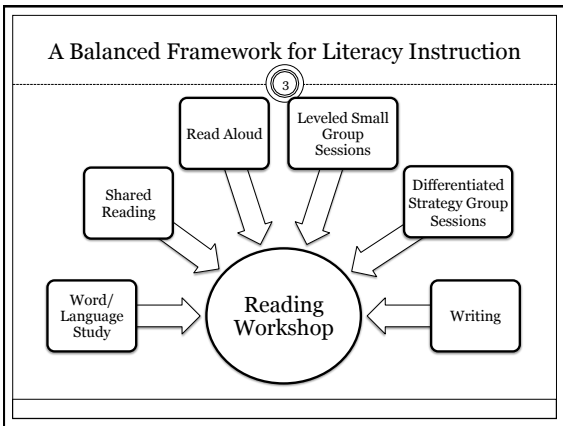


Food for Thought...

2

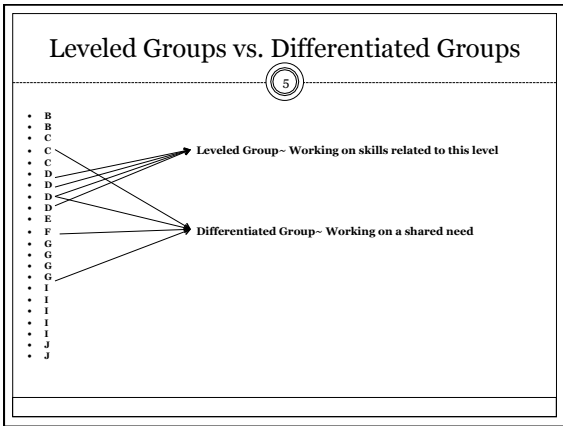
- How does Small Group Instruction support successful Reading Workshops?
- What is the relationship between Guided Reading and Independent Reading?
- How are we supporting children in their independent levels without pushing them into higher levels?
- What is the relationship between Differentiated Small Group Sessions and Independent Reading?

