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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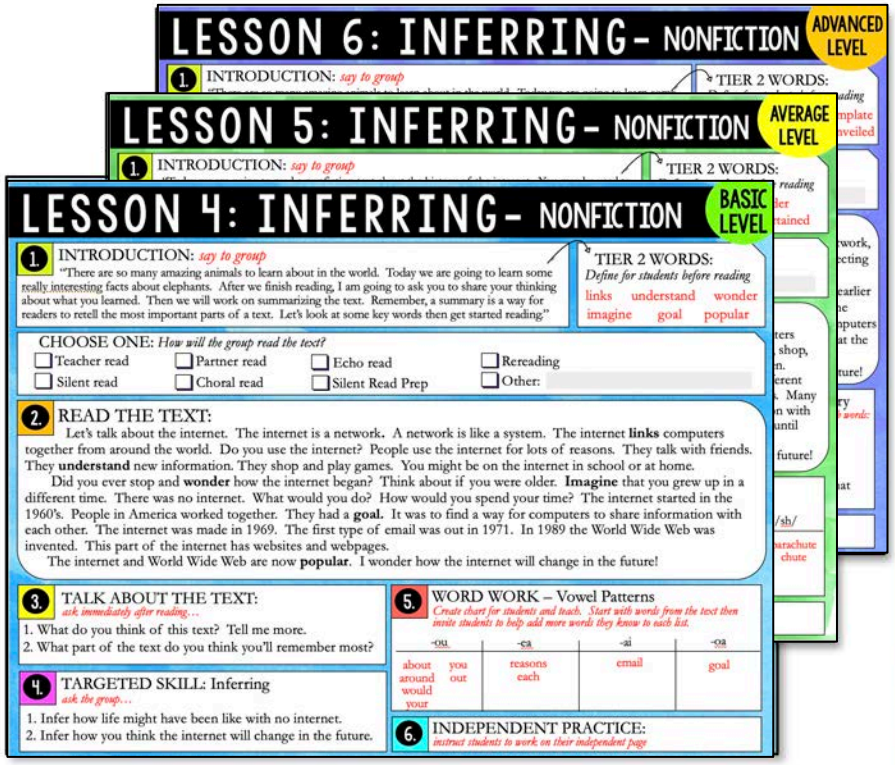
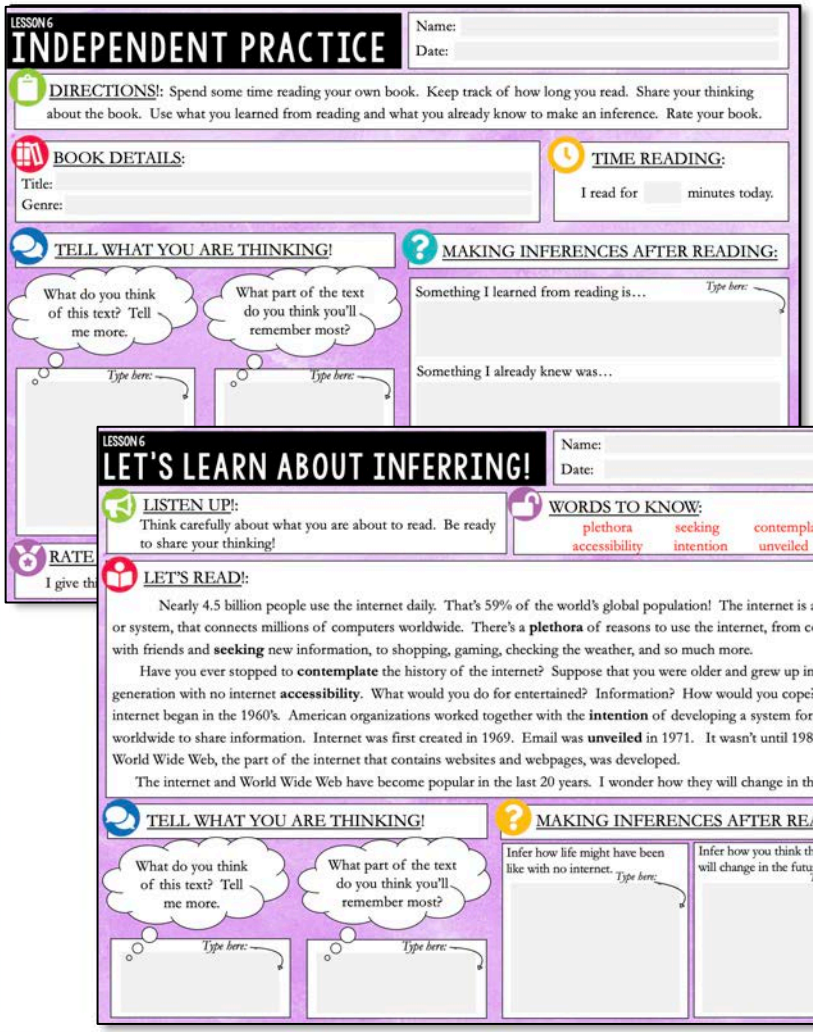
Complete Teacher Pages



