



READING PI

Nonfiction Comprehension Program

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Reading PI Grades 4 & 5 Program Excerpt

We are delighted to provide this limited excerpt of the Reading PI Grades 4 & 5 Intervention Program developed in 2019 by the Fuchs Research Group at Vanderbilt University. This program is for teachers, clinicians, and others attempting to help struggling 4th and 5th grade students read authentic nonfiction text for understanding. This excerpt is being provided so that educators like yourself can get a sense of the principle aspects of the Reading Intervention Program to determine if it is appropriate for your student population.

Program materials are meant to help educators implement relatively intensive and multi-component instruction, which emphasizes necessary comprehension skills and strategies. The Reading PI Program materials include two manuals, a total of forty lessons, a set of four student workbooks, and a number of posters, teacher aids, game boards, and flashcards. Throughout the implementation of the Reading PI program intervention, these materials will help to equip students with six key strategies that strengthen their ability to understand non-fiction passages. These key strategies include: 1) previewing vocabulary; 2) previewing text features; 3) previewing background knowledge; 4) identifying and clarifying confusing words or ideas; 5) identifying the main idea; and, 6) identifying the question type of factual or inference. Applying these strategies when reading informational text will support students' comprehension development.

This excerpt contains one sample lesson and four posters. Consequently, this excerpt is not capable of providing a comprehensive review of the program. Notwithstanding this limitation, we do believe this excerpt will provide sufficient information for you to assess the utility of the program based on your target objectives.

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Training Unit Overview



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In this first unit, you'll lay the foundations for later success with one of the core strategies in this program: the Main Idea Strategy. The first three lessons are all focused on teaching and practicing the 3 step Main Idea Strategy.

You'll start in Lesson 1 by teaching Step 1, which tends to be easier for students to grasp. Lessons 2 and 3 are targeted at completing Step 2 of the Main Idea Strategy, which is often the most difficult step of this strategy.

In Lesson 2, instruction on Step 2 begins with a concrete example using sentence strips. This activity is followed by an example utilizing explicit instruction techniques on a short, simple paragraph. In this paragraph, one of the sentences is the main idea. The last activity in Lesson 2 is an example of a different type of informational text where there is no single sentence that works as a good main idea. Students should learn that sometimes they must create their own main idea statement instead of selecting a sentence from the passage as the main idea.

In Lesson 3, students work to complete all three steps of the Main Idea Strategy on longer paragraphs. Details Discussion sections are mandatory in this unit to reinforce student understanding of the distinction between details and important information.

In Lesson 4, students learn about the Before Reading Strategies, Preview Vocabulary, Preview Text Features, and Preview Background Knowledge. These are taught using a passage about the human brain. In Lesson 5, students practice the Main Idea Strategy on the same passage from Lesson 4.

Training Scope and Sequence

Strategies	Script Structure and Format	Tutor Role	Student Roles
Preview Vocabulary	The Preview Vocabulary Strategy is introduced in Lesson 4 with full scripting.	Displays the Preview Vocabulary Poster. Introduces the Preview Vocabulary Strategy. Models the Preview Vocabulary Strategy. Leads guided practice and ensures students follow the strategy steps and switch roles after each word. Asks follow up questions to check student understanding. Reminds students to make a checkmark in their workbooks next to each vocabulary word after completing the strategy for it.	Identify vocabulary words as a group Take turns working as Coach and Reader to complete the strategy steps for each word. Answer the follow up questions asked by the tutor. Make a checkmark next to each vocabulary word after completing the strategy for it.
Preview Text Features	The Preview Text Feature Strategy and Descriptive text structure are introduced in Lesson 4 with full scripting.	Displays the Preview Text Features Poster. Introduces the Preview Text Features Strategy. Explains the importance of text features and text structure. Guides discussion of each text feature. Introduces Descriptive text structure. Reminds students to make a checkmark next to each text feature after previewing it.	Identify text features when prompted by tutor. Participate in discussion of text features. Preview and identify text structure with guidance from tutor. Make a checkmark next to each text feature after previewing it.
Preview Background Knowledge	The Preview Background Knowledge Strategy is introduced in Lesson 4.	Displays the Preview Background Knowledge Poster. Introduces the Preview Background Knowledge strategy. Models previewing background knowledge. Prompts students to ask each other the question. Introduces reading informational passages as two ways to build background knowledge. Reminds students to make a checkmark at the top of their passage after previewing their background knowledge.	Ask each other the question. Make a checkmark at the top of their passage after previewing their background knowledge.

