

Teacher Name Planning for Reading Comprehension

Dates: November 21-23		Goal Strand RIT Score: 180-190
<p>NWEA Strand(s):</p> <p>Reading Comprehension/Strategies Skill: Inferences and Drawing Conclusions.</p> <p>Northwestern: Key to a Surprise</p>	<p>Descartes Focus:</p> <ul style="list-style-type: none"> • Makes inferences from short (3-5 simple sentences) literary texts describing situations • Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences) • Draws conclusions from literary text • Draws conclusions from short informational text (1-3 sentences) 	<p>IL Benchmark/IAF Objective:</p> <p>CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>1.3.17 Identify explicit and implicit main ideas.</p> <p>1.3.21 Distinguish the main ideas and supporting details in any text</p> <p>1.3.28 Identify the author's purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).</p>

	Objective / I can	Materials	Instruction	Assessment / Notes
Monday	Make inferences and draw conclusions based upon clues from the text and my Prior knowledge.	Predictions Half Sheets/Summarizing Header on the backside Reading sheets for students.	<p>Students will discuss the title of the passages. Students will reflect on prior knowledge to make a prediction about the story.</p> <p>What does the word surprise mean? Can you give me an example? What does the word key mean? Is there another definition for the word key? How do you think the author meant to use it here?</p> <p>Are surprises good things or bad? What kinds of experiences have you had with surprises?</p> <p>Looking at the title of the words and the image below, let's take some think time to make a prediction about what this story may be about. Remember a prediction is like an intelligent guess.</p> <p>Students will read the section.</p> <p>What do you think the key is for since it didn't fit in the door? Make a prediction.</p> <p>How do you think Jane felt after she found out what the key opened? Have you ever had any surprise moments like Jane did?</p> <p>Students will summarize the main events of story. Were our predictions correct? What could be another title for the story?</p> <p>On the same prediction sheet, draw a picture that shows what the story was about?</p>	Student Responses-predictions and summarizing
	Make inferences and draw	Story Elements hand	Yesterday we read a story about a surprise. Today we	Students story element sheet.

Tuesday	conclusions based upon clues from the text and my Prior knowledge.	out. Student reading sheets	are going to discuss the important story elements about that story. Who can tell me one of the story elements that we should look for while reading? Let's fill out this sheet with those story elements from the passage. Who was the most important character? What was the problem? Where did the story take place? How was the problem resolved? Discussion about the lesson authors teach us with stories. What do you think was the author's purpose for this story? A skill that good readers need, is to be able to understand and identify the story sequence. Who can tell me what the word sequence means? Together lets complete our sheet by trying to identify the events that happened in our story in sequential order. What was the first thing that happened? What did Jane do after that? The third event?	
Wednesday	Make inferences and draw conclusions based upon clues from the text and my Prior knowledge. Identify cause and effect relationships.	Student reading sheets. Cause and effect relationships handout.	Let's take a look at some of the important events that we discussed in our sequence of events stories. What was the theme the author was trying to share with us. Students will complete comprehension questions after text. Discussion about cause and effect relationships. Let's look at some of the cause and effect relationships in our story. Jane saw the key-she tried it out on the door. When it didn't work on the door, then what did Jane do? Students will complete cause and effect charts by identifying relationships within the story. In the story we read about a wonderful surprise that Jane's grandmother gave her for her birthday. Pretend that it is your birthday, what would you want the key to open? Who would you want to give you that surprise?	Student comprehension sheets, student cause and effect relationship sheet.

Dates: November 21-23		Goal Strand RIT Score: 180-190
NWEA Strand(s): Reading Comprehension/Strategies Skill: Inferences and Drawing Conclusions. Loyola: The Rooster that saw the world	Descartes Focus: <ul style="list-style-type: none"> • Makes inferences from short (3-5 simple sentences) literary texts describing situations • Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences) • Draws conclusions from literary text • Draws conclusions from short informational text (1-3 sentences) 	IL Benchmark/IAF Objective: CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

		<p>1.3.17 Identify explicit and implicit main ideas.</p> <p>1.3.21 Distinguish the main ideas and supporting details in any text</p> <p>1.3.28 Identify the author’s purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).</p>
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Monday	Make inferences and draw conclusions based upon clues from the text and my Prior knowledge.	Predictions Half Sheets/Summarizing Header on the backside Reading sheets for students.	<p>Students will discuss the title of the passages. Students will reflect on prior knowledge to make a prediction about the story</p> <p>Let’s read the title of our story. What kind of an animal is a rooster? Where would we find such an animal, in what kind of environment? What does the picture show us about what the rooster is doing? Looking at the image and reading through our title, do we think this is a fiction or non-fiction story? What do we think this story will be about, and how do we know? Complete the story prediction sheet.</p> <p>One of the vocabulary terms we will come across while reading is grain. Who can tell me what they think grain is? (Grain is Wheat or any other cultivated cereal crop used as food/show student image).</p> <p>We also will learn about different places, one is called the Eifel Tower. It is the tallest iron in Paris France, and it is a special monument. Do you think you would want to see this special tower?</p> <p>One of the words that we will see is the word pyramid. Pyramids are large stone building that are pointy at the top and wide at the bottom. These are very popular in Egypt.</p> <p>Students will read the section.</p> <p>Students will summarize the main events of story. What do you think another title for this story could be? Now that we know what the story is about, complete the prediction sheet to draw an image about the main idea about this passage.</p>	Student Responses-predictions and summarizing
Tuesday	Make inferences and draw conclusions based upon clues from the text and my Prior knowledge.	Story Elements hand out. Student reading sheets	<p>Discussion about the lesson authors teach us with stories</p> <p>Students will discuss theme-main idea of the story/passage.</p> <p>Discussion about the different story elements.</p> <p>Students will work together to identify the story elements (character, setting, problem, resolution)</p> <p>Yesterday we read a story about a special rooster.</p> <p>Today we are going to discuss the important story elements about that story. Who can tell me one of the story elements that we should look for while reading? As good readers, we need to make sure that we can</p>	Students story element sheet.