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- Inferring

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 1: Basic Fiction		
stared	Look fixedly or vacantly at someone or something with one's eyes wide open	gaze gawk glare
		penalized disciplined sanctioned
		ploy scheme stunt
		disgusting lewd repulsive
		stuffed packed jammed
		hurt upset displease
		steer shun circumvent
		tormented abused mistreated
		plan action design
		offer present help
		patience strength resilience
		gape gaze stare
		pain hurt suffering
		detest hated loathed
		pressure force threaten
		inventive creative original

LESSON 6

LET'S LEARN ABOUT INFERRING!

Name: _____

Date: _____

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

WORDS TO KNOW:
plethora seeking contemplate
accessibility intention unveiled

LET'S READ!:

Nearly 4.5 billion people use the internet daily. That's 59% of the world's global population! The internet is a network, or system, that connects millions of computers worldwide. There's a **plethora** of reasons to use the internet, from connecting with friends and **seeking** new information, to shopping, gaming, checking the weather, and so much more.

Have you ever stopped to **contemplate** the history of the internet? Suppose that you were older and grew up in an earlier generation with no internet **accessibility**. What would you do for entertained? Information? How would you cope? The internet began in the 1960's. American organizations worked together with the **intention** of developing a system for computers worldwide to share information. Internet was first created in 1969. Email was **unveiled** in 1971. It wasn't until 1989 that the World Wide Web, the part of the internet that contains websites and webpages, was developed.

The internet and World Wide Web have become popular in the last 20 years. I wonder how they will change in the future!

TELL WHAT YOU ARE THINKING!

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

I think the text is interesting and it tells so much about the internet.

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

I'm surprised only 59% of the word population uses the internet.

MAKING INFERENCES AFTER READING:

Infer how life might have been like with no internet.
Without the internet, people could not communicate as easily. Businesses would have to rely on calling in orders. We would have to read more books.

Infer how you think the internet will change in the future.
I think the internet will be even faster and more powerful. People will rely on it for everything they do and expect things instantaneously.

6 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 6

LET'S LEARN ABOUT INFERRING!

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Date:

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The internet and World Wide Web have become popular in the last 20 years. I wonder how they will change in the future!

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:

MAKING INFERENCES AFTER READING:

Infer how life might have been like with no internet. *Type here:*

Infer how you think the internet will change in the future. *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. Use what you learned from reading and what you already know to make an inference. 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:

MAKING INFERENCES AFTER READING:

Something I learned from reading is… *Type here:*

Something I already knew was…

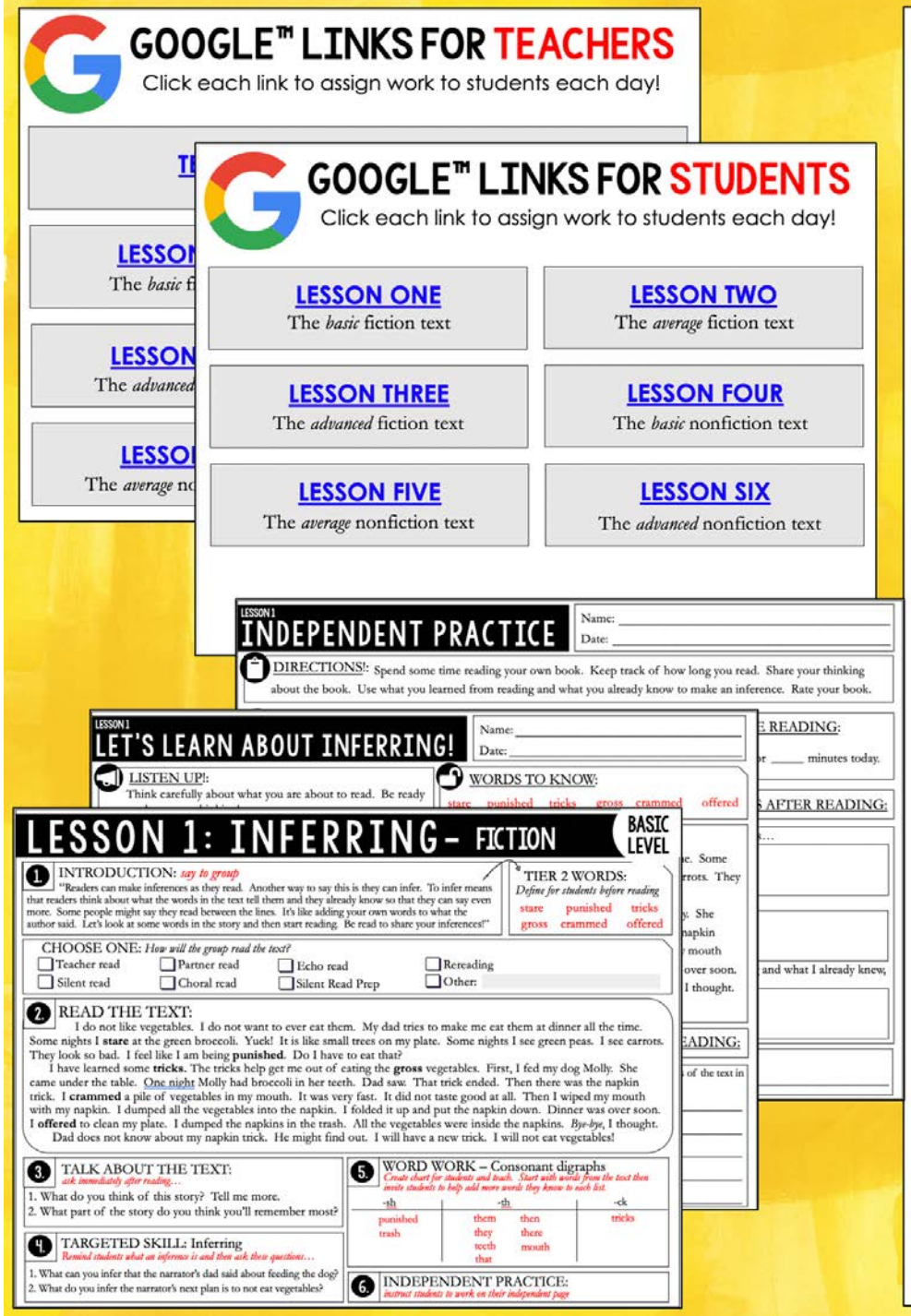
When I think about what I learning and what I already knew, I can infer that…

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!

Included in This Resource:

1. 6 complete guided reading lessons for teaching inferring. *See detailed small group lesson summary 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!

Thank you so much to the following designers for backgrounds, icons, fonts, and more!

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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	stare, gross, punished, crammed, tricks, offered	Inferring	Consonant digraphs
2	Average	Fiction	avoid, tortured, strategies, volunteered	Inferring	Words with 4 syllables
3	Advanced	Fiction	tolerance, abhorrent, gawk, coerced, agony, ingenious	Inferring	A deeper dive into vocabulary
4	Basic	NF	links, imagine, understand, goal, wonder, popular	Inferring	Vowel Patterns
5	Average	NF	network, ponder, generation, entertained	Inferring	The 3 sounds of -ch
6	Advanced	NF	massive, riveting, exist, elite, astronomical, petrified	Inferring	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
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- Basic sentence structures
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Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
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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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Teacher Pages

Follow the steps in each lesson to teach your small reading group!

LESSON 1: INFERRING- FICTION

BASIC LEVEL

1. INTRODUCTION: *say to group*

"Readers can make inferences as they read. Another way to say this is they can infer. To infer means that readers think about what the words in the text tell them and they already know so that they can say even more. Some people might say they read between the lines. It's like adding your own words to what the author said. Let's look at some words in the story and then start reading. Be read to share your inferences!"

TIER 2 WORDS:

Define for students before reading

stare punished tricks
gross crammed offered

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:

I do not like vegetables. I do not want to ever eat the[illegible] dad [illegible]s to mak[illegible]e eat them at dinner all the time. Some nights I **stare** at the green broccoli. Yu[illegible] It is [illegible]sm[illegible] tre[illegible]on [illegible]plate. S[illegible]e nights I see green peas. I see carrots. They look so bad. I f[illegible]ke I am b[illegible] **punis**[illegible] di[illegible] do [illegible]ong. Why do I [illegible] eat that?

