

BEGINNING READING SMALL GROUP PLANNING GUIDE

from *Foundations & Frameworks Beginning Reading Supplemental Guide p. 60*

P R I O R I T Y	1	VOCABULARY <i>Review/reinforce previous instruction (if applicable)</i>
	2	DECODING/FLUENCY <i>Apply phonics and fluency instruction to connected text using decodables or Foundations & Frameworks literature (NOTE: The teacher listens to students read aloud)</i>
	3	COMPREHENSION SKILL <i>Revisit the pattern and process questions, develop a group visual tool, conduct elaborative discussion based on previous reading in decodable or Foundations & Frameworks literature (NOTE: Integrate phonics reinforcement into group visual tool development)</i>
	4	INDEPENDENT WORK <i>Students copy work from the small group visual tool development into their SPECS Logs at their seats and proceed with other assigned work while the teacher leads another small group. NOTE: This procedure continues until students are capable of reading and completing SPECS Log assignments independently before coming to small group.</i>