, Accuracy, and Composite Score in the Student Data Tracker and your notebook (if you use one). When you end the session in the Instructor Platform (IP), enter your notes with the corresponding Benchmark type (BOY, MOY, or EOY) along with the WCPM, Accuracy, and Composite Score. Click Save once the composite score is generated.

Q: What should I do for pre-readers or students who are struggling and unable to read the passage?

If a composite score appears but the student was unable to read the passage, select Mark as Pre-Reading (this will set the composite score to 1). Record this in the Student Data Tracker and include it in your notes.

READING FOUNDATIONS STAGE ONE (RFS-1)

SOURCE GUIDE: [RFS 1: Scope and Sequence](#),

Q: What is the main goal of RFS 1?

The focus of RFS 1 is to build letter name recognition and sound awareness. Students learn to identify and name all uppercase and lowercase letters and begin associating letters with their corresponding sounds.

Q: At RFS 1, how many letters should be marked red and taught at a time?

At RFS 1, no more than three letters should be marked red at a time. The red letters represent those the student has not yet mastered and should be the focus of instruction and review. Once the student can confidently and automatically identify those letters, mark them green and select the next set of letters to target, following the letter sequence outlined in the Scope and Sequence.

Q: What letters are shown and instructed first at RFS 1?

At RFS 1, instruction begins with the letters in the student's first name to build familiarity and engagement. After the student masters those letters, introduce the remaining letters in the sequence outlined in the RFS 1 Scope and Sequence, excluding any that have already been taught.

Q: Do I just teach letter names in RFS 1?

No. While mastery in RFS 1 focuses on letter name recognition, instruction should also explicitly pair each letter with its corresponding sound to begin reinforcing the sound-symbol relationship. By consistently pairing letter names with their sounds, students begin to understand the connection between print and sound, preparing them for later stages of phonics and decoding.

Q: How can I introduce a new letter to a student in RFS 1?

1. Introduce the letter name and sound.

“Today you will be learning the name and sound of the letter b.”

2. Show or write the lowercase and uppercase forms (e.g. b/B).

Have students practice naming the letter.

Point to the letters and ask students to say the letter name.

3. Model the sound.

“The letter b represents the sound /b/.”

Explain how to produce the sound: lips pressed together, teeth apart, tongue resting on the floor of the mouth, and a small puff of air released as the vocal cords vibrate.

4. Have students repeat and reflect.

“The letter b represents the /b/ sound. Now you try.”

Q: When has a student mastered RFS 1?

A student has mastered RFS 1 once they have mastered at least 80% (42 out of 52 tiles) of the letter tile content within the stage. This serves as a guideline, not a strict rule, if a student demonstrates confidence, independence, and automaticity with letter names, they are ready to advance. Specific letters or sounds can always be revisited later if any gaps in mastery appear.

READING FOUNDATIONS STAGE TWO (RFS-2)

SOURCE GUIDE: [RFS 2: Scope and Sequence](#)

Q: What is the main goal of RFS 2?

At RFS 2, instruction continues to build and reinforce the letter-sound associations introduced in RFS 1, focusing on 17 of the most common consonant sounds. Students work toward confidently and automatically connecting each letter to its sound. Only one sound per letter is introduced at this stage (for example, /g/ as in guitar, not giraffe).

Q: What does “concept of word” mean and how is it taught in RFS 2?

RFS 2 introduces and reinforces the concept of word, helping students understand that spoken words are made up of individual sounds represented by letters. Alongside each letter representing a target sound, students are shown a CVC word that begins with that consonant (for example, g – get). The goal is not to decode the entire word, but to help students identify and pronounce the initial consonant sound.

Q: How many sounds should be taught at a time in RFS 2?

Introduce just a few sounds at a time, typically no more than 3–4 letters marked red at once. As students master sounds from their current set, begin introducing new ones.

Q: What is the recommended order of sounds to teach at RFS 2?

1. t, m, s
2. f, d, r
3. g, h, l
4. b, c, n
5. w, k, v
6. j, p

Q: How do I know when a student has truly mastered a letter sound?

