

## Focused Reading Lessons Design 3-5

**Purpose:** To provide an easy to use structure for teachers that includes learning targets, before, during and after reading strategies. This format is designed as a teacher directed activity (not a student worksheet) that adapts well to a variety of short or chunked (paragraphs or selections of a longer text) informational reading selections that can be completed in one class period. (These lessons can be used for content area reading, enrichment or interventions.)

**Procedure:** Choose a text that is complex either in reading level, content or both. This will provide an opportunity for students to practice the process for extracting important information from a variety of short or chunked texts. \*To introduce this process with your class you may want to choose an easy to read text/article about a topic of interest to your students. Be sure to consider the length of the text. Chunking a longer text into parts also aids in scaffolding the comprehension of informational texts. **It is critical that the instructor reads the text first and then chooses the learning targets, and strategies to match the content and intent of the article or selection.**

\* Note this process is not limited to the research based strategies or the learning targets included here.

Format: Learning Targets:

Selected targets listed below are directly from Key Ideas and Details (Informational Text Standards 1-3 for Key Ideas and Details) for grades 3-5

- Determine main idea of an informational text (3<sup>rd</sup> – 4<sup>th</sup>)
- Determine two or more main ideas of a text (5<sup>th</sup>)
- Recount the key details and explain how they support the main idea (3<sup>rd</sup>-)
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers (3<sup>rd</sup>)
- Describe the relationship between a series of events, ideas, concepts or steps in a text using language that pertains to time, sequence, and cause and effect. (3<sup>rd</sup>)
- Summarize the text (4<sup>th</sup>-5<sup>th</sup>)
- Explain events, procedures, ideas or concepts including what happened and why based on specific information in the text (4<sup>th</sup>)
- Explain relationships or interactions between two or more individuals, events, ideas or concepts based on specific information in the text. (5<sup>th</sup>)
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences (5<sup>th</sup>)

## Before Reading

- **Anticipation Guides** are used **before** reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements (2-5 depending on the text content) with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading. Students should not have access to the text for this activity.

### Directions:

1. Before reading, choose A (Agree) or D (Disagree) for each of the statements on your handout and write it in the BEFORE column.
2. You may not know the answer, but you need to commit and complete the before column before we begin to read.
3. After reading, you will revisit your choices and cite evidence to defend your choice or support the opposing view.

| Before | Statement                                   | After | Evidence from the text |
|--------|---|-------|------------------------|
|        | “All natural” foods are always good for you |       |                        |
|        |   |       |                        |

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- **Closed Word Sorts** are used to help fine-tune higher-level thinking skills by allowing them to categorize content specific vocabulary/information. Students sort the words according to the categories provided. Students should not have access to the text for this activity.

1. For each of the following words, choose one of the categories (in the table) you predict the word most likely refers/connect to. There is no “correct” answer—be able to explain your choices.

rare      omnivore      generation      glacier  
recessive

|            |          |               |
|------------|----------|---------------|
| Time/place | People   | Actions       |
| Ideas      | Opinions | Unknown Words |

\*This is a sample of possible categories.

## Before Reading Continued

- **Walk the Text** strategy draws the reader's attention to the important text features used in informational text. Students will need the text for this activity.

1. What can I learn about before I even begin to read an informational text?

Why are the pictures (maps etc.) critical to the understanding of this article?

These pictures (maps etc.) tell readers a lot of information before we begin to read. Based on the pictures, make a prediction about what you think you will be reading about.

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What do you notice about the picture/s, title, heading, etc.?

- **Stop and Think Question** is used **before** reading to activate students' prior knowledge and build curiosity about a new topic. Students should not access the text for this activity.

1. Before reading, stop and make a prediction about the question below. Explain your answer by using what you know about ....

Which mouth is cleaner, a dog's or a human's?

Prediction:

Explanation:

- **Prediction Chart** is used before reading to activate a student's prior knowledge and build curiosity about a new topic. Students should not access the text for this activity.

| <u>Prediction Chart</u> |          |          |
|-------------------------|----------|----------|
| Prediction              | Evidence | Revision |
|                         |          |          |

## During Reading and After Reading

- **During Reading Questions--** focus on providing students with the necessary support to determine the central idea and supporting detail either an a whole text or section of an informational text.
1. After reading each section, stop and complete the graphic below

|  |   |       |
|--|---|-------|
| <b><u>Introduction</u></b>   |   |       |
| detail 1 _____   | } | _____ |
| detail 2 _____   |   | }     |
| detail 3 _____   |   | }     |
| main idea  |   |       |
| <b><u>Next Section</u></b>   |   |       |
| detail 1 _____   | } | _____ |
| detail 2 _____   |   | }     |
| detail 3 _____   |   | }     |
| main idea  |   |       |
| <b>*Include a detail/central idea section for each section in the text</b> |   |       |

### After Reading Follow Up

#### Get the Gist

| Who / What | What's Important | Summary in 10 words or less. |
|------------|------------------|------------------------------|
|            |                  |                              |
|            |                  |                              |
|            |                  |                              |

### After Reading

1. Re-read the introduction ( paragraph # \_\_ and the conclusion (last paragraph

|  |
|--|
| <b>What similarities did you find? This will help you determine the main idea.</b> |
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## During Reading and After Reading Continued

- **During Reading Questions--** focus on providing students with the necessary support to determine the central idea and supporting detail either an a whole text or section of an informational text. Teacher adds section headings to guide reading

|                           |                          |
|---------------------------|--------------------------|
| <b>Section Heading #1</b> |                          |
| <b>Main Idea</b>          | <b>Supporting Detail</b> |
| <b>Section Heading #2</b> |                          |
| <b>Main Idea</b>          | <b>Supporting Detail</b> |

### After Reading

Now that you have completed reading article, think about how all \_\_\_ sections and the introduction are tied together—this is your central idea.

In your own words, write a sentence that tells the main idea of this article:

**\*Teaching Tip:** Notice the first and last paragraphs pull it together the main idea

2. Compare your answer with a partner. Discuss whether you have “hit the mark” on determining the main idea. Together develop a new sentence that most clearly shows your understanding of the central idea of the article.

Partnered with \_\_\_\_\_

Our main idea for this article:



