

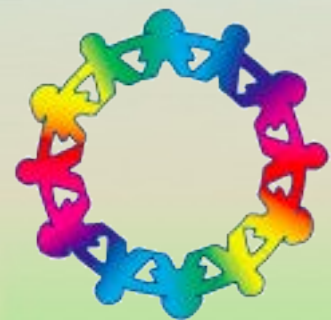
# POPEY

Provincial Outreach Program for the Early Years

[www.popey.ca](http://www.popey.ca)

## Beyond Guided Reading

Making the Most of Small Groups in K-3 Reading



[@POPEYBC](https://twitter.com/POPEYBC)

Session 3

2.30-4.00

October 25, 2019

# What We'll Focus on this Afternoon...

Strategies, resources and ideas for:

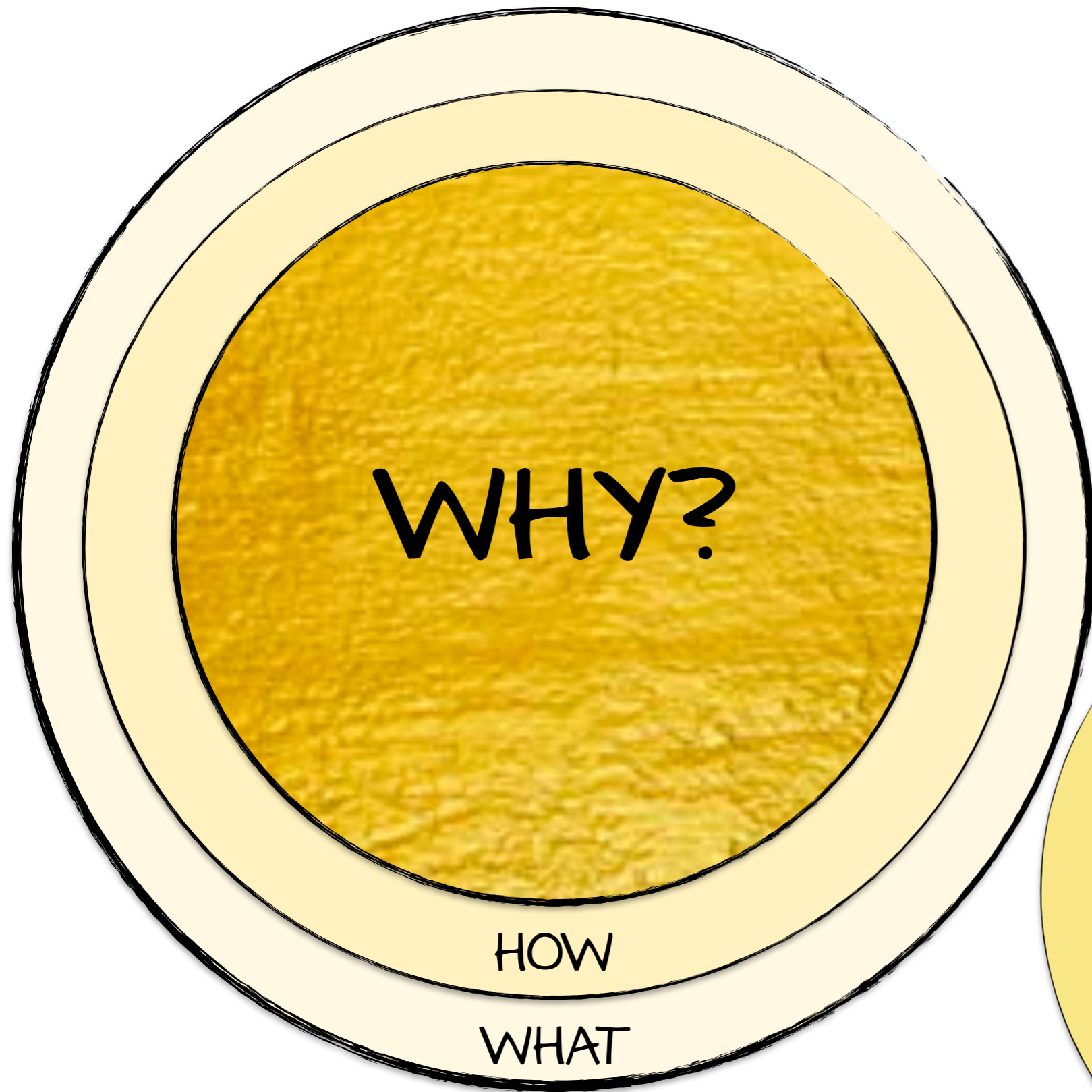
- small-group reading instruction
  - ▶ framework for Reading Workshop
  - ▶ scaffolded & differentiated support
    - ▶ *including grouping options*

exploring the **WHY**, the **WHAT**, and the **HOW**  
of **small group reading experiences**



**POPEY** co-planned this workshop's objectives in consultation with BCPTA's Planning Committee





Why are  
small-groups in  
reading  
important?

# Why?

## The benefits of shared and small group reading:

- enhance **conversations**
- target **skills** and **strategies**
- build **community**
- deepen **comprehension**
- **optimize time** (*all readers are engaged and working together*)

