

June 23, 2012

As most teachers do, I want to insure that I am providing my students with the tools, resources, and knowledge to be the most successful. “The International Reading Association’s position statement *Honoring Children’s Right to Excellent Reading Instruction* (2000) emphasizes that all children deserve excellent literacy instruction and support so that they can become competent readers and writers” (Tompkins, G., 2006). My goal is to empower students through their literacy confidence. In order to achieve this goal, I decided to research the question, “How can I create a reading workshop scope and sequence that aligns with our writing curriculum?” Our writing curriculum is a solid foundation in our curriculum because it is integrated to our grammar studies and some of our cultural units. I believe that reading and writing instruction is most beneficial when the two are integrated and taught simultaneously as much as possible. I chose to pursue aligning our reading and writing curriculums in order to benefit students’ understanding and implementation of literacy concepts. In addition to creating a basic scope and sequence, I also noted valuable picture book examples, and teaching prompts and analysis in order to make this more beneficial during the school year.

There were many helpful resources that assisted me with my project. I found some of our classroom readings to be very supportive at the beginning stages of this project. They provided insight as I narrowed my focus on what needs to be included into my reading workshop mini-lessons. I began looking to literacy books that have previously been helpful to me and/or books that have been recommended. One resource I explored is *Literacy for the 21st Century: A Balanced Approach* by Gail E. Tompkins. This resource helped to guide my direction of comprehension strategies and components of literacy. Another valuable resource I used was *The Daily 5: Fostering literacy independence in the elementary grades*. This provided me with great

prompts and focus questions, it also suggested troubleshooting ideas for when certain misconceptions are prevalent or understandings are not strong. I also relied on *Making the Most of Small Groups: Differentiation for all* by Debbie Diller. I appreciate the comprehension and prompting insights this suggested. I did rely on previously compiled book lists that I have accumulated over the years and I was able to expand this resource from multiple internet resources. I was quite pleased with the information I gained throughout the process of creating a reading instruction scope and sequence for my fourth and fifth grade classroom.

Through my research, I decided that there were many different instructional aspects that I wanted to include in my reading workshop mini-lesson scope and sequence. Within all of my mini-lessons, I want to follow the Gradual Release of Responsibility Model. “The panel believes that the strategies should be taught through a gradual release of responsibility, in which the teacher first explains how to use the strategy and then gives students more and more independence in practicing and applying the strategy over time” (Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P.D., Schatschneider, C., & Torgensen, J., 2010). I plan to further this instructional model to all of my literacy instruction. Since I want students to receive a lot of guided instruction and practice before attempting a concept on their own, I have built a lot of time into my scope and sequence to hopefully allow an adequate amount of time for this process to occur. Another reason that I have allowed a lot of time for each concept is because I want to format my mini-lessons in a closely related sequence. Allowing students to, over time, build more knowledge and a deeper understanding on the topic. I think that by slowing down and digging into the concepts, students will retain, apply, and analyze their knowledge. “Teachers who pace their instruction by progressing in small, closely related steps to maximize students’ success in literacy activities increase students’ chance of success” (Blair, T., Rupley,

W., & Nichols, W., 2007). My goal is to maximize students' literacy success through my reading workshop mini-lessons.

In addition to carefully planning my individual lessons following the Gradual Release of Responsibility Model and teaching closely related lessons, I plan to focus my reading instruction in a few different areas of reading. My scope and sequence includes ideas of buddy reading, text structures, reading comprehension strategies, text features, and story elements. These concepts provide students with a toolkit of knowledge that can be applied to various aspects of reading and print, which will allow them to be successful in literacy.