To confirm mastery, present the letter without the picture (toggle off “Letter Picture” in the Instructor Platform) before marking it green. Some students may associate the sound with the image rather than the letter itself. If a student appears to know the sound during your first conference, mark it red, then revisit it in the next session without the picture to verify mastery.

Q: What should I do when clicking a letter tile and a CVC word appears during RFS 2 instruction?

Clicking a letter tile generates a CVC word that begins with that consonant. The goal is not to have the student decode the entire word, but to help them identify and pronounce the initial consonant sound in context.

Q: When should I mark a tile green in RFS 2?

Only mark a tile green when the student demonstrates automatic, consistent, and confident knowledge of that letter sound. Students should be able to recall and produce the sound without hesitation.

Q: When I click on a tile and a CVC word appears in RFS 2, how do I get the letter back to display only in the teaching box?

To return to showing only the letter in the teaching box, simply click the tile again. This will toggle off the CVC word and display only the letter. You can continue instruction by reinforcing the letter-sound connection without the word shown.

Q: When has a student mastered RFS 2?

A student is ready to advance from RFS 2 once they have mastered at least 80% (14 out of 17 tiles) of the tile content within the stage. This serves as a guideline, not a strict rule, if a student demonstrates confidence, independence, and automaticity with the

consonant sounds and skills in RFS 2, they are ready to move on. Specific letter sounds can always be revisited later if any gaps in mastery appear as they progress.

READING FOUNDATIONS STAGE THREE (RFS-3)

SOURCE GUIDE: [RFS 3: Scope and Sequence](#)

Q: What is the main focus of RFS 3?

The focus of **RFS 3** is on teaching **short vowel sounds** and introducing the foundational concepts of **onset and rime**, as well as **chunking and blending**. This stage builds the core skills students need for effective word decoding and prepares them for more advanced blending in later stages.

Q: What are onset and rime?

- **Onset:** The part of the syllable before the first vowel (e.g., *r* in *rat*).
- **Rime:** The part of the syllable that begins with the vowel and includes everything after it (e.g., *at* in *rat*).

Understanding onset and rime helps students blend sounds smoothly when reading words.

Q: What tiles are introduced in RFS 3?

Students are introduced to five **short vowel rime tiles**: **at, et, it, ot, ut**.

Each rime tile should be taught in its own lesson with direct, explicit instruction.

Q: How do I teach a new rime tile in RFS 3?

Example of how to teach one rime tile at a time using direct modeling:

1. Introduce the **vowel sound** (e.g., “The letter *a* represents /a/”).
2. Combine it with a known consonant (e.g., “If we put *a* and *t* together, it says *at*”).
3. Model blending words that share the same rime (e.g., *cat, mat, sat*).
4. Have students practice until they can read the rime automatically.

Q: How do I know when to mark a rime tile green?

Mark a rime tile green when the student demonstrates consistent automaticity, reading the rime and related words fluently and accurately without hesitation.

A great way to check for **retention** is by using the **Silly Sentences** or the **rime-specific decodable stories**. If the student can read through these while accurately attending to the target rime (for example, “-at” words), it shows they are **retaining the skill** and ready to move on.

Q: How many rime tiles should be marked red at a time?

Only **one rime tile** should be marked **red** at a time, unless working on **short vowel discrimination practice**, in which case multiple tiles may be red.

Q: When has a student mastered RFS 3?

A student must **master all five tiles (at, et, it, ot, ut)** before moving on to the next stage. They should demonstrate:

- Automatic recall of all short vowel sounds.
- Fluency in blending CVt rimes (e.g., cat, met, hit, hot, cut).
- The ability to distinguish between short vowel sounds.

READING FOUNDATIONS STAGE FOUR (RFS-4)

SOURCE GUIDE: [RFS 4: Scope and Sequence](#)

Q: What is the main focus of RFS 4?

The focus of RFS 4 is to apply and extend the blending and chunking skills learned in RFS 3 by practicing a variety of CVC rimes that end in d, m, n, and p. Students strengthen their decoding ability, vowel discrimination, and fluency when reading words with these patterns.

Q: How many tiles should be marked red at a time in RFS 4?

