

* Students can be put in small heterogeneous (mixed) groups based on interests so students can learn from each other
* Students can be grouped homogeneously to allow peers to work at the same pace
* Teacher can teach whole class to prepare students to participate in their group literature discussions
* Discussion and participation protocols should be clearly taught until automatic
* Students are reading privately with stamina
* Students are applying the teaching point to reading
* Students are self- selecting books
* Students provide written responses in Reading Response Journals
* Teacher is able to assess student reading levels
* Teacher is able to confer with individual students using direct instruction based on individual needs
* Students can be strategically and flexibly grouped to address needs
* Teacher can reteach teaching points, introduce new teaching point based on group needs (e.g. word work, comprehension strategy, reading skill, etc.)
* Students are temporarily paired based on reading levels or similar interests
* Partners read, discuss, and write responses
* Can be used following the independent reading time
* Discussion and participation protocols should be clearly taught until automatic
* Classroom library
* Gathering area
* Independent work areas
* Storage for materials/ supplies
* Area for small group instruction

 Element 3

Element 2

Element 1

Element 1