READING *LESSON PLANS*

Grade 8

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

READING Lesson Plan → Guessing Word Meaning through Context

Organizing Topic   Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning   6.3c, 8.4b

Objective(s)

- The student will use the context to determine the meaning of unfamiliar words and phrases.

Materials needed

- Overhead transparencies of several newspaper clippings containing unfamiliar words in rich context and demonstrating the use of a variety of context clue types
- A list with examples of types of context clues: restatements, synonyms, definitions, antonyms, contrast, examples, and inferences based on background knowledge
- Washable transparency pens in several colors
- Wipes for the transparencies
- Dictionaries

Lesson procedure

1. Assign students to bring in clippings from newspapers and news magazines that contain unfamiliar words in context. Also find, enlarge, and put onto transparencies several examples of text containing unfamiliar words in rich context and demonstrating a variety of clue types. Display on the overhead the most explicit example, and ask a student to underline the unfamiliar word or words with a bright transparency pen.
2. Read the text with the students several times, using several reading modes: silently, teacher reading aloud, choral and/or echo reading, individual student volunteers reading aloud.
3. Display and/or distribute examples of the types of clues which good readers use: synonyms or imbedded definitions, antonyms or contrast, examples, restatements, and inferences based on background knowledge. Model with Think-Aloud underlining the words and phrases that provide clues to the meaning of the unfamiliar word. Identify the type of clue underlined. Then, guess a definition for the unknown word, or have students assist with the guessing process.
4. Model finding the word in the dictionary to verify or modify the guessed definition, or ask students to find the word and assist with the verification or modification.
5. Repeat with a second example, but allow the students more independence with finding, marking, and thinking-aloud about the clue words. Have them articulate types of clues and guessed definitions.
6. Have student pairs or trios use the gathered newspapers and magazine clippings to collaborate on finding the clues to the meanings of unfamiliar words.
7. Prompt students to consult dictionaries to verify or modify their guessed definitions.
8. This lesson might be repeated with words from a textbook.

READING Lesson Plan → Combining Prefixes and Roots — Flip-A-Chip

Organizing Topic   Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning   6.3, 7.4, 8.4

Objective(s)

- The student will use combined prefixes and roots.
- The student will embed words in meaningful context.
- The student will use the dictionary.

Materials needed

- Flip-A-Chip sample packet(s)
- Dictionaries
- Plastic bags
- File cards
- Blank chips and markers
- Lists of prefixes and roots

Lesson procedure

1. Prepare a sample Flip-A-Chip packet containing two chips — one chip with a different prefix written on each side (e.g., *re* or *pro*) and the other chip with a different root on each side (e.g., *ject* or *duce*). These prefixes and roots must combine to make four words.
2. Demonstrate how to flip the chips and create the four words.
3. Model how to place all four words into meaningful context, and write the example on a file card. Then, insert this card into the bag with the chips.
4. Display or distribute a list of prefixes and a list of roots for students to use while creating Flip-A-Chip packets of their own.
5. Instruct students to work with partners to create packets and the file cards to accompany them. Have them check the dictionary for spelling and usage.
6. Encourage students to share the Flip-A-Chip packets with classmates and to continue to use the dictionary.

> My first idea for a science
> 1)_____ was to 2)_____
> something to help me 3)_____
> my waistline, but I must now
> 4)_____ that idea as unworkable.
>
>
>   1) *project*, 2) *produce*, 3) *reduce*, 4) *reject*

READING Lesson Plan → Combining Suffixes and Roots — Flip-A-Chip

Organizing Topic   Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning   6.3, 7.4, 8.4

Objective(s)

- The student will use combined suffixes and roots.
- The student will embed words in meaningful context.
- The student will use the dictionary.

Materials needed

- Flip-A-Chip sample packet(s)
- Dictionaries
- Plastic bags
- File cards
- Blank chips and markers
- Lists of suffixes and roots

Lesson procedure

1. Prepare a sample Flip-A-Chip packet containing two chips — one chip with a different suffix written on each side (e.g., *less* or *ful*) and the other chip with a different root on each side (e.g., *harm* or *care*.) These suffixes and roots must combine to make four words.
2. Demonstrate how to flip the chips and create the four words.
3. Model how to place all four words into meaningful context, and write the example on a file card. Then, insert this card into the bag with the chips.
4. Display or distribute a list of suffixes and a list of roots for students to use while creating Flip-A-Chip packets of their own.
5. Instruct students to work with partners to create packets and the file cards to accompany them. Have them check the dictionary for spelling and usage.
6. Encourage students to share the Flip-A-Chip packets with classmates and to continue to use the dictionary.

> If you are 1) _____ when you wash dishes you might cause 2) _____ bacteria to stay on the glassware. Also be 3) _____when you put the silverware away so that knives are placed into their racks is a 4) _____ fashion.
>
>   1) *careless*, 2) *harmful*, 3) *careful*, 4) *harmless*

READING Lesson Plan → Acquiring Vocabulary through Word Mapping

Organizing Topic   Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning   6.3, 7.4, 8.4

Objective(s)

- The student will use word mapping to expand vocabulary and develop independence with vocabulary acquisition.