During RFS 4, there should be **4–5 tiles marked red** at a time. This allows students to practice and strengthen vowel discrimination while building automaticity with the new rimes.

Q: When do I mark a tile green in RFS 4?

Mark a tile **green** when the student demonstrates **consistent accuracy, automaticity, and confidence** in reading the rime and related words. The student should be able to blend and decode words containing that rime independently and apply it when reading **RFS 4 decodable stories**.

A helpful way to confirm mastery is to observe whether the student can accurately identify and read words with that rime in connected text, such as **Silly Sentences** and/or **decodable stories**. If so, the skill is retained and the tile can be marked **green**.

Q: When should I start incorporating RFS 4 decodable stories?

Once a student reaches **70% mastery (13 out of 19 tiles)**, begin incorporating the RFS 4 decodable stories into your conferencing sessions. These stories help students apply words in context and build fluency and expression.

Q: When is a student ready to move from RFS 4 to RFS 5?

A student is ready to move to RFS 5 when they:

- Automatically recognize CVC rimes and can distinguish between vowel sounds when presented with multiple words sharing the same final consonant, and
- Read RFS 4 decodable stories with fluency and attention to meaning.

Students do not need to have all rime tiles marked green to advance. If they've mastered all tiles but still need fluency practice, move them to RFS 5 and continue using RFS 4 decodable stories for support during the transition.

Q: Should I hold a student back if they haven't exactly reached 80% mastery?

No. Avoid holding a student back solely because they haven't reached exactly 80% mastery. Use your judgment, if the student demonstrates confidence, independence, and reading ability with RFS 4 words and decodable stories, they are ready to move on.

READING FOUNDATIONS STAGE FIVE (RFS-5)

SOURCE GUIDE: [RFS 5: Scope and Sequence](#), [Stage Progression Guide](#)

Q: What is the main focus of RFS 5?

The focus of **RFS 5** is to introduce **long vowel sounds** by teaching students to “**flip the vowel**” when reading **CVCe (consonant–vowel–consonant–silent e)** words. This stage also begins introducing **onset blends** (such as *bl*, *tr*, *sp*) once students have demonstrated mastery of the long vowel rime families.

Instruction at this stage builds a foundation for automatic word recognition, fluency, and prepares students for the **fluency stages (RFS 6–9)**.

Q: What does “flip the vowel” mean?

“Flip the vowel” means trying the long vowel sound when the short vowel sound doesn’t make sense in a word. For example, if a student reads mad for made, encourage them to “flip the vowel” to hear if made sounds right. This strategy helps students read CVCe words without requiring an in-depth phonics rule lesson.

Q: How many tiles should be marked red at a time in RFS 5?

During RFS 5, you should have **4–5 tiles marked red** at a time. This supports focused instruction while ensuring the student has enough variety for vowel discrimination and blending practice.

Q: When do I begin incorporating RFS 5 decodable stories?

Begin incorporating RFS 5 decodable stories once the student reaches **70% mastery (12 out of 18 tiles)**. This helps students apply their long vowel knowledge to connected text and build fluency and expression.

Q: When should onset blends be introduced in RFS 5?

Onset blends should be introduced after students have mastered all long vowel rime families. Begin with **consonant–l blends**, followed by **consonant–r blends**, and then **/sk/, /sp/, and /st/ blends**. Reinforce these using the Silly Sentence activity, decodable stories, and word-building practice.

Q: When do I mark a tile green in RFS 5?

Mark a tile green when the student recognizes the rime instantly, reads it accurately and fluently without needing to sound it out, and applies it when reading RFS 5 decodable stories. Treat each rime like a sight word, the student should recognize it automatically.

Q: When has a student mastered RFS 5?

A student may be considered to have mastered RFS 5 and be ready for a Progress Monitoring (PM) assessment when all of the following are true:

- Mastery of at least 70% of long vowel rimes (13 out of 18)
- Actively working on onset blends
- Reading RFS 5 decodable stories with high fluency and attention to meaning

Q: What should I do if a student meets mastery in RFS 5?

If a student shows confidence with the phonics skills introduced in RFS 5 and can read decodable stories fluently, administer a Progress Monitoring (PM) assessment at G1F to assess readiness for the fluency stages (RFS 6–9).

