Read to be Ready
Small Group Reading with Appropriately Complex Text
Module 5: Planning for Teaching Small Homogeneous Reading Groups
Objectives

- Examine the structure of homogeneous small group reading lessons
- Investigate how to plan a homogeneous small group reading lesson
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
Structure of a Small Group Homogeneous Reading Lesson
Readers, Text, and Intended Outcomes

- Know the Readers
- Know the Intended Outcome
- Know the Text

Teaching Small Groups of Readers
Preparing and Planning for Small Homogeneous Reading Groups

- Connected Extensions
- Assess and Analyze Readers
- Form/Reform Groups
- Identify Areas of Emphasis
- Select Texts
- Analyze Texts
- Examine Reader and Task Considerations
- Teaching Point
- Text Discussion
- Students Read Text
- Text Introduction
# Elements of a Small Group Homogeneous Reading Lesson

<table>
<thead>
<tr>
<th>Step 1</th>
<th>• Text introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>• Students read the text</td>
</tr>
<tr>
<td>Step 3</td>
<td>• Text discussion</td>
</tr>
<tr>
<td>Step 4</td>
<td>• Teaching point</td>
</tr>
<tr>
<td>Step 5</td>
<td>• Connected extensions</td>
</tr>
</tbody>
</table>
Systems of Strategic Actions

COPYRIGHTED MATERIAL REMOVED
Text Introduction

- Information that informs a text introduction:
  - Identified Areas of Emphasis
  - Qualitative Text Analysis
  - Reader Consideration
Text Introduction: Examples

- *Planet Watch* (pp.116-118)
  - Third grade
  - Self-extending readers: Colby, Samantha, Jamir, Elijah
Text Introduction: Give it a Try

- *Planets* (p.120)
  - Transitional readers (Kevin, Tiffany, Ethan, Kashmir, and Trevor)
  - Areas of Emphasis (p. 80)
  - Qualitative Analysis (p. 96)
Students Read the Text

- Information that informs responsive teaching while students are reading the text:
  - Identified Areas of Emphasis
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Teach</th>
<th>Prompt</th>
<th>Reinforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decode multisyllabic words by taking them apart using syllables</td>
<td>You can say it slowly and think about the parts you know.</td>
<td>Read it slowly and look at the first part, middle part, and last part.</td>
<td>You said it slowly and used the parts that you knew.</td>
</tr>
<tr>
<td>Use context to confirm or self-correct word recognition and understanding of words</td>
<td>You can try it again and think what would make sense and sound right.</td>
<td>You are nearly right: Try again; think about what would make sense and sound right.</td>
<td>You noticed that it didn’t make sense or sound right and you fixed it.</td>
</tr>
<tr>
<td>Read with fluency to support comprehension</td>
<td>Listen to me read this. Notice what I do when I come to punctuation.</td>
<td>Notice the punctuation as you read that sentence.</td>
<td>You read the punctuation in that sentence.</td>
</tr>
<tr>
<td></td>
<td>Listen to how I read the punctuation in this sentence/paragraph.</td>
<td>Read the punctuation.</td>
<td></td>
</tr>
</tbody>
</table>
Students Read the Text: Give it a Try

- Kevin, Tiffany, Ethan, Kashmir, Trevor (p.128)
  - Areas of Emphasis (p. 82)
  - Prompting Guide 1
Text Discussion

- Information that informs the text discussion:
  - Areas of Emphasis
Text Discussion Examples

- *Planet Watch* (pp.132-136)
  - Self-extending readers: Colby, Samantha, Jamir, Elijah
Text Discussion: Give it a Try

- *Planets* (p. 139)
- Transitional readers: Kevin, Tiffany, Ethan, Kashmir, Trevor
  - Areas of Emphasis (p. 82)
  - *Prompting Guide 2*
Teaching Point

- Pre-planned or in response to students reading
  - Quick
  - Specific
  - Support
    - Accuracy
    - Fluency
    - Comprehension
Connected Extensions

- Daily tasks and journal entries
- Literacy stations
- End-of-unit tasks
Connected Extensions: Give it a Try

- Transitional readers: Kevin, Tiffany, Ethan, Kashmir, Trevor (p.142)
  - Literacy Stations (pp. 47-48)
  - End-of-unit task for space, Appendix
Lesson Plan: Completed Example

<table>
<thead>
<tr>
<th>Planning Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Homogeneous Reading</td>
</tr>
<tr>
<td>Group Members:</td>
</tr>
<tr>
<td>Phase of Reader Development:</td>
</tr>
<tr>
<td>Text:</td>
</tr>
<tr>
<td>Lexile Level:</td>
</tr>
<tr>
<td>Text Introduction:</td>
</tr>
</tbody>
</table>


After Instruction: Assess and Analyze Readers
Proficient reading is all about making meaning from texts. 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 of the world.

*Teaching Literacy in Tennessee, p.2*