

## IPTE 4000/5000.3 PBA Small Group Reading Legend

Small Group or Needs Based reading instruction enables you to work with a small group of students who have similar needs to help them learn effective strategies for comprehension and word study. During small group reading instruction, the students read a book you have carefully selected with the help of your clinical teacher to provide a moderate amount of challenge. You support the students reading the text by providing effective strategies for both comprehension and word study. During the small group reading lessons, each student actively reads her or his copy of the text. Small group reading is organized with texts at the students' instructional level to meet the specific developmental needs of the small group. You can provide specific and focused instruction because the small group has similar needs. Reading instruction occurs while the students are reading the text. The small groups are dynamic and flexible; the membership in the groups change as the students' needs change. Vygotsky maintains that with the support of a more experienced person, a student is able to do and learn more than he or she could on his or her own. Vygotsky used the term "zone of proximal development" to describe the experience of a learner who extends learning with the support of another person.

This lesson (or lessons) will be one of three Elementary Literacy Performance Based Assessments (PBA) for this course. As a PBA, the criterion for this assignment is based on the International Reading Association (IRA) Standards for Reading Professionals. Please describe your instructional objective, rationale, materials, instructional method, and assessment. A critical piece of this assignment is your ability to create a Small Group reading lesson(s) that meets the needs of the students within an authentic context while keeping in mind your knowledge of Best Practice, Cambourne's Conditions of Learning, the Reading Process, Vygotsky's theories of learning, and English language acquisition.

Create a lesson or series of Small Group reading lessons for a group of students you and your clinical teacher have identified.

**Objective:** What is your objective for the lesson? What do you intend to teach? For this particular assignment, your objective must be linked to increasing students' comprehension and word study.

**Rationale:** Your rationale must reflect your knowledge of language and literacy development in relation to the students in the classroom. In addition, it should address your students' needs and abilities in regards to comprehension and word study.

**Materials:** Specifically, which texts and materials will you need and do the selections allow for student choice? Are you selecting texts that provide an authentic reading experience (rather than just decodable text or worksheets)? How are you accounting for varying degrees of skills within your group of students? What additional materials will you need to make your lesson a success? Have you explored a variety of professional resources including technology?

**Instructional method:** Your lesson should include literacy content standards, describe in detail what you intend to do, demonstrate consultation with your clinical teacher, the reading process and learning theories we address in class. Link Cambourne's Conditions of Learning, and information provided in the required texts Taberski, and Fountas and Pinnell, and additional articles provided in class. How will you demonstrate? Will there be many opportunities for practice? How will you provide feedback? How will you know if your students are moving toward proficiency and independence?

**Tasks:** In addition to the authenticity of your texts, it is important to consider the authenticity of the tasks. Be sure the reading and writing tasks within your lesson (s) are authentic (not busy work) and age appropriate for your students. Will you implement any structures we have studied or you have seen demonstrated in class?

**Assessment:** How will you provide feedback for your students? How will you create a body of evidence for each student to document progress and needs? Will you take a Running Record each time you teach a Small Group? How are you going to connect to the current assessment system in your internship school, e.g., grades or anecdotal notes, etc.?

This project should be able to meet your needs as a teacher candidate and your internship students' needs. Try to create a lesson that you can use with the students in your internship classroom. Some sections of this PBA require detailed explanation and narrative, for the section on materials, bullets or steps are acceptable. You need to score Acceptable or Exemplary on this PBA. If you do not score at this level the first try, you may revise your work and turn in both the original and the revised lesson with rubrics.