Materials needed

- Overhead transparencies of *Wordsalive* map, found at
  http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html
- Washable transparency pens
- Damp towels
- Copies of a selected text
- A list of words from the text
- Dictionaries

Lesson procedure

1. Select approximately eight words from the selected text, and display and/or distribute the list. The words should be at or just slightly above the instructional level of the students.
2. Model the use of the word map with one of the words from the list. On the map, record the word, the context copied from the text, a guessed definition, a dictionary definition, a paraphrased definition, a synonym or example, an antonym or non-example, etymological information, morphological information, and a picture and with caption.
3. Have groups of three or four students map one word, using transparencies of the word map and washable pens.
4. Have the groups take turns introducing their word to the class.
5. Have each student map a word individually after the text has been read.

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will read and respond to a biography.
- The student will write poetry.

Materials needed

- Biographic text that students have already read
- Transparency and handouts of the biopoem
- Overhead projector

Lesson procedure

1. Distribute and display the biopoem formula (see below). Model the use of the biopoem, either with a famous person or yourself.
2. If appropriate, have each student write a biopoem about himself/herself. These might be shared, if time permits.
3. Ask students to draft biopoems about the subjects of biographies they have finished reading.
4. Have the students share their draft with a partner for revision and editing.
5. Biopoems might be read aloud and/or posted in the classroom. They might also be used for responding to strong, fictional characters encountered in the students' readings.

Biopoem Formula

Line 1: first name
Line 2: four traits that describe the character (usually adjectives)
Line 3: relative of ("brother of...," "daughter of...,")
Line 4: lover of (three things or people)
Line 5: who feels (three items or phrases)
Line 6: who needs (three phrases)
Line 7: who fears (three items)
Line 8: who gives (three items or ideas)
Line 9: who would like to see (three items for the future)
Line 10: resident of (city, state, and/or country)
Line 11: last name

Source

- A. R. Gere, ed., *Roots in the Sawdust: Writing to Learn across the Curriculum* (Urbana, Ill.: National Council of Teachers of English, 1985).

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will recognize character traits.
- The student will recognize character changes.

Materials needed

- A story with a strong character(s)
- Characterization charts in handout and transparency form
- Overhead projector

Lesson procedure

1. Select from the student anthology a story that contains a strong character(s).
2. Introduce the characterization chart (see below), and record the story's title on the chart.
3. Skim the story for the name of the protagonist, and record it on the chart. Other characters will be recorded on charts of their own.
4. Begin reading the story aloud, and pause to indicate elements on the chart as they appear in the story.
5. After reading a few paragraphs and recording a few elements on the chart, ask the students to read the rest of the story silently or with partners and continue recording elements on the chart.
6. Collaborate with the students to complete the transparency chart, using the findings of the class.
7. On the back of the chart, write a character description and/or tell how the plot caused changes in the character. Illustrations are optional but suggested.
8. This lesson might be repeated with a biography or autobiography.

Characterization Chart	
Name of the character: _____ / Nickname, if appropriate_____	
Title of story	
Introduction	
Problem(s)	
Actions taken to solve problem(s)	
Physical description	
How he/she talks	
Friends	
What others say	
Likes/dislikes	
Internal conversation or thoughts	
Changes as a result of the plot	

READING Lesson Plan → Making and Modifying Story Predictions

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will predict.
- The student will confirm, reject, and/or modify predictions.

Materials needed

- A short, predictable story from the students' anthology.

Lesson procedure

1. Announce the title and author of the story. Ask or tell students about the author, and instruct the students to examine the artwork.
2. Ask the students to predict, either orally or in writing, what they think the story will be about based on the title, what they know of the author, and the artwork.
3. Read aloud a portion of the text, or assign students to read it silently. Pause to consider the predictions made prior to reading, and confirm, reject, or modify predictions as needed.
4. Have the students predict again before reading another portion. As the reading continues, pause again to consider and then confirm, reject, or modify predictions.
5. Continue the process until the story is finished.
6. Repeat the process regularly with increasingly less predictable material.

READING Lesson Plan → Analyzing a Literature Genre

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will read a variety of examples of the same genre.
- The student will analyze the genre.

Materials needed

- A number of literature selections from the same genre, e.g., science fiction or historical fiction
- Genre Analysis Charts (see next page)

Lesson procedure

1. Read aloud a short example of the genre.
2. Prepare an analysis chart showing the characteristics of the genre across the top row and the titles of the selections in the left column.
3. Give a brief Book Talk about the other selections.
4. Have the students choose an example to read in a small group. Assign students to groups based on the students' reading abilities and the reading level and length of the selections, if appropriate.
5. Have the groups of students read their selection and look for the elements of the genre while reading.
6. Have the class chart the elements of the genre on the analysis chart.