Training Scope and Sequence

Strategies	Script Structure and Format	Tutor Role	Student Roles
Clarify & Connect	Not introduced until the Animals Unit.		
Main Idea	• Main Idea Strategy was already introduced in the Training Unit. • Details discussion is mandatory after each paragraph. • If the Tree Correction was completed, you will have discussed the details during that procedure, so you can skip the scripted details discussion. • Script provides feedback tables for each Main Idea question answer choice. • Script provides a table that explains the details for the Tree Correction.	• Reminds students of Coach and Reader roles • Prompts students to begin the strategy steps after each paragraph. • Displays the Main Idea and Tree Correction Posters. • Prompts students to think about where each sentence belongs on the Tree Correction Poster. • Leads discussion of how details are related to Main Idea after each paragraph • Models or leads guided practice for Big Idea • Reminds students about the relationship between text structure and big idea.	• Take turns acting as Coach and Reader to read the paragraphs and complete the strategy steps. • Coach circles the most important who or what. • Think about the Main Idea tree when prompted by tutor. • Work as partners to answer a multiple-choice question about the Main Idea of each paragraph. • Participate in detail discussions. • Answer Big Idea questions
In or Out	Not introduced until the Animals Unit.		

Lesson 1: Training Main Idea Part 1



Outline	Activities	Materials
I. Introduction	A. Review Rules and Routines B. Reading is Thinking C. Sign Contract D. Agenda	• Rules Poster • The Water Cycle on Earth Teaching Aid • Timer • Point Sheets • Reading Detective Contracts
II. Introduce Comprehension Strategies	A. Learn Purpose of Comprehension Strategies B. Introduction to Strategies C. What is an Informational Text? D. Find the Paragraph	
III. Introduce Main Idea Strategy	A. Direct Instruction: Step 1 B. Guided Practice: Step 1 C. Pronouns	• Main Idea Poster • Mission 1.0 Worksheets
IV. Practice Main Idea Strategy	A. Team Practice: Step 1 B. Independent Practice: Step 1	• Main Idea Poster • Mission 1.0 Worksheets
V. Wrap Up	A. Review Lesson & Behavior	• Rules Poster • Point Sheets

Show



Set out



I. Review

A. Review Rules & Routines

Review routines as needed.

I have a few rules for tutoring. You'll earn points when you follow the rules. Point to individual point sheets. You'll use this point sheet to keep track of your points.

Let's go over our rules.

Rule #1: Be Respectful

We need to respect each other. If someone else is talking, how can we show that person respect? Elicit responses that might include the following:

- Don't interrupt.
- Look at the person talking or look at what they're talking about.
- Keep hands and feet to yourself.
- Use an inside voice.

Rule #2: Work Hard

It's not easy to become a very strong reader. You have to work hard at it. Do you know anyone who works hard at something? How do you know the person is working hard? What does it look like? Encourage student responses. Give an example of a person who works very hard and discuss with students what hard work looks like.

- Olympic or professional athletes work hard every single day for years to be able to play sports professionally. They have to practice with teammates and coaches to improve their skills!
- Astronauts work hard every single day for years to prepare to travel in space. They exercise, they practice working as a team, and they work hard in math and science, too!
- Musicians and actors work very hard to become really good at singing, playing an instrument, or acting. They practice a lot with coaches. Musicians sometimes travel around the country for months performing for people. Sometimes nobody comes to hear them or watch them, but they keep working hard. They don't get discouraged.

If you're working hard to become a really good reader, what are some things you will be doing? Elicit responses that might include the following:

- Stay on task and pay attention.
- Try your best, even when it's hard.
- Don't give up. Try again if you get a question wrong.

Think of the (professional athletes; astronauts; musicians) who always try their best and don't give up, even when they are disappointed or frustrated. They keep on working!

Rule #3: Be a Good Team Member

Lots of people in the world have partners. Detectives, like Sherlock Holmes, have partners. The two of you will be Reading Detectives and partners. Partners depend on each other for ideas. They support each other when working on difficult cases. In the same way, you two will listen to each other and help each other when trying to understand a text. You will say encouraging things to one another, like, "You can do it," or "You're reading really well today."

Let's talk about what a good partner does NOT do. Pretend someone's answer is wrong. Would a good partner, or team member, say, "That's stupid," or "You're wrong"? Would that help you be good reading detectives? How would it make you feel if someone said that to you? Accept appropriate responses.

B. Reading is Thinking

Set a positive tone and express your expectations for tutoring. **For the next several months, I'm going to help you become stronger readers. I'm going to show you how to improve your reading comprehension.**

What does comprehension mean? [Understanding] **That's right! I'm going to help you really understand what you read. We'll work together. To do this, you'll need to think. You can't understand what you're reading if you aren't thinking! Let me show you.** Give students Water Cycle Teaching Aid.