Right off the bat, I want our reading workshop curriculum to focus on the importance and the protocol of reading with a buddy. Buddy reading allows collaboration between students, develops reading fluency, students assist teach other, rereading of familiar text, and students the opportunity to talk and share interpretation (Tompkins, G., 2006). In our classroom, students are naturally reading together often because of the strong emphasis on research in our cultural curriculum. In order to maintain a cohesive and supportive classroom community, students need to be reminded of how to be a good buddy and what it means to be a helpful and supportive audience. Buddy reading is something that I also plan to implement into our reading workshop. Since there will be a significant emphasis on the value of buddy reading, I want students to have the opportunity to learn about buddy reading,; why it is important, how it is beneficial, how to effectively buddy read, and above all that buddy reading is an excellent opportunity to enjoy friends' company. Buddy reading is an exceptional opportunity for all students to develop their reading skills. "When struggling readers have a chance to choose the books, short stories, or poems they will share and to rehearse before they read aloud, they can feel like competent, valued members of their classroom literacy communities," (Worthy, J., & Broaddus, K., 2001).

One prominent component of the scope and sequence is incorporating instruction of various text structures and story elements. When students are able to recognize text structures, it can build their understanding of what they are reading, which will help their ability to recall the information later on (Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P.D., Schatschneider, C., & Torgensen, J., 2010). Also “knowing the structure of the text helps students to recognize the big ideas and see how they are related,” (Tompkins, G., 2006). When students are able to understand and comprehend the information they are reading, they are able to truly analyze and learn. I found it important to integrate text structure and story element learning into both reading and writing workshop because the more students study and explore text the more they are able to understand and appreciate literature. “Another way students learn about the structure of stories is by writing books based on the selection they have read [and have been studying],” (Tompkins, G., 2006). Most of the text structures and story elements we study in reader’s workshop, the students will be exploring through writer’s workshop too. There will be some incorporation of literature in writer’s workshop but the primary focus will be to write stories or informational pieces using the studied story element(s) and text structure(s). Through enjoying, exploring, studying, and recreating text structures and story elements, students will be improving their understanding and familiarity with the structures and elements which will help their ability to comprehend and apply the knowledge gained through reading.

The scope and sequence, I created, also has a focus of text features. When reading text, especially nonfiction, a lot of information and insight can be gained by observing the additional visuals on the page. Sometimes in books, the author changes fonts or sizing in order to emphasize an idea or emotion. Attention to details can allow students to learn additional knowledge that may have been missed or overlooked. “Information comes in all shapes and

sizes. Of course we get information from text, but also from visual and graphic features. Illustrations and photography play a prominent role in inquiry based learning. Sometimes it is possible to get our questions answered from the visuals without even reading the text, making nonfiction the most accessible, particularly for... less-developed readers,” (Daniels, H., & Harvey, S., 2009). The knowledge of text features and the value it possess, allows students to be informed readers which can improve their comprehension and awareness.

Another topic addressed in the reading workshop scope and sequence is reading comprehension strategies. “Comprehension is important because it is the goal of reading. If we do not understand what we read, then why would we want to read?” (Diller, D., 2007). Through exploring, learning, and applying comprehension strategies, students develop the skills essential to reading for understanding. I have planned my reading comprehension to have students quickly reviewing the strategies and practicing many strategies at the same time. “Students who were quickly taught multiple strategies along with an explanation of how to select and apply them and then were offered an extended period to use them in combination had better reading comprehension that did students who were taught a number of individual strategies more slowly without either an explanation of how to connect them or designated opportunities to use them in combination,” (Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P.D., Schatschneider, C., & Torgensen, J., 2010). I am confident that students’ abilities to comprehend text will improve through the practice and implementation of various reading strategies. I plan to review these frequently throughout the year to help instill the use of reading strategies.

Through my research and reading instruction development, I was able to create a scope and sequence that is aligned to our writing curriculum. The plan I developed includes many

critical aspects of reading instruction. Together these topics will create a well rounded reading workshop, by providing students with the opportunity to explore texts and deepen their understanding and knowledge of literature and endless nonfiction topics.

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Tompkins, G. (2006). *Literacy for the 21st century: A balanced approach*.

