

**Learning Segment Title: Comprehension Strategies with Informational Text**

**Grade: 3rd**

**Context:**

Students in the class: 17      Males: 8      Females: 9  
Students with IEPs: 3      Students with 504 Plans: \_\_\_\_\_  
English Language Learners: \_\_\_\_\_  
Language Proficiency Level (# of students at each level):  
Beginning: \_\_\_\_\_ Intermediate: \_\_\_\_\_ Advanced: \_\_\_\_\_ Advanced High: \_\_\_\_\_

**Central Focus:**

The central focus for this learning segment is for the comprehension of text by applying knowledge (function) of specific text features such as pictures, headings, captions, bold words, when reading informational text. It specifically focuses on defining the vocabulary of author's purpose, text evidence, central idea, and supporting details (vocabulary), within a variety of complex texts. Students will examine and investigate using specific text features (syntax). The purpose for teaching this content is to comprehend, analyze and explain informational text using specific text features (discourse).

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**Lesson Plan Number: 1**

**Lesson Title: Identifying Author's Purpose in Informational Text**

**Content Standards:**

**TEKS:**

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

TEKS 3.7.F Respond using newly acquired vocabulary as appropriate.

TEKS 3.9.D.i Recognize characteristics and structures of informational text, including: the central idea with supporting evidence.

TEKS 3.9.D.ii Recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

TEKS 3.10.A Explain the author's purpose and message within a text.

TEKS 3.10.B Explain how the use of text structure contributes to the author's purpose.

TEKS 3.10.C Explain the author's use of print and graphic features to achieve specific purposes.

**Learning Objectives:**

By the end of the lesson the students will be able to (SWBAT):

**SWBAT1:** Identify the author's purpose when it comes to animal classification.

**SWBAT2:** Define the words kingdom, life cycle, adapt, characteristic, classify.

**SWBAT3:** Retell how text features help reader identify information about classifying living things.

**SWBAT4:** Select characteristics that help classify specific animals from their reading.

<b>Language Demands</b>	<b>Language Supports</b>
Function:	The students will be listening to a read-aloud about characteristics of different animals.

Student will be able to identify the author's purpose when it comes to animal classification. SWBAT1	Then I will ask the students comprehension questions to ensure that the students understand why the author wrote this text and how the author intended for them to use the text.
Vocabulary: Student will be able to define the words kingdom, life cycle, adapt, characteristic, and classify. SWBAT2	I will be showing my students slides of their vocabulary words to make sure the students will understand the words kingdom, life cycle, adapt, characteristic, and classify.
Discourse: Retell how text features help reader identify information about classifying living things. SWBAT3	I will be asking the students what features they heard when reading that will help them classify the animals they heard about in the story.
Syntax: Compile characteristics that help classify specific animals from their reading. SWBAT4	I will be placing worksheets with each animal they heard about during the read-aloud, then each animal will be classified by their characteristics.

### **Focus/Attention-Getter:**

I will go over an anchor chart for text features, we will discuss the different text features and then we will go over the definition of what each text feature is. On a white piece of chart paper, the author's purpose will be written down. We are going to discuss the questions that we ask ourselves when we are reading a text. The two questions the students are going to ask are Why did the author write the text or passage? Does the author want to answer, explain, or describe a topic?

Then we will play the What am I? card game. I am going to put the students into two groups, I pull a card from the pile of cards, I will read the question to the students and then I will call on one student to answer the question. These questions will be a review of the previous lesson on text features of informational text.

### **Background Information/ Lesson Rationale:**

I will explain to the students that when we are reading a text it is important for the reader to understand the author purpose for writing the text that they are reading. This helps them understand why it was written, and how the text features can be used to inform or even persuade the reader to think or believe what they are saying, or to help develop their own ideas.

### **Input/Presentation/ Modeling:**

I will go over the vocabulary for this lesson. I am going to have the students find a square around the room and I will be showing them a slide on each of the vocabulary words. I will ask a student if they can read the vocabulary word, if no one can read the word, then as a class we will sound out the word on our own. We will also count the syllables of the word. I will then ask the student if they know what the word means? I will select on a student or two to get their responses. I will then provide them with the actual definition of the word, and I will read the definition to the class.

### **SWBAT2**

### **Guided Practice:**

The students will be doing their reading portion of the lesson, we are going to then read the student reader as a group. While we read the reader, as a class we will stopping to go over the text features by highlighting and discussing why the author purpose for putting those features in

their reading and what the author is trying to tell us by placing them there. I will also be stopping during the reading and ask the students comprehension questions to ensure they are understanding what we are reading.

