

Reading Group Assignments Grades 9-12

Overview	During this time, students will complete assessments that give much data about strengths and weaknesses in their reading and writing skills. This allows me to determine common needs and effectively group students for instruction.
Objectives	<p>Students will:</p> <ol style="list-style-type: none"> 1. Take the computerized assessment <u>Scholastic Reading Inventory</u> (SRI). 2. Write a narrative about a memory in their writing folders.
Materials	<ul style="list-style-type: none"> - <u>Scholastic Reading Inventory</u> (SRI) loaded on computers and students entered into database. - Writing folders and writing paper.
Procedure	<p>PART 1 - Assessment</p> <ol style="list-style-type: none"> 1. Discuss with students the need for assessment data and why you will insist that they write independently while assessment is taking place. 2. Assess students using <u>Scholastic Reading Inventory</u> (SRI) on the computer. Print out reports by class or by student during planning time. The assessment can be accomplished in about 30 minutes of one class period if you have access to a computer lab or in group rotations in the classroom. All directions are clearly given in the Assessment and Report sections of the READ 180 teacher manual. 3. Assign a writing topic to students for their first paper. Explain that while they often may choose the topic, for this project you would like them all to write on "A Memory." This gives everyone something to write about and you can use these papers to learn a great deal about each writer. I keep all writing assignments in their folder to show at conferences and then give them back at end of the year. 4. As students write the Memory paper, I pull individual students for a very brief conference outside the classroom door. I share their Lexile level score and discuss their attitudes toward reading and writing. I try very hard to find a "hook" or some way to link what we will do in class to their interests. I may also administer an individual reading comprehension check such as the Qualitative Reading Inventory on students whose assessment results are at odds with other school performance data. <p>PART 2 - Using the Data</p> <ol style="list-style-type: none"> 5. Create an individual, private file folder for students, noting their beginning of year reading level and any notes about reading or writing skills as baseline data. This will be where you will store observational notes, selected student work, and notes on progress. This will be shared with the student and his/her family later in the year. 6. Using assessment data, form preliminary groups. Divide the class in thirds, keeping these beginning groups based on reading level data. However, keep in

	<p>mind that groupings will be flexible and change with student need.</p> <p>Note: Even if you are not a READ 180 classroom, the rotation model offers some advantages in any language arts classroom. The rotation format allows you to work with small groups or individually conference with students while the rest of the class is productively working. Alternating between whole-class lessons and mini-lessons for small groups is an effective way to differentiate instruction to reach all students.</p>
How to incorporate Yammer	<p>For this activity you can simply assign each group their own reading level, and for each reading level assign each group a specific book to read. Unlike before assigning the whole class one book, you can assign multiple books depending on reading level, which allows the growth of every student instead of only a handful. Considering not everyone is reading the same book, on Yammer have different groups where students can post discussion questions and responses so that everyone in their group can see. Everyone will participate and everyone will have plenty of opportunities to voice their opinions about their specific book.</p>
Adapted from:	<p>http://www2.scholastic.com/browse/lessonplan.jsp?id=184</p>