If you read this paragraph as fast as you can, do you think you'd be able to understand it very well? Accept student answers and encourage them to justify their responses. **Let's see! You two are going to read some paragraphs as quickly as you can and I'm going to time you! Afterward, I'll ask you a comprehension question. We'll see how hard it is to understand a passage when you're not thinking while you read. Don't worry if this is hard for you, it's not a test. It's just for fun.**

[Student A], are you ready? Go! Start the timer. Stop the timer when the student is finished reading the paragraph. Tell student how long it took them to read the paragraph. Remove the worksheet and ask the following question.

Why is water a unique molecule? [It is the only molecule found naturally in three different forms: solid, liquid, and gas.] Give the worksheet back to the students.

[Student B], are you ready to read the next paragraph as quickly as you can? Go! Start the timer. Stop the timer when the student is finished reading the paragraph. Tell student how long it took them to read the paragraph. Remove the worksheet and ask the following question.

What causes the water to turn from a liquid to a gas? [The heat from the sun hits water in lakes and oceans, causing it to evaporate or turn from a liquid into a gas.]

That was hard, right? When you read for understanding, you have to give yourself time to think. This time, I'll show you how to read for understanding. I'm going to think out loud so you can see the difference! Follow along while I read the last two paragraphs:

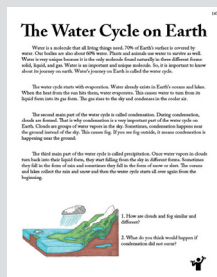
The second main part of the water cycle is called condensation. During condensation clouds are formed. That is why condensation is a very important part of the water cycle on Earth.

Wait a second, I'm confused. I don't understand why condensation is important. I'll look back. The sentence right before talked about how clouds are formed by condensation. That must be why it's important. Without condensation, we wouldn't have any clouds.

Clouds are groups of water vapors in the sky. Sometimes, condensation happens near the ground instead of the sky. This causes fog. If you see fog outside, it means condensation is happening near the ground.

Wow! This reminds me of a time when I saw very thick fog. I thought it looked like

Give



Use



clouds! Now, I know that they're both formed by condensation, but fog happens near the ground and clouds are only in the sky.

The third main part of the water cycle is called precipitation. Once water vapors in clouds turn back into their liquid form, they start falling from the sky in different forms.

I remember hearing you read that water is unique because it is found naturally in three different forms! We've read about the liquid and gas forms of water. I wonder what the solid form of water is.

Sometimes they fall in the form of rain and sometimes they fall in the form of snow or sleet. The oceans and lakes collect the rain and snow and then the water cycle starts all over again from the beginning.

I've seen a close up picture of a snowflake before, so I know they're made of tiny ice crystals. Ice must be the solid form of water.

Now that I've read for understanding, ask me the last two questions on the worksheet and we'll see if I understood what I read. Allow the students to ask the questions. Use the bullets below to answer the questions.

- Clouds and fog are both made by condensation, they're made up of water vapors. They're different because clouds are formed in the sky, but fog is on the ground.
- If condensation never happened, we wouldn't have any clouds. Precipitation begins in clouds, so we wouldn't have rain or snow either!

I could answer these questions because I wasn't just reading words; I was thinking about what I was reading. While we work together, I'll show you how to think while you read too!

C. Sign Contract

This contract will help us to become the best Reading Detectives we can be. Follow along while I read. Read the main paragraphs of the contract. Ask students to read the rules.

Do you agree to follow the rules and work together to become stronger readers?

If students express any reservations at this point, address them now! Refer back to the importance of reading comprehension, the importance of each rule, and incentives. Ensure that each person in the group, including you, sign the contract.

We can look back at this agreement if we want to add a rule or need to remind ourselves about what it means to be a good partner. Keep signed contract in student binders for reference.

D. Agenda

We've already accomplished some important tasks. We've already discussed why we're here and we've reviewed the team rules.

Next, we'll take a look at the comprehension strategies that we're going to learn. Then, we'll talk about something called the Main Idea Strategy. We'll end the lesson by doing some activities.

I'll be doing a lot of talking until we get to those activities. So, you'll need to listen carefully to me.

Give

Reading Detective Contract

On this the _____ day of _____ in the year _____ we have created a new team. From now on, we will be known as Reading Detectives, committed to the comprehension of text.

As detectives in the Reading PT. Agency, we agree to follow our code of conduct:

1. Be Respectful
2. Work Hard
3. Be a Good Team Member

We agree to use reading comprehension strategies to unlock the mysteries of informational texts. We will work together and try our hardest to become better readers!

