

The Coaching Corner: Differentiating Literacy Small Group Instruction

Monday, February 26, 2024

Presented by:
Tenina Holman
Toyia Sheard





Session Norms

- Be engaged.
- Be solutions-oriented.
- Be open-minded.
- Be student- focused.
- Utilize this time to effectively plan for high quality instruction.

Outcomes



As a result of today's session, you will be able to:

- Understand and explain the importance of differentiated literacy small group instruction.
- Utilize strategies to integrate differentiated small group instruction in your day.



Today's Agenda

- ✓ Ice Breaker
- ✓ Defining Small Groups
- ✓ Using Data to Identify and Plan Small Groups
- ✓ Differentiating Small Groups
- ✓ Determining the Objective
- ✓ Appropriate Differentiated Small-Group Activities



Ice Breaker

What was
your dream
job as a
kid?

IF YOU WAS A



Defining Small Groups

What are small groups?



Defining Small Groups



LITERACY SMALL GROUPS ARE...

- 4 groups of 5 students.
- Conducted twice daily.
- 15 minutes long.
- Content-focused.
- Standards-based.
- Objective-driven.
- Facilitated using Small Group Lesson Plans.
- A time for students to have independent practice with a skill.

LITERACY SMALL GROUPS ARE NOT...

- 1-on-1 intervention.
- Whole group work disguised as small group work.
- Whole group instruction.
- Longer than students' attention spans.
- Arts and crafts time.
- Assessment Time (Brigance, Report Card Skills, etc.).
- Computer/tablet playtime.
- Explicit instruction.
- **An afterthought!**

Using Data to Identify & Plan Small Groups

How will I group my students?



Using Data to Identify and Plan for Small Groups



How to Group Your Students:
Using Brigance data, report card data or individual assessments, you will be able to create your instructional small groups.

BRIGANCE® Screen III - Four-Year-Old Child Data Sheet

A. Child Name: _____ Date of Screening: _____ Year: _____ Month: _____ Day: _____
 Parent/Guardian: _____ Birth Date: _____ School/Program: _____
 Address: _____ Age: _____ Teacher: _____ Examiner: _____

B. Core Assessments

Page	Details	C. Scoring
19	18 Known Personal Information Name: 1. first name 2. last name 3. age 4. street address	Stop after 3 incorrect responses or 2 min. / 1-3 / No
20	19 Names Labels Name: 1. shoe 2. green 3. yellow 4. red 5. orange 6. pink 7. black 8. purple 9. white 10. brown	Stop after 3 incorrect responses or 2 min. / 1-10 / No
21	20 Identifying Pictures by Naming Name: 1. balloon 2. duck 3. snake 4. wagon 5. ladder 6. hat 7. seal 8. cat	Stop after 3 incorrect responses or 2 min. / 1-8 / No
22	21 Visual Discrimination - Prints and Uppercase Letters 1. C 2. H 3. G 4. Q 5. P 6. D 7. I 8. R 9. S 10. X	Stop after 3 incorrect responses or 2 min. / 1-10 / No
23	22 Visual Motor Skills Crosses: 1. 10 sec. 2. 20 sec. 3. 30 sec. 4. 40 sec. 5. 1 min.	Stop after 3 tasks not demonstrated or 2 min. / 1-5 / No
24	23 Gross Motor Skills 1. Walks forward heel-to-heel steps 2. Steps, feet flat on preferred foot 3. Hops, feet flat on other foot 4. Stands on one foot for ten seconds 5. Stands on other foot for ten seconds	Administer all items. / 1-5 / No
25	24 Language Development - Follows Verbal Directions Name: 1. up/down 2. back 3. back 4. down 5. around 6. diagonal	Stop after 3 incorrect responses or 2 min. / 1-6 / No
26	25 Language Development - Counts by Ones Counts by: 1. secondary direction 2. three-step directions	Stop after 3 incorrect responses or 2 min. / 1-6 / No
27	26 Nonverbal Quantities Recognizes and names quantities of: 1. three 2. five 3. eight	Stop after 2 incorrect responses. / 1-3 / No
28	27 Language Development - Verbal Fluency and Articulation 1. Top 100 words of all ages 2. At least 50% of speech is intelligible	Administer both items. / 1-2 / No

D. Notes/Observations: _____ E. Next Steps: _____

4

PRE-K STUDENT ACADEMIC ANECDOTAL RECORD 2023-2024

Student: _____ Teacher: _____ TA: _____ Location: _____

Directions: Teacher and TA will record observations about the needs of the whole child in 2-3 of the 10 key areas shown below at least twice per month. Observer should initial under the date.

