

Small-group reading planner

Small-group instruction and access supports | Suggested grades 3-8

Group code / date / text / target skill

Access plan: decoding, vocabulary, response mode, accommodations

Model prompt and example

Guided practice and roles

Independent response before group feedback

Anonymous observations and regrouping decision

Support participation, record independence

Educator guide | Supplementary special education support

Before reading

Preview purpose and essential vocabulary. Chunk the text or enlarge print if helpful. Follow existing IEP/504 accommodations and your setting policies; this guide does not prescribe or replace them.

During discussion

Offer think time, an oral rehearsal, or a sentence frame. Rotate the evidence-finder role without requiring speed. Check whose answer is being recorded when peers help.

After practice

Collect one individual response before discussing the group answer. Record prompts, read-aloud, translation, or scribing. Separate access needs from the target comprehension skill.

Keep the evidence narrow

Write "identified one relevant detail after a prompt" rather than "mastered inference." Use a fresh check to inform your next lesson. Refer persistent concerns through the appropriate professional process.