Signatures: _____ Date: _____

Signatures: _____ Date: _____

Signatures: _____ Date: _____

CONFIDENTIAL



II. Introduce Comprehension Strategies

A. Learn Purpose of Strategies

Let's get started. When I'm reading, I sometimes forget to read for understanding! I forget to think! I'll get to the end of a story and I can't remember what happened! At other times, I get confused and don't understand what's going on in the story. Does that ever happen to you? Allow each student to respond.

When this happens, the story becomes like a mystery. I'm not comprehending. I'm not understanding. How do you know when you don't understand what you're reading?

Elicit responses that might include the following:

- The story doesn't make sense
- Can't remember what was read
- Can't answer questions about the story correctly

Sometimes it's just hard to understand what we read. What are some things that make it hard to understand textbooks or stories?

Elicit responses that might include the following:

- Not knowing what individual words mean
- Long, complicated sentences
- Having to pay attention for a long time, and getting distracted
- Not knowing much about the topic or not being interested in the topic
- Not knowing why you are reading
- Not thinking while reading or reading for understanding

OK. There are many reasons why someone can have trouble comprehending stories. But from now on, you're going to learn to be a Reading Detective! Your job will be to figure out the mysteries of each story you read. And as you get good at being a Reading Detective, you'll get better at understanding what you read.

So, how do Reading Detective solve mysteries and get to be better readers? Well, during tutoring, you'll learn strategies that will help you.

B. Introduction to Strategies

I just said "you'll learn strategies." Have you ever heard the word "strategy" before? Accept responses from each student. A strategy is a plan to help you get something done. Detectives, like Sherlock Holmes, use strategies to help them solve cases. One strategy he and his partner might use is dusting for fingerprints at a crime scene. What other strategies would Sherlock Holmes use? [Taking pictures of the crime scene; questioning witnesses; retracing the criminal's steps] That's right! Each of these strategies gives the detectives different information to help them solve the case. So, using many of the strategies is better than using just one strategy.

You'll have several strategies to help you comprehend stories, or "texts." The strategies are specialized. You'll use different strategies for different purposes. I'll repeat that: You'll learn to use different strategies for different purposes. Here are the strategies you're going to learn. Point to each strategy on the Comprehension Strategies Poster as you mention it.

- How to preview a story before reading it.
- How to clarify, or make something less confusing, while you read.
- How to make connections while you read.

Use

Comprehension Strategies		
Before Reading	During Reading	After Reading
Preview ☐ Vocabulary ☐ Text Features ☐ Background Knowledge 	Clarify Connect 	Find the Main Idea Find the Big Idea Answer questions with In or Out 

ANCIENT EGYPT

Almost 5,000 years ago, **ancient** Egypt was one of the greatest **civilizations** in the world. How do we know so much about ancient Egypt? Ancient Egyptians wrote down many important events. They left a written record. They were also buried with their belongings. We have learned a lot of amazing things about ancient Egypt by studying ancient Egyptians' written records and the things they were buried with.

What Have We Learned About Ancient Egypt?

When you think of Egypt, you probably think of sand. That's because Egypt is almost all desert. The desert is very hot and dry. It is hard to grow crops in the desert. So, how did ancient Egyptians live there?

The Nile River is an important part of life in Egypt. Without the Nile, it would have been impossible for the ancient Egyptian civilization to grow so large. The Nile is a big river that provides water and rich soil for growing food. It also allows people to travel from place to place on the river.

Five thousand years ago, a man named Menes /me-neeZ/ **united** the people living along the Nile. He became Egypt's first pharaoh. The pharaoh was like a king. He was also the religious leader in ancient Egypt. The kingdom of ancient Egypt was ruled by a **pharaoh** for over 3,000 years.

Have you ever seen a **pyramid** or a **mummy**? The ancient Egyptians built many pyramids and made many mummies. When a pharaoh died, they were often turned into mummies. Then, they were buried inside the pyramids. The Ancient Egyptians also put all of the pharaoh's belongings in the pyramids.

The ancient Egyptians did many amazing things. For example, they were wonderful builders, scientists and inventors. Many of their inventions are used today. We have learned a lot from the ancient Egyptians.



Visitors to Egypt today can still see the Great Pyramids where the Pharaohs were buried.

- How to develop good main ideas that tell what a paragraph is mostly about.
- How to use the main ideas to find the big idea that tells what the story is mostly about.
- How to answer questions about the story using evidence from inside and outside the text.