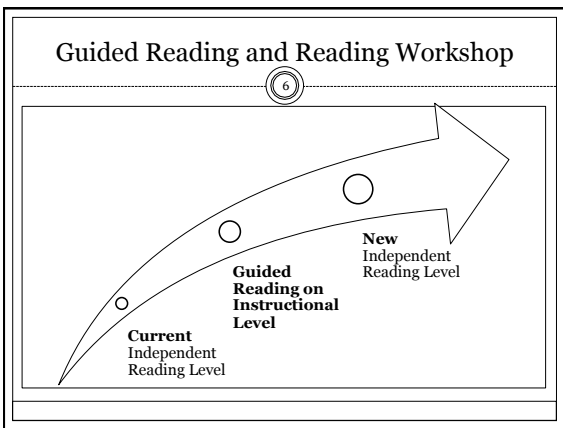


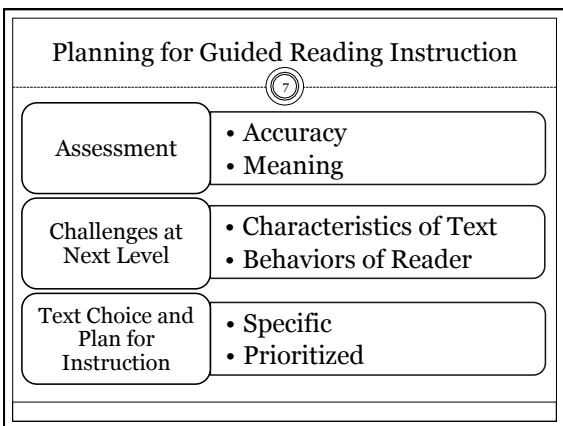
Two Ways of Forming Small Groups

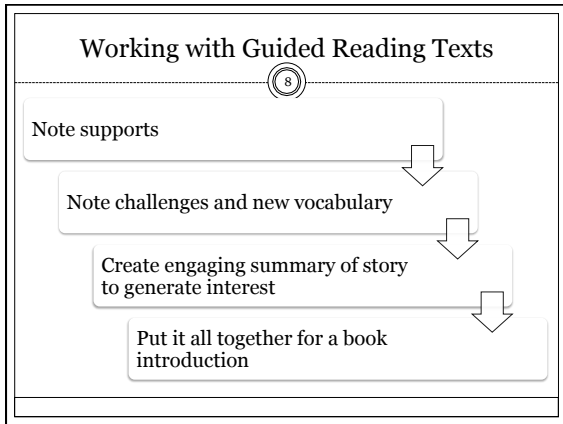
4

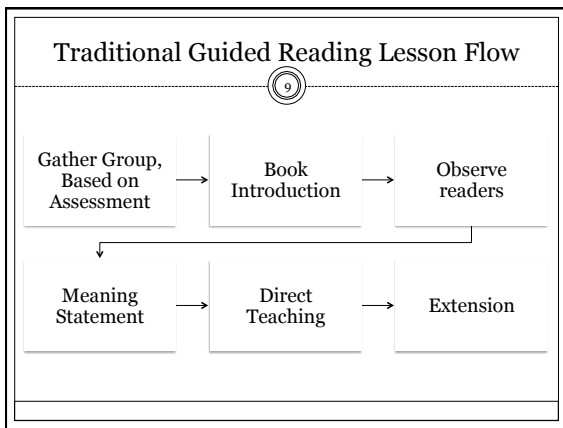
Leveled Groups	Differentiated Groups
<ul style="list-style-type: none"> • In Guided Reading we work on readers' <i>instructional</i> level, focused on preparing them for the new challenges of their NEXT independent reading level • We might then continue to work with groups on mastering skills demanded by the current independent level (like book clubs) 	<ul style="list-style-type: none"> • We work with readers at different independent reading levels, gathering groups based on a shared need • We ensure that all needs related to efficient and high quality independent reading are addressed, regardless of level

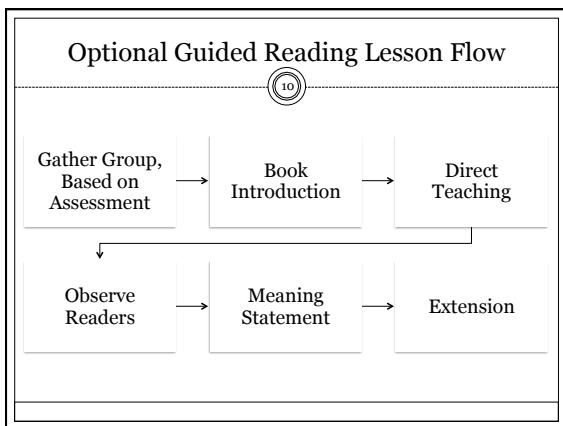












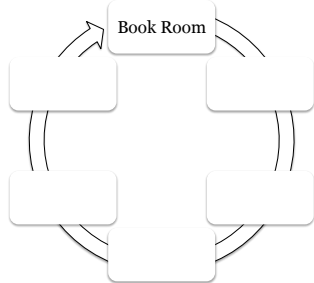
Guided Reading Considerations

11

- Text introductions are the most critical and challenging part of a Guided Reading lesson and should be planned very carefully
- Some texts need to be broken up into smaller parts and the introduction may be modified to suit that choice
- The life-cycle of a Guided Reading book from book room to lesson and eventually back to the book room should be well thought out. What happens after the lesson? Who keeps the book? When and how is it revisited, if at all? Why

Life Cycle of a Guided Reading Text

12



Leveled Comprehension Groups

13

- Children are grouped by independent reading level, reading the same book or series, as in a book club
- Teacher guides and supports children as they face comprehension challenges related to that level
- Children engage in conversation about their books
- In longer texts, we support children in working for maximum comprehension all the way through, over time

