

# Whole Group Instruction

## Whole Group Components

### Interactive Read Aloud:

Teachers use a quality trade book to model fluent reading, a *metacognitive strategy*, and/or a comprehension strategy. They employ the *think-aloud model* to demonstrate how good readers make sense of text. Students hear expressive, fluent reading as well as the thought process of a good reader. Teachers use consistent language while reading to describe their thoughts and introduce key vocabulary. Students are encouraged to think about the text and practice applying the metacognitive or comprehension strategy as they listen. *Turn & Talk* is a strategy used to engage students in discussions during the read aloud. A written response is not required, as this might take too much time away from the text. An Interactive Read Aloud should focus on enjoying and discussing engaging books.

### Shared Reading:

Shared reading uses on grade level text to teach comprehension strategies, reinforce and connect metacognitive strategies, and introduce vocabulary. During the lesson all students should have access to the text and be exposed to on-grade level skills from the 2017 *English Standards of Learning*. The *Gradual Release of Responsibility* model is used within lessons, throughout the week, and across the unit to model explicitly, provide supported practice, and give students opportunities for independent reading and practice.

During instruction, teachers often create *anchor charts* with students to highlight the metacognitive or comprehension strategy. Graphic organizers, written responses, and collaborative discussions are used to clarify strategies and help students organize their thoughts as they make sense of text. Tier 2 vocabulary words are also chosen from the

selected text as a focus for instruction. Students work with words in a variety of ways and are given multiple opportunities to use these words throughout the week. Building oral language and vocabulary are integral to reading and writing success.

### **Phonological and Phonemic Awareness, Phonics, and Word Analysis:**

A portion of whole group will focus on building phonological and phonemic awareness and phonics (**Grades K-2**) to ensure all students have exposure to these foundational literacy skills, which in turn provide students with decoding strategies as they develop as readers.

Students will then build and develop word analysis skills in whole group (**Grades 2-5**) as they encounter more complex texts with rich vocabulary and multisyllabic words. These word analysis skills will continue to be used during small group instruction and independent reading and writing.