- Creating Small Groups

Diagnostic data can be used to create small groups for teacher-led instruction. These groups are flexible and should change regularly. It is recommended, at minimum, to re-examine these groupings after each Diagnostic. Use the <u>Small Group Planning Worksheet</u> as a guide to create and plan for small group instruction.*

Grouping Options



Diagnostic Results Report (<u>Reading</u> | <u>Math</u>)

Use this report to organize students into small groups **based on their** overall domain needs.



- Use the sorting arrows for the domain(s) that align with current instruction to prioritize similar needs.
- Determine how many small groups will be created and how many students will be in each.
- Create small groups based on Placement by Domain, organizing students with the same or similar grade-level placements (e.g., Grade 7, Mid 6, Late 6) in a domain together.
- Use the Next Steps & Resources for Instruction from the Diagnostic Results (Student) report (<u>Reading</u> | <u>Math</u>) to plan instruction for each group.

OPT 2 Instructional Groupings Report (<u>Reading</u> | <u>Math</u>)

Use this report to organize students into small groups **based on their specific prioritized instructional needs**.

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- Students are placed in these groups based on different factors, such as domain strengths/needs, Diagnostic results, etc.
- By clicking the Grouping Number and navigating to the Grouping Description, you can find more information as to why the students were placed in those groups.
- If a Grouping is too large, use the Grouping Description under the Groupings tab to sort the students by their priority domains and create smaller groups.
- If a Grouping is too small, consider combining groups to create a larger group based on shared instructional needs.

OPT 3 Grade-Level Scaffolding (<u>Reading</u>) or Prerequisites Report (<u>Math</u>)

Use these reports to organize students into small groups **based** on their readiness for upcoming gradelevel instruction.

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- Select the skill or topic that aligns with your upcoming, grade-level instruction in order to generate the report.
- Consider combining or dividing groups if they are too large or small.
- When using the Grade-Level Scaffolding report, use the Misconceptions and Skill Gaps, found in the teacher version of the recommended Tools for Scaffolding Comprehension, to inform grouping changes and instructional needs.
- When using the Prerequisites report, use the prerequisite skills, found in the Recommendations resource of each group, to inform grouping changes and instructional needs.



^{*}Read the FAQ: How do I create small groups for teacher-led instruction? for additional support.

Small Group Instructional Resources

All reports feature aligned instructional resource recommendations. Once grouped, use these resources to provide targeted instruction to your small groups.

Tools for Instruction (TFIs)

These resources can be used to provide differentiated small group instruction for purposes of additional practice, enrichment, or intervention. They are available for Reading and Mathematics (Grades K–8), Math in Spanish (Grades K–6), and Spanish Reading (Grades K–6).



They can be found:

- Under Assess & Teach: Filterable by subject and domain and then searchable by name, objective, and grade
- Within reports, updated after each Diagnostic: Instructional Groupings, Prerequisites, Diagnostic Results (Student), and Grade-Level Scaffolding reports
- Within Teacher Toolbox (if applicable) for Grades K-8

Tools for Scaffolding Comprehension (TSCs)

These resources can be used to support priority comprehension skills and empower every student to access grade-level text. They are available in Reading (Grades 3–8).

They can be found:

- Under Assess & Teach: Centralized and searchable by grade level, standard, outcome, or title
- Within the Grade-Level Scaffolding report
- Within Teacher Toolbox (*if applicable*) for *Ready*[®] Instruction (Grades 3–8) and *Magnetic Reading*[™] (Grades 3–5)

Establishing Routines and Expectations for Small Group Rotations

Establishing consistent routines and expectations allows small groups to run smoothly. Read through the following recommendations for best practices when starting and maintaining small group rotations in your classroom.

Tips for Beginning Small Group Rotations:

- Start small and manageable with two small group rotations, and when you and your students feel confident in the routine, add another rotation.
- Model and rehearse how to move from one rotation to another for several days before launching.
- Create signs for each station that restate directions and reinforce your expectations.
- Work with grade-level teams to define consistent expectations for students.



