



Read to be Ready

**Small Group Reading with
Appropriately Complex Text**

Celebrate the Work of Our Region

- **Celebrate your risks.** Did you take a risk while supporting your colleagues with the work of Read to be Ready?
- Share a risk you took with your colleagues and feel proud of—risks that lead to small successes are steps to advancing teacher and student learning!

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin dark blue horizontal bar.

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Module 2: Setting the Stage for Small Group Reading Instruction

Objectives

- Contextualize small group reading instruction within the Framework for *Teaching Literacy in Tennessee*.
- Define homogeneous and heterogeneous small group reading instruction
- Consider the importance of responsive teaching through differentiated instruction
- Examine the phases of reader development and the Tennessee English Language Arts Standards to better understand reader development

Link to Tennessee Academic Reading Standards

- In small group reading, the teacher focuses on the explicit teaching of reading behaviors in the service of comprehension, while incorporating additional **Reading, Writing, and Speaking and Listening** standards through questioning, discussion, and tasks.

TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- **Teacher Content Knowledge**
- **Teacher Knowledge of Students**

Reflect on Current Understandings

- ✓ Place a check mark next to statements that confirm your current understandings.
- ★ Place a star next to statements that you hope to learn more about.
- ? Place a question mark next to statements that challenge your current understandings.



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**Moving from Whole
Group to Small
Group Instruction**

Talking Sticks

- Each member of the group places a pen or pencil in the center of the table.
- To share a response to the first question, each person takes turns picking up their talking stick and making a comment.
- All members take turns commenting on the first question.
- When all have commented, the group members put their pens back in the middle of the table and repeat the process for the remaining questions.
- Groups will share out thinking with the larger group.

Discussion Questions

- How can the purposes of small group reading build upon and enhance the Unit Design Framework?
- How do other elements of the literacy block interconnect with small group reading?
- How can small group reading instruction help students become proficient readers who utilize both skills-based and knowledge-based competencies?

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in
TN Academic Standards

Enduring Understanding(s)
& Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Moving from Whole Group to Small Group Instruction

Possible purposes for small group reading instruction include:

- providing explicit instruction with foundational skills within texts;
- integrating practice with word analysis/decoding skills and strategies
- integrating integrating practice reading fluently;
- supporting text comprehension, analyzing appropriately complex text, and building knowledge of text concepts;
- providing applied practice of skills and strategies in reading and writing;
- differentiating based on student needs; and
- providing opportunities for teacher modeling.

Teaching Literacy in Tennessee, 2017

Small Group Reading within the Elements of the Literacy Block

Proficient reading is all about making meaning from text.

Proficient readers . . .

- accurately, fluently, and independently read a wide range of content-rich, age-appropriate, and complex texts;
- construct interpretations and arguments through speaking and listening;
- strategically employ comprehension strategies to analyze key ideas and information;
- develop vocabulary; and
- build knowledge about the world.

Teaching Literacy in Tennessee, 2017

Small Group Reading: Bringing Students Together for Differentiating Tier I Instruction

Students should be placed in small groups strategically based on information gathered from a range of sources, including formal assessments, anecdotal observation, and student work.

Groups may be homogeneous, based on shared strengths or needs, or they may be heterogeneous, when a particular lesson objective is benefited by diverse abilities, ideas, or approaches to learning and problem solving.

