

# “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.

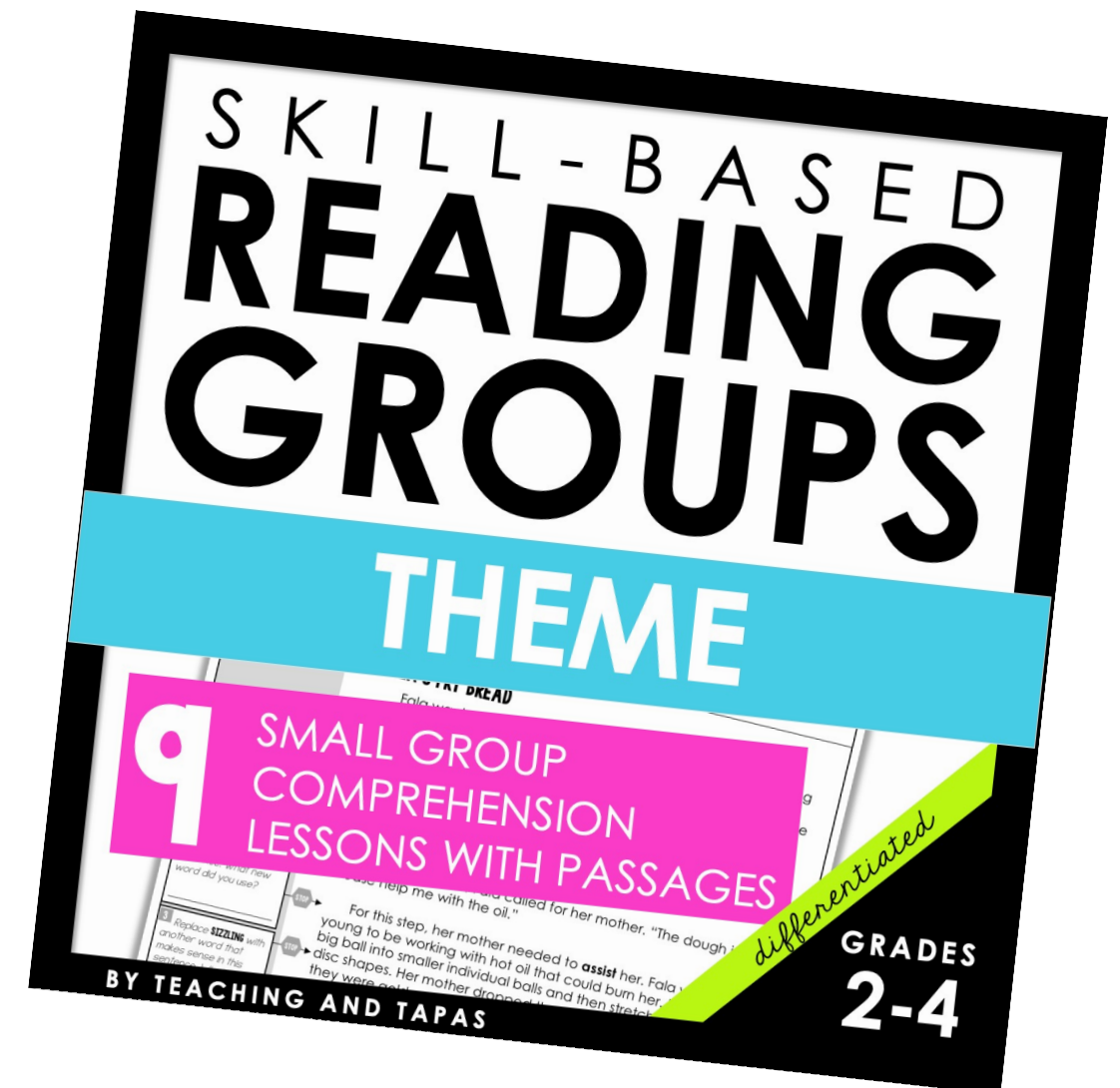
**No more wasting time.** Every reading group meeting needs to teach a skill that your students can use immediately.