READING FOUNDATIONS STAGES SIX-NINE (RFS 6-9) FLUENCY

SOURCE GUIDE: [RFS 6-9: Scope and Sequence](#), [Progress Monitoring 25-26](#), [Stage Progression Guide](#), [Progress Monitoring \(PM\) WCPM Reference Guide](#)

Q: What is the main focus of RFS 6–9?

RFS 6–9 focuses on building fluency, students' ability to read with speed, accuracy, and expression (prosody). Instruction shifts from explicit phonics to supported reading practice, where students strengthen automatic word recognition and natural phrasing.

Q: How are students placed in RFS 6–9?

In these stages, a student's **Reading Band determines their RFS placement**. Unlike earlier stages, students do not move through stages one by one. If their **Progress Monitoring (PM)** results show readiness, meaning their **WCPM falls within the expected range** for that reading band, they can skip stages (for example, moving directly from RFS 6–G1F to RFS 8–G1E). This ensures instruction is aligned with each student's current fluency level.

Q: What are the prerequisites for advancing to RFS 6?

Mastery of RFS 5, and a Progress Monitoring (PM) reading band score of G1F or higher.

Students must meet WCPM and accuracy requirements from the PM Guide before advancing.

Q: What are the Four Levels of Prosody?

- **Level 1:** Word-by-word reading with little to no tone.
- **Level 2:** Reading in short, choppy phrases (2–3 words).
- **Level 3:** Reading in short phrases with some expression and intonation.
- **Level 4:** Consistently reading in expressive, meaningful phrases with appropriate tone, pitch, and rhythm, natural oral reading.

Q: What are Supported Stories and how are they used?

Supported Stories are the primary tool for daily fluency practice. They focus on building grade-level reading proficiency within each reading band (G1F–G2M). They are used with the student for partner reading, echo reading, or repeated reading to strengthen speed, accuracy, and prosody.

Q: What is the role of Decodable Stories in RFS 6–9?

Decodable Stories are used only for quick checks of specific phonics skills (2–3 minutes at most). If a student demonstrates fluency and accuracy in decodables, move quickly back to Supported Stories. Decodables are no longer the primary focus.

Q: What is the difference between decodable and supported stories?

- **Decodable Stories:** brief skills checks (2–3 minutes).
- **Supported Stories:** main fluency practice; prioritize them for most of the session.

Q: How is a typical RFS 6–9 session structured?

A 10-minute conference includes:

1. **Review (15–30 sec):** Praise effort or highlight progress.
2. **Set the Goal (15–30 sec):** Identify today's fluency focus.
3. **Supported Reading (7–9 min):** Partner, echo, or repeated reading.
4. **Recap (15–30 sec):** Reinforce success and set a next step.

Q: How should I handle student miscues during fluency reading in RFS 6–9?

If a student miscues on a word containing a skill for the current stage:

- Mark the tile as needing practice (red).
- Continue reading without stopping — fluency practice is the priority.
- After reading, do a quick reinforcement activity targeting that skill.
- Assign the word for additional practice in the Student Platform.

If the miscue involves a skill from a future stage:

- Provide the correct word immediately to keep the reading cadence smooth.
- Mark the error so it will appear as a practice item in the Student Platform.
- Do not explicitly teach the skill at that time. Revisit it later when it aligns with the instructional focus of that stage.

If the student demonstrates fluency and accuracy in the decodable stories, move directly to supported stories, where most fluency work takes place.

Q: When should a Progress Monitoring (PM) be administered in RFS 6–9?

When a student reads Supported Stories fluently at their current reading band, conduct a PM at the next higher band to check for growth. The student must meet the WCPM range for that band to advance. If below range, continue fluency work and reassess later.

Q: How often should students in RFS 6–9 be Progress Monitored?

PMs occur as needed when students approach or meet the upper end of their current WCPM range. Between PMs, focus on repeated reading practice and prosody development.

Q: What is the difference between RFS 9–G2M and M–G2M?

Both **RFS 9–G2M** and **M–G2M** are part of the fluency stages and use the same set of **Supported Stories**, but they are separated by different WCPM and accuracy standards.

