

Small Group and Shared Reading in the Primary Classroom

Presented by Scotti Wilson

Day One: Digging Deeper into Small Group Reading Instruction

What is guided reading? (from Guided Reading by Irene Fountas & Gay Su Pinnell)

Guided reading leads to the independent reading that builds the process; it is the heart of a balanced literacy program.

- It gives children the opportunity to develop as individual readers while participating in a socially supported activity
- It gives teachers the opportunity to observe individuals as they process new texts
- It gives individual readers the opportunity to develop reading strategies so that they can read increasingly difficult texts independently
- It gives children enjoyable successful experiences in reading for meaning
- It develops the abilities needed for independent reading
- A teacher works with a small group
- Children in the group are similar in their development of a reading process and are able to read about the same level of text
- Teachers introduce the stories and assist children's reading in ways that help to develop independent reading strategies
- **Each child reads the whole text**
- The goal is for children to read independently and silently
- The emphasis is on reading increasingly challenging books over time
- Children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment

How do I get everything done in the allotted time? (Richardson, p 29)

- Use a timer! Helps you to not unintentionally extend any guided reading lesson or other whole-group activity. If you truly want to get everything in, you need to keep to your schedule!
- Analyze your schedule and set priorities.
- Be sure workstation materials are accessible to children, and make the children accountable for putting materials back to their proper place.
- Work with your colleagues and principal to reduce intercom interruptions.
- Practice transitions until students can rotate between activities in less than one minute. You will get what you expect!

Assessment & Grouping (Richardson Ch2 - Determining the accuracy level p 42) – also see Rigby Conversion Chart

Step 1: Determine Accuracy Level

Level	Accuracy	Appropriate Approach
Independent	95-100%	Independent reading or literature circles
Instructional	90-95%	Guided reading
Frustration	Below 90%	Read-aloud or shared reading

Calculating the accuracy of a text:

$$\frac{\text{Total number of words read} - \text{errors}}{\text{Total number of words read}}$$

Example: 193 total words, minus 16 errors, divided by 193 total words read = 92% accuracy

Step 2: Analyze errors

Take a close look at the types of errors each student is making. You want to determine which information systems the student is using and which he or she is ignoring. There are three information systems to consider (Clay, 2006):

- **Meaning (M):** Does the student's error make sense? If so, the student is using meaning (semantics)
Example: Child says "The boy ran down the street."
Text says "The boy runs down the road."
- **Structure (S):** Does the student's error follow the rules of grammar in Standard English? If so, the student is using structure (syntax). Most of the time, if the error makes sense it also matches structure.
Example: Child says "The boy hides in the cabinet."
Text says "The boy hid in the cabinet."
- **Visual cues (V):** Is the error visually similar to the word in the text? If so, the student is using visual information (graphophonics).
Example: Child says "Kristen talks smoothly to the world dog."
Text says "Kristen talked soothingly to the wounded dog."

You would not prompt students during a running record, but during guided reading, you would prompt the students based on the information systems the student is ignoring...

For example:

If the student ignores meaning, say "What would make sense?"

If the student ignores structure, say "What would sound right?"

If the student ignores visual cues, say "What would look right?"

More on prompting later...

Step 3: Analyze Strategies

A strategy is an action a reader takes to solve a problem in the text. Analyzing a student's strategies will help you to decide how to prompt the student during guided reading lessons.

- Self-monitoring: Does the student stop when the reading is not making sense? Is the student aware of his or her errors?
- Cross-checking: Does the student use more than one information system to problem-solve unknown words? When a reader uses both visual information and meaning, he or she is cross-checking.
- Self-correcting: Does the student fix an error if it does not make sense? A student may monitor but not be successful in going back and correcting their errors.

Step 4: Assess Fluency

Speed and accuracy should not be the sole measures of fluency. You need to consider the student's expression, intonation, and attention to punctuation.

