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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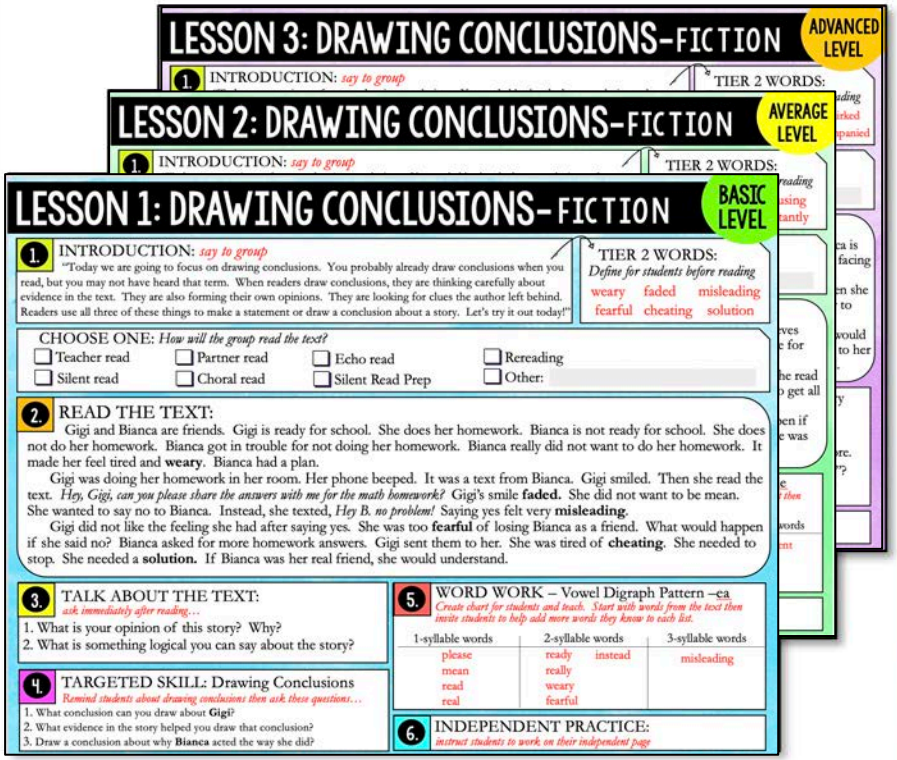
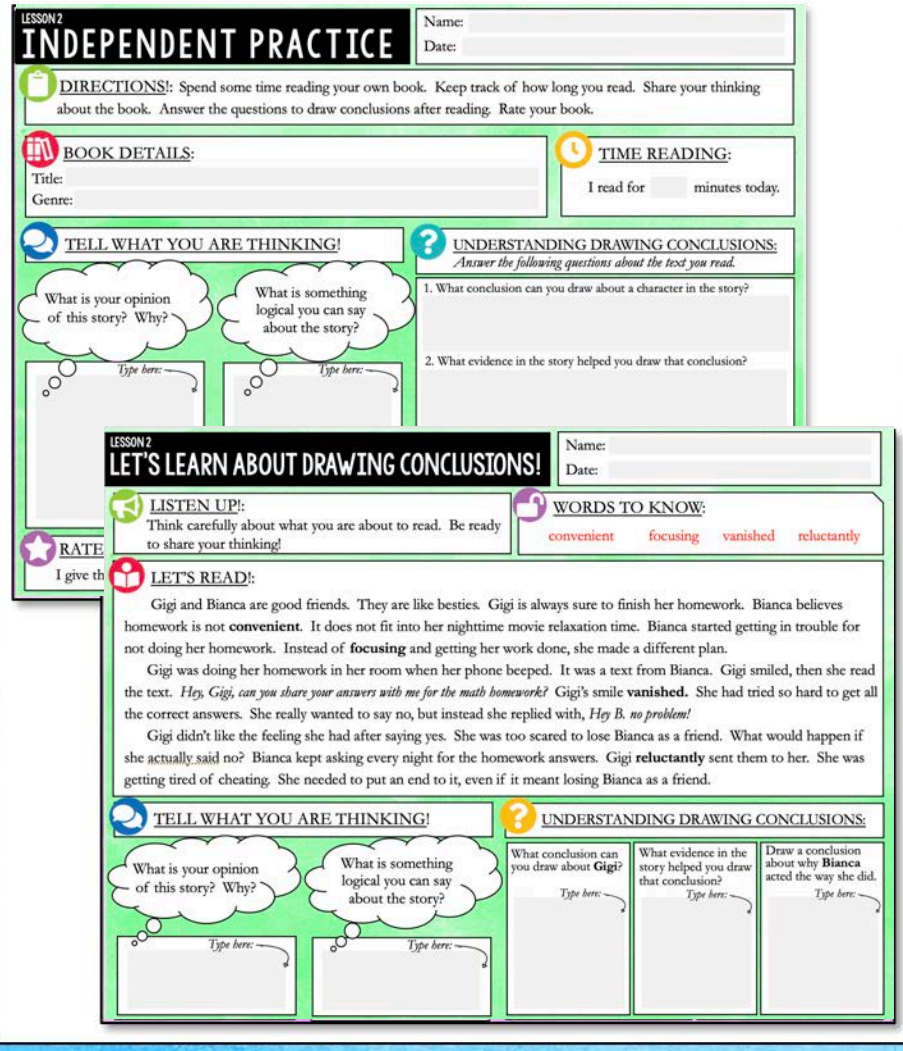
Complete Teacher Pages



