

Differentiated Small-Group Reading Lessons in Action

Presented by Margo Southall

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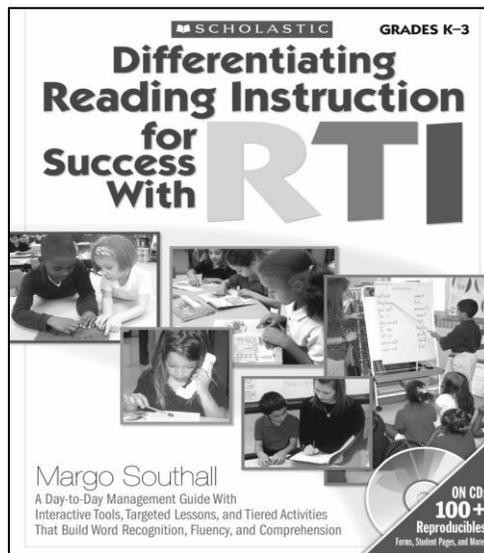
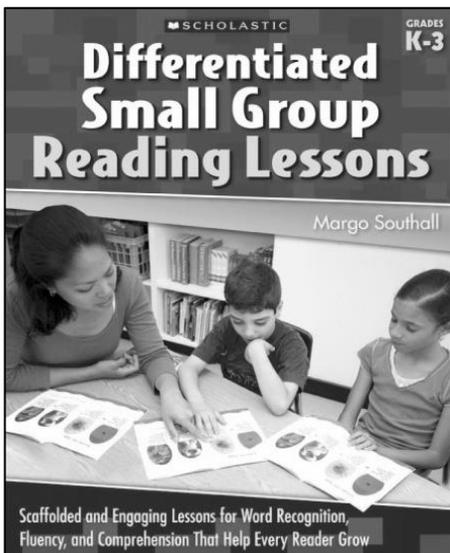
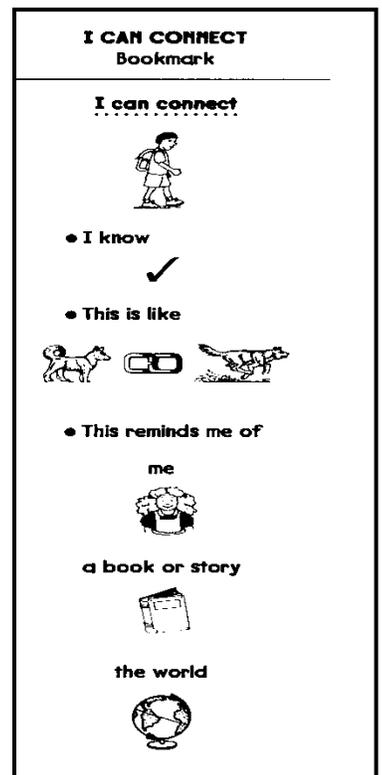
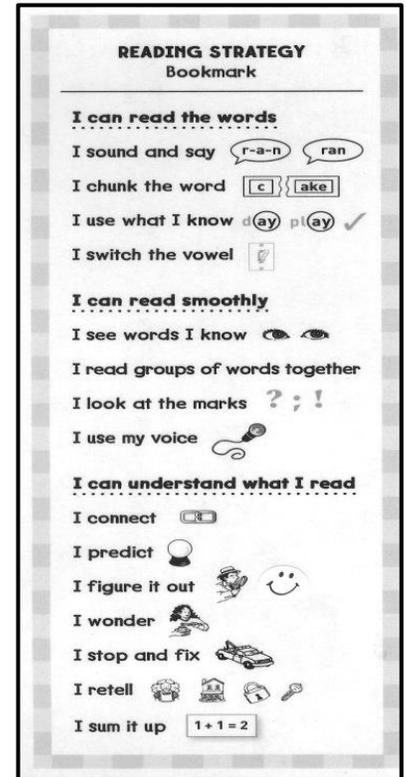
1. Align Lessons with Students' Reading Goals

- Use **assessment data** to construct **profiles of students as readers and learners**.
- Strategically form reading groups **based on a common need in a skill or strategy** and implement a series of lessons that target these skills and strategies.
- Select a **leveled text** that is accessible to every student, at the instructional level of the lowest performing reader in the group.

2. Integrate Interactive Tools to Make Skills and Strategies Accessible to All Students

Strategy Bookmarks

- Students use bookmarks as a focusing tool during 'turn and talk time'. Students pinch the icon that represents their thinking and use the sentence starters or prompts to help them verbalize their strategy use. This enables students to internalize a set of strategies
- The 'think-pinch-share' routine supports attention, working memory, receptive and expressive language, as well as higher-level thinking.
- Through interactive formats students are engaged as both readers and learners.
- By highlighting their current goals on the bookmarks students gain a tactile, visual form of feedback on their progress.
 - ☺ What is your goal as a reader?
 - ☺ How does this strategy help you grow as a reader?



