



Read to be Ready

**Small Group Reading with
Appropriately Complex Text**



Module 4: Preparing for Small Homogeneous Reading Groups

Objectives

- Consider students' strengths and needs when preparing for small homogeneous reading groups
- Practice preparing for small homogeneous reading groups:
 - Forming Groups
 - Selecting Texts
 - Analyzing Texts

Link to Tennessee English Language Arts Standards

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**

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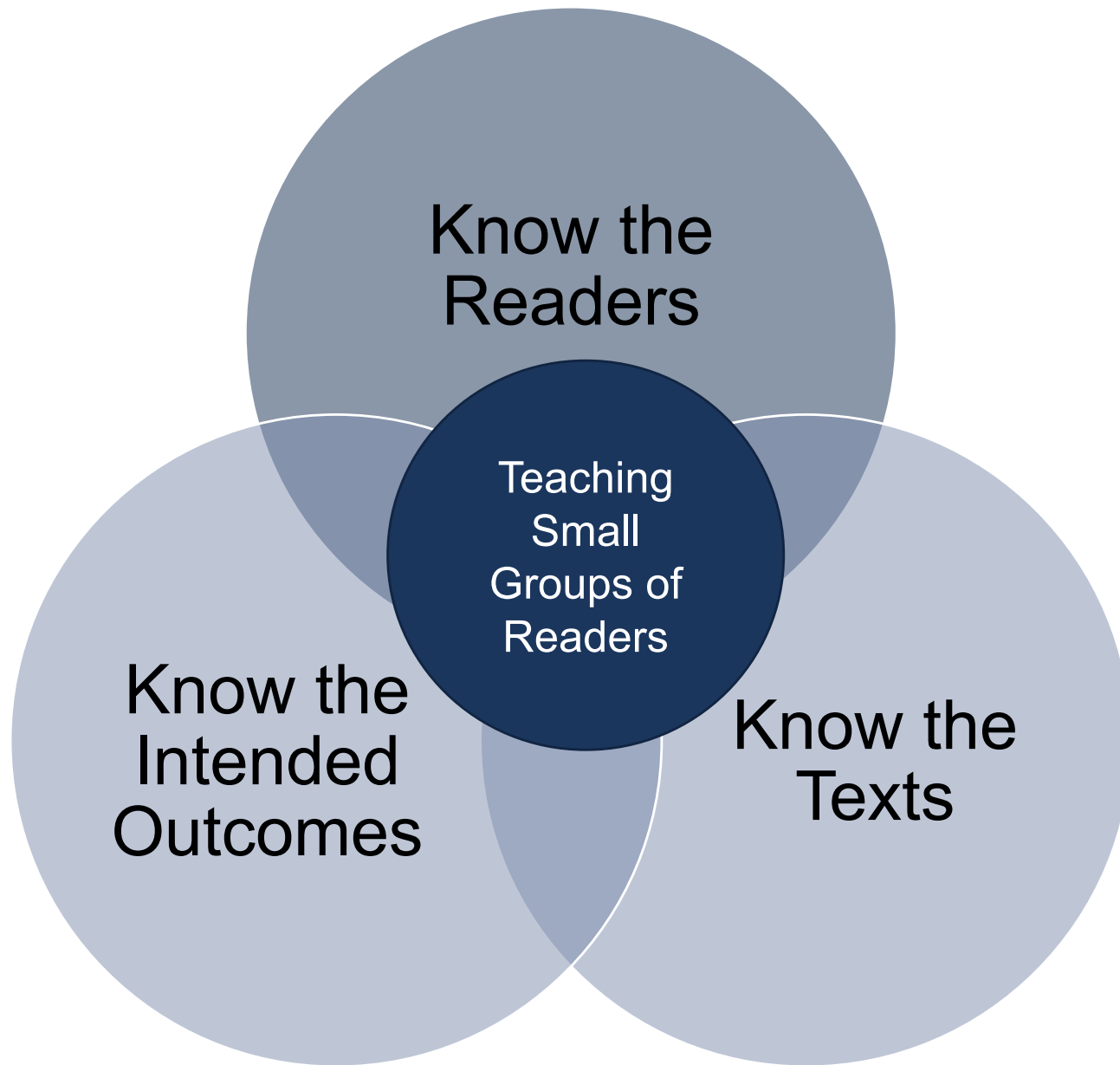
**A Process of Preparing
and Planning for Small
Homogeneous Reading**