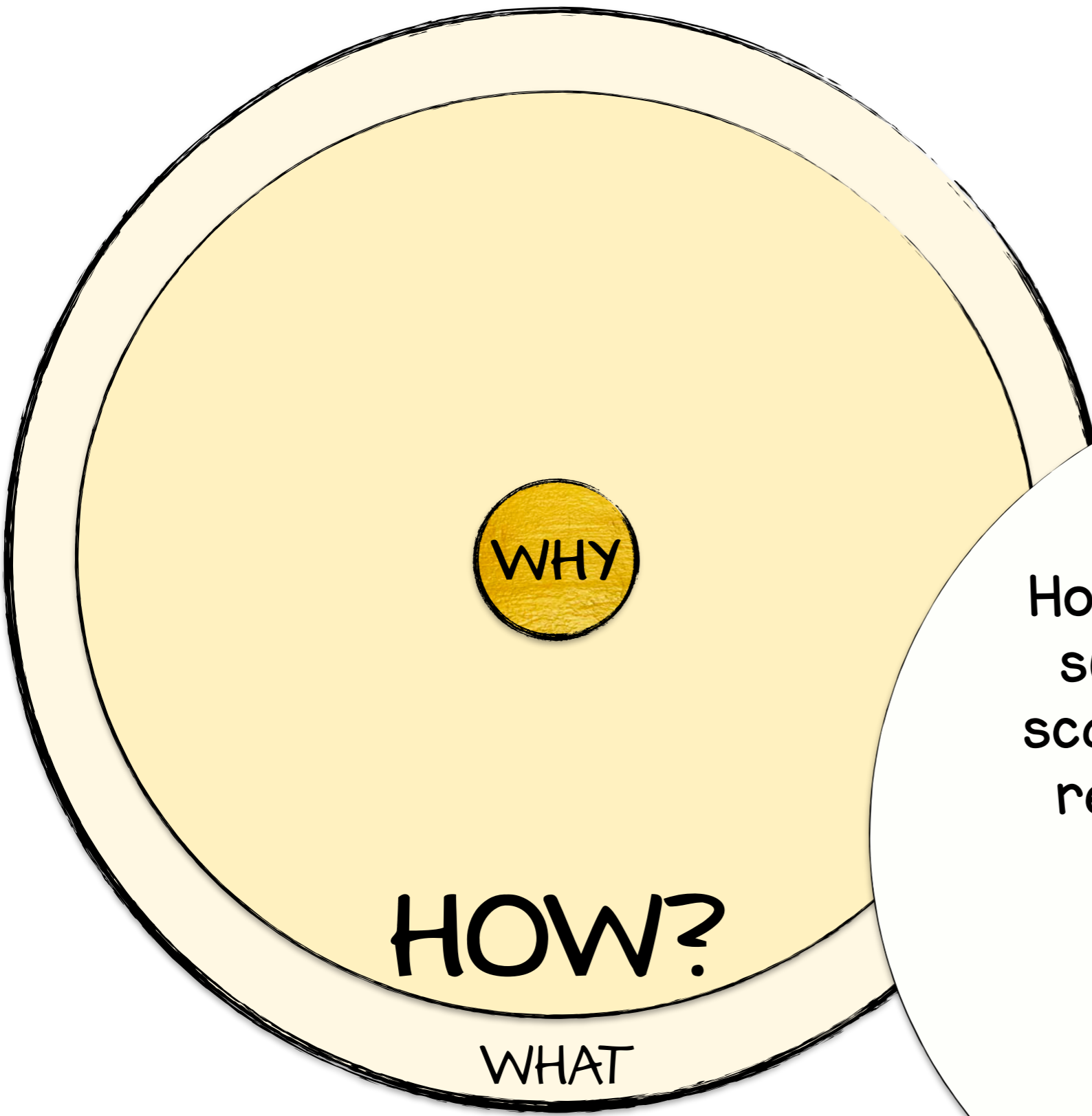


# Why Guided & Small Group Reading?

## Purpose:

- ▶ gives students the **opportunity to improve as readers**, in the context of a **socially supported activity**
- ▶ readers **practice and develop reading strategies**
- ▶ students participate in **enjoyable reading experiences** and feel **successful**
- ▶ students **develop strategies** needed to be **successful independent readers**





How do we support scaffolded reading?

How do we structure for scaffolded support?

# Scaffolded Support for Reading

Independent Reading

Reading BY Children

- Guided Reading
- Small-Group Reading

Reading WITH Children

- Literacy Centres
- Reading Workshop Partners
- Book Clubs

Reading Together

Shared Reading

Reading WITH Children

Active Read Aloud

Reading TO Children

# Shared Reading

## Scaffolded Reading Experiences



The teacher's fluent voice

- ▶ Students **chime in a bit**

Re-read books multiple times

- ▶ **More students chime in each time**
  - \* You accumulate more readers every read
  - \* This improves students' reading comprehension

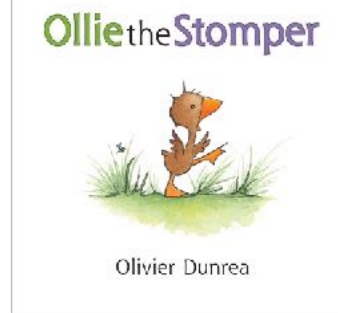
Focuses

- ▶ Comprehension, fluency, vocabulary, reading processes
- ▶ Look closely at the words on the page

**get more complex texts into students' lives and into their brains**



# The Five-Day Plan for Shared Reading



**Day 1 - Focus:** warm up & introduction of book

- ▶ Cover 4-5 words to force students to use MSV cues
  - \* *You have to pay attention to what's on the page*
  - \* *Does that look right? Sound right? Make sense?*

**Day 2 - Focus:** cross-checking for meaning

- ▶ Cover 3-4 different words to practice cross-checking MSV
  - \* *Does that look right? Sound right? Make sense? Prove it.*

**Day 3 - Focus:** word study or vocabulary - decide if you'll highlight:

- ▶ Snap words **or** a phonics principle (e.g. blends, digraphs)
  - \* *I Spy the "bl" sound - do you see it on this page?*

# The Five-Day Plan for Shared Reading

Ollie the Stomper



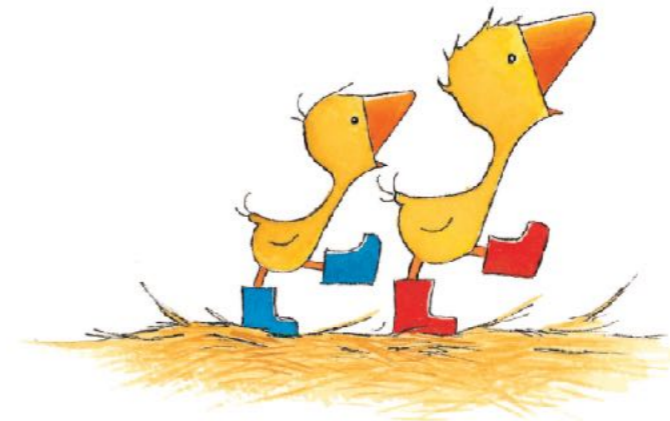
Olivier Dunrea

## Day 4 - Fluency Practice

- ▶ Focus on scooping up words, expression, pacing, phrasing
  - \* *Lets read with a just-right pace*

## Day 5 - Putting it all together - orchestration of all skills

- ▶ Comprehension, celebration, readers' theatre
  - \* *Remind them they are readers, and readers have big jobs*



How do we make  
small-groups?