Worthy, J & Broaddus, K. (2001). Fluency beyond the primary grades: From group performance to silent independent reading. *The Reading Teacher*, 55, 334-343

Reading Workshop Scope and Sequence Aligned to Writing Workshop Curriculum Plan

	Reading	Writing
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August	How to read with partners (1) Reading Comprehension Strategies -Self monitoring (1) - Asking questions, predictions, and visualizing, and review (2)	History of Writing (1-2)
September	Reading Comprehension Strategies (1-4) - Making Connections and Review (1) -Inferences and review (1) -Determine importance and review (2) -Synthesizing and review (2) -Reviewing all (3-4) Compare and Contrast Text Structures* (2-4)	Introduction to Writers Workshop (1) Mini Compare and Contrast Unit (2-4)
October	Personal Narrative Structures *(1-4) Sequential Text Structures* (1-2) Story Elements* (3-4)	Personal Narrative Unit (1-4)
November	Exploring Nonfiction Text (1-4) Enumerative Text Structure (1) Descriptive Text Structure* (2) Text Features (3-4)	Nonfiction Unit (1-4)
December	Persuasive Text Structures* (1-2)	Short Persuasive Unit (1-2)
January	Descriptive Text Structure Review* (1-4) Exploring Realistic Fiction* (1-2) Story Elements (3-4)	Realistic Fiction Unit(1-4)
February	Story Elements (1-4)	Realistic Fiction Unit (1-3)
March	Problem / Solution Text Structure* (1-2) Exploring Essays* (1-4)	Personal Essay Unit (1-4)
April	Reviewing -All strategies -Classifying texts based on structure	Personal Essay Unit (2-4)

- *Review comprehension strategies

- () This is the week number, that this content should be covered

-Poetry is covered throughout the year on a weekly basis, this includes:reading, writing, using comprehension strategies, and building fluency

-Vocabulary and grammar are integrated into the curriculum even though they are not noted in above table

Book Lists

I thought one important additional piece of a scope and sequence was a book list that incorporates the many different aspects reading. Some books may appear in more than one category and many books can be used in categories other than the list they appear on. Although I have listed a book under one category, I recommend using it for that strategy and finding ways to incorporate other strategies into that book. I plan to use these resources during whole group instruction, small group instruction, individual instruction, and as classroom resources. I found some of these books on my own and I included recommended books from websites and teacher resources.

Making Connections

Roxaboxen Alice McLerran¹

Fig Pudding Ralph Fletcher¹

Baseball, Snakes, and Summer Squash Donald Graves¹

Wemberly Worried Kevin Henkes¹

Julius, the Baby of the World Kevin Henkes¹

Thank you, Mr. Falker Patricia Polacco¹

Baseball Saved Us Ken Mochizuki²

A Day's Work Eve Bunting²

So Far from the Sea Eve Bunting²

My Rotten Redheaded Older Brother Patricia Polacco

Alexander and the Terrible, Horrible, No Good, Very Bad Day Judith Viorst and Ray Cruz

The Relatives Came Cynthia Rylant and Bonnie Kelly-Young

The Snowy Day Ezra Jack Keats

Amazing Grace Mary Hoffman and Caroline Binch

Pigsty Mark Teague and Skip Hinnant

Lily's Purple Plastic Purse Kevin Henkes

Peter's Chair Ezra Jack Keats

The Keeping Quilt Patricia Polacco

Super, Completely, and Totally the Messiest Judith Viorst

Visualizing

Marianthe's Story: Painted Words and Spoken Memories Aiki¹

Abuela Aurthur Dorros¹

I'm in Charge of Celebrations Byrd Baylor and Peter Parnall¹

The Stories Julian Tells Ann Cameron¹

Twilight Comes Twice Ralph Fletcher and Kate Kiesler¹

Puddles Jonathan London¹

Turtle in July Marilyn Singer¹

Stranger in the Mirror Allen Say²

Fireflies! Julie Brinckloe

Owl Moon Jane Yolen

Tar Beach Faith Ringgold

Stripes David Shannon

In November Cynthia Rylant and Jill Kastner

Roxaboxen Alice McLerran

Cloudy with a chance of Meatballs Judi Barrett and Ronald Barrett
The Seashore Book Charlotte Zolotow
Creatures of Earth, Sea, and Sky Georgia Heard
Smokey Night Eve Bunting

