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!*

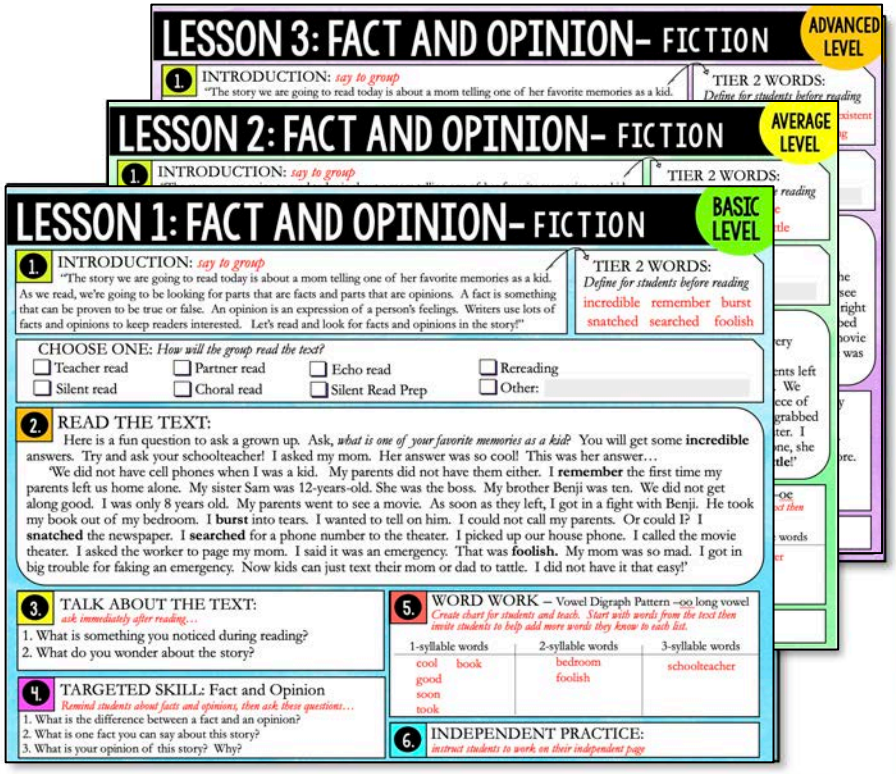


ANSWER...

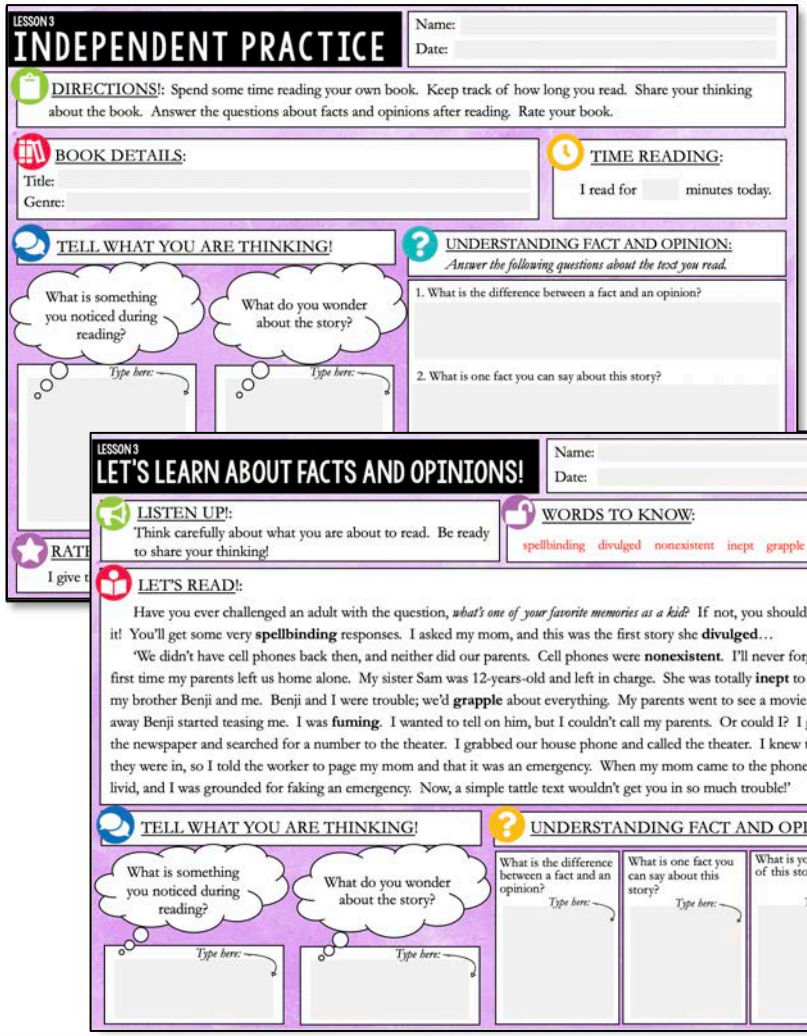
These small group reading lessons will provide **EVERYTHING** you need **to successfully host online small group reading lessons**!

