

“Teach the **READER**, not the **BOOK**”.

Skill-based reading strategy groups cut to the chase with **CLEAR and DIRECT** reading comprehension skills that get to the core of what your students need to become strong readers.

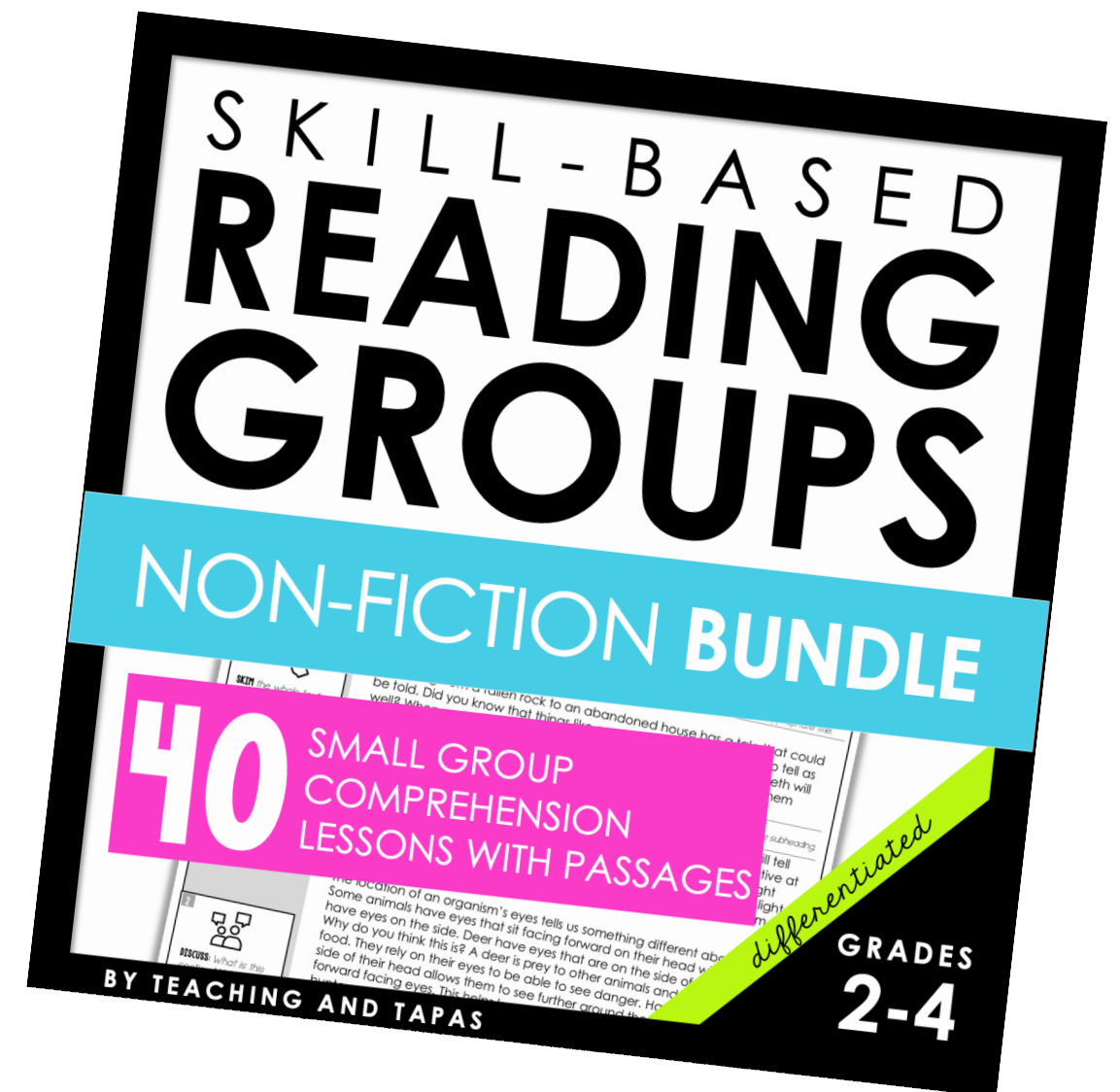
No more wasting time. Every reading group meeting needs to teach a skill that your students can use immediately.

