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!*

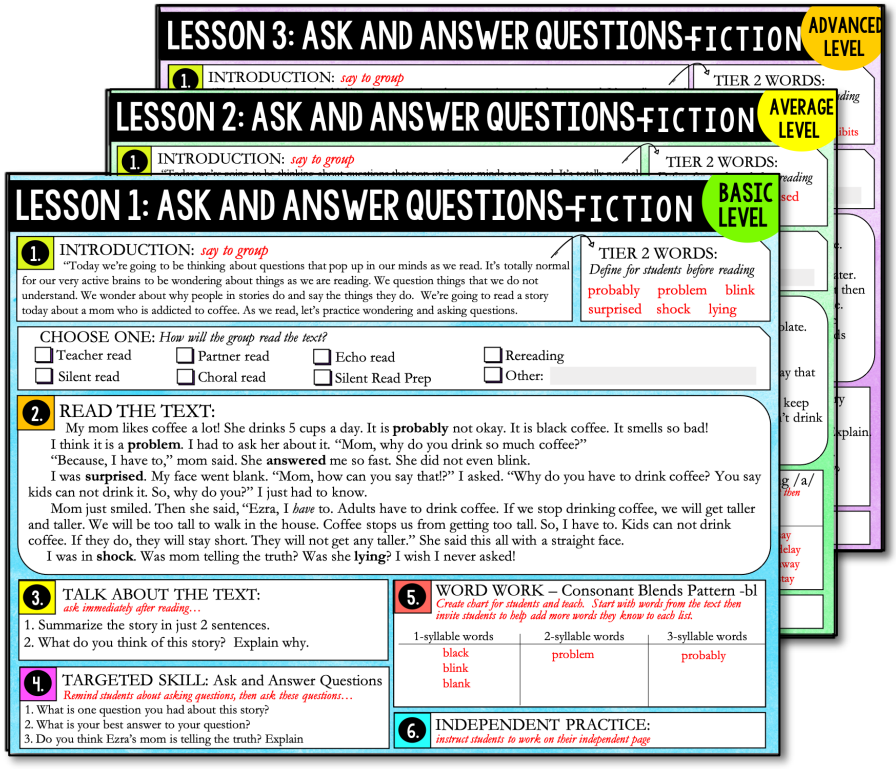


ANSWER...

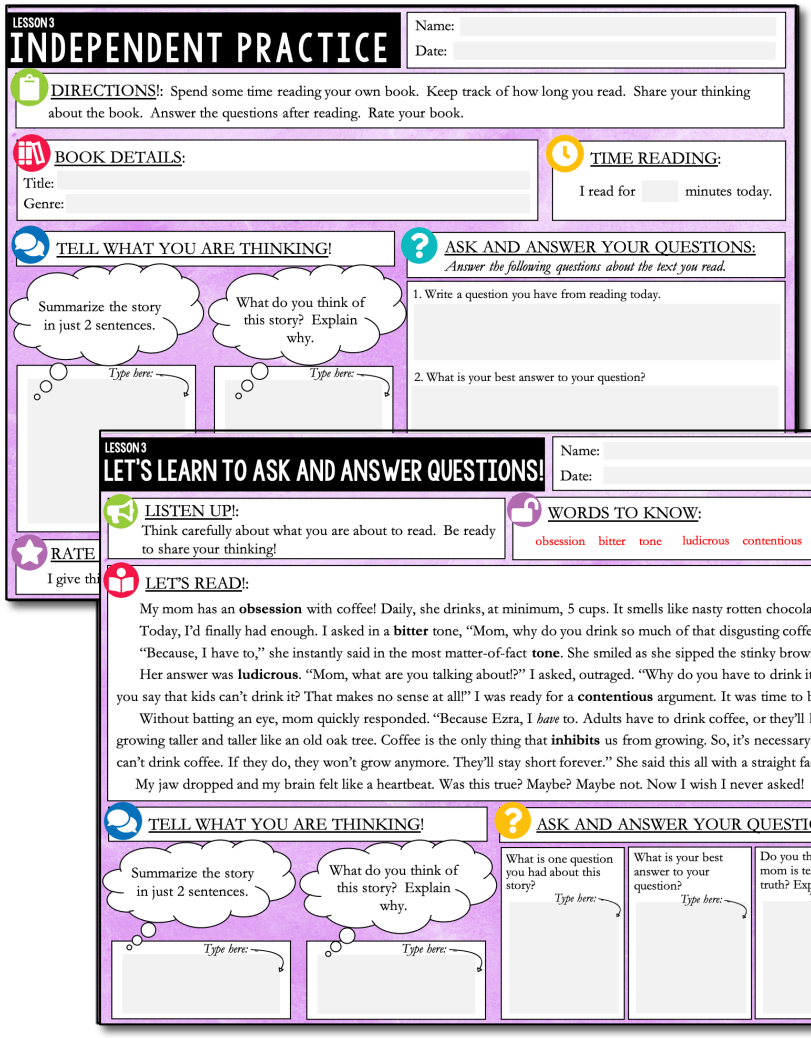
These small group reading lessons will provide **EVERYTHING** you need **to successfully host online small group reading lessons**!

