



**Arkansas Early Literacy
Small Group Program
K, 1st, 2nd, 3rd Grade
Components, Materials & Purpose (Pg. 1)**

Component	Materials	Purpose
Independent Reading Running Record	Baskets of Books Familiar Materials Chart Stories Guided Reading Text Literature Books	To promote strategy-use on easy texts To promote fluency To observe/record reading behaviors To check on comprehension
Shared Reading (ABC Chart)	Large ABC Chart Small ABC Chart (one per child) ABC Books	To promote letter knowledge To learn a cue word for assistance in reading & writing
Shared Reading	1-2 Poems Big Books	To model good reading behaviors To practice strategy-use To promote fluency To promote phonological & phonemic awareness
Read-Aloud	Trade Books	To model fluency To build background knowledge (story structure, book talk, concepts, vocabulary, etc.) To express enjoyment of books To link reading to writing



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Components, Materials & Purpose (Pg. 3)**

Component	Materials	Purpose
Independent Writing	Lined Paper Markers Pencils Small ABC Charts Dictionaries Thesauruses	To apply graphophonetic knowledge To develop fluency with known words To practice writing strategies To compose longer and more complex texts To write for various audiences
Guided Reading	Set of book at instructional level	To engage group in making predictions about story To promote visual processing To provide supportive framework for building story meaning To allow children to practice strategies in a guided situation To enable the teacher to observe and document children's reading behaviors and to prompt for problem-solving activity To practice fluent and expressive reading To engage children in book discussions in order to gain more knowledge from text To assess children's problem-solving actions and comprehending process



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Components, Materials & Purpose (Pg. 4)**

Component	Materials	Purpose
Literature Discussion Group	Literature Books at Instructional Level	To engage in previewing text with a group of readers (predicting, questioning, building background knowledge, and activating schema) To allow children to read and to make their comprehending process visible by recording their “thinking” in their reading log To provide children with an opportunity to discuss books together in order to gain more knowledge of text To assess children’s comprehension strategies