

Lesson 6a: Reading Comprehension Instruction for Accessing (Complex) Texts

Essential Components:

- Explain that when we pick our ideas (the P in POW), we often refer to texts.
- Create a system (mnemonic or key words) and invite students to jot them on top of text, then cross them off as they remember to do each. A system might include: BWA* (based on TWA, created by Dr. Linda Mason)
- Before reading think about:
 - Author's purpose (to inform about...) and structure (thinking maps/text structure)
 - **ML: Estimate the idea of the article from the title, pictures, headings**
 - **ML: (later in year) text structures such as compare/contrast, prob/sol, chron, themes...**
 - Our purpose and the prompt (Do What?)
 - **ML: Do What**
 - What we know already: General knowledge or key terms
 - **Keep pace brisk and keep responses/terms focused on prompt. Beware bringing up misconceptions.**
 - Self talk before we begin
- While reading think about:
 - Predict, and confirm or disconfirm each, as we read
 - **ML: How to make reasonable predictions, then how to confirm them as you go**
 - Mark up picture and generate synonyms
 - **ML: How to mark up picture and generate synonyms**
 - Main idea (10 words or less), often in opening section. Ask: Who, did What When, What? Then shrink.
 - **ML: Finding gist (this one is daily all year)**
 - Re-read to mark up key ideas and box rich language (within the marked up key idea sections)
 - **ML: Annotate or write margin notes in cave man talk**
 - **ML: Determine which information is relevant to the prompt so should be marked up**
 - **ML: Tier 2/3 words worth boxing, or specific details to box**
- After Reading think about:
 - Review: what will best inform our reader: star key ideas
 - **ML: Determining what will best inform our reading in responding to prompt**
 - List main ideas and order them (on text or planner). Use T chart, if comparing two topics.

Introductory notes to teacher: Before students can write to sources, they need a routine for accessing text. This can include any flexible framework for providing students with a routine they can use to guide themselves as close read to prepare to write. Teachers can emphasize any current reading comprehension strategies they teach. Students use comprehension strategies fluidly in tandem so it is best to teach them together and support students in orchestrating how they use them. Yet, each teacher will balance how many to discuss at one. This is a menu of options to be selected from and added to, as teachers determine best for their students.

*The following is just one example. The italicized teacher talk is not a script and not to be used directly as is. Instead, teachers are encouraged to customize this example and use the essential components checklist to design lessons.

TEACHER: *Let's recall the practices that readers use from start to end when they read a source text. (Elicit key practices of setting purpose, activating background knowledge, getting the main idea, marking key ideas or boxing rich language, rereading). If you think it will help you, then jot these down on top of your text before you begin reading so you remember to do them all as you read. You can write BWA as a way to remember to use these strategies. First, let's think about what good readers do before reading. They might consider: 1. What was the author's purpose for writing this? (PIE: To persuade, inform or entertain us about...). If students use thinking maps or know common text structures, they can identify these here as well. 2. What is your purpose for reading it? (To learn about....). You may also have a prompt that helps guide your purpose for reading. What is the prompt asking? It is asking you to "Do What"? Find the sentence that tells you what to "do" and the words that clarify "what" to do. 3. Then think about what you already know about the topic and your own ideas for possible reasons and explanations. You might also think about and list related vocabulary words you already know.*