These strategies will help you think about and understand what you read. We'll talk more about each of these strategies later.

There are many strategies to learn, but we won't learn them all at once! Today and the next time we meet, we will JUST focus on the Main Idea Strategy. Learning these strategies will make you a good Reading Detective and help you solve reading mysteries. We'll practice using reading strategies each time we meet and both of you will become better at understanding what you read!

C. What is an Informational Text?

In these tutoring sessions, we'll be reading informational texts. What kind of texts? [Informational]

Informational texts are special. The author of an informational text wrote it to inform or teach you about something. Informational texts aren't fiction. They're nonfiction. They're not about an imaginary world; they're about the real world. Informational texts teach you about real people and real things. As the reader, your job is to understand the information the author wants you to know about the real world. You will use comprehension strategies to help you understand passages.

The first strategy I will teach you will help you find the main idea. If you can find the main idea of each paragraph you will understand and remember what you read. main ideas are very important clues that will help you understand what you read.

D. Find the Paragraph

I just said that you will be finding the main idea of each paragraph. You probably already know something about paragraphs. Paragraphs begin where the first word is indented. Right? Point to the indentation before the first paragraph on the Student view.

The first paragraph on this page begins with, "Almost 5,000 years ago..." I know that the word "Almost" starts the first paragraph because it's indented; it is further from the margin, or further from the edge of the paper. Do you see?

Ask students to take turns identifying paragraphs until all have been identified.

[Student A], how many sentences do you think can be in one paragraph? Accept response. There's no one right number: There can be as few as two or three, or there can be many. But, a good paragraph should only have one main idea.

Listen carefully. A paragraph is a group of sentences that are all related to one main idea.

[Student B], tell me how all the sentences in one paragraph are related to each other. [They are all related to one main idea.] That's right! Knowing that all the sentences in a paragraph support one main idea will help you understand and remember what you read.

III. Introduce Main Idea Strategy

The main idea is what a paragraph is mostly about. Finding the main idea helps us understand and remember what we read.

Let's look at the Main Idea Poster. There are three steps in making a main idea:

1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the Main Idea. To say the main idea, combine your answers to Steps 1 and 2. Say the main idea in as few words as possible. Don't add anything extra to what you said in Steps 1 and 2.

You'll use the same three steps every time you need to say the main idea.

Let's practice the first step in making a main idea. The first step is finding the most important who or what.

A. Direct Instruction: Step 1

In Step 1 of the Main Idea Strategy, we read the paragraph and find the most important who or what. Step 1 tells us who or what the paragraph is **MOSTLY** about. The most important who or what can be a person, place, or thing. Take turns reading this paragraph sentence by sentence. [Student A], you'll read the first sentence. Then [Student B] will read the second sentence. Then it will be [Student A's] turn again. Got it? Go ahead.

1. The detective's job is to solve mysteries. The detective dusts for fingerprints at the crime scene. The detective talks to people who saw what happened. Sometimes, the detective follows a suspect to see what they will do.

[Student A], why is "the detective" circled? [It's the most important who in the paragraph.] That's right! You two will learn how to circle the most important who or what in each paragraph later.

[Student B], what other clue do you see that tells the most important who in the paragraph? [The picture of the detective] Exactly! Here's one more clue. How many times do you see the words, "the detective" in this paragraph? [Four times] That's right! Important whos and important whats are repeated in the paragraph. Each sentence in this paragraph tells us something about the detective.

So, we have two clues telling us that the detective is the most important who in this paragraph: 1) The picture (point to the picture) and 2) the number of times we see the word "detective" (point to all 4 instances of "the detective"). Point to the Main Idea Poster. We just completed Step 1 of the Main Idea Strategy. The detective is the most important who in this paragraph, which means it's going to be part of the main idea.

B. Guided Practice: Step 1

Let's keep practicing Step 1 before we talk about Step 2.

[Student A] and [Student B], take turns reading the sentences in the next paragraph aloud. [Student A], read the first sentence.

Use

Main Idea Strategy

1. Name the most important who or what
2. Tell the most important thing about _____
3. Say the Main Idea _____

Give

Mission 1.0

Task Practice: Who or What

1. The detective's job is to solve mysteries. The detective dusts for fingerprints at the crime scene. The detective talks to people who saw what happened. Sometimes, the detective follows a suspect to see what they will do. 
2. King George lived in a small apartment that he did not like. He looked online to see if there were any condos for sale. He needed \$50,000 gold coins to buy a new condo. King George counted his coins to see if he had enough money. 
3. Thanksgiving is a holiday that is celebrated in the United States and Canada. In the United States, it happens on the 4th Thursday of November. Thanksgiving is a holiday when people give thanks for the good things in their lives. Families usually get together on Thanksgiving and share a meal. Common Thanksgiving foods are turkey, sweet potatoes, cranberry sauce, and dressing. 