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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- Fact and Opinion

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 4: Basic Nonfiction		
tinker	Attempt to repair something often with no useful effect	mend fiddle improve
awestruck	Filled with or revealing awe	aghast dazed floored
		alarm shock surprise
		learned researched investigated
		replica copy clone
		creation design device
		effect impact sway
		fiddling playing mending
		hint sign pointer
		copyright license protection
		effect influence impression
		examined inspected studied
		mesmerize captivate entrance
		hinder obstruct hamper
		achieve reach gain
		attention notice study

LESSON 2

LET'S LEARN ABOUT FACTS AND OPINIONS!

Name: _____

Date: _____

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

WORDS TO KNOW:
riveting foe enraged tattle

LET'S READ!:

Have you ever asked a grown up, *what is one of your favorite memories as a kid?* You should try it! You'll get some very **riveting** answers. Whoever you ask, it will be good! I asked my mom, and this was the first story she told me…

'We didn't have cell phones when I was a kid, not even our parents had one. I'll never forget the first time my parents left us home alone. My sister Sam was 12-years-old, and she was in charge. My brother Benji was ten, and he was my **foe**. We didn't get along. I was only 8 at the time. My parents went to see a movie. Right after they left Benji stuck a gooey piece of candy on the bottom of my shoe. I was **enraged**. I wanted to tell on him. I couldn't call my parents. Or could I? I grabbed the newspaper. I searched for a phone number to the theater. I picked up our house phone and called the movie theater. I knew the movie they were in, so I told the worker to page my mom. It was an emergency. When she came to the phone, she was mad. I got in big trouble for faking an emergency. Now, kids can text, but back then we had to get creative to **tattle**!'

TELL WHAT YOU ARE THINKING!

What is something you noticed during reading?

I noticed that the narrator is enjoying hearing about favorite memories.

What do you wonder about the story?

I wonder what my parents' favorite memory is.

UNDERSTANDING FACT AND OPINION:

What is the difference between a fact and an opinion?	What is one fact you can say about this story?	What is your opinion of this story? Why?
A fact is something true that can be proven, and an opinion is what someone believes or thinks.	The worker at the movie theater paged her mom saying there was an emergency.	You should never bother your parents by calling or texting to tattle on your brother or sister.

60 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 3

LET'S LEARN ABOUT FACTS AND OPINIONS!

Name:

Date:

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

WORDS TO KNOW:
spellbinding divulged nonexistent inept grapple fuming

LET'S READ!:

Have you ever challenged an adult with the question, *what's one of your favorite memories as a kid?* If not, you should consider it! You'll get some very **spellbinding** responses. I asked my mom, and this was the first story she **divulged**…

'We didn't have cell phones back then, and neither did our parents. Cell phones were **nonexistent**. I'll never forget the first time my parents left us home alone. My sister Sam was 12-years-old and left in charge. She was totally **inept** to oversee my brother Benji and me. Benji and I were trouble; we'd **grapple** about everything. My parents went to see a movie and right away Benji started teasing me. I was **fuming**. I wanted to tell on him, but I couldn't call my parents. Or could I? I grabbed the newspaper and searched for a number to the theater. I grabbed our house phone and called the theater. I knew the movie they were in, so I told the worker to page my mom and that it was an emergency. When my mom came to the phone, she was livid, and I was grounded for faking an emergency. Now, a simple tattle text wouldn't get you in so much trouble!'