Genre Analysis Charts

Genre Analysis Chart: Historic Fiction					
Title	**Time of change or conflict**	**Real places and maps included**	**Fictional protagonist(s)**	**Historic characters and events**	**Internal and external conflicts**	**Evidence of research**
My Brother Sam is Dead					

Genre Analysis Chart: Science Fiction					
Title	**Futuristic setting**	**Societal problems**	**Insights into human nature**	**Science important to plot**	**Technology**	**Evidence of extrapolation**
The Fun They Had					

Genre Analysis Chart: Myth					
Title	**Ancient setting**	**Humans interacting with gods/goddesses**	**Supernatural powers in gods/goddesses**	**Transformation**	**Similarities among different cultures**	**Explanation of natural phenomenon**
Persephone					

Genre Analysis Chart: Fantasy							
Title	**Unrealistic setting**	**Protagonist with extraordinary powers**	**Mentors and allies**	**Evil antagonists**	**Journeys or quests**	**Symbolism /Personification**	**Tests and a supreme ordeal**	**Supernatural beings and/or events**
The Lion, the Witch, and the Wardrobe							

READING Lesson Plan → Recognizing Imagery

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will recognize imagery.

Materials needed

- A poem from the student anthology
- Sensory Imagery Chart in handout and transparency form
- Overhead projector

Lesson procedure

1. Select a poem that contains a variety of visual, auditory, tactile, and perhaps other forms of imagery.
2. Introduce the chart with examples from *familiar* poems, and distribute charts to the students.

Imagery Chart	
Poem: _____ Poet: _____	
Visual (seeing) "To watch the woods fill up with snow."	Auditory (hearing) "From the jingling and the tinkling of the bells."
Tactile/Kinesthetic (touching/moving) "To fling my arms wide"	Olfactory/Gustatory (smelling/tasting) "sipping a cup of chamomile tea."

3. Read the poem aloud. Then, have the students read the poem in several different ways, e.g., choral, echo, by rows, by tables, by gender.
4. Have the students record on the chart the imagery they notice while you read the poem aloud again.
5. Collaborate with the students to record on the transparency a synthesis of the imagery found by each student.
6. On the back of their own charts, have the students describe how the imagery combines to set a mood or give meaning to the poem. Illustrations might be added, if appropriate.
7. Repeat with lesson with a variety of poems.

READING Lesson Plan → Making Inferences with It Says...I Say...

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will make inferences.

Materials needed

- A text from the student anthology
- It says...I say... chart
- Overhead projector and transparency markers
- Transparency wipes

Lesson procedure

1. Select a text that offers opportunities for students to make inferences.
2. Introduce the chart with an example from the text.

It says...	I say...	Inference
"Some say the world will end in fire,"	Severe droughts often allow huge fires to burn out of control.	Perhaps a widespread, severe drought will cause the world to end.

3. Read the text aloud. Then, reread the text with the students in several different ways, such as choral, echo, by rows, by tables, by gender, etc.
4. Have students find other examples in the text to add to the chart (It says...), have them activate background knowledge (I say...), and have them combine that knowledge with the text to make an inference.
5. The lesson should be repeated often with both prose and poetry.

READING Lesson Plan → Understanding Novels with Open House — To Discover...

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will read and comprehend the beginning of a novel.
- The student will predict.

Materials needed

- A class set of an age-appropriate novel on the independent or instructional level of the students
- Photocopied paragraphs from the first chapter of the novel
- Open House — To Discover... handout and transparency (see below)
- Overhead projector

Lesson procedure

1. Choose a novel appropriate for students. Introduce the novel with a very brief Book Talk.
2. Cut photocopied paragraphs from the first chapter into small bits (a few sentences or a paragraph) and distribute them to students, one bit per student. Have the student read their bit and share the information from it with others, who will, in turn, share what they learned from a different bit. Collaboratively students will discover character names and traits, point of view, setting, mood, hints at the plot, and conflict(s).
3. Prior to class discussion, have students record on the "Open House — To Discover..." handout what they have learned from reading and sharing.
4. In a whole-class discussion, have the students share all the information they learned from reading and individual sharing. Record this information on the transparency.
5. Have the students make and record their predictions about the novel.
6. Assign a portion of the novel to be read either independently or in small groups.

Open House — To Discover…
Characters:
Point of view:
Setting:
Mood/tone:
Plot/action:
Conflict(s):
I predict that

READING Lesson Plan → Finding Poetic Features

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will read age-appropriate poetry.
- The student will increase fluency.
- The student will identify poetic devices.
- The student will notice authors' craft.