These lessons have everything you need for **HIGHLY EFFECTIVE** comprehension lessons that have been teacher-tested.

psst....the work is done for you which saves you SO MUCH TIME!

Every print-and-go reading group lesson includes:

- ✓ Anchor chart
- ✓ Scripted lesson activity
- ✓ Differentiated passages (with question prompts)
- ✓ Exit ticket to use during independent reading



THIS IS EVERYTHING YOU NEED FOR YOUR READING GROUPS. NO MORE GATHERING BOOKS. NO MORE WASTED PLANNING TIME.

USE THIS PRODUCT IN THREE STEPS...

STEP 1:

ASK: What comprehension skills do my students need to work on?

STEP 2:

GROUP: Group students together who need to work on the same skill.

STEP 3:

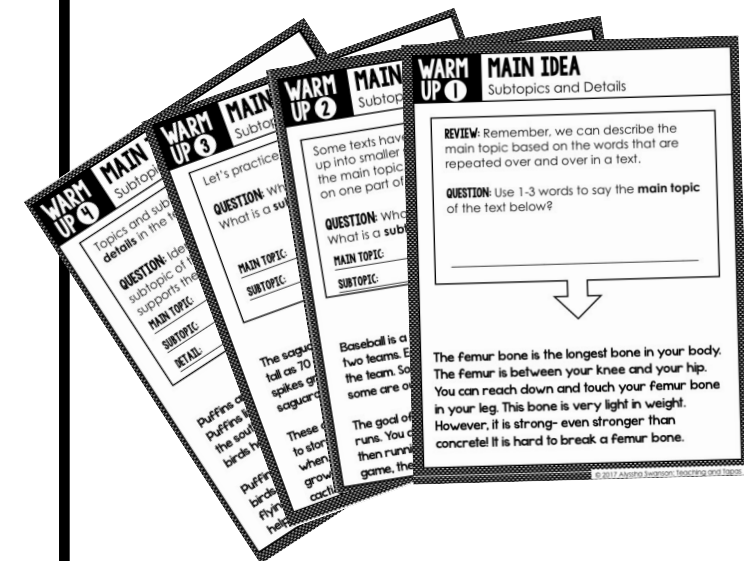
TEACH: In a small group, teach a powerful and direct lesson on the comprehension skill using a scripted lesson plan and passage that has been teacher-tested.

WHAT DO THESE LESSONS LOOK LIKE?

40 LESSONS EVERY LESSON INCLUDES:

1 WARM UP

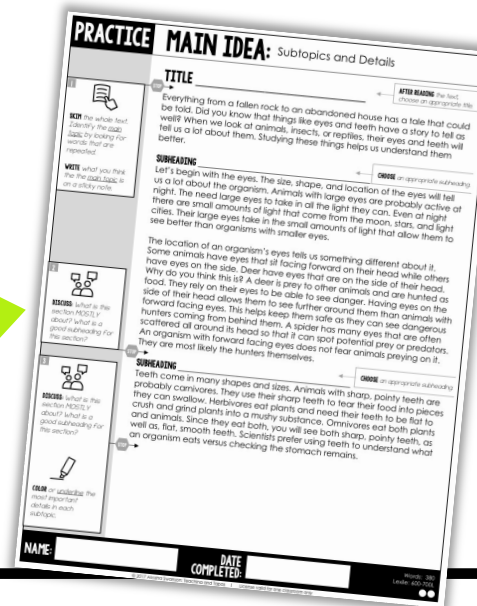
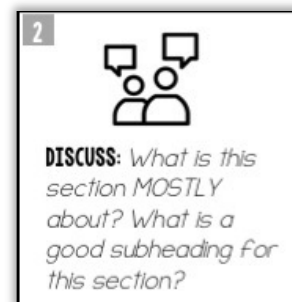
5 MINUTES Mini-lesson/review



2 PRACTICE WITH A PASSAGE

15 MINUTES Practice the skill with a complete passage that includes prompts (psst... they are differentiated!)

The scripted prompts on the side of each passage tell you and your students **EXACTLY** what do to.



3 INDEPENDENT TASK

Send your students off with accountability practice. They practice the strategy in their **independent reading** with their independently chosen books.