Calculating Words Correct Per Minute (WCPM):

$$\frac{\text{Total correct words read}}{\text{Seconds it took student to read}} \times 60$$

Example: 193 words read, divided by 160 seconds to finish the passage, multiplied by 60 = 72 WCPM

Step 5: Assess Comprehension

A student does not have to comprehend 100% of the text at the instructional level, but should get the gist of the story. Most researchers consider 75-80% comprehension to be sufficient for an instructional level. The Rigby PM Benchmark assessment kit has questions that can be asked at the end. However, if you are doing a running record without questions included, you can ask the student to retell the story and then follow up with a few questions to determine if appropriate comprehension has taken place.

Step 6: Select a Focus for Instruction

- Risk-Taking: Refrain from telling the student the word. Teach the child to attempt an unknown word and be a risk-taker. They need to have the opportunity to try their strategies.
- Self-Monitoring: When a student makes an error that does not make sense, does he or she stop?
- Decoding: Does the student have any strategies to tackle decoding an unknown word? Some examples of decoding strategies we teach students are:

Get your mouth ready to start the word.

Check the picture and think what would make sense and look right.

Look for parts or chunks you know.

Digging Deeper into the Various Stages

The Pre-Reader: (Pre-A & Emergent: Richardson Ch 3, p 56)

- Knows fewer than 40 upper- and lowercase letters
- Hear few, if any, sounds
- Limited experience with books prior to entering school
- Might lack early concepts of print such as left-to-right tracking or concept of a letter or word
- Benefit greatly from whole-group activities such as read-alouds, shared reading, and interactive writing
- Specific needs are best addressed in small groups
- Not ready for traditional guided reading lessons
- Lesson plan should focus on the following four components:
 1. Working with letters and names
 2. Working with sounds
 3. Working with books
 4. Interactive writing
- Trace an Alphabet Book – highly effective to teach letter names and sounds to students who have fewer than 40 known letters (upper- and lowercase letters counted separately)

Working with Letters and Names:

- Targeted Skills: Visual memory (with children’s own names), letter names, visual discrimination, visual scanning (left to right across a word)
- Name activities
 - Name Puzzles: Cut each student’s first name into a 2 piece puzzle. Print name on outside of an envelope to use as a model. Gradually cut names into more pieces. Eventually each letter will be cut apart. Ask questions while they are putting puzzles together like “show me the letter *a*,” “How many *a*’s are in your name?”, “What is this letter?”, “Let’s say the letters in your name”
 - Making names with magnetic letters: Make a “name bag” with one or two sets of magnetic letters for the student’s first name
 - Rainbow-writing: Write student’s name and place inside sheet protector. Teach student to trace over name with dry erase markers. Repeat with other colors of dry erase markers.
- Eight Ways of Working with Letters: Spend about 2 minutes doing one of the following activities using the known letters in their individual letter bags and a personal alphabet chart at the beginning of your small group time to build automaticity with known letters. Students learn new letters as they trace the alphabet book. As new letters become known, add them to the student’s letter bag.
 - Match the letters in the bag: for students who have fewer than 10 letters in their bag. Put multiple sets of the letters they know in their bags. Ask the child to find all the letters that are the same.
 - Match letters to an alphabet chart: The child will match letters in their bag to the letters on the chart and name the letter and the picture as they place it on the chart.
 - Match upper- and lowercase letters: The child will match upper- and lowercase letters in their bags. Make sure they name the letters as they line them up. They can use their alphabet chart as a reference.
 - Sort by color: Put multicolored letters in their bag and ask the children to find all the red letters and name them as they put them in a line... and continue with the other colors
 - Name letters left to right: Have students line up all their letters in a line from left to right and name them as they line them up. Encourage them to name them quickly.