Ways to Support Deeper Comprehension

14

- Empathy vs. judgment of a character
- What does it say? → What does it mean?
- Evidence of themes
- What's behind a scene (what's *really* happening here?)
- Adding one's own opinions, ideas, images, thoughts, questions, experiences, or understandings to a text
- Connections to issues in the world (not just in the book)

A Reader's Job Through Longer Books

15

Beginning	Middle	End
<ul style="list-style-type: none"> • Get to know characters • Understand Setting • Name problem, or character wants and/or needs • Make logical predictions 	<ul style="list-style-type: none"> • Track character feelings, changes, decisions • Revise or refine predictions • Attend to role of setting or minor characters 	<ul style="list-style-type: none"> • Check in with predictions • Form emotional and evaluative response to themes or message • Discuss character's journey and what influenced it

Resources for Understanding Levels

16

- Characteristics of Texts
 - Fountas and Pinnell, *Continuum of Literacy Learning*, Heinemann
 - Fountas and Pinnell, *Guided Reading or Matching Books to Readers*
- Comprehension Challenges
 - Reading for Real, by Kathy Collins (Stenhouse)
 - Comprehension Through Conversation, by Maria Nichols
 - Comprehension From the Ground Up, by Sharon Taberski (both Heinemann)
 - Read a few selections at each level, paying close attention to the different kinds of cognitive work you are doing, keeping it mind it is hard to see a behavior that has become very automatic. Attached sheets will get you started

Differentiated Strategy Groups

17

- Children grouped based on a variety of data sources
 - Individual conference
 - Miscue analysis
 - Observation of behavior in shared reading or read aloud
- Focused on:
 - Specific needs within the five key areas of reading instruction
 - Reading habits and behaviors

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Five Key Areas of Reading Instruction

Traditional list, from the National Reading Panel findings in 2001

- Comprehension
- Fluency
- Vocabulary
- Phonics
- Phonological Awareness
- Reading Habits and Behaviors

Five Pillars of Reading Instruction, Redefined

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Comprehension

Accurate, Fluent Reading	Background Knowledge	Oral Language and Vocabulary	Reading-Writing Connections	Repertoire of Strategies
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Adapted from *Comprehension From the Ground Up*, by Sharon Taberski, Heinemann, 2010

Sample Group: Stronger Inferring	
21	
Sessions 1-2	"Charades" First teacher, then group members act out an emotion or situation and others try to figure out what it is, and say how they knew
Session 3	Use pictures from books or other places- have students glean information that's not explicit, and articulate how they know
Session 4	Show a book where picture says something more or different than what's in text (Tough Boris, eg)
Session 5	Give a book at level C or D with words covered and have children act out what's happening, assigning dialog to characters
Sessions 6-7	Read same book from last time and talk about what we <i>know</i> , but that's not written in words, then do again with books at children's levels

Scheduling Small Group Instruction							
22							
	Monday	Tuesday		Wednesday	Thursday		Friday
	Mini-Lesson	Mini-Lesson		Mini-Lesson	Mini-Lesson		Mini-Lesson
Week 1	Conferring/ Coaching One-to-One	Group 1 Session 1	Group 2 Session 1	Conferring/ Coaching One-to-One	Group 1 Session 2	Group 2 Session 2	Conferring/ Coaching One-to-One
Week 2	Conferring/ Coaching One-to-One	Group 1 Session 3	Group 2 Session 3	Conferring/ Coaching One-to-One	Group 1 Session 4	Group 2 Session 4	Conferring/ Coaching One-to-One
Week 3	Conferring/ Coaching One-to-One	Group 1 Session 5	Group 2 Session 5	Conferring/ Coaching One-to-One	Group 1 Session 6	Group 2 Session 6	Conferring/ Coaching One-to-One
	Share	Share		Share	Share		Share

Small Group Instruction and Reading Workshop
23
<p>Small group instruction levels the playing field such that all readers, regardless of level, have fair and equitable access to the standards-based year-long curriculum being presented across the year.</p> <p>Small group instruction is not optional...it is an imperative.</p>
