

TIME: To determine the appropriate amount of time for whole group & small group instruction, consider this question:
Does classroom data indicate that the larger proportion of students is on grade level or below grade level?

Whole Group Instruction: Day 1

Activity #1	<p>CONTENT: <i>What are the essential concepts, skills, & strategies for this grade-level? What are the newly introduced concepts, skills, & strategies? What priority skills are only introduced at this grade level?</i></p> <p>PROCESS: <i>How can the grade-level priority skills be explicitly introduced? How can the grade-level priority skills be systematically reviewed?</i></p> <p>PRODUCT: <i>Is the student product oral or written?</i></p>
Activity #2	
Activity #3	

TIME: *What length of time & frequency is needed in each small group to shape students toward mastery learning?*

Small Group Instruction

	Above Level	Benchmark	Strategic	Intensive
OBJECTIVES	<p>CONTENT: <i>What does data identify as instructional targets for each small group? Have the identified targets been translated into objective-driven small group lessons? Based on student response & corrective feedback, what skills should be targeted for more intensity? Based on student response & corrective feedback, what skills need to be explicitly reintroduced, remodeled, & reviewed? Which challenge concepts, skills, & strategies can be focused upon for students who have demonstrated mastery?</i></p> <p>PROCESS: <i>How can the reading content and processes become more concrete & comprehensible to students? Which instructional routine(s) will further scaffold student skill understanding & reading efficiency? How can opportunities for cumulative review be provided to shape students toward mastery? When and how will scaffolds fade for students who are reaching skill mastery? How can instruction challenge students who demonstrate skill mastery?</i></p> <p>PRODUCT: <i>Is the student product oral or written? How will mastery be determined?</i></p>			
METHODS				
<ul style="list-style-type: none"> • Program Strategy • Explicit Delivery • Corrective Feedback 				
MATERIALS & RESOURCES				

MANAGEMENT: - *Have classroom management routines & basic procedures for each center been clearly communicated & reinforced?*

Center Activities

Center A	<p>CONTENT: <i>Has the concept, skill, or strategy in the activity been explicitly taught & reviewed in small group before placing in centers?</i></p> <p>PROCESS: <i>Has the center activity been used as an instructional tool or routine during small group instruction prior to placing it in a center? Have the students received corrective feedback in skills-based instruction during small group before placing the activity in centers? (to prepare students for perfect practice in centers) Have procedures for each activity been modeled first in small group instruction before placing into centers?</i></p> <p>PRODUCT: <i>Is the student product oral or written? How will students check their work?</i></p>			
Center B				
Center C				
Center D				

Follow-up

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