INDEPENDENT TASK	
MAIN IDEA: Subtopics and Details	
MAIN TOPIC:	SUPPORTING DETAILS:
SUBTOPIC:	SUPPORTING DETAILS:
SUBTOPIC:	SUPPORTING DETAILS:
NAME:	DATE COMPLETED:
TEACHER CHECK:	

DIFFERENTIATED PASSAGES

ALL 48 LESSONS INCLUDE PASSAGES DIFFERENTIATED AT THREE LEVELS

PRACTICE **MAIN IDEA:** Subtopics and Details

TITLE
Did you know that the eyes and teeth of an animal can tell a story? It's true! The size, shape, and location tell us a lot. Let's take a look.

SUBHEADING
If an animal has large eyes you can probably find them looking for food at night. Large eyes help them see in very dark areas. Animals who look for food during the day have smaller eyes.

Some animals have eyes on the side of their head while others are in front. Animals with eyes in the front are good hunters and need to see what's in front of them. Animals with eyes on the side aren't good hunters and need to see what's around them. Their eyes help keep them safe.

Teeth tell us what the animal likes to eat. If an animal has sharp, pointy teeth, they are meat eaters. Animals that like to eat plants have flat teeth to help them crush the leaves. Some animals are like us and eat both plants and animals. They have both kinds of teeth!

LEVEL ○
Recommended for 2nd grade students or 3rd/4th graders who need simplified texts.

Words: 174
Lexile: 400-500L

DATE COMPLETED: _____

NAME: _____

PRACTICE **MAIN IDEA:** Subtopics and Details

TITLE
Everything from a fallen rock to an abandoned house has a tale that could be told. Did you know that things like eyes and teeth have a story to tell as well? When we look at animals, insects, or reptiles, their eyes and teeth will tell us a lot about them. Studying these things helps us understand them better.

SUBHEADING
Let's begin with the eyes. The size, shape, and location of the eyes will tell us a lot about the organism. Animals with large eyes are probably active at night. The need large eyes to take in all the light they can. Even at night there are small amounts of light that come from the moon, stars, and light cities. Their large eyes take in the small amounts of light that allow them to see better than organisms with smaller eyes.

The location of an organism's eyes tells us something different about it. Some animals have eyes that sit facing forward on their head while others have eyes on the side. Deer have eyes that are on the side of their head. Why do you think this is? A deer is prey to other animals and are hunted as food. They rely on their eyes to be able to see danger. Having eyes on the side of their head allows them to see further around them than animals with forward facing eyes. This helps keep them safe as they can see dangerous hunters coming from behind them. A spider has many eyes that are often scattered all around its head so that it can spot potential prey or predators. An organism with forward facing eyes does not fear animals preying on it. They are most likely the hunters themselves.

Teeth come in many shapes and sizes. Animals with sharp, pointy teeth are probably carnivores. They use their sharp teeth to tear their food into pieces they can swallow. Herbivores eat plants and need their teeth to be flat to crush and grind plants into a mushy substance. Omnivores eat both plants and animals. They use their teeth to tear and crush. They use their teeth to understand what they are eating and what they prefer using teeth to understand what they are eating.

LEVEL ○ ○
Recommended for high 2nd graders, students on grade level in 3rd grade, and 4th graders who need simplified texts.

Words: 380
Lexile: 600-700L

DATE COMPLETED: _____

NAME: _____

PRACTICE **MAIN IDEA:** Subtopics and Details

TITLE
Everything has a story to tell. What caused an empty house to suddenly become abandoned or turn a thriving community into a ghost town? Was it an earthquake that caused the giant boulder to crash to the ground or did lightning strike causing it to fracture? Maybe you have gazed upon a strange looking creature and wondered what all those strange parts were for. But, did you know that simple things like the size and location of eyes tell a story? How about the size and shape of teeth? Observing these things can tell a lot about an organism. Let's explore.

SUBHEADING
Let's begin with the eyes. The size, shape, and location of the eyes tell us a lot about an organism. Nocturnal animals tend to have large eyes. This is because they rely on small amounts of light so that they can survive in the dark of night. The larger eyes allow the animals to take in small amounts of light given off by the moon, stars, and man-made structures. Animals with smaller eyes are diurnal and can't take in the small amounts of light. Therefore, they must be active during the day.