			<p>identify all of these important components of a story. Let's fill out this sheet with those story elements from the passage. Who was the most important character? What was the problem? Where did the story take place? How was the problem resolved? Were there any additional characters in the story? What role did they play?</p> <p>Discussion about the lesson authors teach us with stories. What do you think was the author's purpose for this story? What do you think he was trying to teach us? Can you think of another lesson that this story could teach us? A skill that good readers need, is to be able to understand and identify the story sequence. Who can tell me what the word sequence means?</p> <p>Together let's complete our sheet by trying to identify the events that happened in our story in sequential order. What was the first thing that happened? What did the rooster do after that event? What happened next?</p>	
Wednesday	<p>Make inferences and draw conclusions based upon clues from the text and my prior knowledge. Identify cause and effect relationships.</p>	<p>Student reading sheets. Cause and effect relationships handout.</p>	<p>Let's take a look at some of the important events that we discussed in our sequence of events stories. What was the theme the author was trying to share with us? What do we know about our friend the rooster? What are some distinguishing character traits that we could use to describe the rooster?</p> <p>Students will complete comprehension questions after text.</p> <p>Discussion about cause and effect relationships. Let's look at some of the cause and effect relationships in our story. When the rooster heard the farmer talking about faraway places, what was the result? What happened once the rooster thought he had seen everything?</p> <p>Students will complete cause and effect charts by identifying relationships within the story.</p> <p>In the story we read about a journey that the Rooster went on to explore the world. If you could explore the world, what place would you want to visit and why?</p>	<p>Student comprehension sheets, student cause and effect relationship sheet.</p>

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<p>NWEA Strand(s):</p> <p>Reading Comprehension/Strategies Skill: Inferences and Drawing Conclusions.</p> <p>DePaul: Paco and his Grandmother</p>	<p>Descartes Focus:</p> <ul style="list-style-type: none"> • Makes inferences from short (3-5 simple sentences) literary texts describing situations • Infers the identity of an object based on clues presented in a short literary passage (riddle) (1-5 short sentences) • Draws conclusions from literary text • Draws conclusions from short informational text (1-3 sentences) 	<p>IL Benchmark/IAF Objective:</p> <p>CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>1.3.17 Identify explicit and implicit main ideas.</p> <p>1.3.21 Distinguish the main ideas and supporting details in any text</p> <p>1.3.28 Identify the author's purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).</p>

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Tuesday	Make inferences and draw conclusions based upon clues from the text and my Prior knowledge.	Story Elements hand out. Student reading sheets	<p>Discussion about the lesson authors teach us with stories</p> <p>Students will discuss theme-main idea of the story/passage.</p> <p>Discussion about the different story elements.</p> <p>Students will work together to identify the story elements</p>	Students story element sheet.

			<p>(character, setting, problem, resolution Yesterday we read a story about Paco and his grandmother. Today we are going to discuss the important story elements about that story. Who can tell me one of the story elements that we should look for while reading? As good readers, we need to make sure that we can identify all of these important components of a story. Let's fill out this sheet with those story elements from the passage. Who was the most important character? What was the problem? Where did the story take place? How was the problem resolved? Were there any additional characters in the story? What role did they play? Discussion about the lesson authors teach us with stories. What do you think was the author's purpose for this story? What do you think he was trying to teach us? Can you think of another lesson that this story could teach us? A skill that good readers need is to be able to understand and identify the story sequence. Who can tell me what the word sequence means? Together lets complete our sheet by trying to identify the events that happened in our story in sequential order. What was the first thing that happened? What did happen next with Paco and his grandmother?</p>	
<p>Wednesday</p>	<p>Make inferences and draw conclusions based upon clues from the text and my Prior knowledge. Identify cause and effect relationships.</p>	<p>Student reading sheets. Cause and effect relationships handout.</p>	<p>Let's take a look at some of the important events that we discussed in our sequence of events stories. What was the theme the author was trying to share with us? What do we know about Paco and his grandmother? What are some distinguishing character traits that we could use to describe Paco? Nana? Students will complete comprehension questions after text. Discussion about cause and effect relationships. Let's look at some of the cause and effect relationships in our story. What happened when Paco went to visit his grandmother? What happened as a result of Paco spreading the dead petals? Students will complete cause and effect charts by identifying relationships within the story. In the story we read about the relationship with Paco and his grandmother. Do you have a special relationship with one of your family members? Tell me about a special experience were they taught you a special lesson? How did the lesson make you feel? What did you learn?</p>	<p>Student comprehension sheets, student cause and effect relationship sheet.</p>