

# Reading Teams

**Grades 4 to 8**

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**Illustrated by S&S Learning Materials**

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Ed Lipskey is a retired teacher who spent 38 years teaching for the Thames Valley School Board. During his teaching career, he wrote various curriculum documents and shared his excellent teaching ideas and strategies during educational presentations for teachers.

**ISBN 978-1-55495-067-6**  
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Published in the U.S.A by:	Published in Canada by:
On The Mark Press	S&S Learning Materials
P.O. Box 433	15 Dairy Avenue
Clayton, New York	Napanee, Ontario
13624	K7R 1M4
<a href="http://www.onthemarkpress.com">www.onthemarkpress.com</a>	<a href="http://www.sslearning.com">www.sslearning.com</a>

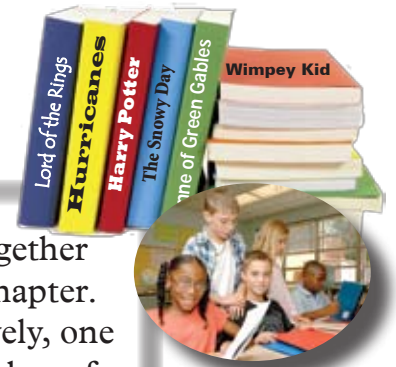
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# What are Reading Teams?



Reading Teams are groups of four or five students who work together cooperatively and corroboratively to study a novel chapter by chapter. Reading Team members take turns reading aloud and expressively, one paragraph at a time, until the chapter has been read. Each member of the Reading Team completes a different Reading Role Page for each chapter studied. Each member of the Reading Team shares their completed Reading Role Page with their team involving all Reading Team members in the “share” experience. This Reading Cycle is repeated for each chapter studied and with each member completing a different Reading Role Page each time.

## Frequently Asked Questions

### 1. What is the Reading Cycle?

The Reading Cycle is the three day cycle that all Reading Teams follow as they complete each chapter study. This Reading Cycle is repeated until the novel study is completed. (Simplified: Day 1 - Read; Day 2 - Complete the Reading Role Page; Day 3 - Share)

### 2. How do you physically set up a classroom for Reading Teams?

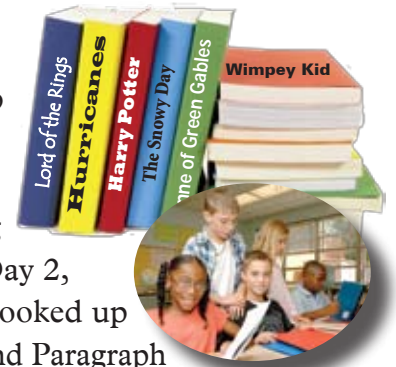
Place desks in groups of 4 or 5. This accommodates any class size. For example: 27 students are divided into 3 groups of four and 3 groups of 5.

### 3. How are the Reading Teams selected?

- ⇒ The Reading Teams can be selected by whatever criteria the teacher considers important.
- ⇒ Social considerations are important too. Who works with whom? Who would benefit by working with whom?
- ⇒ Student reading levels are the major consideration, with the lowest more reluctant readers being in the smallest size group.
- ⇒ DRA results and other reading assessment measures are important guides.
- ⇒ It is good to have a balance of boys and girls, although there may be one team that is all boys and one that is all girls.
- ⇒ The Reading Teams change with each new novel or theme studied.

#### 4. What is the teacher's role?

The teacher plays “Where’s Waldo?” Circulate from group to group and participate in what is happening to model the quality of performance you wish. On Day 1, for example, visit every Reading Team and become a member and in turn read a paragraph modelling the dramatic reading performance you are trying to generate. On Day 2, visit every Team to check for “bookmarks” (information they have looked up and put on a slip of paper to help build their answer with Page (Pg.) and Paragraph (Par.) "identified" and remind each member what is expected on their reading sheet to target their highest performance level. On Day 3, each member is “Sharing” their page. Participate by sharing your thoughts with the team. Imitation microphones can be a quick visual reference to know who should be leading the discussion. These Day numbers refer to the Reading Team Cycle. Reading Teams know a teacher may also “observe from a distance.”



#### 5. How do you train the students?

Students need to be well trained first. Begin by studying some common reading material together as a class or One Big Team. Select 5 comprehension pages to start with, each being on a different colored paper. Study the first 5 chapters of a novel together, collectively completing a page for each chapter, and modelling the dramatic reading, etc. that they will be required to do when in their Reading Teams. Introduce the Reading Teams. Continue the novel study in Reading Teams. Some Reading Teams could be given a different novel more appropriate to their reading levels (High, Low). Each Reading Team member now has an example of a completed page for each comprehension skill taught and practice with the experiences they will perform as a Reading Team member. Give each Reading Team member a “bank” of the 5 Reading Role Pages studied on different colored paper. Each Reading Team member can select a different page from their “bank” for each chapter studied. The different colors are a quick visual reference that each Reading Team member is completing a different page to “Share.” The “Share” day is like an “Oprah Book Talk.”

#### 6. How do you select the Reading Role Pages to study?

Select any Reading Role Pages that encourage the comprehension skills that you wish the students to develop competency in. After training the students, give each Reading Team member a “bank” of the 5 color coded pages studied. The entire class, all teams, work with the same pages for the entire novel(s) or theme study. A new “cluster” is introduced and training begins with a new novel or theme study. In a year your class will study several Reading Role Pages.

# Teacher and Reading Team Assessment Rubric

## Dramatic Reading Fluency

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reading Team: \_\_\_\_\_

Put a check mark ✓ in the box that indicates the student's level of achievement.

<b>Level 4</b> <input type="checkbox"/>	I was recognized by all my Reading Team members or by my reading teacher for displaying excellent fluency, clarity, and expression in today's oral reading.
<b>Level 3</b> <input type="checkbox"/>	I was recognized by my reading teacher for displaying very good reading fluency, clarity, and expression in today's oral reading.
<b>Level 2</b> <input type="checkbox"/>	I was recognized by my reading teacher for displaying improved reading fluency, clarity, and expression in today's oral reading.
<b>Level 1</b> <input type="checkbox"/>	I was recognized by my reading teacher for continuing to develop my reading fluency, clarity, and expression in today's oral reading.

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Teacher and Reading Team Assessment Rubric

## Reading Role Worksheets

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reading Team: \_\_\_\_\_

Put a check mark ✓ in the box that indicates the student's level of achievement.

<b>Level 4</b> <input type="checkbox"/>	I carefully selected the best examples from the chapter(s) studied to complete my reading page. I explained my ideas thoroughly providing important reasons for my thinking. All punctuation and spelling are correct. I completed the back of my reading page in a manner that compliments my work.
<b>Level 3</b> <input type="checkbox"/>	I selected good quality examples from the chapter(s) studied to complete my reading page. I explained my ideas well providing sound reasons for my thinking. Punctuation and spelling are mostly correct. I completed the back of my reading page in a manner that compliments my work.
<b>Level 2</b> <input type="checkbox"/>	I selected satisfactory examples from the chapter(s) studied to complete my reading page. I explained my ideas and provided reasons for my thinking. Punctuation and spelling are improving. I completed the back of my reading page in a manner that compliments my work.
<b>Level 1</b> <input type="checkbox"/>	I selected examples from the chapter(s) studied to complete my reading page. I explained my ideas the best I could. Proper punctuation and spelling are developing.

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_