

# Differentiated Small-Group Reading Lessons in Action!

Presented by Margo Southall

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## 1. Align Lessons with Students' Reading Goals

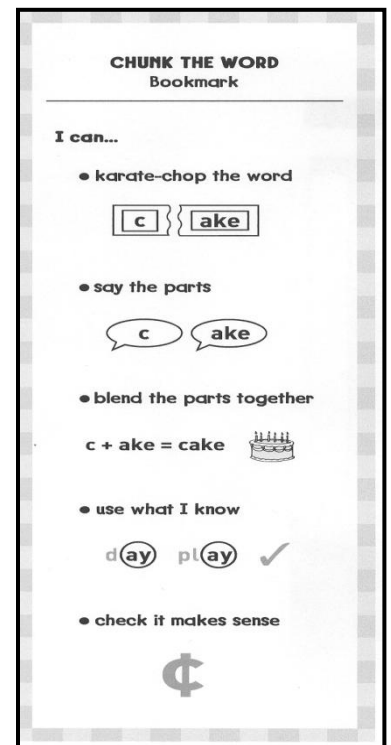
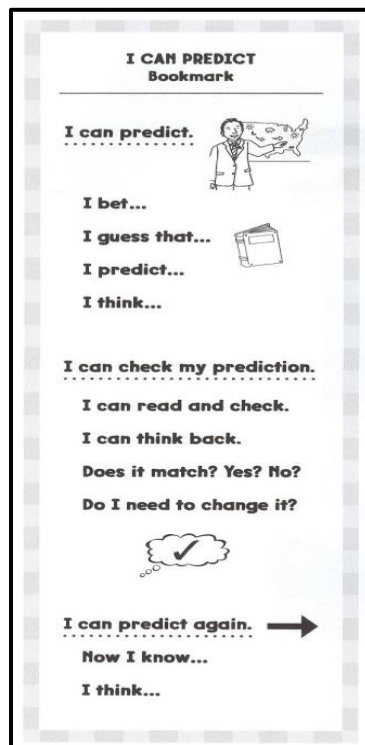
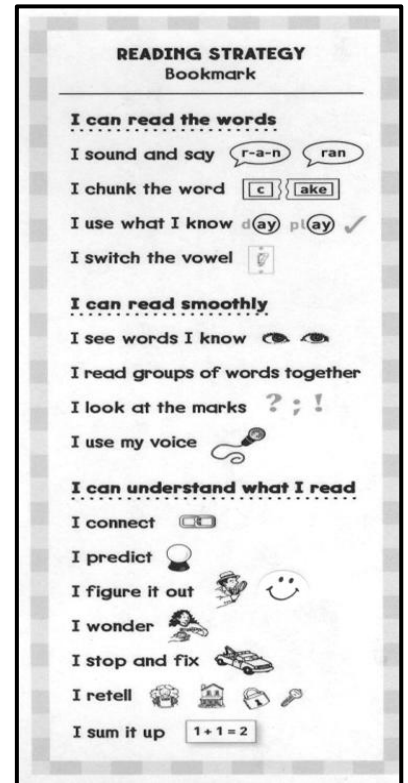
- Strategically form reading groups **based on a common need in a skill or strategy** and implement a series of lessons that target these skills and strategies.
- Select a **leveled text** that is accessible to every student, at the instructional level of the lowest performing reader in the group.

## 2. Integrate Interactive Tools to Make Skills and Strategies Accessible to All Students

### Strategy Bookmarks:

- **Bookmarks** with strategy statements and corresponding picture cues depict how to go about applying each strategy step by step. The bookmarks provide valuable **tactile memory aids** and support a high level of student engagement.
  - Students use bookmarks as a focusing tool during 'turn and talk time'. Students **pinch the icon that represents their thinking and use the sentence starters** or prompts to help them verbalize their strategy use.
  - The **'think-pinch-share' routine** ensures **all-student responses**.
  - Allowing students opportunity to verbalize how they applied the strategy during reading **supports transfer** of new learning to independent reading.
  - Student **goals are highlighted** on their strategy bookmark to provide a focus during lessons and practice.
- ☺ What is your goal as a reader?  
☺ How does this strategy help you grow as a reader?

(See strategy bookmarks for comprehension, fluency and word-solving in Differentiated Small-Group Reading Lessons and Differentiating Reading Instruction for Success with RtI by Margo Southall, Scholastic)



## Strategy Role Play Cards and Puppets:

- Role play cards depict characters that represent the strategic thinking required for each comprehension strategy. These can be made into popsicle stick puppets to engage students to think aloud about their own strategy use, just as you did in the demonstrations. **Students take turns holding the puppets up as they describe their thinking during turn-and-talk partner discussions** and group sharing. For example, the electrician represents the process of making connections in our reading brain. Vocabulary Role-Play Cards assign specific jobs for each student in the group to complete or may be used as a set of tasks for individual students.



**I Can Connect  
Role-Play Cards**  
Form 6.16 on the CD

**Vocabulary • Role-Play Cards**

<p><b>Word Connector</b></p>	<p><b>Word Illustrator</b></p>
<p><b>Word Wildcat</b></p>	<p><b>Word Game Show Host</b></p>
<p><b>Word Webber</b></p>	<p><b>Word Trainer</b></p>

## Game Formats:

- Picture cards are also used in game formats to engage and instruct. For example, the I Can Figure It Out Picture Cards are used in a game format focusing on making inferences.

**I Can Figure It Out Picture Cards**  
Form 6.35 on the CD

**SCHOLASTIC** GRADES K-3

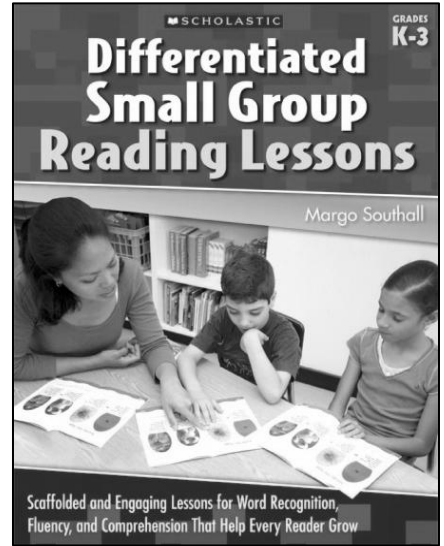
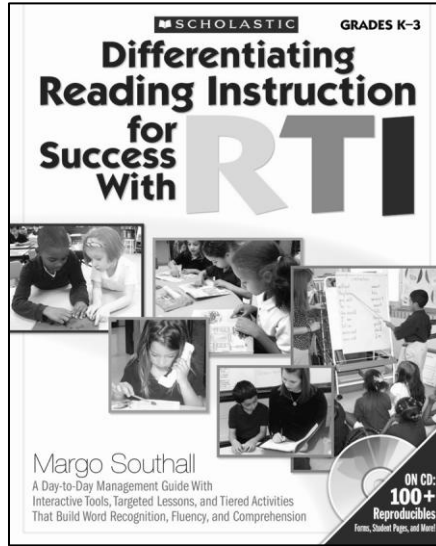
# Differentiating Reading Instruction for Success With RTI

Margo Southall  
A Day-to-Day Management Guide With Interactive Tools, Targeted Lessons, and Tiered Activities That Build Word Recognition, Fluency, and Comprehension

ON CD: **100+** Reproducibles  
Forms, Student Pages, and More!

### 3. Implement Targeted Instruction Using the When/Then Charts and Lesson Templates

- The When/Then Charts in Differentiated Small-Group Reading Lessons and Differentiating Reading Instruction for Success with Rtl (Scholastic) align student difficulties with specific teaching practices, lesson templates and materials. The following examples are from the Rtl book.



#### Word-Solving Lessons:

WHEN the student profile of need is:	THEN provide these lessons and tasks	Page Number
At-a-Glance Reader, Huffer and Puffer, Over-Analyzer, work on <ul style="list-style-type: none"> <li>Attending to initial, medial, and final sounds</li> <li>Blending letter-sounds</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Blending With CVC Words</li> <li>Cumulative Blending With Initial Consonant Blends</li> <li>Blending From the Medial Vowel</li> <li>Word Building for Medial Vowels</li> <li>Sorting for Medial Vowels</li> <li>Recording Sounds in Sequence Lesson and Form</li> <li>Build and Blend Dominoes</li> </ul>	113 113 114 114 115 117 109

