Reading Group

# Standards

Reading

5.4 The student will expand vocabulary when reading.

a) Use context to clarify meaning of unfamiliar words and phrases.

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

b) Describe character development.

f) Identify and ask questions that clarify various points of view.

h) Summarize supporting details from text.

l) Use reading strategies throughout the reading process to monitor comprehension.

m) Read with fluency and accuracy.

# Objectives

* Students will be able to read a fluency practice passage a level above their pre-tested reading level, aiming to read it fluently with a reading rate of 130 wpm and at least 95% accuracy by next week.
* Students will be able to look back on what we read last week and identify how the setting of the story can affect the plot.
* Students will be able to listen to a group book, taking notes to summarize the plot.
* Students will be able to identify a character in the book and list four traits of that character.

# Learning Target

I can practice my fluency and summarizing skills.

I can identify how the setting of the story can affect the plot.

I can identify a character in the group book and list four traits of that character.

# Materials and Resources

Students’ interactive reading notebooks, two sets of the Mardi Gras fluency passage, group book, two character trait sheets, two pencils, students’ independent reading books and the reading log, Pawbucks, reward choices (pokemon cards, prize box)

# Assessment

Pre-assessment: Students were previously tested to determine their A-Z reading level and were determined in their IEP to need extra help in vocabulary and reading strategies. Last week, students read an O level fluency passage with high accuracy but slow reading rates.

Formative assessment: I will use the data from students’ fluency passage to determine what they will read for fluency next group. I will also use students’ discussion to determine if we can move on from the question how does setting affect plot. I can use students’ notes and summaries to determine how that skill is developing for each of them. I will also use students’ character analysis to help me understand some of their comprehension skills.

Summative assessment: I will redo a fluency passage at the end of the semester to determine how students’ fluency has developed. We will continue to do different comprehension strategies to help students practice. There will be no summative assessment for comprehension.

# Lesson Procedures

## Check-in: (5 minutes) Gather students’ attention. Have them sit at the table in regular chairs, emphasizing we can do flex seating or chill zone to read the group book. Students will let me know if they’ve read any of their book, what page they’re on, and what is happening in the book. (This process is simply to encourage students to read on their own for fun, even if it is slow).

## Mardi Gras Passage: (5 minutes) Students will read independently while I listen to the other student read the fluency passage.

* Setting affects plot question (5-10 minutes) Hand out students’ interactive books. Students will review their notes together and we will discuss the answer to the question, writing the answer down in the notebook.
* Group book/Summarizing/Character Traits: (~15 minutes) Students will listen while I read the group book, writing notes/summaries in their books after each chapter while also filling out the character analysis sheet. This will occur until the last two minutes of class. We are a little behind in the book but we can catch up by cutting an additional comprehension lesson later. It is important that they finish the group book and have time to discuss the plot at the end of reading it. As you read, help students identify new words, new characters, and new major plot developments, assisting them in taking thorough notes.
* Last two minutes of class: After the lessons, students will be given 0-5 tallies in their book, “cashing out” for a reward if they want or they can save for a larger prize.

# Accommodations

 This two-student intervention group is an accommodation, however, students are guided on how to write their notes effectively in their books. They also have guidance in how to manage their focus to help them comprehend. I also try to provide students pre-printed materials to minimize writing as writing and spelling can often pose to slow down students’ thinking, analysis and focus.

# Behavioral Strategies

 Students can be given breaks, reminded of SLANT (Sit up straight, listen and lean forward, ask and answer questions, nod your head, track the speaker), or reminded if they are following the expectations right now. Students can also be motivated by stickers, prize box, or paw bucks based on their tallies. Students are very motivated to earn the full five tallies so that they can save up for a pokemon card. Students’ seating arrangements can also be pre-determined or adjusted based on productivity.