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**Understandings that
Support Small Group
Reading**



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Preparing for Small Group Reading

Measuring Text Complexity





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

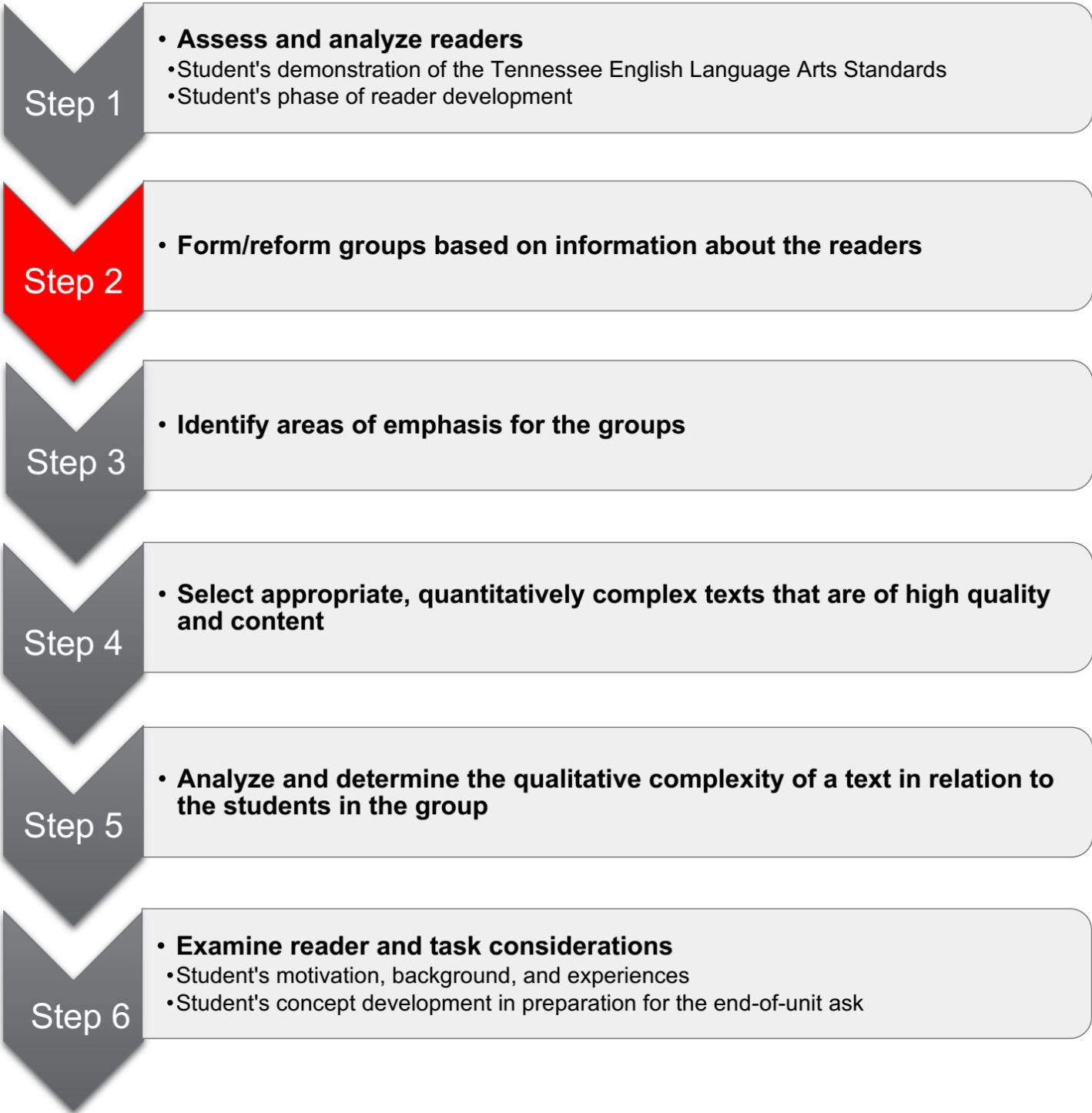
- **Analyze and determine the qualitative complexity of a text in relation to the students in the group**

