

Dear ATW Reading Group Volunteers,

Thank you for being a volunteer for a reading group. We love having the extra help with our beginning readers and the giving of your time to our scholars is invaluable. The grade levels have put together some wonderful information regarding leading a reading group. Please read it over and if there is something you don't understand, please ask.

Please remember the ideas and types of questions we have listed for the grade levels are a guide for you in leading a reading group. You do not have to ask all of the questions. Pick a few that you feel comfortable with to start. The questions might need to be different depending on the story type (fiction or nonfiction). Try some simple questions and then ask a question that leads to discussion. Encourage the scholars to raise their hand and be called on before speaking out and try to make sure everyone that wants to speak gets a turn. Remember this, "Scholar position." Even if your group is sitting on the floor, it will encourage students to sit up straight, get quiet, hands in their lap, and ears listening.

You can ask questions:

- Before reading: – What do you know about this topic, person, etc.? In looking at the picture on the book cover, what do you see? What do you think this book might be about? This is a good time to build background knowledge if the topic is something the scholar may not know much about. Introducing vocabulary words can be done before reading.

- During reading – You can ask questions during reading, if you want students to make a connection to something or to clarify their understanding of the passage.

- After reading – This is probably where most of your question will happen. Encourage students to go back in to the story and search for the answer, when possible. Relying on memory is good, but the accuracy of using textual evidence is better.

If the scholars cannot answer a question, model it by answering the question or give them the page to look for the answer.

When a scholar makes a reading error, stop them when appropriate – if they stop because they know it is not correct, or you can stop them at the end of the sentence if they don't realize they have made an error. "Please go back to the beginning of the sentence and look at the word after "... ". Use your phonograms to sound it out or what word do you think might make sense that begins with that sound? Of course, you may

have small friends that will tell the scholar the word. I usually say, "I want Johnny or Sue to be able to figure out this word when you are not around. Please don't tell your friend unless I ask you to say the word." Finally, make sure the scholar rereads the sentence correctly.

I have added a Revised Bloom's Taxonomy Question Stem chart at the end of this document that gives sample questions from remembering information to the higher levels comprehension skills.

Please remember to ask the teacher questions or you can always email me, if needed. If you have a concern or question that there is no time to discuss, email the teacher or me and we will respond as soon as possible.

Kindly,

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Kindergarten

1. Phonogram work
2. Fluency word practice
3. Read a given text and ask comprehension questions
 - a. Who were the main characters?
 - b. What is the setting?
 - c. What is the problem in the story?
 - d. What is the solution?
 - e. Discuss any vocabulary words that may be challenging for the students in the group.

First Grade

Day 1

1. Phonogram work – review flashcards in reading bag. Have students do the activity that highlights one or two phonograms.
2. Sight word work – use the sight word cards to have students say them as flashcards and then trace them with their fingers.
3. Vocabulary word work – These are words in the text that need highlighting, such as compound words, multisyllabic words, and words with phonograms they may not know yet. Use the cards inside to show the word, have them repeat it after you say it, and discuss what the word means. You may want to show them where they will encounter the words in the text before reading.
4. Read text (once through) – Students could read entire text chorally and then report on pages they would like to read aloud on their own. If there is time, allow each student to read one page on their own out loud.

Day 2

1. Phonogram review – Students work on the same phonogram(s) .
2. Sight word work – Students work with the same sight words from the text.
3. Vocabulary word work – Students continue to work on understanding the same words in the text that could be challenging to read and understand by saying them and reviewing their meaning again.
4. Read text chorally again emphasizing inflection, punctuation awareness, and appropriate pauses and stops. Allow 2 *volunteers* to read the entire text to the group on their own. (If time allows)

Day 3

1. Sight word review – Students briefly review the sight words they have worked on for the previous 2 days.
2. Vocabulary word review – briefly take a look at the vocabulary words and review their meanings.
3. Read text using inflection and fluency – Each student reads the entire text aloud on their own while the others listen and follow along.
4. Comprehension – Students orally answer questions about the text in complete sentences.

