



**Read to be Ready**

**Small Group Reading with  
Appropriately Complex Text**



®

**Module 3:  
Setting Up the  
Environment for Small  
Group Reading**

# Objectives

- Investigate how classroom environments and management systems can develop students' independence and cooperation through individual and small group work
- Consider activities and materials that can meet the rigor of the Tennessee English Language Arts and Content Standards

# 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**

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**Classroom  
Environments that  
Support Small Group  
Reading**

# Organizing for Small Group Reading



# Organizing for Small Group Reading





# Organizing for Small Group Reading

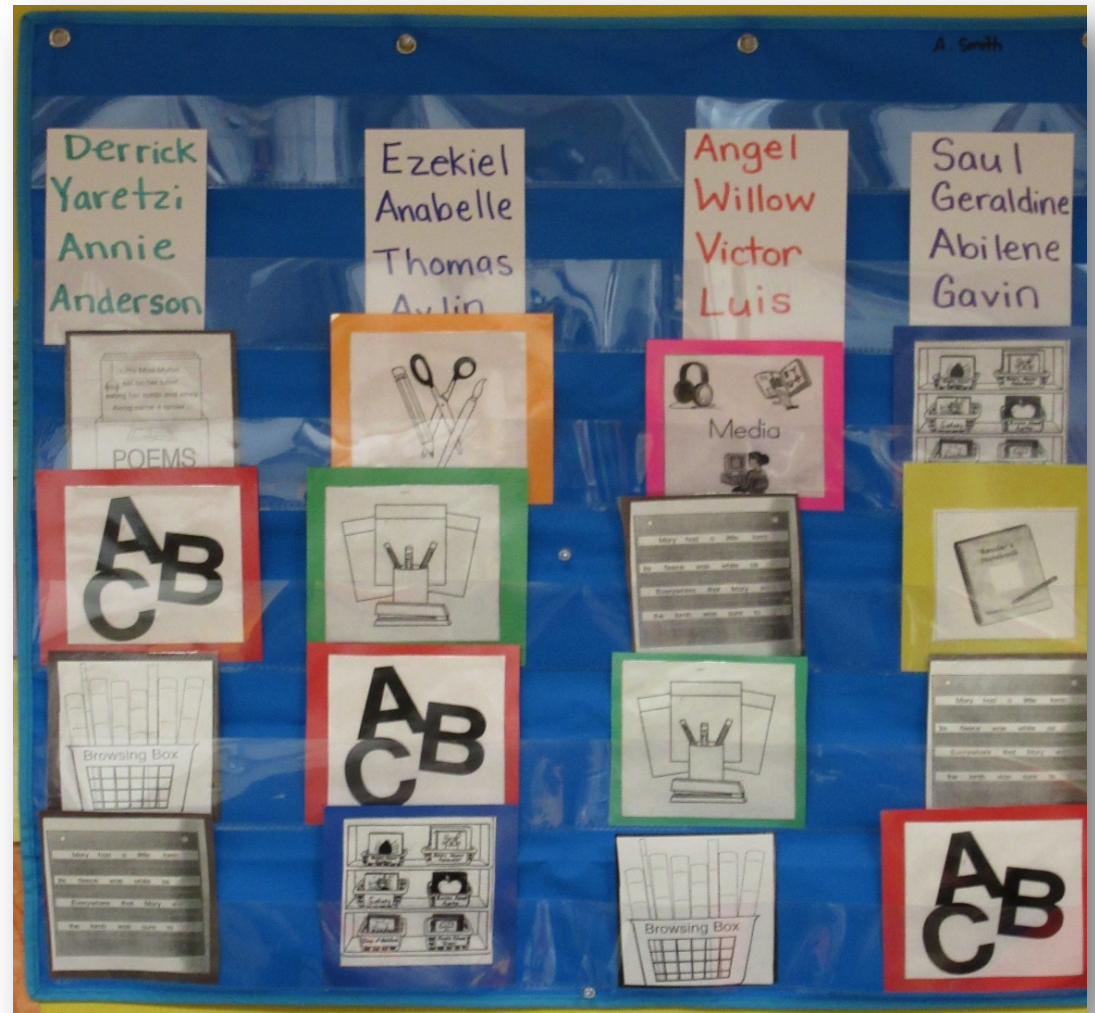


# Management Systems: Objectives for Success

- Students are actively engaged in tasks that they can do independently or cooperatively without the support of an adult.
- Students know when a task is complete and are able to move to the next task fluidly without adult support.
- The tasks that the students are engaged in are meaningful, authentic experiences of reading, writing, and word solving that reflect the demands of the Tennessee Academic Standards.



