



Intervention Planning Support: Instructional Groupings Report Resources for Reading—Grade 8

Curriculum Associates Intervention Brief | March 2026

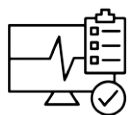
Guidance Overview

The *i-Ready* Instructional Groupings report groups students with similar instructional priorities, provides recommendations for teacher-led instruction, and identifies resources to support differentiated instruction by domain. This document is designed to support educators with matching related *i-Ready Personalized Instruction* lessons to the Tools for Instruction (TFIs) resources identified in the Instructional Groupings report to support intervention and monitor student progress for Grade 8.

For specific implementation guidance and additional grade levels, see [Intervention Planning Support: Instructional Groupings Report Resources for Reading](#).

Using Instructional Groupings Report and *i-Ready* Resources to Support Intervention

1



Administer
i-Ready Inform

2



Review **Groupings** in
the Instructional
Groupings report

3



Select **Tools for
Instruction** for small
group instruction

4



Assign related
**Personalized
Instruction** lesson

5



Monitor data to
respond or adjust

IMPORTANT CONSIDERATIONS



- **Targeted support with off-grade skills should not supersede or replace grade-level core instruction** and should be layered on in small group instruction as needed to complement and accelerate students' access to grade-level content.
- **It is not intended for educators to use all resources identified in this document** and/or for all students. Rather, educators are encouraged to view this document as a menu of options to choose from strategically based on students' needs.

Instructional Groupings Resources: Phonics Domain



Educators may reference the [Instructional Groupings Report for Reading](#) to select [Tools for Instruction](#) lesson(s) to provide explicit, targeted, or supplemental instruction at the students' placement level in small groups. Educators may then use the tables below to find Personalized Instruction lessons that can be teacher assigned to provide opportunities to practice or monitor student progress with the skill taught in the matched TFI. For instructions on assigning Personalized Instruction, reference [How do I add Teacher-Assigned Lessons?](#)

Domain: Phonics					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓	✓	Distinguish Open and Closed Syllables	1, 2, 3	Open Syllables	Extra 1
				Closed Syllables	Extra 1
✓	✓	Multisyllabic Words with Prefixes and Suffixes	2	Reading Multisyllabic Words with Prefixes <i>in-, im-</i>	Early 3
				Reading Multisyllabic Words with Prefixes <i>dis-, mis-, non-</i>	Early 3
				Reading Multisyllabic Words with a Prefix and a Suffix	Late 3
				Reading Multisyllabic Words with Two Suffixes	Late 3
✓	✓	Words with Two Vowels Sounded Separately	3	Reading Multisyllabic Words That Divide Between Two Vowels	Mid 3
✓	✓	Multisyllabic Words: Three and Four Syllables	3	Reading Multisyllabic Words That Divide Between Consonants	Early 3
				Reading Multisyllabic Words with Medial Vowels	Mid 3
		Multisyllabic Words: Three to Five Syllables		Reading Multisyllabic Words That Divide Between Two Vowels	Mid 3
				Reading Multisyllabic Words That Divide Between a Vowel and a Consonant	Late 3

Instructional Groupings Resources: Vocabulary Domain

Domain: Vocabulary					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓		Teach New Word Meanings	2, 3	<i>*Use relevant "Determine Word Meaning Using Context Clues" lessons by level</i>	-
✓		Use Context to Find Word Meaning	2, 3	<i>*Use relevant "Determine Word Meaning Using Context Clues" lessons by level</i>	-
✓		Explore Multiple-Meaning Words	4, 5, 6	-	-
✓		Understand Synonyms	6, 7, 8	-	-
✓		Understand Antonyms	6, 7, 8	-	-
✓		Prefixes <i>pro-, hyper-</i>	6	-	-