The students will be doing their speaking and listening portion of the lesson, I will let the students know that they will be listening to a read-aloud, and that they will hear about five groups of animals. I will explain that during the story I want them to focus on the author's purpose. I will then ask the students to think about two things while they are listening to the story. The first is Why did the author write the text or passage? Does the author want to answer, explain, or describe a topic? I am going to play the read-aloud for the students.

After the read-aloud we are going to be discussing the read-aloud. I will be asking the students their checking for understanding questions, these questions include why did the author write the passage? Did the author want to answer, explain, or describe a topic? What four characteristics do all living things have in common? What are kingdoms? What are two kingdoms you learned about today? How do scientists classify animals? Why do scientists classify animals? Why do we classify things around us? Do scientists already know all there is to know about our world? Why or why not? Which group of living things is the largest? A) Bird B) Fish C) Insects and D) reptiles.

I will ask the students to grab their reading workbook as they return to their table spots, I will have them turn to their word works page. We will place the date on the page, and their word of the day which will be classify. The students will write down the word classify as well as its meaning which is to sort or group animals or things according to common characteristics. I will then put the word classify in a sentence and I will write it down for the students. "In order to organize, study, and compare animals, scientists classify them by having their common or shared characteristics. I will then ask the students to write their own sentence using classify.

### **SWBAT 1 and SWBAT 3**

#### **Independent Practice:**

Around the classroom there will be a sheet of paper that will have a name of an animal that they just learned about on it. The students will then have a walk around the room and put some of the characteristics that will help classify these animals.

### **SWBAT4**

#### **Modifications for Learners with Exceptionalities:**

Students with IEPs/504 Plans:

Intellectual Disability:

Extra time for oral responses, opportunity to repeat and explain instructions, sit near teacher for instructional purposes, teacher check for understanding and reteach/reread materials as indicated, extra time for written responses, no penalty for spelling errors, positive reinforcement.

Autism:

Direct student attention to specific information (parts of a graphic, parts of an answer choice), feedback provided frequently, teacher check for understanding and reteach/reread materials as indicated, provide correctly completed example(s), opportunity to respond orally in lieu of written response, frequent breaks, opportunity to help the teacher.

Students with Other Learning Needs:

Specific Learning Disabilities-Reading: decoding:

Extra time for oral responses, extra times for written response, no penalty for spelling errors, oral/signed administration: read/sign parts of test at students' request.

**Assessment:**

The students will be asked to go onto Canvas, where they will be presented with a short paragraph about Naked Mole Rats. The students will read the passage and then answer the one question which was What was the author's purpose for this article? Then the students will take a sticky note and they will make a hashtag and then something that they learned from the lesson.

	Outstanding (100)	Needs Improvement (0)
Question and Answer	Student was able to answer multiple choice question correctly.	Student was not able to answer to answer multiple choice question correctly.
Hashtag	Student was able to write a hashtag about what they learned.	Student was not able to write a hashtag about what they learned.

**Closure:**

I will let the students know that know they can determine the author's purpose about classifying animals. Also, they can now explain how text features help readers identify information about classifying living things.

**Learning Segment Title: Comprehension Strategies within Informational Text**

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Students with IEPs: 3      Students with 504 Plans: \_\_\_\_\_  
English Language Learners: \_\_\_\_\_  
Language Proficiency Level (# of students at each level):  
Beginning: \_\_\_\_\_ Intermediate: \_\_\_\_\_ Advanced: \_\_\_\_\_ Advanced High: \_\_\_\_\_

**Central Focus:**

The central focus for this learning segment is for the comprehension of text by applying knowledge (function) of specific text features such as pictures, headings, captions, bold words, when reading informational text. It specifically focuses on defining the vocabulary of author's purpose, text evidence, central idea, and supporting details (vocabulary), within a variety of complex texts. Students will examine and investigate using specific text features (syntax). The purpose for teaching this content is to comprehend, analyze and explain informational text using specific text features (discourse).

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**Lesson Plan Number: 2**

**Lesson Title: Finding Text Evidence in Informational Text**

**Content Standards:**

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.  
TEKS 3.6.E Make connections to personal experiences, ideas in other texts, and society.  
TEKS 3.6.F Make inferences and use evidence to support understanding.  
TEKS 3.6.H Synthesize information to create new understanding.  
TEKS 3.7.C Use text evidence to support an appropriate response.

