

Session 1 Guided Notes and Implementation Checklist:

Delivering High-Impact Targeted Literacy Instruction

Guided Notes: Delivering High-Impact Targeted Literacy Instruction

Learning Objectives

- Understand the purpose of effective targeted small-group instruction
- Identify why and when to use small-group instruction for targeted, skills-based support
- Explore effective instructional strategies to support targeted small-group instruction
- Recognize common small group challenges and explore effective approaches

Reflection

Reflect on your own experience with targeted small-group instruction:

What has been your biggest challenge?

What has been your greatest success?

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Anticipation Guide Activity

Read each statement and decide whether you Agree or Disagree. Take notes below:

1. _____
2. _____
3. _____
4. _____
5. _____

Small-Group Instruction is needs-based **rather than** ability grouping.

What Works Clearinghouse characteristics of small-group instruction.

- Explicit, _____, and focuses on specific skills.
- Includes _____ opportunities for guided and _____ practice.
- Is targeted to students' _____ based on assessment data.
- Uses progress monitoring to _____ instruction and _____ students.
- Is typically delivered in _____ groups of 3-5 students.

Key Benefit:

Small-group instruction allows teachers to provide targeted support that is responsive to students' individual learning needs and progress.

Reasons for Small-Group Instruction

1. Provides targeted instruction for a subset of students who need additional support with a specific skill.
2. Increases opportunities for students to practice skills with teacher feedback and data gathering for flexible grouping.
3. Fosters deeper discussions with the teacher and meaningful collaboration with peers.
4. A time to deliver targeted instruction to address learning gaps.

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Effective Small-Group Instruction

When using small-group instruction to improve literacy outcomes, teachers can:

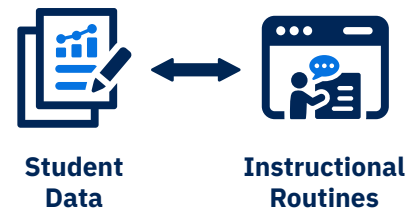
Data-Driven Grouping

Data-driven grouping is the process of using student assessment data to create flexible instructional groups based on specific skills, needs, and learning goals. Groups are adjusted as students demonstrate growth or new needs emerge.

Instruction Specific to Students' Needs

To support student achievement, you'll need to:

- Use student data for flexible grouping
- Provide evidence-based explicit instructional routines



Note: Data and instructional routines work in a reciprocal relationship where data identify the need and explicit instructional routines address the need.

What are some additional ways to support student achievement in this reciprocal relationship?

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Effective Instructional Routines

Effective instructional routines use explicit instruction with a gradual release of responsibility (I do, We do, You do).



Teacher Modeling
(I do)



Guided Practice
(We do)



Independent Practice
(You do)

Note: Pacing the instruction ensures that students have adequate time to learn, practice, and apply skills, leading to mastery.

Experiential Activity 1 - Instruction Specific to Students’ Needs

Learning objective is: _____

Materials are: _____

Instructional Method: _____

Notes	
Decoding	
Decoding and Encoding	
Reading Connected Text	

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Why do instructional routines matter?		

Common Small Group Challenges

Make notes on the two common challenges to implementing effective small-group instruction.

Challenge 1: Analyzing data and creating student groups	Challenge 2: Delivering targeted, differentiated instruction

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Ways to Address Challenges

While these can be major challenges for implementation, there are strategies to address them. In the next two tables, write down supportive activities to help meet each challenge.

Challenge 1: Analyzing data and creating student groups	

Challenge 2: Delivering targeted, differentiated instruction	

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Tips for Getting Started

Here are some practical tips to get you started with successful implementation. Make additional notes next to each tip.

Notes	
Gather and Analyze Data	
Use Data Analysis	
Plan Targeted Instruction	
Implement Explicit Instruction	
Adjust Instruction and Groups	

Key Takeaway

Effective small-group instruction develops over time. Focus on building strong systems, maintaining consistency, and using data to guide your instruction.

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Wrap Up

Revisit the statements from the beginning of our presentation and revise as needed.
Take notes below:

1. _____
2. _____
3. _____
4. _____
5. _____



Please join us for the next session in our series:
Using Data for Flexible Instructional Grouping

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Implementation Checklist: Delivering High-Impact Targeted Literacy Instruction

Use this checklist to help you prepare and implement effective targeted small-group instruction.

Before Grouping Students

- Review your grade-level B.E.S.T. Standards for ELA, including the Standards Map and Progression of Foundations Benchmarks.
- Make note of the Spiraled Standard in a Vertical Progression. This can help provide a framework for teachers to enable scaffolds for students who may need remediation.
- Identify the essential standards (previous and current grade-level standards that are essential for students to master) and learning goals for instruction.
- Review multiple types of student data, including assessment data, teacher observations, and student work samples to determine students' specific instructional needs.

Planning Instruction and Creating Flexible Groups

- Create flexible groups based on current student data and skill needs. Be ready to regroup students as indicated by ongoing data collection.
- Plan explicit instruction and systematic lessons aligned to targeted skills that give students plenty of opportunities to practice skills to mastery, from easy to more difficult and high to low utility.
- Gather instructional materials and resources needed for each group.
- Prepare activities that allow students to apply and practice targeted skills.
- Plan opportunities to provide specific, positive feedback and immediate corrective feedback.

Monitoring Progress and Adjusting Groups and Instruction

- Monitor student progress regularly through formative assessments, observations and work samples.
- Reflect on the effectiveness of instruction and student groupings and make adjustments as needed.
- Adjust instruction and groupings based on student performance and progress monitoring data.
- Celebrate student growth and progress to maintain motivation and engagement.