Materials needed

- Overhead transparencies of poems
- Overhead projector
- A list of poetic features found in the Curriculum Framework
- Washable transparency pens
- Damp towels
- A pointer

Lesson procedure

1. Display a poem on the overhead, and ask students to read it silently.
2. Read the poem aloud to students, and have them follow along, using a pointer to point to words and/or lines to help them follow.
3. Have the students read the poem with you, as a chorus. A student volunteer might use the pointer to help the class follow and stay together.
4. Have the students reread the poem in smaller groups, e.g., by rows, by tables, by gender. Students might take turns being the leader and or the pointer. Some students might volunteer to read aloud a portion or the whole poem as a solo.
5. Have students identify words or phrases that need clarification, and collaborate with them to clarify. Allow them to consult dictionaries, when appropriate.
6. Point out one poetic feature, and ask students to identify where that feature appears elsewhere in the poem. For example, indicate the first simile, and have the students identify all the others, or label the rhyme scheme or meter of the first stanza, and let the students mark the others. Using markers on the overhead transparency can be effective, and students should participate in the markings.
7. On a different day, identify a different poetic feature in another poem, and repeat some features, as necessary or appropriate. As students gain mastery of poetic features, the ask them to identify those features before introducing new ones.
8. Discuss with the students the theme, message, mood, and structure, as appropriate. On occasion, have students write their interpretations, reactions, illustrations, and examples.
9. Have the students reread the poem as a chorus and as volunteer soloists.

READING Lesson Plan → Rehearsing & Reading Scripts with Readers' Theater

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will participate in Readers' Theater.
- The student will increase fluency.
- The student will clarify vocabulary and proper nouns
- The student will predict.
- The student will identify theme.
- The student will identify character traits and/or changes as a result of the plot.

Materials needed

- Story written in play form, either a published play or one adapted by the teacher

Lesson procedure

1. Choose or write a script. Introduce the idea of a Readers' Theater that involves voice-overs for an animated film.
2. Distribute the script, and allow students to preview it and look for roles they would like to read aloud. If there are not enough roles to go around, the students might share roles, one performing in the first part of the play and another in the second part of the play. Another option is to have multiple productions taking place in different parts of the room simultaneously.
3. Assign roles, or allow students to volunteer. Write the role assignments on the board. Although volunteering is preferable, assigning may be needed to ensure that all can participate.
4. Instruct students to find and underline, if using a photocopy, their lines. Have students read their lines silently and then find a partner with whom to rehearse aloud. Circulate to help students articulate any tricky words, such as names. Clarify any recurring names or other tricky words for the entire class.
5. After the rehearsal, help the students predict what the story will be about and identify potential themes and plot lines.
6. For the actual performance of the script, place chairs in a circle, or form several circles, if more than one group are reading simultaneously.
7. When the play is finished, discuss with the students and/or have them write about the theme, characters, and main elements in the plot.

READING Lesson Plan → Summarizing with Somebody…Wanted…But…So…

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will read a short story
- The student will summarize.

Materials needed

- A short story that is already familiar to all the students
- A short story from the student anthology for students to read
- SWBS Charts in handout and transparency form
- Overhead projector

Lesson procedure

1. Display the SWBS Chart, and review it with students. Display a completed example of the chart based on a story that is familiar to all.

SWBS Chart			
Title: _____ Author: _____			
Somebody…	**Wanted…**	**But…**	**So…**
Laurie	attention at school	he didn't want his parents to know	he blamed Charles.

2. Assign a short story for the students to read silently or with partners.
3. Have the students use the SWBS Chart to summarize the story.
4. Have the students share their summaries, writing and displaying their responses on a SWBS Chart transparency.
5. Repeat this procedure with other stories.

READING Lesson Plan → Analyzing Stories with a Story Map

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5
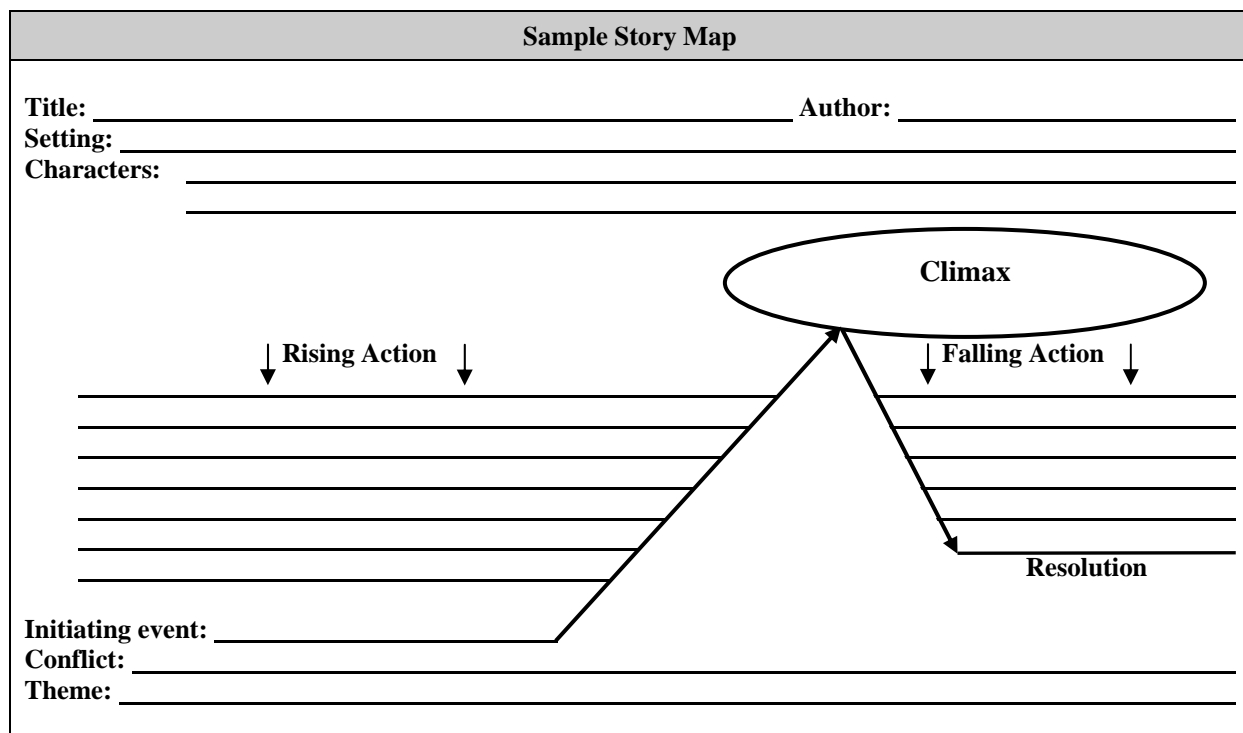
Objective(s)