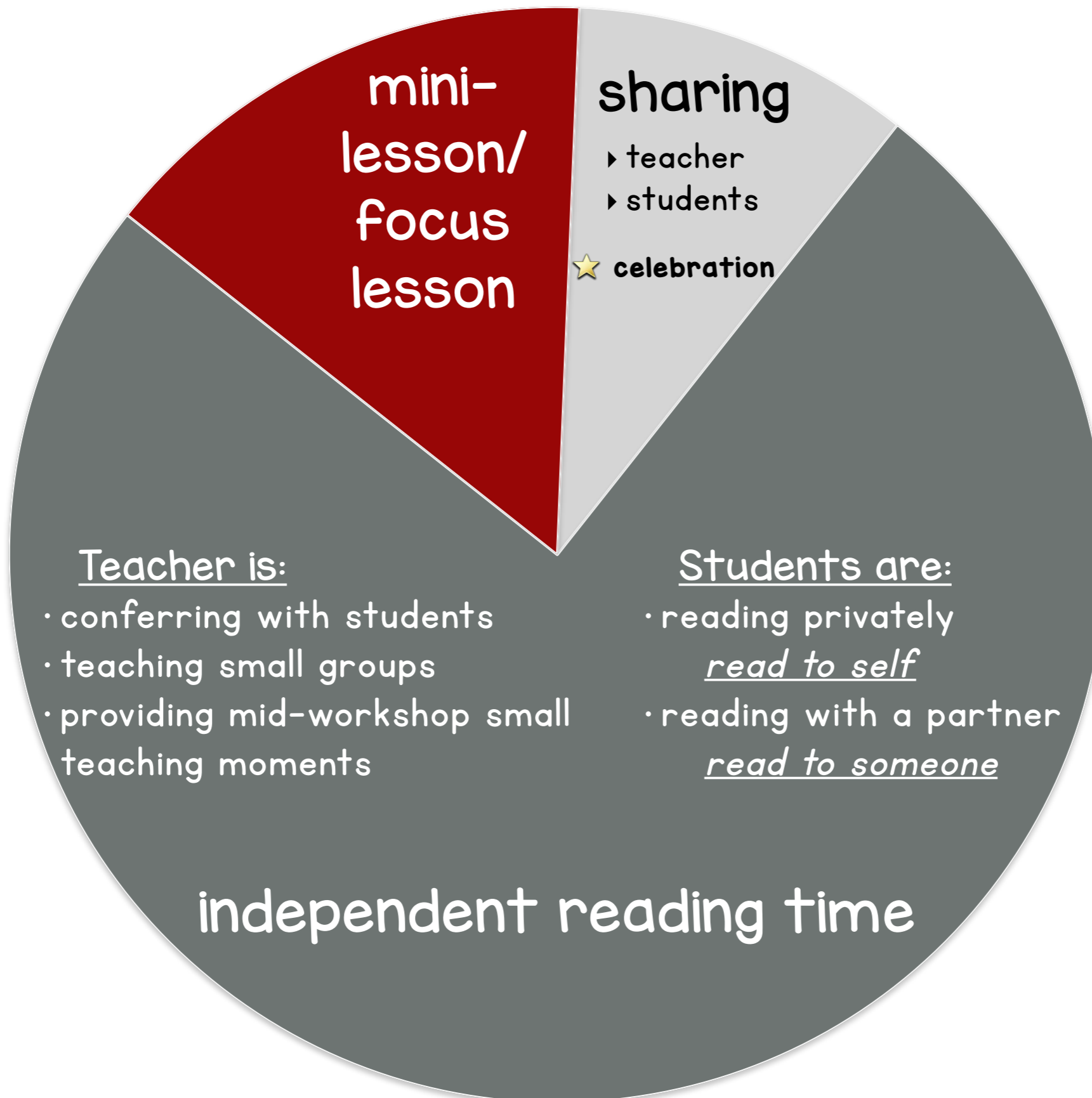
How does the  
classroom run?

**HOW?**  
**WHAT?**

What can various  
small-groups in  
reading look like?

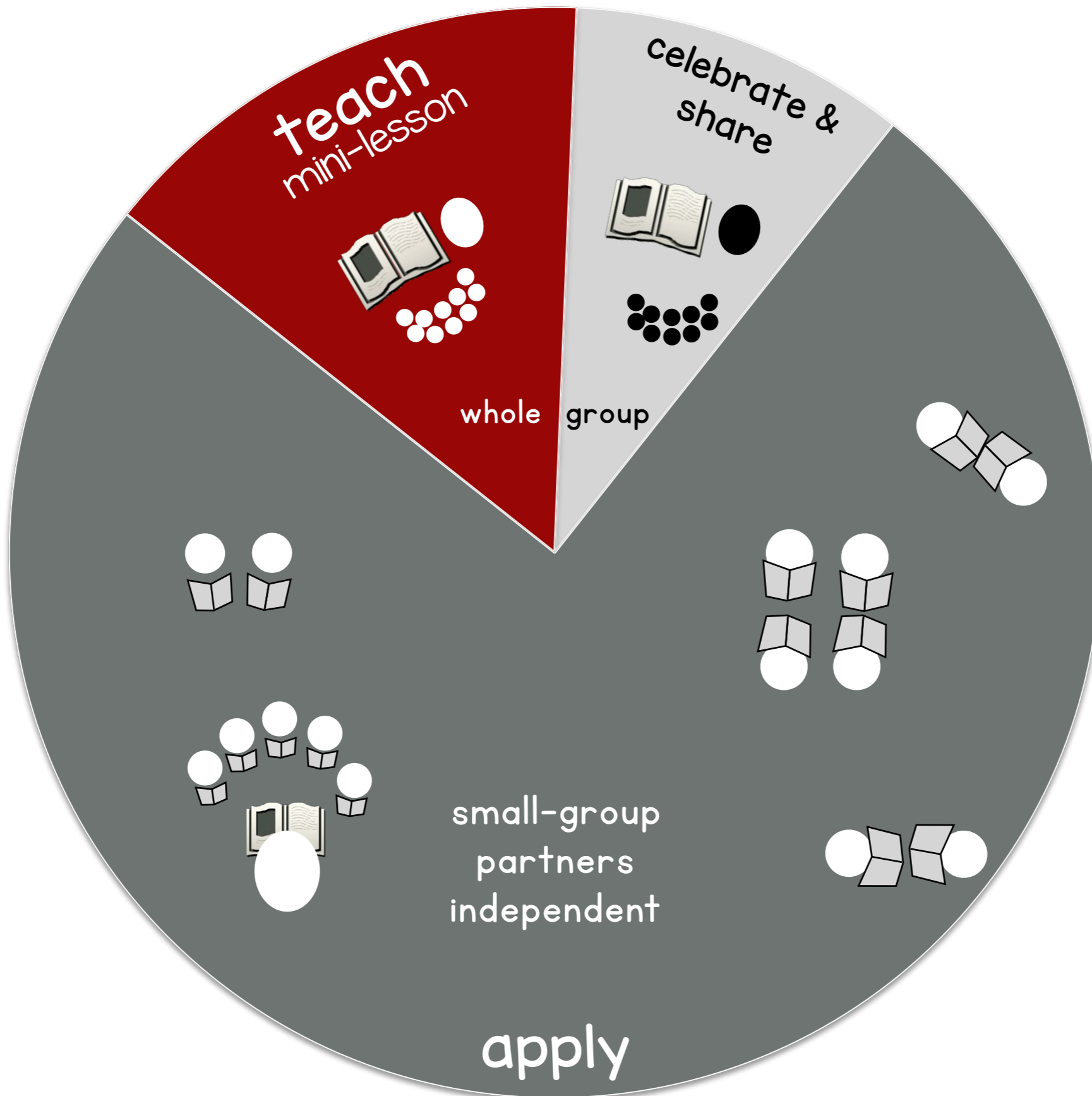
# Reading Workshop/Reading Block Structure

## WHO & HOW?



# Reading Workshop/Reading Block Structure

## WHO & HOW?



# Mini-Lesson Format

## Connection

- connect the context of the day's teaching with the work the class has been doing
- name the teaching point for the lesson
- about 1 minute

## Teach

- crystallize what you plan to teach in this mini-lesson - today's goal & steps to reach it
- *provide concrete instruction to demonstrate today's skill or strategy*
- 2-3 minutes

## Active Engagement

- "Now you try it" - and provide students with a little bit of guided practice (scaffolded learning)
- everyone has a go, working with a partner or small group, while the teacher listens and coaches
- 2-3 minutes

## Link

- re-state the teaching point - connect it to not just today, but every day
- they go and do their own work - working independently & collaboratively with their partners
- about 1 minute

**= 10 minutes**

# The Reading Workshop Framework

Scaffolded reading experiences target comprehension and foundational skills:

## Comprehension

- what are the words on the page trying to say?
- we are teaching kids how to think while reading



## Foundational Skills

- expand their word solving skills
- learn new vocabulary
- strengthen fluency (sweep and scoop the words)

# What Are We Doing?

## Activities during Small-Group Reading:

### Educator:

- ▶ selects and introduces new texts at the students' instructional levels
- ▶ provides support and introduces new strategies to improve reading
- ▶ observes students as they read new text

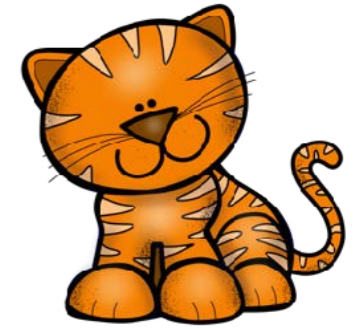
### Students:

- ▶ read the entire text by themselves
- ▶ practice new skills and strategies





# When We're the "Guide On the Side"...



think....