Word Caller, work on <ul style="list-style-type: none"> <li>Recognizing vowel patterns and affixes</li> <li>Using patterns in familiar words to decode new words (analogy)</li> <li>Identifying patterns in multisyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>Five-Step Guided Word Sort</li> <li>Six-Step Explicit Guided Word Sort</li> <li>Extending on the Lesson Activities</li> <li>1-2-3-Show the Key!</li> </ul>
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Isolationist, Solo-Strategy Reader, work on <ul style="list-style-type: none"> <li>Applying phonics knowledge and word-solving skills to new text</li> <li>Integrating strategy use to solve new words</li> </ul>	<ul style="list-style-type: none"> <li>Training-for-Transfer Lessons and</li> <li>Journal Writing</li> <li>Independent Practice Tasks</li> </ul>
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**Chunk the Word**

I can...

**karate-chop the words.**

c
ake
h
ab
it
at

**say the parts I know.**

c
ake
h
ab
it
at

**blend the parts together.**

c + ake = cake      hab + it + at = habitat

**check that it makes sense.**

¢

Form 4.5 on the CD

## Fluency Lessons:

WHEN the student profile of need is a:	THEN provide these lessons and tasks	Page Number
<b>Word Stumbler, work on:</b> <ul style="list-style-type: none"> <li>Increasing accuracy in reading irregular high-frequency words</li> <li>Increasing the rate of reading of irregular high-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Cumulative Blending With CVC Words</li> <li>High-Frequency Word Lesson #1</li> <li>High-Frequency Word Lesson #2</li> <li>3-2-1 Pick Up</li> </ul>	113 169 169–170 170
<b>Word-by-Word Reader, Impersonator, Stoplight Runner or Speed Demon, work on:</b> <ul style="list-style-type: none"> <li>Reading with meaningful phrasing</li> <li>Attending to punctuation marks and text features</li> </ul>	<ul style="list-style-type: none"> <li>Phrasing Mini-Lesson</li> <li>Construct Phrase Pyramids</li> <li>Label the Phrases</li> <li>Choral reading of high-frequency word phrases</li> <li>Step to the Beat—Phrase Walk</li> <li>Phrase Sort</li> <li>Be the Phrase</li> </ul>	179 182–183 184 184 186 187 187
<b>Robot Reader, Stoplight Runner or Speed Demons, work on:</b> <ul style="list-style-type: none"> <li>Reading with intonation and expression</li> <li>Adjusting reading rate based on text</li> </ul>	<ul style="list-style-type: none"> <li>Fluency with Humor</li> <li>Inside/Outside Circle</li> <li>Readers Theater</li> <li>Music and Lyrics</li> <li>Technology Assisted Reading</li> <li>Emotion Cue Cards</li> <li>Poetry Four Corners</li> </ul>	181 182 184–185 185 185 188 188
<b>All Profiles</b>	<ul style="list-style-type: none"> <li>Guided and Independent Practice Activities</li> <li>Fluency Five-Day Lesson Sequence</li> </ul>	171–178; 181–188 189

### I Can Read Smoothly

I can...

see words I know.



I see a word I know.

said

I see 2 little words I know.

some thing

I see words I know inside big words.

re read ing

read groups of words.

I ran fast

to catch

the ball

I can look for groups of words.



I can read the words in one breath.



look at the marks. ? ; !

I can use the signs on the way.



use my voice.



I can make it sound like talking.



read at the right rate.







# Comprehension Lessons:


WHEN the student profile of need is:	THEN provide these lessons and tasks	Page Number
<ul style="list-style-type: none"> <li>• Word-Bound</li> <li>• Disconnected</li> <li>• Under-Predictive, Off-Track</li> <li>• Literalists, Left Fielder</li> <li>• Passive</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Lessons and Activities</li> <li>• Making Connections</li> <li>• Making Predictions and Inferences</li> <li>• Generating and Answering Questions</li> <li>• Making Predictions and Inferences</li> </ul>	<p>200–210</p> <p>212–225</p> <p>238–253</p> <p>225–237</p> <p>238–253</p>
<ul style="list-style-type: none"> <li>• Unequipped</li> <li>• Passive, Left Fielder, Storyteller</li> <li>• Literalist, Storyteller</li> <li>• Solo-Strategist</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying and Self-Monitoring</li> <li>• Retelling</li> <li>• Summarizing</li> <li>• Integrating Multiple Strategies</li> </ul>	<p>253–264</p> <p>264–277</p> <p>278–287</p> <p>288–295</p>