- The student will comprehend and summarize a short story.
- The student will identify the features of a short story.

Materials needed

- Short stories from the student anthology
- Story maps on transparency and in handout form (see below)
- Overhead projector
- Washable marking pens and wipes

Lesson procedure

1. Display a story map on the overhead projector:

Sample Story Map

Title: _____ Author: _____
Setting: _____
Characters: _____

Climax

Rising Action   Falling Action

Resolution

Initiating event: _____
Conflict: _____
Theme: _____

    Choose a familiar story, and map it as a model, explaining each part of the map: Title, Author, Setting, Initiating event, Protagonist and other characters as appropriate, Events in the rising action, Climax, Event(s) in the falling action, Resolution, Conflict, Theme.

2. Read a story from the student anthology aloud. Students will map as they follow along with the teacher's assistance. For instance, the teacher will pause to allow students to identify the characters, the initiating event, events in the rising action, the climax, and/or the theme of the story.

3. In small groups or pairs students will read and map another story from the anthology. Teacher will circulate, providing assistance as needed.

4. Repeat with many short stories and growing independence.

READING Lesson Plan → Analyzing Poetry with TPCASTT

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will read age-appropriate poetry.
- The student will paraphrase.
- The student will identify poetic devices.
- The student will notice authors' craft.
- The student will interpret poetry.
- The student will identify theme or main idea.

Materials needed

- Poetry from the student anthology
- Transparency of the TPCASTT (Title-Paraphrase-Connotation-Attitude-Shifts-Title-Theme) Chart (see next page)
- Overhead projector
- Handouts of the TPCASTT Chart

Lesson procedure

1. Display a poem on the overhead, and ask students to read it silently.
2. Display the TPCASTT Chart on the overhead, and model the TPCASTT procedure described in the chart:
   - Read the **title** aloud, and demonstrate making a prediction of its meaning by thinking aloud.
   - Read aloud the entire poem with the students following along. Students might be asked to read along during a second reading.
   - **Paraphrase** a line, a sentence, or a stanza, as necessary for student comprehension. Points out one or more poetic features, such as imagery (simile, metaphor, personification, alliteration, and onomatopoeia) rhythm, rhyme, point of view, diction, and/or symbolism.
   - Point out the poet's tone and/or mood, looking deeper for **connotations** in the language and **attitudes** expressed in the tone or mood.
   - Point to any changes or **shifts** in feeling, mood, tone, rhyme, or rhythm.
   - Reexamine the **title,** and explain what it means now that analysis is complete.
   - State a **theme**, main idea, or lesson learned.
3. Assign another poem from the anthology for the students to analyze using TPCASTT. The students should work in small groups and as they gain independence use the procedure more independently.
4. The teacher should point out the poetic feature(s) to look for, so students do not get frustrated looking for features that are not there.

TPCASTT Chart		
T: Title	Predict what you think the title means.	
P: Paraphrase	Write in your own words what each line or stanza of the poem says. Don't worry about what it may mean, just what the words say. Be as literal as possible.	
C: Connotation	Look for poetic devices, rhyme scheme, symbols, and deeper meaning. Some examples are imagery (simile, metaphor, personification, alliteration, onomatopoeia) rhythm, rhyme, point of view, diction, and symbolism.	
A: Attitude	Look for the poet's mood and/or tone.	
S: Shifts	Look for changes in feelings, tone, mood, or perhaps rhyme and rhythm.	
T: Title	Evaluate the title again, and decide what it means to you now.	
T: Theme	Write what you consider to be the theme, main idea, or lesson of the poem.	

