

One Day/Week Lesson Plan to Support Content-Area Learning
This semester-long plan teaches and reinforces reading strategies while students engage in content-area learning.

Each standard is supported by three reading lessons that can be repeated with textbook reading or future articles. The reading skill should be reinforced through the review activities. Though the lessons have been specifically chosen to provide additional support for a particular reading/thinking skill, all of the lessons emphasize identifying details/facts and identifying main idea/essential message.

| Week | Lesson # | Focus/Standard | Review Activities (To reinforce concepts on other days of the week or in future weeks) |
|------|------------|--|---|
| 1 | 22 | Analyzing word/text | <ul style="list-style-type: none"> Write a couple of sentences on the board, each with an unknown word in it. Have students practice guessing the words' meanings through context. Ask: What strategies can/do you use to guess a word's meaning? |
| 2 | 16 | | |
| 3 | 7 | | |
| 4 | 36 | Identifying author's purpose | <ul style="list-style-type: none"> Display an editorial cartoon, an ad, a poster from a school bulletin board, etc. and ask: "What is the author's purpose in creating this?" Have students finish the sentence stem: The author is trying to _____ (persuade the reader to . . . , inform the reader that . . . , entertain the reader by . . .). Ask: What strategies can/do you use to figure out the author's purpose for writing a text? |
| 5 | 34, Part 1 | | |
| 6 | 51, Part 1 | | |
| 7 | 19 | Analyzing and/or evaluating information | <ul style="list-style-type: none"> Read a pre-determined paragraph aloud from the newspaper (put it on the overhead if you can). As a class, create and answer the analysis and evaluation questions, using the starter words on the graphic organizer for Lesson 20. Ask: How do you know a question is asking you to analyze something? (The words that the question begins with should tell them.) Ask: How do you go about analyzing something? (Break down the pieces of information to discover an answer.) Ask: How do you know a question is asking you to evaluate something? (Make a value judgment about something.) |
| 8 | 20 | | |
| 9 | 27 | | |
| 10 | 27 | Evaluating validity/reliability of information | <ul style="list-style-type: none"> Find a quote in USA TODAY and write it on the board. Have them ask you questions about the quotation to discover if the quoted information is reliable. (For example: Who said it? Where was the quote found? What are the credentials of the person being quoted? Where did he/she get his/her facts? Could he/she be biased for any reason?) You will answer their questions and then the students will determine whether the quoted information can be trusted and why. |
| 11 | 30, Part 1 | | |
| 12 | 30, Part 2 | | |
| 13 | 40 | Drawing conclusions/inferences | <ul style="list-style-type: none"> To review inferences/conclusions, re-read the story of <i>Little Red Riding Hood</i> from Step 2 of Lesson 40. Remind students that one inference that can be drawn from the story is "you should not talk to strangers." Ask: What is an inference? How is it different from a prediction? Read a pre-selected paragraph from the newspaper and ask students to draw one conclusion/inference from it. |
| 14 | 29 | | |
| 15 | 49 or 50 | | |
| 16 | 15 | Synthesizing information | <ul style="list-style-type: none"> Read a pre-selected paragraph aloud from the newspaper (put it on the overhead if you can). As a class, create and answer the QAR questions – with emphasis on the "author and you" and "on my own" questions. Ask: How do you know a question is asking you to synthesize information? Ask: How do you go about synthesizing information to come up with the correct answer? What strategies do you use? |
| 17 | 18, Part 1 | | |
| 18 | 18, Part 2 | | |