Read to be Ready

Small Group Reading with Appropriately Complex Text
Module 4: Preparing for Small Homogeneous Reading Groups
Consider students’ strengths and needs when preparing for small homogeneous reading groups

Practice preparing for small homogeneous reading groups:
  o Forming Groups
  o Selecting Texts
  o Analyzing Texts
Small group reading lessons focus on the explicit teaching of reading behaviors in the service of comprehension, while incorporating additional Reading, Foundational Literacy, 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
A Process of Preparing and Planning for Small Homogeneous Reading
Preparing and Planning for Small Homogeneous Reading Groups

- Assess and Analyze Readers
- Form/Reform Groups
- Identify Areas of Emphasis
- Select Texts
- Analyze Texts
- Examine Reader and Task Considerations
- Connected Extensions
- Teaching Point
- Text Discussion
- Students Read Text
- Text Introduction

Students Read Text

Teaching Point

Text Discussion

Students Read Text

Text Introduction
Know the Readers

Know the Intended Outcomes

Know the Texts

Teaching Small Groups of Readers
Preparing for Small Group Reading
Measuring Text Complexity

- Qualitative Complexity
- High Quality and Content Rich
- Quantitative Complexity
- Reader and Task
Step 1
• Assess and analyze readers
  • Student's demonstration of the Tennessee English Language Arts Standards
  • Student's phase of reader development

Step 2
• Form/reform groups based on information about the readers

Step 3
• Identify areas of emphasis for the groups

Step 4
• Select appropriate, quantitatively complex texts that are of high quality and content

Step 5
• Analyze and determine the qualitative complexity of a text in relation to the students in the group

Step 6
• Examine reader and task considerations
  • Student's motivation, background, and experiences
  • Student's concept development in preparation for the end-of-unit ask
Step 1: Assess and Analyze the Readers

- Phases of Reader Development
- Tennessee Academic Standards
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Step 2: Form/Reform Groups Based on Information About the Readers
## Number of Groups

### Four Groups

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>C</td>
<td>C</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>B</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>D</td>
<td>B</td>
<td>A</td>
<td>C</td>
<td>D</td>
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</table>

### Five Groups

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>C</td>
<td>E</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>B</td>
<td>A</td>
<td>B</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>D</td>
<td>B</td>
<td>A</td>
<td>C</td>
<td>E</td>
</tr>
</tbody>
</table>
Ms. Roberts’ Third-Grade: Forming Groups

- View the list of students in Ms. Roberts’ third grade on pages 72-74.
- Notice how she formed the groups:
  - Consider phases of reader development.
  - Review the Lexile levels.
  - Notice the sampling of observational notes.
- What do you notice about the way Ms. Roberts formed small homogeneous groups?
Mr. Vaughn’s Kindergarten: Forming Groups

- Form groups for Mr. Vaughn’s kindergarten class.
- Work with a partner to create small homogeneous reading groups.
- Be prepared to share why you chose to group students in the way that you did.
Step 1: Assess and analyze readers
- Student's demonstration of the Tennessee English Language Arts Standards
- Student's phase of reader development

Step 2: Form/reform groups based on information about the readers

Step 3: Identify areas of emphasis for the groups

Step 4: Select appropriate, quantitatively complex texts that are of high quality and content

Step 5: Analyze and determine the qualitative complexity of a text in relation to the students in the group

Step 6: Examine reader and task considerations
- Student's motivation, background, and experiences
- Student's concept development in preparation for the end-of-unit ask
Step 3: Identify Areas of Emphasis

- Ms. Roberts’ Third Grade
- Self-Extending Phase Group (pp. 79-80, p. 30)
  - Colby
  - Samantha
  - Jamir
  - Elijah
Step 3: Identify Areas of Emphasis

Students in the Group: Colby, Samantha, Jamir, Elijah
Phase of Reader Development: Self-Extending

Areas of Emphasis:
- Use a variety of word-solving strategies to read unknown words (3.FL.PWR.3, 3.RI.RRTC.10)
- Decode multisyllabic words (3.FL.PWR.3.c, 3.RI.RRTC.10)
- Use context to confirm or self-correct word recognition and understanding of words (3.FL.F.5.c, 3.RI.RRTC.10)
- Read with accuracy and fluency to support comprehension (i.e. pausing, phrasing, intonation) (3.FL.F.5, 3.RI.RRTC.10)
- Use text features to locate information relevant to a given topic efficiently (3.RI.CS.5, 3.RI.RRTC.10)
- Synthesize new content from texts (3.RI.IKI.7, 3.RI.RRTC.10)
- Analyze an author’s purpose in choosing a topic or telling a story (3.RI.CS.6, 3.RI.RRTC.10)
Give it a Try: Identify Areas of Emphasis

- Transitional Phase Group (pp. 81-82, p. 29)
  - Kevin
  - Tiffany
  - Ethan
  - Kashmir
  - Trevor
Step 1
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Step 4: Selecting Appropriate, Quantitatively Complex Texts