Date	Area of Strength/Need	Date	Area of Strength/Need
	Approaches to Learning-1 IEP Goal (IA)		Approaches to Learning-2 IEP Goal (IA)
	Emergent Reading-1 IEP Goal (IA)		Emergent Reading-2 IEP Goal (IA)
	Oral Language Development-1 IEP Goal (IA)		Oral Language Development-2 IEP Goal (IA)
	Emergent Writing-1 IEP Goal (IA)		Emergent Writing-2 IEP Goal (IA)
	Mathematics-1 IEP Goal (IA)		Mathematics-2 IEP Goal (IA)
	Physical Development-1 IEP Goal (IA)		Physical Development-2 IEP Goal (IA)
	Science/Health-1 IEP Goal (IA)		Science/Health-2 IEP Goal (IA)
	Social-Emotional Development-1 IEP Goal (IA)		Social-Emotional Development-2 IEP Goal (IA)
	Fine Arts-1 IEP Goal (IA)		Fine Arts-2 IEP Goal (IA)
	Technology/Media-1 IEP Goal (IA)		Technology/Media-2 IEP Goal (IA)

Memphis-Shelby County Schools 2023-2024 Pre-K Report Card

School: _____ Principal/Director _____

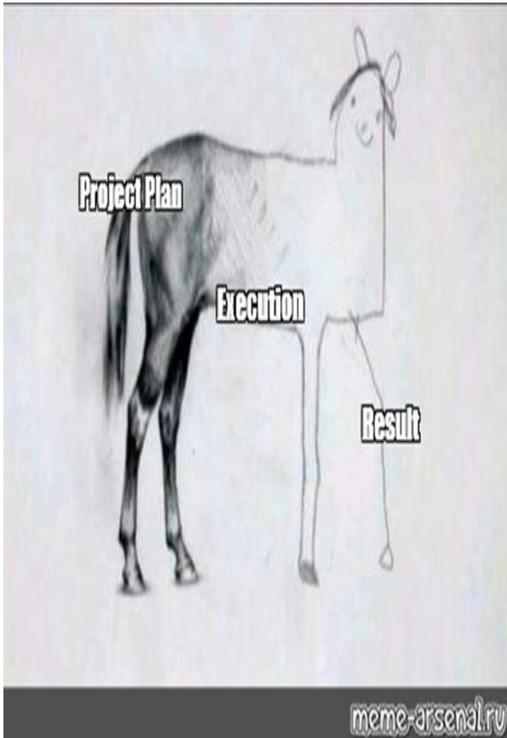
Student: _____ Teacher(s): _____

KEY PERFORMANCE LEVELS		
4	Exemplary	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance.
3	Proficient	Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period, independently
2	Developing	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period, even with support
1	Emerging	Student does not demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period, even with support
-	Not Assessed	Absence of a score indicates an area not yet assessed

LITERACY SKILLS	REPORTING PERIOD			
	Q1	Q2	Q3	Q4
Draws a recognizable picture and dictates a sentence				
Prints first name				
Print last name				
Prints Uppercase Letters in Sequence				
Claps out syllables				
Asks/Answers questions about stories				
Identifies front and back of the book				
Identifies character, events, and setting				
Tracks print from left to right				
Recites Alphabet (names letters only)				
Visual Discrimination: Same and Different				
Identifies Uppercase Letters				
Identifies Lowercase Letters				
Identifies and differentiates rhyming words				
Identify Beginning Sounds				
Identify Ending Sounds				
Word Recognition				
Recites new song, rhyme, or poem				

Planning Small Groups

How will I execute the lesson?



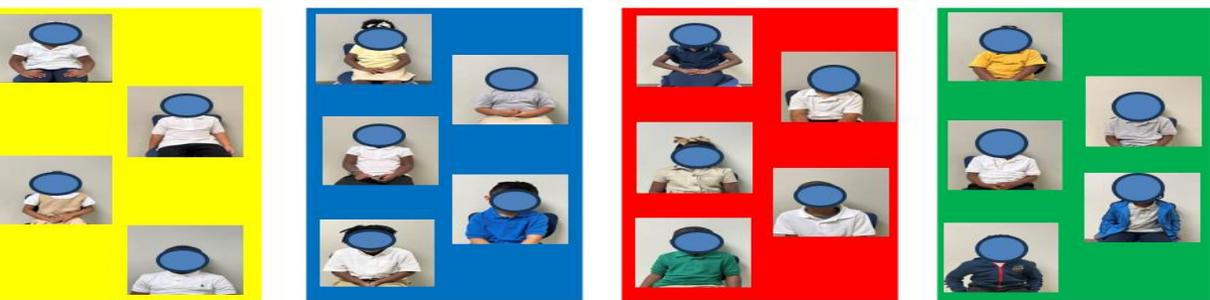
- Think about the lesson from beginning to end.
- Identify the learning objectives.
- Plan the specific learning activities.
- Plan to assess student understanding.
- Sequence the lesson in an engaging and meaningful way.
- Think about how long the lesson will take.
- Plan for closure to the lesson.



