

# Scheduling Small-Group Literacy Instruction for Middle-School Students

Here's one example of how you can divide a 50-minute class period and balance whole-group literacy instruction with small-group instruction that meets the needs of students who need more support.

For specific instructional strategies, see *Effective Instruction for Middle School Students with Reading Difficulties* (www.brookespublishing.com).

10-minute blocks		Monday	Tuesday	Wednesday	Thursday	Friday
1st 10 minutes	Grouping and focus: teacher led	Whole-group instruction: comprehension strategy	Whole-group instruction: review comprehension strategy	Whole-group instruction: vocabulary strategy	Whole-group instruction: review vocabulary strategy	Whole-group instruction: review comprehension or vocabulary
	Grouping and focus: student led	n/a	n/a	n/a	n/a	n/a
2nd 10 minutes	Grouping and focus: teacher led	Whole-group instruction and guided practice: comprehension	Group 2 with teacher: multisyllable word reading	Whole-group instruction and guided practice: vocabulary	Group 3 with teacher: decoding and word recognition	Group 1 with teacher: vocabulary and comprehension
	Grouping and focus: student led	n/a	Groups 1 and 3 independent practice (pairs): comprehension	n/a	Groups 1 and 2 independent practice (pairs): vocabulary	Groups 2 and 3 partner reading: fluency
3rd 10 minutes	Grouping and focus: teacher led	Whole-group instruction and guided practice: comprehension	Group 2 with teacher: multisyllable word reading	Group 3 with teacher: Guided practice: vocabulary	Group 3 with teacher: decoding and word recognition	Group 1 with teacher: vocabulary and comprehension
	Grouping and focus: student led	n/a	Groups 1 and 3 independent practice (pairs): comprehension	Groups 1 and 2 independent practice (pairs): vocabulary	Groups 1 and 2 independent practice (pairs): vocabulary	Groups 2 and 3 partner reading: fluency
4th 10 minutes	Grouping and focus: teacher led	Group 3 with teacher: decoding and word recognition	Group 3 with teacher: decoding and word recognition	Group 2 with teacher: multisyllable word reading	Group 1 with teacher: vocabulary and comprehension	Group 3 with teacher: decoding and word recognition
	Grouping and focus: student led	Groups 1 and 2 independent practice (pairs): comprehension	Groups 1 and 2 partner reading (pairs): fluency	Groups 1 and 3 independent practice (pairs): vocabulary	Groups 2 and 3 independent practice (pairs): comprehension	Groups 1 and 2 independent practice (pairs): comprehension
5th 10 minutes	Grouping and focus: teacher led	Group 3 with teacher: review comprehension; guided practice	Group 3 with teacher: decoding and word recognition	Group 2 with teacher: fluency	Group 1 with teacher: vocabulary and comprehension	Group 3 with teacher: decoding and word recognition
	Grouping and focus: student led	Groups 1 and 2 independent practice (pairs): comprehension	Groups 1 and 2 partner reading (pairs): fluency	Groups 1 and 3 independent practice (pairs): vocabulary	Groups 2 and 3 independent practice: comprehension	Groups 1 and 2 independent practice (pairs): comprehension