Besides the size and shape of the eyes, the location also tells us a lot. Most animals have eyes that sit facing forward or are located on the side of the head. Animals with forward-facing eyes are most likely predators that aren't afraid of others hunting them. Having eyes on the side of the head increase an animal's peripheral vision. These animals tend to be prey to others. These eyes help them to see somewhat behind them to detect potential danger. Sometimes two eyes just aren't enough. Many spiders have multiple eyes. They are located all around the spider's head so that they can spot potential prey or predators.

Teeth tell us what animals eat. If an animal has pointy, or fang-like, teeth, they are probably carnivorous. They use these sharp teeth to tear their food apart into chunks that they can swallow. Herbivores have teeth that are flat. They don't need sharp teeth to use these sharp teeth to tear their food apart into chunks that they can swallow. They use their flat teeth to grind plants into a mushy substance. Omnivores have teeth that are used for grinding plants into a mushy substance. They use their flat teeth to grind plants into a mushy substance. They use their flat teeth to grind plants into a mushy substance.

LEVEL ○ ○ ○
Recommended for high 3rd graders, or 4th/5th graders.

Words: 420
Lexile: 800-900L

DATE COMPLETED: _____

NAME: _____

You can find level information, word count, and Lexile scores in the bottom right corner of every passage.

FOR EXAMPLE...

If you have a few students who need to work on **IDENTIFYING KEY DETAILS**, then use this lesson...

1 WARM UP

WARM UP 1 MAIN IDEA & KEY DETAILS	
Key Details vs. Interesting Details	
Strong readers read with curiosity and interest. They are also able to filter the <u>key details</u> (important details that support the main idea) from the <u>interesting details</u> that are fun to <u>read</u> , but may not connect to the main idea.	
1. Read the text below, and then answer. WHAT IS THE MAIN IDEA OF THIS TEXT?	
<div>There are 25,000 polar bears in the wild. Many people think that polar bears look cute with their soft white fur. However, a polar bear's white color helps it survive in the wild. Its skin is white, and each strand of fur is clear, making the bear white. The white color keeps the bear hidden in its habitat of snow and ice. This camouflage allows the bear to sneak up on its prey. They do not have to worry about predators because they do not have any natural enemies.</div>	
2. Cut out and sort each sentence below into the categories of <u>KEY DETAILS</u> or <u>INTERESTING DETAILS</u> .	
KEY DETAILS	INTERESTING DETAILS
IMPORTANT DETAILS THAT SUPPORT OR CONNECT TO THE MAIN IDEA	INTERESTING INFORMATION, BUT IT DOES NOT CONNECT TO THE MAIN IDEA
There are 25,000 polar bears in the wild.	However, a polar bear's white color helps it survive in the wild.
The white color keeps the bear hidden in its habitat of snow and ice.	This camouflage allows the bear to sneak up on its prey.
Many people think that polar bears look cute with their soft white fur.	They do not have to worry about predators because they do not have any natural enemies.

2 PRACTICE WITH A PASSAGE

PRACTICE MAIN IDEA & KEY DETAILS	
Key Details vs. Interesting Details	
1. Read the text. Write the main idea on a sticky note.	
2. Read the text again. This time, <u>circle</u> or <u>underline</u> one key detail in each paragraph that supports the main idea of the text.	
3. Cross out one sentence in each paragraph that is not important or does not connect to the main idea.	
4. Discuss: Do the details you underlined all support the main idea? Are they key details?	
5. Words: 169 Lexile: 500-600	
6. Words: 314 Lexile: 600-700	
7. Words: 346 Lexile: 800-900	

3 INDEPENDENT TASK

INDEPENDENT TASK MAIN IDEA & KEY DETAILS	
Key Details vs. Interesting Details	
TASK: Read an informational text. Write two key details (important details that support the main idea) and two interesting details that do not connect to the main idea.	
TEXT TITLE:	
MAIN IDEA:	
KEY DETAIL:	INTERESTING DETAIL:
1.	1.
2.	2.
NAME:	DATE COMPLETED:
TEACHER CHECK:	

WHAT LESSONS ARE INCLUDED?