Grouping Students/Rotation Charts

Monday & Wednesday Literacy

				
Rotation 1	Yellow	Blue	Red	Green
Rotation 2	Blue	Yellow	Green	Red



Tuesday & Thursday Literacy

				
Rotation 1	Red	Green	Yellow	Blue
Rotation 2	Green	Red	Blue	Yellow



Ensure grouping is flexible and students are grouped together based on their individual needs and abilities. Students should be placed in groups that are fluid and can change based on their progress and needs.





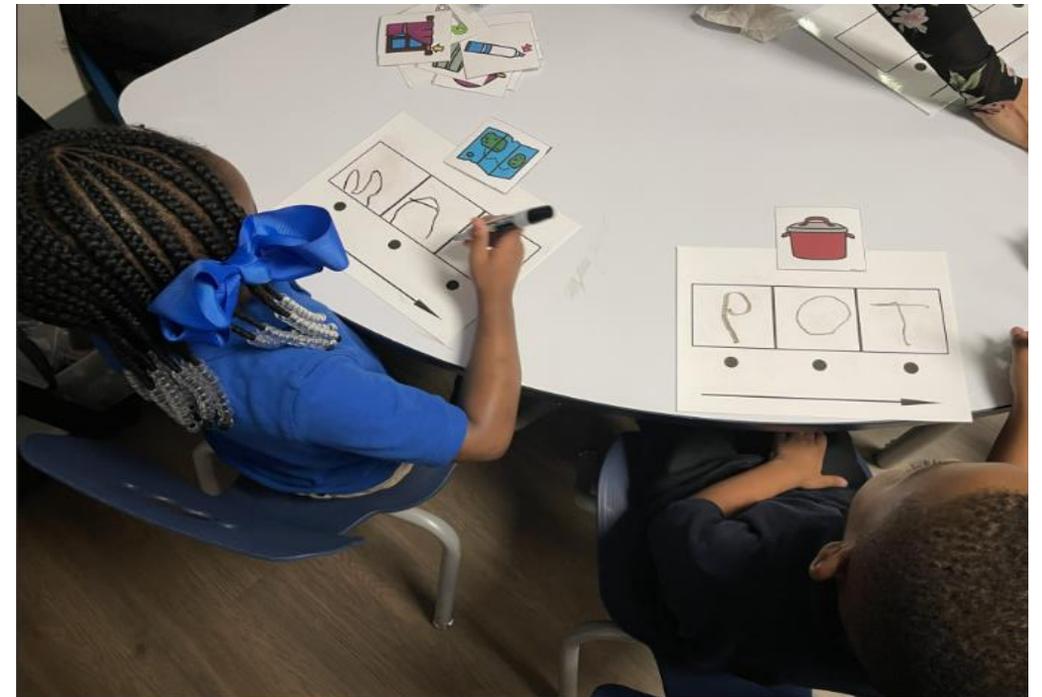
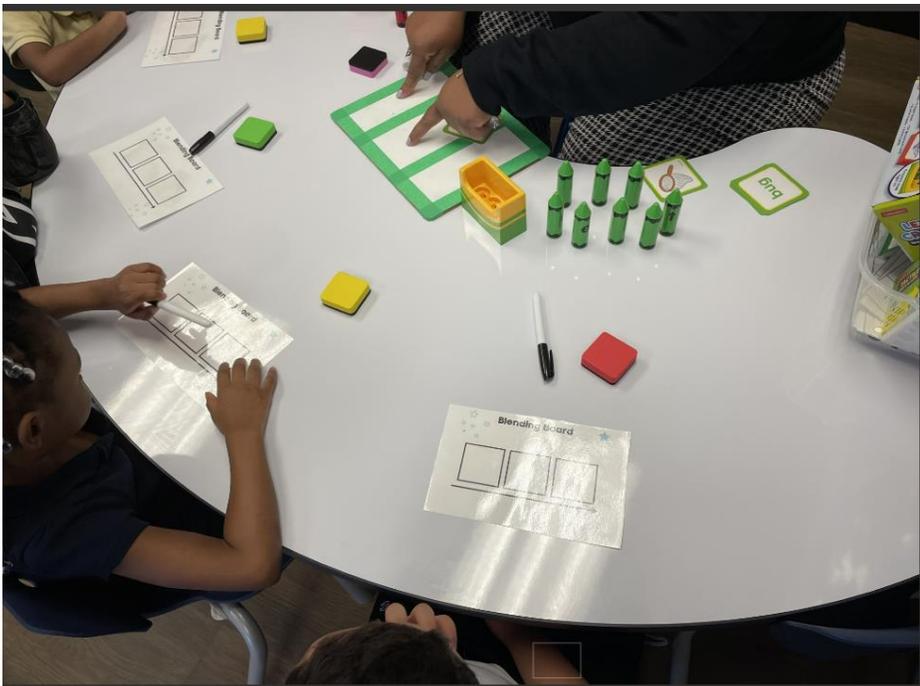
Differentiating Literacy Small Group Instruction



