Lesson Plan Samples

TEXAS LITERACY INITIATIVE

Determining Importance &
Summarizing Informational Text:
Part 1 Follow-up & Planning
Grade 6 – Grade 12

Strategy Lesson Sequence SAMPLE   Grades 6-12

Day 1	**Anchor Lesson:** Real world example all students will relate to. Should be a memorable experience that clarifies how the strategy is used in everyday life (10-30 minutes)
Day 2	• Select a short text to introduce the strategy, whole group lesson • Steps 2, 3 & 4 (including a review of the anchor experience) • Set a CPQ to enhance comprehension • Read text (read aloud/shared reading) • Step 5 Teacher thinks aloud using the strategy • Step 6 TTT prompting for general comprehension & strategy practice • Focus on 2-3 vocabulary words during and after reading • Check CPQ and general comprehension • Discuss how and why the strategy was used
Day 3	• Select text to reinforce using the strategy, whole group lesson • Steps 2, 3 & 4 • Set a CPQ to enhance comprehension • Read text (read aloud/shared reading) • Step 5 Teacher thinks aloud using the strategy in first chunk of text • Step 6 TTT prompting for general comprehension & strategy practice • Focus on 2-3 vocabulary words during and after reading • Check CPQ and general comprehension • Discuss how and why the strategy was used
Days 4 & 5 (longer as required)	• Select text for small group reading • Steps 2, 3 & 4 • Set a CPQ to enhance comprehension • Read text (shared/independent reading) • Step 6 TTT strategy practice on first chunk of text • Step 7 independently/pairs continue reading the text with accountability for using the strategy. Teacher to support and provide feedback. • Check CPQ and general comprehension • Discuss how and why the strategy was used • Clarify and discuss challenging vocabulary
Days 6 & 7 (longer as required)	• Select text for independent reading • Steps 2, 3 & 4 • Encourage students to set own purpose for reading • Step 8 students read independently with accountability for using the strategy. Teacher checks to ensure that students are successful with the strategy. For students who experience difficulty applying the strategy when reading independently, the teacher may provide additional modeling (Step 5) and practice (Steps 6 & 7).

Strategy Focus Lesson Plan SAMPLE   Grade 7 - STAAR

Date:	Grade/Subject: 7 ELA

TEKS: 7(10)(A): evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; 7(10)(C): use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; FIG. 19(E): summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; **ELPS:** (c)(4)(I): demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.
Lesson Objective(s): Students will understand how to use descriptive text structure to help them successfully construct a summary. Students will use this knowledge to answer STAAR questions correctly.
Strategy Focus: Determining Importance & Summarizing – focus on toolbox (Before reading activities, chunking the text, and text structure). Two part lesson. Part 1 focus on Main ideas only. Part 2 focus on summary.
Text: *Coaching the Falcons* (Released Reading STARR) **Additional Materials:** Determining Importance Tools poster, Determining Importance & Summarizing strategy poster; ELMO to display ogranizer **Scaffold:** Descriptive Text Organizer
Vocabulary: embark, dominated, rocketing,

Before Reading – FOCUS (5 mins.)	**Step 2 (Give the strategy a name):** Today we are going to continue our focus on the strategy of Determining Importance & Summarizing. **Step 3 (Define the strategy):** We've talked about how hard it is to remember all of the details when we read informational text. To help us, we need to determine importance and summarize. In order to summarize, we need to identify the topic and main ideas, and then put that information together in our own words as briefly as we can. When we do this, we understand and remember the text better. **Step 4 (Give students touchstones):** Look at my poster, remember, we want to find the important information, what the text is mostly about, not just pay attention to what I find most interesting. **Lesson Explanation:** Today we are going to read a passage from a released STAAR test. To help us determine importance while reading, I'm going to show you some more tools from our toolbox. We will continue to think about what good readers do before reading. During reading, I'm going to show you how I think about text structure and how I chunk the text to help me identify the main ideas. As I do this, I will use this Descriptive Text Organizer. It has guiding questions on it which will help me to think about the topic, main ideas and what to include in my summary. Let's begin our lesson by briefly previewing the text and test questions.
	Before Reading Behaviors: (See green sticky notes on text) • Scan the text and notice text features and structure: Think aloud modeling. • Use background knowledge and make a prediction: Engage students by asking them - What name do you see repeated often? Does anyone know who Kareem Abdul-Jabbar is? What do you think the text will be about? What makes you predict that? • Set a purpose for reading: Think-aloud using the prediction. • Together, briefly scan the test questions. **Comprehension Purpose Question:** What did Abdul-Jabbar learn from coaching the Falcons? (Record on whiteboard)