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.

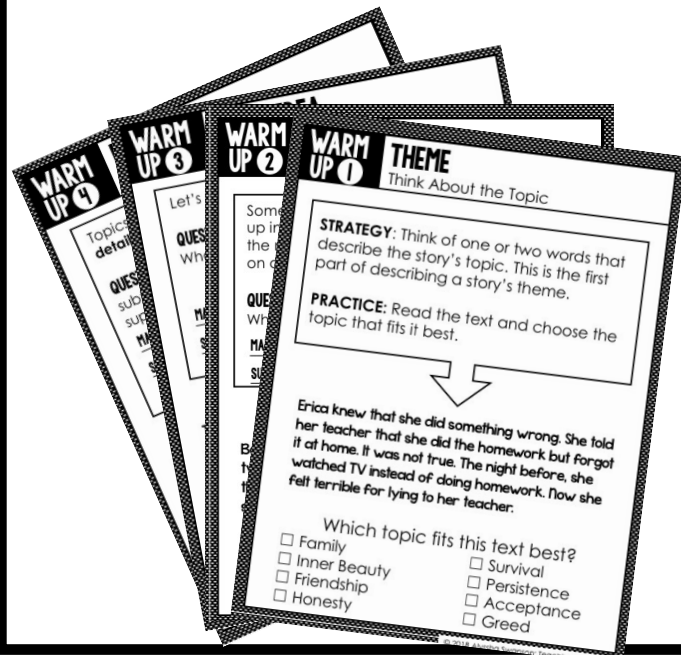
# WHAT DO THESE LESSONS LOOK LIKE?

## 9 LESSONS

## EVERY LESSON INCLUDES:

### 1 WARM UP

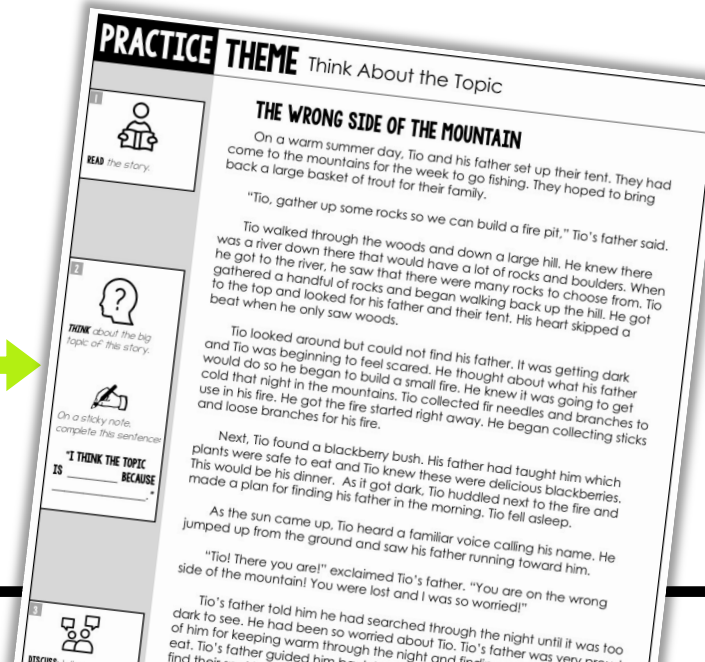
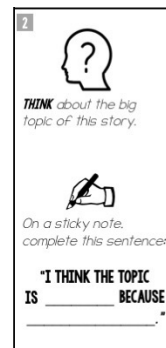
**5 MINUTES** Mini-lesson/review



### 2 PRACTICE WITH A PASSAGE

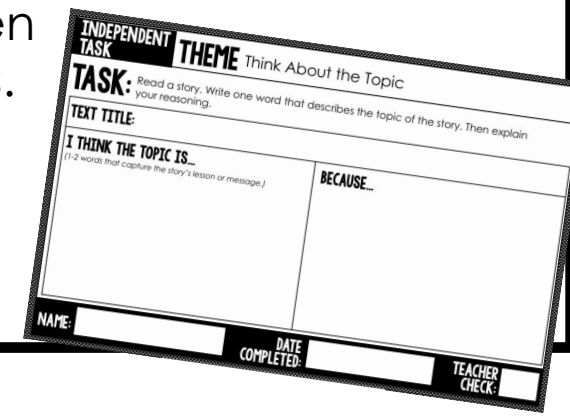
**15 MINUTES** Practice the skill with a complete passage that includes prompts (psst... they are differentiated!)

