



## HS LESSON 4: Reading and Summarizing Complex Text

**LESSON DESCRIPTION:** In this lesson, students will identify and practice strategies for reading complex text.

**FOCUS QUESTION:** What are strategies you can use when encountering difficult text?

**OBJECTIVES:** Students will:

- identify and practice strategies for reading complex text.

### Core State Standards

**CCCSS.ELA-Literacy.RST.9-12.10** By the end of the year, read and comprehend science/technical texts in grades 9-12 text complexity band independently and proficiently.

**LENGTH OF LESSON:** This lesson will take two class periods. However, the lesson should be repeated using any text where scaffolding is needed.

### MATERIALS NEEDED:

- Research articles regarding excessive media use or violent media
- Highlighters yellow & blue
- HANDOUT 1: Tip Sheet (Copies for each student)

Journal of the  
American  
Academy of  
Pediatrics

VIOLENCE AND CHILDREN 45  
MEDIA and Children 48  
Once upon a Time 46

**Teacher's Note:** There are a number of websites that provide access to full journal articles or abstracts. They are listed at the end of this lesson. The article: ***Children's Screen Viewing is Related to Psychological Difficulties Irrespective of Physical Activity, 2010***, is available online, along with updated information, through the American Academy of Pediatrics at <http://pediatrics.aappublications.org/content/126/5/e1011.full.html>. There are also science articles available at the website: [www.TakeTheChallengeNow.net](http://www.TakeTheChallengeNow.net).

## **PROCEDURE:**

**Activity 4.1: Students will read a journal article using the “Tip Sheet” of strategies for reading difficult text and summarize its contents.**

1. Instruct students to individually make a list of any strategies they use when encountering difficult text.
2. Next, students will share with a partner.
3. Finally, students share their ideas with the whole group as teacher compiles a class list of possible strategies.

**Activity 4.2: Students will compare their list of reading strategies to those in identified in HANDOUT 1: Tip Sheet (Reading Complex Text)**

1. Distribute HANDOUT 1: Tip Sheet and have students compare and contrast the class list of strategies with the strategies identified on the “Tip Sheet” handout.

**Activity 4.3: Students will read a journal article using list of strategies.**

1. Select one of the research articles on media violence for this activity. Make copies so each student has their own copy.
2. Using the tip sheet strategies, students read the journal article.

**Activity 4.4: Check for understanding by having students write a five paragraph summary of the article including:**

- Topic Sentence
- Three supporting details with transitions to link ideas!
- Concluding sentence.

**Activity 4.5: Share and discuss.**

## **HANDOUT 1: Tip Sheet (Reading Complex Text)**

### **Before You Read: Preview and Build Anticipation** Preview the text using the acronym T.H.I.E.V.E.S.

#### Title

- What is the title? What do I think I will be reading about?
- What do I already know about this topic?

#### Headings

- What does this heading tell me I will be reading about?
- What is the topic of the paragraph beneath it?
- Can I turn this heading into a question that may be answered in the text?

#### Introduction

- What does the introduction tell me I will be reading about?
- Does the first paragraph introduce the chapter?

#### Every first sentence in a paragraph

- What do I think this chapter is going to be about based on the first sentence in each paragraph?

#### Visuals and vocabulary

- What can I learn from the visuals (photographs, charts, maps, graphs) in a chapter?
- Are there important words in boldface type? Is there a list of key vocabulary?

#### End Questions

- What do the questions ask? What information do they show is important?

#### Summary

- What do I understand and recall about the topics covered in the summary?

### **During Reading: Monitor Understanding** Use Active Reading Skills:

- Highlight in one color (yellow) what you understand. Highlight in another color (blue) the text that is confusing or difficult to understand
- Slow your reading pace.
- Summarize as you go. Try using the SQ3R strategy
  - Survey
  - Question
  - Read
  - Recall
  - Review
- Take Notes
- Use Graphic Organizers

### **After You Read: Check Your Understanding** Identify where a difficulty occurs and try a solution:

- Look back                      Use context clues
- Restate                          Skip Text
- Use a dictionary              Ask for help