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- Drawing Conclusions

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 4: Basic Nonfiction		
talent	Natural aptitude or skill	aptitude gift flair
passion	Strong and barely controllable emotion	intensity zeal enthusiasm
		commend applaud approve
		burden strain encumber
		cheer uplift inspire
		anxious tense worried
		authentic real actual
		fairness justice equal
		chase stalk track
		effect influence impression
		honor recognition award
		confined narrowed tightened
		tell describe depict
		prompt rapid sudden
		endurance resilience grit
		persecute abuse maltreatment

LESSON 2

LET'S LEARN ABOUT DRAWING CONCLUSIONS!

Name: _____

Date: _____

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

WORDS TO KNOW:
convenient focusing vanished reluctantly

LET'S READ!:

Gigi and Bianca are good friends. They are like besties. Gigi is always sure to finish her homework. Bianca believes homework is not **convenient**. It does not fit into her nighttime movie relaxation time. Bianca started getting in trouble for not doing her homework. Instead of **focusing** and getting her work done, she made a different plan.

Gigi was doing her homework in her room when her phone beeped. It was a text from Bianca. Gigi smiled, then she read the text. *Hey, Gigi, can you share your answers with me for the math homework?* Gigi's smile **vanished.** She had tried so hard to get all the correct answers. She really wanted to say no, but instead she replied with, *Hey B. no problem!*

Gigi didn't like the feeling she had after saying yes. She was too scared to lose Bianca as a friend. What would happen if she actually said no? Bianca kept asking every night for the homework answers. Gigi **reluctantly** sent them to her. She was getting tired of cheating. She needed to put an end to it, even if it meant losing Bianca as a friend.

TELL WHAT YOU ARE THINKING!

What is your opinion of this story? Why?

Gigi should not share answers with Bianca because that is cheating.

What is something logical you can say about the story?

Getting the answers from somebody is convenient, but it is also harming yourself.

UNDERSTANDING DRAWING CONCLUSIONS:

What conclusion can you draw about **Gigi**?	What evidence in the story helped you draw that conclusion?	Draw a conclusion about why **Bianca** acted the way she did.
Gigi is worried about losing Bianca as a friend if she doesn't give her answers.	She was too scared to lose Bianca as a friend if she told her no.	Watching movies at night was what Bianca was focusing on instead of doing her homework.

60 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 2

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 to draw conclusions after reading. Rate your book.

BOOK DETAILS:

Title:

Genre:

TIME READING:

I read for ____ minutes today.

TELL WHAT YOU ARE THINKING!

What is your opinion of this story? Why?

Type here:

What is something logical you can say about the story?

Type here:

UNDERSTANDING DRAWING CONCLUSIONS:

Answer the following questions about the text you read.

1. What conclusion can you draw about a character in the story?

2. What evidence in the story helped you draw that conclusion?

3. Describe the actions of a character and draw a conclusion about why they acted that way.

RATE THE BOOK

I give this book ____ stars because

LESSON 2

LET'S LEARN ABOUT DRAWING CONCLUSIONS!

Name:

Date:

LISTEN UP!:

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

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Gigi and Bianca are good friends. They are like besties. Gigi is always sure to finish her homework. Bianca believes homework is not **convenient**. It does not fit into her nighttime movie relaxation time. Bianca started getting in trouble for not doing her homework. Instead of **focusing** and getting her work done, she made a different plan.

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TELL WHAT YOU ARE THINKING!

What is your opinion of this story? Why?

Type here:

What is something logical you can say about the story?

Type here:

UNDERSTANDING DRAWING CONCLUSIONS:

What conclusion can you draw about **Gigi**?

Type here:

What evidence in the story helped you draw that conclusion?

