# Sample Reading Comprehension Lesson
# Grade 4- Informational Text

WEEK OF:

Critical Reading Strategy: Determine Importance                    Critical Reading Skill: Main Idea, Details

Number of Suggested Lessons: 6-8

| | | | | |
|---|---|---|---|---|
| **Rationale:** In 4th grade, the goal is to help students move slowly from identifying a single main idea in a text to 2-3 main ideas with the ability to reason and justify their reasoning with supporting details/textual evidence. In order to achieve this, students should be able to distinguish important from interesting information,annotate, identify and code when new information is learned, and read to find answers to specific questions. This will help identify general ideas in the text. Additionally, using the NF text structures will assist students to determine which information they are looking for and how they might navigate that text. | | | | |
| | **Day 1** | **Day 2** | **Day 3** | **Day 4** |
| **Objective:** A precise learning objective that can be accomplished | I can: gather new information from text and visual features. | I can: I can use signal words and phrases to learn new information. | I can: annotate text by looking for specific places where important information is contained. | I can: distinguish between important and interesting information. |
| **Model/ Input/ Teach:** What you as the teacher will do (mini-lesson) *This may include a problem, question, hook, or challenge you will present to the students to introduce the lesson, concept, skill, or strategy.* | ● Using a text with many text and graphic features, model for students how you can learn new information without reading the text. Model jotting on sticky notes new information learned from charts, bold words, headings, | ● NF text often comes "built in" with clues that automatically signal important ideas/concepts. <br> ● Using 2-3 sample texts show students some signal words and jot down what those signal words mean in order to read NF text. (Ex: | ● In NF text, there are specific places where naturally important information is found: first and last line of a paragraph, new section, end of section <br> ● Model showing students 2 samples of NF text. Think aloud and record the new | ● Using a familiar text, read aloud a portion of the text while recording information that is important vs. interesting. <br> ● Ask students to look for patterns amongst the recorded information. <br> ● Model sorting information into important (contributes |

| | | | | |
|---|---|---|---|---|
| | charts, diagrams, photos, etc. | surprisingly-signals something unexpected)<br>● Create a list with students of 5-7 signal words and what they mean as they try to determine important information. | information learned and where it was found.<br>● Ask students if they notice any patterns about the location of information. | to understanding) vs. interesting (cool fact) |
| **Guided Practice:**<br><br>(step-by-step process) | ● Distribute NF articles,news, etc. to pairs of students.<br>● Students should use post-its to record new information learned and where they got it from using the features. | ● Distribute NF articles,news, with signal words included. to pairs of students.<br>● Ask students to record a 2 column chart locating the signal words and what it told them. | ● Distribute NF passages to students with single, multi-paragraphs, and multiple sections to students.<br>● Students should highlight, underline and record the key words, information and record where they found it. | ● Ask students to silently read a portion of the text you had already started reading and identify 2-3 important and 2-3 interesting details.<br>● Think Pair Share to justify and explain reasoning using evidence from the text. |
| **Independent Practice:**<br><br>**Application of Strategy in Real World Situations:**<br><br>**Support:** | ● Using NF text, leveled articles, etc. ask students to name text and graphic features with new information learned. | ● Ask students to complete a "scavenger hunt" searching for as much information as possible and record the signals, their meaning and what the new information learned is. | ● Using unfamiliar NF text, ask students to find as much new information as possible and record where they found it. This should include: text and graphic features, signal words, places within | ● Ask students to silently read a portion of an unfamiliar text and identify 2-3 important and 2-3 interesting details.<br>● Students should justify their reasoning and explain in complete sentences/orally, why it |

| | | | the text/sections of the text. | is interesting/important and how it contributes to the understanding of the text. |
|---|---|---|---|---|
| **Extend:** | | | | |
| **Check for Understanding:** Brief final mini-assessment, exit ticket aligned to the objective. | • | • | • | |
| **Follow Up/Homework** | | | | |
| **Assessment of Critical Reading Strategy and Skill:** | | | | |