



# Teaching Tolerance: Reading Advertisements

Resource ID#: 30022 Primary Type: Teaching Idea

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Direct Link:** <http://www.tolerance.org/lesson/reading-advertisements>

This resource is provided by [Teaching Tolerance](#), a project of the Southern Poverty Law Center, and encourages students to look critically at advertisements.

These activities will help students:

- learn to conceptualize advertisements as texts that can and must be critically read.
- develop explicit strategies for reading and interpreting advertisements.
- recognize that advertisements are constructed messages.

|   |  |
|---|--|
| <b>Subject(s):</b> English Language Arts  | <b>Grade Level(s):</b> 5   |
| <b>Intended Audience:</b> <a href="#">Educators</a>   | <b>Suggested Technology:</b> Computer for Presenter, Computers for Students, Internet Connection |
| <b>Instructional Time:</b> 1 Hour(s)  | <b>Freely Available:</b> Yes   |
| <b>Keywords:</b> Advertisements, reading critically, metacognitive awareness  | <b>Instructional Component Type(s):</b> <a href="#">Worksheet</a> , <a href="#">Worksheet</a>    |
| <b>Instructional Design Framework(s):</b> <a href="#">Direct Instruction</a> , <a href="#">Cooperative Learning</a> |  |
| <b>Resource Collection:</b> <a href="#">CPALMS</a>  |  |

## ATTACHMENTS

[Reading Advertisements.pdf](#)

## PEDAGOGY

**Subject(s):** English Language Arts  
**Grade Level(s):** 5  
**Nature of Instructions:** [Direct Instruction](#), [Cooperative Learning](#)  
**Suggested Technology:** Computer for Presenter, Computers for Students, Internet Connection  
**Instructional Time:** 1 Hour(s)

## SOURCE AND ACCESS INFORMATION

**Contributed by:** Sheree Brown  
**Name of Author/Source:** Teaching Tolerance ([Visit Website](#))  
**Web Address of Author/Source:** <http://tolerance.org>  
**Is this Resource freely Available?** Yes  
**Access Privileges:** Public  
**License:** [Attribution-NonCommercial 3.0 Unported](#)

## Related Standards

| Name                           | Description  |
|--------------------------------|--|
| <a href="#">LAFS.5.RI.1.1:</a> | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| <a href="#">LAFS.5.RI.3.7:</a> | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.   |
| <a href="#">LAFS.5.W.1.2:</a>  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> </ol> |

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, **building on others' ideas and expressing their own clearly.**

[LAFS.5.SL.1.1:](#)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## Other Resources Related to the Same Standards

### Teaching Idea

| Name   | Description  |
|--|--|
|  | This resource is provided by <a href="#">Teaching Tolerance</a> , a project of the Southern Poverty Law Center, and encourages students to look critically at advertisements.  |
| <a href="#">Teaching Tolerance: What's for Sale:</a> | These activities will help students: <ul style="list-style-type: none"> <li>• define the meaning, purpose and influence of advertising.</li> <li>• think about advertising as something that can be read and interpreted, like other written and visual texts.</li> <li>• activate and communicate prior knowledge about the role advertising plays in their daily lives.</li> </ul> |