What teachers like you are saying about the Small Group Lessons:

"Glad I found this bundle for my second grade reading groups. **Students are engaged and enjoying the passages**. I also love that the format of this bundle is the same so students can build independence."

- Anna C.

"The "Guided Reading Lesson Plans BUNDLE 1 - Differentiated - Texts Included" by Jen Bengel at Out of This World Literacy is a **stellar resource** for teachers looking to streamline and enhance their guided reading sessions. This bundle offers differentiated lesson plans **tailored to diverse reading levels, making it easy for educators to meet the unique needs of each student**. With high-quality texts included, teachers can **save valuable prep time and focus on meaningful instruction**. Jen Bengel's expertise shines through in the thoughtfully structured lessons that encourage deep comprehension and a love for reading. **An essential tool for any classroom focused on literacy growth!**"

– Alisha Thames

What teachers like you are saying about the Small Group Lessons:

"This resource is a **game-changer for my classroom**! The engaging activities and clear instructions, made it incredibly easy for my students to grasp the content. **My students were not only enthusiastic but also demonstrated a clear understanding of the material**. It's evident that a lot of thought went into the design, making it both educational and enjoyable."

- Ashley G.

"This product was **exactly what I was looking for**. It helped with my instruction and aided in supporting my students. It is **definitely worth getting**."

- Hope S.

"**Helped as supplementary material** to my guided reading lessons when I needed some additional activities. The reading portion is quite short, so it was **great for focusing on skills that they could then take and practice with their own books**."

- Rayanne B.

FINALLY!

Help for your small group digital reading struggles!



QUESTION...

Do you sometimes **struggle** with organizing, planning, teaching, and grading **small group reading lessons online**?

If you answered YES! to this question, you are *not alone!*

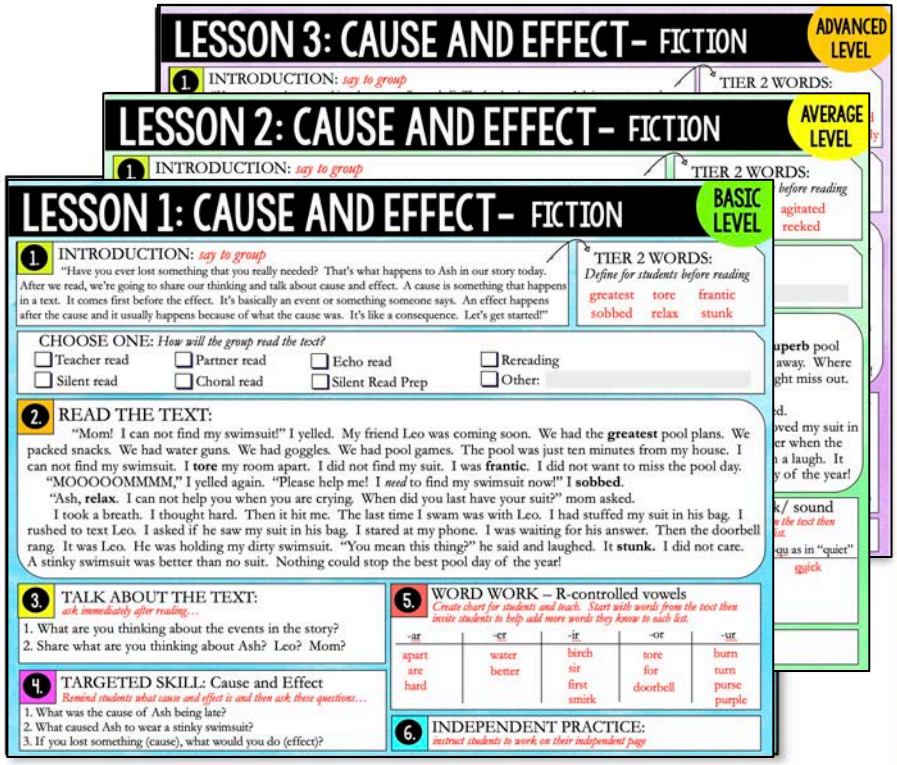


ANSWER...