Determining Importance

Mr. Lincoln's Way Patricia Polacco¹
Mrs. Katz and Tush Patricia Polacco¹
Chicken Sunday Patricia Polacco¹
The Graves Family Patricia Polacco¹
Animal Dazzlers Sneed Collard¹
Teammates Peter Golenbock and Paul Bacon¹
Sweet Clara and the Freedom Quilt Deborah Hopkinson²
The Lotus Seed Sherry Garland²

Asking Questions

Going Home Eve Bunting¹
Fly Away Home Eve Bunting¹
The Desert is Theirs Byrd Baylor¹
The Wall Eve Bunting and Ronald Himler¹
Honey, I Love Eloise Greenfield¹
All I See Cynthia Rylant and Peter Catalanotto¹
The Stranger Chris Van Allsburg¹
An Extraordinary Life Laurence Pingle and Bob Marstall¹
Faithful Elephants: A true story of animals, people, and War Yukio Tsuchiya²
The Wretched Stone Chris Van Allsburg²
The Wednesday Surprise Eve Bunting
Baseball Saved Us Ken Mochizuki
The Polar Express Chris Van Allsburg
Caps for Sale Esphyr Slobodkina
My Lucky Day Keiko Kosza
The Lotus Seed Sherry Garland and Tatsuro Kiuchi
The Yellow Star: The legend of King Christian X of Denmark Carmen Agra
Freedom Summer Deborah Wiles and Jerome Lagarrigue
Where the Wild Things Are Maurice Sendak

Inferences

Fireflies! Julie Brinckloe¹
Fly Away Home Eve Bunting¹
Teammates Peter Golenbock and Paul Bacon¹
Tar Beach Faith Ringgold¹
Just a Dream Chris Van Allsburg¹
Two Bad Ants Chris Van Allsburg¹
Tuesday David Wiesner¹
How Many Days to America? Eve Bunting¹
Stellaluna Janell Cannon

Chrysanthemum Kevin Hanks
Zoom Istvan Banyai
The Royal Bee Frances and Ginger Park
The Rag Coat Lauren Mills
Black and White David MacAulay
Love You Forever Robert Munsch and Shelia McGraw
The Table Where the Rich People Sit Byrd Baylor and Peter Parnall
The Talking Eggs Robert D. San Souci and Jerry Pickney

Synthesizing

Just a Dream Chris Van Allsburg¹
The Table Where the Rich People Sit Byrd Baylor and Peter Parnall¹
Two Bad Ants Chris Van Allsburg¹
Jumanji Chris Van Allsburg¹
The Giving Tree Shel Silverstein¹
Winter Waits Lynn Plourde and Greg Couch¹
The Story of Ruby Bridges Robert Coles and George Ford¹
Charlie Anderson Barbara Abercrombie and Mark Graham¹
Wild Child Lynn Plourde and Greg Couch¹
Bad Day at Riverbend Chris Van Allsburg¹
The Sweetest Fig Chris Van Allsburg¹
Zathura Chris Van Allsburg¹
The Wretched Stone Chris Van Allsburg¹
Fables Arnold Lobel¹
The Harmonica
The Stinky Cheese Man and Other Fairly Stupid Tales
Miss Nelson is Missing
The Frog Prince Continued

Self Monitoring

Strega Nona Tomie dePaola
Henry Aaron's Dream Matt Tavares
So you want to be an Explorer? Judith St. George and David Small
The Tsunami Quilt Anthony D. Fredericks
TOGO Robert J. Blake
Weslandia Paul Fleischman

Summarizing

Smoky Night Eve Bunting²
Encounter Jane Yolen²
The Important Book Margaret Wise Brown and Leonard Weisgard
Rushmore Lynn Curlee
The Great Kapot Tree Lynne Cherry
LonPoPo: A Red-Riding Hood Story from China Ed Young
Working Cotton Sherley Anne Willias and Carole Byard

Predicting

Walter the Farting Dog William Kotzwinkle, Glenn Murray, and Audrey Colman
Click, Clack, Moo Cows that Type Doreen Cronin, Betsy Lewin, and Randy Travis
Pig Kahuna Jennifer Gordon Sattler
Blueberries for Sal Chritian Ahrens
Don't let the Pigeon Stay Up Late! Mo Willems
If you give a Mouse a Cookie Laura Joffe Numeroff