Why Differentiate?



Differentiation allow teachers to tailor their teaching methods to each student's learning style and skill level. The use of ongoing assessment and flexible grouping makes this a successful approach to instruction.



Differentiating Small Groups

Differentiate the...

- Objective
- Activity
- Materials
- Process
- Assessment





Determining the Objective: Unpacking Standards



GRADUAL RELEASE OF INSTRUCTIONAL PLANNING FOR TEACHERS



SCHEDULE

FEB 26TH- MARCH 1ST

MORNING MEETING



MARCH 4TH-8TH

SMALL GROUP (LITERACY)

MARCH 11-15TH

SPRING BREAK~RELAX



MARCH 18TH-22ND

SMALL GROUP (MATH)



Planning Ahead



Determining Your Objective

What is your objective?

- Access the Tennessee Early Learning Development Standards (TN-ELDS).
- Connect your objective (I can statement) to a standard.
- The objective should be observable and able to be assessed.
- Lesson should include product that can be assessed for level of mastery regarding objective.



Determining Your Objective



TN-Early Learning Developmental Standards (TN-ELDS) - Pre-K Foundational Literacy English Language Arts

Foundational Literacy-Print Concepts

- Understand basic features of print
- Handles book appropriately (front, back, turn pages)
- Understands spoken words can be written & read
- Words are made up of letters
- Uppercase and common lowercase letters words
- Distinguish between pictures & words

Foundational Literacy - Phonological Awareness

- Understands syllables & sounds in oral language
- Discriminates between rhyming words
- Pronounce & ID syllables in words/sentences
- Blend/segment onsets & rimes of 1-syllable words
- Isolate & pronounce vowel sounds in CVC words
- ID whether words begin or end with same sound

Foundational Literacy-Phonics & Word Recognition

- Apply phonics/word analysis to decode words
- 1-to-1 letter sound correspondence- consonants
- Recognize high-frequency words by sight
- Decode regularly spelled CVC words

Foundational Literacy- Word Composition

- Apply phonics/word analysis to encode words
- Recognize difference in upper/lowercase letters
- Begin printing letterforms (circle, crossed lines, etc.)

Foundational Literacy- Fluency

Interacts with text to support comprehension

- Use pictures to retell story events

Foundational Literacy - Sentence Composition

Demonstrate command of English grammar & usage

- Orally produce complete sentences
- Follow 1-to-1 correspondence between voice & print when writing or rereading dictated sentence
- Use frequently occurring nouns/verbs when talking
- Form regular plural nouns when speaking
- Understand and use question words
- Use frequently occurring prepositions in speaking
- Produce and expand complete sentences
- Recognize that a name begins with a capital letter

Foundational Literacy- Vocabulary Acquisition

Determine meaning of unknown words based on Pre-K conversations, reading & content

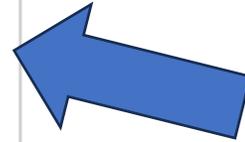
- ID new meanings for familiar words & apply them
- Use inflections as clue to meaning of unknown word
- Sort common objects into categories to understand what they concepts they represent
- Understands frequently used verbs & adjectives
- Make real-life connections between a word & its use
- Meaning of verbs describing same action (jog-sprint)

English Language Arts -Key Ideas/Details

- Ask/Ans questions about informational text
- Ask/Ans questions about story read aloud
- ID main topic & retell details of text/activity
- Orally retell familiar story including details
- Orally connect text to personal experience
- Orally ID story characters, setting, & events

English Language Arts-Craft & Structure

- Ans questions about word meanings in text
- Respond questions -unknown word meaning
- Recognize various text features
- Recognize common types of text
- Answer "who" questions in text
- Answer questions about who is telling story
- Describe illustrations and the related text
- Describe illustrations and the related story
- ID similarities/differences of 2 related texts
- Compare/contrast experiences of characters of a familiar story
- Listen & respond to informational Pre-K texts
- Listen & respond to Pre-K stories & poems



Use the
TNELDS
Standards
Reference
Guide to
progressively
select the
skill(s)
objective for
the week.