Source: The College Board, English Vertical Teams.

READING Lesson Plan → Predicting a Story through a Word Harvest

Organizing Topic   Comprehending Narrative and Poetic Text

Related Standard(s) of Learning   6.4, 7.5, 8.5

Objective(s)

- The student will read and comprehend a short story.
- The student will clarify vocabulary.
- The student will predict.

Materials needed

- Student anthology
- Vocabulary list
- Pre-reading Word Harvest handout (see below)
- Sticky-notes

Lesson procedure

1. Choose a short story from the anthology, and choose approximately 15 words from the story, some of which are important to the theme or other story elements, and some which may be unfamiliar to the students.
2. Instruct the students to arrange the words on the list into the categories on the Word Harvest handout. Emphasize that many correct arrangements are possible.
3. Have the students use their categorized words to write a prediction of the story. Have students share their predictions.
4. Ask the students to find in the story the listed words and mark them with sticky-notes. Allow underlining or highlighting if the students are using a photocopy of the story.
5. Work with the students to clarify some or all of the unfamiliar words prior to reading: use collaboration, context, and, if necessary, dictionaries.
6. Have the students read the story with partners, in small groups, or individually. Alternatively, read part of the story aloud, if appropriate.
7. Discuss the story with the student and/or map it on the story map.

Word Harvest		
Characters	**Setting**	**Problem**
Solution	**Unfamiliar words**	**Words I want to know more about**
My prediction		

READING Lesson Plan → Comprehending Text with an About/Points Chart

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   6.5, 7.6, 8.6

Objective(s)

- The student will read informational or persuasive text.
- The student will find the topic
- The student will find the main points.

Materials needed

- Several short informational or persuasive texts
- About/Point Charts in handout and transparency form
- Overhead projector

Lesson procedure

1. Display the About/Point chart, and distribute the shortest informational or persuasive text.
2. Instruct the students to read the text silently or with partners.
3. Ask the students to tell in one or two words what the text is about; write the topic on the transparency chart.
4. Ask the students to list the points the author makes; write these on the transparency chart.
5. Distribute About/Point Charts and another text to the students. Have the students read the text silently or with partners and fill in the chart.
6. Discuss the student responses, and write these on another transparency chart.

About/Point Chart	
Title:_____ **Author:**_____	
The text is ABOUT:	
The author's POINTS are:	

READING Lesson Plan → Understanding Text with an Anticipation Guide

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   6.5, 7.6, 8.6

Objective(s)

- The student will read informational text.
- The student will predict.
- The student will modify opinions or biases.
- The student will express opinions.
- The student will paraphrase.

Materials needed

- An Anticipation Guide prepared by the teacher
- Highlighters and/or sticky-notes
- Informational text

Lesson procedure

1. Prepare an anticipation guide by reading the text carefully in advance of the lesson and identifying the major concepts. Write three to five general statements about these concepts that will activate student background knowledge and/or biases. Well-known quotations, idioms, and or clichés may work well.
2. Display and distribute the Anticipation Guide to students. Have the students respond to the guide, circling "Agree" or "Disagree" by each statement in the left-hand column.
3. Read the beginning of the text aloud, and then assign students to read the remainder individually or with partners.
4. When reading is complete, instruct students to mark their Anticipation Guide again in the right-hand column to reflect their confirmed or changed beliefs. Students should also highlight or mark with sticky-notes the passages in the text that support their beliefs.
5. Discuss the concept statements with the students, and have students support their responses based on the text.
6. As an extension, the students might write about one of the concept statements, using the text to support their beliefs.
7. This lesson might be repeated with fiction by focusing on themes.

Before	Concept Statements	After
Agree Disagree	"Neither a borrower nor a lender be."	Agree Disagree
Agree Disagree	Taxes are a necessary part of a democratic society.	Agree Disagree
Agree Disagree	Everyone cheats on taxes.	Agree Disagree

READING Lesson Plan → Understanding Owner's Manual Directions

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   8.6

Objective(s)

- The student will read to complete a task.
- The student will use context and illustrations to understand technical vocabulary.
- The student will paraphrase.

Materials needed

- Multiple copies of an owner's manual for an electronic device
- Sticky-notes and/or highlighters

Lesson procedure

1. Distribute copies of the owner's manual to small groups of students. Model the use of the Table of Contents to find the instructions for programming the device. Have the groups of students find and read the instructions, highlighting or marking with sticky-notes any unfamiliar technical vocabulary.
2. Model using the context and the illustrations to find the definitions of the technical vocabulary. Have the groups of students define and illustrate the technical vocabulary.

Vocabulary	Context clues	Definition	Illustration

3. Model rereading the text, marking the steps in the procedure, and paraphrasing the instructions.
4. Have the groups of students list the steps in the procedure, paraphrase them, and illustrate the steps.