Unit TEXT FEATURES & STRUCTURE 17 LESSONS
Suggested Grade Level 2 3 4

LESSON TITLE

- Sketch and Reread
- Text Features
- Helpful Headings
- Using Bold Words and the Glossary
- Start With the Glossary
- Using the Captions
- Photos Add to the Text
- Cover It and Then Study It
- Understanding Diagrams
- Understanding Timelines
- Learn From Everything on the Page
- Putting It All Together
- Firsthand vs. Secondhand Account
- Text Structure: Compare and Contrast
- Text Structure: Sequence/Chronology
- Text Structure: Cause and Effect
- Identify Multiple Text Structures

Unit MAIN IDEA & KEY DETAILS 17 LESSONS
Suggested Grade Level 2 3 4

LESSON TITLE

- Repeating Words = Main Topic
- The Big Topic and the Little Details
- Connect the Pages
- The Topic of Each Paragraph
- What's the Connection?
- The Power of Wow
- Reflect on the Facts
- Can You Remember What You Just Read?
- Make a Scan Plan
- Subtopics and Details
- Paraphrase Sections to Find the Main Idea
- Use the Cover to Guess the Main Idea
- Key Details Support the Main Idea
- Key Details vs. Interesting Details
- Ask and Answer Questions (Nonfiction)
- Compare and Contrast Two Texts
- What Happened and Why?

Unit AUTHOR'S PURPOSE 6 LESSONS
Suggested Grade Level 2 3 4

LESSON TITLE

- Facts vs. Opinions
- Problem/Solution
- The Author's Reasons and Evidence
- The Author's Perspective
- Author's Perspective vs. My Perspective
- Why Did the Author Write This?

= 40 COMPLETE READING GROUP LESSONS

ALSO INCLUDES...

CONFERRING NOTE PAGES

MAIN IDEA CONFERRING *notes*

Conferring prompt suggestions:
What is the main topic of this text?
What are the subtopics of this text? How do you decide that? What details support the subtopics?
What is the main idea of this text? Can you show me some key details that support the main idea?

STUDENT NAME	DATE	NOTES	STRATEGY GROUP?
		Glow:	
		Grow:	
		Glow:	
		Grow:	
		Glow:	
		Grow:	
		Glow:	
		Grow:	

DETAILED PLANNING PAGES FOR EVERY LESSON

LESSON 1 **FOCUS:** Repeating Words = Main Topic PAGES 6-12

STRATEGY: Notice the words repeated in an informational text. Use this to determine the main topic.

TODAY'S PROMPT: What words are repeated over and over? What is the main topic of the text?

WARM UP (5 MINS): Four task cards. Students identify the main topic.

PRACTICE (15 MINS): Read a full passage. Students notice the words that are repeated. This is the main topic.

INDEPENDENT TASK: Student reflects on the lesson and independently identifies the main topic in a text of their choice.

LESSON 2 **FOCUS:** Subtopics and Details PAGES 13-19

STRATEGY: Identify the main topic of a text, as well as the smaller subtopics that are supported by details.

PRIOR SKILLS: Students can identify the main topic of an informational text based on what is repeated.

TODAY'S PROMPT: What are the big things we learn about the main topic? Can we describe some subtopic categories in this text? What details support the subtopics and topic?

WARM UP (5 MINS): Four task cards. Students identify the subtopics of the main topic.

PRACTICE (15 MINS): Read a full passage. Students identify the main topic, subtopics, and supporting details.

INDEPENDENT TASK: Student independently identifies two subtopics and their supporting details in a text of their choice.

LESSON 3 **FOCUS:** Paraphrase Sections to Find the Main Idea PAGES 20-26

STRATEGY: Paraphrase sections of the text in your own words. Use this strategy to see the main idea of the text, and the details that support the main topic/subtopic.

PRIOR SKILLS: Students can identify the main topic (based on words repeated), subtopics (based on subheadings), and the details that support the main topic/subtopic.

TODAY'S PROMPT: What is this section of text mostly about? Write it down in your words, not the author's words. When you combine your notes, can you see the main idea of the whole text?

WARM UP (5 MINS): Four task cards. Students practice paraphrasing the text.

PRACTICE (15 MINS): Read a full passage. Students jot notes paraphrasing each section of text. Add the end of the text, they combine their notes to describe what the whole text is about. This is the main idea.