TELL WHAT YOU ARE THINKING!

What is something you noticed during reading?

Type here:

What do you wonder about the story?

Type here:

UNDERSTANDING FACT AND OPINION:

What is the difference between a fact and an opinion?

Type here:

What is one fact you can say about this story?

Type here:

What is your opinion of this story? Why?

Type here:

LESSON 3

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 about facts and opinions after reading. Rate your book.

BOOK DETAILS:
Title:
Genre:

TIME READING:
I read for minutes today.

TELL WHAT YOU ARE THINKING!

What is something you noticed during reading?

Type here:

What do you wonder about the story?

Type here:

UNDERSTANDING FACT AND OPINION:
Answer the following questions about the text you read.

1. What is the difference between a fact and an opinion?

2. What is one fact you can say about this story?

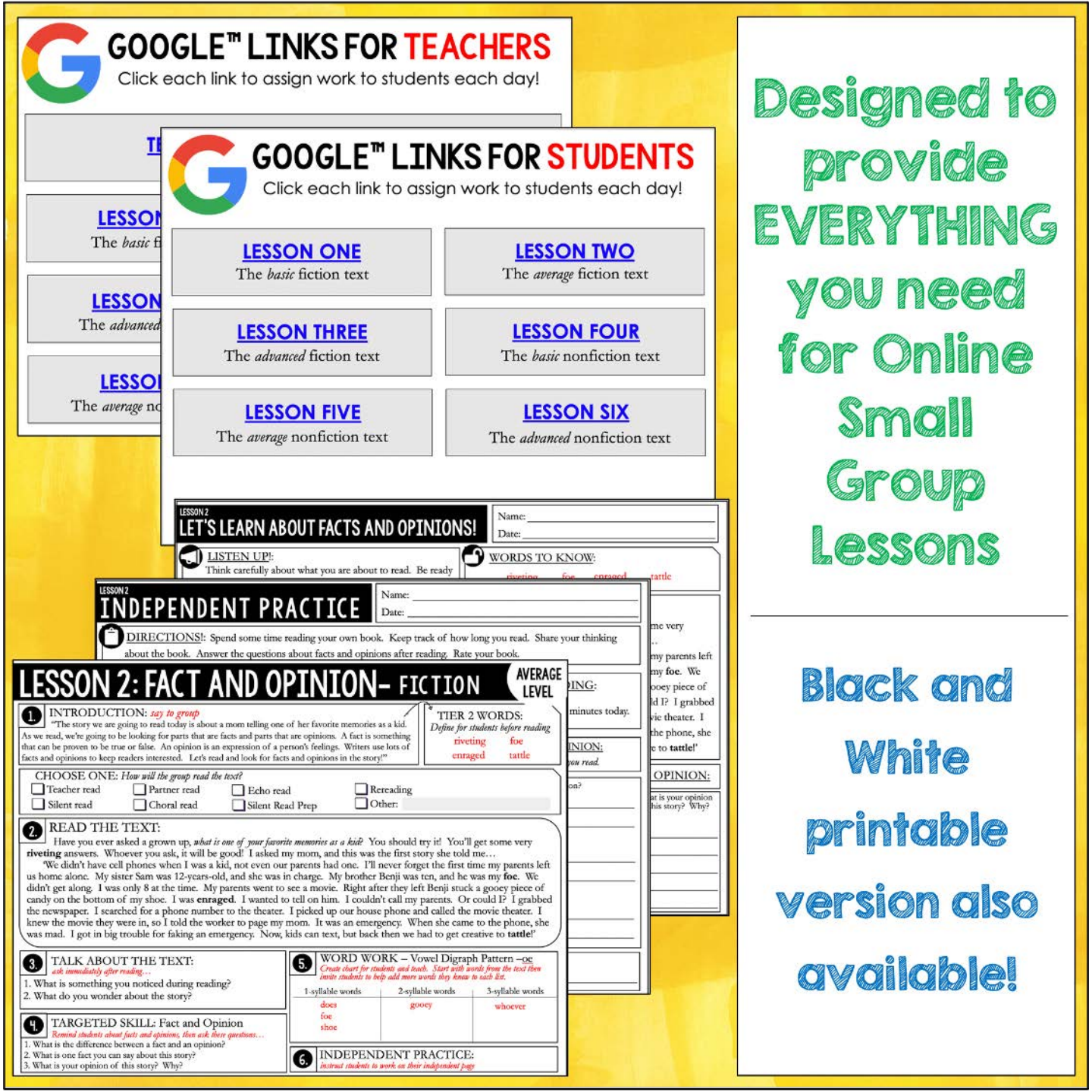
3. What is your opinion of this story? Why?