Story Elements

Grandpa Never Lies Ralph Fletcher and Harvey Stevenson³
Flying Solo Ralph Fletcher³
Uncle Willie and the Soup Kitchen DyAnne DiSalvo³
Arthur, For the Very First Time Patricia MacLachlan³
Snowflake Bentley Jacqueline Briggs Martin and Mary Azarian³
The Magic School Bus: On the Ocean's Floor Joanna Cole and Bruce Degen³
When I was Young in the Mountains Cynthia Rylant and Diane Goode³
Parts Tedd Arnold
More Parts Tedd Arnold
Olvia Ian Falconer
Chester's Way Kevin Henkes
Alexander and the Terrible, Horrible, No Good, Very Bad Day Judith Viorst and Ray Cruz
Alexander, Who's Not (Do you hear me? I mean it) Going to Move Judith Viorst and Ray Cruz
Alexander, Who Used to be Rich Last Sunday Judith Viorst and Ray Cruz
Hey, Little Ant Phillip M. Hoose
Owl Moon Jane Yolen
Lilly's Purple Plastic Purse Kevin Henkes
The Mitten Jan Brett²
Chrysanthemum Kevin Henkes²
Ira Sleeps Over Bernard Waber²
Number the Stars Lewis Lowry²
Esperanza Rising Pam Munoz Ryan²
Charlotte's Web E.B. White²

Enumerative

Encyclopedia of Animals DK Publishing
Children's Encyclopedia of American History David C. King

Text Features

DK Eyewitness Book Collection Various Authors

Sequence

Snowflake Bentley Jacqueline Martin
How We Crossed the West: The Adventures of Lewis and Clark Rosalyn Schanzer²
Lest We Forget: The Passage from Africa to Slavery and Emancipation Velma Thomas²
My Puppy is Born Joanna Cole²
The Golden City: Jerusalem's 3,000 Years Neil Waldman⁴

Sugaring Time Kathryn Lasky and Christopher Knight⁴

Cause and Effect

Why Mosquito's Buzz in People's Ear Verna Aardema⁴

Ollie Forgot Tedd Arnold⁴

Turtle Tale Frank Asch⁴

My Grumpy's Outing John Burningham⁴

A New Coat for Anna Harriet Ziefert⁴

Volcanoes Franklyn Branley²

What Happens to a Hamburger Paul Showers²

The Reason for a Flower Ruth Heller

The Grouchy Ladybug Eric Carle

If you give a mouse a muffin Laura Numeroff

Persuasive

Don't Let the Pigeon Drive the Bus! Mo Williams

Don't Let the Pigeon Stay up Late! Mo Williams

Earrings Judith Voirst

I Wanna Iguana Karen Orloff and David Catrow

Essay

Chicken Soup for the Kid's Soul Jack Canfield

Chicken Soup for the Child's Soul Jack Canfield

Personal Narratives

Owl Moon Jane Yolen

The Relatives Came Cynthia Rylant

Thunder Cake Patricia Polacco

The Wednesday Surprise Eve Bunting

Chicken Sunday Patricia Polacco

Description

Simple Machines Anne Horvatic²

Painters of the Cave Patricia Lauber²

Gorillas Neil Simon²

Comparison

Crocodiles and Alligator Seymour Simon

We the People Peter Spier²

Outside and Inside Trees Sandra Marle²

Merry Ever After the Story of Two Medieval Weddings Joe Lasker²

Problem and Solution

Cars and How They Go Joanna Cole²

How to Talk to your Dog Jean George²

How we Learned the Earth is Round Patricia Lauber²

How Come? Kathy Wollard²
No Measles, No Mumps for Me Paul Showers²

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⁴ Simoneau, C. Books that exemplify the use of nonfiction text structure. ESSDACK. Retrieved June 11,2012 from http://usd262.com/modules/groups/homepagefiles/cms/3550/File/Curriculum/Literacy/Comprehe nsion/Textstructure_resources.pdf.