INDEPENDENT TASK: Student independently reads a text and paraphrases sections on a sticky note. Then they reflect on their combined sticky notes to describe the main idea of the text.

LESSON 4 **FOCUS:** Add Up Details that Support the Main Idea PAGES 27-33

STRATEGY: Identify the key details that support the main idea.

PRIOR SKILLS: Students can identify the main topic, subtopic, and supporting details. They can paraphrase sections of text to help them see the main idea.

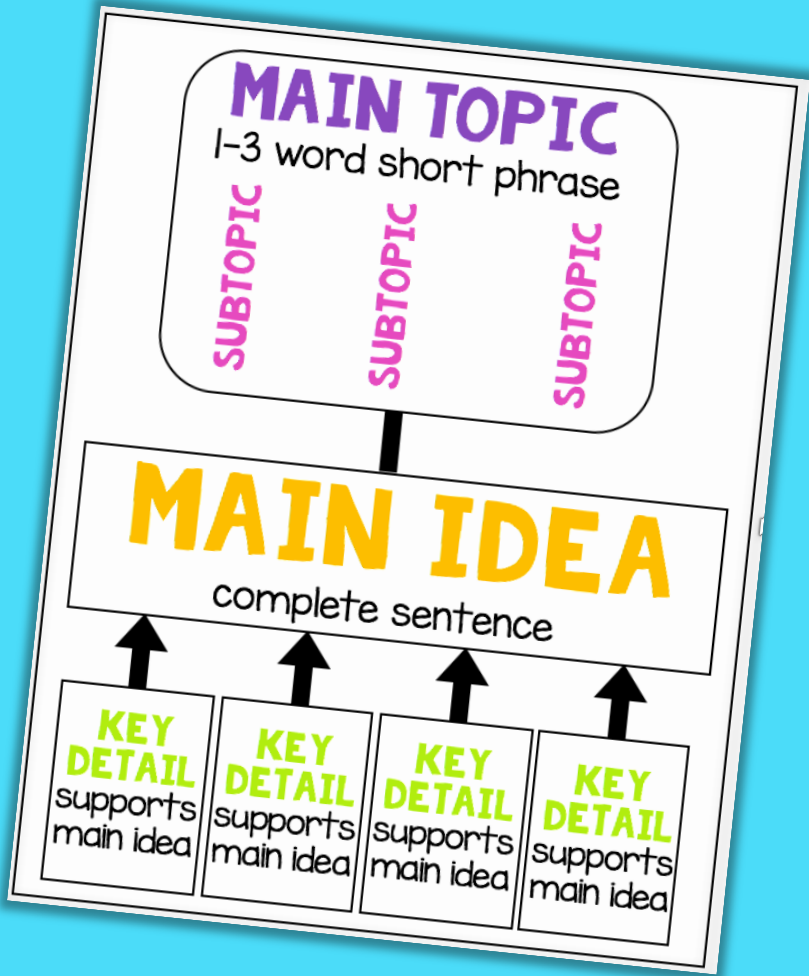
TODAY'S PROMPT: What is the main idea of the text? What key details in the text support the main idea?

WARM UP (5 MINS): Four task cards. Students practice describing the main idea in one sentence.

