Huddle

Grouping for Differentiation

Frontload or Preview new learning and plan a response to misconceptions to make learning more accessible to students.

**ELS** 1A. 2D. 2E. 2G. 2I. 3E. 3F. 4D. 4E. 4F. 4G

**IP Rubric** PL-2, I-2, I-3, I-8, I-6

Why it works:

Addressing students’ misconceptions before, during, and after instruction in flexible small-groups helps to prepare the learner and extend the learning. Carol Tomlinson’s research confirms that small-group instruction can be an effective component of differentiation. Ways to use flexible small-groups based on data include to frontload or preview content before a lesson, gather students to clarify misunderstandings during instruction, or review concepts and check for understanding after a lesson.

Suggested strategies:

- Determine and track student progress
- Tiered Assignments
- Checkpoints
- Real World Connections
- Circulate
- Flexible Grouping
- Structured Peer Conversations
- Workstations

Tech tools:

- OnTrack
- A4E Dashboard
- Lead4Ward

Proficiency Level Descriptors

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In the Huddle routine, we regularly:

- Anticipate misconceptions and plan using data.
- Frontload or preview vocabulary and build background knowledge.
- Re-teach or review concepts during guided or independent practice in small groups.
- Use flexible grouping strategically.
- Provide additional practice as needed.

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Classroom implementation:

- **Anticipate misconceptions and plan using data.** Determine and track student progress to decide which students will need additional support before, during, or after instruction and create a system. Anticipate potential misconceptions and create tiered assignments to meet the needs of your students. Plan checkpoints during instruction to assess students’ understanding.

- **Frontload or preview vocabulary and build background knowledge.** Invite a few students to gather before instruction to preview upcoming learning in order to build background knowledge by using real world connections. Allow students to read and discuss introductory texts using Let’s Talk and lead them in highlighting key ideas. Frontload or preview challenging vocabulary using realia, visuals, and/or Total Physical Response, or engage students with content in their native language.

- **Re-teach or review concepts during guided or independent practice in small groups.** Keep track of content and concepts with which your students are struggling as you circulate. Call those students who need additional support together for a small group mini-lesson. Provide additional explanation using realia, visuals, Total Physical Response, or another scaffolded Pen/cil to Paper activity.

- **Use flexible grouping strategically.** Utilize flexible grouping by pairing students who need additional support with a language partner who can help clarify directions or key ideas and support each other during complex reading and writing tasks. Set expectations about using native language as acceptable to clarify ideas or directions, but each student is responsible to do his or her own thinking and writing. Provide students with a framework for structured peer conversations, sentence stems and/or paragraph frames.

- **Provide additional practice as needed.** For students in need of additional of explanation and practice, create additional learning opportunities to frontload or preview, and re-teach or review content and concepts as often as needed. Workstations provide a safe environment for student interaction which can help students engage with content in a non-threatening way. Strategically target additional practice to address specific gaps in knowledge or skills and provide consistent linguistic support.