Food for Thought...

- 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?

A Balanced Framework for Literacy Instruction

Two Ways of Forming Small Groups

**Leveled Groups**

- In Guided Reading we work on readers’ instructional 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)

**Differentiated Groups**

- 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
Leveled Groups vs. Differentiated Groups

- Leveled Group: Working on skills related to this level
- Differentiated Group: Working on a shared need

Guided Reading and Reading Workshop

- Current Independent Reading Level
- Guided Reading on Instructional Level
- New Independent Reading Level

Planning for Guided Reading Instruction

- Assessment:
  - Accuracy
  - Meaning
- Challenges at Next Level:
  - Characteristics of Text
  - Behaviors of Reader
- Text Choice and Plan for Instruction:
  - Specific
  - Prioritized
Working with Guided Reading Texts

- Note supports
- Note challenges and new vocabulary
- Create engaging summary of story to generate interest
- Put it all together for a book introduction

Traditional Guided Reading Lesson Flow

- Gather Group, Based on Assessment
- Book Introduction
- Observe readers
- Meaning Statement
- Direct Teaching
- Extension

Optional Guided Reading Lesson Flow

- Gather Group, Based on Assessment
- Book Introduction
- Direct Teaching
- Observe Readers
- Meaning Statement
- Extension
Guided Reading Considerations

- 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

Leveled Comprehension Groups

- 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

- 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

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>Get to know characters</td>
<td>Track character feelings, changes, decisions</td>
<td>Check in with predictions</td>
</tr>
<tr>
<td>Understand Setting</td>
<td>Revise or refine predictions</td>
<td>Form emotional and evaluative response to themes or message</td>
</tr>
<tr>
<td>Name problem, or character wants and/or needs</td>
<td>Attend to role of setting or minor characters</td>
<td>Discuss character’s journey and what influenced it</td>
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<tr>
<td>Make logical predictions</td>
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Resources for Understanding Levels

- 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

- 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

Five Key Areas of Reading Instruction

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

Five Pillars of Reading Instruction, Redefined

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Accurate, Fluent Reading</th>
<th>Background Knowledge</th>
<th>Oral Language and Vocabulary</th>
<th>Reading-Writing Connections</th>
<th>Repertoire of Strategies</th>
</tr>
</thead>
</table>

Adapted from Comprehension From the Ground Up, by Sharon Vahana, Heinemann, 2010
Sample Group: Stronger Inferring

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 know, but that’s not written in words, then do again with books at children’s levels.

Scheduling Small Group Instruction

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Mini Lesson</td>
<td>Mini Lesson</td>
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<tr>
<td>Week 1</td>
<td>Conferring/Coaching</td>
<td>Group 1: Session 1</td>
<td>Group 2: Session 2</td>
<td>Conferring/Coaching</td>
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<tr>
<td>Week 2</td>
<td>Conferring/Coaching</td>
<td>Group 1: Session 5</td>
<td>Group 2: Session 6</td>
<td>Conferring/Coaching</td>
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<tr>
<td>Week 3</td>
<td>Conferring/Coaching</td>
<td>Group 1: Session 9</td>
<td>Group 2: Session 10</td>
<td>Conferring/Coaching</td>
</tr>
<tr>
<td>Share</td>
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Small Group Instruction and Reading Workshop

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.

Small group instruction is not optional...it is an imperative.