Study Skills and Test Prep

Lesson Plan | Middle and High School

Lesson Time: 15-20 minutes

Reading Comprehension

Objectives & Outcomes

Lesson Objectives: Students will analyze the effectiveness of different reading comprehension strategies. Students will work on different ways to improve their reading.

Lesson Outcomes: Students will be able to ...

- List different reading comprehension strategies
- Use different strategies to improve their reading comprehension

Subject Area Connection: English

Getting Ready

Teacher Preparation: To prepare for this lesson, gather several newspapers, magazine covers, book covers (both fiction and nonfiction), and, if possible, some visuals of blog headers, website home pages, or movie posters.

Materials Required:

- Front page of several newspapers
- Several magazine covers
- Several book covers (some fiction, some nonfiction)
- Several books with informative chapter headings
- Visuals of blogs, web home pages, or movie posters (optional)

Key Vocabulary

Comprehension: The act of understanding

Background

There are numerous strategies that can be used to help students improve their reading comprehension. Strategies addressed in this lesson include asking questions before, during, and after reading a text, predicting what the text will be about based on the cover, and making connections between the text and something in the reader's life. Many readers will use these strategies instinctively, but others will need prompting to use them and understand their benefits. These strategies work for all types of reading whether it is a book, magazine, or website. They can even be adapted to increase understanding and comprehension of films, TV shows, or other visual media.

"There are numerous strategies that can be used to **improve reading comprehension**."

Introduction and Modeling

Write the following idiom on the board: Don't judge a book by its cover. Ask students what it means. Point out that the statement is valid when it comes to its inferred meaning (don't judge others on first/outside appearances), but perhaps it's not totally accurate when it comes to its literal meaning.

Tell students that a well-established reading comprehension strategy is to do exactly what the idiom tells us not to do: look at the cover and title and infer from that what the following text will be about.

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Procedure

1. Show students some of the different items you collected. Have students look at the different items and predict what the upcoming text will be about based on the cover and title. Insist that they give good reasons for their predictions. After you look at the book covers, flip through and read the chapter headings or illustrations and ask for students to predict what is in that chapter. You can do the same thing with newspaper and magazine subheadings and photos. Ask students which texts they'd be interested in reading and why.

2. Ask students why they think that looking at the cover and title of a text would help someone understand it better. Point out that just like a movie poster tries to explain a movie with one picture and a few lines of text, in the same way titles and pictures are meant to give readers a preview or very quick summary of the text to follow. If we are already partly engaged with the text, it is usually easier to follow.

3. Predicting what is coming using the cover and title is just one way to improve reading comprehension. Ask students if they know of other ways they can increase what they learn when reading. Discuss strategies students supply. Write them on the board. If students cannot supply any other strategies, you may want to bring up and discuss strategies such as visualizing what they are reading, making connections with what they already know, or asking questions about the text. Encourage students to discuss how effective each strategy is or might be.Discussion Questions

Discussion Questions

- Do you enjoy reading? Why or why not?
- What types of things do you like to read?
- What is the hardest thing about the reading you need to do for school? Is it boring? Confusing?Incomprehensible?
- What strategies can you use to help you understand what you read?
- What can you do before, during, and after you read something to help increase your comprehension of the text?

Evaluation

Put students in small groups. Give each group a newspaper, magazine, book, or access to the Internet. Have them look at the cover/home page of their text and make predictions about what the text will be about. Encourage them to read a few pages of the text and try using some of the other comprehension strategies you discussed as well.

Tips for Tailoring This Lesson

For Higher Grade Levels

Come up with a comprehensive list of different strategies students can use to improve their reading. Have students discuss which strategies they have used before or which ones sound like they would work best for them. Encourage them to try the different strategies.

For Lower Grade Levels

Instead of introducing new comprehension strategies, focus on having students try predicting what a text will be about based on the covers and titles. Have students try with a variety of different kinds of texts.

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Alignment to Standards and Frameworks

Common Core State Standards: College & Career Readiness

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Anchor Standards for Reading

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor Standards for Speaking and Listening

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Partnership for 21st Century Framework

Partnership for 21st Century Framework: the framework comprises the skills, knowledge, and expertise students should master to succeed in work and life in the 21st Century. Partnership for 21st Century Skills www.p21.org

Core subjects: English, reading, or language arts

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

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