**I WATCH MY DRIVING**  
Bookmark

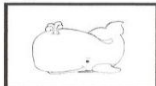
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**I ask where I am going.**  
 Table of Contents

**I use my reading map.**  
  

**I check my speed.** 

**I slow down on the curves and bumps.** 


**I look for the signs the author gives.**  
 caption  
Whales are mammals.


**I ask why the author wrote this.**  



**I think about the big idea.**  
 $1 + 1 = 2$


**STOP AND FIX**  
Bookmark


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**I can stop and fix** 


**STOP**  
Look at pictures 


Reread 


Read on 

What do I know? 

Use parts of words I know  
pl ay

Picture in my mind 

**WAIT**  
Check it makes sense 






**GO** 

Keep reading

**I CAN SUM UP**  
Bookmark

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**I can sum it up**

- I know 
- I learned 
- An important word  mammal
- An important fact  kangaroos are...
- This was about 

# Targeted, Interactive Comprehension Lessons

The following examples are excerpts from Differentiated Small-Group Reading Lessons (Scholastic).

## I Can Connect: Making Connections

- ★ **Making Connections Bookmark:** Provide a bookmark for each student with two or three icons representing the levels of connections – text to self, text to text, text to world.
- ★ **Model the language** of making connections: *This reminds me of the book we read ... This makes me think about (a place we have been) ....*
- ★ During the reading students can respond at intervals by **holding up their card and with their fingers pinching the picture cue that represents their personal response.** Include text to text and text to world connections as much as possible.
- ★ **Prompt** students to expand upon their thinking, as it is often not clearly obvious
  - ☺ *What connections are you making to this?*
  - ☺ *How does this help you understand the story?*

## I Can Figure It Out: Making Inferences

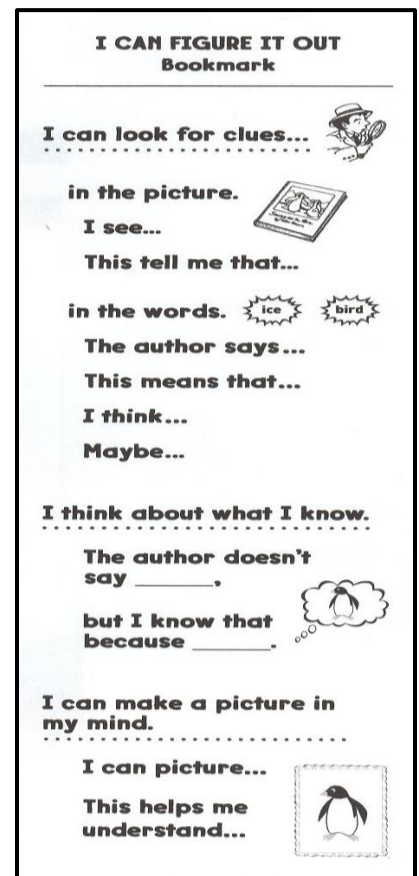
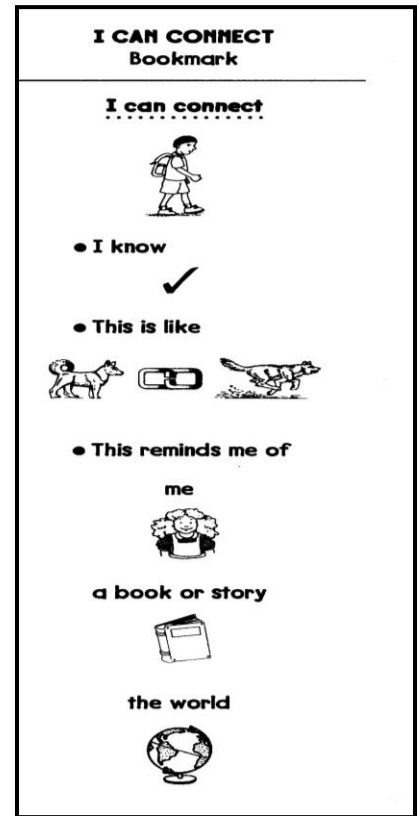
### Show Me

After introducing the book, **read a short section of text.** Recap what you have read and share a question you have that is not answered in the book. **Demonstrate the use of clues** to figure it out and **pinch the corresponding statement on the bookmark,** such as:

*When we read we ask ourselves how does this all fit together to make sense?*

*I will search for **clues in the words and pictures.** Here it says that .... **I know** something about \_\_\_ because we read another story where \_\_\_, so I am figuring out that this means ...*

Ask students to **give you feedback** on what they observed and their own thinking about what happened in the story. Are there any clues that you missed? Which clues do they think were the most important - that hint or tell us the big idea or theme/author's point of view?



