



3-5 Reading & Literacy (Comprehension) — 5-Day Lesson Plan

GRADE LEVEL

3-5

SUBJECT

Reading & Literacy (Comp...

WEEK OF

Unit Overview

This 5-day Reading & Literacy (Comprehension) plan covers main idea, supporting details, and inferencing in informational text for 3-5 students, aligned to Common Core RI.3.2, RI.4.2, RI.5.2.

Standards Alignment

Common Core RI.3.2, RI.4.2, RI.5.2

Global Standards Mapping

United States:

Common Core RI.3.2, RI.4.2, RI.5.2

United Kingdom:

Key Stage 2 (Years 3–6, ages 7–11)

Australia / NZ:

Years 3–6 (AC v9.0) · NZ Levels 2–3

IB Programme:

PYP — Years 3–5 (ages 8–11)

Canada (Ontario):

Ontario Junior Division (Grades 4–6)

Singapore / India:

MOE Primary 3–6 · NCERT Classes 3–5

EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only

Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

Day 1

3-5 Reading & Literacy (Comprehension) — 5-Day Lesson Plan

Learning Objective

Students will engage with main idea, supporting details, and inferencing in informational text at a 3-5 level — day 1 focus area.

Standards Alignment

Common Core RI.3.2, RI.4.2, RI.5.2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

5 min — Open with a quick warm-up tied to main idea, supporting details, and inferencing in informational text; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Day 2

3-5 Reading & Literacy (Comprehension) — 5-Day Lesson Plan

Learning Objective

Students will engage with main idea, supporting details, and inferencing in informational text at a 3-5 level — day 2 focus area.

Standards Alignment

Common Core RI.3.2, RI.4.2, RI.5.2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

6 min — Open with a quick warm-up tied to main idea, supporting details, and inferencing in informational text; ask: "What do you already know?"

Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Day 3

3-5 Reading & Literacy (Comprehension) — 5-Day Lesson Plan

Learning Objective

Students will engage with main idea, supporting details, and inferencing in informational text at a 3-5 level — day 3 focus area.

Standards Alignment

Common Core RI.3.2, RI.4.2, RI.5.2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

7 min — Open with a quick warm-up tied to main idea, supporting details, and inferencing in informational text; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Day 4

3-5 Reading & Literacy (Comprehension) — 5-Day Lesson Plan

Learning Objective

Students will engage with main idea, supporting details, and inferencing in informational text at a 3-5 level — day 4 focus area.

Standards Alignment

Common Core RI.3.2, RI.4.2, RI.5.2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

8 min — Open with a quick warm-up tied to main idea, supporting details, and inferencing in informational text; ask: "What do you already know?"

Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

Day 5

3-5 Reading & Literacy (Comprehension) — 5-Day Lesson Plan

Learning Objective

Students will engage with main idea, supporting details, and inferencing in informational text at a 3-5 level — day 5 focus area.

Standards Alignment

Common Core RI.3.2, RI.4.2, RI.5.2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

9 min — Open with a quick warm-up tied to main idea, supporting details, and inferencing in informational text; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

5 min — Exit ticket: students write one sentence summarizing today's learning.

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.



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