I have learned s[illegible]e t[illegible]**ks.** Th[illegible]ks help[illegible]et [illegible]o[illegible] of [illegible]i[illegible]ne **g**[illegible]**s** vegeta[illegible]s. First, I fed my dog Molly. She came under the tab[illegible] One night M[illegible]ad bro[illegible]oli in h[illegible]tee[illegible] Dad saw[illegible] That tric[illegible]nded. Then there was the napkin trick. I **crammed** a p[illegible] of vegeta[illegible]s [illegible]ny m[illegible]h. It w[illegible]ve[illegible] fast. It di[illegible]ot taste[illegible]all. Then I wiped my mouth with my napkin. I dumpe[illegible] the [illegible]s int[illegible]he nap[illegible]. I[illegible]olded it up[illegible]t the napkin down. Dinner was over soon. I **offered** to clean my[illegible]ate. [illegible]dun[illegible]d the[illegible]apk[illegible] in the [illegible]sh. All the vegetables were inside the napkins. *Bye-bye*, I thought.

Dad does not kn[illegible]ab[illegible] my[illegible]apkin [illegible]ick. He might find out. I will get a new trick. I will not eat vegetables!

SAMPLE

3. TALK ABOUT THE TEXT:

ask immediately after reading…

1. What do you think of this story? Tell me more.
2. What part of the story do you think you'll remember most?

4. TARGETED SKILL: Inferring

Remind students what an inference is and then ask these questions…

1. What can you infer that the narrator's dad said about feeding the dog?
2. What do you infer the narrator's next plan is to not eat vegetables?

5. WORD WORK – Consonant digraphs

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.

-sh	-th		-ck
punished	them	then	tricks
trash	they	there	
	teeth	mouth	
	that		

6. INDEPENDENT PRACTICE:

instruct students to work on their independent page

Student Pages

Each lesson has 2 student pages. The first is for use during the lesson. The second is for independent practice after the lesson.

LESSON 1

LET'S LEARN ABOUT INFERRING!

Name:

Date:

LISTEN UP!:

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

WORDS TO KNOW:

stare punished tricks gross crammed offered

LET'S READ!:

I do not like vegetables. I do not want to ever eat them. My dad tries to make me eat them at dinner all the time. Some nights I **stare** at the green broccoli. Yuck! It is like small trees on my plate. Some nights I see green peas. I see carrots. They look so bad. I feel like I am being **punished**. What did I do wrong? Why do I have to eat that?

I have learned some **tricks.** The tricks help get me out of eating the **gross** vege[illegible]irst, I fed my dog Molly. She came under the table. One night Molly had broccoli in [illegible]d sa[illegible]That tri[illegible]ended. Then there was the napkin trick. I **crammed** a pile of vegetab[illegible]in my n[illegible]. [illegible]s v[illegible]fas[illegible]It d[illegible]not taste[illegible]ood at all. Then I wiped my mouth with my napkin. I d[illegible]pe[illegible]ll the v[illegible]bles in[illegible]n. [illegible]ol[illegible]it u[illegible]nd put t[illegible]apkin down. Dinner was over soon. I **offered** to clean m[illegible]late. I dum[illegible]napk[illegible]s in the [illegible]ash[illegible]ll the veg[illegible]bles we[illegible]nside the napkins. *Bye-bye*, I thought.

Dad does not know[illegible]t my [illegible]rick. [illegible]e migh[illegible]nd[illegible]t. I will g[illegible]y tr[illegible]ll not eat vegetables!

SAMPLE

TELL WHAT [illegible]R[illegible]THINKING!

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

Type here:

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

Type here:

MAKING INFERENCES AFTER READING:

What can you infer the narrator's dad said about feeding the dog?

Type here:

What do you infer the narrator's next plan is to not eat vegetables?

Type here:

LESSON 1

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. Use what you learned from reading and what you already know to make an inference. 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 story? Te[illegible] me more.

[illegible]at part [illegible]he [illegible] you th[illegible] memb[illegible] most?

Type here:

[illegible]e here:

MAKING [illegible]ENCES AFTER READING:

Type here:

So[illegible]eth[illegible] I learne[illegible]rom reading is…

Somethin[illegible] already knew was…

When I think about what I learning and what I already knew, I can infer that…

RATE THE BOOK

I give this book _____ stars because _____

SAMPLE