- **RFS 9–G2M:** This indicates the student is still building fluency within the G2M range. If a student's **WCPM score falls below 82** on a Progress Monitoring (PM) assessment, keep them at **RFS 9–G2M** and continue using Supported Stories to strengthen fluency, accuracy, and prosody.
- **M–G2M (Mastery):** Once a student reaches **at least 82 WCPM with 95% accuracy**, they move to **M–G2M**. At this reading band, students are demonstrating mastery of the G2M reading band but should continue working in Supported Stories for reinforcement and fluency maintenance.

When a student in **M–G2M** is ready to be PMed again, the goal is for their WCPM to reach the **higher end of the G2M range (closer to 90)** before Progress Monitoring at **G2S**.

Q: Why did my saved PM at G2M not automatically update my current to M-G2M?

Due to the difference of WCPM and accuracy for **9-G2M** and **M-G2M**, the system will automatically update to 9-G2M, but if the student scores **82+ WCPM and 95%+ accuracy** you will need to manually set their **current reading stage/band** by going into the **Advancement tab** and clicking **M-G2M**.

Q: What fluency goal should students reach by Grade 5?

~150 WCPM with level-4 prosody (natural phrasing/expression), an objective, trackable milestone.

INSTRUCTIONAL GUIDANCE

SOURCE GUIDE: [RFS 6-9: Scope and Sequence](#), [High Impact Tutoring Model](#)

Q: What should I do if a student struggles with a phonics skill in RFS 6–9?

In RFS 6–9, you do **not explicitly teach phonics tiles**. However, if a student consistently struggles with a word containing an advanced phonics skill (such as vowel teams, digraphs, or variant vowels):

- Briefly revisit the skill using the relevant phonics tile to clarify the sound–spelling pattern.
- Mark the tile red in the Instructor Platform to indicate it needs reinforcement.
- Continue reading fluently without stopping for extended instruction, fluency practice is the priority.
- Address the skill after reading with a quick reinforcement activity or assign it for additional practice in the Student Platform.

Once the student demonstrates accuracy and automaticity with that pattern during connected text reading, the tile can be marked green again.

Q: What are the main goals of the High-Impact Tutoring (HIT) model?

Explicit phonics teaching early on (RFS 1-5), then fluency and comprehension in later stages (RFS 6-9). Students also complete 10–15 minutes of Student Platform reading daily.

REPORTS: TEACHER WEEKLY REPORT (TWR)

SOURCE GUIDE: [TWR Guide](#)

Q: How do I download the TWR from the Instructor Platform?

1. Log into the **Instructor Platform (IP)**.
2. Choose the correct classroom.
3. Click the **Quick Reports** tab at the top of your roster page.
4. Enter in some highlights from the week in the **Notes** section that you'd like to share with the teacher.
5. Click **Save Quick Report to Google Drive** to generate the report as a PDF file, which will then be saved to your **My Drive**.

Q: What notes should I include in the TWR?

Add brief notes in the Notes box at the top of the Teacher Weekly Report. Notes should highlight key updates from the week, such as:

- **Student advancements** (e.g., moved from RFS 4 to RFS 5, new reading band)

- **Frequent absences** or attendance concerns
- **Behavior observations** that may affect progress or engagement

Notes should be concise, professional, and specific to each student's recent progress or needs.

Q: How often should I share the TWR?

The TWR must be shared **every Friday** during the school year. This ensures teachers receive consistent updates on their students' progress.

Q: Who should I share the TWR with?

Share the TWR with the following recipients:

- The **classroom teacher**
- Your **Instructional Coach (IC)**
- Your **Director of Customer Success (DCS)**

Q: How do I ensure the TWR is saved in the correct folder?

1. Go to **Google Drive** → **Shared with Me** → select the **correct school folder**.
2. Open the **TWR folder** for that school.
3. Locate and click the **teacher's folder**.
4. Upload or confirm that the TWR file has been placed correctly.

Q: What should I do if I encounter a pop-up blocker when downloading the TWR?

If a pop-up blocker prevents the TWR from opening, look for a **pop-up alert icon** in your browser's address bar and select "**Allow pop-ups from this site.**" Then, click the download link again.

