**Small Group Reading Instruction Non-Negotiables**

GET READY:

* Always sit in the middle of the table to get as close as possible to readers to listen to every reader and give immediate feedback.
* Have the Leveled Reader Teacher’s guide, any needed lines of practice, and enough copies of the text out and ready before the group starts. Make sure you know the comprehension focus and vocabulary of the week so you can ask additional questions about those. Make sure kids can see the weekly posted vocabulary from the reading table.

MAXIMIZE TURNS AND FEEDBACK:

* Use rapid, consistent clear cueing (minus any extra teacher talk) in the selection of the week and in the Leveled Readers.

Examples:" Ready Read” “Point” “Line” “Word” “Sound” “My Turn, Your turn.”

* Increase the speed of cueing as much as you can and still retain accuracy and use clear and consistent cues to get 100% of students to responding chorally.
* Use immediate error correction with consistent wording (minus any extra teacher talk.)
Right after you hear EVERY oral reading error on a word say:
“My turn, that word is\_\_\_\_\_” “What word?.......” “Go back.” (This means to read the sentence or line again from the beginning correctly.)

“Read again, smoother.”

* Correct bumpy reading by showing how you want it to sound. Reading needs to sound like talking. Example: Start a sentence to show them the pace you want on that page or paragraph.

Stop Robot reading that is too fast with no expression.

* Use rapid, simple praise (minus any extra teacher talk) when the reading is correct and smooth and after a student is asked to re- read.

Examples: “Yes” “Right” “ Smooth” Smoother” “Faster”.

* Have 100% of students read chorally first then calling on 1, 2 or 3 at a time to read so you can “check out” their reading. The expectation is that students read correctly and smoothly during their check out. Continue to correct errors.
* Maximize the amount of text all kids read during the group. Gradually increase the amount read until by the end of the reading group time they are reading entire paragraphs or pages correctly and smoothly. If one Leveled Reader is finished start another.
* Make sure students understand word meanings. Teach any unknown vocabulary words and re-teach the weekly words as they appear.
* Make sure students understand what they read. Ask comprehension questions and have students answer to partners, controlling the alternation of speakers.