

Coding the Text

Directions: As the text is read aloud to you, mark the text with the following codes to reflect the position or scenario presented by your teacher.

Code	If...

Directed Note-Taking

Directions: Read the text again independently, in pairs, or in your group, as directed. Record notes containing the most important information relevant to the guiding question or instructions as given by your teacher. Reference the page number in the text and check if it applies to a specific category in your coding.

Guiding Question: _____

Page #	NOTES	Check Code Category		

Instructions for the Teacher

Comprehension Instructional Sequence Module

(Adapted from Just Read, Florida)

Purpose of the Comprehension Instructional Sequence:

To provide a sequence of instruction that supports deeper engagement with and deep comprehension of complex text. It brings authentic, real-world relevance to text reading, establishes purposes for reading, allows teachers to model fluent reading, provides opportunities for students to become interactive with the text and think deeply and critically about information in the text.

Objectives:

Students will deeply process and comprehend a short, but complex literary or informational text through reading and rereading, coding the text while engaged in critical thinking, generating questions and answers based on the text, directed note-taking, and participating in extended text discussions.

Step 1: Modeling Reading to Build Comprehension

1. Pose an essential question, one that has an element of controversy, to “hook” students, and activate and engage them as literacy learners.
2. Invite students to take a position and write a statement about their position. Students use Take a Position Handout to write their statement.
3. Introduce key vocabulary as needed.
4. Explain and model the coding of the text and rationale for marking it during the read aloud.
5. Read aloud to students while students mark text as directed with codes that reflect key elements that require critical thinking and analysis.
6. After reading the text aloud, invite students to discuss differences and similarities in text coding.
7. Pose a related guiding question (or restate the essential question as appropriate) to direct students while they read the text (in groups, triads, pairs, or independently) and take notes about the text.
8. Students use the Directed Note-Taking handout to record and categorize their notes
9. Students read independently, in pairs, or in small groups. Throughout this time, the teacher should scaffold a small group of struggling students to support their text reading and note taking.
10. After students finish their note-taking, have students compare notes with classmates (in pairs or in small groups)
11. Have student partners or student groups place a star next to the most significant note in each category.

Step 2: Rereading and Question Generation to Deepen Comprehension:

1. Model the generation of a complex question based on a section of text. The teacher can reread the first two or three paragraphs to model the questions. The question should relate to a broad perspective or issue or unanswered dilemma.
2. Teacher displays the questions and students record them on their Question Generation sheet.
3. Students re-read or review/scan the text and their notes to generate their own questions. Students should work in pairs, triads, or small groups.
4. Circulate around the room, listening to the quality of student thinking as a means of formative assessment.
5. Students share their questions with the class and discuss which questions they have in common, and recording the questions that are the most relevant or significant to their learning
6. Questions can be saved and/or categorized for future use in extended text discussions, seeking answers in text reading throughout the remainder of the chapter/unit, and/or collaborative inquiry.

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

1. Teacher posts an essential question that is text-based; students discuss answers, review/revise answers to essential question based on discussion.
2. Develop an essential question aligned to FCAT Item Specifications. Questions from the core text may be adapted to align with the specifications.
3. If desired, provide an appropriate graphic organizer to answer the question and direct students to their completed graphic organizer to help them answer the posted essential question.
4. Students should use their notes as a tool for responding to the essential question.
5. Students share their answers with a partner or in small groups.
6. Students complete their final writing response on the Using a Text to Take a Position Handout.

Comprehension Instructional Sequence