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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

Included in This Resource:

1. 6 complete guided reading lessons for teaching asking and answering questions. *See detailed small group 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	probably, problem, blink, surprised, shock, lying	Ask and Answer Questions	Consonant Blends Pattern –bl
2	Average	Fiction	addicted, insane, confused, delay	Ask and Answer Questions	Spellings Patterns for the long /a/ vowel
3	Advanced	Fiction	obsession, bitter, tone, ludicrous, contentious, inhibit	Ask and Answer Questions	A Deeper Dive Into Vocabulary
4	Basic	NF	control, brilliant, remember, rest, celebrate, brave	Ask and Answer Questions	Consonant Blends Pattern –br
5	Average	NF	obey, average, zany, convey	Ask and Answer Questions	Spelling Patterns for the long /a/ vowel
6	Advanced	NF	infinite, adhere, jurisdiction, processing, diligently, decelerate	Ask and Answer Questions	A Deeper Dive Into Vocabulary

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Tier 2 Vocabulary Answer Key- Ask and Answer Questions

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 1: Basic Fiction		
probably	Something that is most likely to happen	likely perhaps presumably
problem	A situation that is not great and needs to be fixed	issue complication snag
blink	A quick moment of time	momentary flash quick
surprised	Something not planned or expected	amaze astonish startle
shock	An experience or feeling that happens suddenly	awe surprise revelation
lying	Not telling the truth	untruth fib false
LESSON 2: Average Fiction		
addicted	The strong need for something that feels impossible to stop doing	dependent obsessive hooked
insane	Something said or done that is outside of what is considered 'normal'	shocking outrageous bizarre
confused	Not able to understand or think clearly	bewildered hazy indistinct
delay	To put off doing or saying something for a later time	stall wait postpone
LESSON 3: Advanced Fiction		
obsession	A way of being where one is constantly thinking or doing the same thing	fixation infatuation compulsion
bitter	Feeling angry, frustrated or bitter due to something believed to be unjust	resentful spiteful disgruntled
tone	The way in which one sounds when they speak that creates meaning	mood delivery manner
ludicrous	Something so foolish or unreasonable it is almost funny	ridiculous laughable foolish
contentious	Causing or likely to cause an argument	controversial dispute content
inhibits	To stop from happening	prevent impede interfere

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Tier 2 Vocabulary Answer Key- Ask and Answer Questions