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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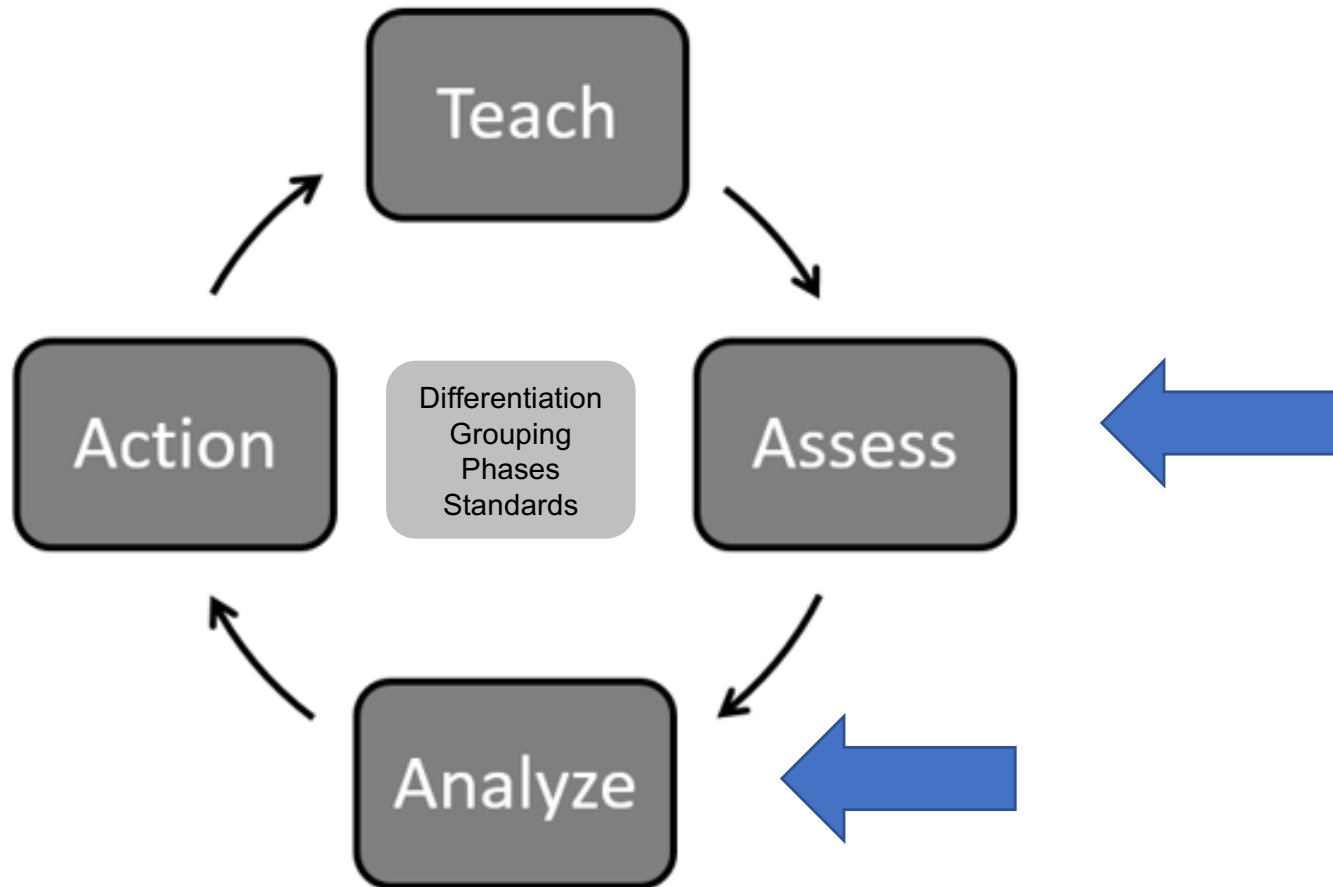
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Step 2: Form/Reform Groups Based on Information About the Readers