# Management Systems



# Management Systems





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**Literacy Stations**

# Examples of Literacy Stations: Kindergarten and First Grade

Literacy Station	Description
<i>Reading</i>	
<b>Independent Reading</b>	Students read classroom library books, small group reading books, and/or shared reading texts independently.
<b>Partner Reading</b>	Students read classroom library books, small group reading books, and/or shared reading texts with a partner. They can take turns reading and listening to each other or they may read chorally.
<b>Listening Station</b>	Students listen to text recordings either independently or cooperatively in small groups.
<b>Literature Circle/Book Group</b>	Students gather together in a small group to discuss a text that they have read. Another option is that students gather together to discuss different texts that they have read about a similar concept or content.

# Brainstorm and Pass Talk Structure

- At your tables, assign the shortest person to be the recorder.
- Next, ask the tallest person to begin by offering one thought about how literacy stations can enhance and support students' skills-based and knowledge-based competencies.
- Each participant should add an additional idea to the list using a round robin pattern. Each person will share one idea at a time and can pass in a round to maintain fluidity with the responses.
- Note that the recorder also gets a turn in each rotation.
- Continue sharing one idea at a time until all ideas are recorded.
- Be sure to discuss literacy stations across grades K–3.

# Video Viewing: First Grade Literacy Stations

As you watch a video of a first grade classroom that has been designed for small group reading, record your observations of:

- the classroom environment;
- the literacy station tasks; and
- the engagement of the students.

# Planning Literacy Stations

When planning literacy stations, teachers think about the following:

- What is the purpose of the station?
- What Tennessee Academic Standard(s) does the station support?
- How might this station support the unit concepts and related enduring understandings?
- What materials are needed at the station?
- What do the students need to know and be able to do to work independently or cooperatively at the station? Describe the procedures and routines they will need to learn.
- How can the stations be differentiated to meet the students' strengths and needs?

# Literacy Station Considerations

<b>Literacy Station:</b>	
<b>Grade Level:</b>	
<i>Guiding Questions:</i>	<i>Analysis:</i>
What is the purpose of the station?	
What Tennessee Academic Standard(s) does this station support?	
How might this station support the unit concepts and related enduring understandings?	
What materials are needed at the station?	
What do the students need to know and be able to do to work independently or cooperatively at the station? Describe the procedures and routines they will need to learn.	
How can the station be differentiated to meet the students' strengths and needs?	

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**Small Group  
Reading: Space and  
Materials**



# Identifying a Small Group Meeting Area





# Possible Materials for Small Group Reading Instruction

	Books that you will use across the week for each group
	Records of your readers: reading book graphs, previous running records, observational notes, and lesson plans for the week (often this information is organized into a large three-ring binder)
	Blank running record forms attached to a clipboard
	Markers, pencils, and paper
	A lap-sized magnetic whiteboard or chalkboard
	Two or three sets of lowercase magnetic letters, organized into a tackle box for use in word work
	Individual magnetic trays
	Small whiteboards, dry erase markers, and erasers for students to use
	A set of magnetic letters arranged alphabetically on a cookie sheet for your access when demonstrating teaching
	An easel with chart paper large enough for students in the group to see
	Small sentence strips
	Word cards as needed

# Literacy Stations: Evaluating Effectiveness

## *Student Engagement*

___ Many students are distracted and off task a great deal of time (either quiet and inattentive or being disruptive); a very low level of engagement generally.	___ Some of the students are engaged and on task most of the time.	___ Most students are generally on task; there is a high level of engagement most of the time.	___ Most students are on task almost all of the time; there is a very high level of engagement and purposeful activity.
___ Transitions tend to be disorderly and time consuming.	___ Transitions vary between some orderly and efficient ones and others that disrupt learning.	___ Most transitions are orderly and efficient with minor distractions on occasion.	___ Transitions are orderly and efficient.

# Reflect

- What management systems are currently in place in the schools/classrooms that you support? What refinements might be needed?
- What will be important to consider when supporting teachers with designing environments and various learning stations to meet the specific needs of their students?