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
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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 2
LET'S LEARN ABOUT FACTS AND OPINIONS!
Name:
Date:
LISTEN UP!:
Think carefully about what you are about to read. Be ready
WORDS TO KNOW:
riveting foe enraged tattle
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 about facts and opinions after reading. Rate your book.
LESSON 2: FACT AND OPINION- FICTION
AVERAGE LEVEL
1. INTRODUCTION: say to group
"The story we are going to read today is about a mom telling one of her favorite memories as a kid. As we read, we're going to be looking for parts that are facts and parts that are opinions. A fact is something that can be proven to be true or false. An opinion is an expression of a person's feelings. Writers use lots of facts and opinions to keep readers interested. Let's read and look for facts and opinions in the story!"
TIER 2 WORDS:
Define for students before reading
riveting foe
enraged tattle
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:
Have you ever asked a grown up, what is one of your favorite memories as a kid? You should try it! You'll get some very riveting answers. Whoever you ask, it will be good! I asked my mom, and this was the first story she told me…
"We didn't have cell phones when I was a kid, not even our parents had one. I'll never forget the first time my parents left us home alone. My sister Sam was 12-years-old, and she was in charge. My brother Benji was ten, and he was my foe. We didn't get along. I was only 8 at the time. My parents went to see a movie. Right after they left Benji stuck a gooey piece of candy on the bottom of my shoe. I was enraged. I wanted to tell on him. I couldn't call my parents. Or could I? I grabbed the newspaper. I searched for a phone number to the theater. I picked up our house phone and called the movie theater. I knew the movie they were in, so I told the worker to page my mom. It was an emergency. When she came to the phone, she was mad. I got in big trouble for faking an emergency. Now, kids can text, but back then we had to get creative to tattle!'
3. TALK ABOUT THE TEXT:
ask immediately after reading…
1. What is something you noticed during reading?
2. What do you wonder about the story?
4. TARGETED SKILL: Fact and Opinion
Remind students about facts and opinions, then ask these questions…
1. What is the difference between a fact and an opinion?
2. What is one fact you can say about this story?
3. What is your opinion of this story? Why?
5. WORD WORK – Vowel Digraph Pattern –oe
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: does, foe, shoe
2-syllable words: gooey
3-syllable words: whoever
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 fact and opinion. *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	incredible remember burst snatched searched foolish	Fact and Opinion	Vowel Digraph Pattern –oo long vowel
2	Average	Fiction	riveting foe enraged tattle	Fact and Opinion	Vowel Digraph Pattern –oe
3	Advanced	Fiction	spellbinding divulged nonexistent inept grapple fuming	Fact and Opinion	A Deeper Dive Into Vocabulary
4	Basic	NF	peek invisible rumble grumble suspend spread	Fact and Opinion	Vowel Digraph Pattern –oo short vowel
5	Average	NF	influence tinkering clue patent	Fact and Opinion	Vowel Digraph Pattern –ue
6	Advanced	NF	impact scrutinize transfixed impede attained heed	Fact and Opinion	A Deeper Dive Into Vocabulary

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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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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