

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction

Guided Notes: Implementing Effective Targeted Literacy Instruction

Learning Objectives

- Identify **characteristics of effective instruction** for implementing targeted small-group instruction
- Understand how to **incorporate effective instructional strategies and routines** into instruction
- Explore how to **implement effective instructional strategies and routines** in small-group instruction within the classroom setting
- Recognize **common challenges with implementing effective instruction** and explore effective approaches

Reflection

Reflect on your own experience with implementing effective instructional practices for small-group instruction:

What has been your biggest challenge?

What has been your greatest success?

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction

Anticipation Guide Activity

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

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

Implementing Explicit Instruction:

Explicit instruction is structured and intentional:

- Learning is carefully planned and clearly taught.
- Instruction follows a sequence of teacher modeling, guided practice, and independent practice.
- The sequence supports student mastery, rather than relying on random or incidental learning opportunities.

Evidence-Based Instructional Practices



Explicit Instruction

I Do - We Do - You Do



Systematic Instruction

Simple → Complex & High
→ Low Utility



Questioning & Corrective Feedback

Teacher - Student Interaction

Key Takeaway:

Effective instruction is clear, systematic, and responsive. Explicit teaching, purposeful sequencing, and ongoing questioning and feedback create the foundation for effective instruction.

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction

Characteristics of Evidence-Based Instructional Practices	
Explicit Instruction	
Systematic Instruction	
Questioning and Feedback	

Examples of Evidence-Based Instructional Routines	
Think-Aloud	
Think-Pair-Share	
Exit Ticket	

Instructional Strategies and Instructional Routines

Instructional Strategies - The specific teaching methods and approaches used to help students learn content and develop skills.

Instructional Routines - The consistent structures and procedures teachers use to organize learning and create predictability.

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction

Notes: Experiential Activity - How Would You Implement Effective Instruction?

The learning objective and materials support a gradual release of responsibility through modeling, guided practice, and opportunities for students to apply the strategy independently.

Notes	
Reading Comprehension	
Integrating Reading and Writing	

Reference:

5th Grade New Worlds Reading Teacher Reading Guide (TRG)
https://www.newworldsreading.com/wp-content/uploads/TRGS/IToo_5TH.pdf

Responsive Targeted Literacy Instruction

Notes	
Use and Leverage Every Available Resource	
Employ Effective Teaching Practices	
Set Clear Learning Goals and Plan for Engagement	

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction

The Impact of Responsive Instruction

Responding to varied student needs works because it:

- Addresses individual student needs rather than a one-size-fits-all approach.
- Helps teachers intentionally remove barriers to learning.
- Creates opportunities for students to engage more fully with the learning.
- Supports data-driven approaches to planning and instruction.
- Allows teachers to assess learning and adjust instruction to achieve the intended learning outcomes.

Common Instruction Implementation Challenges

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

Challenge 1: Varied student learning needs	Challenge 2: Knowing when and how to scaffold

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction

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: Varied student learning needs	

Challenge 2: Knowing when and how to scaffold	

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction



Tips for Getting Started

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

Set Clear Learning Goals and Expectations	
Plan and Deliver Explicit and Systematic Instruction	
Use Questioning to Monitor Understanding	
Give Students Feedback to Help Improve Learning	
Adjust Instruction and Groupings Based on Data	

Key Takeaway

Developing effective small-group instruction takes time. Focus on maintaining consistent routines, collecting and reviewing data, and using student data to guide your instruction.

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction

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:
Engaging Students in Targeted Literacy Instruction

Session 3 Guided Notes and Implementation Checklist:

Responding to Student Needs: Implementing Effective Targeted Literacy Instruction

Implementation Checklist: Implementing Effective Targeted Literacy Instruction

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

Before Providing Instruction

- Review student data, including work samples and observations, to identify instructional needs.
- Identify the specific instructional skill students need to learn or strengthen.
- Identify students with similar instructional needs who would benefit from targeted small-group instruction.
- Plan an explicit lesson using evidence-based instructional practices.

Implementing and Monitoring Instruction

- State and clarify the learning objective and expectations.
- Connect the new learning to students' prior knowledge or skills.
- Model the skill to make the thinking process visible using clear, explicit instruction.
- Provide many opportunities for guided practice before expecting independent performance.
- Use progress monitoring to assess student responses and adjust instruction as needed.

After Providing Instruction

- Review student responses to instruction to determine which students need additional support and which no longer need support.
- Track student progress and document instructional decisions.
- Adjust student groupings and/or small-group lessons based on student performance.
- Plan opportunities for students to apply the targeted skill during whole-group classroom instruction.