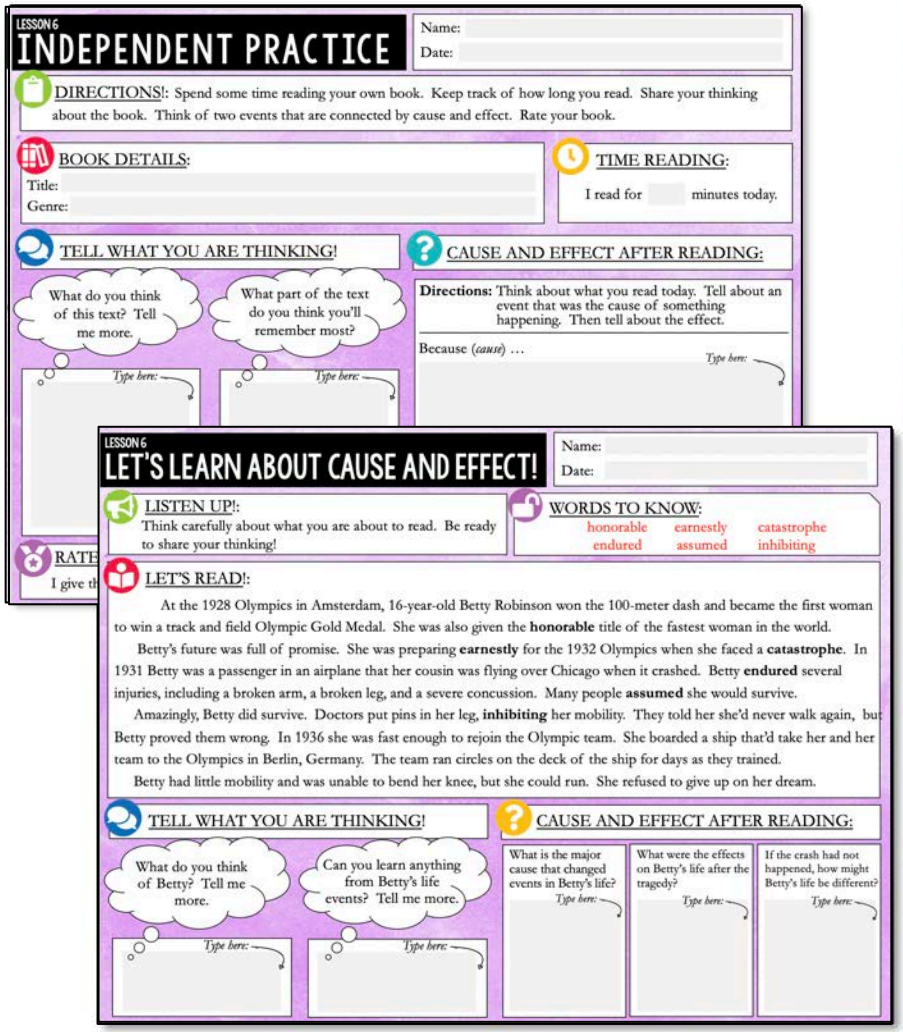
These small group reading lessons will provide **EVERYTHING** you need **to successfully host online small group reading lessons**!

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Complete Teacher Pages



Student Pages



Teach all 6 steps of a DIGITAL small group reading lesson!

EVERYTHING IS INCLUDED

Out of this World LITERACY

USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

Tier 2 Vocabulary Answer Key- Cause and Effect

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 4: Basic Nonfiction		
dash	Run or travel somewhere in a hurry	run sprint race
		quickest speediest briskest
		optimistic confident positive
		mishap misfortune crash
		live endure exist
		trust think confident
		good favorable hopeful
		disaster calamity catastrophe
		demonstrated showed happened
		decline reject rebuff
		honest moral righteous
		seriously gravely intently
		disaster crisis ruin
		undergo experience persist
		supposed presumed accepted
		impede hinder prevent

LESSON 6

LET'S LEARN ABOUT CAUSE AND EFFECT!

