



**Read to be Ready**

**Small Group Reading with  
Appropriately Complex Text**

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## **Module 6: Small Group Reading, Heterogeneous Groups**

# Objectives

- Define the value and purpose of heterogeneous small group reading
- Examine the structures of heterogeneous small group reading
  - Inquiry groups
  - Needs-based groups
- Investigate how to plan for heterogeneous small group reading
- Consider when and why to use heterogeneous groupings

# Link to Tennessee Academic English Language Arts 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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# **Small Heterogeneous Reading Groups**

# Deciding When and Why to Use Heterogeneous Groups

	<b>Inquiry-based Groups</b>	<b>Needs-based Groups</b>
<b>Why use</b>	To support students in conducting shared research and writing about a question of interest related to the unit of study	<p>To support students across the phases of reader development with learning and practicing a specific strategy that they can apply to their reading</p> <p>Focus of instruction may be a skills-based or knowledge-based competency</p>
<b>When to use</b>	Recommendation is for all students to periodically participate in an inquiry group	As needed: It is recommended that teachers regularly reflect on the status of the class using observational notes and other data to look for patterns and trends in learning. The teacher determines which students may benefit from additional short, focused instruction on a concept or skill introduced during interactive read aloud, shared reading, and/or homogeneous small group instruction.

# Inquiry-Based Groups

- What are inquiry groups?
- Why are inquiry groups an effective instructional strategy?
- Structure of heterogeneous inquiry groups



# Inquiry Group: Teacher Choice Vignette

- **Grade Level:** Third grade
- **Unit of Study:** Space
- **Focus Question:** Why can't we live on other planets?
- **End-of-Unit Task:** Prepare a brief for the president on why earth is ideally suited for life, but the other planets are not.

# Gathering and Generating Inquiry Questions for Student Choice Groups

1. Interactive Read Aloud and Shared Reading
2. K-W-L Charts
3. Wonder Station

# Inquiry Group: Option 2 Vignette

- Read the description of Mr. Vaughn's kindergarten lesson, pages 163 to 164 up to the dialog boxes.
- Assign parts for readers' theater:
  - Mr. Vaughn
  - Samuel
  - Travis
  - Kimberly
  - Justice
  - Paul
- Read aloud and discuss student engagement in the lesson.

# Planning for Heterogeneous Inquiry Groups

Plan for Heterogeneous Inquiry Groups	
Grade Level:	
Standard(s) Addressed:	
Unit of Study:	
End-of-Unit Task:	
Framing Question for Small Group Inquiry:	
Group Members:	
Materials and Text Resources:	
Shared or Interactive Writing Experience:	
Connected Extension (to be completed independently):	

# Needs-Based Groups:

- What are needs-based groups?
- Why are needs-based groups an effective instructional strategy?
- What is the structure of needs-based group work?

# Needs-Based Group: Vignettes

- Divide table groups into two:
  - Three people will read about Text Features (third grade)
  - Three people will read about Comparing and Contrasting Two Texts on the Same Topic (kindergarten)
  
- Discuss:
  - focus of the instruction;
  - how the teacher modeled, prompted for, and/or reinforced the skills-based or knowledge-based need; and
  - the connected extension that the teacher asked the students to complete independently.

# Planning for Needs-Based Groups

<b>Grade Level:</b>	Third Grade
<b>TN Standard(s) addressed:</b>	3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently  3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 complexity band independently and proficiently
<b>Lesson Objective:</b>	The students will be able to efficiently read and use captions while reading to comprehend informational texts.
<b>Group Members:</b>	<ul style="list-style-type: none"> <li>• Colby</li> <li>• Elijah</li> <li>• Ethan</li> <li>• Tiffany</li> </ul>
<b>Texts and Materials:</b>	Mars – text to model lesson objective Planets – Ethan and Tiffany Planet Watch – Colby and Elijah
<b>Lesson:</b> <ul style="list-style-type: none"> <li>• Teacher Input</li> <li>• Student practice</li> <li>• Discussion</li> </ul>	<p>Teacher Input – “Authors of nonfiction books use graphic features to help readers understand concepts that they are writing about. Graphic features extend the meaning of texts. For example, it is important to take time to read the captions under pictures and illustrations when you are reading nonfiction texts because the captions explain the pictures. In this book called Mars, you’ll notice that this caption on p. 8 says, ‘Red dust and soil cover the surface of Mars.’ That caption describes how Mars looks. The caption helps me understand the information shown in the picture.</p> <p>Student Practice - Students will practice reading and using captions to gather additional information.</p> <p>Discussion -Students will share out captions they located and explain the information gained.</p>
<b>Extension (daily task, literacy station, reader’s notebook or daily journal)</b>	Students will read independently and then use their reader’s notebooks to record examples of information that was learned from reading captions in nonfiction texts.