2. King George lived in a small apartment that he did not like. He looked online to see if there were any castles for sale. He needed 50,000 gold coins to buy a new castle. King George counted his coins to see if he had enough money.

Great reading you two! Point to the Main Idea Poster. **Now, let's do Step 1 of the Main Idea Strategy. What is Step 1?** [Name the most important who or what] **Very good!** **In this paragraph, each of the sentences is about the same person. Right? Go ahead and circle the most important who or what in each sentence of this paragraph on your worksheet.** If students did not circle "King George," have the students do so now.

After the students have finished, point to the words "King George" in the first sentence. **"King George" is more than one word. Can it still be the most important who or what?** [Yes] **That's right, the most important who or what can be a single word or a group of words, as long as that's what the paragraph is mostly about.**

If one or both students didn't circle "he" in the first sentence, ensure they circle "he" now.

Point to "he" in the first sentence. **Why did we circle "he?" I thought our most important who or what was "King George."** [The word "he" actually means "King George".]

If either student seems unsure about why "he" was circled, complete section C. Pronouns

If both students can provide the bracketed answer, move on to section IV. Practice Main Idea Strategy.

C. Pronouns

Let me explain why we should circle "he" as well as "King George."

Who can tell me what a noun is? [A person, place, thing, or idea] **That's right! A noun can be one word, or a group of words. For example, the phrase "King George" has two words, but it's still a noun.**

In a sentence or a paragraph, we don't use the same noun over and over again. For example, we don't say, "Mary was cold. Mary put on Mary's jacket." Why don't we say that? It sounds wrong to say "Mary" three times like that, doesn't it?

Instead, we say, "Mary was cold. *She* put on *her* jacket." We replace the second "Mary" with the pronoun "she" and the third "Mary" with the pronoun "her." Listen, "Mary was cold. *She* put on *her* jacket." We don't say "Mary" over and over again. Using pronouns like this helps us understand the meaning of a sentence.

Point to the King George paragraph on the Mission 1.0 Worksheet. [Student A], **find a pronoun in this paragraph.** ["He" in the 1st sentence.] **That's right. Circle the word "he." Who does the pronoun "he" refer to?** [King George] **That's right. The word "he" refers to "King George." The word "he" replaces the words, "King George." Draw an arrow from the word "he" to the words "King George."**

[Student B], **find the next pronoun.** ["He" in the phrase, "He looked online"] **That's right. Circle the word "he." Who does the pronoun "he" refer to?** [King George] **That's right. "He" refers to "King George." Draw an arrow from the word "he" to the words "King George." Repeat this procedure with the last three pronouns.**



Complete Pronoun
Mini Lesson

If students struggle or make mistakes, use the table below to correct.

Student Error	Corrective Feedback
Struggles to find pronoun	I'll go first. Point to the next sentence with a pronoun. The pronoun in this sentence is [____]. Circle the pronoun. Who or what does the word [____] refer to? If the student doesn't know, provide the answer.
Skips pronoun	Acknowledge the students' correct answers. Look back at the paragraph to make sure you didn't miss anything important. Pause for response. If the student doesn't know, provide the answer.
Struggles to find antecedent	The pronoun in this sentence is [____]. Who or what does the word [____] refer to? If the student doesn't know, provide the answer.

Great job learning about pronouns!

In this paragraph, the most important who is...? [King George]

IV. Practice Main Idea Strategy

Very good. The word "he" replaced the words "King George" in some of the sentences. "He" refers to King George. "He" is a pronoun. Pronouns are special words that take the place of nouns or noun phrases. Some more examples of pronouns are "she," "it," "them," or "they."

This paragraph is mostly about King George. Each sentence tells us something about him.

A. Team Practice: Step 1

Let's practice Main Idea Step 1 with more paragraphs. In this activity, we'll read a paragraph. Then, we'll go back and circle the most important who or what and related pronouns. We should circle the who or what every time it appears in the paragraph! Let's do the first one together! Allow students to take turns reading the sentences in the paragraph.

3. Thanksgiving is a holiday that is celebrated in the United States and Canada.

In the United States, it happens on the 4th Thursday of November. Thanksgiving is a holiday where people give thanks for the good things in their lives. Families usually get together on Thanksgiving and share a meal. Common Thanksgiving foods are turkey, sweet potatoes, cranberry sauce, and dressing.