## ...should we be a dog or a cat?



# Grouping for Instruction

## WHO & HOW?

- ▶ data should be used to determine groups
- ▶ progress should be monitored to allow for flexible groupings
- ★ students shouldn't be in the same group for long periods of time

grouping decisions can be based on:

- ▶ student learning profile (*including readiness to learn*)
- ▶ interest
- ▶ student need
- ▶ student choice
- ▶ random groupings
- ▶ homogeneous (*organizing by ability*)
- ▶ heterogeneous (*or multi-level/mixed ability*)



# Small Group Considerations

## WHO & HOW?

Guiding Questions Can Include:

- ✓ how can small groups support students' growth in reading, writing & word work?
- ✓ how can information from observations & assessments inform how groups are formed?
- ✓ how can small groups be planned for & scheduled as part of a literacy block?



# Powerful Small Group Work

should include some of these components:



## ✓ Rally

- convey the reason for teaching the principle you are about to focus on
- build students' commitment to the work and how it will fit with their ongoing work

## ✓ Activate learning

- involve students in a quick warm-up
- gets them doing some work that reminds them of prior learning

## ✓ Launch

- detail the work students will do to engage with the principle, and then get them started

## ✓ Work side by side

- actively observe, monitor, guide and support students' work and efforts

## ✓ Challenge

- either lift the level of the work all students are doing, or
- channel students to continue working with less of your support

## ✓ Teach toward tomorrow

- explain ways the work of the small group can affect students' ongoing work as readers and writers
- channel them to apply the principle to their ongoing reading and writing



## Using the Lingo

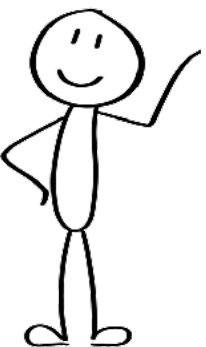


- special topics have **special lingo** - its own set of **technical terms** or **vocabulary**

**think** - *on your own*:

- ▶ What is a **topic** you know a lot about?
  - What **special terms** or **vocabulary** do you know about that **topic**?
  - Now can you **say those special terms** in a **sentence**?

When you become **an expert** on a **topic** - it's **important** to **use** the **technical vocabulary**, or **lingo** for that **topic** - you want to **talk the talk**





## Using the Lingo



•let's think about our **class topic**:

**penguins**

- ▶ What do we already know about penguins?
- ▶ What are some technical terms about penguins that we already know?

★ **Talk the talk & think -**  
what words might we run into in our book?



# Read-Aloud

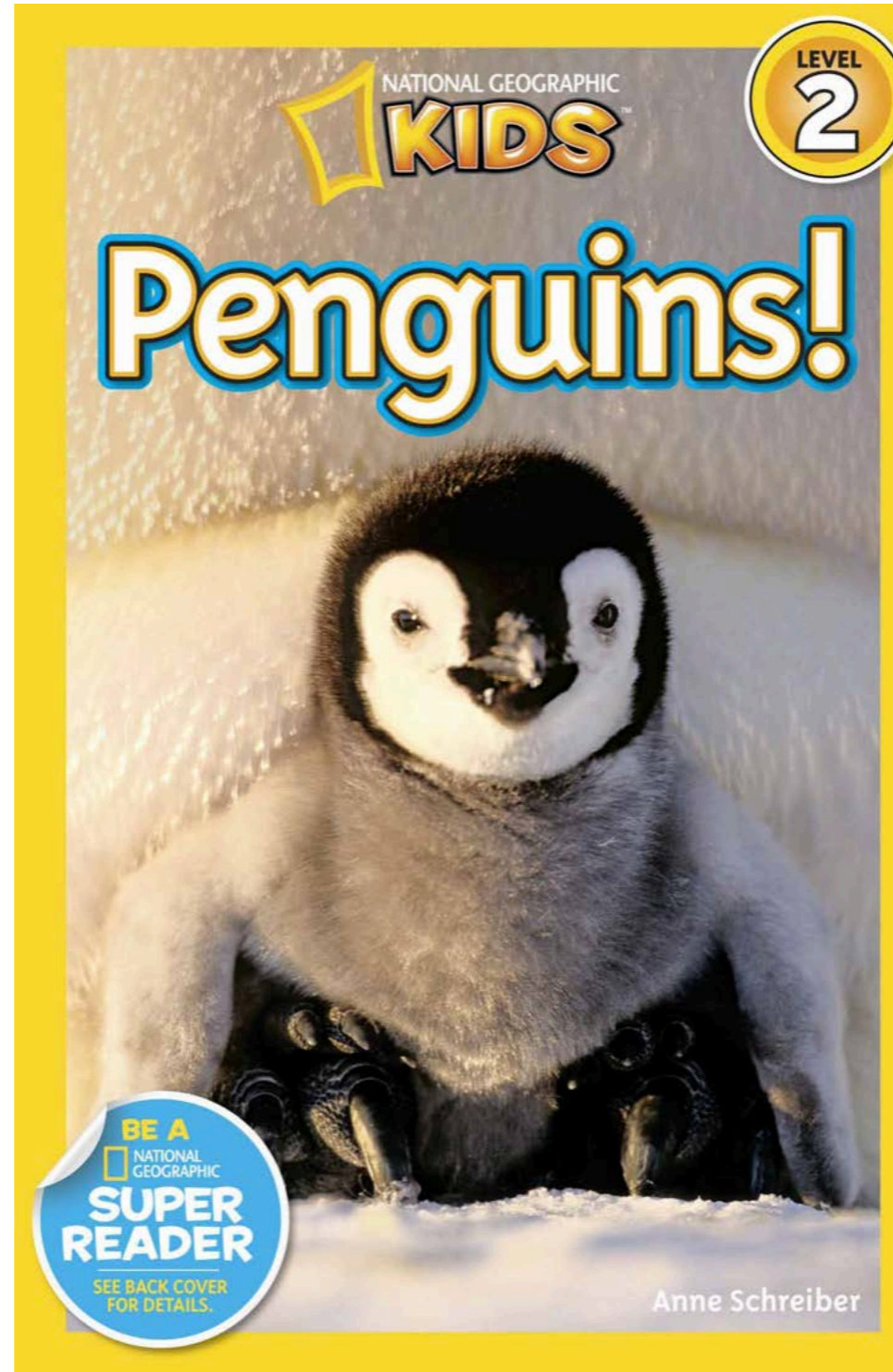
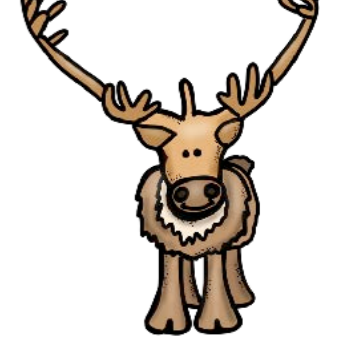


image from [amazon.ca](https://www.amazon.ca)



## Using the Lingo



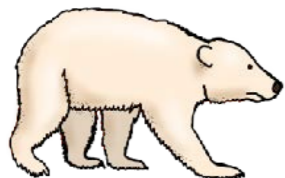
### your turn!

