

# **K-3 Literacy Pilot: MoMEntum Common Professional Learning #9.2**



Small Group Instruction:  
A K-3 Literacy Essential

# Learning Intentions

## Educators will:

- develop a common understanding of strategy small group instruction compared to guided reading small group instruction.
- take a closer look at close reading during small group instruction.
- dive deeper into creating small groups.

# Why is Small Group Important?

Small group is the final point of support before students reach independence.

In small group, students practice strategies introduced in read aloud and shared reading as they work through text mostly independently.

# Grouping Students

<b>Guided Reading Groups</b>	<b>Strategy Groups</b>
Grouped by instructional reading level and are short term.	Grouped by strategy needs of students (summarize, infer, etc.) and are short term (maybe even a day).
Up to 6 students.	Up to 6 students.
Primary focus is the content of text.	Primary focus is strategies.
Reading strategies act as a support.	The content acts as a support.

# Text

<b>Guided Reading Groups</b>	<b>Strategy Groups</b>
An instructional unfamiliar leveled text.	An independent familiar or unfamiliar text.
Teacher selects 1 book (multiple copies) for the entire group.	Students may have different texts, as long as the strategy can be applied to the text.
Reading the text requires teacher support.	The teacher selects an example which is solely used for demonstrating and teaching the strategy.

# Structure

<b>Guided Reading Groups</b>	<b>Strategy Groups</b>
<p>In the introduction, the teacher gives an overview of the text, decodes tricky words and often mentions a reading strategy.</p>	<p>To begin, the teacher sets a purpose for meeting. “We are meeting together today because I would like to have a conversation with you about...” (summarizing, inferring, using context clues, chunking, using text features, etc.).</p>
<p>Students read the same book at the same time (NOT round robin). Teacher monitors, prompts, asks questions, models, etc. with individuals in the group as they read, and takes notes when needed. There is often a stand alone lesson prepared for guided reading that’s appropriate for readers at that level range.</p>	<p>The teacher often reteaches a whole group mini lesson, and models the strategy first. Students use the strategy while reading their independent level books from book box. Students read silently (NOT round robin)Teacher listens in. Specific strategies are discussed and practiced.</p>
<p>Discuss the text and process strategy.</p>	<p>Link it back to strategy.</p>

# Strategy Group Recommendations

- At the end of a mini –lesson take a status of the class.
  - Ask each student to tell you what they plan to read/work on during independent time.
  - Have a class chart to keep record of students who are able to articulate how to use what they learned in the lesson during independent time.
  - Use the fore mentioned chart data to group students who need to work on the same strategy and to focus 1:1 conferencing.
  - Students will be held accountable for their learning during whole group lesson and begin to know that you will be asking them for a plan of action before they begin working.
  - Use strategy groups for WRITING too.

# Strategy Group Examples

- 1<sup>st</sup> grade Retelling 9:53
- 2<sup>nd</sup> grade coding the text for understanding 5:11
- 2<sup>nd</sup> grade non fiction wondering/ learned 14:45
- 2<sup>nd</sup> grade rereading 7:43
- K independent reading 4:57
- K guided reading group 1:1 match 7:10
- 3<sup>rd</sup> grade preparing for conversation Calkins 8:47



# Close Reading in Small Group

## Close Reading

- **Teacher Version**

- *Close reading is purposefully reading a complex text several times in order to analyze and gain a deep understanding of the text.*

- **Student Friendly Version**

- *Reading something enough times so you can understand it, explain it to someone else, and ask and answer questions about it using evidence from the text.*

# Components of Close Reading Routines

- Uses short, worthy (sufficiently complex) texts
- Limits frontloading
- If appropriate, students read the text themselves. For primary students the text can be accessed through read aloud or shared reading and again in small group.
- Encourages observations and annotations.
- Incorporates purposeful rereading, collaborative discussions, and written responses
- Uses text-dependent questioning and other analysis prompts/tools to encourage analysis.

Question to ask—*Will students benefit from critically engaging with the text through repeated readings?* If the answer is **yes**, then a close reading process is appropriate.