Text's words	Our paraphrase	Illustration

READING Lesson Plan → Summarizing with Subheadings and Group Collaboration

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 6.5, 7.6, 8.6

Objective(s)

- The student will read informational text.
- The student will summarize.

Materials needed

- Informational text with subheadings
- Group Summarizing Charts in handout and transparency form
- Overhead projector

Lesson procedure

1. Distribute an informational text with subheadings, and display the Group Summarizing Chart on the overhead. Write the text's subheadings on the chart as the students identify and read them aloud.
2. Divide the class into the same number of groups as the subheadings, and assign each group to read and summarize the portion of text under one subheading.
3. Write each group's text summary on the chart transparency for the whole class to see. Coach the groups in refining their summary, as necessary, pointing out the good and bad features. If appropriate, have the students copy all summaries on their own chart.
4. The procedure might be repeated with informational text that is lacking subheading by instructing the students to skim the text prior to reading so that subheading might be created and written on the transparencies.

Group Summarizing Chart	
Subheading #1	*Subheading #2*
Subheading #3	*Subheading #4*

READING Lesson Plan → Understanding Persuasive Text

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   8.6

Objective(s)

- The student will read persuasive text.
- The student will find author's purpose.
- The student will paraphrase.

Materials needed

- Multiple copies of an editorial
- Persuasive Text Analysis graphic organizer in handout and transparency form
- Overhead projector

Lesson procedure

1. Distribute copies of an age-appropriate editorial copied from a recent newspaper. Distribute and display on the overhead the graphic organizer. Ask the students to read the editorial silently.
2. Ask the students to reread the editorial with a partner and look for facts, statistics, examples, expert authority, and logic and reasoning to record on their charts.
3. Lead the class in a discussion of the editorial, recording the combined findings on the transparency.
4. Have students restate the author's position and tell whether or not the editorial was persuasive and why.

Persuasive Text Analysis	
Title: _____ Author: _____	
Source/Pages: _____ Date: _____	
Facts	
Statistics	
Examples	
Expert authority	
Logic and reasoning	
Restatement of author's position and reader's reaction	

READING Lesson Plan → Interpreting Political Cartoons

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   8.6 (a, b, c, d, h, and i)

Objective(s)

- The student will read and interpret political cartoons.

Materials needed

- A transparency of an age-appropriate political cartoon
- Handout of one or several age-appropriate political cartoons (different from that on the transparency)
- Transparency pens and wipes
- Overhead projector

Lesson procedure

1. Select and display on the overhead an age-appropriate political cartoon.
2. List common features of cartoons: caricature, symbolism, exaggeration, wit, and brevity.
3. Point out an example of one or several of the features in the cartoon on the overhead, and allow students to find other features, if possible. This transparency might be labeled with washable pens.
4. Assist students in interpreting what the cartoonist is trying to convey, and write the interpretation on the transparency.
5. Distribute other cartoons, and allow the students to work in pairs or trios to find and list the features of each and collaborate on an interpretation.
6. Have the class share the features found and discuss the interpretation of the cartoons.
7. Have the students individually write their interpretations in paragraph form.

READING Lesson Plan → Reading and Rereading for Understanding with Note-Taking Guide Chart

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   6.5, 7.6, 8.6

Objective(s)

- The student will read and reread informational text.
- The student will take notes.
- The student will paraphrase.
- The student will summarize.

Materials needed

- Informational text with subheadings
- Read-and-Reread Note-Taking Guide Chart (see next page)

Lesson procedure

1. Choose and distribute a challenging informational text with subheadings. Distribute the chart.
2. Have students read and consider the title and write it on the guide. Have them also write the author's name on the guide and activate any prior knowledge about him/her by means of a whole-class or small-group discussion. Have students identify the source of the text, write it on the guide, and activate any prior knowledge about its bias by means of a whole-class or small-group discussion. Have them note the bias, if any, on the chart
3. Have the students read the opening and closing paragraphs aloud. Have them paraphrase these two paragraphs on their guides.
4. Ask the students to skim the article for boldface type, italics, and subheadings and write these on the guide in the order they appear in the text. Clarify any unfamiliar vocabulary during the second reading, and have students write needed clarifications on their guides.
5. Have students skim the article by reading the topic sentence in each paragraph. Explain that usually the topic sentence comes first in the paragraph, but occasionally one needs to read carefully to find it. Have students record the topic sentence on their guides. This step might be accomplished with partners or individually.
6. Pause to discuss what has been learned thus far.
7. Have students read the entire article, writing any important information not already included on their guide.
8. Finally, have students summarize the article.

Read-and-Reread Note-Taking Guide Chart for Expository Text

Title: _____ Author: _____

Source: _____ Bias: _____

First reading Paraphrase of first and last paragraph	**Second reading** Boldface type, italics, subheadings, in order of appearance, and needed clarifications	**Third reading** Paraphrase of the topic sentence of each paragraph.	**Fourth reading** Important information not already included

Summary of article

READING Lesson Plan → Following Directions

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   8.6

Objective(s)

- The student will read to complete a task.
- The student will use context and specialized dictionaries to understand technical vocabulary.
- The student will paraphrase.

