

# **Critical Reading Handouts**

# Module: Learn to Get the Gist

## Practice with a Student and a Teacher

### Space Junk in Orbit

Many people know that trash is a big problem on planet Earth. What many people don't know is that trash has become a problem in outer space too. Years of space exploration have left tons of "space junk" in **orbit** around the planet.

According to *BBC News*, there are more than 22,000 pieces of junk in space around the earth. And these are just the items that we can see from the surface of the earth by telescopes or radars. There are also millions of smaller pieces of junk that we can't see.

Who or what is it mostly about?	What is the most important information about the who or what?
Gist Statement	

What is This Junk?

Objects, like bits of old space rockets or **satellites**, move around the planet at very high speeds, so fast that even a very small piece can break important satellites or become dangerous to people, particularly astronauts. If the tiniest piece of junk crashed into a spacecraft, it could damage the vehicle. That’s because the faster an object moves, the greater the impact if the object **collides** with something else.

To make things worse, when two objects in space **collide**, the two objects break into many smaller pieces. This happened in 2009 when a working United States **satellite collided** with a Russian satellite that was no longer functioning. The collision caused the **satellites** to break into more than 2,000 pieces, increasing the items of space junk.

Who or what is it mostly about?	What is the most important information about the who or what?
Gist Statement	

# Practice On Your Own

AIM SCHOOLWIDE PACT LESSONS

## THE STORY OF MEXICAN MURALS

### SECTION 1



Map of Mexico at the start of the Mexican Revolution in 1910

Public art has been important throughout history. In Mexico, many artists used murals to communicate social and political messages. Murals are paintings that are painted directly on a large wall. Back when most people in the country could not read, artists would paint murals to express certain politics or traditions. These murals were available for all to see. Mural painting became a way for artists to share their beliefs and try to unite a divided country.

### SECTION 2

In 1910, the Mexican Revolution began. This Revolution was a civil war that started with an election and lasted for about a decade. Many people were unhappy with the dictator Porfirio Díaz, who had declared himself the winner of that election. So a war broke out as people struggled for power. For many years, Mexico experienced division and violence. No one could agree on who should lead the country. Many people fled Mexico in hopes of a better life. People who stayed in the country wanted reforms. Reforms are changes that improve people's lives. Even though the Revolution ended in 1920, Mexico was still very divided. Artists tried to bring people together by making murals.

The artists painted farmers, laborers, and **revolutionaries**. They painted these middle- and lower-class people as heroes. They also painted images of the Mexican Revolution. Some of these images showed the violence and fear during this decade.

### SECTION 3

Three artists became known for their **revolutionary** murals. They were nicknamed "Los Tres Grandes," or Three Great Ones. They were Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros. Siqueiros even fought in the Revolution.

Los Tres Grandes and the rest of the mural artists proudly displayed Mexican culture and heritage. They also taught people the history of Mexico. They did not paint for the wealthy, but for every Mexican citizen. The murals were for the people and by the people, just like a lot of street and graffiti art today.



Mural painted by David Alfaro Siqueiros in Mexico City

Text reprinted with permission from ReadWorks: <https://www.readworks.org/article/The-Story-of-Mexican-Murals/d83675cf-728c-425c-9ce1-2c4093a1d88b#/articleTab:content/a>; map by Keepscases from Wikipedia; photograph of mural by Régis Leachume from Wikipedia

# Module: How to Teach Critical Reading

## Introduce the Text

As you watch the video of Dr. Swanson introducing the *Venus Flytrap* passage, look for the following features. Put a check mark beside features that you notice.

<b><i>Venus Flytrap</i></b>	
<b>What to Look For</b>	<b>✓</b>
Introduce the topic of the passage.	
Tell students the culminating question.	

# Ms. Cano Uses Guided Practice

As you watch the video:

- 1) Check the components you saw Ms. Cano include in her lesson;
- 2) Write notes about what you will duplicate in your class and;
- 3) Write notes about what you will do differently.

Components of Get the Gist	Features of Guided Practice
<ul style="list-style-type: none"><li><input type="checkbox"/> Who or what is this section mostly about?</li><li><input type="checkbox"/> What is the most important information about the who or what?</li><li><input type="checkbox"/> Write a gist statement</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Gradual release of responsibility to the students.</li><li><input type="checkbox"/> This is a “we do” phase where the teacher provides prompts and students engage in work.</li><li><input type="checkbox"/> Teacher uses prompts.</li><li><input type="checkbox"/> Teacher monitors student success.</li><li><input type="checkbox"/> Teacher addresses student needs and provides support.</li></ul>

# Module: The Role of Explicit Instruction in Teaching Get the Gist

## Mrs. Badillo's Video

As you watch the video of Ms. Badillo, list all of the ways the teacher provided opportunities for student engagement.

