Instructional Support Module in Reading: "The Comeback Humpbacks"

GLE Focus
2.1.7 Summary *1.3.2 Vocabulary* *2.1.4 Inference/Prediction* *2.2.2 Text Features* *2.4.1 Drawing Conclusions* *2.4.5 Generalization*

The main focus of this model is GLE 2.1.7. Other GLEs are embedded throughout the instructional model and are assessed during the pre-reading, formative, and post-reading assessments. The model provides a pre-reading and post-reading assessment, an instructional model with embedded formative assessments, teacher instructional strategies, and student learning tools for reading comprehension and growth.

The purposes of the reading instructional strategies are:

✷ To help students activate and build background knowledge
✷ To model for students how to preview the text
✷ To pre-teach difficult vocabulary to assist in reading fluency
✷ To show students how to set a purpose for reading
✷ To provide students with comprehension strategies during reading
✷ To facilitate students' use of post reading discussion/activity to assess understanding

Text: "The Comeback Humpbacks"

This informational text gives details about the humpback whales and their incredible emergence from near extinction. The text tells about the whales' behavior, eating habits, breeding grounds, and migration patterns. The text defines most technical vocabulary words, and the content is suited for **upper elementary or middle school**.

Main GLE Focus for Instruction

Component 2.1:   Demonstrate evidence of reading comprehension.

*GLE 2.1.7   Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: **determine importance and summarize** the text.*

- *Create an **informational summary** that includes an introductory statement, main ideas, and supporting text-based details; makes connections among the key ideas from the entire text; uses own words in an objective voice; is accurate to the original text; avoids interpretation or judgment; and uses an organizational pattern that supports the author's intent.*

> ___Pre-Reading:___ The activities for pre-reading include ___activating background knowledge,___
> ___previewing the text, pre-teaching difficult vocabulary, and setting a purpose for reading.___
> These activities are important to engage and motivate the reader by making relevant
> connections, clearing the way for reading fluency, and providing the reader with a clear goal
> for reading the text.

To help students activate background knowledge:

The teacher will use a **KWL** chart. This activity is a **pre, during and post** reading
strategy that provides the opportunity for students to activate prior knowledge, to focus
their thinking during reading, and to reinforce what has been read. Teachers may use the
following suggestions to guide this activity:

- Each student lists on paper what he/she already knows about whales.
- In triads, students will work together to compare/contrast information from the
  lists and develop a common list of information about whales.
- Students may create their own charts or use one provided by the teacher.

	Know	Think I know	Want to Know	Learned
Environment				
Food				
Features				
Predators				
Behaviors				
Offspring				
History				
Future				

****The KWL chart is only effective if teachers VISUALLY DISPLAY THE CHART,
and USE THE CHART AFTER READING SO STUDENTS MAY RECORD
WHAT THEY HAVE LEARNED FROM THE TEXT.**

Teachers can do a quick check for understanding of this activity through observation as students present their **KWL** charts to the class **OR** the teacher may conduct a walk around assessment as students complete the activity.

To model for students how to preview the text:

The teacher will guide the students through a **skim and scan** of the text looking for key text features such as pictures, captions, subheadings, and text boxes. Discuss with students the importance of the text features and how they can aid comprehension and provide important details about the text topic. Students will now focus on one text feature—subheadings—and will make predictions about the text by turning the subheadings into questions **(GLE 2.1.5)**.

Example: **Flying Leaps—**   Why do humpbacks fly out of the water?

Prediction—humpbacks fly out of the water to move faster.

Formative Assessment

This activity provides an excellent opportunity for a **pre-reading discussion** about subheadings and their importance in providing clues for understanding the text. Students should share their predictions as teachers listen and observe.

To pre-teach difficult vocabulary to assist in reading fluency:

The teacher will introduce the technical vocabulary using **direct instruction**. The words from the "Whale Words" text box should be placed on an overhead transparency and directly taught to the students. Technical words are generally not part of a student's working vocabulary and must be given to the students to ensure smooth fluency during reading. Teachers should discuss the meaning of each word and connect it to other real life experiences/situations.