Promising Practices for Small Group Instruction

Directions and Questions before Rotations Begin

Establish clear directions for each station at the beginning of the week and/or prior to the start of the rotation time. It is also helpful to have written directions at rotation stations that include noise level expectations. Use beginning of the class period or a designated "Question Time" to address questions prior to rotations.



Noise Level Expectations

Establish expectations for noise level in the classroom. Different stations may require work at different noise levels. Consider establishing how the noise level expectations will be communicated to the whole class, as well as within the small groups. An example of this is using a Noise Level Scale, such as the one that follows, and posting it on the board and/or along with the rotation directions.

- 0 = Silence, no talking
- 1 = Whisper to ask questions
- 2 = Quiet, peer-to-peer on-task conversation
- 3 = Whole class discussions and on-task conversation

Expectations for Transitions

Regardless of how rotations are established in your classroom, students will need to familiarize themselves with what to expect when transitioning from one activity to another. Establish expectations for how and when they should transition, how long it should take, how they should leave their current station, and what they should take to their next station.



Getting Help and Asking Questions during Rotations

Establish a routine for students to get help and ask questions during rotation time, such as "Ask 3 Before Me." This routine teaches students to ask questions of at least three peers prior to asking the teacher. This reinforces student ownership by asking them to assess where to best find the help they are looking for before resorting to asking the teacher. Teachers may also choose to designate which peers are asked for support.



Turning In Work

Create a routine for students so they know what to do with their completed work. For example, there may be a designated tray for turning in daily independent work, or students may keep it in a binder until the end of the week. Consider if this work will be graded or checked for completion. Collaborative work may not be turned in until the end of the assignment. Plan ahead and communicate to students how they will be accountable for the work.



Next Steps When Work Is Finished

Explain what students are expected to do after work is completed at a station in case they finish early. For example, students may work on Personalized Instruction lessons, attempt extra credit assignments, begin homework, check completed work using designated answer keys, etc.



Planning for Small Group Rotations

Intentionally planning for small group rotations helps to maximize this time. Consider using the <u>Small Group Planning Worksheet</u> and the following recommendations when planning for instruction.

Use these <u>Middle School</u> <u>Sample Schedules</u> when scheduling time for Personalized Instruction and Small Group Rotations.

Teacher-Led Small Group Instruction



Use the Tools for Instruction, Tools for Scaffolding Comprehension, or Teacher Toolbox (if available) to introduce or review a skill or to provide additional practice, enrichment, or intervention.

i-Ready Personalized Instruction



Have the students:

- Complete lessons as per the recommendation of 30–49 minutes per subject per week and at least 70%+ average lessons passed (year to date)
- Use a data tracker or lesson log to help take notes during instruction, capture new learnings or questions, and reflect on their progress. This will help empower students to take ownership of their learning by preparing them to discuss data or ask questions about specific lessons with the teacher.

Maximize Personalized Instruction by:

- Reviewing student data regularly to monitor progress and respond with support as needed
 - The <u>Personalized Instruction Worksheet</u> can be used to review Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.
 - Use the <u>Teacher Planning Tool:</u>
 <u>Additional Support for Personalized</u>
 <u>Instruction</u> to help track your
 instructional responses.
- Engaging students in <u>data chats</u> often as an opportunity to review data trackers and lesson logs with the students to collaboratively goal set, monitor progress, celebrate individual progress and achievements, address questions about specific lessons, and encourage students in areas of need.

Independent or Collaborative Group Work



- Independent work can change daily based on whole class or teacher-led small group instruction from that day or from previous instruction for review or additional practice and can be aligned to areas for growth and enrichment.
- Collaborative work can be for one day, multiple days, or an entire week. Collaborative work can be aligned to areas for growth or enrichment (i.e., using activities adapted from Tools for Instruction or other resources). When students work collaboratively within their group, they can help address each other's questions.

