Whole Group

Advantages	Instructional Purpose	Group Information
• Engages teachers and students in shared grade-level experiences • Ensures every student receives core instruction	• Introduce new content and new strategies • Provide common experiences as a shared basis for further exploration • Model new information/strategies • Engage students in read-alouds • Teach a shared-writing activity	Students are placed in classes according to school policies, teacher recommendations, and grade-level decisions

Flexible Small Group Same Ability

Advantages	Instructional Purpose	Group Information
• Provides targeted instruction that is explicit and systematic to meet the needs of a small group • Maximizes opportunity for engagement and immediate and corrective feedback • Based on formative assessment and ongoing data collection	• Provide small-group instruction directed to specific students' needs (content reinforcement or enrichment) • Provide a tiered intervention • Scaffold instruction so that students can practice skills with support in order to be successful	• Students are assigned to groups of three to eight based on assessment data and skill levels • Group membership varies based on data

Adapted from Sharon Vaughn, Ph.D., Texas Center for Reading and Language Arts, University of Texas at Austin.

Flexible Small Group Mixed Ability

Advantages	Instructional Purpose	Group Information
• Enables teachers to serve as a facilitators • Allows for student self-choice • Motivates students • Addresses social needs • Promotes language interactions for students who are English language learners	• Allow for and provide extension of what students have learner in content areas • Allow students to access relevant center/station activities	• Group membership based on students' abilities or interests • Groups can be student-led or cooperative

Pairs/Partners

Advantages	Instructional Purpose	Group Information
• Meets individual needs • Motivates students • Provides language and social interaction • Enhances student learning and engagement (e.g., think-pair-share)	• Support partner reading • Reinforce practice activities • Build language extensions • Structure peer tutoring opportunities	• Students are assigned partners based on assessment • Teachers can utilize a classroom ranking system to determine pairs, or partner students based on random counting • Teachers monitor student progress to be sure all students benefit

Adapted from Sharon Vaughn, Ph.D., Texas Center for Reading and Language Arts, University of Texas at Austin.

One-on-One

Advantages	Instructional Purpose	Group Information
• Meets individual needs • Proven in the research to be one of the most effective practices for improving outcomes for students with reading disabilities	Provide targeted instruction to meet the needs of each student	Students are assigned based on assessment and progress monitoring data

Adapted from Sharon Vaughn, Ph.D., Texas Center for Reading and Language Arts, University of Texas at Austin.