Determining Your Objective: Unpacking Standards



Foundational Literacy Standards Phonological Awareness – Standard #2 FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

a. Recognize and discriminate between rhyming words in spoken language.

b. Begin to pronounce and identify syllables in familiar words and words in a sentence.

c. Begin to blend and segment onsets and rhymes of single-syllable spoken words.

d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

e. Identify whether or not two words begin or end with the same sound.

K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Determining Your Objective

Connecting Standards and Objectives



PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

Sub Section	Objective
c. Begin to blend and segment onsets and rimes of single-syllable spoken words.	I can blend and segment onset and rimes.
d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	I can say the beginning, middle, and ending sounds of one-syllable words I can isolate and say the beginning, middle, and ending sounds in a word
e. Identify whether or not two words begin or end with the same sound.	I can identify words with the same beginning/ending sounds.

Stop. Think. Share.



**THE TRUTH IS, WE LOVE THE IDEA
OF SMALL GROUPS, AND WE SEE
THE BENEFITS OF THEM, BUT WE
DON'T KNOW HOW TO SUSTAIN
THEM OVER THE LONG HAUL.**

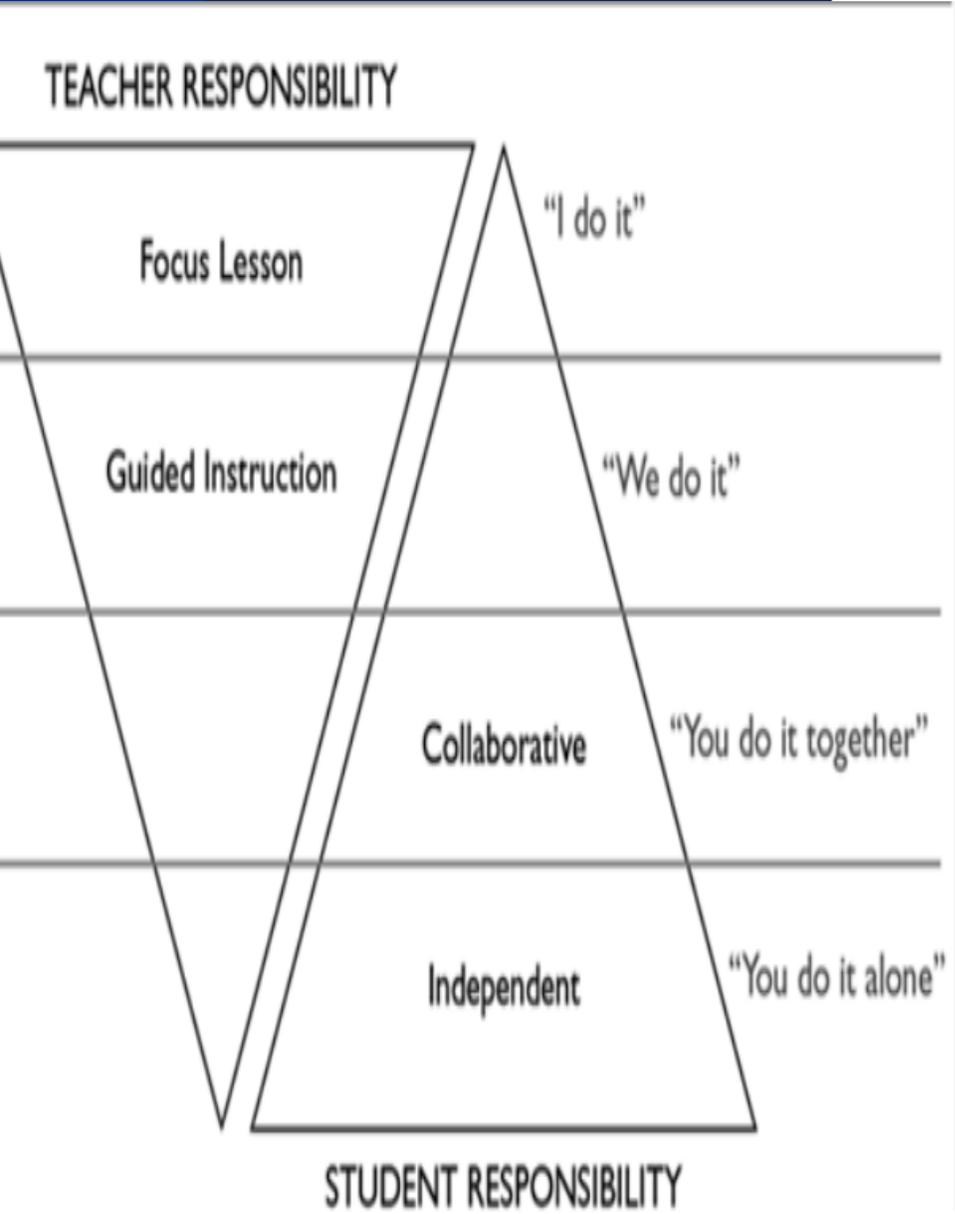


Strategies and Best Practices



Small Group Lesson Flow

Gradual Release



- Teacher calls students to group. As soon as student sit down, teacher states objective and **models**/has student(s) to model lesson expectations (1-3 minutes)
- Students work at their own pace while teacher **observes, supports, records** observations, and facilitates (7-10 minutes)
- Teacher wraps up lesson-"what did we do/learn today?" (1 minute)
- Group dismisses, teacher finishes notes, and preps for next group

GOAL





Tiffany Baines
Ridgeway Early
Learning Center





Appropriate Differentiated Small Group Activities



Where or How Do I Begin?



- 1 First, decide on a learning standard you want to teach using data from Brigance, anecdotal notes, report card skills, etc.
- 2 Second, group your students according to the data and ability levels. Please note that your groups could change daily or weekly based on the skill/ standard or objective you are teaching.
- 3 Next, once you've collected enough information, make a decision about how to approach each student.
- 4 Lastly, start planning the differentiation process for a specific standard or skill.

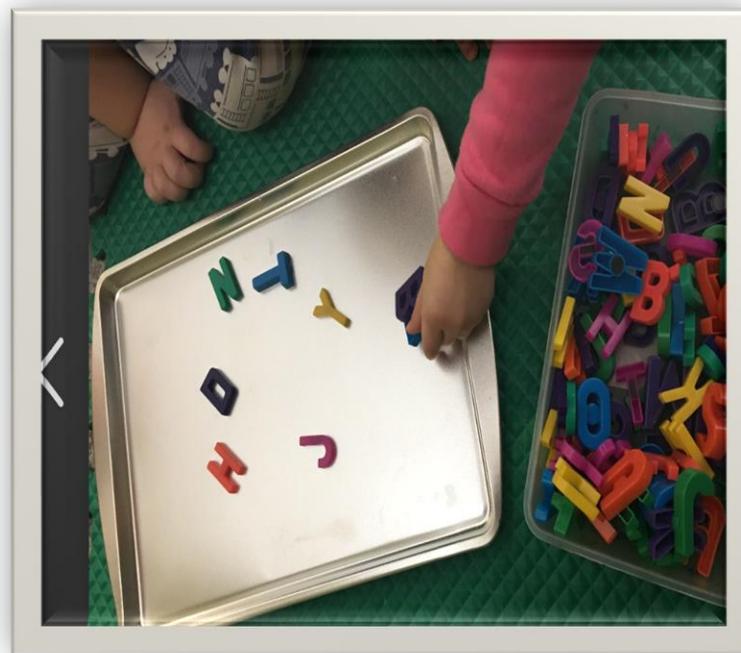
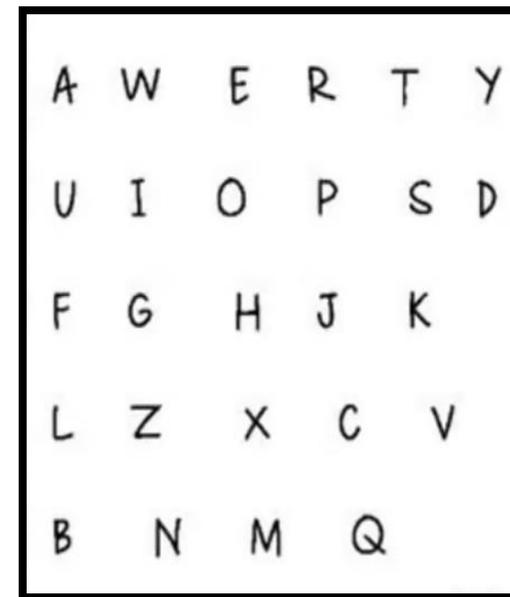
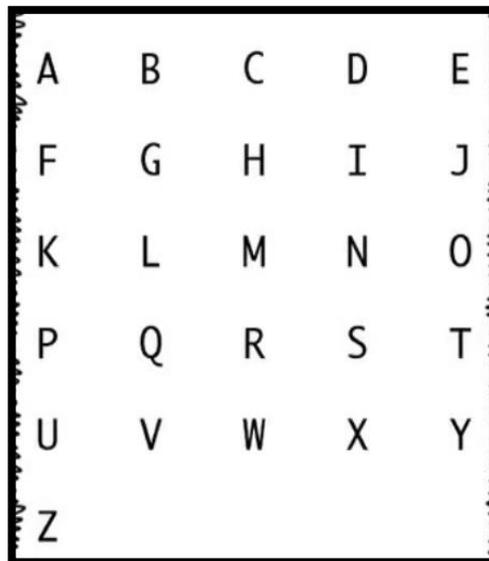