- Name a word that begins with that letter: The student chooses a letter from their bag, says the name of the letter, and then says a word that begins with that letter. If necessary, the child can use their alphabet chart for reference.
- Name the letter that begins that word: The teacher says a word and asks the children to find the letter on the alphabet chart that makes the sound at the beginning of the word. “Find the letter that you hear at the beginning of *book*.” The children find a *b*.
- Find the letter that makes that sound: Ask students to find a letter on the alphabet chart that makes a particular sound.
- Memory: Match upper and lower case letters (Tyner p 67)
- Letter Formation: Spend about one minute each day teaching letter formation. I prefer the terminology that “Handwriting Without Tears” uses, but you can use whatever terminology your handwriting series suggests – as long as the child is understanding that method. I love the “wet, dry, try” strategy.

Working with Sounds:

- Targeted Skills: Phonological awareness (hearing syllables and rhymes), Phonemic awareness (hearing initial consonants), Auditory discrimination (hearing the difference between sounds)
- Spend 2-3 minutes during small group time on the following activities:
 1. Clapping syllables: using picture cards, the alphabet chart, or just say a word – clap the parts. Use photos of students and have them clap syllables in their friends’ names.
 2. Working with Rhymes: Say two words. If the words rhyme, instruct students to put their thumbs up. If the words do not rhyme, thumbs down.
 3. Picture Sorts: students sort pictures by their initial consonant sound. (see scope and sequence from Tyner CD)

Working with Books:

- Targeted Skills: Concepts of print (left-to-right tracking, one-to-one matching, concept of letter/word, first/last, capital/lowercase), oral language and English syntax, Vocabulary (high-frequency words and picture concepts)
- Spend 5 minutes during small group time using a very simple Level 1 guided reading book. Guide them through the book asking questions like “The boy is eating an apple. Now tell me about the picture on the next page.”
- Next, read the book with the students. This is choral reading, not guided reading. Make sure students point to the words as everyone is reading. Help to make sure they are one-to-one matching.
- After reading the book together, let the students have the opportunity to read the book on their own.
- Select one or two teaching points:
 1. Concept of a word
 2. First/last word
 3. Concept of a letter
 4. First/last letter
 5. Punctuation
 6. Capital/lowercase letters

Interactive Writing:

- Targeted Skills: Phonemic awareness (hearing consonant sounds), linking consonant sounds to letters, letter formation, concepts of print (left-to-right tracking, spacing between words, capital/lowercase letters, concept of letter/word, and first/last)
- Spend 5 minutes of your small group time writing with the students.

- Dictate a simple sentence. Each child selects a different color of marker. Draw a line for each word in the sentence in your color of marker. Have students help you write each word.
- When you finish writing the sentence with the students, cut the words apart and have them mix up and put the sentence back together again.

Stage 1: Rigby Levels 1-2 (Grade equivalency 0.4-0.7) (Pre-A & Emergent: Richardson Ch 3, p 56) (Emergent Reader: Tyner Ch 4, p 61)

- Text at this level is very simple: one or two sentences per page. The text is repetitive, with only one or two word changes on each page.
- Spend 1-2 minutes of your small group time reviewing Sight Words.
- Spend 3-4 minutes introducing the text. Give a simple “gist” statement about the book. Do a picture walk and have the students talk about the pictures in the book.
- Introduce new vocabulary:
 1. Have students go through and frame the sight word(s) you will be focusing on during this lesson.
 2. Discuss any unfamiliar concepts
 3. Cross-checking: encourage cross-checking behavior by saying something like “it might be a horse or a pony. You’ll have to check the first letter when you read to figure it out”
- Read the story: Students should read independently, not chorally or round-robin. Every student reads every word. If you notice two students are reading the same words, have one of the students go back a page and re-read it to you.
- Prompt students to use their strategies:
 1. Point to each word – make it match
 2. What would make sense?
 3. Get your mouth ready to start the word
 4. Check your picture
 5. Could it be “puppy” or “dog”? How do you know?
 6. Reread and think what would make sense and begin with that letter
 7. Show me “said.”
 8. Try reading without pointing. (fluency)
 9. Read it like the character would say it. (expression)
- Teaching Points (1-2 minutes): After all students have read the story at least once, tell them you want to show them something that will help them be better readers. Use your notes to select your whole-group teaching points.
 1. One-to-one matching
 2. Use picture clues (meaning)
 3. Monitor with known words
 4. Get mouth ready
 5. Cross-check
 6. Visual scanning
 7. Expression
- Comprehension: if appropriate, ask a question that explores deeper comprehension. Not all emergent books have enough of a story to warrant a discussion.
- Teach one sight word. Always teach one sight word during every lesson. Teach the same sight word for at least two days. It’s critical that students develop a visual memory in these early levels. (See more games Richardson p. 90)
- Word study
 1. Letter Sorts (upper and lowercase matching) (See Tyner CD)
 2. Making Words (Richardson p 92)
 3. Sound Boxes (Richardson p 93)
- Writing

