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| 1. Record Nr. | UNINA9910815098103321 |
| Autore | Wright Julie |
| Titolo | What are you grouping for?, Grades 3-8 : how to guide small groups based on readers--not the book / / Julie Wright, Barry Hoonan ; foreword by Mary Howard |
| Pubbl/distr/stampa | Thousand Oaks, California : , : CL, Corwin Literacy, , [2019] ©2019 |
| ISBN | 1-5443-2427-8 1-5443-2426-X |
| Descrizione fisica | 1 online resource (xxxvii, 311 pages) : illustrations (some color) |
| Collana | Gale eBooks |
| Disciplina | 372.41/62 |
| Soggetti | Group reading Reading (Elementary) Reading (Middle school) |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | ch. 1. A new way of thinking about small group learning experiences : because being up close to students is what drives discovery -- ch. 2. The launch : because who doesn't need beginning-of-the-year strategies -- ch. 3. Scheduling : because schedules are key for the launch and beyond -- ch. 4. Kidwatching 2.0 : because it's all about orient, notice, take stock, and inquire -- ch. 5. Pivoting into flexible groups : because it's the teacher moves that keep readers moving forward -- ch. 6. Assessing student work : because looking at our reader's work lifts their strategies, skills, and thinking -- ch. 7. Curating : because selecting the right texts inspires readers to be connoisseurs -- ch. 8. Unit planning : because small groups are best anchored in a harbor of big ideas -- ch. 9. Weekly and daily planning : because weekly and daily plans chart the course for small group experiences. |
| Sommario/riassunto | "In many thousands of classrooms in every pocket of the country, teachers in grades 3 and up are mandated to "do" guided reading based on the Fountas & Pinnell model because it's a resource the school has purchased or an approach for which they've been trained. |

Overtime, guided reading becomes synonymous with small group reading in educators' minds, and as a result, readers of all ability levels never experience the more interesting mix of dynamic small groups. In Small Group Reading Success, two educators use what they have seen go awry in intermediate and middle school classrooms to fashion a solution for teachers. In each chapter, they provide the practical tools, classroom examples, and steps involved in a teacher getting good at that particular strand of managing small groups. The authors are super strong on breaking down the process into bite-size chunks, so that even a brand new teacher feels emboldened to try. Barry is a full time teacher and Julie is an active consultant in schools every day, so they bring a currency to their work that will make the book mirror the groundswell of interest in the market in finding ways to make sure the readers are doing the reading, thinking, doing--not the teacher" --
