**Grouping Scenarios**

**Directions: Assume that the ‘sample’ data you have is from 1 classroom and that the school has 3 classrooms per grade. The make-up of the classrooms are** **similar (in terms of children’s performance and the range/diversity of skills).**

*We present three possible scenarios that help you consider how to approach grouping (these were taken from our observation in the field and typically describe an approach taken by schools beginning to implement CKLA). In making selections about how to approach grouping, we think there are critical questions to ask yourself so that any ‘trade-offs’ that may necessarily occur when choosing one option over another are well considered.*

**Please use the “Evaluating and Determining Student Grouping” worksheet to support your evaluation of these grouping scenarios.**

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| **Grouping Option A**: | *Notes:* |
| In this school, **classrooms are spread far apart** and teachers are concerned that it will be **difficult to** successfully ‘**group as a grade’** (where children move classrooms for the hour of Skills). In this school, teachers have decided to **group children into** **three groups *within their classrooms****.* Each teacher will teach L&L for the first 60 minutes of the CKLA block, as a whole group. Skills will be taught in the second 60 minutes of the 120 minute CKLA block. **For Skills, teachers will not deliver any whole group instruction.** Rather, children will be divided into three groups and **these groups will each be at a different instructional place/lesson.** The **teacher will rotate among these groups** during the 60 minute Skills block **to provide the explicit instructional portion of each group’s Skills lesson**. Generally, this **requires the teacher to prepare three different Skills lessons and make modifications to reduce the time that is given to explicit instruction (from 25-30 minutes to 15-20 minutes).** When children are not receiving instruction from the teacher, the children will conduct the reading and writing work from their lesson. Given the teacher’s focus on delivering varied Skills lessons within the classroom, there is **minimal opportunity for the teacher to interact with the children while they are completing reading and writing activities.** As such, modifications often have to be made to **ensure the children can successfully and independently** **complete the work** or can complete the work **with some minimal assistance** (from a teacher’s aide and/or volunteer in the classroom). |  |

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| **Grouping Option B**: | *Notes:* |
| This school organized **classrooms on grade-level halls** and the teachers have taken a **team-teaching** approach for years. These teachers have decided to **group as a grade level** so that all **children receive instruction on their level,** but **each teacher only needs to plan and prep a single lesson each day**. The teacher uses the first 60 minutes of the 120 – minute CKLA block to conduct L&L with her own class as a whole group. For the second 60- minute block (Skills), **children will rotate among classrooms according to their instructional placement**. In this option, children in **Group 1 (outstanding preparation for their grade)** will be in Ms. Murray’s class. These children will **follow the systematic scope of instruction for their grade at a rigorous pace, with little planned repetition or reinforcement time built in.** Children in **group 2 (adequately prepared for their grade)** will go to Ms. Terelli. These children will also **follow the scope and sequence of their grade-level instruction, but this class takes things a bit slower and will take approximately 3-5 days longer on each unit** than Ms. Murray’s class to **allow for targeted reinforcement and re-teaching.** Children in **group 3 (questionably prepared for their grade)** will go to Ms. Darnell. These children are **not beginning in their grade-level instructional materials.** Ms. Darnell is **providing instruction approximately a half a year behind their grade level for Skills only (not L&L).** This **decision was based on the data from the placement test.** For these children, **GRAIR is used to provide added time/support to Skills in a formal ‘Tier 2’ model, using the A&R materials.** This added time is essential to continue to move children towards their grade-level curricula at an accelerated pace so they can ‘catch up.’  Although each classroom has a **different lesson/unit of instruction, within any single classroom,** the **Skills block is typically managed similarly.** The teacher will **spend the first 20-30 minutes providing whole group instruction from a single Skills lesson** (which corresponds to the instructional placement of the students in that class). In the **second 30 minutes of the Skills block, the teacher will prepare children for the lesson’s reading/writing work by dividing them into pairs or small groups**. This division allows the teacher to further differentiate the kinds of supports given to the children. For example, Ms. Murray may further subdivide her class of strong students (all are designed Group 1) into those with whom she can extend the writing demands (moving away from answering questions to answering a more open-ended prompt) versus those who are still focused on answering questions in complete sentences. Ms. Terrelli (who has the Group 2 students) may further subdivide her room during small group time according to the type of targeted reinforcement she needs to weave into the reading/writing activities to ensure children’s success (e.g., a group who needs support in how to answer text questions versus a group who needs the teacher to reinforce and support some difficult sound- spelling patterns while the children read). Ms. Darnell (who has the Group 3 students) may further divide her Skills class into groups based on the rate at which they seem to be ‘catching up’ to the grade-level pacing so she can vary the demands and pacing of instruction accordingly. |  |

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| **Grouping Option C:** | *Notes:* |
| In this school there is **not an easy way to group by grade** and, yet, the teachers are hesitant about planning and delivering multiple Skills lessons within their classroom. For this school, the teachers will first do L&L with their whole class for 60 minutes. Following the L&L block is the 60-minute Skills block. During this block, **the teacher will provide a single whole-group lesson to their classroom (comprised of students who are Group 1, Group 2, Group 3 ).** **The lesson** the teacher will deliver whole class is one that **corresponds to the grade-level materials**. As such, **all children will get exposure to this grade-level Skills instruction for the first 20-30 minutes of the Skills block.** During **the second half of the Skills block, the children will be divided into small groups (corresponding to their placement of Group 1, 2, or 3). Groups 1 and 2 will do the reading/writing activities designed as part of the lesson.** However, the **teacher will make modifications** so that she layers in **accelerated expectations for her Group 1 children and systematically provides added scaffolding and reinforcement/re-teaching for her Group 2 students.** For example, she may ask Group 1 children to work in pairs and focus on fluency and intonation as they read aloud to each other (because the decoding and comprehension questions are relatively easy for these children); whereas she may ask the co- teacher/teacher’s aide read the story with the Group 2 students, focusing on accuracy of decoding). The teacher or co-teacher will float between Groups 1 and 2 during small group time as needed.  **Group 3 students will receive dedicated support during the second half of Skills from the teacher or co-teacher.** **The teacher/co-teacher will work to make significant modifications to the small group reading/writing work from the lesson to make it accessible for the children in Group 3** (e.g., the teacher may pull out words from the reader to support children’s word or phrase reading and then read aloud/read together the story). **For children in Group 3, a specialist pushes into GRAIR 2-3 times a week and provides targeted teaching at their instructional level** (e.g., if the child is a beginning first grade level, the specialist will use material at that place from the A&R guide, with the goal of quickly and intensely ‘filling holes’ through the added instructional time and ‘catching up’ these children (the hope is many will transition into ‘group 2’ across the course of the year). |  |