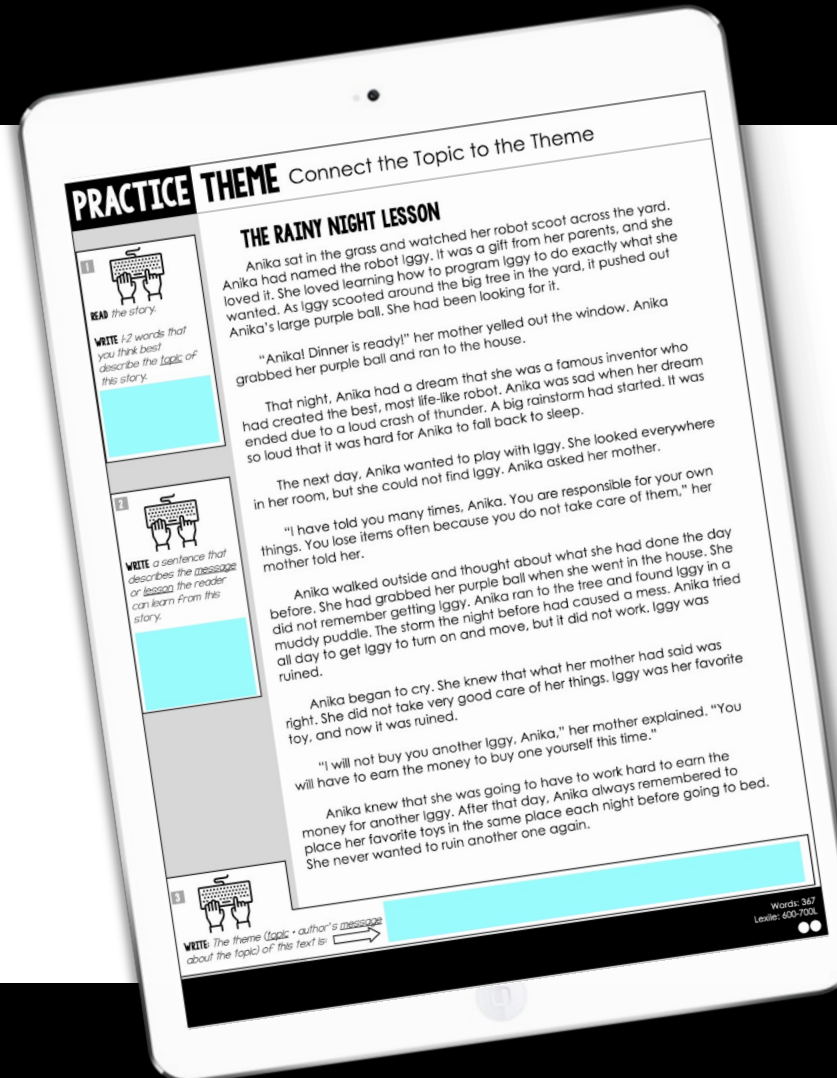
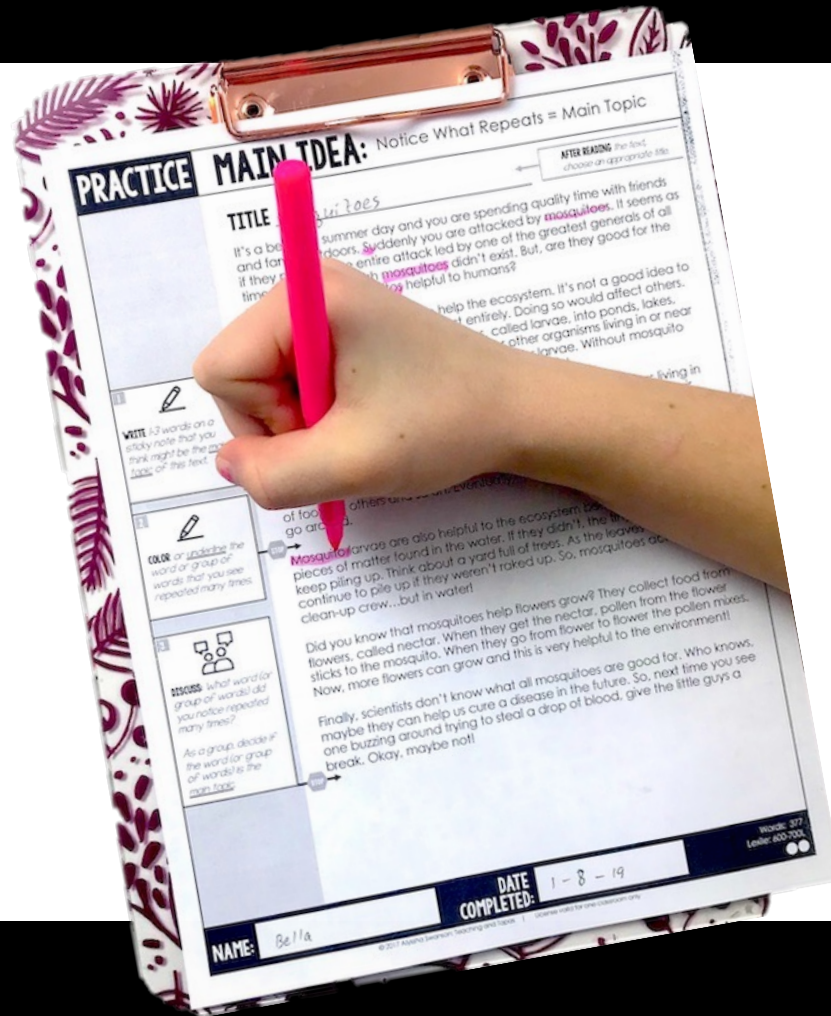
PRACTICE (15 MINS): Read a full passage. Determine the main idea. Then find the key details that support the main idea.

