



Blue Hills Adult Education Program ELA Instructional Video Evidence-Based Reading Instruction: Comprehension

Lesson Topic/ Title	Reading Comprehension Topic: Female empowerment/social activism 60-minute lesson	Class Level /GLE	Intermediate ABE, GLE 4-8 (NRS 3, 4) Text Level: 6th grade, Lexile 1000
Teacher Name	Stephanie Gaboury, Blue Hills Adult Education Program		

CCRS AE <i>(use notation & shorthand)</i>	ELA Learning Objectives By the end of this lesson, students will be able to:	Evidence of Learning Students will show their learning by:
R2C/D: <i>Identify the main topic and retell key details of a text. Summarize the text.</i>	<ul style="list-style-type: none"> Identify the topics and main ideas of a text Write a summary paragraph of a text, using the T chart strategy as a foundation 	<ul style="list-style-type: none"> Participating in instructor-led class discussion Completing topic/main idea T-chart Writing a summary paragraph using main idea statements from the reading Accurately answering comprehension questions on CommonLit website
RF4C: <i>Read with sufficient accuracy and fluency to support comprehension. (Fluency)</i>	<ul style="list-style-type: none"> Read text accurately, at an appropriate rate, with good expression 	<ul style="list-style-type: none"> Reading aloud on a rotating basis with the teacher monitoring and noting fluency

Student Texts and Other Resources
“Marley Dias: The 13-Year-Old Author Who Made a Difference” by Barrett Smith (hard copy handouts; then accessing via Chromebooks) Marley Dias - CommonLit website

Instructional Shifts <i>(Which ones are addressed in this lesson?)</i>	<input checked="" type="checkbox"/> Engage with complex text and its academic language. <input checked="" type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts. <input checked="" type="checkbox"/> Build knowledge through content-rich nonfiction.
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Instructional Process

PART OF LESSON	TIME / MATERIALS	STEP-BY-STEP DIRECTIONS	FURTHER DIFFERENTIATION <i>(e.g., EL, LD, different levels)</i>
Warm-Up/Introduction	5 minutes	Attendance, Welcome, Pass out name cards, Objectives on the Board Explanation <ul style="list-style-type: none"> • Instructor asks “Why is it important for us to spend time trying to understand challenging texts? (If this has been done in previous classes, “Remind me, why is it important...?” <ul style="list-style-type: none"> ◦ Instructor explains and/or students respond that these texts will be encountered in HiSET, newspapers, job manuals...” 	
Body	50 minutes	<u>“Marley Dias: The 13-Year-Old Author Who Made a Difference”</u> <ul style="list-style-type: none"> • The instructor calls on a student to read aloud the first paragraph. Modeling (10 minutes) <ul style="list-style-type: none"> • The instructor announces that she will model how to find the topic and main idea of the <i>first paragraph</i> and shares that finding the topic and main idea helps you understand and remember what you read. • Topic: “<i>I ask myself, What is this paragraph mainly about?</i>” After introducing the T-chart format, the instructor writes a one-two word response on board, which students copy onto their T-chart handouts. 	As this is the first lesson introducing this strategy and there will be significant teacher modeling and guided practice, all students will read the same text. The chosen text is at a level that is accessible to the full class. In future lessons using this strategy, text levels should be differentiated based on

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		<ul style="list-style-type: none"> • Main Idea: “Now <i>I ask myself</i>, what is it that the author really wants <i>me</i> to understand from what he/she has written?” The instructor writes one sentence response on the board, which students copy onto their handouts. • The instructor repeats this modeling exercise with the <i>second paragraph</i>. <p>Group Practice (10 Minutes)</p> <ul style="list-style-type: none"> • Students read paragraphs in turn, pausing after each paragraph to check for understanding and clarify vocabulary. (Students are corrected on pronunciation as needed and take notes on their handouts as directed.) • Instructor leads the full class in group practice determining the topic and main idea of the <i>third paragraph</i>. <ul style="list-style-type: none"> ○ Topic: “What do <i>we</i> think this paragraph is mainly about?” (Students verbally respond, and are prompted and encouraged as necessary. Instructor writes one-two ○ Main Idea: “Now, what is it that the author really wants <i>us</i> to understand from what he/she has written?” (Students verbally respond, and are prompted and encouraged as necessary. Instructor writes one sentence response on board, which students copy onto their handouts.) • Instructor repeats this group practice exercise with the <i>fourth paragraph</i>. <p>Application (10 minutes)</p> <ul style="list-style-type: none"> • Students determine the topic and main idea of the <i>fifth paragraph</i> individually, writing their responses on their handouts. The instructor monitors one-on-one to check for understanding and prompt as needed. 	<p>the comprehension instructional level of each student.</p>

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		<ul style="list-style-type: none"> • When students are finished, the instructor leads the class in writing the topic and main idea on the board. <ul style="list-style-type: none"> ○ Topic: “I saw that several of you wrote the same phrase for this topic, which is great that you were noticing the same topics! Student A, can you share what you wrote this paragraph is mainly about?” (Students verbally respond, and are prompted and encouraged as necessary. Instructor writes one-two word response on board.) ○ Main Idea: “Now, Student B wrote something really interesting for this one; Student B, can you share what you wrote about what the author really wants us to understand in this paragraph? (Students verbally respond, and are prompted and encouraged as necessary. The instructor writes one sentence response on board.) <p>Connection (5 minutes)</p> <ul style="list-style-type: none"> • The instructor reminds students that connecting the main ideas of each paragraph together creates the main idea for the whole piece; the instructor reads aloud the five sentences together, reiterating how it is an effective summary of the piece. <p>Explanation (5 minutes)</p> <ul style="list-style-type: none"> • The instructor distributes Chromebooks and directs students to log in to Google Classroom and navigate to CommonLit, a source for reading passages accompanied by text-dependent questions. • The instructor asks “Why is it important for us to spend time reading and answering questions using technology, and not just on 	

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		<p>paper?” (If this has been done in previous classes, “Remind me, why is it important...?”)</p> <ul style="list-style-type: none"> ○ The instructor explains and/or students respond that they will be taking the HiSET on Chromebooks, will use technology in various jobs or college classes...” <p>Assessment (10 minutes)</p> <ul style="list-style-type: none"> • Students individually answer five assessment questions about the reading. Four questions are multiple choice about the central idea and accompanying textual support; the fifth is a one-paragraph summary. 	
Wrap-Up/Reflection	5 minutes	<ul style="list-style-type: none"> • Instructor collects Chromebooks and encourages students to complete their questions for homework as needed. • The instructor asks students about their level of comfort with the strategy and reiterates when would be a good time to use it in the future. Students share their thoughts about the article and Marley’s project. 	