**Learning Objectives:**

By the end of the lesson the students will be able to (SWBAT):

**SWBAT1:** Identify important points using text evidence from two informational texts on vertebrates and invertebrates.

**SWBAT2:** Define the words column, exoskeleton, nerves, spine, vertebrates, invertebrates.

**SWBAT3:** Retell the connection between vertebrates and invertebrates.

**SWBAT4:** Compare and Contrast vertebrates and invertebrates of two specific animals.

<b>Language Demands</b>	<b>Language Supports</b>
Function: Student will be able to identify important points using text evidence from two informational texts on vertebrates and invertebrates. SWBAT1	The students will be listening to a read-aloud about vertebrates and invertebrates.  Then I will ask the students comprehension questions to ensure that the students understand of the text that was read to them.

<p>Vocabulary:  Student will be able to define the words column, exoskeleton, nerves, spine, vertebrates, invertebrates.  SWBAT2</p>	<p>I will be showing my students slides of their vocabulary words to make sure the students will understand the words column, exoskeleton, nerves, spine, vertebrates, and invertebrates.</p>
<p>Discourse:  Student will be able to retell the connection between vertebrates and invertebrates.  SWBAT3</p>	<p>I will ask the student to tell me about the connection between vertebrates and invertebrates based on their comprehension of the text.</p>
<p>Syntax:  Student will be able to Compare and Contrast vertebrates and invertebrates of two specific animals.  SWBAT4</p>	<p>I will be giving the students a Venn Diagram with two animals, and they need to compare and contract the characteristics of those animals.</p>

**Focus/Attention-Getter:**

I will be going over an anchor chart for text features, we will discuss the different text features and then we will go over the definition of each text feature. I will also go over author's purpose with the students as a review. I will continue my lesson with an activity that will allow me to see what the students know about vertebrates and invertebrates. On a piece of chart paper, I am going to label the top of the paper with vertebrates and invertebrates. I am going to have two columns before reading and after reading. I am going to have a list several animals including humans, horse, butterfly, snake, lobster, goldfish, earthworm. I will have the students stand in a square around the room. If they think the animal is a vertebrate, I am going to have the students raise their hand if they think the animal is a vertebrate, I will count the students and then I will have the student raise their hand if they think the animal is an invertebrate, I will count the students. I am going to place the numbers on the chart paper in the before reading column.

**Background Information/ Lesson Rationale:**

I will explain to the student that it is important to know if an animal is a vertebrate or an invertebrate. This is another characteristic that you can use to help you classify specific animals.

**Input/Presentation/ Modeling:**

I am going to go over the vocabulary for this lesson. I am going to have the students stay in their square and I will be showing them a slide on each of the vocabulary words. I will ask a student if they can read the vocabulary word, if no one can read the word, then as a class we will sound out the word on our own. We will also be counting the syllables. I will then ask the student if they know what the word means? I will select on a student or two to get their responses. I will then provide them with the actual definition of the word, and I will read the definition to the class.

**SWBAT2**

**Guided Practice:**

The students will be doing their reading portion of the lesson, I am going to read chapter three vertebrate or invertebrate to the students. During the reading I am going to ask the students comprehension questions. I will have the students provided me with an answer and then they found the answer within their text. I will then have the students highlight their text evidence. Also, during the reading the students will be taking notes on what animals they hear are vertebrates, and what animals they hear that are invertebrates. After the reading I am going to ask the students what was the author's purpose of this text? What text features did the author use within the text. Why did the author add these text features? After I have read the chapter to

them, I am going to have the students partner up and then they will do a think-pair-share of animals that are vertebrates and invertebrates. I will then have each group tell me two animals that are vertebrates. I will write these down on the board. I will then ask each group to tell me what animals' invertebrates and I will write those down on the board. I will then go back to when my chart paper for I will take another poll of what students believe the animal is a vertebrate or an invertebrate and record the numbers on the chart paper like I did before the reading that I read to them.

The students will be doing their speaking and listening portion of the lesson, I will tell the students that we are going to listen to a read-aloud about vertebrate animals. I will let the students to know that during the read-aloud of the first paragraph, they need to listen carefully to the most important part which is the definitions of vertebrates and invertebrates. After the read aloud. I am going to have the students stand up and we are going to go over our discussion questions. What are some characteristics that scientist's study in order to classify animals? What do vertebrates have that invertebrates do not? What is a backbone? What is another name for backbone? What does your spinal cord do? Why is the backbone important? True or False All vertebrates are small? Do vertebrates make up a large portion or small portion of the animal kingdom? Which of the following is an example of an invertebrate? A) Fish B) Bird C) Lobster and D) Reptile. What are some other examples of invertebrates? What are some examples of vertebrates?