- in **partners/groups** (*research groups*) - begin researching your animal
- **think** about the **technical terms** - or **lingo** you might **read** while researching your animal

★ What **words** might we **run into** in our **book**?



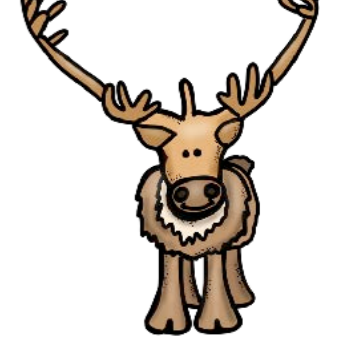
- read your **book** with your **partner/group** - **notice** when you read the lingo you **brainstormed**!
- these words can go into a **word bank** of **technical term** related to your **animal**







## Using the Lingo



### your turn!

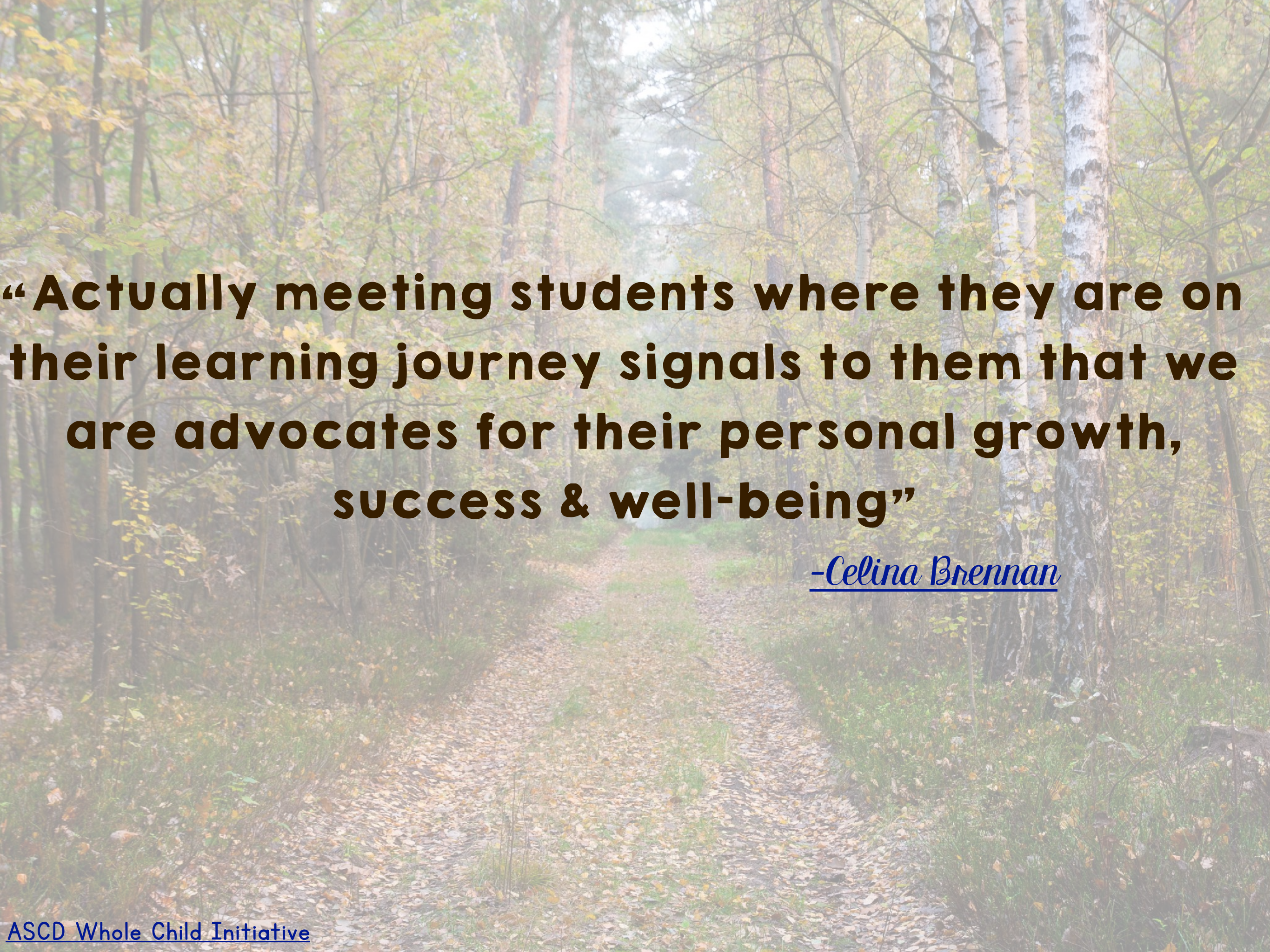
- in **partners/groups** (*research groups*) - begin researching your animal
- **think** about the **technical terms** - or **lingo** you might **read** while researching your animal

★ What **words** might we **run into** in our **book**?



- read your **book** with your **partner/group** - **notice** when you read the lingo you **brainstormed**!
- these words can go into a **word bank** of **technical term** related to your **animal**



A misty forest path with trees and fallen leaves. The path is covered in brown and yellow leaves, and the trees are mostly bare, with some green and yellow leaves still on the branches. The background is hazy, suggesting a misty or foggy day.

**“Actually meeting students where they are on their learning journey signals to them that we are advocates for their personal growth, success & well-being”**

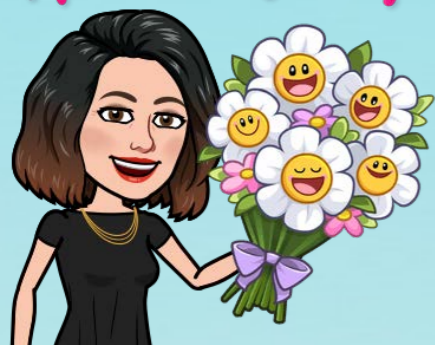
*-Celina Brennan*

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THANK YOU!



Jen Kelly

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Lisa Thomas

[lisa@popey.ca](mailto:lisa@popey.ca)

Many Thanks!