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 4: Basic Nonfiction		
control	To have power and be in charge, make decisions	power authority leadership
brilliant	A person, place or thing that is very good, better than average	excellent superb fantastic
remember	A thought or event that stays in the brain for a long time	recall recollect think of
rest	To stop working extra hard and take time to relax	relax unwind slow down
celebrate	To pay attention and make a big deal lout of something good	honor praise glorify
brave	Being ready to face a hard challenge by showing courage	courageous fearless daring
LESSON 5: Average Nonfiction		
obey	To do as told, to follow the rules and directions	comply perform follow
average	Not extra amazing or bad, falling somewhere in the middle	ordinary standard normal
zany	Unique and beyond normal in a big way	wild crazy outlandish
convey	To deliver a message	communicate relay tell
LESSON 6: Advanced Nonfiction		
infinite	A never-ending amount that is impossible to measure	boundless unlimited endless
adhere	To follow to a set of rules or norms	obey uphold fulfill
jurisdiction	The amount of area or space in which power and control is held	domain authority zone
processing	The act of understanding and making sense of information	understanding analyzing
diligently	To work hard and be focused on a task	hard-working careful rigorous
decelerate	Slowing down, reduce speed	let up slow down break

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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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6 DIGITAL SMALL GROUP READING LESSONS

Out of this World LITERACY

LESSON 6: ASK AND ANSWER QUESTIONS-NONFICTION — ADVANCED LEVEL

LESSON 5: ASK AND ANSWER QUESTIONS-NONFICTION — AVERAGE LEVEL

LESSON 4: ASK AND ANSWER QUESTIONS-NONFICTION — BASIC LEVEL

1. INTRODUCTION: *say to group*

"Have you ever thought about the power and control your brain has in your body? Your brain has so many jobs and today we are going to learn about just a few. After we finish reading, I am going to ask you to share your thinking about what you learned. Then we will think of some new questions we have about our brains and try to answer our own questions. Let's look at some key words then get started reading."

TIER 2 WORDS:
Define for students before reading

control brilliant remember
rest celebrate brave

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:

Did you know that your brain has a lot of powers? It is in **control**. It is the boss of all your body parts. Your brain is **brilliant**! Your brain controls your arms. It controls your legs. And it controls every other part of your body. Your brain tells your body how and when to move. It tells your body when to talk. It even controls your breathing!

Your brain has even more jobs. It is in control of how you think and feel. It is even in control of what you **remember**. Most people have about 6,000 thoughts a day. Can you believe that!? That means that each day your brain thinks about 6,000 different things all day long. Do you think your brain can **remember** all 6,000 thoughts every day? Of course not!

Your brain works so hard. In fact, your brain never sleeps. There is no break. Your brain does slow down and **rest** when you sleep. But it still has jobs to do. It has to keep you breathing.

You should **celebrate** your brain. Say thank you to your **brave** brain for doing so many hard things!

3. TALK ABOUT THE TEXT:
ask immediately after reading…

1. What is something you are wondering about the text?
2. What question might you ask the author?

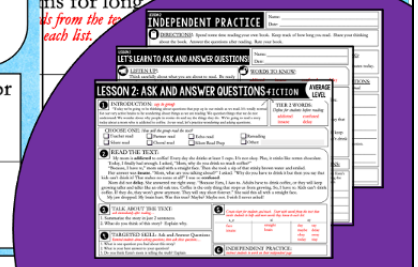
4. TARGETED SKILL: Ask and Answer Questions
Remind students about asking questions, then ask these questions…

1. What is one question you have about your brain after reading the text?
2. What is your best answer to your question about the text?
3. Why should readers ask and answer their own questions?

5. WORD WORK – Consonant Blends Pattern -br
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.

1-syllable words	2-syllable words	3-syllable words
brain	brilliant	celebrate
break	breathing	
brave		

6. INDEPENDENT PRACTICE:
instruct students to work on their independent page



IN CLASS VERSION

ASK & ANSWER QUESTIONS

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- Ask and Answer Questions

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 1: Basic Fiction		
probably	Something that is most likely to happen	likely perhaps presumably
problem	A situation that is not great and needs to be fixed	issue complication snag
		momentary flash quick
		amaze astonish startle
		awe surprise revelation
		untruth fib false
		dependent obsessive hooked
		shocking outrageous bizarre
		bewildered hazy indistinct
		stall wait postpone
		fixation infatuation compulsion
		resentful spiteful disgruntled
		mood delivery manner
		ridiculous laughable foolish
		controversial dispute content
		prevent impede interfere

LESSON 2: ASK AND ANSWER QUESTIONS-FICTION

AVERAGE LEVEL

1. INTRODUCTION: *say to group*

"Today we're going to be thinking about questions that pop up in our minds as we read. It's totally normal for our very active brains to be wondering about things as we are reading. We question things that we do not understand. We wonder about why people in stories do and say the things they do. We're going to read a story today about a mom who is addicted to coffee. As we read, let's practice wondering and asking questions.