Number of Groups

Four Groups

Monday	Tuesday	Wednesday	Thursday	Friday
A	C	C	A	B
B	A	B	D	A
D	B	A	C	D

Five Groups

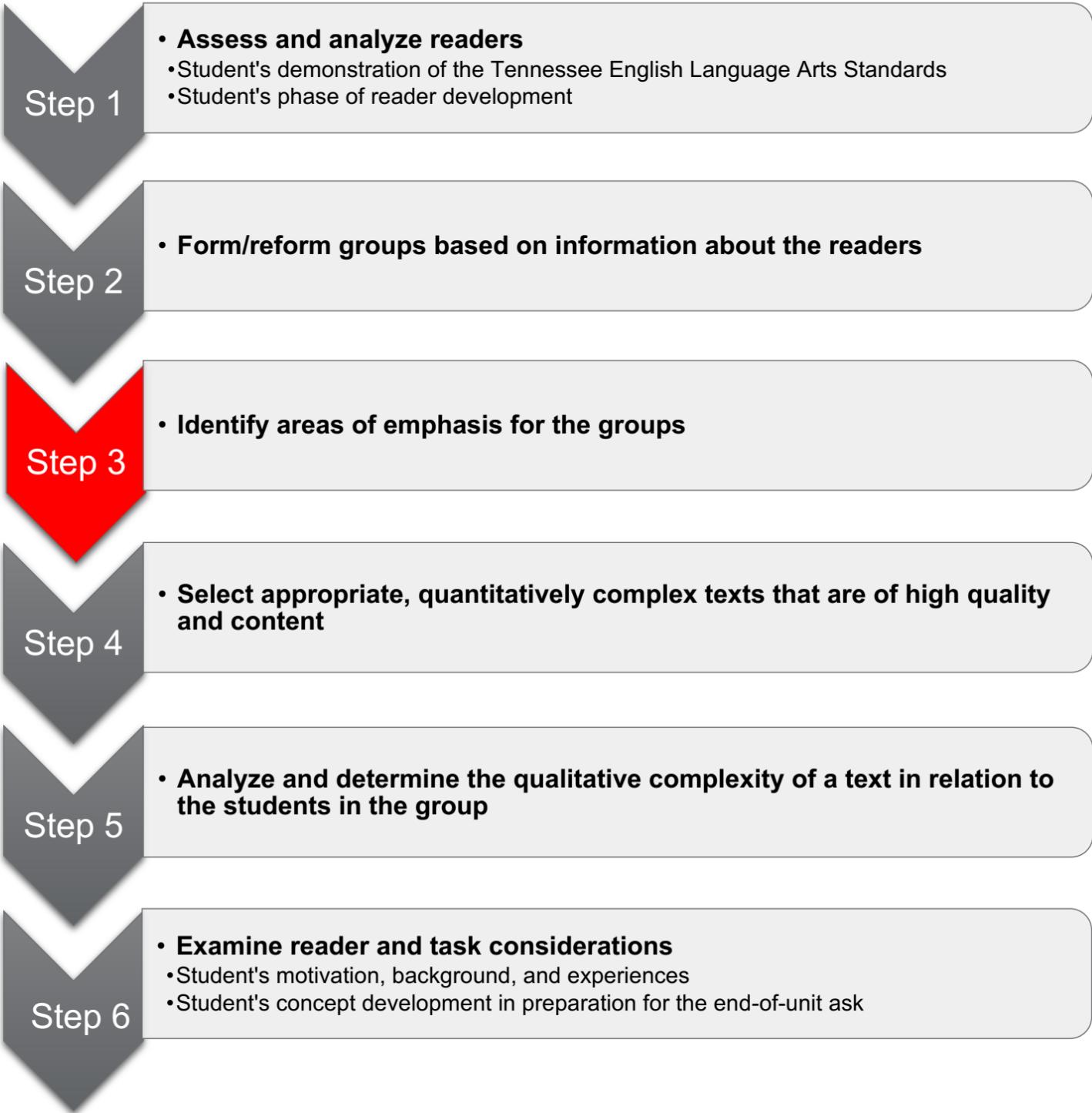
Monday	Tuesday	Wednesday	Thursday	Friday
A	C	E	A	C
B	A	B	D	A
D	B	A	C	E

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.



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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