1. Guided Writing
2. Cut up Sentence

Stage 2: Rigby Levels 3-5 (Grade equivalency 1.0-1.2)(Pre-A & Emergent: Richardson Ch 3, p 56) (Beginning Reader: Tyner Ch 5, p 79)

- These leveled books are no longer patterned, but still contain high picture support and numerous sight words that are helpful in supporting beginning readers.
- Continue same lesson plan as in stage 1, and add the following
 1. Increase sight words as student is ready
 2. **Picture card sorting** (Tyner p.84): Follow scope and sequence found on CD. Beginning consonant sounds are presented in sets of three beginning with the letters B, S, and M. The scope and sequence provides for review of previously learned sounds. Go through all of the pictures to make sure that students can identify each picture name which will ensure that the activity is truly focused on phonemic awareness and not picture vocabulary. Always use the same pictures as the header cards at the top of each column so that there is a “known” picture card for reference. This establishes strong picture support for the sort. Remember, the sort is by the beginning sound, not the letter name. Taking turns, give each child a picture card to sort in the appropriate column. Ask where each picture goes. After the card has been placed, ask the whole group to read the picture cards in the column as they listen for the correct beginning sound.
 3. **Picture-Letter matching** (Tyner p. 85): As the children begin to sort the pictures by beginning sound with confidence, they are ready for the next step – sorting the picture against the letter. Thus this activity replaces picture card sorting. Begin by placing the three header cards with a letter card above each picture and explain that the letter cards are replacing the picture cards. The picture card is taken away after each match to make sure the students are not relying on pictures for clues.
 4. **Writing (Cut up sentence)** (Tyner p. 87)

Stage 3: Rigby Levels 6-11 (Grade equivalency 1.2-1.5)(Early Guided Reading: Richardson Ch 4, p 107) (Fledgling Reader: Tyner Ch 6, p 96)

- These texts contain a variety of sentence patterns and punctuation. Both fiction and nonfiction text with moderate picture support should be used. These books should also contain high-frequency words as well as easily decodable words.
- Spend 1-2 minutes of your small group time reviewing Sight Words.
- Introduce new book: preview any tricky words or vocabulary
- Student reads the text for approx. 8-10 min.
- Prompts appropriate at this level:
 1. Check the picture. Does it look right and make sense? Reread and think about the story.
 2. Check the end (or middle) of the word. What would look right and make sense?
 3. Cover the ending. Is there a part you know? Try that again and think what would make sense.
 4. Chunk the word and think what would make sense.
 5. Do you know another word that looks like this one?
 6. What can you try? What can you do to help yourself?
 7. Put some words together so it sounds smooth. (fluency)
 8. Try reading that like the character would say it. (expression)
 9. What is happening in the story? What is the problem? How might they solve the problem? How does the character feel now? (comprehension)
- Comprehension Strategies:
 1. Beginning-Middle-End (B-M-E): Students take turns telling what happened at the beginning, middle, and end of the story.
 2. Somebody-Wanted-But-So (SWBS): A great way to teach students to summarize. Here's an example: The pigs **wanted** to build their own houses, **but** the wolf blew their houses down, **so** they ran to the house of bricks.
 3. 5 finger retell: the students use one hand to recall and retell five story elements:
 - Thumb: characters
 - 1st finger: setting
 - Tall finger: problem
 - Ring finger: events
 - Little finger: ending
 4. Make predictions
 5. Problem-solution
 6. Character's feelings
- Word Study: (Tyner p 100-106 & CD)
 1. Card Sort: Begin with the first three header cards for the A family: *cat*, *man*, and *cap*. These should be three words that the students recognize, or you can add a picture with the header card for more support. Demonstrate the card sort process to the students. Students shouldn't be required to say the word first and then sort it. If students know the header card and sort the word correctly, they can identify the new word by substituting the beginning sound. Continue to take turns, allowing the students to sort the cards in the appropriate column. During the next few sessions, repeat this sort if they are still struggling, or move on through the scope and sequence.
 2. Elkonin Boxes (Sound boxes): Particularly useful for beginning spellers. Elkonin boxes help students as they isolate and blend sounds to read simple, one-syllable words. This strategy is similar to "Say it, Move it."