Activity Examples



Three Ways to Differentiate Teaching: Letter Recognition

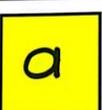
- **Picture 1:** Students are able to identify some letters but only in ABC sequence
- **Picture 2:** Students can identify letters- move on to saying letters out of sequence
- **Picture 3:** Teacher calls letters for students to pick out and put on a tray



Four Ways to Differentiate Teaching: CVC Words

- Picture 1: Students are able to sound out and identify the beginning sound and letter of the word.
- Picture 2: Students are able to sound out and identify the ending sound and letter of the word
- Picture 3: Students are able to sound out and identify the middle sound and letter of the word
- Picture 4: Students are able to say the name of the picture, sound out and spell the word.

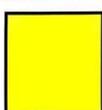
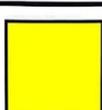
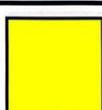
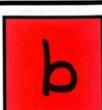
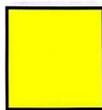
I Can **SEGMENT** Short **a**

1				
2				
3				
4				

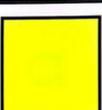
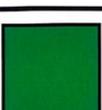
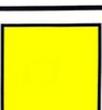
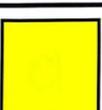
I Can **SEGMENT** Short **a**

1				
2				
3				
4				

I Can **SEGMENT** Short **a**

1				
2				
3				
4				

I Can **SEGMENT** Short **a**

1				
2				
3				
4				

**Collaborative Activity:
Let's hear from you!
For this activity, please type
in the chat.**



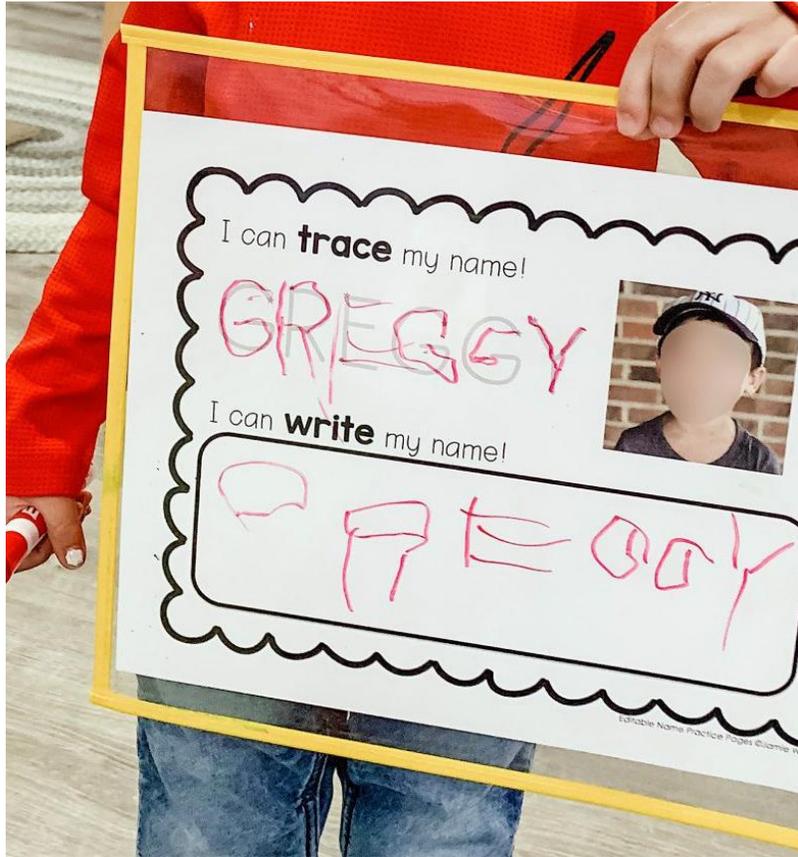
**How would you plan a differentiated activity for rhyming words?
Take a minute and type your response in the chat.**