Domain: Vocabulary, Cont'd.					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
✓		Prefixes <i>hydro-</i> and <i>multi-</i>	6, 7, 8	-	-
✓		Suffixes <i>-logy, -ic, -al, -ive, -ative, -ance</i> and <i>-ence</i>	6	Determine Word Meanings Using Suffixes <i>-ive</i> and <i>-age</i>	Mid 4
✓		Suffixes <i>-hood, -dom, -ous, -eous, -ious</i>	7	-	-
✓		Understand Word Roots	6, 7, 8	-	-

Instructional Groupings Resources: Comprehension: Informational Text Domain

Domain: Comprehension: Informational Text					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
	✓	Central Idea and Supporting Ideas	6, 7, 8	Identifying the Central Idea	Early 6
				Analyzing Development of Central Ideas	Early 7
				Analyzing Development of Central Ideas	Early 8
	✓	Make Inferences	6, 7, 8	Inferences about Informational Texts	Early 5
				Inferences in a Historical Text	Early 6
				Supporting Inferences: Informational Text	Early 6
	✓	Cite Textual Evidence	6, 7, 8	Understanding Supporting Evidence	Late 5
				Citing Evidence: Informational Text	Early 7
				Citing Evidence: Informational Text	Early 8
	✓	Summarize Informational Text	6, 7, 8	Summarizing Informational Text	Early 5
				Summarizing Informational Text	Early 6
				Summarizing Informational Text	Early 7
	✓	Analyze Text Structure	6, 7, 8	Analyzing Problem and Solution Text Structure	Mid 6
				Analyzing Chronological Text Structure	Mid 6
				Analyzing Informational Text Structure	Mid 7
	✓	Determine Author's Purpose	6, 7, 8	Determining Author's Purpose	Mid 6
				Determining Author's Purpose	Late 7
	✓	Fact and Opinion	6, 7, 8	-	-
	✓	Evaluate Arguments	6, 7, 8	Evaluating Arguments	Late 6
				Evaluating Arguments	Late 7
				Evaluating Arguments in an Opinion Text	Late 8



Instructional Groupings Resources: Comprehension: Literature Domain

Domain: Comprehension: Literature					
Report Grouping		Tools for Instruction <i>Provide explicit, teacher-led Instruction</i>		Personalized Instruction <i>Assign opportunities to practice or monitor student progress</i>	
1	2	Lesson Title	Level	Lesson Title	Level
	✓	Central Idea and Supporting Ideas	6, 7, 8	-	-
	✓	Make Inferences	6, 7, 8	Inferences about Literary Text	Early 5
				Supporting Inferences: Literary Text	Early 6
	✓	Cite Textual Evidence	6, 7, 8	Citing Evidence: Literary Text	Early 7
				Citing Evidence: Literary Text	Early 8
	✓	Summarize Literary Text	6, 7, 8	Summarizing a Story	Early 5
				Summarizing: Literary Text	Early 6
				Summarizing: Literary Text	Early 7
				Summarizing: Literary Text	Early 8
	✓	Analyze Poetic Structure: Stanza and Rhyme	7	Analyzing Poetry Structure	Late 6
				Analyzing Poetic Elements and Structure	Mid 7
				Comparing and Contrasting Poetic Structures	Mid 8
	✓	Determine Author's Purpose	6, 7, 8	Determining Author's Purpose	Mid 6
				Determining Author's Purpose	Late 7
				Determining Author's Purpose	Late 8
	✓	Analyze Figurative Language: Metaphor and Simile	6, 7, 8	Determine the Meaning of Figurative Language	Late 5
				Analyzing Word Choice: Figurative Language	Mid 8
	✓	Identify Mood and Tone	6, 7, 8	-	-
	✓	Analyze Story Elements	6, 7, 8	Analyzing How Story Elements Interact	Mid 7
				Analyzing Plot and Characters	Early 8
	✓	Analyze Characters	6, 7, 8	Analyzing Character Development	Mid 6
				Analyzing Character Development	Early 8
				Analyzing Plot and Characters	Early 8
	✓	Determine Theme	6, 7, 8	Theme of a Story	Early 5
				Identifying Theme	Early 6
				Analyzing Development of a Theme	Early 7
				Analyzing Development of a Theme, Part 1	Early 8