

Reading Lesson Plan – 3-2-1

Standard

CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Objectives

- Accurately identify steps in a procedure
- Analyze results based on procedures and/or reading

Strategy

3-2-1—Students summarize reading based on three prompts that identify important information.

Phase of Writing

During, After

Skill Review

None required

Definitions

Analyze—examine critically by breaking into parts or elements

Procedure—a particular course of action

Summarize—state in a concise form

Lesson Preparation

Select a text that identifies multiple steps in a process and explains possible results. Provide tools and supplies needed to complete the process.

Develop 3-2-1 prompts for the text. The prompts can be stated as questions or commands.

Whole Group Instruction

Explain to students that it is a critical skill to be able to identify key information during a process. The 3-2-1 strategy helps students pinpoint elements that they will need to remember and use.

Show a brief passage electronically that all students can read, followed by 3-2-1 prompts. Read the passage aloud and model how you locate the answers to the prompts. A simple recipe is ideal for this exercise with prompts like the following:

3—What are the three steps?

2—What two cautions are given?

1—What is the one primary result that is expected?

Point out that this is a form of summarizing information without writing a paragraph.

Guided Practice

Share with students a brief passage of instructions related to your content that will take them no more than three to four minutes to read. If you provide printed copies, instruct students that they should mark the text to identify important information.

After students have read the text, provide three prompts like the ones below or others that match the text:

3—Identify three ingredients.

2—Describe two processes to be used.

1—Explain one way the processes work together to create a new product.

Have students discuss their answers in small groups and then lead a whole-group discussion of the answers.

Application

Provide students with a text that gives a process that students need to apply. After reading, give 3-2-1 prompts to be completed accurately before they are allowed to perform the procedure.

Extensions/Notes:

- 3-2-1 can be used as a formative assessment during a lesson or as a closing activity (exit slip) to determine student understanding.
- 3-2-1 prompts should be planned to move from lowest level of thinking (identify) to a higher level (analyze). In other words, as the numbers get smaller, the thinking gets more complex.
- Prompts can be stated as either questions or commands.
- This strategy can be used to review procedures, summarize videos or collect field trip information.
- 3-2-1 prompts can vary depending on the lesson's purpose and content. Some options include:
 - Compare and Contrast—3 similarities between items, two differences and one remaining question
 - Key Ideas—3 most important ideas, 2 supporting details for each idea and one question remaining
 - Pyramid—3 things learned, 2 questions, 1 application of information

For More Information on Strategy

[The Teacher Toolkit](#). Retrieved March 24, 2017

Zygouris-Coe, V., Wiggins, M.B., & Smith, L.H. (2004). Engaging students with text: The 3-2-1 strategy. *The Reading Teacher*, 58(4), 381–384.