TIER 2 WORDS:
Define for students before reading

addicted confused
insane delay

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:

My mom is **addicted** to coffee! Every day she drinks at least 5 cups. It's not okay. Plus, it stinks like rotten chocolate.

Today, I finally had enough. I asked, "Mom, why do you drink so much coffee?"

"Because, I have to," mom said with a straight face. Then she took a sip of that stinky brown water and smiled.

Her answer was **insane**. "Mom, what are you talking about?" I asked. "Why do you have to drink it but then you say that kids can't drink it? That makes no sense at all!" I was so **confused**.

Mom did not **delay**. She answered me right away. "Because Ezra, I *have* to. Adults have to drink coffee, or they will keep growing taller and taller like an old oak tree. Coffee is the only thing that stops us from growing. So, I have to. Kids can't drink coffee. If they do, they won't grow anymore. They will stay short forever." She said this all with a straight face.

My jaw dropped. My brain hurt. Was this true? Maybe? Maybe not. I wish I never asked!

3. TALK ABOUT THE TEXT:
ask immediately after reading…

1. Summarize the story in just 2 sentences.
2. What do you think of this story? Explain why.

4. TARGETED SKILL: Ask and Answer Questions
Remind students about asking questions, then ask these questions…

1. What is one question you had about this story?
2. What is your best answer to your question?
3. Do you think Ezra's mom is telling the truth? Explain

5. *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.*

a_e	ai	ay	
face	straight	day	say
insane	brain	maybe	delay
		okay	away
		today	stay

6. INDEPENDENT PRACTICE:
instruct students to work on their independent page

60 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 4

LET'S LEARN TO ASK AND ANSWER QUESTIONS!

Name:
Date:

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

WORDS TO KNOW:
control brilliant remember rest celebrate brave

LET'S READ!:

Did you know that your brain has a lot of powers? It is in **control**. It is the boss of all your body parts. Your brain is **brilliant**! Your brain controls your arms. It controls your legs. And it controls every other part of your body. Your brain tells your body how and when to move. It tells your body when to talk. It even controls your breathing!

Your brain has even more jobs. It is in control of how you think and feel. It is even in control of what you **remember**. Most people have about 6,000 thoughts a day. Can you believe that!? That means that each day your brain thinks about 6,000 different things all day long. Do you think your brain can **remember** all 6,000 thoughts every day? Of course not!

Your brain works so hard. In fact, your brain never sleeps. There is no break. Your brain does slow down and **rest** when you sleep. But it still has jobs to do. It has to keep you breathing.

You should **celebrate** your brain. Say thank you to your **brave** brain for doing so many hard things!

TELL WHAT YOU ARE THINKING!

What is something you are wondering about the text?

Type here:

What question might you ask the author?

Type here:

ASK AND ANSWER YOUR QUESTIONS:

What is one question you have about your brain after reading?	What is your best answer to your question about the text?	Why should readers ask and answer their own questions?
Type here:	*Type here:*	*Type here:*

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. Answer the questions after reading. Rate your book.

BOOK DETAILS:
Title:
Genre:

TIME READING:
I read for _____ minutes today.

TELL WHAT YOU ARE THINKING!

Do you think this text was well written? Explain.

Type here:

What new questions do you have after reading?

Type here:

ASK AND ANSWER YOUR QUESTIONS:
Answer the following questions about the text you read.