I CAN FIGURE IT OUT
Bookmark

I can look for clues...



in the picture.

I see...



This tells me that...

in the words.



The author says...

This means that...

I think...

Maybe...

I think about what I know.

The author doesn't say _____,

but I know that because _____.



I can make a picture in my mind.

I can picture...

This helps me understand...



CODING
Bookmark

I Can Code My Thinking

● I know



● This reminds me



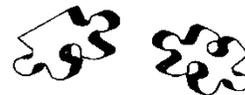
● I wonder



● I learned



● I am puzzled

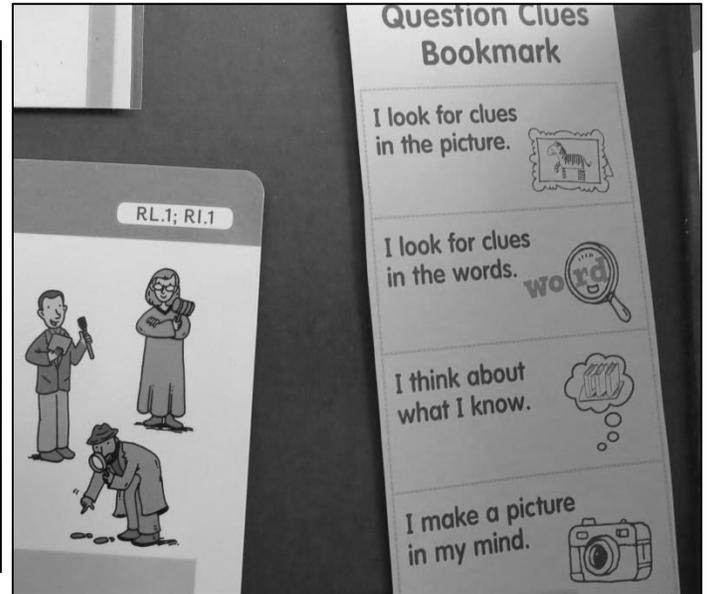
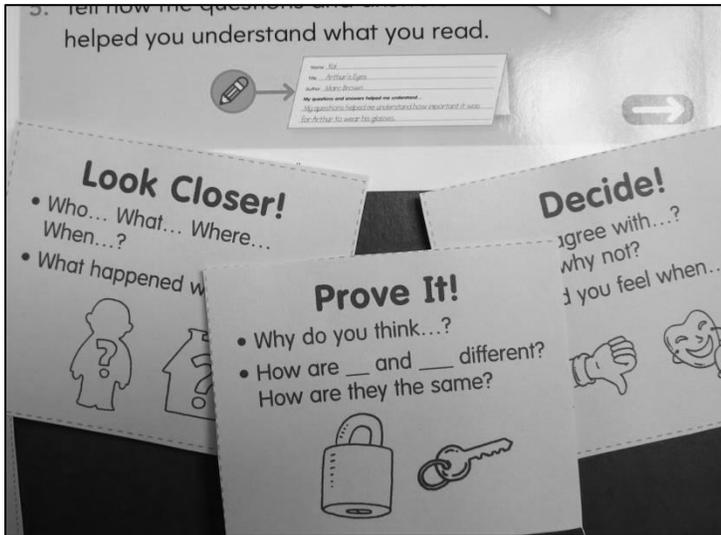


● Aha! Now I get it



Quiz Show, Detective and Judge Question Cards & Question Clues

- Distribute question starter cards to students according to their stage of development.
- Provide the Question Clues bookmark or cards to support students in locating and citing evidence for their responses (From Ready-to-Go Literacy Centers by Margo Southall, Scholastic).