I am going to have the students go back to their table spots and I am going to give them a blank Venn Diagram with two animals, that are a fish and lobster. I will show them the Venn diagram and then tell the students that we are going to compare two animals. I will show the students how to set up the Venn Diagram, and then they will give me one thing the two animals have in common and then one things each animal that has different from each other.

### **SWBAT 1 and SWBAT 3**

#### **Independent Practice:**

The students will then be asked to think of more things that fish, and lobsters have in common, and how they are different. The students will be told that they must include if they are vertebrates or invertebrates as well. They will be told to write them down on their Venn Diagram.

### **SWBAT4**

#### **Modifications for Learners with Exceptionalities:**

Students with IEPs/504 Plans:

Intellectual Disability:

Directions given in a variety of ways/simplified vocabulary, opportunity to repeat and explain instructions,) sit near teacher for instructional purposes, teacher check for understanding and reteach/reread materials as indicated, positive reinforcement.

Autism:

Direct student attention to specific information (parts of a graphic, parts of an answer choice), feedback provided frequently, teacher check for understanding and reteach/reread materials as indicated, provide correctly completed example(s), opportunity to respond orally in lieu of written response, frequent breaks, opportunity to help the teacher.

Students with Other Learning Needs:

Specific Learning Disabilities-Reading: decoding:

Extra time for oral responses, extra times for written response, no penalty for spelling errors, oral/signed administration: read/sign parts of test at students' request.

**Assessment:**

The students will be reading the same story about the Naked Mole Rat on Canvas. They will then be given the sentence "These amazing creatures spend most of their time digging burrows and searching for food." Then they will be asked based on this text evidence what helps the reader know that naked mole rats are A) carnivores B) live underground C) do not look like other rats and D) have many rats in their colonies. Then the students will do a sticky note hashtag. They will write one thing that they learned during the days lesson.

	Outstanding (100)	Needs Improvement (0)
Question and Answer	Student was able to answer multiple choice question correctly.	Student was not able to answer to answer multiple choice question correctly.
Hashtag	Student was able to write a hashtag about what they learned.	Student was not able to write a hashtag about what they learned.

**Closure:**

I will let the students know that now they will be able to identify if an animal is a vertebrate or if they are classified as an invertebrate.



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**Central Focus:**

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**Lesson Plan Number: 3**

**Lesson Title: Finding the Central Idea and Supporting Details in Information Text**

**Content Standards:**

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

TEKS 3.6.G Evaluate details read to determine key ideas.

TEKS 3.7.B Write a response to a literary or informational text that demonstrates an understanding of a text.

TEKS 3.7.F Respond using newly acquired vocabulary as appropriate.

TEKS 3.9.D.i Recognize characteristics and structures of informational text, including: the central idea with supporting evidence.

TEKS 3.9.D.ii Recognize characteristics and structures of informational text, including: features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

**Learning Objectives:**

By the end of the lesson the students will be able to (SWBAT):

**SWBAT1:** Identify the central idea in passages about warm-and-cold blooded animals.

**SWBAT2:** Define the words cold-blooded, constant, huddle, internal, warm-blooded, mammal, reptile, scale, temperature.

**SWBAT3:** Retell the supporting details in a passage about warm-and-cold blooded animals.

**SWBAT4:** Investigate to determine if six different animals are warm-blooded or cold-blood animals.

<b>Language Demands</b>	<b>Language Supports</b>
Function: Student will be able to identify the central idea in passages about warm-and-cold blooded animals.	The students will be listening to a read-aloud about warm-blooded and cold-blooded animals.

SWBAT1	Then I will ask the students comprehension questions to ensure that the students understand of the text that was read to them.
Vocabulary: Student will be able to define the words cold-blooded, constant, huddle, internal, warm-blooded, mammal, reptile, scale, temperature. SWBAT2	I will be showing my students slides of their vocabulary words to make sure the students will understand the words cold-blooded, constant, huddle, internal, warm-blooded, mammal, reptile, scale, temperature.
Discourse: Student will be able to retell the supporting details in a passage about warm-and-cold blooded animals. SWBAT3	I will ask the student to tell me about the supporting details about warm-blooded and cold-blooded animals based on their comprehension of the text.
Syntax: Student will be able to investigate to determine if six different animals are warm-blooded or cold-blood animals. SWBAT4	I will be giving the student a worksheet that will where they will have to use their investigation skills to determine if animals are warm-blooded or cold-blooded.

