

INSTRUCTION: SMALL GROUP (READING) INSTRUCTION

In One Sentence:

- *Small Group Instruction is delivering instruction to students based on needs.*

The Hattie Check:

- *Response to Intervention = 1.09*
- *Teacher Clarity = 0.75*
- *Repeated Reading Programs = 0.75*
- *Comprehensive Instructional Programs for Teachers = 0.72*

What's the Point?

- *To provide students differentiated instruction based on their needs within the small group led by the teacher.*
- *The decreased teacher to student ratio provides teachers the opportunity to focus their attention on individual students and smaller groups of students.*
- *Systematic lesson plans designed to improve teacher clarity.*

How is Small Group Instruction used by Teachers?

- *Teachers use Small Group Instruction to provide Tier 1 and Tier 2 support to students based on identified needs from the Core Standards, screeners, diagnostic assessments, and common formative assessments.*

How is Small Group Instruction used by Students?

- *Students participate in small group settings by listening, collaborating, reading, writing, responding per teacher instruction.*
- *Students receive structured lessons designed to fill in gaps, build on, and expand student learning.*
- *Students can also work in student led groups based on interests and choice.*



✓ GRADE LEVEL CHECKLISTS: SMALL GROUP READING ([click here for resource folder](#))

Kindergarten

KINDERGARTEN - TIER 1 - SMALL GROUP	
SMALL GROUP LESSON PLAN FRAMEWORK	
1 MINUTE	WHAT, WHY, HOW
1 MINUTE	Preview the text (e.g., identify genre, discuss characters, plot, etc.)
2-3 MINUTES	Read the text (e.g., read aloud, partner read, etc.)
10 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
15 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
20 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
25 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
30 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
35 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
40 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
45 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
50 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
55 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
60 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)

1st Grade

FIRST GRADE - TIER 1 - SMALL GROUP	
SMALL GROUP LESSON PLAN FRAMEWORK	
1 MINUTE	WHAT, WHY, HOW
1 MINUTE	Preview the text (e.g., identify genre, discuss characters, plot, etc.)
2-3 MINUTES	Read the text (e.g., read aloud, partner read, etc.)
10 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
15 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
20 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
25 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
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35 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
40 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
45 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
50 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
55 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
60 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)

2nd Grade

SECOND GRADE - TIER 1 - SMALL GROUP	
SMALL GROUP LESSON PLAN FRAMEWORK - 15 MIN	
1 MINUTE	WHAT, WHY, HOW
1 MINUTE	Preview the text (e.g., identify genre, discuss characters, plot, etc.)
2-3 MINUTES	Read the text (e.g., read aloud, partner read, etc.)
10 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
15 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
20 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
25 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
30 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
35 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
40 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
45 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
50 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
55 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
60 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)

3-5th Grade

3RD - 5TH - SMALL GROUP - MG MAGAZINE	
SMALL GROUP LESSON PLAN FRAMEWORK - 20 MIN	
1 MINUTE	WHAT, WHY, HOW
1 MINUTE	Preview the text (e.g., identify genre, discuss characters, plot, etc.)
2-3 MINUTES	Read the text (e.g., read aloud, partner read, etc.)
10 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
15 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
20 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
25 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
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50 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
55 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)
60 MINUTES	Read the text using engagement strategies (e.g., choral, echo, whisper, etc.)

- [Video example 1](#)
- [Video example 2](#)
- [Video example 3](#)

- [Video example 1](#)
- [Video example 2](#)
- [Video example 3](#)
- [Video example 4](#)

- [Video example 1](#)

- [Small Group Reading Checklist](#)
- [Decodable Training and Videos](#)
- [National Geographic & Grade Level Text Training and Videos](#)

✓ QUALITY CHECKLISTS: For Small Group Instruction in **All** Areas

Preparing for Small Group Instruction:

Clearly stated and written learning intentions (What, Why and How) and success criteria for students in the small group as well as the rest of the class.

Grouping driven by data and diagnostic assessments.

Flexible groupings based on frequent re-assessment of skills.

Occurs consistently on a regular schedule.

Delivering Small Group Instruction

High ratio of student responses (communicate, collaborate, create, critical thinking) and student talk.

Provide specific feedback

Applicable [UTOT Standards](#): Standard 7 Instructional Strategies

Model	
Multiple opportunities for response and practice	

CHECKLIST: PROCESS for Word Work/Fluency Practice 	
Introduce the Book • Walk Through • Introduce 2 words they might struggle with • Introduce the strategy to focus on	
Independent “Whisper” reading • Continue until teacher says to stop • Reread if they finish before • Teacher listens in as students read and takes note of errors, patterns, and strategies used.	
Teaching Point: • Ask comprehension questions, and/or... • Highlight strategies used (“I noticed how ____ used this strategy to....”), and/or... • Ask students to summarize/retell	

Helpful Tools: Strategies for/Examples of Small Group Instruction • Various ways of grouping students: Skill based needs grouping, homogeneous grouping, heterogeneous grouping, grouping based on interest, self-selected grouping • Comprehension groups, fluency, vocabulary, frontloading, phonics, phonemic awareness, writing, math skills, intervention/extension, and interest groups. • Other Training videos can be accessed through myngconnect.com To explore digital resources for implementing this practice: • The HuB (Help us Blend) (<i>find and request training resource</i>) • WCSD Digital Resources (<i>powerful resources listed by modality</i>) • LearnPlatform (<i>find out which software is approved or request approval of new software</i>) • Triple E Framework Rubric Questions
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Applicable [UTOT Standards](#): Standard 7 Instructional Strategies