Here are the opportunities for student engagement that I saw:

1. Students read with a partner...every child is busy.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Module: Scaffolds to Use When Students Struggle

## Pronoun Mini-Lesson

**This lesson takes about 10-15 minutes and is designed to review pronouns with students.**

If students need additional instruction on pronouns, following are some resources. Be sure to view suggested videos before assigning them to your students.

- *Learn the Pronouns*: This 10-minute video provides a full lesson on pronouns.  
<https://www.youtube.com/watch?v=CwQjSsa8VQE>
- *Pronouns*: This 5 minute video reviews nouns and proper nouns, then teaches pronouns.  
<https://www.youtube.com/watch?v=BYWAZeuFYa8>

### Materials:

- Pronoun Sheet (one copy for you to project; one copy per student)
- Document camera (or equivalent)
- Pen, marker, or pencil

When using the pronoun sheet, you may want to uncover only the portion that corresponds with the lesson.

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### Tell the Purpose of the Lesson

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*In this short lesson, you'll learn what a pronoun is and how to figure out what the pronouns in our reading are referring to.*

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### Teach and Model

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Show Pronoun Sheet

*A Pronoun is a replacement for nouns. Everyone, read the definition with me (everyone reads: A replacement for nouns.)*

*Pronoun has a prefix—pro. Pro means “for,” so a pronoun is a stand in FOR nouns.*

*Let me show you a couple of short examples.*

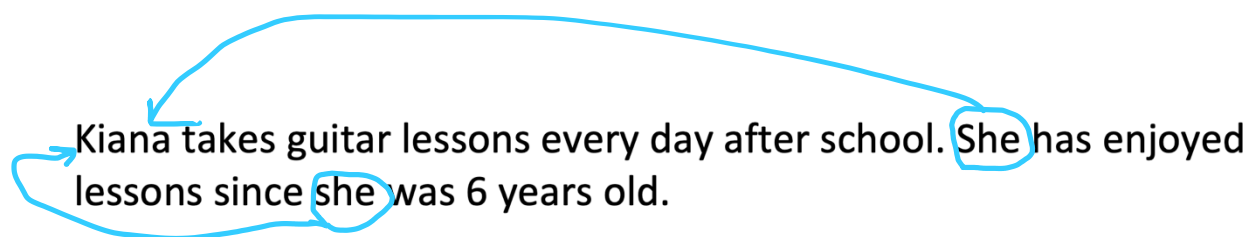
*#1 on your handout says: Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.*

*Remember that a pronoun is a replacement for nouns, so let's look for the pronouns and draw an arrow back to the noun it replaces. I'm going to show you how I think about it as I go.*



A think aloud might sound like this:

- Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.
- I see a pronoun—she (circle she). What does “she” replace in that first sentence? “She” refers to a girl, so I think it replaces the proper noun “Kiana” (draw arrow to Kiana).
- There are other nouns—“guitar lessons” is one but that’s not a girl, so “she” doesn’t refer to the guitar lessons. Another noun is “school,” but again, school is not a girl, so “she” doesn’t refer to school.
- Here’s another pronoun “she” and again, it’s replacing the proper noun “Kiana” (draw arrow to Kiana).



Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.

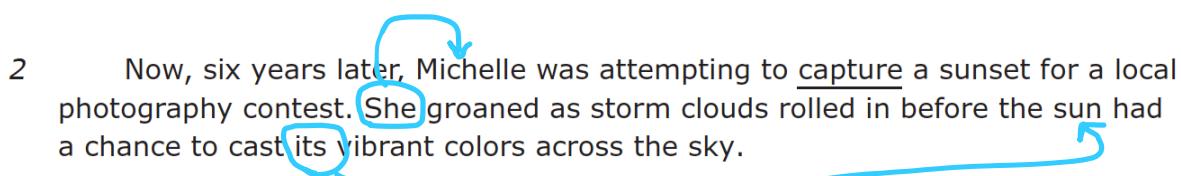
The diagram shows the sentence with "Kiana" and "she" circled in blue. A blue arrow points from the first "she" to "Kiana". Another blue arrow points from the second "she" to "Kiana".

