

Small Group Instruction: Using On-Grade Level Text

For students reading 'just' on grade level or below

Instructional Purposes:

- Provide small group instruction for students reading 'just' on grade level or below using grade level text.
 - Provide additional opportunities reading complex text with scaffolded instruction
 - Preview a text being used in a future whole class lesson

Instructional Pre-Planning and How Tos:

- Teacher chooses an on-grade level complex text (i.e. text books, poetry, weekly newspaper, content text [math, science, social studies], etc.).
- Teacher pre-reads the text to determine and plan:
 - the 1 daily intentional comprehension teaching point/teaching reminder (RL or RI) based on text possibilities, assessment information and/or a spiral of standards-based skills,
 - whether to use the entire text or a portion of the text,
 - where to break the text into instructional sections/chunks,
 - the instructional language for the targeted standard,
 - the vocabulary word (RL4 or RI4) or in K and 1st grade decoding skill (RF) for 2nd reading of section/chunk, and
 - the instructional language for having students 'stop and monitor their understanding' after each section/chunk and
 - the closing conversation and/or exit slip.
- Students are reminded of the teaching point prior to reading a section/chunk. (The teacher may choose to model the 1st section/chunk.)
- Students and teacher chorally read the section/chunk. (In the last 1/3 of the text students could partner read.)
- Teacher has students stop after each section/chunk to 'monitor their understanding'.
- Students turn and talk. Teacher has a few students share out with the group.
- Prior to a 2nd reading of the section/chunk, the teacher highlights a vocabulary word and provides a vocabulary strategy for figuring out the word's meaning. (In K and 1st grade, a decoding reminder could be used instead of vocabulary.)
- Teacher holds 1 child back to complete an informal assessment/reading conference.

Planning Small Group: Using on Grade Level Text (for striving readers)

- Teacher deliberately plans 1 daily intentional comprehension teaching point/teaching reminder based on text possibilities, assessment information and/or a spiral of standards-based skills. Students are reminded of the teaching point prior to reading a section/chunk.
- Students and teacher chorally read the section/chunk.
- After reading the chunk, students stop to monitor their understanding.
- Students turn and talk. Teacher has a few students share out with the group.
- Prior to a 2nd reading of the section/chunk, the teacher highlights a vocabulary word and provides a vocabulary strategy for figuring out the word's meaning. (In K and 1st grade, a decoding reminder could be used instead of vocabulary.)

Comprehension Skills	Vocabulary Skills	Reading Foundational Skills
<ul style="list-style-type: none"> • Reading Informational and Literature Standards 1-10 (Key Ideas and Details RL and RI 1,2,3, Craft and Structure RL and RI 4,5 6, Integration of Knowledge and Ideas RL and RI 7,8,9 and Range of Reading and Text Complexity RL and RI 10) 	<ul style="list-style-type: none"> • Determine meaning of words and phrases (RL and RI 4) <p>**Provide students a strategy for figuring out the meaning of the new word (e.g. context clues, using the root word, reading-on, cloze). (In K and 1st grade, a decoding reminder could be used instead of vocabulary).</p>	<ul style="list-style-type: none"> • Decoding words (RF3) • Reading high frequency words with automaticity (RF3) • Reading with fluency (RF4)

1st Section/Chunk:

Instructional Language	
Choral Reading	
Stop and Monitor	
Vocabulary Word and Strategy Reminder (or Decoding in K and 1st)	

2nd Section/Chunk:

Instructional Language	
Choral Reading	
Stop and Monitor	
Vocabulary Word and Strategy Reminder (or Decoding in K and 1st)	

3rd Section/Chunk:

Instructional Language	
Choral Reading	
Stop and Monitor	
Vocabulary Word and Strategy Reminder (or Decoding in K and 1st)	

4th Section/Chunk:

Instructional Language	
Choral Reading	
Stop and Monitor	
Vocabulary Word and Strategy Reminder (or Decoding in K and 1st)	