**Comprehension Instructional Sequence Module**

TEACHER’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLASS/GRADE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TEXT TITLE: The Rise of Superhero Therapy: Comic Books as Psychological Treatment

SOURCE: thedailybeast.com

**INSTRUCTIONAL DAY ONE**

**Step 1: Vocabulary Instruction and Modeling Reading to Build Comprehension:**

**Tasks:** Teacher instructs from an essential question(s), provides relevant vocabulary instruction, reads aloud to students while students code text, students read the text and participate in directed note-taking.

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

1. **Hook Question (Before Reading Use the Hook Question to Generate Opening Discussion) :**

Can Superhero’s be used for educational purposes

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1. **Essential Question (Predictive Writing):**

How are archetypes essential in discussing modern issues

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C. **Vocabulary Instruction:**

 WORD WORD PARTS / CONTEXT

|  |  |
| --- | --- |
| **Cusp****V****O****C****A****B****U****L****A****R****Y** |  |
| **Cursory** |  |
| **Epiphany**  |  |
| **Quell** |  |
| ***Nefarious***  |  |
| ***Empirical***  |  |

D. **Text Marking**

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 Teacher **reads aloud** and **models** the text marking process through a think aloud. The teacher **may continue reading aloud in the text.** Reading the passage aloud may bridge any decoding issues for Level 1 or 2 students to help provide access to complex text. It would not always be necessary to read aloud the entire passage; the teacher would make this determination based upon the needs of the class. As students listen and follow along in their text, students mark/code their text.

*\*The text coding question* does not *have to be the same as the essential question; however, it should lead students to the information in the text that supports the essential question.*

**Text Coding Question: Does superhero play create an environment to safely discuss ones emotions.**

**Text Code**

* **P Positive**
* **N Negative**
* **Nu Neutral**

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E**. Second Writing**

After the first reading, students will use the Essential Question Handout to record their answer to the essential question. The second question should essentially remain the same as the first question; however, wording can be changed to directly relate to the text.

 **Essential Question:** How are archetypes essential in discussing modern issues

After writing, invite students to ask questions they had about the text while listening. In small groups, have students compare and discuss differences in their text coding. When needed, provide instruction in vocabulary used in the text. Instruct students to support suggested answers from the text; students should not guess. As they work in small groups, **strategically** pair students who cannot read the text effortlessly.

After students discuss their text coding, have students use the Essential Question Handout to record their answer to the essential question.

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F. **Directed Note-taking**

Students read the same text and engage in directed note-taking**:**

* Before reading, present a guiding question **which is the essential question modified to allow organizing of textual evidence** to direct the students’ thinking while they read and take notes. Students should use the text coding to guide their notes. Model the generation of notes.

**Question** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Directed Note-Taking Categories

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* + Have students read independently, in pairs, or in small groups. Throughout this time, the teacher can scaffold a small group of students who cannot read the text effortlessly 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

**INSTRUCTIONAL DAY TWO**

**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.

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1. Model re-reading a portion of the text and generate a high-level question.

**Can the superhero archetype be an adequate means of communicating constants in a persons life?**

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

1. Students review/scan the same text and use their recorded notes to generate questions yet unanswered from their first text reading. Students record their questions on their Student Question Generation paper as they work in pairs or small groups. Students who have difficulty reading the text effortlessly may need partner support within a small group in order to generate questions. 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 to identify which questions they have in common, and which questions are most relevant or significant to their learning
	+ records/posts common and relevant/significant questions on the Question Generation Poster 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.

The teacher can post student questions and classify them by categories established during the discussion to reinforce the skills of sourcing and corroboration as students search, locate, and validate answers to some of the questions throughout the remainder of the unit.

**INSTRUCTIONAL DAY THREE**

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

**Task:** Teacher posts an essential question that is text-based, students use information from their completed graphic organizer/notes to help them answer the question, 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.

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1. **Extended Text Discussion**

Modify the essential question to require students to form a textual based argument.

**Archetypes are integral in how we discuss our emotions across age levels**

* Post the essential question in the classroom:
* Facilitate an extended text discussion in which students take a position by using their directed note taking chart to support their evidence based claim. The teacher remains neutral and asks open-ended questions to drive the discussion and bring all claims back to the text.

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1. **Final Writing**
* Have students use information from their completed **directed note-taking chart** to help them write their final response to the essential question on the Essential Question Handout.
* Students share their answers with a partner or in small groups. Students who have difficulty reading the text effortlessly may need to partner with another student within their small group to complete this task.

**Extended Writing (Optional):**

**Task:** Teacher posts text-based prompts and students draft written responses.

**Purpose:** To provide opportunities for students to write as a means of learning in order to expand, refine, and deepen their understanding of content area information and concepts.

**Sample Writing Prompts:**

**Use information from the text to justify your response to the following:**

* **Superhero therapy is a positive way to allow an individual to express their emotion.**
* **Superheros and comics are an effective means of discussing societal ills**

Students develop extended written responses on various aspects of the day’s lesson. They may work independently, in pairs, or in small groups. As a fourth option, the teacher divides the class into two collaborative groups and assigns each group a different prompt (*See the two bulleted items in the writing prompt*). Once the drafts are completed, the groups exchange drafts and provide feedback using a peer assessment rubric to evaluate the written responses.

**Standards**

Common Core Literacy Standard:

* [CCSS.ELA-LITERACY.W.9-10.1.C](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/)
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
* [CCSS.ELA-LITERACY.W.9-10.1.E](http://www.corestandards.org/ELA-Literacy/W/9-10/1/e/)
Provide a concluding statement or section that follows from and supports the argument presented.

L1112WHST1: Write arguments focused on discipline specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),