

Comprehension Instructional Sequence

| STEPS | LITERACY ACTIVITIES |
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| 1 | Hook Question: The teacher poses a question that engages the students in the key ideas presented in the text. |
| 2 | Predictive Writing from Essential Question: This question encourages students to reflect on what they currently know about the subject presented in the text |
| 3 | Vocabulary Instruction: The teacher directs students to key vocabulary in the text, focusing on word parts, word origins, etymology, and/or context clues from words and phrases in sentences. Words should be selected from the following three categories: content-specific, general academic vocabulary and words frequently used in intellectual discussion. |
| 4 | First Reading/Text Coding (or other interactive activity): Teacher reads text aloud while students mark text using codes provided by the teacher; the teacher demonstrates process in first few paragraphs. The students complete the remainder of the passage on their own. |
| 5 | Second Writing in Response to Text Coding: Students respond in writing to essential question using evidence collected from text coding. |
| 6 | Second Reading/Directed Note-taking (or other interactive activity): students read text on their own and record evidence on graphic organizer. |
| 7 | Third Reading/Question Generation: In this third and final reading, the teacher demonstrates the process of generating high level questions in response to text followed by student generation of questions. |
| 8 | Collaborative Inquiry: Students work in partners to review questions to determine those with the greatest potential to generate high level discussion. |
| 9 | Extended Text Discussion: The teacher facilitates a discussion of the text based on the questions generated by students. |
| 10 | Final Writing: Students write a final response to essential question using text evidence reviewed in the Comprehension Instructional Sequence. |