We want to identify the most important who or what. We'll know it's the most important who or what because most of the sentences will be about this person, thing, or idea. In this paragraph, I think the most important what is Thanksgiving. My biggest clue was that each sentence tells us something about Thanksgiving. Now let's go back and circle the word "Thanksgiving" every time it appears. Let's also circle pronouns that refer to "Thanksgiving." Do this on your worksheet now.

Check student answers against the key above. If students did not circle "it," quickly review that "it" is a pronoun referring to "Thanksgiving."

Use

Mission 1.0

1. JK Rowling is the author of the Harry Potter book series. She first had the idea for these books in 1990. Back then, Rowling was very poor. She did not have a job. It was hard to take care of herself and her daughter. Her husband kept saying what he wanted to do a job and read to his child. Finally, her husband went out of JK Rowling published her first Harry Potter book in 1997, and she was the owner of the first million dollars in the world.

2. When you watch a cartoon or play a video game, you are watching something. Animation is making pictures look like they're moving. The pictures in the film are not moving. But the animation gives them pictures together, so they appear to be a little bit different than the real. When you see them in motion, they look like they are really moving around. Animation takes a long time, but it makes artwork come to life!

3. In 2013, Mary Capeloni became the first African American ballerina to be a principal dancer in her company. That means that Mary is the one of the most when she dances in a ballet. She didn't have the same kind of training as other ballerinas. Many professional dancers start taking lessons when they are eight years old, but Mary did not start ballet lessons until she was 12 years old. Mary loved dancing, so she practiced hard. Now, she is making history.

4. Easter Island is different than the other islands in the Pacific Ocean. When Captain James Cook discovered Easter Island, they found huge stone heads all over it. The island has almost 600 giant statues of heads. For a long time, nobody knew how the statues got there. Now, scientists think they carved the statues of Easter Island. People carved the statues from rock at the top of a hill. Then, they slowly rolled the statues down the hill using two tracks.



Correct pronouns

Show

Main Idea Strategy

1. Name the most important who or what
2. Tell the most important thing about _____
3. Say the Main Idea

B. Independent Practice: Step 1

Great work, reading detectives! Now, flip over your worksheets. Read the next paragraph silently and circle the most important who or what, including any related pronouns. Then, check your answers with your partner and give me a thumbs up when you agree.

Use the answer keys below to check for accuracy. Repeat the procedure for each remaining paragraph.

If students miss a pronoun say, **I like how you found the most important who or what in this paragraph! But you missed a pronoun. Look back in the paragraph for any pronouns that refer to the who or what.** If incorrect a second time, point out the pronoun(s) and clarify the antecedent.

4. J.K. Rowling is the author of the Harry Potter book series. She first had the idea for these books in 1990. Back then, Rowling was very poor. She did not have a job. It was hard to take care of herself and her daughter. But Rowling kept writing while she looked for a job and cared for her child. Finally, her hard work paid off. J.K. Rowling published the first Harry Potter book in 1997, and she is now one of the best-selling authors in the world.

5. When you watch a cartoon or play a video game, you are watching animation. Animation is making pictures look like they're moving. One picture by itself is just standing still. But animation puts many pictures together, where each picture is just a little bit different than the text. When you see them in order, they look like just one picture moving around. Animation takes a long time, but it makes artwork come to life!

6. In 2015, Misty Copeland became the first African American ballerina to be a principal dancer in her company. That means that Misty is the star of the show when she dances in a ballet. She didn't have the same kind of training as other ballerinas. Most professional dancers start taking lessons when they are eight years old, but Misty did not start ballet lessons until she was 13 years old. Misty loved dancing, so she practiced hard. Now, she is making history.

7. Easter Island is different than the other islands in the Pacific Ocean. When explorers discovered Easter Island, they found huge stone heads all over it! The island has almost 900 giant statues of heads. For a long time, nobody knew how the statues got there. Now, scientists think they solved the mystery of Easter Island. People carved the statues from rock at the top of a hill. Then, they slowly rolled the statues down the hill using tree trunks.

V. Wrap Up

A. Review Lesson & Behavior

Tell me one thing you learned today AND how you could use it when you read a story in class or at home. Accept any appropriate answers.

Great job today! You worked really hard on the Main Idea Strategy! Next time, we'll get more practice with Step 2 of the Main Idea Strategy.