INDEPENDENT TASK: Student independently identifies the main idea and key details in an informational text.

PRINTABLE ANCHOR CHARTS FOR EVERY LESSON



EVERY LESSON IS....



DIGITAL PREVIEWS

click here to try!

[LEVEL O – Strategy Groups - THEME](#)
[LEVEL OO – Strategy Groups - THEME](#)
[LEVEL OOO – Strategy Groups – THEME](#)

The leveling information is meant to be discreet so that you know the level, but your students do not.

- **ONE DOT** signifies the simplified text/questions.
- **TWO DOTS** signify the grade level text/questions.
- **THREE DOTS** signify the advanced text/questions.

PRINTABLE OR DIGITAL

USING GOOGLE CLASSROOM 

USE THIS RESOURCE IN MANY WAYS

- **Intervention** groups for students who need extra help on specific skills
- Meeting with a small group of students who are ready for **more advanced lessons** than your whole group lessons
- Following up on whole group lessons with small **reading groups** that offer deeper 1-on-1 instruction

How does this fit with the SCIENCE OF READING?

These reading strategy groups **are a perfect compliment to teaching with the science of reading.**

These reading strategy groups were written to directly address the **LANGUAGE COMPREHENSION** half of Scarborough's reading rope.

The professionally written texts have been specifically tailored to offer application practice of these critical language comprehension skills.

BACKGROUND KNOWLEDGE

facts, concepts, etc.

VOCABULARY

breadth, precision, links, etc.

LANGUAGE STRUCTURES

syntax, semantics, etc.

VERBAL REASONING

inference, metaphor, etc.

LITERACY KNOWLEDGE

print concepts, genres, etc.

LANGUAGE COMPREHENSION

The passages included are **not** decodables and should only be used with students who have “mastered the code” and are developmentally ready to dig into texts to build comprehension skills. These reading groups are not meant to teach **WORD RECOGNITION** skills. The passages include multisyllabic words, complex sentences, and more.

PHONOLOGICAL AWARENESS

print concepts, genres, etc.

DECODING

alphabetic principle, letter-sound correspondences

SIGHT RECOGNITION

of familiar words

WORD RECOGNITION



Raving **REVIEWS!**

Other teachers like
you **LOVE** this
resource because it is
well-made and truly
easy to use!

(Psst...this is part of a **BESTSELLING** strategy
group product line that has been teacher-
tested in over 3,500 classrooms)

☆☆☆☆☆

I am literally in the middle of my school day and had to come on and give this a review. I LOVE THIS! I love that it is broken into small mini lessons that I can adapt for any group. The directions and steps are all on the paper you give to students. There are a few ways kids can practice. One of those ways are leveled texts for each mini lesson! WOW! This could even be given to a para for small groups as well! If you are looking for mini lessons that explicitly teach comprehension strategies with lots of practice options this is for you!!!

-Bailey's Kids Third Grade

☆☆☆☆☆

This resource is invaluable for teaching students particular reading strategies. It is extremely organized, well planned, and offers wonderful student scaffolding. I greatly appreciate the hard work put forth to create a comprehensive print and go reading resource!

-Laura V.

☆☆☆☆☆

This is absolutely one of my most valuable purchases. I love how the lessons are so detailed and specific to help the students really break down the skill into the steps and thinking they need. It has quickly become invaluable to me.

-Mary Grace T.

LOOKING FOR MORE?

THIS IS **ONE** UNIT FROM A FULL YEAR PRODUCT LINE.
YOU CAN GET THE FULL YEAR **BUNDLE** OR PICK AND
CHOOSE THE UNITS YOU WANT.