*How did I figure that out? What clues did I use? Did I miss something? Which one do you think is going to be important for us to know, so we understand the story? What connections are you making to what has happened so far?*

## Guide Me

Provide a purpose as students read to the next stopping point in the text. Students are to generate a detective question that requires the group to use the clues to figure out the answer. You may have them mark the places where they found clues to a question with sticky notes.

*What question would you like to ask that is not answered in the book?  
Think about the clues in the book and in your head that will help you figure out the answer.  
Does this remind you of someone or something you know?  
Make a picture in your mind of what it would look like?*

## Group Share:

Begin by having a student **retell** or summarize what they have just read. Invite students to **share their questions** and identify if they found an answer to their question in the book. You may have them turn and quickly share one question with a partner before sharing with the group. **Record any unanswered questions** on the chart under 'It Doesn't Tell Us'.

Ask students to **use the clues on the bookmark (words, pictures, what they know, picture in their mind)** to think what might be a possible answer. Explain that there is no 'right' answer as it depends on the connections we make. Write their inferences under 'We Figured Out'.

**Probe for the reasoning** behind student inferences and record these under 'Because'. Ask students to locate page numbers with the clues they used if they marked these with sticky notes. Read through the reasons given and come to a group consensus on what is the most likely answer - put a star next to it. Prompt students for their inferences.  
(Example: Yo! Yes! by Chris Rashka, Orchard Books, 1993)

It Doesn't Tell Us	But We Figured Out	Because
Why does the [second] boy talk so quietly?  What happens to the boys? What will they do next?	He is afraid to play with the other boy. He is lonely.  They will be good friends. The second boy won't be lonely anymore.	He has his hands behind his back *He says "Who? Me? No fun. No friends."  The boy is smiling. He says ""Yes!" in a big voice. *They say "Yow!" And jump into the air and do a 'high five'.

# I Can Retell: Story Structure Sort

## Show

Explain the category headings and **introduce the vocabulary** words you have printed on cards one by one. Briefly discuss the meaning of each word where necessary.

*Authors choose certain words to tell us about the people, places and problems in their story. In our story today, we will find these words (Show and read the word cards).*

*I am going to read the first part of the story and see if I can find how the author used these words. I will ask myself if they tell me about the people (or animals), the place where the story happens, or whether they describe a problem that one of the people has in this story.*

**Read** a short section of the text and **identify the category for two to three words**, leaving some for students to sort.

Model the reasoning behind identifying the category:

*Tiger belongs under People/Who, because we know the story is about 'my sloppy tiger', and we have read other stories about Sloppy Tiger. The word 'room' belongs under Places/Where because it tells us where the action happened.*

## Guide

Challenge students to help you **identify where the rest of the words should be placed**, which category they belong in. You may move the card along under the categories, pause under each one and ask students to indicate whether you should place it here with a **show of thumbs** (up or down). Where the word could belong in more than one category or when there is not consensus among the group, place the word under the question mark.

*Shower could be a just a place or it could be a problem if Sloppy Tiger gets into trouble with it. The word claws could be telling us about a part of Sloppy Tiger's body, or it could be a problem. We will and read on to find out.*


Ask students to read the next section of the text and be watching for the vocabulary words from the sort – check they really tell us about the same story element.