Type here:

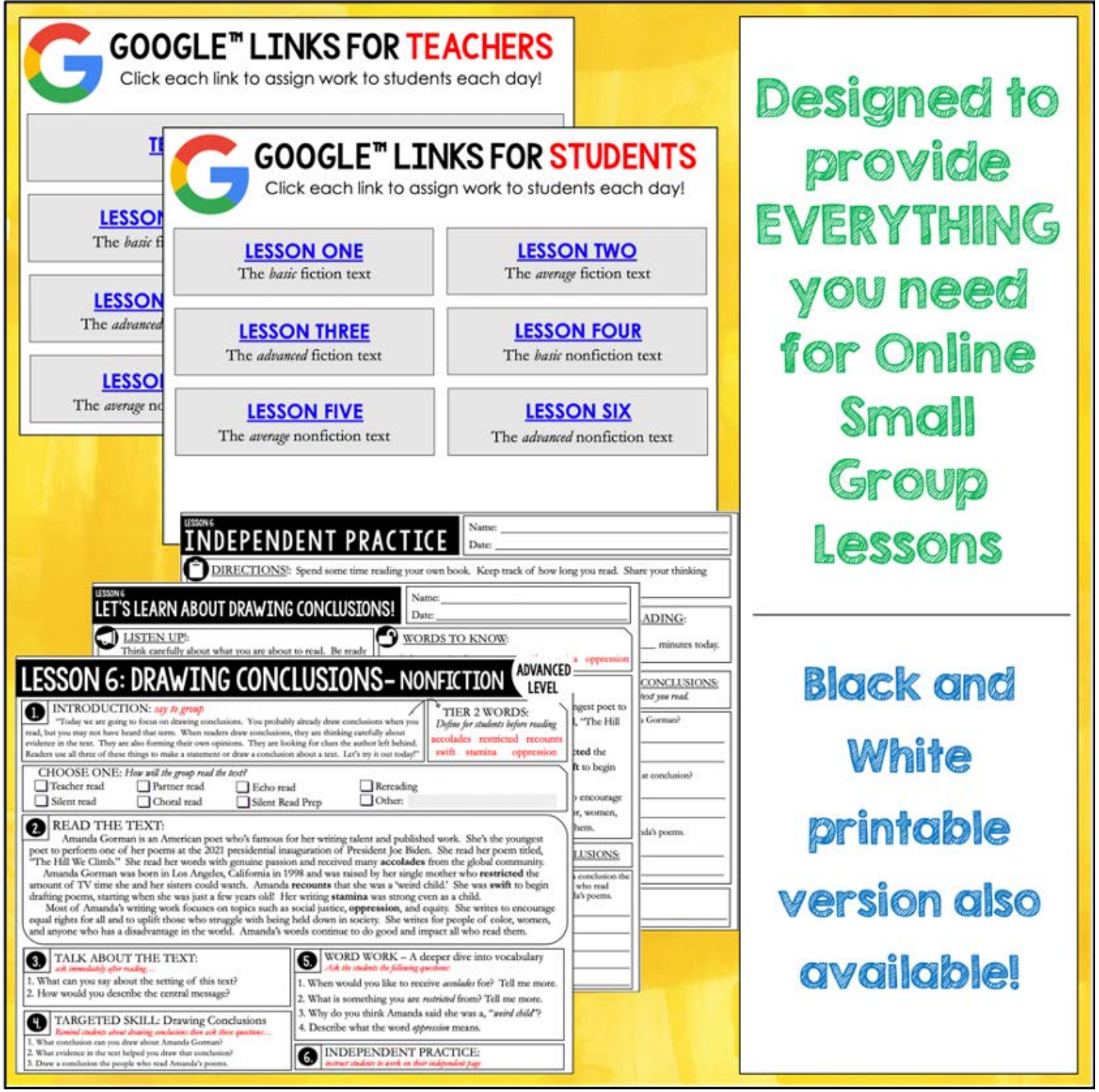
Draw a conclusion about why **Bianca** acted the way she did.

Type here:

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!

Included in This Resource:

1. 6 complete guided reading lessons for teaching drawing conclusions. *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	weary, fearful, faded, cheating, misleading, solution	Drawing Conclusions	Vowel Digraph Pattern –ea
2	Average	Fiction	convenient, vanished, focusing, reluctantly	Drawing Conclusions	Vowel Digraph Pattern –ie
3	Advanced	Fiction	inseparable, waned, consequences, smirked, irresolute, accompanied	Drawing Conclusions	A Deeper Dive Into Vocabulary
4	Basic	NF	talent, overload, passion, encourage, praised, nervous	Drawing Conclusions	Vowel Digraph Pattern –oa
5	Average	NF	genuine, equity, pursuit, impact	Drawing Conclusions	Vowel Digraph Pattern –ui
6	Advanced	NF	accolades, swift, restricted, stamina, recounts, oppression	Drawing Conclusions	A Deeper Dive Into Vocabulary

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- Shorter sentences
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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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GOOGLE™ LINKS FOR TEACHERS

Click each link to assign work to students each day!

TEACHER DIRECTIONS AND TIPS

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

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