

COMPREHENSION LESSON PLAN



Task 1: Speaking and Listening

Standard	ELA.3.6: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect. SS.3.21: Examine the settlement of North America by Native Americans.
Background	Students should understand that authors write in an organized way to convey their purpose. Students have been learning about Native American people and the regions they settled in.
“I Can” Statement	<i>I can</i> listen to a text and describe steps in procedures by identifying sequenced events and cause/effect relationships.
Materials	•CKLA Unit 8 – Native Americans: Regions and Cultures: Lesson 11 Text (or any complex informational text) and Picture Slides • Reading Notebook • Text Connections Sheet
Procedure	1. Refer students to Native American regions map. Indicate arctic and subarctic regions. Tell students they will be listening for information about the Native American people who live in this climate. 2. Review the Structures Authors Use to Organize Information chart previously noted in student Reading Notebooks. 3. Read the Read-Aloud: Native Americans of the Artic/Subarctic. During the Read-Aloud, stop to complete the Text Connections sheet, determining steps in the process.
Assessment	Teacher Observation, Read-Aloud Text Connections sheet
Outcome	Provide extra scaffolding with text structures during partner reading for students who need support

Task 2: Partner Reading

Standard	ELA.3.3: Describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ELA.3.18: By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity range independently and proficiently.
“I Can” Statement	<i>I can read a story and describe how the character contributes to the cause-and-effect events.</i>
Materials	<ul style="list-style-type: none">• *CKLA Unit 8 Reader – Native American Stories: Chapter 7 “Yutu, the Dog Trainer” (or any narrative connected to the informational text)• Reading Notebook• Post-it Flags (Color-coded for cause-and-effect)• Text Connections Sheet
Procedure	<ol style="list-style-type: none">1. Connect the chapter “Yutu, the Dog Trainer” with the group of Native Americans discussed in the Speaking and Listening section.2. Introduce and discuss the Text Connections graphic organizer and use of the post-it flags. “You will find cause-and-effect relationships in the story that help you understand Yutu as a character.”3. Divide students into partners/small groups to read the story. As students read, they should use the post-it notes to mark cause-and-effect relationships. After reading, they will go back to the post-it notes to complete the Text Connections sheet.
Assessment	Reader Text Connections sheet
Outcome	Plan additional small group activities to support students in later lessons

Task 3: “Because, But, So” Sentences

Standard	ELA.3.29: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
“I Can” Statement	<i>I can</i> complete a sentence stem three different ways using the connecting words “because,” “but,” and “so.”
Materials	Sentence stem paper *CKLA Unit 8 Reader
Procedure	1. Review the connecting words and text structures using an anchor chart and previously recorded notes. 2. Read the sentence stem aloud and have students complete them three different ways using evidence from the text. 3. Share student responses, emphasizing correct usage of text structures and textual information.
Assessment	Sentence stem paper, teacher observation
Outcome	Adjust instruction for reading skills small groups based on student success

**The materials referenced by the submitting teacher are from county-prescribed curriculum, and their inclusion does not reflect endorsement by the West Virginia Department of Education.*

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