Name: _____

Date: _____

LISTEN UP!:
Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:
honorable earnestly catastrophe
endured assumed inhibiting

LET'S READ!:

At the 1928 Olympics in Amsterdam, 16-year-old Betty Robinson won the 100-meter dash and became the first woman to win a track and field Olympic Gold Medal. She was also given the **honorable** title of the fastest woman in the world.

Betty's future was full of promise. She was preparing **earnestly** for the 1932 Olympics when she faced a **catastrophe**. In 1931 Betty was a passenger in an airplane that her cousin was flying over Chicago when it crashed. Betty **endured** several injuries, including a broken arm, a broken leg, and a severe concussion. Many people **assumed** she would survive.

Amazingly, Betty did survive. Doctors put pins in her leg, **inhibiting** her mobility. They told her she'd never walk again, but Betty proved them wrong. In 1936 she was fast enough to rejoin the Olympic team. She boarded a ship that'd take her and her team to the Olympics in Berlin, Germany. The team ran circles on the deck of the ship for days as they trained.

Betty had little mobility and was unable to bend her knee, but she could run. She refused to give up on her dream.

TELL WHAT YOU ARE THINKING!

What do you think of Betty? Tell me more.

Betty was very young to be named the fastest woman and to win a gold medal.

Can you learn anything from Betty's life events? Tell me more.

I can learn not to let a catastrophe inhibit me from reaching my goals.

CAUSE AND EFFECT AFTER READING:

What is the major cause that changed events in Betty's life?	What were the effects on Betty's life after the tragedy?	If the crash had not happened, how might Betty's life be different?
Betty's life changed when she was in an airplane accident while training for the Olympics.	Betty had to endure lots of pain and training in order to become fast and beat the odds of ever walking again.	If the crash hadn't happened Betty might have stopped after going to the 1932 Olympics.

6 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 6

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Date:

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TELL WHAT YOU ARE THINKING!

What do you think of Betty? Tell me more.

Type here:

Can you learn anything from Betty's life events? Tell me more.

Type here:

CAUSE AND EFFECT AFTER READING:

What is the major cause that changed events in Betty's life?
Type here:

What were the effects on Betty's life after the tragedy?
Type here:

If the crash had not happened, how might Betty's life be different?
Type here:

LESSON 6

INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Think of two events that are connected by cause and effect. Rate your book.

BOOK DETAILS:
Title:
Genre:

TIME READING:
I read for _____ minutes today.

TELL WHAT YOU ARE THINKING!

What do you think of this text? Tell me more.

Type here:

What part of the text do you think you'll remember most?

Type here:

CAUSE AND EFFECT AFTER READING:

Directions: Think about what you read today. Tell about an event that was the cause of something happening. Then tell about the effect.

Because (*cause*) …
Type here:

This happened (*effect*)…
Type here:

RATE THE BOOK
I give this book _____ stars because _____

Each lesson comes with 2 student pages

The first page is used during the small group time

The second page is used to apply the reading skill into independent reading


GOOGLE™ LINKS FOR TEACHERS
Click each link to assign work to students each day!
GOOGLE™ LINKS FOR STUDENTS
Click each link to assign work to students each day!
LESSON ONE
The basic fiction text
LESSON TWO
The average fiction text
LESSON THREE
The advanced fiction text
LESSON FOUR
The basic nonfiction text
LESSON FIVE
The average nonfiction text
LESSON SIX
The advanced nonfiction text
LESSON 4
INDEPENDENT PRACTICE
Name:
Date:
DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Think of two events that are connected by cause and effect. Rate your book.
LESSON 4
LET'S LEARN ABOUT CAUSE AND EFFECT!
Name:
Date:
LISTEN UP!: Think carefully about what you are about to read. Be ready to share your thinking!
WORDS TO KNOW: links understand wonder imagine goal popular
LESSON 4: CAUSE AND EFFECT- NONFICTION
BASIC LEVEL
1. INTRODUCTION: say to group
"Today we are going to read a nonfiction text about an amazing woman in history. Her name was Betty Robinson, and she was in the Olympics. Betty was a track and field star and then a tragedy happened in her life. Let's read to find out who Betty Robinson was and what happened to her. After reading, we are going to look at how the events in Betty's life are connected. We'll talk about how each event changed her life and had a different effect on her. Let's look at some key words and start reading!"
TIER 2 WORDS: Define for students before reading
dash fastest hopeful accident survive believe
CHOOSE ONE: How will the group read the text?
Teacher read
Partner read
Echo read
Rereading
Silent read
Choral read
Silent Read Prep
Other:
2. READ THE TEXT:
Betty Robinson was in the Olympics. She won a Gold Medal for running. She won the medal in the 100-meter dash. The year was 1928. She was 16-years-old. She became the fastest woman in the world.
Betty was hopeful for her future. She was training for the 1932 Olympics. Then she got in a very bad accident. The year was 1931. She was in an airplane. Her cousin was flying over the city of Chicago. The plane crashed. Betty faced a broken arm. She had a broken leg. She hit her head. Many people did not think she would live.
Betty did survive. Doctors had to put pins in her leg. They said she would not walk again. Betty did not believe them. She tried her best. In 1936 she was fast again. She made it to the Olympics. Betty got on a ship that took her and her teammates to the Olympics in Berlin, Germany. The team kept training. They ran on the deck of the ship for days.
Betty could not bend her knee. She could run. She did not ever give up on her dream.
3. TALK ABOUT THE TEXT:
ask immediately after reading...
1. What do you think of Betty? Tell me more.
2. Can you learn anything from Betty's life events? Explain.
4. TARGETED SKILL: Cause and Effect
ask the group...
1. What was a major cause that changed events in Betty's life?
2. What were the effects on Betty's life after the tragedy?
3. If the crash (cause) hadn't happened, how might Betty's life be different?
5. WORD WORK – Suffixes
Create chart for students and teach. Start with words from the text then invite students to help add more words they know to each list.
-ful: hopeful
-est: fastest
-ing: running, training, flying
-ed: crashed, faced, tried
6. INDEPENDENT PRACTICE:
instruct students to work on their independent page
Designed to provide EVERYTHING you need for Online Small Group Lessons
Black and White printable version also available!

Included in This Resource:

1. 6 complete guided reading lessons for teaching cause and effect. *See detailed small group lesson lesson summary page for more information.*

2. **IMPORTANT:** There are two passages. One fiction and one nonfiction. The passages are adjusted to be used in 3 levels. In each level the word work, vocabulary and text complexity changes. The reading levels are: Basic (grades 1-2), Average (grades 3-4), Advanced (grades 5-6). *See differentiation code page for more.*

3. Small group summary lesson page.

4. Detailed description with time suggestions for each of the 6 small group steps.

5. Teacher strategy guide for differentiating within each lesson.

6. A complete teacher page for each lesson.

7. 2 student pages for each lesson.

8. Digital and printable (black and white) formats included.

9. **ANSWER KEYS!**

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Lesson Breakdown:

*** there is one fiction and one nonfiction passage that is adapted for each lesson.

Lesson 1: The *basic* fiction text.
Lesson 2: The *average* fiction text.
Lesson 3: The *advanced* fiction text.
Lesson 4: The *basic* nonfiction text.
Lesson 5: The *average* nonfiction text.
Lesson 6: The *advanced* nonfiction text.

How are the Lessons Different?

- Each lesson comes with a completely different set of tier 2 vocabulary focus words.
- It also includes a completely separate word work focus.
- The questions for focusing on the comprehension skill in step 4 are different for the advanced level.
- The passage changes in each of the three levels, adding sentence complexity, multi-meaning words and figurative language, along with new vocabulary.