Materials needed

- A recipe in handout form or on transparency
- Overhead projector
- Sticky-notes and/or highlighters
- Specialized dictionary
- Ingredients and utensils, if appropriate

Lesson procedure

1. Display or distribute copies of the recipe. Have students read the directions, highlighting or marking with sticky-notes any unfamiliar technical vocabulary. Unfamiliar phrases should be included as well, e.g., "separate the eggs."
2. Model using the context and the specialized dictionary to find the definitions of the technical vocabulary. Have small groups of students define and illustrate the technical vocabulary.

Vocabulary	Context clues	Definition	Illustration

3. Model rereading the text, marking the steps in the procedure, and paraphrasing the instructions.
4. Have the groups of students list the steps in the procedure, paraphrase them, and illustrate the steps.

Recipe's words	Our paraphrase	Illustration (optional)

READING Lesson Plan → Answering Text-Based Questions with ReQuest

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   6.5, 7.6, 8.6

Objective(s)

- The student will read informational text.
- The student will ask questions.
- The student will answer questions.

Materials needed

- A textbook or informational article
- Sticky-notes

Lesson procedure

1. Instruct the students to read the first two paragraphs of the text silently and formulate questions based on the reading. Have the students write their questions on sticky-notes.
2. Model answering text-based questions by allowing the students to ask you their questions and answering the questions without consulting the text.
3. Then, instruct students to read the next several paragraphs in order to prepare to answer questions themselves.
4. Ask the students some literal and some inferential questions based on the reading. Have them answer without consulting the text, if possible, but if no one can answer, allow them to look back at the text. For answers to inferential questions, students should be able to support their inferences with ideas or statements from the text.
5. Instruct the students to read a few more paragraphs and prepare additional literal and inferential questions on sticky-notes.
6. Answer the students' questions without consulting the text, but if necessary, refer to ideas or statements in the text to support the answers to inferential questions.
7. Continue the process, with students and teacher alternating until the text is finished.
8. Pairs of students might use this procedure after the students are proficient in it.

READING Lesson Plan → Using Rules to Summarize

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   8.6

Objective(s)

- The student will read and summarize informational text.

Materials needed

- A photocopied article from a newspaper or news magazine
- A transparency of the rules for summarizing:
  - Delete trivia and redundancies
  - Superordinate (i.e., choose a general term to replace a list)
  - Find or create a main idea statement
- Overhead projector

Lesson procedure

1. Select, photocopy, and distribute an age-appropriate article from a newspaper or news magazine at or below the independent reading level of the students.
2. Display and discuss the rules for summarizing.
3. Assign students to read the article silently.
4. Read aloud the first portion of the article, and model deleting trivia and redundancies.
5. Find an example of a list, and model, with student assistance, how to superordinate.
6. Read aloud the second portion of the article, and ask students to summarize it in writing.
7. Call on volunteers to share what they have written, and point out the ways they have or have not followed the rules.
8. Read aloud the last part of the article, and model finding or creating a main idea statement.
9. Ask students to find or create a main idea statement for the article as a whole.
10. Assign students to read the article again with a partner and collaborate on a summary of the article as a whole. The length of the summary should be approximately 25 percent of the original length.

READING Lesson Plan → Summarizing by Paragraphs

Organizing Topic   Comprehending Informational Text

Related Standard(s) of Learning   8.6

Objective(s)

- The student will read, annotate, and summarize informational text.

Materials needed

- A photocopied newspaper or magazine article.
- Sticky-notes

Lesson procedure

1. Select, photocopy, and distribute an age-appropriate article from a current newspaper or news magazine at or below the independent reading level of the students.
2. Assign students to read the article silently.
3. Then, read the first paragraph aloud, and model using a sticky-note to record a one-sentence summary of the paragraph. If margins are sufficiently roomy, the sticky-notes can be eliminated and the summary written directly in the margins.
4. Read aloud the second paragraph, and allow students time to summarize it in one sentence and record the summary in the margin or on a sticky-note. Ask for several volunteers to share summaries.
5. Continue having the students read paragraph by paragraph, allowing them to record summaries and share summaries as appropriate.
6. Assign the students to read the last few paragraphs with partners and collaborate on summaries.
7. When the entire article has been read, have the students use their paragraph summaries to formulate a summary of the entire article. The summary's length should be approximately 25 percent of the original text's length.
8. This lesson should be repeated regularly with increasingly difficult articles and diminishing teacher support.

READING Test Items from the Virginia Standards of Learning Assessment

Released reading test items can be accessed at http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html. Reviewing these assessment items and using them in the classroom will allow educators and students to become familiar with the type of questions being asked as well as the testing format.

Teachers should also review the electronic format with students to acquaint them with the tools and functionality of online testing. Released reading online testing can be accessed at http://etest.ncs.com/Customers/Virginia/pat_home.htm.