3. **Spelling Sort:** The spelling sort is a great way to engage all students and give them practice with the spelling patterns you are teaching in the card sorts. Have students write the chunk you are working on in the boxes at the top of the spelling sort page. The teacher then reads off a word and the students look for the pattern in the boxes and write the word under the correct pattern. The teacher then sorts the word cards on the table top as a way for students to check their work.
4. **Writing (Sentence Dictation):** This activity gives students the opportunity to apply their word study knowledge in the context of real writing. The teacher selects a short sentence that incorporates some sight words with the focus patterns. See Tyner's CD for the scope and sequence and sample sentences.
5. **Word Scramble:** This is an activity where students physical move alphabet letters to spell words. It helps students make connections between patterns and solidify word knowledge. See Tyner's CD for the word scramble activities.

Stage 4: Rigby Levels 12-16 (Grade equivalency 1.5-1.9) (Early Guided Reading: Richardson Ch 4, p 107) (Transitional Reader: Tyner Ch 7, p 112)

- Texts at this level should include longer stories with less emphasis on sentence patterns, which support the reader. Stories should also include some unfamiliar or specialized vocabulary, especially in nonfiction selections. These texts rely less on illustrations as clues to make meaning in context.
- Just as with Stage 3, begin by introducing the book and any new vocabulary. Books at this level are generally longer, and will need to be read over the course of two days.
- Day 1: Introduce the book and new vocabulary, prompt students as they each read quietly.
- Day 2: Finish reading the book. Continue prompting, and do word study activities.
 1. New prompts for retelling: Read, cover, remember, retell, STP, Student paraphrases the text, ask “who was on this page and what did she/he do?” “Predict: what might happen next?”
 2. Word Study: Continue card sorts, spelling sort, word scramble, and sentence dictation. Add: Word ladders: Word ladders can be used as an alternative to word scramble. Using the word scramble activities for Vowel Patterns 1, teachers call out the directions and students simply write the words on the Word Ladder template (see Tyner CD) by changing the letters. The words are written vertically to help students see the relationships among patterns in the words.
- Day 3: Guided Writing
 1. At this stage, students are becoming better writers. A written response to the text they have been reading is not only a great way to check their comprehension, it’s a great way to ensure the spelling patterns you are teaching are crossing over into their independent writing. Just a quick sentence or two is plenty at this level.
 2. B-M-E, Five Finger retell, S-W-B-S, Events and details, Problem and character’s feeling about it; solution and character’s feeling about it

Stage 5: Rigby Levels 17-25 (Grade equivalency 2.1-3.8) (Transitional Guided Reading: Richardson Ch 5, p 144)
(Independent Reader: Tyner Ch 8, p 130)

- A variety of texts should be used at this stage. Teachers should choose from a range of topics, formats, text types, and illustrative styles and use longer stories and chapter books with rich vocabulary and more fully developed plots. Avoid using too many long chapter books that will limit the selection in other genres. Don't forget to include short pieces of literature including poetry, magazine articles, editorials, etc.
- Focus on building fluency at the beginning of each session through reading poetry or re-reading a portion of the text that was read during the previous session.
- Word Study: continue word sorts, spelling sorts, dictated sentences, and word scramble.
 - Try having student complete Word Hunts for other words that include the focus patterns.
 - Have students choose two words from each pattern and write their own sentences.
 - Have students play Memory with a partner using the word study cards.
 - Have students complete speed drills with the words for each pattern.

