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

Guided Reading Groups	Strategy Groups
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

Guided Reading Groups	Strategy Groups
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

Guided Reading Groups	Strategy Groups
In the introduction, the teacher gives an overview of the text, decodes tricky words and often mentions a reading strategy.	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.).
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.	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.
Discuss the text and process strategy.	Link it back to strategy.



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

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

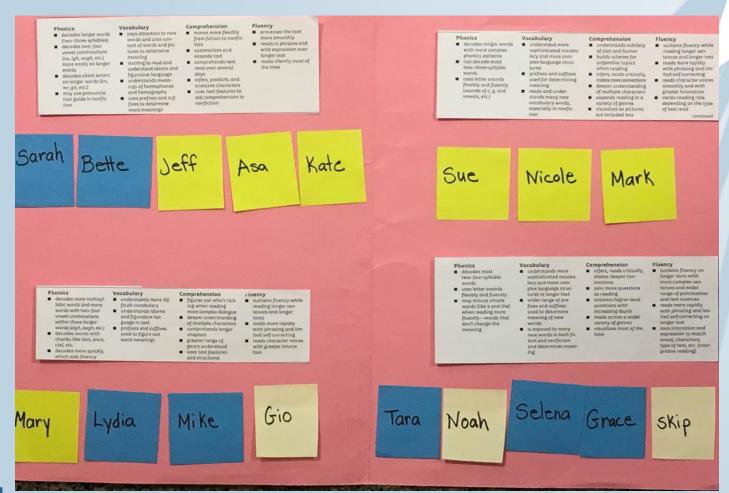


What Does a Close Reading Routine Look Like?

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

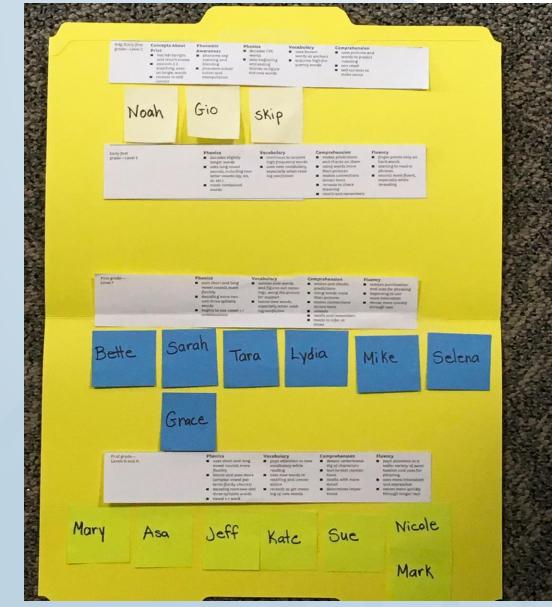


Strategy Grouping





Leveled Groups





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?



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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.