# Close Reading in Small Group

## Incorporating Close Reading

- **Whole Class** (single or multi-day)—enables all students to engage with appropriately complex text; use independent/shared/partner/read aloud formats
- **Small Group** (single or multi-day)—differentiate text or differentiate scaffolding
- **Writing Instruction**—through the use of mentor texts

# What Does a Close Reading Routine Look Like?

- Establish **purpose** for reading, activate prior knowledge of text/genre structure and topic vocabulary
- Engage in **1<sup>st</sup> reading**— read aloud or independently with annotation
- Engage in **1<sup>st</sup> discussion**—checking for basic understanding, sharing surprises and confusions
- Engage in **2<sup>nd</sup> reading**—may be shared reading and/or teacher read aloud/think aloud, use of text-dependent questions to prompt analysis
- Engage in **2<sup>nd</sup> discussion**—examine and extend on 2<sup>nd</sup> reading
- Engage in **3<sup>rd</sup> reading**—using text dependent questions to prompt analysis
- Engage in **3<sup>rd</sup> discussion**—students share evidence
- **Writing about text**—connected to big ideas surfaced through readings/discussions and which requires textual evidence to be included.

# Strategy Grouping

The bulletin board displays four strategy cards, each with a title and a list of skills. Student names are written on sticky notes of various colors and are grouped around the cards.

**Top Left Card:**

- Phonics**
  - decodes longer words (two-three syllables)
  - decodes two-four vowel combinations (ou, igh, oigh, etc.) more easily on longer words
  - decodes silent letters on longer words (kn, wr, gn, etc.)
  - may use pronunciation guide in nonfiction
- Vocabulary**
  - pays attention to new words and uses context of words and pictures to determine meaning
  - starting to read and understand idioms and figurative language
  - understands meanings of homophones and homographs
  - uses prefixes and suffixes to determine word meanings
- Comprehension**
  - moves more flexibly from fiction to nonfiction
  - summarizes and extends text
  - comprehends text read over several days
  - infers, predicts, and analyzes characters
  - uses text features to aid comprehension in nonfiction
- Fluency**
  - processes the text more smoothly
  - reads in phrases and with expression over longer text
  - reads silently most of the time

**Top Right Card:**

- Phonics**
  - decodes longer words with more complex phonics patterns
  - can decode most two-three-syllable words
  - uses letter sounds flexibly and fluently (sounds of c, g, and vowels, etc.)
- Vocabulary**
  - understand more sophisticated vocabulary and more complex language structures
  - prefixes and suffixes used for determining meaning
  - reads and understands many new vocabulary words, especially in nonfiction
- Comprehension**
  - understands subtlety of plot and humor
  - builds schema for unfamiliar topics when reading
  - infers, reads critically, makes more connections
  - deeper understanding of multiple characters
  - expands reading in a variety of genres
  - visualizes as pictures are included less
- Fluency**
  - sustains fluency while reading longer sentences and longer text
  - reads more rapidly with phrasing and limited self-correcting
  - reads character voices smoothly and with greater intonation
  - varies reading rate depending on the type of text read

**Bottom Left Card:**

- Phonics**
  - decodes more multisyllabic words and many words with two-four vowel combinations within these longer words (igh, ough, etc.)
  - decodes words with chunks like tion, ance, cial, etc.
  - decodes more quickly, which aids fluency
- Vocabulary**
  - understands more difficult vocabulary
  - understands idioms and figurative language in text
  - prefixes and suffixes used to figure out word meanings
- Comprehension**
  - figures out who's talking when reading more complex dialogue
  - deeper understanding of multiple characters
  - comprehends longer chapters
  - greater range of genre understood
  - uses text features and structures
- Fluency**
  - sustains fluency while reading longer sentences and longer texts
  - reads more rapidly with phrasing and limited self-correcting
  - reads character voices with greater intonation

**Bottom Right Card:**

- Phonics**
  - decodes most two-four syllable words
  - uses letter sounds flexibly and fluently
  - may miscue simple words like a and the when reading more fluently—words that don't change the meaning
- Vocabulary**
  - understands more sophisticated vocabulary and more complex language structures in longer text
  - wider range of prefixes and suffixes used to determine meaning of new words
  - is exposed to many new words in both fiction and nonfiction and determines meaning
- Comprehension**
  - infers, reads critically, makes deeper connections
  - asks more questions as reading
  - answers higher-level questions with increasing depth
  - reads across a wider variety of genres
  - visualizes most of the time
- Fluency**
  - sustains fluency on longer texts with more complex sentences and wider range of punctuation and text nuances
  - reads more rapidly with phrasing and limited self-correcting on longer text
  - uses intonation and expression to match mood, characters, type of text, etc. (interpretive reading)