*Let's read to check our story sort. Did the author use this word to tell us about people, places or problems?*

**I CAN RETELL**  
Bookmark


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**I can retell**


**People** 

What they do and say \_\_\_\_\_



What they are like \_\_\_\_\_

Their goal 

**Places**


What it looks like 


How it feels there \_\_\_\_\_

**Problems**  

\_\_\_\_\_ has a problem because \_\_\_\_\_

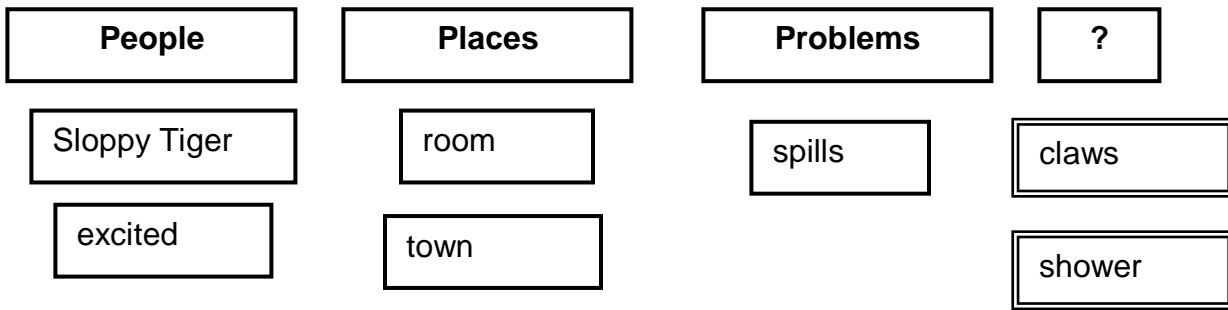
They try \_\_\_\_\_ and \_\_\_\_\_

They solve it by \_\_\_\_\_ 

**Ending** 

In the end...

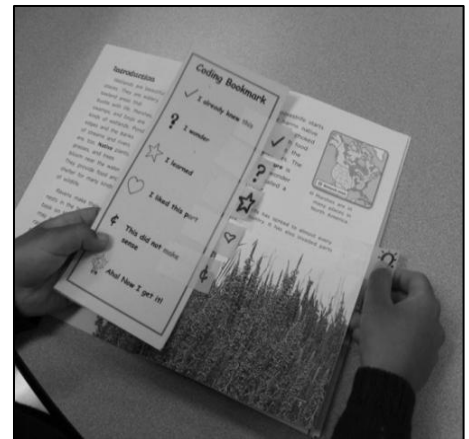
**Before Reading:** My Sloppy Tiger by Joy Cowley, 1987



## I Can Code My Thinking: Integrating Multiple Strategies

- This activity is successful with students who are passive readers and/or apply strategies in isolation rather than integration.
- We know that to be an effective reader, students need to be able to apply comprehension strategies to the text simultaneously. Predicting alone is not enough, you then need to question, infer .... We may teach each strategy one at a time and explicitly, but we also continually model and practice how they build upon each other, in a reciprocal relationship. Our goal is for students to become **strategic readers who use multiple strategies in a flexible manner.**
- The codes are simple notations, such as a star, that is **printed onto sticky notes or flags** to represent a comprehension strategy or self-monitoring behavior.
- Students use these coded flags to mark the text with their thinking and so apply multiple comprehension strategies.
- The power of these coded flags is that every student is **accountable for interacting with the text using a strategic focus.** These are prepared before the reading and distributed to the students, who keep them on their bookmark alongside each code and return them there:

- |                      |  |
|----------------------|--|
| I know               | - prior knowledge and experience   |
| This reminds me      | - connections to self, text and world  |
| I wonder             | - all levels of questions  |
| I learned            | - events, facts or information that are new to me  |
| I am puzzled         | - this does not make sense, I need to stop and fix   |
| Aha! - now I get it! | - a number of strategies are used to clarify understanding, such as inferring and synthesizing |



## Teaching Tips:

- The codes are **introduced and practiced one by one, then cumulatively** across a series of lessons. For example, after you have introduced the first and second code, students use both to mark the text. When I am teaching connecting and questioning we use the first three – know, wonder, learn. Then I take up student responses and record on a KWL chart.
- At first, the codes are **practiced in lessons** where the teacher identifies which one to use, but after sufficient practice, students will be able to **self-select** the appropriate response at different points of the reading. At this point the activity has become a student-driven form of **self-monitoring**.
- You may **provide more than one for a strategy you are focusing on**, for example three question mark flags when you want them to mark three places where they had a question.
- If you find students use all their flags on one page and you want them to interact at different points in the reading, **chunk the text into short sections and specify the number of sticky flags** for each section, such as ‘Read pages 6 to 8 and find one connection you have and one question’. You can also divide books into beginning, middle and end with specific requirements for each part.