PRO TEACHING TIP:

- If a group of students use the basic level and show success, the teacher can **absolutely use the average level with that same group** (since vocabulary, word work, and text complexity changes).
- They can even use the advanced level as well.
- They'd likely change the way in which the text was read in the group.
- For example, in the basic level the students may read silently after the introduction.
- In the average level they may choose to echo read.
- In the advanced level it may be teacher read.
- In fact, there is so much power in rereading and trying out new ideas and thinking each time.

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Use the Different Levels with the Same Students!

Are you unsure whether your students are ***really* reading** or simply trying to memorize words?

- The 2 passages (1 F, 1 NF) are specifically designed to answer this question!
- Begin with lesson 1 or 4 (the basic level). Have students read the passage after the introduction and complete the lesson.
- Use lesson 2 or 5 (the average level) with the same group. This may be the next day, week, or months later. Choose a reading format for step 2. This may be different than your first time reading.
- Because the tier 2 vocabulary and the complexity of the text changes, students will be forced to adjust their reading. Yes, the text is about 80% the same, but they will have to show that they can adapt to the changes when they reread the new version. There is POWER in rereading!
- When students are strong enough readers, try out lesson 3 or 6 (the advanced levels) with the group. It may be teacher-led reading, but the thinking after the new version of the text, the comprehension focus, and the new tier 2 vocabulary discussion will be even richer.

TEACHER CHALLENGE:

Consider these bullet points above when trying out the adjusted passage from the basic, average, to advanced level with a group of readers!

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Use this resource with your students for distance learning (on a secured platform) or in person with your entire class.	Share this resource with other teachers, including an entire grade level, school, or district without purchasing the proper number of licenses.
To share this resource with colleagues you must: 1. Go to 'My TpT' on the top right of your screen 2. Click on 'My Purchases' 3. Click the 'Buy Additional Licenses' button 4. Purchase a discounted license for each colleague you plan to share this resource with	Modify, redistribute, or resell any part of this resource.

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6 Steps in Small Group Reading Lessons:

Step	Time	Description	Tips:
1: The Introduction	2-3 minutes	The teacher shares helpful information with students about the text they are about to read and discuss. This is often planned in advance and designed to help students navigate their way through any potential places in the text where they may become stuck.	• Jot down a few sentences and plan to read them to the group. • Include a brief summary of what is about to be read. • Find a way to get students excited about reading the text. • Decode and define any vocabulary you believe the group may struggle reading. • Tell students to anticipate a group discussion after reading. • Instruct students what to do when finished reading.
2: Read the Text	3-4 minutes	The teacher decides how the group will engage in reading the text. Consult the 'How to Differentiate Within the Levels' page for ideas on which format you'll be reading the text with the group.	• Read the text in advance. Consider the needs and abilities of the readers when choosing how you will read the text. • **If the text appears too challenging, it is still OKAY to use the text in a small group!** Simply choose either teacher read or echo reading. The key is that students discuss and practice sharing their thinking after reading and consider the comprehension skill.
3: Talk About the Text	3-4 minutes	The teacher asks open-ended questions to the group immediately after reading. **Do not skip this step**! It's important to ask these questions immediately after reading so that you can see what exactly each reader is thinking about the text immediately after reading.	• Use student responses to drive your future instruction and answer reflective teaching questions like, "what are the readers noticing and what are they missing?" • Students can type responses into their student page while one or two answer aloud. • You can certainly have them type their answer and then turn in their student page after the lesson is complete. This is a great accountability check and gives you the opportunity to read everyone's thoughts, even if there is not enough time for each reader to share verbally during the group.
4: Targeted Skill	3-4 minutes	Now that you have heard what the students were thinking about the text immediately after reading, it's time to teach the targeted skill. Ask a few specific comprehension questions about the skill.	• Remind students what the skill is and define how readers use the skill. • Students can type responses into their student page while one or two answer aloud. • Pay attention to whether the students are mastering the skill or if they need more whole group, small group support.

