

Figure 2.4 Lesson Plan in Third-Grade Reading Comprehension

<p>Assessed Need: I have noticed that my students need: Experience locating main ideas and supporting details, especially in texts where portions of the main idea appear in more than one sentence.</p>
<p>Standard(s) Addressed: The student will continue to read and demonstrate comprehension of nonfiction texts. (g) Identify the main idea. (h) Identify supporting details.</p>
<p>Text(s) I Will Use: Passage we read yesterday from our basal reader</p>
<p>Learning Intention for This Lesson: We will identify the ways we figure out the main idea and supporting details in informational text we read.</p>
<p>Success Criteria for This Lesson: We will develop a checklist we can use when we need to figure out the main idea and supporting details in informational texts we read.</p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p>I will think aloud about how I locate the main idea and supporting details of the passage.</p> <p>I ask myself questions about the topic. Do I know what the topic is?</p> <p>I look at the text features to give me clues about the main idea. What text features does the author use?</p> <p>I look for evidence of the author's purpose: What does he or she want me to know about this topic?</p> <p>I look for a sentence that summarizes the most important idea in the passage. Does this make sense?</p> <p>I look for supporting details that link to the main idea. Do they give more information about the main idea?</p> <p>If I am not sure, I begin again.</p> <p>Guide and Scaffold: Questions to ask</p> <p>Why do writers need a main idea?</p> <p>Why do readers need to understand the main idea and supporting details?</p> <p>Assess: These are the students who will need further support</p> <p>Andre and Janette were absent yesterday and have not read the passage. I will need to read it with them before the lesson.</p>
<p>Dialogic Instruction:</p> <p>Teacher-Directed Tools</p> <p>Students will work in groups of four with another passage and the checklist to see if they can locate the main idea and supporting details.</p> <p>Student-Enacted Tools</p> <p>N/A</p> <p>Assess: These are the students who will need further support</p> <p>Check for understanding with Andre and Janette to see if have further questions.</p>
<p>Feedback Opportunities: I will meet with Kenneth, Rico, Jamal, and Ashleigh for guided instruction so they can get feedback about how successfully they are using the checklist.</p>
<p>Independent Learning and Closure: Students will use the checklist we develop in their independent reading, and then we will discuss what worked and what didn't work for them. We will also revisit the learning intentions and success criteria, providing students time to consider their own learning.</p>

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