**Focus/Attention-Getter:**

I will be going over an anchor chart for text features, we will discuss the different text features and then we will be going over the definitions of what each text feature is. I will also go over an anchor chart when it comes to author's purpose, and the questions they should ask themselves when they are reading. On a chart paper I am going to write Central Idea and Supporting Details at the top. I will then write central idea. I will then let the students know that the central idea is what the text is mostly about. There are clues that we can use to find the central idea. They include look at the title, look at the pictures and captions, check the first and last sentence, notice words that are repeated several times in the text. I will then write supporting details. I will let the students know that supporting details support the central idea. The clues they need to find the supporting details are facts that tell you more about the central idea, and details that tell you more about the central idea.

**Background Information/ Lesson Rationale:**

I will explain to the student by understanding the central idea of a text it will allow the reader to understand what the author's purpose was in writing the piece. It will allow the reader to understand what the entire text is about. While supporting details allow the reader to find the important information within the text to help the reader comprehend what they are reading or the purpose they are reading the text for.

**Input/Presentation/ Modeling:**

I am going to go over the vocabulary for this lesson. I am going to have the students find a square around the room and I will be showing them a slide on each of the vocabulary words. I will ask a student if they can read the vocabulary word, if no one can read the word, then as a class we will sound out the word on our own. We will then count the syllables of the words. I will then ask the student if they know what the word means? I will select on a student or two to get their responses. I will then provide them with the actual definition of the word, and I will read the definition to the class.

**SWBAT2**

**Guided Practice:**

The students will be doing their reading portion of the lesson, I will read chapter four Warm-blooded and Cold-blooded Animals to the class. During the reading I will be stopping my reading to ask comprehension questions to ensure the students understand the text they are hearing. I will be playing a read-aloud for the students. Once the read-aloud is over I will be having the students stand up in a square and I will be asking them comprehension questions. The comprehension questions include Are you warm-blooded or cold-blooded animal? What is the main difference between a cold-blooded animal and a warm-blooded animal? Why do warm-blooded animals need to eat more than cold-blooded animals? Which of the following is a warm-blooded animal? A) Cat B) Crocodile C) Human and D) Cow. Give two examples of a warm-blooded animal from this chapter? Are these animals' mammals or reptiles? Give two examples of a cold-blooded animal from this chapter? Are these animals' mammals or reptiles? I will then have the students grab their reading notebooks before returning to their table spots, they are going to put the definitions of central idea and supporting details into their notebooks. Once they do that, they will also put in the clue that they are looking for when trying to determine the central idea and the supporting details. I will also be giving the students a sheet of paper that has a mystery central idea. The students will read the three supporting details and then they will determine what animal the supporting details are describing.

**SWBAT 1 and SWBAT3****Independent Practice:**

I am going to place the students into their groups. I will then give them a piece of paper with an animal on it. They will have to describe if that animal is warm-blooded or cold-blooded. If the animal is a vertebrate or invertebrate. They were asked to give characteristics of what that animal looks like. The groups shared out their posters of the animals so the other students could hear the information that their group discussed.

**SWBAT4****Modifications for Learners with Exceptionalities:**

Students with IEPs/504 Plans:

Intellectual Disability:

Directions given in a variety of ways/simplified vocabulary, extra time for oral responses, sit near teacher for instructional purposes, teacher check for understanding and reteach/reread materials as indicated, extra time for written responses, no penalty for spelling errors.

Autism:

Direct student attention to specific information (parts of a graphic, parts of an answer choice), feedback provided frequently, teacher check for understanding and reteach/reread materials as indicated, provide correctly completed example(s), opportunity to respond orally in lieu of written response, frequent breaks, opportunity to help the teacher.

Students with Other Learning Needs:

Specific Learning Disabilities-Reading: decoding:

Feedback provided frequently spelling assistance-frequently misspelled word list, extra times for written response, no penalty for spelling errors.

**Assessment:**

The students will be reading the same story about the Naked Mole Rat on Canvas. The students will be given the central idea and two supporting details. The students will have to give the other supporting detail. Their choices are A) related to squirrels B) eat plants that it digs up

C) may search for food over a wide area, and D) Lives in Europe, the Middle East, and North America.

	Outstanding (100)	Needs Improvement (0)
Question and Answer	Student was able to answer multiple choice question correctly.	Student was not able to answer to answer multiple choice question correctly.

**Closure:**

I will let the student know that now they will be able to determine the supporting details within a story or text to help them determine what the central idea of the text is that they are reading.