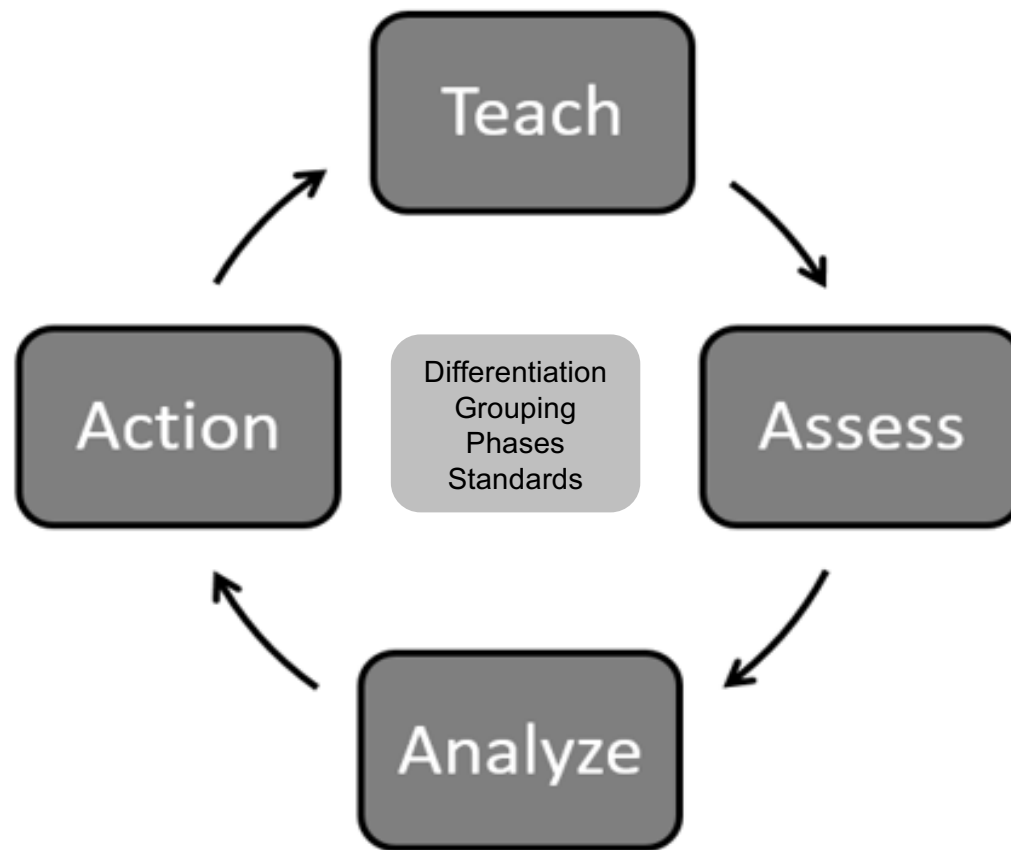
Response to Instruction and Intervention Framework, 2016

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**Responsive Teaching
through Data-Driven
Decision Making**