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.





# DIFFERENTIATED PASSAGES

ALL 7 LESSONS INCLUDE PASSAGES DIFFERENTIATED AT THREE LEVELS

**PRACTICE THEME** Think About the Topic

**THE WRONG SIDE OF THE MOUNTAIN**

It was a nice summer day. Tio and his father had just finished setting up their tent. They had come to the mountains to fish.

"Tio, get some rocks so we can build a fire pit," Tio's father told him.

Tio walked down the big hill. There were many rocks to choose from. Tio took his time looking for the perfect rocks. After his hands were full, Tio went back up the hill. Tio saw no tent, only trees.

Tio looked around but could not find his father. It was getting dark. Tio was scared. He began to build a small fire just like his father had taught him. He knew it was going to get cold that night. Tio also found a blackberry bush. This would be his dinner. As it got dark, Tio huddled next to the fire and fell asleep.

When the sun came up, Tio heard his dad calling his name.

"Tio! There you are! You are on the wrong side of the mountain! You were lost and I was so worried!" Tio's father said.

Tio's father was proud that Tio knew how to stay warm all night. He showed him how to find their tent, in case he wandered.

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

Words: 208  
Lexile: 400-500L

NAME: \_\_\_\_\_ DATE COMPLETED: \_\_\_\_\_

**PRACTICE THEME** Think About the Topic

**THE WRONG SIDE OF THE MOUNTAIN**

On a warm summer day, Tio and his father set up their tent. They had come to the mountains for the week to go fishing. They hoped to bring back a large basket of trout for their family.

"Tio, gather up some rocks so we can build a fire pit," Tio's father said.

Tio walked through the woods and down a large hill. He knew there was a river down there that would have a lot of rocks and boulders. When he got to the river, he saw that there were many rocks to choose from. Tio gathered a handful of rocks and began walking back up the hill. He got to the top and looked for his father and their tent. His heart skipped a beat when he only saw woods.

Tio looked around but could not find his father. It was getting dark and Tio was beginning to feel scared. He thought about what his father would do so he began to build a small fire. He knew it was going to get cold that night in the mountains. Tio collected fir needles and branches to use in his fire. He got the fire started right away. He began collecting sticks and loose branches for his fire.

Next, Tio found a blackberry bush. His father had taught him which plants were safe to eat and Tio knew these were delicious blackberries. This would be his dinner. As it got dark, Tio huddled next to the fire and made a plan for finding his father in the morning. Tio fell asleep.

As the sun came up, Tio heard a familiar voice calling his name. He jumped up from the ground and saw his father running toward him.

"You are here!" exclaimed Tio's father. "You are on the wrong side of the mountain! You were lost and I was so worried!"

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

Words: 308  
Lexile: 500-600L

NAME: \_\_\_\_\_ DATE COMPLETED: \_\_\_\_\_

**PRACTICE THEME** Think About the Topic

**THE WRONG SIDE OF THE MOUNTAIN**

On a warm summer day, Tio and his father set up their tent. They had come to the mountains for the week to go fishing. The spot they had chosen for their camp was beautiful. They were halfway up the mountain but deep in the woods and protected from the wind. If they walked a few feet up the mountain, they could see the river below. That is where they hoped to fill their basket with rainbow trout for their family.

"Tio, bring me some large rocks so we can build a fire pit," Tio's father instructed him.