<table>
<thead>
<tr>
<th>Typical Grade Level</th>
<th>Developmental Reading Phases</th>
<th>Lexile Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Emergent</td>
<td>Up to 450</td>
</tr>
<tr>
<td>Kindergarten – Early First</td>
<td>Early</td>
<td>80 – 500</td>
</tr>
<tr>
<td>Late First – Second</td>
<td>Transitional</td>
<td>450 – 650</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Self-Extending</td>
<td>550 – 820</td>
</tr>
</tbody>
</table>
### Self-Extending Readers

<table>
<thead>
<tr>
<th>Group Members</th>
<th>Title</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colby (650L), Samantha (650L), Jamir (700L), Elijah (750L)</td>
<td><em>Planet Watch</em> by Margaret Fetty</td>
<td>600/700</td>
</tr>
</tbody>
</table>
**Step 4: Select High-Quality and Content-Rich Texts**

<table>
<thead>
<tr>
<th>Selecting High-Quality and Content-Rich Texts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Traits of High-Quality Literary Texts</td>
<td>Traits of Content-Rich Informational Texts</td>
</tr>
<tr>
<td>• Conceptually rich issues</td>
<td>• Provides new information</td>
</tr>
<tr>
<td>• Complex or interesting plots</td>
<td>• Builds knowledge</td>
</tr>
<tr>
<td>• Well-developed characters</td>
<td>• Useful to the real world</td>
</tr>
<tr>
<td>• Rich language</td>
<td>• Relevant to students’ existing questions or interests</td>
</tr>
<tr>
<td>• Engaging illustrations</td>
<td>• Helps students solve problems</td>
</tr>
<tr>
<td>• New or interesting settings</td>
<td>• Helps students connect their own experiences to the broader world</td>
</tr>
<tr>
<td></td>
<td>• Sparks curiosity; prompts further research or inquiry</td>
</tr>
</tbody>
</table>

**Guiding Questions:**
- Does this text possess traits of high-quality and content-rich texts?
- Does this text promote knowledge building or the development of productive traits and habits?
- Does the content of this text connect to the students’ interests?
- Does this text encourage positive perceptions about the students’ identities and communities?
Selection of *Planet Watch* for: (p. 89)
  - Colby
  - Samantha
  - Jamir
  - Elijah
Give it a Try: Text Selection

- Selection of a text for transitional readers:
  - Kevin
  - Tiffany
  - Ethan
  - Kashmir
  - Trevor

<table>
<thead>
<tr>
<th>Title</th>
<th>Lexile Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stars in the Sky</td>
<td>300/400</td>
</tr>
<tr>
<td>Planets</td>
<td>490</td>
</tr>
<tr>
<td>To the Sun!</td>
<td>570</td>
</tr>
</tbody>
</table>
Step 1
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Step 5: Analyze and Determine the Qualitative Complexity of a Text in Relation to the Students in the Group

- Density and Complexity
- Figurative Language
- Purpose

- Vocabulary
- Prior Knowledge
- Cultural Knowledge
- Background Knowledge

- Genre
- Organization
- Narration
- Text Features
- Graphics

- Standard English and Variations
- Register

(Fisher and Frey, 2013)
## Characteristics of Qualitative Complexity

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
</tr>
<tr>
<td>Genre</td>
<td>A category of text with features ranging from texts that are consistent with the rules of the genre to texts that bend and expand the rules for the genre.</td>
</tr>
<tr>
<td>Organization</td>
<td>The way the text is structured and presented. Fiction texts range from conventional, sequential or chronological, with clear transitions, to distortions of time or sequence (flashbacks, foreshadowing, or shifting perspectives). Factual texts use structural patterns such as descriptions; chronological sequence; comparison and contrast; cause and effect; problem and solution. The combination of these structures increase the complexity of the text.</td>
</tr>
<tr>
<td>Narration</td>
<td>The point of view from which the text is written. First person, third person, or multiple narrators.</td>
</tr>
</tbody>
</table>
Text Analysis

- Analysis of *Planet Watch* for: (p. 95)
  - Colby
  - Samantha
  - Jamir
  - Elijah
# Step 6: Examine Reader and Task Considerations

## Reader Considerations

| Student Background Considerations | • Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text?  
| | • What prior background knowledge or experience will readers need to successfully access and comprehend the text?  
| | • What cultural details will students need to know to access/engage with/comprehend the text?  
| | • What prior background and cultural knowledge and experiences are readers likely to bring to the text to support their text comprehension? |

## Task Considerations

| Task Considerations | • How will this text support students with successful completion of the end-of-unit task?  
| | • What grouping structure (homogeneous or heterogeneous) would support and challenge the students?  
| | • What kinds of thinking and problem solving will students have to use to fully access the text? |
Examine Reader and Task Considerations

- Reader and Task Considerations for: (pp. 100-101)
  - Colby
  - Samantha
  - Jamir
  - Elijah
Give it a Try: Text Analysis and Examine Reader and Task Considerations

- Analysis of *Planets* for: (p. 98 and 102)
  - Kevin
  - Tiffany
  - Ethan
  - Kashmir
  - Trevor
Closing Reflection

- Read the three quotes on page 106.
- In the box provided, reflect on the information you have learned in this module using an If/Then structure:
  - *If I remember to...* *Then I’ll be able to...*