*Go ahead and circle the pronouns and draw an arrow back to the noun they replace (give students about 10 seconds to do this).*

*Let’s do another short example. Take a look at #2. This time, it’s from a passage that was on the STAAR test called “A Picture of Peace.”*

Read the selection aloud.

Go through and circle pronouns and draw an arrow back to the noun it replaces. Remember to “think aloud” as you go.



2 Now, six years later, Michelle was attempting to capture a sunset for a local photography contest. She groaned as storm clouds rolled in before the sun had a chance to cast its vibrant colors across the sky.

The diagram shows the sentence with "She" and "its" circled in blue. A blue arrow points from "She" to "Michelle". Another blue arrow points from "its" to "sun".

*Now, you go back. Circle the pronouns and draw an arrow back to the noun they replace (give students about 10 seconds to do this).*

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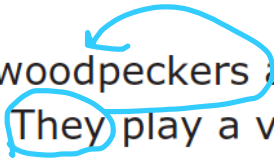
## Guided Practice

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*Okay, now, it's your turn to practice with passage #3 from "Fire Birds." I am going to read it out loud. When I come to a sentence with a pronoun, I'm going to pause. You circle the pronoun and draw an arrow back to the noun it replaces.*

*The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest.*

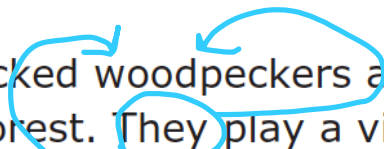
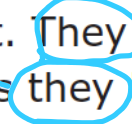
*I'll stop there. Circle the pronoun and draw an arrow back to the noun (wait about 5 seconds and then do this activity yourself so students can see how you mark up the passage).*

The black-backed woodpeckers are the home builders of the burned-out forest.  They play a vital role in restoring the forest. The homes they build can be used by other birds.

*I circled "they" and drew an arrow back to "black-backed woodpeckers."*

*I'll go on. The homes they build can be used by other birds. Circle the pronoun and draw an arrow back to the noun it replaces (wait about 5 seconds and then do this activity yourself so students can see how you mark up the passage).*

*I circled "they" and drew an arrow back to "black-backed woodpeckers."*

The black-backed woodpeckers are the home builders of the burned-out forest.  They play a vital role in restoring the forest. The homes  they build can be used by other birds.

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## Independent Practice

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*It's time for you to try one on your own.*

*Take a look at #4 on your handout. It's from a passage called "Flying into History." Read the instructions out loud with me: "Read the following passage. Circle the pronouns and draw an arrow to the noun it replaces." I will give you about 5 minutes to finish this activity and then we'll check our work together.*

On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot he could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.

Mark up the passage and show students your marked up version.

If your students did a pretty good job, you might say something like: *Take a look at my marked up passage. Correct anything that you need to fix on your copy.*

If your students struggled, you may go through this passage and do a quick think-aloud to show them how you connected the pronoun with the noun it replaces.

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## Close the Lesson

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Today, you had a review about pronouns. Turn to your neighbor and tell them what a pronoun is (a replacement for nouns). Good. Tomorrow, we will use what we learned about pronouns to help us do something called Get the Gist. Get the Gist will help you better identify the main idea of passages.

## **Pronoun = A replacement for nouns.**

### **Pronoun**

Pro = for, so a pronoun is a replacement FOR nouns.

1.

Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.

2.

Now, six years later, Michelle was attempting to capture a sunset for a local photography contest. She groaned as storm clouds rolled in before the sun had a chance to cast its vibrant colors across the sky.

3.

The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest. The homes they build can be used by other birds.

4.

Read the following Passage. Circle the pronouns and draw an arrow to the noun it replaces.

On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.

## Module: Partner Reading Routine

Answer the following questions about your current use of partner reading.

1. How often do you utilize the following grouping structures in your classes? Why?

- Independent work
- Partners
- Small groups
- Whole-class instruction

2. If you do use partners or small groups, do students have clear guidelines on what to do and how to work together?

3. If you do use partners or small groups, do you or your students face any barriers during this time? If so, what are they?

# Partner Reading Reflection

For each of the subject areas, the third lesson gives you an idea of how you might model the Partner Reading routine for your students.

Flip to the partner reading lesson in any of the subjects.

Read through the lesson.

After reading through the lesson, **return to your handout** and answer these reflection questions:

1. What will go well in your class?
2. Are there any parts of the routine where your students will need support?