Day 4

1. Read text again and answer accompanying questions in writing.

Second Grade

Have scholars in the group take turns reading one page at a time. As they read correct any mistakes they make and have them repeat the words correctly. At the end of the page stop and ask a question or two about the content to the group. Some good questions are:

~Who are the characters?

~Why did (character name) act the way he/she did?

~What is the setting of the story?

~What is the problem?

~What is the solution?

~What is the main idea?

~What do you think will happen next?

~Who is telling the story?

Revised Bloom's Taxonomy Question Stems

Remembering- Knowledge

Recall or recognize information, and ideas

The teacher should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

Question prompts

What do you remember about _____?
How would you define _____?
How would you identify _____?
How would you recognize _____?
What would you choose _____?
Describe what happens when _____?
How is (are) _____?
Where is (are) _____?
Which one _____?
Who was _____?
Why did _____?
What is (are) _____?
When did _____?
How would you outline _____?
List the _____ in order.



Anderson & Krathwohl, 2001

Understanding-Comprehension

Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

The teacher should:

- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
- Give tests based on classroom instruction

Question prompts:

How would you compare _____? Contrast _____?
How would you clarify the meaning _____?
How would you differentiate between _____?
How would you generalize _____?
How would you express _____?
What can you infer from _____?
What did you observe _____?
How would you identify _____?
How can you describe _____?
Will you restate _____?
Elaborate on _____.
What would happen if _____?
What is the main idea of _____?
What can you say about _____?



Anderson & Krathwohl, 2001

Applying-Application

Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

The teacher should:

- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- Review the student's work to ensure that he/she is using problem solving techniques independently.
- Provide questions that require the student to define and solve problems.

Questioning prompts:

What actions would you take to perform _____?
How would you develop _____ to present _____?
What other way would you choose to _____?
What would the result be if _____?
How would you demonstrate _____?
How would you present _____?
How would you change _____?
How would you modify _____?
How could you develop _____?
Why does _____ work?
How would you alter _____ to _____?
What examples can you find that _____?
How would you solve _____?



Anderson & Krathwohl, 2001

Analyzing - Analysis

Break down a concept or idea into parts and show relationships among the parts.

The teacher should:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Require students to explain why they chose a certain problem solving technique and why the solution worked.

Questioning prompts:

How can you classify _____ according to _____?
How can you compare the different parts _____?
What explanation do you have for _____?
How is _____ connected to _____?
Discuss the pros and cons of _____.
How can you sort the parts _____?
What is the analysis of _____?
What can you infer _____?
What ideas validate _____?
How would you explain _____?
What can you point out about _____?
What is the problem with _____?
Why do you think _____?



Anderson & Krathwohl, 2001

Evaluating- Evaluation

Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

The teacher should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Questioning prompts:

What criteria would you use to assess _____ ?
What data was used to evaluate _____ ?
What choice would you have made _____ ?
How would you determine the facts _____ ?
What is the most important _____ ?
What would you suggest _____ ?
How would you grade _____ ?
What is your opinion of _____ ?
How could you verify _____ ?
What information would you use to prioritize _____ ?
Rate the _____ .
Rank the importance of _____ .
Determine the value of _____ .



Creating-Synthesis

Bring together parts of knowledge to form a whole and build relationships for new situations.

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning prompts:

What alternative would you suggest for _____ ?
What changes would you make to revise _____ ?
How would you explain the reason _____ ?
How would you generate a plan to _____ ?
What could you invent _____ ?
What facts can you gather _____ ?
Predict the outcome if _____ .
What would happen if _____ ?
How would you portray _____ ?
Devise a way to _____ .
How would you compile the facts for _____ ?
How would you elaborate on the reason _____ ?
How would you improve _____ ?