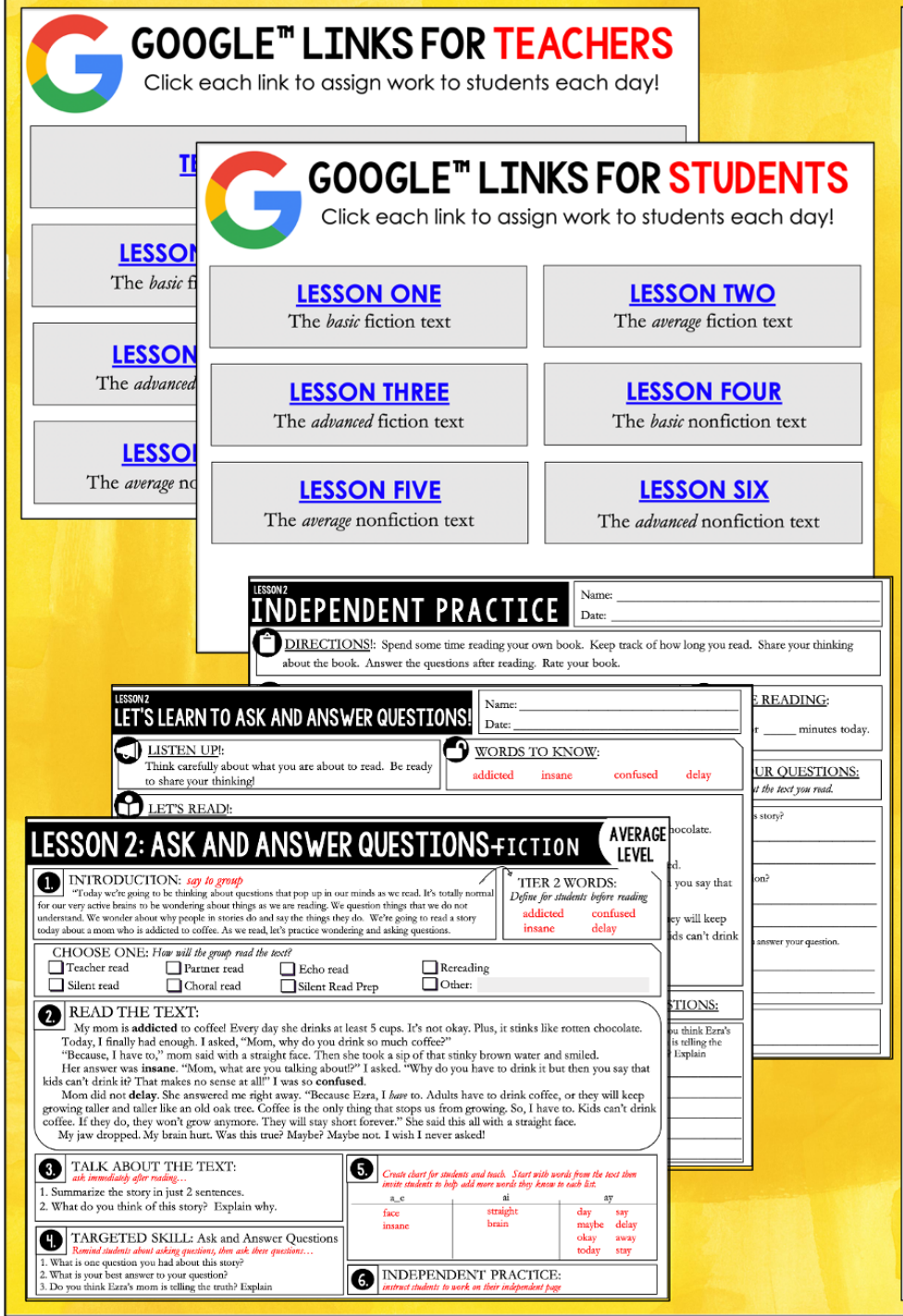
1. Write a question you have from reading today.
2. What is your best answer to your question?
3. How did you come up with your answer?

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



Designed to provide EVERYTHING you need for Online Small Group Lessons

Black and White printable version also available!