The Maturing Reader: Rigby Levels 28-31+ (Grade equivalency 4.8-5.8+) (Fluent Guided Reading: Richardson Ch 6, p 178) (The Maturing Reader Stage 5th & 6th Grade Level: Tyner & Green Ch 5, p 101)

- Maturing readers are developing their skills as critical readers and writers. Although they do the majority of their reading silently and independently, the teacher needs to provide explicit instruction, particularly in the area of comprehension with complex texts in both narrative and informational genres. Strengthening the connection between in-group and extension activities is vital as students take more responsibility for their own understanding of texts. (Tyner & Green p 124)
- At this stage, there is a strong focus on comprehension strategies, scaffolds, and prompts.
- Word study at this stage includes a word sort, completing a spelling sort, or having a meaning discussion. For example, the word study goal might be to be able to verbalize a generalization about the *-ible/-able* suffix and find at least five words that follow this pattern. Students would also learn how the suffixes alter the meaning of the words.
- Pages 203-247 in “The Next Step in Guided Reading” offer scaffolding steps for teaching a variety of comprehension strategies. The goal of every strategy is that the students will internalize the process and be able to apply it independently to construct meaning of any text. (See chart in handout “Scaffolds for Literal, Interpretive, and Evaluative Comprehension Strategies.”)
- The Comprehension Toolkit is my go-to for scaffolding comprehension for my students. It has a CD with many printable resources as well. Each new strategy is modeled by the teacher through a read-aloud text, then students have the opportunity to try the strategy with the teacher, then finally on their own usually through and engaging article from magazines such as “Time for Kids.” It goes through 6 “Strategy Clusters”:
 1. Monitor Comprehension (inner conversation, notice when you lose your way)
 2. Activate & Connect (follow text signposts, merge your thinking with new learning)
 3. Ask Questions (question the text, read to discover answers, ask questions to expand thinking)
 4. Infer Meaning (unfamiliar words, infer with text clues, read with a question in mind, wrap your mind around the big ideas)
 5. Determine Importance (determine what to remember, distinguish your thinking from the author’s)
 6. Summarize & Synthesize (read to get the gist, reread and rethink)

The Advanced Reader: 7th-8th Grade Level (The Advanced Reader Stage: Tyner & Green Ch 6, p 125)

- At this stage, there are some great ideas for extension activities. Students are reading independently, but still need to develop reading skills. There are extension activities that support fluency, activities that support word study, and comprehension.
- Students can develop an Extension Notebook which can be used as a tool to write and keep track of all their written extension work. If students are using the computer, they can print their documents and insert them into the notebook or loose-leaf binder.
- Each student can also create a Fluency Folder to hold all of his/her fluency reading material. The students can three-hole punch their poems, Readers Theatre scripts, song lyrics, repeated reading charts, and so forth and keep them all in one place. Shared reading pieces from the students' small groups can also be housed in their fluency folders. This will make finding their fluency materials easier as well.

The 10 Minute Lesson for Struggling Readers

The Next Step:

Richardson p 269: Changing the way you teach is not easy. There will be days when you will think you will never get it right. The good news is you don't have to get it right in order for guided reading to work. You just have to do it-and then reflect on your teaching and on your students. Did they learn something new today? Did you help them become better readers? What should you teach tomorrow? Just by asking these questions, you have already taken the next step towards becoming a better reading teacher.

Day Two: Digging Deeper into Shared Reading Instruction

What do you already know about Shared Reading and how it fits into a classroom literacy program?

