

# Comprehension Strategies

## And Oceans

By Elaine Winkler

### Objectives

TLW demonstrate use of comprehension strategies through an on-line article.

### Standards

IL.1.A STANDARD: Apply word analysis and vocabulary skills to comprehend selections.

IL.1.B STANDARD: Apply reading strategies to improve understanding and fluency.

IL.1.C STANDARD: Comprehend a broad range of reading materials.

IL.2.B STANDARD: Read and interpret a variety of literary works.

IL.3.C STANDARD: Communicate ideas in writing to accomplish a variety of purposes.

IL.11.A STANDARD: Know and apply the concepts, principles and processes of scientific inquiry.

IL.12.A STANDARD: Know and apply concepts that explain how living things function, adapt and change.

IRA.1.1 ...demonstrate recognition that reading should be taught as a process

IRA.1.5 ...demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation

IRA.12.2 ...adapt instruction to meet the needs of different learners to accomplish different purposes

IRA.2.13 ...illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders)

IRA.2.14 ...show that goals, instruction, and assessment should be aligned

IRA.2.5 ...demonstrate an understanding of the interrelation of reading and writing, and listening and speaking

IRA.2.6 ...show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually

IRA.4.3 ...illustrate an understanding of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels

IRA.5.2 ...use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth

IRA.5.3 ...model and discuss reading and writing as valuable, lifelong activities

IRA.5.4 ...provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes

IRA.5.5 ...provide opportunities for creative and personal responses to literature, including storytelling

IRA.5.6 ...promote the integration of language arts in all content areas

IRA.5.7 ...use instructional and information technologies to support literacy learning

IRA.7.2 ...model questioning strategies

IRA.7.3 ...teach students to connect prior knowledge with new information

IRA.7.4 ...teach students strategies for monitoring their own comprehension

IRA.8.1 ...provide opportunities to locate and use a variety of print, nonprint, and electronic

reference sources

IRA.8.4 ...teach students strategies to organize and remember information

## Materials

"Comprehension Strategies" paper for lab work (1 per pair); computer lab; [www.loc.gov](http://www.loc.gov) bookmarked in my shared directory

## Procedure

1. Review the four comprehension strategies of generating questions, predicting, summarizing and clarifying and explain that we are going to have them model using these strategies through an on-line article.
2. Have the students go to the computer lab and log onto [www.loc.gov](http://www.loc.gov). The students will work in partners for this project.
3. Then they need to click on "Kids and Families" on the left hand side.
4. From there, they need to click on "Everyday Mysteries" and search for a word of their choice related to the study of oceans.
5. Once in the "Everyday Mysteries" section, students may follow links directly in the section or that lead away for the Library of Congress in order to find an article related to oceans that catches their interest.
6. The students will use this article to demonstrate reciprocal teaching (modeled as a before-the-unit activity) of the comprehension strategies of generating questions, making predictions, summarizing and clarifying their original assumptions. They will fill out the "[Comprehension Strategies](#)" paper while they work.
7. Then the partners will present their information modeling the strategies they used to the rest of the class. (Probably a second day.) In order to do this, the students need to come up with a "mystery" question such as the question used in "Everyday Mysteries". Then they will ask the other students to give feedback before revealing the rest other answer. Students should prepare for this presentation by demonstrating the presentation with their parents first. Extra credit will be given to students whose parents verify their performance.

Adaptation: selective pairing; guide website selection by having an easier readability choice available.

Extension: Have students write a creative writing of their choice of format in which their ocean organism is put into the environment or situation of the article they choice for this assignment. How would the creature react? Would it survive? What would it need to do?

## Assessment

Matrix for student presentations

Are students okay with the freedom of choice of topic within this website?  
Are they able to articulate the strategies? Is the guiding paper too restrictive, and is it clear to all?

	I know this word well and could	I have heard of this word before but am	I have never seen or heard of this word	(Optional) Root words or prefixes or
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K  
n  
o  
w  
l  
e  
d  
g  
e  
R  
a  
t  
i  
n  
g  
S  
c  
a  
l  
e

for Oceanography

	I know this word well	I have heard of this word	I have never seen or heard	(Optional)
	explain it.	before but am not sure I could explain it.	before.	Root words or prefixes or suffixes I see.
1. Salinity				
14. Intertidal Zone				
2. Density				
15. Neritic Zone				
3. Ocean Currents				
16. Plankton				
4. Surface Currents				
17. Nekton				
5. Coriolis Effect				
18. Benthos				
6. Subsurface Currents				
7. Continental Margin				
8. Continental Shelf				
9. Continental Slope				
10. Continental Rise				
11. Abyssal Plains				
12. Deep Sea Trenches				
13. Mid Ocean Ridges				

Put a check mark in whichever of the first three columns that best fits your knowledge of the word in the

left-hand column.

19. Open Ocean Zone				
20. Spring Tide				
21. Neap Tide				
22. Evaporation				
23. Condensation				
24. Precipitation				
25. Water Cycle				
26. Estuary				
27. Upwelling				
28. Submarine Canyon				
29. Passive margin				
30. Active margin				

**SQ3R**

**S = Survey - Flip through your reading passage. Note any Headings or Titles or Subtitles. Read the captions on pictures or graphs. List what you find below:**

**Headings, titles and subtitles:**

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**Describe any pictures or graphs on the page:**

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**Q = Question - Create a question based off of each heading, title, or subtitle:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**R = Read - Read the passage!**

**R = Recite - Summarize what you read in your own words.**

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**R= Review - Look back at your questions. Can you answer any of them or do you need to look further?**

**1.**

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**2.**

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**3.**

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**4.**

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Grading Matrix for the Comprehension Strategies Lesson.

Excellent 10 points	Acceptable 8 points	Needs Work 6 points
The questions created were relevant and thoughtful. There were at least three questions.	The questions were okay. They may not have demonstrated a thoughtful response or there were less than three.	The questions were not relevant and/or there weren't enough.
The prediction made sense and showed some thought as to the obvious clues (headings, pictures).	The prediction was a little too general or off-base.	The prediction was irrelevant and/or insufficient.
The questions and predictions were clarified and further questions/predictions were generated.	Some questions or predictions were clarified.	Little to no attempt was made to clarify questions, predictions or misunderstandings.
The article was fully summarized and articulately relayed.	The summary was missing some parts.	The summary was weak and insufficient.