**Student Names on Sticky Notes:**

- Top Left: Sarah (blue), Bette (blue), Jeff (yellow), Asa (yellow), Kate (yellow)
- Top Right: Sue (yellow), Nicole (yellow), Mark (yellow)
- Bottom Left: Mary (yellow), Lydia (blue), Mike (blue), Gio (yellow)
- Bottom Right: Tara (blue), Noah (yellow), Selena (blue), Grace (blue), Skip (yellow)

# Leveled Groups

The folder is organized into three horizontal sections, each representing a reading level. Each section includes a printed card with learning objectives and a set of student names on sticky notes.

**K/1st Grade—Level C**

- Concepts About Print:**
  - Know left-to-right and return to top
  - Recognize 1:1 matching, even in longer words
  - Recognize words made in self-sounding
- Phonemic Awareness:**
  - Phonemes and blending
  - Phoneme substitution and manipulation
- Phonics:**
  - Decode CVC words
  - Use beginning and ending sounds to figure out new words
- Vocabulary:**
  - Use known words as anchors
  - Acquire high-frequency words
  - Use roots
  - Self-correct to make sense
- Comprehension:**
  - Use pictures and words to predict meaning
  - Use roots
  - Self-correct to make sense

Student names: Noah, Gio, Skip

**1st Grade—Level E**

- Phonics:**
  - Decode slightly longer words
  - Use long vowel sounds, including two-letter vowels (ai, ay, ee, etc.)
  - Read compound words
- Vocabulary:**
  - Continue to acquire high-frequency words
  - Use new vocabulary, especially when reading unfamiliar
- Comprehension:**
  - Makes predictions and checks on them
  - Use words more than pictures
  - Makes connections across texts
  - Retells to check meaning
  - Retells and remembers
- Fluency:**
  - Engage orally on text
  - Start to read in phrases
  - Makes more fluent, especially while reading

Student names: Bette, Sarah, Tara, Lydia, Mike, Selena, Grace

**2nd Grade—Levels G and H**

- Phonics:**
  - Use short and long vowel sounds more flexibly
  - Decode more two- and three-syllable words
  - Begin to use vowel + r combinations
- Vocabulary:**
  - Acquire new words and figures out meaning, using the picture for support
  - Learn new words, especially when reading unfamiliar
- Comprehension:**
  - Make and check predictions
  - Use words more than pictures
  - Makes connections across texts
  - Retells and remembers
  - Retells to infer at times
- Fluency:**
  - Notice punctuation and uses for phrasing
  - Begin to use more intonation
  - Makes more fluency through text

Student names: Mary, Asa, Jeff, Kate, Sue, Nicole, Mark

# Let's Get Started

- Analyze current student data for commonalities.
- Group students by these commonalities.
- Groups should have between 2-6 students.
- Determine if the lesson will focus.
- Will you use reading level or strategy?
- What text will you use for demonstration?

# Strategy Group Examples

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- Close Reading



# Try It On

- Have your coach model different techniques for small group instruction that does not involve round robin reading.
- Try grouping your students by strategy need instead of guided reading level. Co teach or co plan the lesson with your coach and discuss the similarities and differences.
- Try close reading procedures during a week of small group. Discuss with your coach during a post conference.
- Count to 8 or 10 in your mind before you prompt students during small group. More wait time gives them more time to figure out problems on their own. Have your coach observe and give you feedback on your wait time and the impact on learning.

# Try It On

- Have your coach visit during the small group lesson to note the types of prompts you are using. Discuss at a post-conference.
- Get creative about reducing the amount of introductory talk or instruction you offer at the beginning of a small group lesson. How quickly can you turn the talk over to the students and let them begin exploring the text?
- Give your self permission to let your knowledge of your students override the assigned level. If you find this challenging, begin by letting students work in hard texts from one level below their current level or in the easier texts from the next level up. For example, it is often just as beneficial for students working at level K to spend time reading from hard level J books or easy level L books.

# Try It On!

- After a mini-lesson, use the status of the class to pull groups to reinforce or extend the mini lesson. Your coach can be an in the moment thinking partner.