Bailey Wenz

**Grade Level:** 6th grade

**Skill Grade Level:** 3rd grade

**Subject Area(s):** Reading Standards for Informational Text

**Materials Needed:**

 - Story at a 3rd grade reading level.

**Standards:**

6. RI.3 : Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

 3. RI.2 : Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Objectives:**

Students can pick out the main idea and supporting details in the text.

 The students will demonstrate their understanding of the texts using key details in the text verbally out-loud to the teacher.

 Students will be able to explain why the key details support the main idea.

**Learning Activities:**

 The teacher will pick out a 3rd grade reading level book. They will then have the student read the book out loud with the teacher. As they are reading, ask the students questions about some of the key details they have read. Once you finish the entire book, ask the student to re-tell the story and have them use key details to support their retelling. This needs to be repeated at least twice for the same book before moving on to the next.

 If the student is not able to find retell the story using the key details for reading the book 3 times with teacher prompts, then move on to another book and come back to the book later after more practice.

 This is not considered a mastered skill until the student has read 10 books in a row and it only takes them one time to identify the main idea using the key details in the text.

**Assessment:**

Informal – The student can correctly answer the questions correctly back to the teacher and the student use key details to explain the main idea of the book.

 Formal – keep track of how many books that the students finishes, keep track of how many times it takes the student to understand the main details and use the key details to support their telling of the main idea

**Reflection:**

I would repeat having the student read the book out loud to the teacher. This helps work on their fluency and makes sure the student is reading the book correctly as well. This can be a very difficult task for the student to do and might be a skill that you are working on for months. Become familiar with the story before having the student read it. Have the student only pick out the key details on just that page. If the story has illustrations, USE the illustrations to support the text/key details. Also, try to pick out stories that the student is going to enjoy (like if they like sports or farm animals).