Responsive Cycle of Assessment

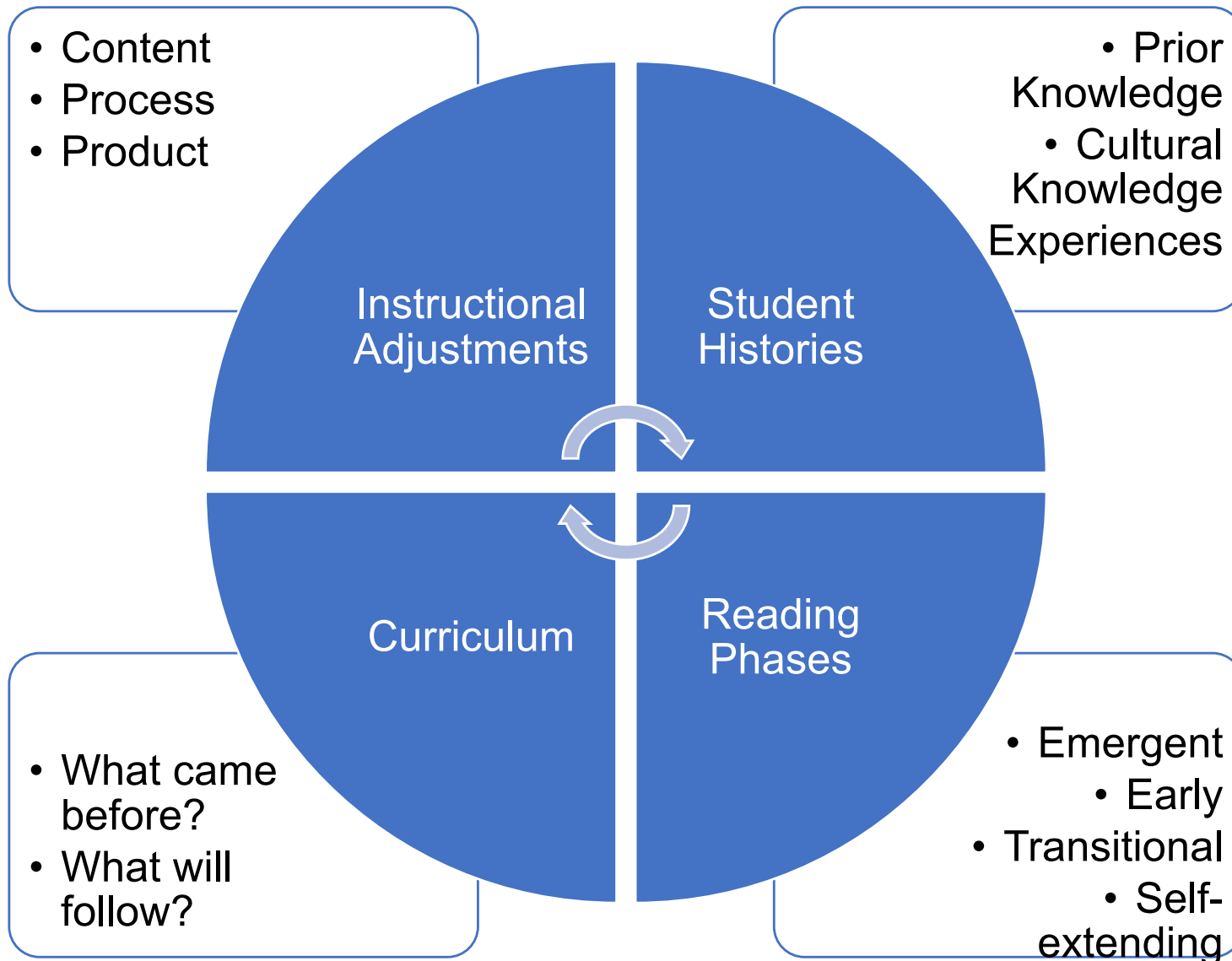


Tennessee Department of Education, *Teacher Training on the Revised ELA Standards*, 2017

Knowing Students: Teaching Decisions that Meet the Needs of Individual Learners

Skills-Based Competencies	Knowledge-Based Competencies
<ul style="list-style-type: none"> • Print Concepts • Phonological Awareness • Phonics and Word Recognition • Fluency <p><i>Guiding Questions:</i> What are the students' strengths?</p> <p>What are the students' needs? How will I help them coordinate their use of multiple strategies?</p>	<ul style="list-style-type: none"> • Text Comprehension • The Ability to Understand and Express Complex Ideas • Vocabulary • Oral Language Skills • Concepts About the World <p><i>Guiding Questions:</i> In what ways will the conceptual hierarchy (concepts, enduring understandings, essential questions, disciplinary understandings, and guiding questions) be built during small group?</p> <p>In what ways will connected vocabulary instruction be brought to life?</p>

Differentiation Considerations



Understanding Reader Development

- Phases of reader development
- Tennessee English Language Arts Standards
 - Reading
 - Foundational Literacy
 - Speaking and Listening

Phases of Reader Development



Emergent Early Transitional Self-extending

Phases of Reader Development

Video Analysis: Phases of Reader Development		
	Reading Behaviors	Phase of Development
Group 1		
Group 2		
Group 3		
Group 4		

Phases of Reader Development



Emergent Early Transitional Self-extending

Phases of Reader Development

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	Reading Behaviors	Phase of Development
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Group 3		
Group 4		

Reading Standards: Key Ideas and Details –Standard #1

Grade Span	Informational Text
K	K.RI.KID.1 With prompting and support, ask and answer questions about <u>key details</u> in a text.
1	K.RI.KID.1 Ask and answer questions about <u>key details</u> in a text
2	K.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of <u>key details</u> in a text.
3	K.RI.KID.1 Ask and answer questions to demonstrate understanding of a <u>text</u> , referring explicitly to the text as a basis for the answers.