Independent Activities



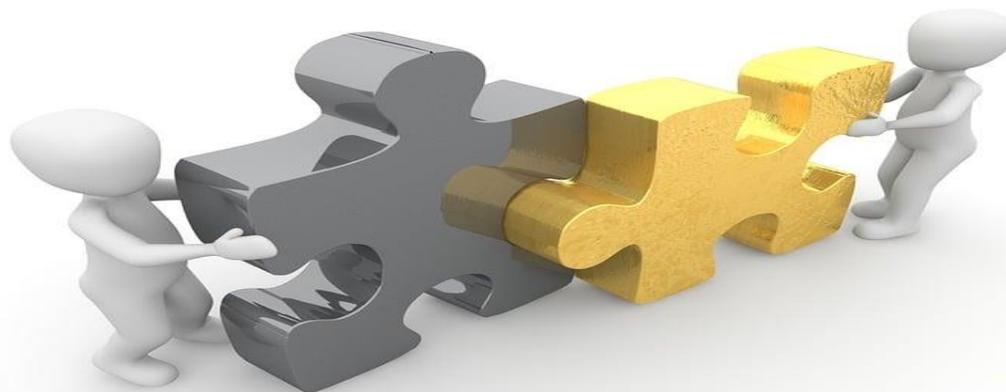


Independent Activities:
Be intentional when planning independent small groups

Ideas for a Writing Small Group



CLASS Connections



CLASS Connections



Guide to Language Modeling

	Indicators				
Behavioral Markers	Frequent conversation <ul style="list-style-type: none">• Back-and-forth exchanges• Contingent responding• Peer conversations	Open-ended questions <ul style="list-style-type: none">• Questions require more than a one-word response• Students respond	Repetition and extension <ul style="list-style-type: none">• Repeats• Extends/elaborates	Self- and parallel talk <ul style="list-style-type: none">• Maps own actions with language• Maps student action with language	Advanced language <ul style="list-style-type: none">• Variety of words• Connected to familiar words and/or ideas



Upcoming PD Opportunities



“Toolbox Tuesdays”

Making Creative Curriculum Studies and Investigations Come to Life!

Tuesday, March 19th, 4:15-5:45pm

Shady Grove Early Learning Center

“The Coaching Corner”

Facilitating Effective Literacy Interest Areas

Monday, March 25th, 4-5:30pm

Virtual Session

Upcoming PD Opportunities



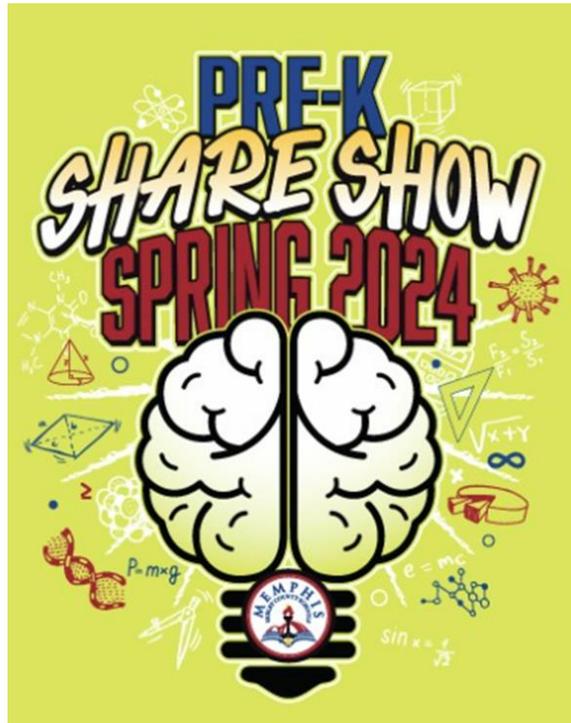
Spring 2024 Pre-K Share Show

Thursday, March 28th, 2024

4:00-6:00pm

MSCS Division of Early Childhood
3030 Jackson Ave.

Focus: Math and Science



Come out and visit the teacher-led booths to get great ideas for math and science activities that you can do in your own classroom!

Thanks for Coming!



Attendance



bit.ly/feb26att

Feedback



bit.ly/feb26surv