It was Tio's job to make sure he helped his father get the camp ready. It was a lot of work and they had to make sure they were prepared before it got dark. Tio walked through the woods and down a large hill. He knew there was a river there that would be full of rocks and boulders. When he got to the river, he saw that there were many rocks to choose from. He walked along the bank while filling his arms. When he couldn't carry any more rocks, Tio began trudging back up the hill. He got to the top and looked for his father and their tent. His heart skipped a beat when he only saw the dark, quiet woods.

Tio looked around but could not find his father. It was getting dark and Tio was beginning to feel frightened. He thought about what his father would do so he began to construct a small fire. He knew it was going to get chilly that night in the mountains. Tio collected fir needles and branches to use in his fire. He got the fire started right away. He cleared an area in the dirt and made a small lean-to out of large branches. This would serve as a temporary shelter for the night.

Next, Tio found a blackberry bush. His father had taught him which plants were safe to eat and Tio knew these were delicious blackberries. This would be his dinner. As it got dark, Tio huddled next to the fire. Many thoughts raced through his head. He knew that staying warm during the night was important for his survival. He also thought about a plan for finding his father in the morning.

As the sun came up, Tio noticed that his fire was out, but thankfully the warm day had already begun so he was not cold. He tried to decide if he should venture back for his father again or wait and hope his father would find him in that spot. He jumped up from the ground and saw his father running toward him.

"You are here!" exclaimed Tio's father. "You are on the wrong side of the mountain! You were lost and I was so worried!"

**LEVEL ○ ○ ○**  
Recommended for high 3<sup>rd</sup> graders, or 4<sup>th</sup>/5<sup>th</sup> graders.

Words: 552  
Lexile: 800-900L

NAME: \_\_\_\_\_ DATE COMPLETED: \_\_\_\_\_

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 THE THEME**, then use this lesson...

## 1 WARM UP

WARM UP	
THEME	
Connect the Topic to the Theme	
<b>STRATEGY:</b> To describe the theme of a story, write a sentence that combines the topic and the author's message about the topic. Your theme statement should reflect the <b>IDEAS, MORALS,</b> or <b>LESSONS</b> the reader can learn from the story.	
<b>PRACTICE:</b> Cut out the texts below, and sort them into the categories of either TOPIC or THEME. There are nine topics and nine themes. Then, try to connect each topic to a theme (i.e., "Friendship" (topic) is connected to "Friends can be found in unexpected places" (theme)).	
<b>DISCUSS:</b> What is the difference between topic and theme?	
TOPIC	THEME
Be proud of who you are.	Strong friendships are based on trust.
Courage	Kindness
Friendship	Don't give up when facing something difficult.
Treat others how you wish to be treated.	Perseverance
Work together to solve problems.	It is not always easy to overcome your fears.
Loyalty	Generosity
Cooperation	Pride
Giving is the secret to happiness.	Honesty
Honesty feels better than dishonesty.	Friends can be found in unexpected places.

## 2 PRACTICE WITH A PASSAGE

PRACTICE	
THEME	
Connect the Topic to the Theme	
<b>THE RAINY NIGHT LESSON</b>	
Anika sat in the grass and watched her robot Iggy scoot in the yard. Iggy was her best toy. As Iggy moved by the big tree, it pushed out Anika's purple ball. She had been looking for it.	
"Anika! Dinner is ready!" her mother called. Anika grabbed her ball and ran to the house.	
That night, Anika dreamed that she was an inventor who had made her own robot. Anika was sad when her dream ended due to the sound of thunder. There was a big rainstorm that night.	
The next day, Anika looked for Iggy. She could not find her robot.	
"You lose items often because you do not take care of them," Anika's mother said.	
Anika went outside. She thought about the day before. Anika ran to the tree. She found Iggy in a muddy puddle. Iggy was ruined. Anika knew that her mother was right. She did not take care of her things.	
It would take a very long time to earn money for a new robot. After that day, Anika started putting her best toys in the same place each night. She never wanted to ruin a toy again.	
Topic to the Theme	
N	
hed her robot scoot across the yard. was a gift from her parents, and she rogram Iggy to do exactly what she big tree in the yard, it pushed out n looking for it.	
yelled out the window. Anika ouse.	
e was a famous inventor who Anika was sad when her dream 'g rainstorm had started. It was k to sleep.	
Iggy. She looked everywhere t asked her mother.	
? responsible for your own t take care of them," her	
it she had done the day y went in the house. She e and found Iggy in a ed a mess. Anika tried t work. Iggy was	
er had said was y was her favorite	
xplained. "You	
earn the ibered to going to bed.	
Words: 190 Lexile: 400-500.	
DATE COMPLETED:	
NAME:	