Sasha Žekulin

[sasha@popey.ca](mailto:sasha@popey.ca)

★ additional resources to support today's learning  
are at the back of the eHandout



[@POPEYBC](https://twitter.com/POPEYBC)

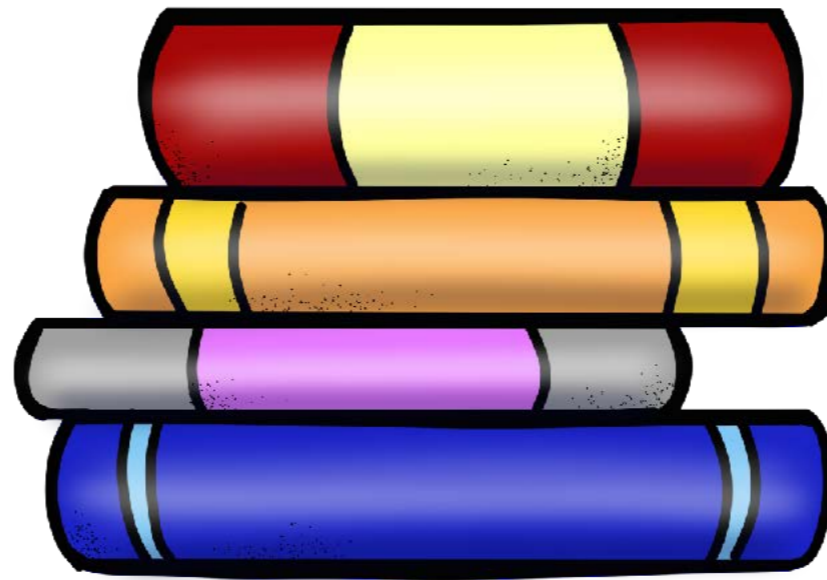


[popeybc](https://www.instagram.com/popeybc)



[pinterest.ca/popeybc](https://pinterest.ca/popeybc)

# Sources



# Info Links

*more info links are available on our [website](#)*

[ASCD Whole Child Initiative](#)

[Educlips](#)

[Presenter Media](#)

[Storyblocks](#)

# Videos

*more videos are available on our [website](#)*

[The Golden Circle of Why](#)

[Puppy Guiding Puppy Down the Stairs](#)

[Cat Pushing Another Cat Down the Stairs](#)

[Grouping Students by Need Instead of Level](#)

[Importance of Reading](#)

# Books

Mindsets and Moves - Goldberg

The Daily Five - Boushey & Moser

Fountas and Pinnell Benchmark Assessment System

Units of Study in Reading - Calkins & The Reading and Writing Project

Units of Study in Phonics - Calkins, Louis & The Reading and Writing Project

Additional POPEY 

Resources





[www.popey.ca/reading](http://www.popey.ca/reading)

[Comprehensive Reading - Activities & Levels of Support](#)

[Reading - Observational Checklist](#)

[Reading Interest Survey](#)

[Reading Levels Comparison Chart](#)

[Scaffolded Support for Reading](#)

# Highlights of strategies to support Reading

## model

**:how to relate to texts & make connections**

**:how to visualize text by forming mental images**

**:prediction skills**

**:choosing just right reads**

## prompt

**:talking to peers about texts read**

**:generating questions about a text**  
*(before, during & after reading)*

**:using prediction skills**

**:noticing:**

*-when they get lost in the text*

*-when to stop and re-read for clarification*

*-when to stop and ask questions*

*-how and when they should adjust pacing*

## provide

**:quiet & relaxed environment**

**:opportunities for retelling &/or summarizing**  
*-in manageable chunks*

**:graphic organizers**

**:visual aids/key images for vocabulary**

**:examples of different text structures & genres**



# Additional Information & Support



# Guided and Small Group Reading

Level of Support - Moderate to Full Support

## Role of the Educator

- ▶ supports problem-solving and conversation

## Role of the Students

- ▶ participate in group reading, problem solving and conversations
- ▶ support one another



# Possible Reading Goals

PRE-EMERGENT & EMERGENT READERS

engagement

using sources of information

fluency

writing about reading

conversation

comprehension

fiction

plot & setting

characters

vocabulary

themes & ideas

non-fiction

main idea

details

vocabulary

features of text

# How to Meet Reading Goals



# Why is a Comprehensive Approach to Literacy Instruction Important?

Students develop:

- ✓ an appreciation for literacy through exposure to various forms, methods and genres
- ✓ awareness and enjoyment of language
- ✓ growth as readers, writers & thinkers in a supported environment - leading to independence
- ✓ language skills and vocabulary leading to an ever-increasing core of skills and words



continued...

# Why is a Comprehensive Approach to Literacy Instruction Important?

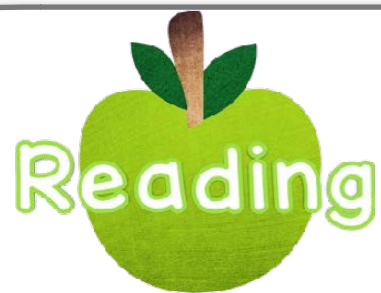
...continued

Students develop:

- ✓ a variety of reading, writing and word solving skills
- ✓ various thinking processes - through the development of oral language skills
- ✓ ability to make connections to prior knowledge, texts & the world around them
- ✓ skills to communicate ideas, thoughts, feelings & experiences



# Brain-Based Literacy Activities



- ▶ read to stuffed animals
- ▶ act out the story
- ▶ read around the room
- ▶ read a story using character voices
- ▶ partner reading
- ▶ be a detective
- ▶ retell a story- favourite parts
- ▶ retell a book - written
- ▶ book review  
*(video, podcast, writing...)*
- ▶ group discussions  
*(literacy circles, literacy centres, book clubs...)*



- ▶ silly sentences
- ▶ write an ABC book
- ▶ write a "how-to" book
- ▶ show your story
- ▶ you're the expert
- ▶ snail mail
- ▶ re-writing a story-act it out
- ▶ write a screenplay
- ▶ be a writing thief!  
*(using books as inspiration...)*
- ▶ tech writing  
*(using tech/apps to create...)*



- ▶ letter sort
- ▶ letter dance
- ▶ make letters
- ▶ tactile letters
- ▶ guess the letter
- ▶ alphabet art
- ▶ alphabet hopscotch
- ▶ name detective
- ▶ making words
- ▶ sorting words
- ▶ word hunts
- ▶ word games
- ▶ illustrating words
- ▶ be a mind reader



- ▶ theatrical retelling a book
- ▶ use puppets to retell a book
- ▶ use props to retell a book
- ▶ adapt a book - make a movie
- ▶ reading a reader's theatre script
- ▶ performing reader's theatre
- ▶ write a play & perform it
- ▶ creating ads for performances
- ▶ critical thinking questions
- ▶ 'would you rather' questions
- ▶ examining pictures/ illustrations & discussing
- ▶ free play

A 3D rendered ring with a break, set against a dark blue background with a wavy, water-like texture. The ring is light blue and has a metallic sheen. The text is positioned inside the ring's opening.