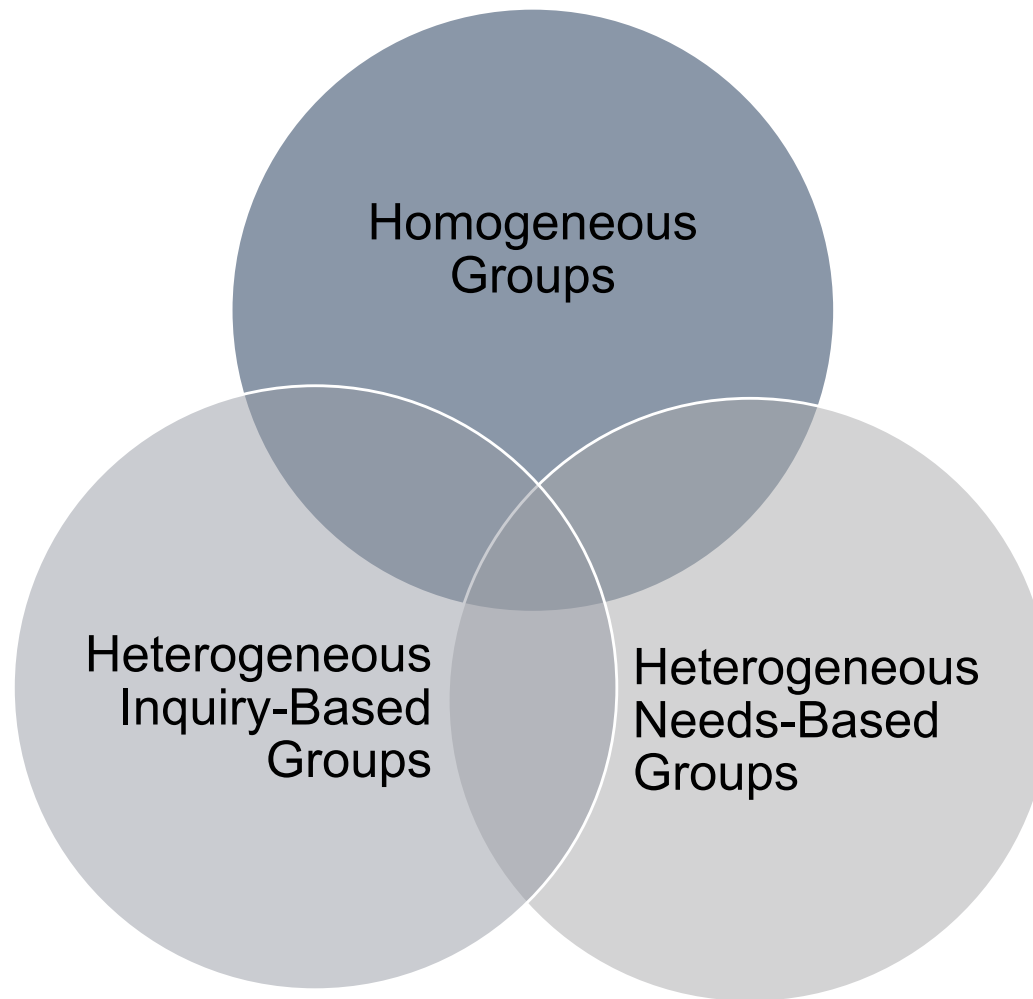
# Give it a Try:

## Planning for Needs-Based Groups

Plan for Heterogeneous Needs-Based Group	
Grade Level:	
TN Standard(s) Addressed:	
Lesson Objective:	
Group Members:	
Texts and Materials:	
Lesson: <ul style="list-style-type: none"> <li>• Teacher Input</li> <li>• Student Practice</li> <li>• Discussion</li> </ul>	
Extension (daily task, literacy station, reader's notebook or daily journal):	



# Needs-Based Groups: Compare with Other Types of Groupings



# Closing

“A teacher in a differentiated classroom does not classify herself as someone who ‘already differentiates instruction.’ Rather that teacher is fully aware that every hour of teaching, every day in the classroom, can reveal one more way to make the classroom a better match for its learners.”

-Tomlinson, 2001