During Reading – INSTRUCTION /ASSESSMENT (10-20 mins.)	**Step 5 (Think aloud):** (See blue sticky notes on text) • Refer to Guiding Questions on the Descriptive Text Organizer. • Identify topic (Abdul-Jabbar) • Stop after reading aloud paragraph 2: o These two paragraphs seem to fit together. They give me some background about the basketball player and explain how he was ready to embark, or take on, a new experience. o (Think aloud and record on organizer under Important Details in column 1): ▪ Fort Apache Indian Reservation to coach high school basketball ▪ 1998 first coaching experience ▪ He was a famous/greatest basketball player of all time. o (Record on organizer under Main Idea in column 1): ▪ Abdul-Jabbar was a great NBA basketball star who took on his first coaching role at a high school on an Apache Indian Reservation. • Stop after reading aloud paragraph 4: o These two paragraphs explain the cultural challenges or obstacle Abdul-Jabbar faced in his new role on the Reservation. o (Think aloud and record on organizer under Important Details in column 2): ▪ Faced new challenges/obstacles ▪ Volunteer so kept quiet ▪ Culture doesn't allow for criticizing ▪ Played in silence/not aggressive o (Record on organizer under Main Idea in column 2): ▪ Abdul-Jabbar soon learned that he needed to respect … ▪ Revise to: Abdul-Jabbar faced challenges as a coach because the Apache culture was so different from his past experiences… with the game. **Steps 6 (Engage Students Think-Turn-Talk):** (See yellow sticky notes on text) • Stop after paragraph 7: These paragraphs fit together because they talk about his time with the team on the Reservation. What are the important details we should record in column 3 on our organizer? Think-Turn-Talk. Together, create a main idea for paragraphs 5-7. • Stop after paragraph 11: What do these paragraphs mostly talk about? (Share out). What are the important details we should record in column 3 on our organizer? Think-Turn-Talk. Together, create a main idea for paragraphs 8-11.
After Reading – ASSESSMENT (5 mins.)	**Check Comprehension Purpose Question:** What did Abdul-Jabbar learn from coaching the Falcons? Think-Turn-Talk **General Comprehension Discussion:** (Small group discussion then share out whole class) What was an "interesting" fact you learned from reading this text? What makes that information interesting but not important? **Strategy Use Discussion:** What did we do to help us determine importance while reading? **Vocabulary Follow-up:** embark: to begin dominated: to rule over, to be the leading force, predominate rocketing: exploding

Follow-up Lessons: Part 2, modeling how to write a summary using the main ideas created from today's lesson. Then, analyzing the text answers to identify which answer most closely matches the summary the class created. Review the other test questions. Reinforce how students now have a deeper understanding of the text so answering all test questions is easier.

Notes:

Daily Lesson Plan SAMPLE   Grades 6-12

Date:	Grade/Subject: 7 / ELA

TEKS:
- 7.8(A): determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood;
- FIG 19(D): make complex inferences about text and use textual evidence to support understanding;
- FIG 19(F): make connections between and across texts, including other media, and provide textual evidence;

ELPS: (c)(4)(J): demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

Lesson Objective(s): Students will make inferences during reading and will support inferences with evidence from the text. Students will also understand how the poet used specific literary devices to clarify and enhance her message.

Strategy Focus: Making Inferences & Predictions (Creating Mental Images)

Text: *Same Song* by Pat Mora (Poetry)
Additional Materials: One copy of the poem for each student, Making Inferences strategy poster, In My Head/In The Text poster, ELMO to display text for class
Scaffold: Annotating the text

Vocabulary: strokes, fair, expanding

Before Reading – FOCUS (5 mins.)	**Step 2 (Give the strategy a name):** Today we are going to continue to work on the strategy of Making Inferences and Predictions. **Step 3 (Define the strategy):** An inference is when we combine our background knowledge along with information in the text to understand what the author is not telling us directly. An inference about future information is a prediction. When we make inferences, it helps us understand text more fully. **Step 4 (Give students touchstones):** Our poster reminds us that when we make an inference, we use clues from the text and our background knowledge. It's important for us to be able to back our inferences up with evidence from the text. **Lesson Explanation:** The poem we are going to read is called, Same Song, by Pat Mora. As we read the poem, I want us to really think about the inferences we are making to help us understand the poem more deeply. To track our thinking, we are going to annotate the text. This means that we'll underline clues the author provides and we'll record our inferences in the margin. We're going to do this together. I'll model for you and then we'll have opportunities to share our thinking as well.
	Before Reading Behaviors: This poem is written by a mother about her two children, a boy and a girl. I wonder why the poem is called, *Same Song*?
	Comprehension Purpose Question: Why is this poem called *Same Song*?