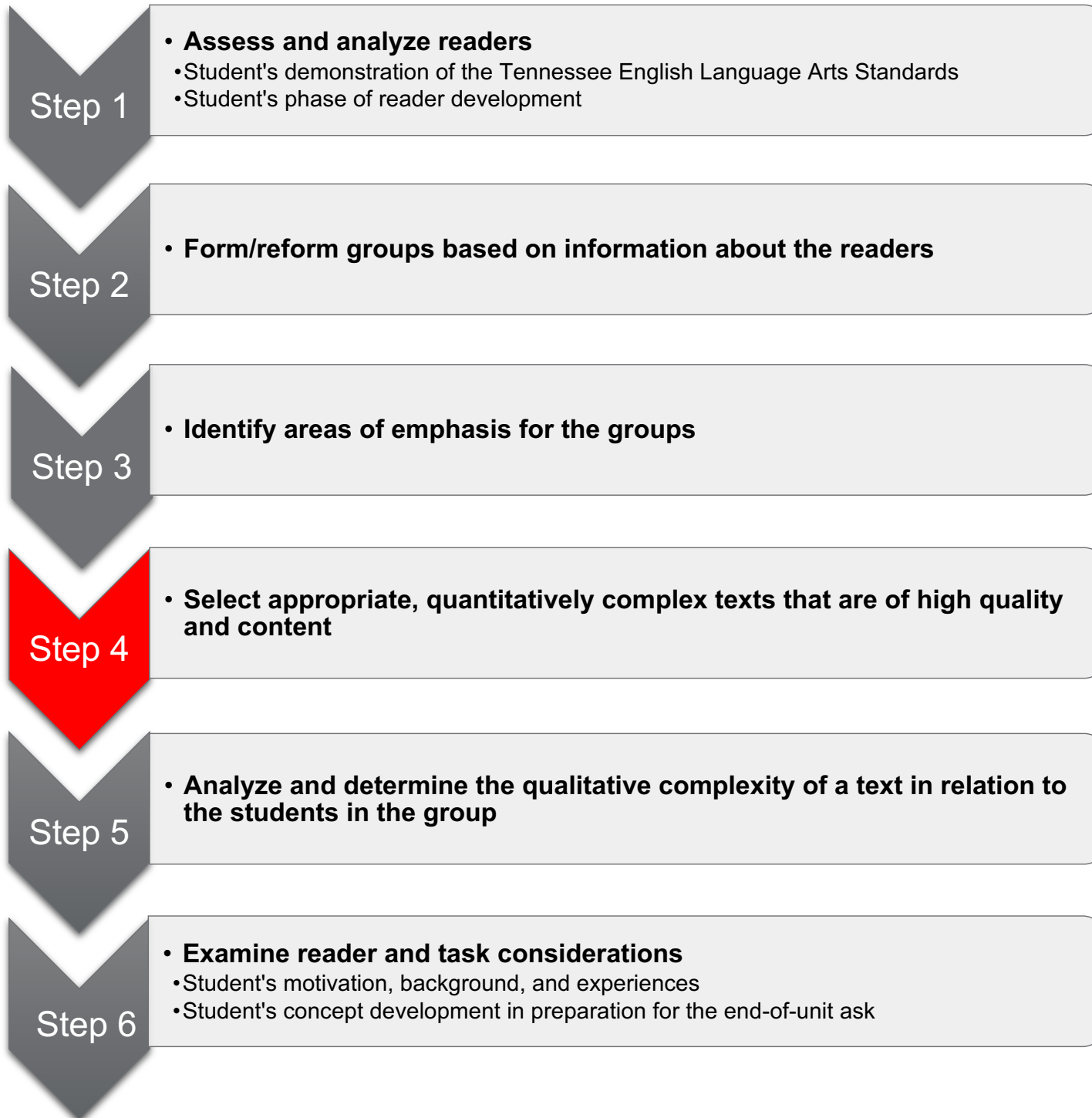
Students in the Group: Colby, Samantha, Jamir, Elijah
Phase of Reader Development: Self-Extending

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 4: Selecting Appropriate, Quantitatively Complex Texts

Typical Grade Level	Developmental Reading Phases	Lexile Level
Kindergarten	Emergent	Up to 450
Kindergarten – Early First	Early	80 – 500
Late First – Second	Transitional	450 – 650
Third Grade	Self-Extending	550 – 820

Step 4: Selecting Appropriate Quantitatively Complex Texts

Self-Extending Readers		
Group Members	Title	Lexile
Colby (650L), Samantha (650L), Jamir (700L), Elijah (750L)	<i>Planet Watch</i> by Margaret Fetty	600/700

Step 4: Select High-Quality and Content-Rich Texts

Selecting High-Quality and Content-Rich Texts

Traits of High-Quality Literary Texts	Traits of Content-Rich Informational Texts
<ul style="list-style-type: none">• Conceptually rich issues• Complex or interesting plots• Well-developed characters• Rich language• Engaging illustrations• New or interesting settings	<ul style="list-style-type: none">• Provides new information• Builds knowledge• Useful to the real world• Relevant to students' existing questions or interests• Helps students solve problems• Helps students connect their own experiences to the broader world• Sparks curiosity; prompts further research or inquiry

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?