## 3 INDEPENDENT TASK

INDEPENDENT TASK	
THEME	
Connect the Topic to the Theme	
<b>TASK:</b> Read a story. Describe the topic and the theme of the story.	
TEXT TITLE:	
I THINK THE TOPIC IS...	I THINK THE THEME IS...
Remember, a <b>topic</b> is: - One sentence - The topic and the author's message about the topic - General (many stories share the same theme)	
NAME:	DATE COMPLETED:
TEACHER CHECK:	


# WHAT LESSONS ARE INCLUDED?

**Unit THEME**

**9 LESSONS**  
Suggested Grade Level  
**2 3 4**

**LESSON TITLE**

- Think About the Big Topic
- The Story's Lesson
- Connect the Topic to Theme
- More Than One Theme
- Plot vs. Theme
- Give the Character Advice
- Compare and Contrast Themes
- Learn from the Characters
- Learn from the Author's Ending



**=9 COMPLETE, PRINT-AND-GO LESSONS**



# WHAT LESSONS ARE FOR **MY** GRADE LEVEL?

GRADE **2**

X

GRADE **3**

- Think About the Big Topic
- The Story's Lesson
- Connect the Topic to Theme
- More Than One Theme
- Plot vs. Theme
- Give the Character Advice
- Compare and Contrast Themes
- Learn from the Characters
- Learn from the Author's Ending

GRADE **4**

- Think About the Big Topic
- The Story's Lesson
- Connect the Topic to Theme
- More Than One Theme
- Plot vs. Theme
- Give the Character Advice
- Compare and Contrast Themes
- Learn from the Characters
- Learn from the Author's Ending

# ALSO INCLUDES...

## CONFERRING NOTE PAGES

**THEME CONFERRING** *notes*

**Suggested Conferring Prompts:**  
What is the story REALLY about?  
What is a message, lesson, or theme you take away from this story?  
What lesson about life does this story teach?

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

## DETAILED PLANNING PAGES FOR EVERY LESSON

**THEME STRATEGY GROUP LESSONS IN THIS UNIT**

**LESSON 1 FOCUS:** Think About the Big Topic

**STRATEGY:** Think of one or two words that describe the story's topic. This is the first part of describing a story's theme.

**LESSON LANGUAGE:** Complete this sentence: "I think the topic is \_\_\_\_\_ because \_\_\_\_\_." What are one or two words that describe the topic of this story? Why?

**WARM UP (5 MINS):** Students read four short passages and choose the topic that best describes each one.

**PRACTICE (10 MINS):** The student independently reads a story and describes the topic in one or two words.

**INDEPENDENT TASK:** Grade 3, Grade 4

**LESSON 2 FOCUS:** The Story's Lesson

**STRATEGY:** Identify the story's lesson. This is the second part that is needed to identify the story's theme.

**LESSON LANGUAGE:** What do you think is the topic of this story? What do you think is the lesson of this story?

**WARM UP (5 MINS):** Students read four short stories and identify the topic and the lesson in each story.

**PRACTICE (10 MINS):** The student independently reads a story of their choice and identifies the topic and lesson of the story.

**INDEPENDENT TASK:** Grade 3, Grade 4

**LESSON 3 FOCUS:** Connect the Topic to the Theme

**STRATEGY:** To describe the theme of a story, write a sentence that combines the topic and the author's message about the topic. Your theme statement should reflect the IDEAS, MORALS, or LESSONS that the reader can learn from the story.

**LESSON LANGUAGE:** Think of 1-2 words that describe the story's topic. This is the first part of describing a story's theme. What is the topic of the story? What is the message or lesson the reader can learn from the story? What is the theme (topic + author's message about the topic)?

**WARM UP (5 MINS):** Students cut out and sort 18 text cards into categories of either TOPIC or THEME. Then the students connect each topic to a matching theme.

**PRACTICE (10 MINS):** The student independently describes the topic, the lesson or message, and the theme.

**INDEPENDENT TASK:** Grade 3, Grade 4

**LESSON 4 FOCUS:** More Than One Theme

**STRATEGY:** Identify more than one theme in a story.

**LESSON LANGUAGE:** What do you think is the theme that is related to the topic? What is another topic and theme you see in this text?

**WARM UP (5 MINS):** Students take a short quiz to address misconceptions about identifying a theme in a story.

**PRACTICE (10 MINS):** Students read a story and write theme statements for two separate given topics found within the story.

**INDEPENDENT TASK:** Students independently read a story and identify more than one topic and theme found within the story.

**SUGGESTED GRADE LEVEL:** Grade 4

## PRINTABLE ANCHOR CHARTS FOR EVERY LESSON

**PLOT VS. THEME**

**PLOT:** The events that happen in the **BEGINNING, MIDDLE,** and **END** of the story.

**THEME:** The author's message about the **IDEAS, MORALS,** or **LESSONS** that the reader can learn from the story.

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**PLOT:**  
WHAT HAPPENS IN THE STORY