During Reading – INSTRUCTION/ASSESSMENT (10-20 mins.)	**Step 5 (Think aloud):** (See blue sticky notes on text) Stop after line 6: I haven't yet figured out why the poem is called *Same Song*, but I already know something about the girl in the poem. She's young, only twelve (underline twelve-year-old)), and yet she already so concerned with her appearance. I'm inferring that she thinks she needs to look a certain way to feel pretty. I know this because the author has provided me with some clues. She's getting up early to get ready (underline six a.m.) – and she's tired when she gets up. That's why she stumbles (underline stumbles). Then she takes time to curl her hair, and get into pants that are in style – tight and faded – I know that from my background knowledge (underline squeezes, faded jeans and curls). The author provided such clear details that I'm able to create a mental image in my head of all that she's doing to get ready. She wants to look just right, that's why she's curling her hair carefully (underline). I know from my background knowledge that those are things girls do to look pretty. (Model annotating the text by recording in the margin beside line 6: Already concerned about her appearance at such a young age.) **Steps 6 (Engage Students Think-Turn-Talk):** (See yellow sticky notes on text) Stop after line 10: What does this phrase refer to? (Think-Turn-Talk, Making Connections) What is the girl doing? (Think-Turn-Talk) (Model annotating the text.) Reread from the beginning. Stop after line 11: What does the word fair mean in this context? (Think-Turn-Talk; multiple meanings) What can you infer about the girl from this line in the poem? (Think-Turn-Talk) (Model annotating the text.) Stop after line 20: What is different about the boy from the girl? What is the same? (Think-Turn-Talk) (Model annotating the text.)
After Reading – ASSESSMENT (5 mins.)	**Check Comprehension Purpose Question:** Why is this poem called *Same Song*? (Think-Turn-Talk) **General Comprehension Discussion:** (Small group discussion; share out whole class.) Why do the children feel so unhappy with their appearances? How do the children's feelings about themselves relate to society's beliefs about appearance? How does the poet use repetition and allusion to clarify her message? How does the poet use imagery to convey the theme? Why do you think Pat Mora wrote this poem? **Strategy Use Discussion:** How did making inferences help you to understand the poem better? (Think-Turn-Talk.) How did annotating the text help you? (Whole class discussion.) **Vocabulary Follow-up:** Strokes – to rub gently in one direction. Fair – beautiful, lovely to look at; light in color; proper under the rules, just; Expanding – make bigger

Follow-up Lessons:

Notes:

Pat Mora
Same Song

While my sixteen-year-old son sleeps,

my twelve-year-old daughter

stumbles into the bathroom at six a.m.

plugs in the curling iron

squeezes into faded jeans   5

curls her hair carefully

strokes Aztec Blue shadow on her eyelids

smoothes Frosted Mauve blusher on her cheeks

outlines her mouth in Neon Pink

peers into the mirror, mirror on the wall   10

frowns as her face, her eyes, her skin, not fair.

At night this daughter stumbles

off to bed at nine

eyes half-shut while my son   15

jogs a mile in the cold dark

then lifts weights in the garage

curls and bench presses

expanding biceps, triceps, pectorals,

one-handed push-ups, one hundred sit-ups   20

peers into the mirror, mirror and frowns too.

"

Strategy Focus Lesson Plan Sample Template

Date:	Grade/Subject:

TEKS:
ELPS:

Lesson Objective(s):

Strategy Focus:

Text: **Additional Materials:** **Scaffold:**

Vocabulary:

Before Reading - FOCUS **(5 mins.)**	**Step 2 (Give the strategy a name):** **Step 3 (Define the strategy):** **Step 4 (Give students touchstones):** **Lesson Explanation:**
	Before Reading Behaviors:
	Comprehension Purpose Question:

During Reading - INSTRUCTION/ASSESSMENT (10-20 mins.)	**Step 5 (Think aloud):** **Steps 6 (Engage Students Think-Turn-Talk):**
After Reading - ASSESSMENT (5 mins.)	**Check Comprehension Purpose Question:** **General Comprehension Discussion:** **Strategy Use Discussion:** **Vocabulary Follow-up:**

Follow-up Lessons:

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Before Reading - FOCUS (5 mins.)	**Step 2 (Give the strategy a name):**
	Step 3 (Define the strategy):
	Step 4 (Give students touchstones):
	Lesson Explanation:
	Before Reading Behaviors:
	Comprehension Purpose Question:

During Reading - INSTRUCTION/ASSESSMENT (10-20 mins.)	**Step 5 (Think aloud):** **Steps 6 (Engage Students Think-Turn-Talk):**
After Reading - ASSESSMENT (5 mins.)	**Check Comprehension Purpose Question:** **General Comprehension Discussion:** **Strategy Use Discussion:** **Vocabulary Follow-up:**

Follow-up Lessons:

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