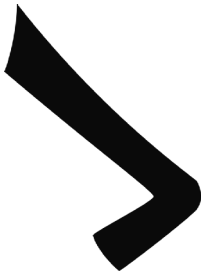
Use



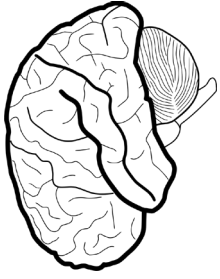
POSTERS

EXCERPTS

Preview Vocabulary

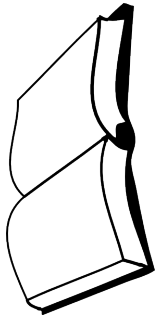


1. Check for vocabulary words.



2. Check your brain.

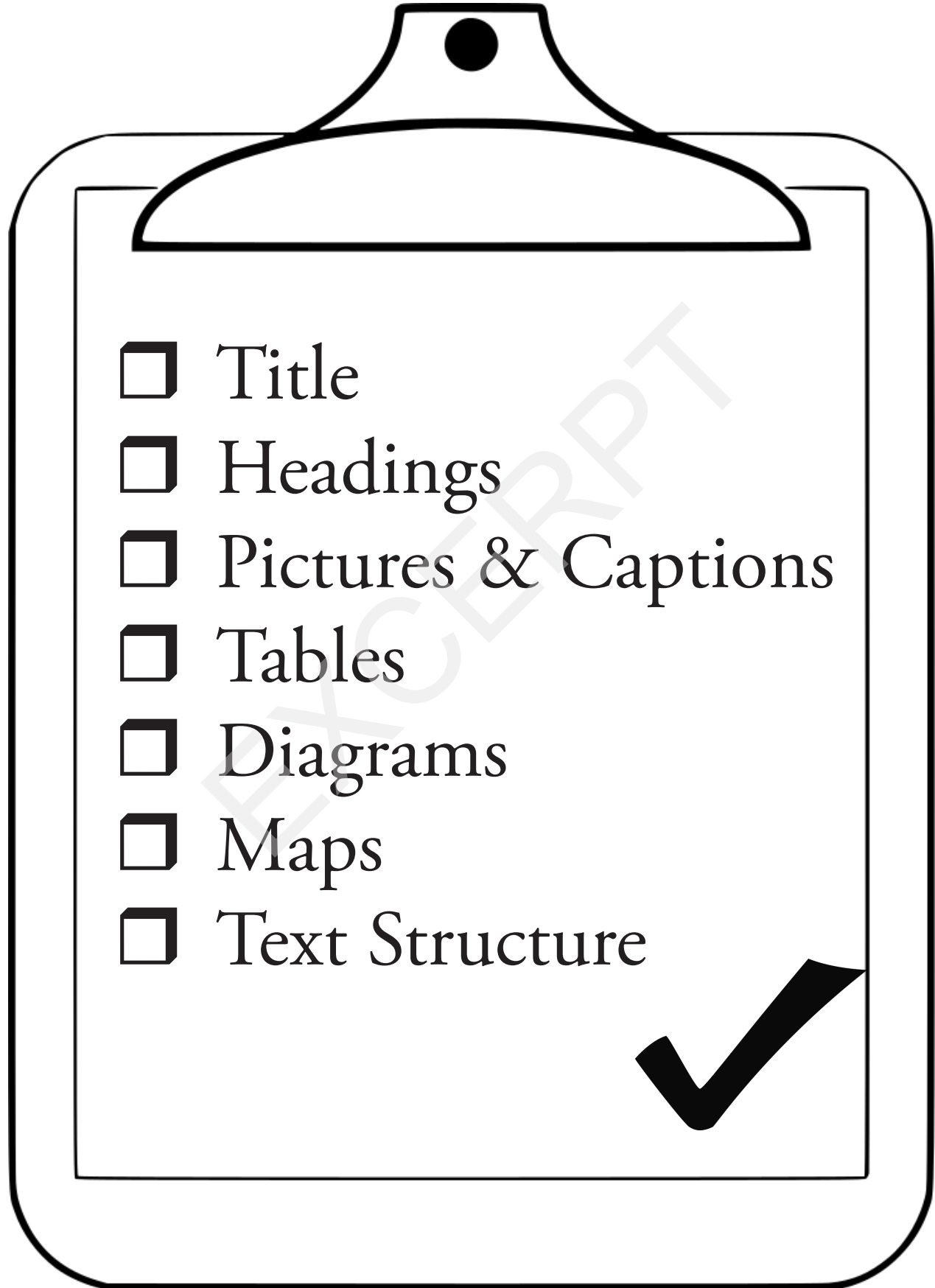
Do you know the meaning?



3. Check the glossary.

What does it say?

Preview Text Features



Preview Background Knowledge



Main Idea Strategy

1. Name the most important

who or what

+

2. Tell the most important thing

about

the who or what

3. Say the main idea