**Read**  
message  
getting

**Write**  
message  
sending



# Key Principles in Effective Reading Instruction

- ▶ Students learn to read by **reading continuous text**
- ▶ Students need to read a **variety of high-quality texts** to build a reading **process**
- ▶ Students need to read a **large quantity of texts** to build a reading **process**
- ▶ Students need to read **different texts** for **different purposes**
- ▶ Students need to **hear many texts read aloud**



# Key Principles in Effective Reading Instruction

- ▶ Students need **different levels of support at different times**
- ▶ A text "level" means **different things in different instructional contexts**
- ▶ The more students **read for authentic purposes**, the more likely they are to **make a place for reading in their lives**
- ▶ Students need to **see themselves as readers** who have **tastes and preferences**



# Profile of a Proficient Reader

A good reader is **metacognitive**. A good reader...

- Makes connections
- Asks questions
- Visualizes
- Determines importance
- Draws inferences
- Analyzes and synthesizes
- Monitors comprehension



★ **We need to explicitly, and repeatedly, ★  
model how good readers use these skills.**

# How, when & why to use strategies



We need to teach a variety of strategies to aid in reading & writing

- ▶ kids need to be **taught** the **most high-utility phonics** & be **taught** how to **use what they know** to be **word solvers** - it's their **super-power!**
- ▶ there are systems & patterns to letters in English - we need to point out these patterns
  - ★ *“How is this new word like the other words I know?”*
- ▶ we need to **teach & reinforce how, when & why** they use their **word solving strategies**



Readers need strong ear muscles to build their word solving super-powers



## Observe & Notice What Students

Know, Understand & Can Do

retelling

use of pictures, patterns,  
memory & prior knowledge

predicting

making meaning & connections

fluent reading

vocabulary to talk about texts

recognizing familiar words

recognition of text structures  
& features

structure & elements of story

# Begin with the End In Mind



Think about the teaching you want to do  
Plan your space to match the way you want to teach

- What do I want to be sure to include every day in my teaching?
- What spaces will I need to have in my classroom to make this happen?
- Where will my varied approaches to instruction take place?
- What materials will we need?
- How can I organize materials so we can work efficiently, effectively and promote student independence?



# Sample Reading Groups

## Mrs. Belini's Grade 1 Class

<b>Group</b>	Carmen Demetrius David Shawn Pam	Devin Ben Jerry Shelly Chaundra Joel	Jerome Sherry Conde Janelle Paul Christy	Steve Katia Stacy Anna Spencer
<b>Notes for Instruction</b>	Need strong support to develop the early reading behaviours and acquire known words.	Provide extra challenge to Shelly, Chaundra and Joel.	Provide extra challenge to Janelle, Paul and Christy.	Give more support to Steve. Provide extra reading time for Spencer.
<b>Instructional Reading Levels</b>	Start at Level B	Start at Level C	Start at Level E	Start at Level I; move quickly to Level J

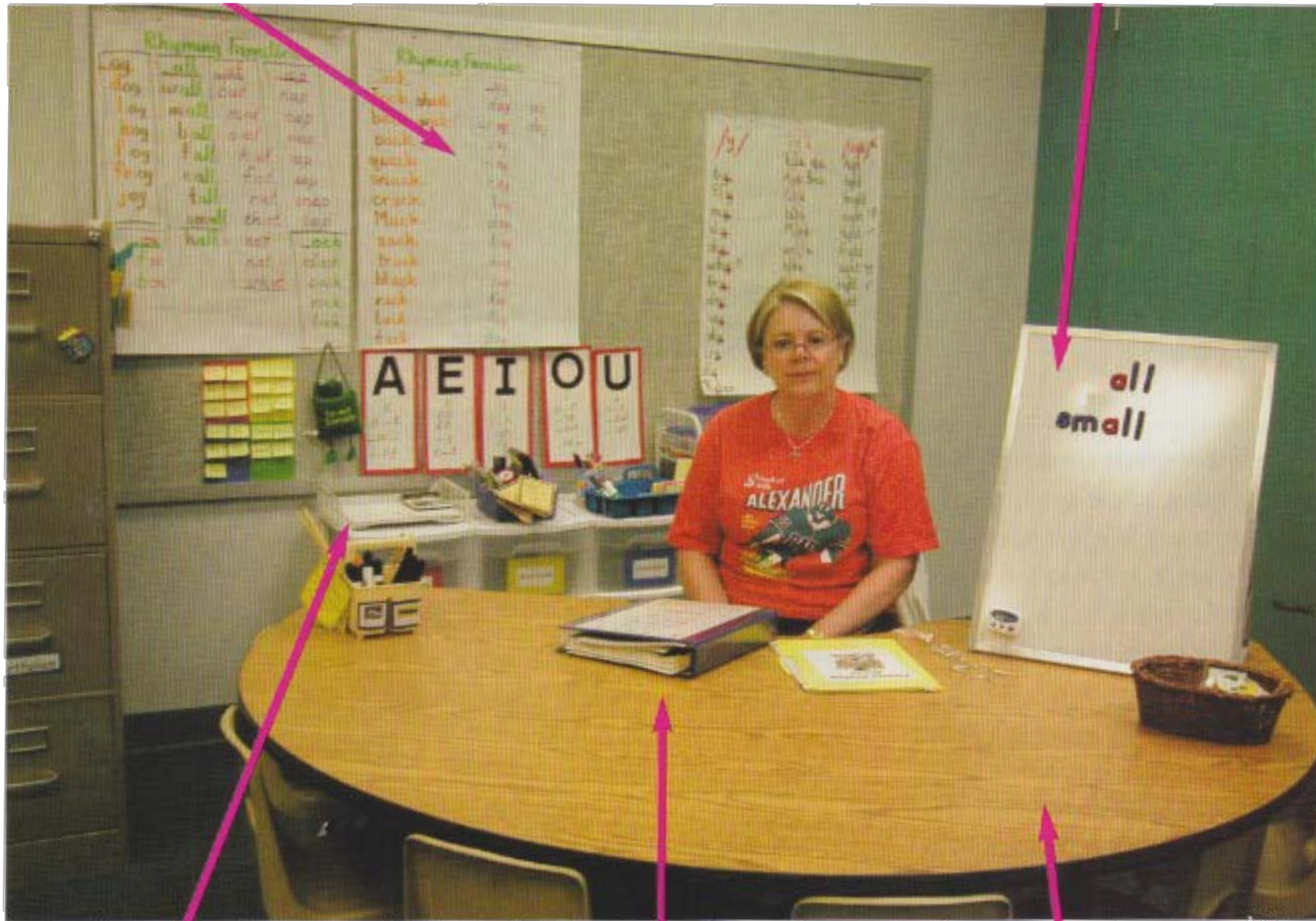
# Small Group Space

## Sample and Considerations

*What is the purpose of this space?  
How does it link to instruction?  
What materials will we need here?*

anchor charts made with kids in whole group

portable dry erase/magnetic easel for demos



small-group teaching materials at teacher's fingertips

lesson plan notebook & reading groups folder

small-group table for 4-6 kids + teacher



# Literacy Centres

Centres can help create time for:

## student

- choice
- practice
- engagement
- collaboration

## teacher

- small-group instruction/intervention
- individual instruction/intervention
- student observation & assessment
- collaboration