Example: **Migration** happens when animals move to a different area to avoid cold weather, find food, or find a safe place to breed and raise their young.

Besides whales, what other animals **migrate**?

Formative Assessment

Teachers should assess the students' understanding of the technical vocabulary through observation during the class discussion of each word. A vocabulary game might be used to assess individual student understanding of the words.

To show students how to set a purpose for reading:

Students should be told why they are reading a specific text, and this often requires the teacher to set a purpose for reading. This is especially important to struggling readers because it gives them a focus before they begin to navigate the text. Purpose setting questions or statements could be recorded on the **KWL** charts under **Want to Know**.

Example:	As you read, search for **evidence to support the idea that the humpback whale is an amazing creature.**

During Reading: The activity for during reading provides students with the tools to become active readers and engage with the information in the text. Students will be instructed on how to become **slow and careful** readers, how to **re-read difficult text**, and how to **capture their thinking by marking the text** as they read.

Teachers will model a **marking the text strategy** by taking the whole class through the first three paragraphs of the text. Using **guided practice for marking text**, the teacher will read the section out loud, model an appropriate response, and instruct students to create a response of their own based upon the teacher model.

- Students may write directly on the text or use post its.
- Responses should reflect thinking.
- Responses may take the form of **questions, connections, opinions, conclusions, or statements about what is learned from the reading.**
- Students will have SEVEN responses—one after each section with a subheading.

Example:	Make an overhead of the first three paragraphs. Teacher should read the first section out loud, and then brainstorm and record a response in the margins or on post its. Sample response—**I did not know that the humpback whale weighed as much as eight elephants! How can it be so big and still breach out of the water so high? I think the whales should continue to have protection because they are so beautiful and entertaining.**

This response gives a statement about whales from the section, asks an interesting question beyond the text, and provides an opinion about the future of the whales.

Students should now continue reading the text and provide a relevant response after each section read. Use the subheadings as guides.

Formative Assessment

Teachers should circulate the room as students read using the **text marking strategy.** To ensure students complete the activity, teachers should collect the marked text at the end of the module and grade the students' effort in marking the text.

Post-Reading: These activities provide the students with the opportunity to discuss what they have learned, to make connections, and to clarify questions that may still remain unanswered. Students will revisit their **KWL** charts and fill in the **Learned** column. They will also use their responses during reading to **ask questions**, **make appropriate comments** during discussion, and **discuss the purpose-setting statement**. Students will then complete a **formative assessment** by writing a **four-part summary** of the text.

Post-Reading Activities

- Direct students to fill in the **Learned** column of their KWL chart.
- Review the whole chart to see if what they knew or thought they knew corresponds with what they learned.
- Lead a discussion by asking students for questions or responses from the **during reading** activity.
- Brainstorm a list of reasons that the **humpback whale is an amazing creature.**

Four-Step Summary Activity

This activity should be modeled with another article first using **direct instruction** so students receive focused instruction on writing an excellent summary. Then, they can transfer that knowledge to "The Comeback Humpback" Students can be given the blank 4-Step Summary Template* to use as they are guided through the process, and then, try it on their own.

Step 1: Name It!	Verb It!	Finish It! (Main Idea)
The article "The Comeback Humpback"	describes	the life of the humpback whale and how it has come back from near extinction.

	Step 2: Final Copy	Topic Sentence
Transition 1. One fact 2. Also 3. Last	**Step 3:** **Event/Fact Outline** - - - - -	**Step 4:** **Final Summary Paragraph**

Formative Assessment

The Four-Step Summary is the formative assessment for the main GLE focus of this module (**GLE 2.1.7**). Teachers should collect and score the Four-Step Summary using a task-specific scoring guide outlining the expectations for the summary.

Teachers may need to make a student graphic organizer of the Four-Step Summary using the example provided in this module OR teachers may simply ask students to draw the graphic organizer (from the example) in their **learning logs.