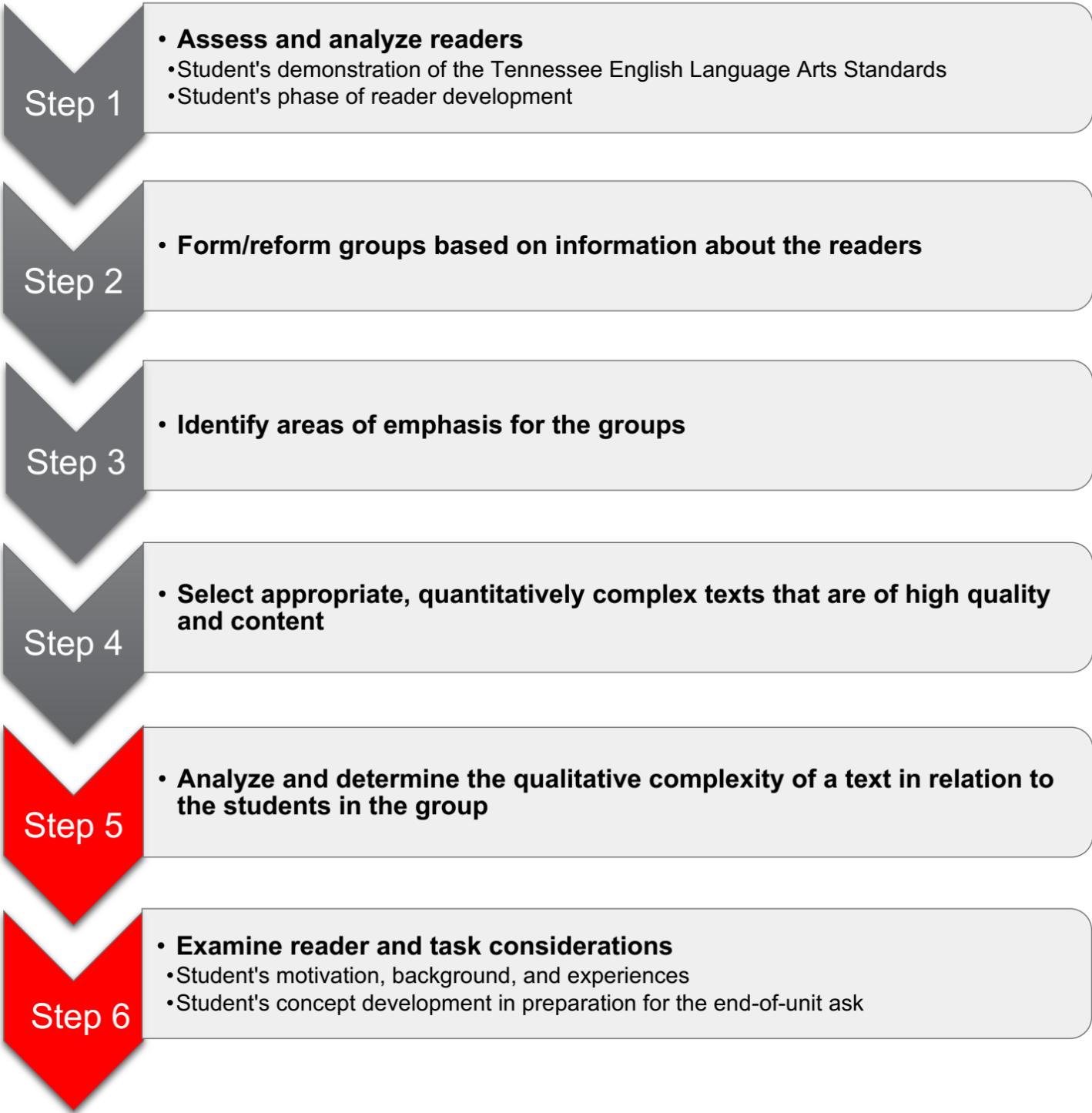
Text Selection

- 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

Title	Lexile Level
<i>Stars in the Sky</i>	300/400
<i>Planets</i>	490
<i>To the Sun!</i>	570