# Important Components of Literacy Centres

## ✓ focus on your teaching purpose first

- ◆ think about the **practice & purpose** - **not** the materials, activities or “stuff”

## ✓ link back to your teaching

- ◆ connect the activities, purpose for instruction, books, etc. from your instruction **to the centres**

## ✓ slow down to speed up

- ◆ slower pace at the beginning of the year to lay the foundation
- ◆ establish routines for independent learning (at least 6 weeks)

## ✓ balance process and product

- ◆ students **don't need to create a product at every** centre
- ◆ opportunities to practice reading & writing at centres should be **celebrated**

## ✓ less is more & balance novelty

- ◆ don't put out too much stuff all at once - **easier** for management
- ◆ balance new materials - integrate new ideas **slowly**

## ✓ simplify

- ◆ keep classroom management & material organization **simple**



# What Does This Look, Sound & Feel Like?



Literacy Centres should:

look like:	sound like:	feel like:
<ul style="list-style-type: none"><li>• kids are reading</li><li>• kids are writing</li><li>• kids are listening</li><li>• kids are talking with their partners/groups</li><li>• kids are putting things back in their places</li><li>• kids stay at their centres</li><li>• kids are on task</li><li>• kids know how to get help from peers - so the teacher can work with his/her group</li></ul>	<ul style="list-style-type: none"><li>• productive buzz</li><li>• kids are using softer voices - so others can talk and learn</li><li>• lots of reading</li><li>• lots of writing</li><li>• lots of talking about books</li><li>• lots of talking about writing</li><li>• lots of communication &amp; collaboration</li></ul>	<ul style="list-style-type: none"><li>• I can do it!</li><li>• I can try new things!</li><li>• I can keep working at what I've learned</li><li>• calm &amp; productive</li><li>• comfortable</li></ul>

# Implementing & Managing Literacy Centres

## to consider during pre-planning:

- 📌 flexible groups based on assessment & observation
- 📌 activities at centres identified through assessment & observation
- 📌 pre-designed centre management system

## to consider as centres are running:

- 📌 implementation of centre management system
- 📌 explicit instructions for centre activities
- 📌 classroom organization
- 📌 management of transitions
- 📌 system for student accountability



# Strategies for Pre-Emergent and Emergent Readers

- engagement
- noticing details
- word choice
- sequencing
- storytelling
- understanding genre
- monitoring for meaning
- supporting ideas with evidence
- inferring
- summarizing
- fluency & expression
- elaborating
- dramatic play



# Strategies for Engagement

- 📌 focus
- 📌 monitoring engagement
- 📌 monitoring for meaning
- 📌 activating prior knowledge
- 📌 stamina
- 📌 book choice
- 📌 questioning
- 📌 visualizing
- 📌 improving reading rate
- 📌 recommending books



# Strategies for Print Work

Constructing meaning from text - from three sources of info:  
meaning, syntax, visual

📌 integrating sources of information

📌 one-to-one matching

📌 **decoding**

📌 partner reading

📌 monitoring for meaning

📌 decoding multisyllabic words

📌 using structure as a source of information



# Strategies for Reading With Fluency

📌 automaticity

📌 intonation

📌 expression

📌 phrasing

📌 partnership (with peers)





# Strategies for Supporting Comprehension in Fiction

## Understanding Plot and Setting

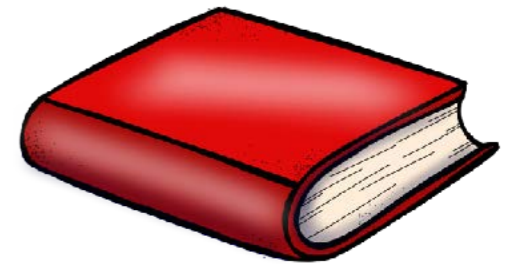
- 📌 determining importance
- 📌 retelling
- 📌 predicting
- 📌 visualizing
- 📌 monitoring for meaning
- 📌 questioning
- 📌 summarizing
- 📌 synthesizing



# Strategies for Supporting Comprehension in Fiction

## Thinking About Characters

- inferring
- visualizing
- determining importance
- supporting ideas with evidence
- monitoring for meaning
- comparing and contrasting
- determining cause and effect
- interpreting
- fluency



# Strategies for Supporting Comprehension in Fiction

## Understanding Themes and Ideas

- 📌 inferring
- 📌 synthesizing
- 📌 determining importance
- 📌 comparing and contrasting
- 📌 interpreting



# Strategies for Supporting Comprehension in Non-Fiction

## Determining Main Topic(s) and Idea(s)

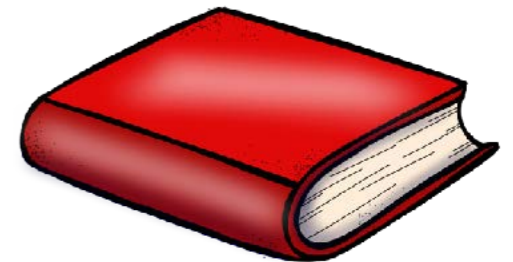
- 📌 synthesizing
- 📌 determining importance
- 📌 summarizing
- 📌 retelling
- 📌 paraphrasing
- 📌 questioning
- 📌 visualizing
- 📌 comparing and contrasting
- 📌 inferring
- 📌 critiquing



# Strategies for Supporting Comprehension in Non-Fiction

## Determining Key Details

- activating prior knowledge
- visualizing
- monitoring for meaning
- determining importance
- summarizing
- retelling
- sequencing
- planning
- questioning
- inferring
- understanding cause and effect
- critiquing



# Strategies for Supporting Comprehension in Non-Fiction

## Getting the Most from Text Features

- 📌 visualizing
- 📌 questioning
- 📌 inferring
- 📌 summarizing
- 📌 synthesizing
- 📌 determining importance
- 📌 monitoring for meaning
- 📌 making a reading plan



# Strategies for Improving Comprehension in Fiction & Non-Fiction

## Understanding Vocabulary and Figurative Language

- 📌 decoding
- 📌 word recognition
- 📌 word choice
- 📌 using words in a correct context
- 📌 monitoring for meaning
- 📌 inferring
- 📌 using references
- 📌 understanding how words work
- 📌 synthesizing



# Strategies for Supporting Students' Conversations

## Speaking, Listening, and Deepening Comprehension

- 📌 active listening
- 📌 body language
- 📌 balancing conversation
- 📌 conversation-worthy topics
- 📌 staying on topic
- 📌 talk stamina
- 📌 determining importance
- 📌 offering new perspectives
- 📌 elaborating
- 📌 cooperating & collaborating
- 📌 thinking flexibly
- 📌 empathizing
- 📌 questioning & debating
- 📌 disagreeing respectfully





# Strategies for Improving Writing About Reading

- 📌 connecting ideas
- 📌 visualizing
- 📌 making connections
- 📌 reacting
- 📌 quick jotting
- 📌 considering purpose for writing about reading
- 📌 determining importance
- 📌 comparing and contrasting
- 📌 summarizing & synthesizing
- 📌 inferring & interpreting
- 📌 questioning & critiquing
- 📌 elaborating
- 📌 considering new points of view
- 📌 revising ideas
- 📌 supporting ideas with reasons and text evidence