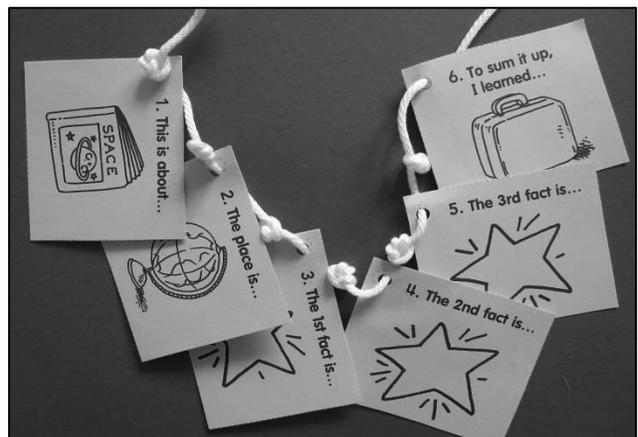
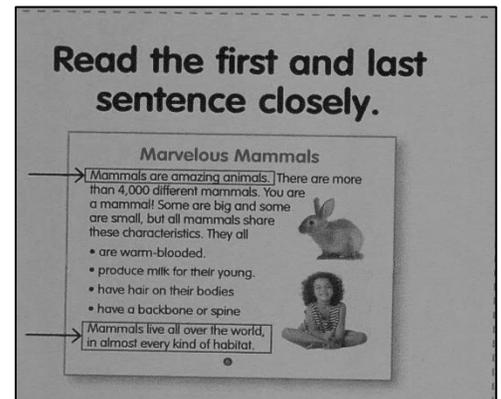


Main Idea Clue Cards: Identify the Main Topic

- Picture-cued cards guide students to the main topic or idea.

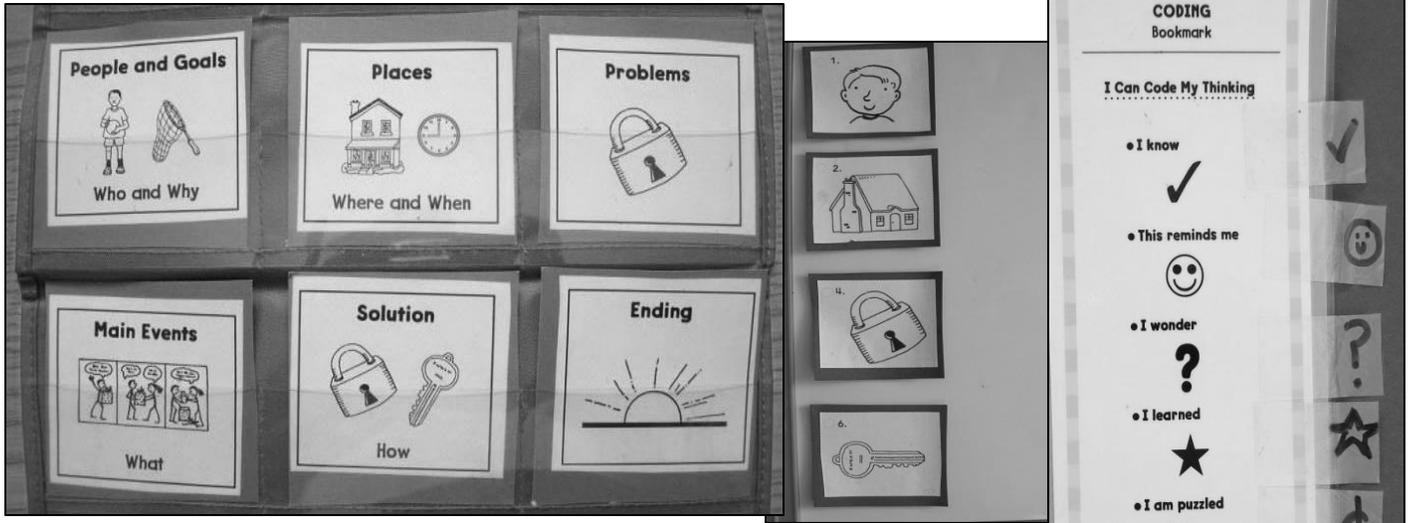
Retelling Ring: Literature & Informational Text

- Students 'touch and tell' the information for each card in sequence (From Ready-to-Go Literacy Centers by Margo Southall, Scholastic).



'Round the Table Retell', 'Slide and Tell', and Code the Text

- **Round the Table Retell:** Each student is given a story element card. This provides a focus during reading. After reading they share details from the text based on their story element with the rest of the group (From Differentiated Small-Group Reading Lessons by Margo Southall).
- **Slide and Tell:** The retelling and summary cards can be used on a magnetic board, with students sliding them to the right as they retell or recount.
- **Code the Text:** Coded sticky flags encourage students to interact with the text during reading. They focus student attention on the teaching point. Use a marker to draw the codes on sticky flags and store on the edge of the students' bookmarks. Students place them on the margin of the page to mark their thinking spots. After reading they share these with their 'thinking partner'.



Author's Message Visual & 'Life Lessons' Cards

- Students follow the steps in the **Story Roller Coaster** and then identify the message or lesson (From Ready-to-Go Literacy Centers).
- **Life lesson cards** provide examples from familiar stories.