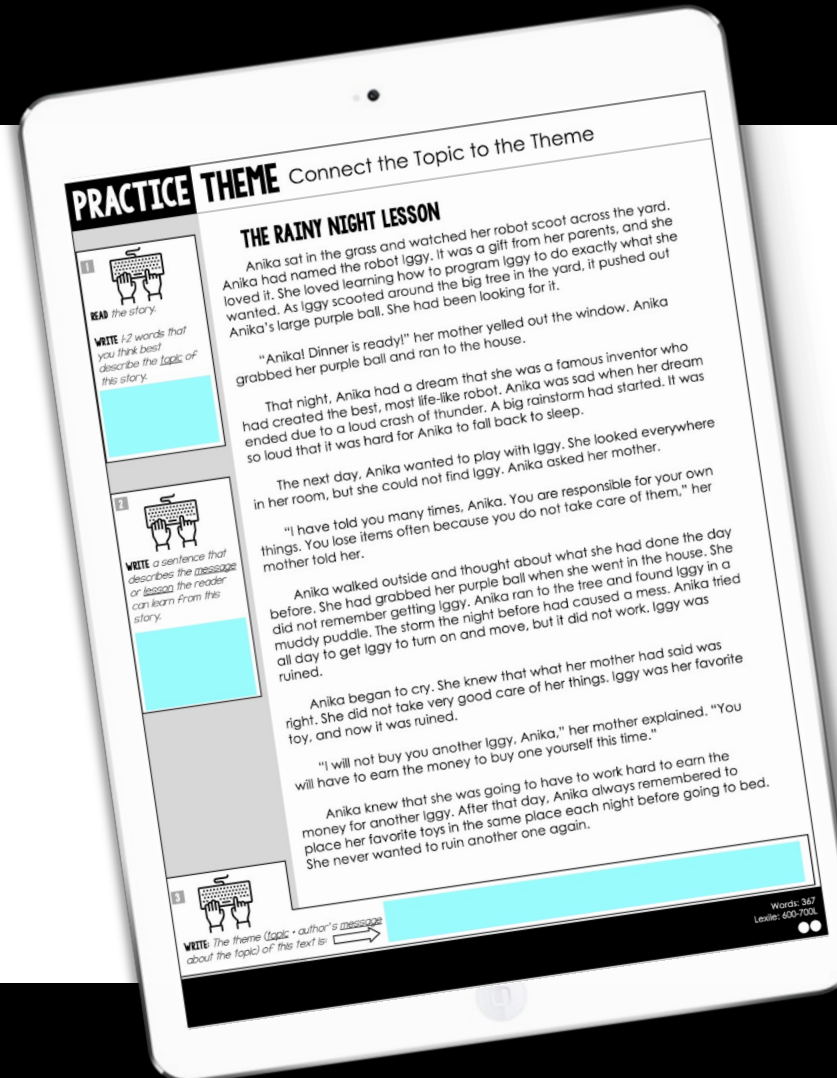
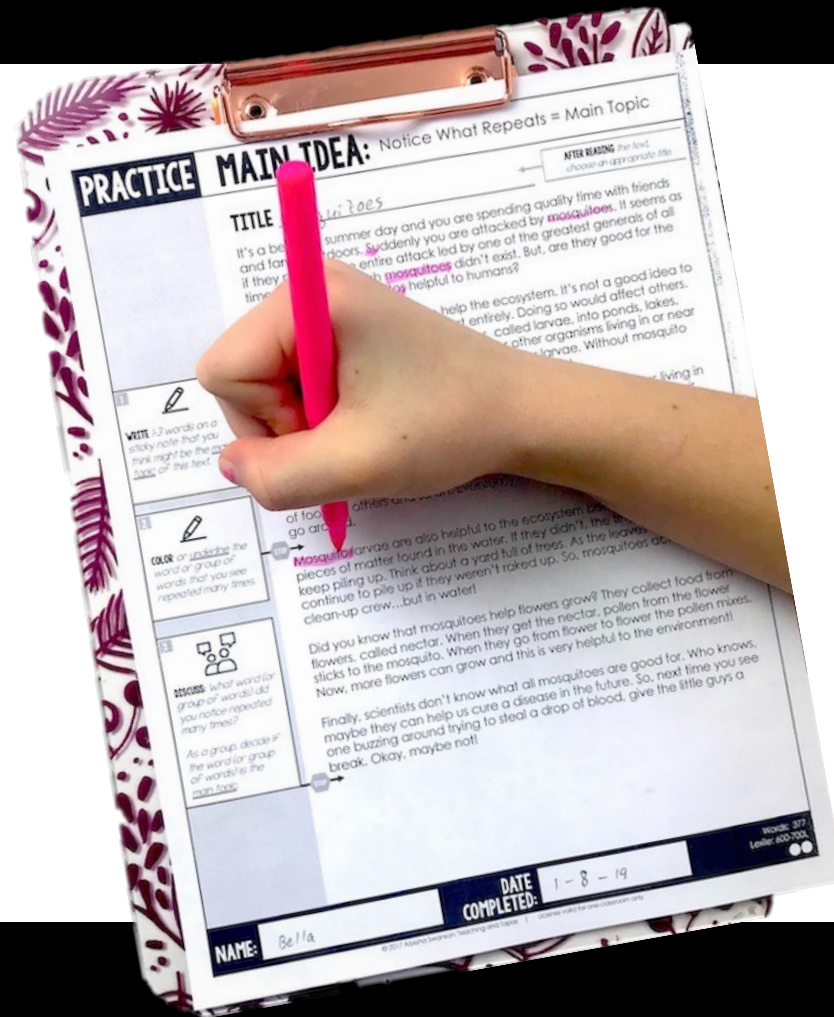
Camilla breaks out in stripes on her body. She visits many doctors who cannot cure her. She finds out that the only cure is to eat the lima beans.

**THEME:**  
BIG IDEA OR LESSON  
BEHIND THE STORY

It is important to be yourself.



# 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 Strategy Group product line is a set  
of **BESTSELLING** resources that have been  
teacher-tested in over 3,500 classrooms! )



“I love how easy this is to implement for guided groups. I use this for small group meetings, and it's really easy to implement. I love the reminders of the skills we are working on, especially on the independent reading sheet. “

-Sarah K.



# 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.