Q: How do I make the teacher a viewer when sharing the TWR?

When adding collaborators in Google Drive, select '**Viewer**' from the dropdown menu next to the teacher's name. This allows them to open and read the report but not edit it.

Q: What if I forget to share the TWR on time?

If you miss the scheduled Friday deadline, share it as soon as possible and notify your **Instructional Coach (IC)**. Consistency in weekly sharing is important for maintaining communication with the teacher.

REPORTS: MATRIX

SOURCE GUIDE: None

Q: What is the Matrix Report, and why is it important?

The Matrix Report is a centralized view of student progress data that displays essential information such as Reading Foundation Stage (RFS), Reading Band, Benchmark results, and total conferences held.

As an ELI, this is the report you'll use most often because it is accessible to teachers and principals, helping you collaborate effectively on student progress and instructional planning.

Q: How is the Matrix Report organized?

The Matrix Report has two main views:

1. **Classroom-Level View:** Displays class averages across key data points.
2. **Student-Level View:** Opens when you click a teacher's name, showing detailed information for each student including grade level, Reading Stage/Band (initial and current), and the total number of conferences held.

This layout provides an at-a-glance summary of classroom and student data, making it easy to identify trends and next steps.

Q: How often should I review the Matrix Report?

Review the Matrix Report regularly, ideally each week, to monitor student progress, identify trends, and adjust instruction as needed.

Frequent review helps you set informed weekly goals and ensure students remain on track to meet end of year fluency and accuracy targets.

Q: How can the Matrix Report help me plan instruction?

Use the Matrix Report to:

- Identify students meeting or exceeding goals.
- Target students needing additional support.
- Adjust your weekly instructional focus (e.g., fluency, decoding, or accuracy).
 - The [Stage Growth Chart](#), found on the back of the WCPM sheet is a helpful reference for tracking monthly growth expectations.

Q: What should I do if I have questions about student data in the Matrix Report?

Your Instructional Coach (IC) is your first point of contact. Reach out to them if you need support interpreting student data, setting realistic weekly goals, or identifying next instructional steps. They can help you analyze patterns and make data-informed decisions.

REPORTS: PRINCIPAL MONTHLY REPORT (PMR)

SOURCE GUIDE: None

Q: What is the Principal Monthly Report (PMR)?

The Principal Monthly Report (PMR) is a school-level report that provides an overview of student progress data for a specific school. It is generated once per month and shared with school administrators (e.g., principals, assistant principals) to show growth by grade level across Reading Stages and Reading Bands.

The report highlights student progress from the beginning of the year to the current month, helping schools see how students are advancing in reading fluency and foundational skills.

Q: Who is responsible for generating and sending the PMR?

Only one ELI per school is assigned to generate and send the PMR. Your Director of Customer Success (DCS) or Instructional Coach (IC) will let you know if you are the designated ELI for your school.

Even if you are not the designated ELI, it's still important to understand how to access, read, and interpret the report to support collaboration and data discussions.

Q: How do I generate the PMR in the Instructor Platform?

1. Log into the Instructor Platform.
2. From your Home Page, click Reports.
 - Or, select Instructor Platform → Reports from the top navigation bar.
3. Click the tab labeled Principal Report (2025–2026).
4. The PMR will auto-populate for your assigned school.
5. Click View Graphs to generate the full report.

The PMR will display data broken down by grade level. If Chapter One supports multiple grades at your school, scroll to view each grade's section.

Q: Where should I save the PMR after generating it?

Once the PMR opens, it will save automatically to your Google Drive. To organize it properly:

1. Go to My Drive and locate the PMR file.
2. Right-click the file and select Organize → Move.
3. Click All Locations → Shared with Me.
4. Locate your school folder and open the PMR subfolder.
5. Click Move to place the report in the correct folder.

Q: How do I share the PMR with school administrators?