Analyzing the Tennessee Reading Standards: Informational Text

1. Determine the understandings by underlining the noun and noun phrases within the standard.
2. Determine the skills by highlighting the verbs within the standard.
3. Use the resources below to record what it will sound like if students are demonstrating the standard.
4. Use the resources below to record what it will look like if students are demonstrating the standard.

Grade	Alignment Document	Literacy Continuum
K	pp. 17-20	p. 174
1st	pp. 36-40	p. 178
2nd	pp. 54-57	pp. 183-184
3rd	pp. 73-76	pp. 189-190

Sample Standard Grids

RI.1.8

Cornerstone: Delineate & evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Standard 8

K	I
<ul style="list-style-type: none"> • with prompting and support • identify reasons 	<ul style="list-style-type: none"> • identify reasons
2	3
<ul style="list-style-type: none"> • describe how reasons • specific points 	<ul style="list-style-type: none"> • explain how reasons • specific points

	LOOKS like	SOUNDS like
K	• Draw or write about author's message	• Talk about author's message
I	• Thru writing (interactive, shared) express why the author wrote...	• Verbally express the author's reasons why...
2	<ul style="list-style-type: none"> • Notice the author's message thru illustrations • following arguments of persuasion 	<ul style="list-style-type: none"> • Talk critically about writer's choice of words • Discuss notes & support opinion statements
3	<ul style="list-style-type: none"> • Write about larger message within text • Recognize author's use of text structures 	<ul style="list-style-type: none"> • Infer larger messages • Notice how author presents ideas and uses text structures

Standard 9

Understandings

Skills

Sounds like

Looks like

① w/prompting & support, orally identify basic similarities & differences between 2 texts on the same topic

• What are the same or different in the two texts?

• Orally identify

• T+T: taking about connections (BK & new knowledge from text)
• Connections from NF texts

• Draw or write about connections to ideas in a text/life experiences/
simple graphs
use illustrations to write

① Identify basic similarities - differences between 2 texts on the same topic, including written details and illustrations when developmentally appropriate

• What are the same & different in the two texts (same topic)?
- written details
- illustrations

• Identify (text evidence)

• ~~Write summaries~~
• Talk about connections between text & illustrations

• Write summaries (or details about the setting)
• Write details found in illustrations

② Compare and contrast the most important points presented by 2 texts on the same topic

• What are the most important points from the two texts? (same topic)

• Compare & Contrast

• Talk about:
- Characters
- Problem
- Solution
- Pictures showing problem/characters feeling

• Draw/write about connections
• Topic
• Characters
• Compare in writing same version of story

③ Compare & contrast the most important points & key details presented in two texts on the same topic

• What are the most important points & key details from the two texts (same topic)?

• Compare & Contrast

• Make connections among texts

• Understand that info & ideas in a text are related to each other
• Notice how the author presents this

Reading Standards Gallery Walk

- Hang up your charts in sequential order.
- Take a gallery walk of the Reading Standards for Informational Texts.
 - Examine how the standards build in rigor across the grade levels.
 - Notice the similarities and differences across the standards for each grade.

Ways to Assess Students' Reading Standard Competencies Across the Elements of the Literacy Block

Key Ideas and Details (Standards 1-3)

Craft and Structure (Standards 4-6)

Integration of Knowledge and Ideas (Standards 7-9)

Range of Reading and Level of Text Complexity (Standard 10)

Most Important Point

- Identify a key point or significant idea that you derived from this module that you consider to be the most important point.
- In the space provided on page 37 in your manual, record your most important point, and reflect on why you chose this key point or significant idea.