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6 Steps in Small Group Reading Lesson:

Step	Time	Description	Tips:
5: Word Work	2-3 minutes	The teacher will introduce either a spelling, phonics, grammar, or vocabulary activity. The teacher will begin building word work for students to see word patterns. Students will add ideas to each word pattern.	• Use an anchor chart to create the chart of word patterns. • Dry erase boards work too! • The teacher creates the chart, asking students to chime in and help build word patterns and understandings. • Keep this time brief and to the point so that you do not isolate words too much and take away from the meaning of the text as a whole.
6: Independent Practice	After the Lesson	The teacher will instruct students to complete the independent page after reading. Students will immediately apply the targeted skill into a text they are reading independently. They will submit their independent work to the teacher when complete.	• This is an excellent way to determine if students can apply the targeted skill into their own independent reading. • It works to differentiate, as students read books they have chosen based on preferences and ability. They can apply the skill into their own independent level. • Review the independent work, making teaching decisions on whether students need additional teaching support, or they have mastered the reading skill.
Total Time: 10-18 minutes			

All of these steps are completely designed and prepared for you in each lesson!

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Small Group Lesson Summary

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	greatest, tore, frantic, sobbed, relax, stunk	Cause and Effect	R-controlled vowels
2	Average	Fiction	superb, agitated, berserk, reeked	Cause and Effect	Spellings for the /k/ sound
3	Advanced	Fiction	bellowed, stellar, perturbed, hysterical, contemplated, hastily	Cause and Effect	A deeper dive into vocabulary
4	Basic	NF	dash, fastest, hopeful, accident, survive, believe	Cause and Effect	Suffixes
5	Average	NF	promising, tragedy, proved, refused	Cause and Effect	Common Nouns v. Proper Nouns
6	Advanced	NF	honorable, earnestly, catastrophe, endured, assumed, inhibiting	Cause and Effect	A closer look at vocabulary words

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USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

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How to Differentiate Within the Levels:

Don't skip this key step to ensure small group reading success!

BEFORE THE GROUP MEETS…

Decide how you will engage students in step 2, the reading of the text. This is KEY in ensuring reading success. Here's a quick guide to choosing which reading style you will use each time. Always consider the needs of the readers in the group as you decide.

Reading Style:	Description:	Times to Use this Reading Format:
Teacher Read	The teacher reads the text aloud to the small group while they follow along on the student page.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • If time is short and the teacher would like to focus more on the comprehension portion than reading fluency practice.
Silent Read	The students read the text independently after they have heard the introduction and gone over the key vocabulary words. If a student finishes reading before others, that student is instructed to read the passage again until the group is ready to discuss.	• When the text is instructional and can be read successfully after an introduction. • When the text is at the students' independent reading levels. • When the teacher wants to conduct a running record or one-on-one reading time.
Partner Read	Students get together in a chat online or whisper read in person. One student reads the passage, then the other student reads the entire passage. Both students should read aloud the entire passage.	• When the text is instructional and can be read successfully after an introduction. • When asking students to share thinking with a partner. • When the teacher wants to be free to push in and listen to a partnership read together.
Choral Read	Reading aloud in unison with the whole class, in a small group, or with a partner. Use this strategy to build students' confidence, fluency, stamina, and reading motivation.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • Use when there is a variety of readers in the group (some may be able to read the passage independently while others may need more support). • To keep all students in the group engaged and ensure that they read the entire passage. • To build reading stamina, confidence, fluency, and reading motivation.

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Reading Style:	Description:	Times to Use this Reading Format:
Echo Read	Teacher reads a short section of text (paragraph or sentence) and the students read it back aloud together. Focus on rereading with the same fluency.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • To practice reading accuracy, fluency, motivation, and confidence. • For a shared reading experience.
Silent Read Prep	Have students read silently before reading aloud to prep for strong reading fluency and expression.	• When the text is just a bit too challenging for that group of students to read on their own without practicing in advance. • To ensure the group is reading successfully. • To provide more than one opportunity to read the text in a small group time.
Rereading	Have students reread a text 2-3 times, focusing on fluency and expression each time.	• When the text is instructional and can be read successfully after an introduction. • When working to build writing stamina and confidence. • When looking to dig deeper below the surface of a text and ensure higher level thinking conversations after reading.

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