1. Go to your school's PMR folder in Google Drive.
2. Locate the report and right-click on the file.
3. Select Share.
4. Add the email addresses of the designated school administrators (e.g., principal, assistant principal).
5. Under permissions, change Editor → Viewer to ensure view-only access.
6. Check "Notify people" to send them an email notification.
7. Add a brief message in the notes section, such as:

Hello [School Name] team,

*Here is the monthly Chapter One High-Impact Tutoring report for your school.
Please let me know if you have any questions.*

Q: What information does the PMR include?

The PMR provides a school-level snapshot of student progress that includes:

- Growth by month and grade level
- Reading Stages and Reading Bands for each student
- Progress from each student's starting point to their current level

This data helps administrators see how tutoring is supporting student reading development across the school.

REPORTS: ELI REPORT

SOURCE GUIDE: None

Q: What is the ELI Report?

The **ELI Report** provides a centralized view of student data at the **district, school, and classroom levels**. It is primarily used by your **Instructional Coach (IC)** to monitor progress, identify trends, and ensure alignment with program goals.

While ELIs primarily use the **Matrix Report** to guide instruction, it's important to be familiar with the ELI Report since your coach will reference this data when providing feedback and support.

Q: How do I access the ELI Report?

1. Log into the **Instructor Platform**.
2. Click on the **ELI Reports 2025–26** tab.
3. Select the appropriate **classroom or teacher** from the dropdown menu to view class or student-level data.
4. If you want to see averages for all students, select **All**.

You will only have access to classroom and student-level data for the classes you are assigned to.

Q: How are Reading Bands displayed in the ELI Report?

Reading Bands are displayed as **numeric values** in the ELI Report. Each band is assigned a number to help visualize growth in data.

For example:

- G1F = 4
- G1M = 5
- G1S = 6
- G1E = 7
- G2B = 8
- G2F = 9
- G2M = 10
- G2S = 11
- G2E = 12

A **Reading Band Conversion Chart** is provided to help interpret these numeric values.

Q: Can I share the ELI Report with school administrators?

No. The ELI Report contains **internal Chapter One data** and should **not be shared externally**.

If a school administrator requests data from this report, **notify your Instructional Coach (IC) and Director of Customer Success (DCS)** before sharing any information. Only they can approve and coordinate external data sharing.

NOTES

SOURCE GUIDE: [Note Taking](#)

Q: Why are notes important?

Notes are a key part of student data, they provide valuable context behind the numbers. Each note documents what was worked on, how the student is progressing, and where to pick up next time. These details help you plan future sessions, track growth, and share meaningful insights with teachers and instructional coaches.

Q: What should I include in my session notes?

- if previous content was mastered
- new content introduced
- story/activity completed
- behavioral observations (if applicable)
- PM/Benchmark scores (if applicable)
- next session goals

Q: When should I write my notes, during or after a session?

Always record notes **immediately after every reading session**. This ensures that important details about the session are captured accurately while they are still fresh.

Q: How can I make my notes more effective for tracking student growth?

Keep them concise but include mastery status, explicit skills worked, text used, and scores/next steps; full sentences not required.

Q: How do I access the Notes section?

1. Click the **Reports** tab in the top navigation bar of the Instructor Platform.
2. Select **Notes**.

3. The Notes page will open in a new window or tab, keeping your Instructor Platform session open and ready for conferencing.
4. Choose the appropriate student from the dropdown to view or add notes.

Always open **Notes** from the **Reports** tab, not by starting a new session, so that an unintended active conference is not logged.

Q: How can I use notes effectively?

Review notes **before each session** to quickly recall what was last taught and plan your next steps. This helps make transitions smoother and instruction more intentional.

Notes aren't just for recordkeeping, they're a planning tool that helps you teach with purpose and track meaningful progress over time.

Q: How do I review past notes for a student?

1. Go to **Reports** → **Notes**.
2. Select the student's name from the dropdown menu.
3. Review previous notes listed on the right-hand side by date.

ACRONYMS REFERENCE GUIDE

ACC	Accuracy
BOY	Beginning of Year
ELI	Early Literacy Interventionist
EOY	End of Year
HIT	High Impact Tutoring
IP	Instructor Platform
MOY	Middle of Year
PM	Progress Monitor
RFS	Reading Foundation Stage
SP	Student Platform
WCPM	Words Correct per Minute