- Take some time to brainstorm with the people at your table to define shared reading and describe how it fits into a classroom literacy program
- View handout "Shared Reading at a Glance" & scan to compare

Part I: A Modeled Shared Reading Lesson

- Rereading or revisiting Familiar Text
- Introducing and Rereading New Text
- Literacy Mini-Lessons

Part II: How Shared Reading can be used to teach and reinforce literacy skills and strategies

- Concepts of Print

- Working with Words

Part III: Building Comprehension of Fiction through Shared Reading

- Predicting
- Story Elements
- Comparing and Contrasting

Part IV: Building Comprehension of Fiction through Shared Reading (continued)

- Text Features
- Different Types of Nonfiction Text
- Gathering Information Across a Variety of Resources

Resources:

“Maximizing the Effectiveness of Shared Reading in the Primary Classroom” from the Bureau of Education & Research

“Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers” by Beverly Tyner

“Small-Group Reading Instruction: Differentiated Teaching Models for Intermediate Readers, Grades 3-8” by Beverly Tyner & Sharon Green

“Guided Reading” Fountas & Pinnell

“The Next Step in Guided Reading” Jan Richardson

Handwriting Without Tears

Small Group and Shared Reading in the Primary Classroom

Background Essay

Primary-age students benefit greatly from a variety of experiences with text. Through daily, thoughtfully planned reading experiences, teachers are able to demonstrate and develop the skills and strategies that young children need in order to become effective readers. Small-group reading and shared reading provides children with engaging, low-risk opportunities to apply and practice essential literacy behaviors. Shared reading, implemented effectively, can lay the foundation for classroom literacy instruction.

Looking at best practices in reading instruction requires teachers to assess each student's literacy knowledge and provide the appropriate instruction that will advance the child's literacy learning. Students enter a typical kindergarten class with very different levels of printed-language knowledge, and instruction must be adapted for these differences. Implementing the components of a balanced literacy model, including small group differentiated reading, is an effective way to provide appropriate instruction.

As a parent, teacher, reading specialist, and instructional coach, I have observed that a more explicit small-group and whole-group reading model is necessary, especially as it applies to beginning and struggling readers. During this training, we will look at ways to not only introduce and reinforce concepts of print and word work strategies, but also boost young readers' comprehension skills—all in the context of shared reading. We will also look at Beverly Tyner's model for Small-Group Reading Instruction. In her book she has lesson plans and activities specifically designed for readers at each stage in reading. We will use the handouts and activities from her CD-ROM that comes with her book as well.

Teachers will have a chance to view various shared reading and small group reading research based strategies and then discuss how these strategies could be implemented in their own classrooms. We will also view clips from PBS Learning Media and discuss ways to implement these clips into small-group and shared reading experiences. Teachers will leave with a deeper understanding of teaching reading and will leave with strategies and new ideas that can be immediately implemented in their classrooms.

Materials:

Tyner, Beverly. *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers*. 2nd Edition. International Reading Association. 2009.

Maximizing the Effectiveness of Shared Reading in the Primary Classroom Grades K-2. DVD. Bureau of Education and Research. 2002, 2007.

<http://oeta.pbslearningmedia.org/resource/btl10.ela.early.blendingbowl-dine/ble-nding-bowl-dine/>

<http://oeta.pbslearningmedia.org/resource/97cb9ee3-6779-4363-b358-76de28e0b2f3/bananaphone-long-i/>

<http://oeta.pbslearningmedia.org/resource/btl10.ela.early.vowelbootcampnotnote/vowel-boot-camp-notnote/>

<http://oeta.pbslearningmedia.org/resource/60e5c8bb-4226-4f33-8845-d995640478e4/music-video-who-what-where-when-why-how/>

<http://oeta.pbslearningmedia.org/resource/87bad757-6d07-4d52-bd96-65a9307330ab/music-video-chunking/>

<http://oeta.pbslearningmedia.org/resource/b4287ca6-46ab-44fb-878f-15d95f430e59/music-video-reading-with-feeling/>

<http://pbskids.org/superwhy/#/game/bookjumble>

<http://pbskids.org/martha/games/marthaseeks/index.html>