

Comprehension Instructional Sequence Module Overview

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PURPOSE:

This professional development provides:

- A sequence of instruction that supports deeper engagement with text. Opportunities to use the *Comprehension Instructional Sequence* as a reader.
- A debriefing session for analyzing the *Comprehension Instructional Sequence* as a teacher
- Practice in planning for the use of this instructional sequence.
- A model of how to differentiate instruction planned from a teacher's edition.

OBJECTIVES:

- Professional Development Objectives:
 - To demonstrate a dynamic instructional process for deeper text comprehension: Model an example lesson for teachers/participants to learn how to use the three-step comprehension instructional process described in the flowchart , *Teaching Reading Comprehension Through Instructional Sequence*
 - Provide practice opportunities for teachers/participants to use the comprehension instructional process
- Example Lesson Objectives:
 - Students will deeply process and comprehend a short literary text through reading and rereading, generating questions and answers based on the text, and participating in extended text discussion.
 - Students will compare and contrast two points of view from a conflict in the text.

PREPARATION:

- Write all pre-determined questions that guide critical thinking on a chart or board prior to the lesson in order to maintain focus and pace of discussions.

MATERIALS:

- Handouts
 - Flowchart: *Comprehension Instructional Sequence*
 - Example Lessons:
 - Model Lesson handouts:
 - Short story, *The Two Brothers* by Leo Tolstoy available at <http://www.rationalsys.com/366may.html>
 - Directed Note-taking: *The Two Brothers*
 - Using Text to Take a Position Handout
- Display Materials:
 - Question Generation Poster
- Supplies:
 - Sticky notes
 - Chart Paper
 - Markers

INTRODUCTION:

- Purpose
- Provide an overview of the *Comprehension Instructional Sequence* to enable participants to see the big picture for the session.
 1. Comprehension Instructional Sequence flowchart
 2. Participants read the Comprehension Instructional Sequence Example Lesson
 - What does this look like for instruction?

INSTRUCTIONAL PROCESS:

Purpose: To teach and guide students/ participants to think more deeply as they read text by using a three-step process.

Step 1: Modeling Reading to Build Comprehension:

Tasks: Teacher asks hook question, reads aloud to students while students mark text, students read the text and participate in directed note-taking.

Purpose: To bring world relevance to text reading, establish a purpose for reading, model fluent reading, provide opportunities for students to become interactive with the text, and think critically about information in the text.

A. Set the purpose for reading:

- Ask the students hook question to bring world relevance to text reading:
To achieve happiness do we have to take risks?

B. Teacher reads the text aloud to the students. **Read The Two Brothers aloud.** As students listen and follow along in their text, require students to mark/code their text:

- **A– This is an argument posed by one of the brothers.**
- **L – This is logical support for one of the brother’s arguments.**

After reading the text aloud, invite students to discuss differences and similarities in text coding.

C. Students read the same text, The Two Brothers and take notes as directed.

- Before reading, present a guiding question to direct students’ thinking while they read and take notes. **Guiding Question: How do the two brothers see the same situation completely differently? (Use Directed Note-Taking Handout).**
- Have students read independently, in pairs, or in small groups. Throughout this time, the teacher can scaffold a small group of struggling students to support their text reading and note-taking.
- After students finish their note-taking:
 - Have students compare notes with classmates (in pairs or in small groups)
 - Have student partners or student groups place a star next to the most significant note in each category (risk, safety, reward).

Step 2: Rereading and Question Generation to Deepen Comprehension:

Tasks: Teacher models the generation of a complex question based on a section of text, relating to a broad perspective or issue. Students record the questions, and then students re-read the text to generate their own questions.

Purpose: To provide students with a demonstration of question generation and the opportunity for them to interact with the text by generating questions to further deepen their comprehension.

- A. Model re-reading a portion of the text and generate one or two questions:
- Read the first two paragraphs and model the creation of the following questions:
 1. Who placed the rock next to the brothers and why?
 2. Who wrote on the rock and why?

Display the questions. Students/participants copy the questions on the Questions section of their Directed Note-taking paper.

- B. Students review/scan the text and use their recorded notes to generate questions about information in the text. Students record their questions on chart paper as they work in pairs, triads, or small groups. Meanwhile, the teacher roams the room, listening to the quality of student thinking as a means of formative assessment. (NOTE: Students focus just on question generation and will have subsequent opportunities to generate their answers.)

To conclude question generation, the teacher has students:

- share their questions with the whole class and discuss which questions they have in common, and which questions are most relevant or significant to their learning
- record/post common and relevant/significant questions and classify/categorize them for future use in:
 - extended text discussion
 - seeking answers in text-reading throughout the remainder of the chapter/unit
 - focusing on unanswered questions in collaborative inquiry.

Step 3: Using Text-Based Essential Questions to Facilitate Student Thinking While Reading.

Task: Teacher posts an essential question that is text-based, students discuss answers, review/revise answers to essential question based on discussion.

Purpose: To provide opportunities for students to interact with the text and with their peers to facilitate complex thinking and deep comprehension of text.

- A. Develop an essential question aligned to FCAT Item Specifications. Questions from the textbook may be adapted to align with the specifications. Point participants to the following essential question for the example lesson: **This question aligns with Benchmark LA.6.1.7.3 (2007).**
Using information from the text to support your answer, to achieve happiness do we have to take risks?
- B. Direct students to their completed graphic organizer to help them answer the posted essential question. **Direct students to their Directed Note-Taking Handout as a tool for responding to the essential question.**

C. Students share their answers with a partner or in small groups.

D. Students complete their final writing response on the Using a Text to Take a Position Handout.

Benchmarks:

LA.6.1.7.3: The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.6.1.7.5: The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;