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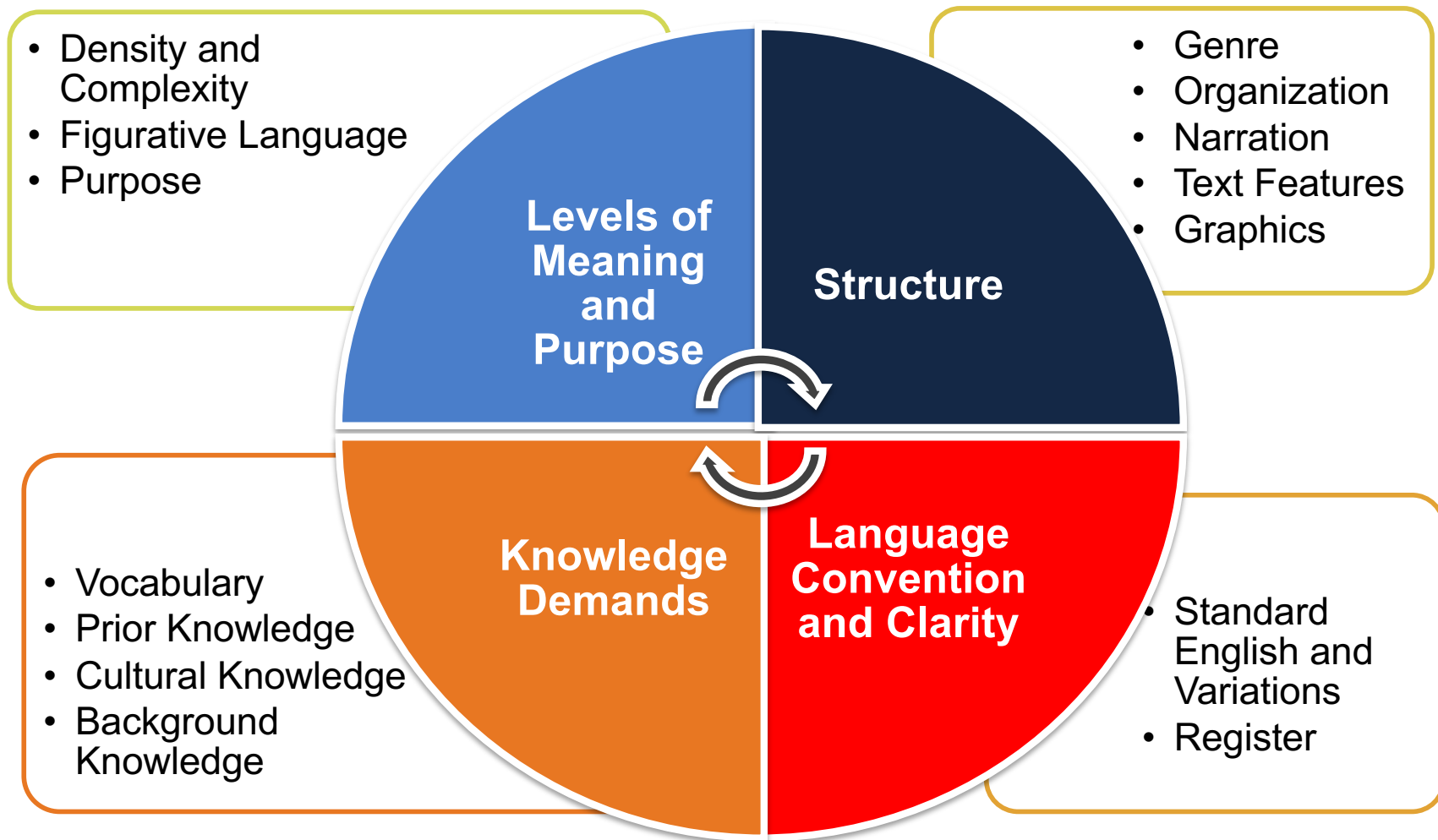
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Step 5: Analyze and Determine the Qualitative Complexity of a Text in Relation to the Students in the Group



Characteristics of Qualitative Complexity

<i>Characteristic</i>	<i>Description</i>
Structure	
Genre	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.
Organization	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.
Narration	The point of view from which the text is written. First person, third person, or multiple narrators.

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

- Motivation
- Knowledge
- Experiences

- 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

- Purpose of the task
- Complexity of the task
- Questions posed

- 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...*