Teacher Prompting and Questioning

I also thought it was important to include suggested prompting and questioning for some of the different units. These recommendations are not meant to be the sole source of questioning during lessons and instruction time; rather this is a guide to help in the lesson planning phases and execution. At all levels of instruction and in all areas of instruction, if a learning opportunity arises in the middle of a lesson to address additional topics this can act as a guide to quickly switch gears.

Self-Monitoring

- You stopped. Is it making sense? ¹
- What have you read about so far? ¹
- Rereading is smart. When you don't understand what you have read, go back and read it again. ¹
- Let's try reading this sentence again, to see if it can help us better understand what is going on.
- Wow, you did an excellent job reading through that. I thought it was confusing. Did you think so too? Maybe if we try reading it again, it will help us better understand.
- What strategy can help you? ²
- I was so happy you used (strategy). Why did you decide to use it?
- Go back and reread. ²
- Skip the word and come back. What word could fit here? ²
- I am going to sound this word out with you? ²

Connections

- What are you wondering about as you read? ¹
- How does that help you understand what you're reading? ¹
- What do you all ready know? ¹
- How can that help you? ¹
- Does this remind you of something that has happened to you before?
- Have you ever experienced this emotion?
- Does this remind you of any books you have read before?
- How do you think you would feel if this happened to you?

Questioning

- What are you wondering about as you read? ¹
- What questions do you have so far? ¹
- Did the author answer any of your questions? Where? ¹
- What questions do you still have? ¹
- Now that you have finished reading, have you thought of any further questions you would like to learn more about?

Visualizing

- What are you picturing? ¹
- What do you see/hear/smell/feel as you read this? ¹
- Which part helped you see something more clearly? ¹
- Is there anything that you visualized that they did not specifically say in the story?
- How did you picture ____?

-Did anyone else picture ____? One thing I love about literature and visualizing is that there are so many different movies you can create in your mind.

Inferences

- What might happen next? What else might you find out? ¹
- Why do you think...?¹
- Join together what you know with what the words say. What are you thinking now? ¹
- What does the author mean? How did you figure it out? ¹
- How do you know...?
- Making an inference is like a puzzle for your brain. Don't forget to use all of the clues. This includes your ideas and things you all ready know.

Summarizing

- If you wanted to tell a friend about what you just read, what would you say? Don't give away the whole thing. Just tell what it is mostly about. ¹
- What are the most important parts? ¹
- What happened first? In the middle? Last?
- What part surprised you?
- What part was disappointing? Why?
- I will retell you what has happened so far. ²
- What happened? Who did it happen to? Where did it happen? Why did it happen?
- Would it help if I summarized the story for you? ²
- Let try to summarize it together as a group. What happened first? Then what happened? What happened last?

Text Structures

- What kind of structure did this author use? ¹
- How can that help you understand what you're reading? ¹
- Why do you think the author chose to use this text structure?
- If you wrote this rewrote this story, would you use the same text structure or would you change it? How would you do this?

Synthesizing

- Why? What else are you thinking? ¹
- How could that have happened? ¹
- Tell me more. ¹
- What do you think happened next?
- Why do you think the character felt that way?
- Why do you think the author decided to do that?
- How does that make you feel?

Text features

- What provides information to the reader on this page?
- Why does this help the reader?
- What can you learn from this?

- Why do you think the author thought it was important to do ___?
- If you were writing this book, would you include ___ or would you do it differently?
- Is there a visual that you think would make the statistics/information easier to understand?

Story Elements

- How does the setting make you feel?
- Why you think this character acted the way they did?
- How does the author use voice to help you better understand the story and what it means?
- What message do you think the author was trying to teach you?
- Uh-Oh, what do you think is going to happen next?
- Do you think this problem is going to resolve itself?
- Why do you think the character was upset?
- Have you ever been someplace eerie, like that, how did you feel?
- I noticed that there was a conflict and a problem but then it seemed to be resolve, there was a solution to the problem. What was the conflict? What was the resolution?

Bibliography

¹ Diller, D. (2007). *Making the most of small groups: Differentiation for all.*

²Boushey, G., & Moser, J. (2006). *The daily 5: Fostering literacy independence in the elementary grades.*