

Video: Highlights - Evidence-Based Reading Instruction in the ABE Classroom - Comprehension Strategies (Length: 10:42)

Descriptive Transcript

Context: Ms. Gaboury is teaching a lesson on comprehension strategies to a class of 10 adult education students. The students are arranged in a long U-shape, with 6 students across and 2 students down each side. They and Ms. Gaboury are together in an adult education classroom, with a whiteboard in the front of the class. When Ms. Gaboury writes or asks students to reflect on what she has written, she refers to this whiteboard. There is also a table in the front of the room with papers on it.

[Title slides, with music:]

- *[Logo: Public Adult Education of Massachusetts: Live to Learn]*
- *Public Adult Education of Massachusetts Presents*
- *[Logo: SABES] a SABES: Massachusetts Public Adult Education Professional Development System Production*
- *[Video Title] Evidence-Based Reading Instruction in the ABE Classroom: Comprehension Strategies*

[Ms. Gaboury is standing in front of the whiteboard facing the class] Welcome everybody. Thank you all so much for being here tonight. We're gonna be looking at a text where we're going to identify the main topic and be able to retell those details. To summarize. To summarize, we're kind of getting a shortened version of something, right? *[Josh]* Brief message. *[Ms. Gaboury]* Brief message. Yeah, the brief message. Exactly. Josh, thank you. Perfect. *[Adlie reads the text on the board]* "Read with sufficient accuracy and fluency to support comprehension". *[Ms. Gaboury]* Perfect. Thank you.

So when we're reading, we wanna make sure we understand the words we're reading and pronunciation, and the fluency is going to be part of that. *[Ms. Gaboury points to words on the whiteboard]* These are some words we're going to see in our reading tonight, so I wanna make sure we're a little familiar with them before we begin.

The word "diverse," what does diverse mean? *[Sergio]* Different. *[Ms. Gaboury]* Different, absolutely. Right? If we said we have a diverse classroom, what would that mean? *[Mita]* A lot of people from different countries. *[Ms. Gaboury]* Absolutely. Perfect, Mita. And Judith as well, right? Different backgrounds, different ages, different ethnicities, right? Things that are different where you've got a variety in a group, right? Excellent.

And last one, you've probably been aware of it even if you didn't know the term for it. Social activism. Let's see if we can break it down. Social. What does it mean to be social? *[Lots of students giving answers at once.]* Yeah, in a group, right? Society, right? So it can be a group activity, you're working together. Absolutely. And then activism, if we were doing, working with social activism. *[Sophia]* Activity? *[Ms. Gaboury]* It's like an activity. Absolutely. Right? Usually means we're working for a cause. We have a common goal. If you are a social activist, you are working to make change, working to make some sort of change.

[Not shown: Ms. Gaboury hands out the reading, which is one sheet of paper, with printing on both sides. She will be asking students to read aloud paragraphs from this reading.]

[Ms. Gaboury looks at a copy of the reading] So tonight our reading is called Marley Dias, the 13-year-old author who made a difference. And so we're gonna look at a summarizing strategy tonight. So we're gonna use what's called the T-chart strategy. We're gonna look at the topic and the main idea. So I'm gonna start by putting some stuff up on the board, and then we'll kind of go through the process. I'm gonna model it, we'll work on it together. And then by the end, you'll get to be able to do it on your own.

[Not shown: Ms. Gaboury writes the words "topic" and "main idea" at the top of the board and draws a T-chart with numbers 1-5 down the side, and horizontal lines across between each number]

So we call this a T-chart. Doesn't look exactly like a T, but close enough, right? We got our line down, our line across. This is going to be the T structure here. When we think about looking at the topic, when I, when I, you know, I'm trying to figure out what this strategy here, I ask myself, what is this paragraph mainly about? Anywhere between one to three words. Just what is it mainly about? I'm gonna say it's mainly about books, right? It's mainly about books.

[Not shown: Ms. Gaboury writes "books" on the first line of the T-chart on the board, under "topic"]

So then when we're moving into the main idea, now is when I ask myself, what is it that the author really wants me to understand from what he's written here? So thinking back, looking at that whole paragraph, I'm gonna say Marley Dias couldn't connect with the books she read because she couldn't see herself in those stories. *[Ms. Gaboury writes her main idea under "main idea" on the first line of the T-chart on the board.]* The name of that drive, when it's the thousand black girl books, it's got a hashtag in front of it, you know, the pound sign, right? So it works even if we don't know that, even if it was just called a thousand girl books. But it makes it easier to search for it if you were trying to, you know, donate to the cause and things like that.

Okay? So what we're learning in this paragraph here, when we do our T-chart strategy here, I ask myself, what is this paragraph mainly about? And I'm gonna say lack of diversity. *[Ms. Gaboury writes "lack of diversity" on the second line of the T-chart on the board, under "topic"]* Lack of diversity. So that's our topic. And so then when we get to our main idea, *[Ms. Gaboury looks at a copy of the reading]* what is it that the author wants us to understand from what he's written in this paragraph? Dias eventually realized that this problem was bigger than just her school. So our topic, lack of diversity. When we look at what does the author want us to know about that, *[Ms. Gaboury writes her main idea under "main idea" on the second line of the T-chart on the board and reads her answer as she writes it]* "Dias eventually realized that this problem was bigger than just her school, as very few published children's books had black main characters".

[Not shown: Ms. Gaboury writes "book campaign" on the third line of the T-chart on the board, under "topic"]

And now what is it that the author really wants us to understand from this paragraph? *[Judith reads from her worksheet]* "She wants to create a resource for people to find books and raise, she raised more money than expected". *[Ms. Gaboury]* Yeah, absolutely. So we can mention that she began the campaign, right? So *[Ms. Gaboury writes on the third line of the T-chart on the board]* "Dias began a campaign called #1000BlackGirlBooks to collect and donate". What kind of books? Books with what main character? *[Sergio]* A black girl. *[Ms. Gaboury]* Yeah, exactly. Specifically in this case, black girl protagonist. Perfect. I'm gonna write the word

protagonist. Nice, fancy word for us. It means main character.

[Ms. Gaboury walks along the back of the class, holding a copy of the reading] So remember, our point of our strategy here is to work on summary, right? This isn't going to get every detail, it's going to get the main ideas, but if we link the main idea from every paragraph together, we've now made a summary of our whole piece, right? So if we read them together, *[Ms. Gaboury reads each "main idea" from the T-chart on the board]* "11-year-old Marley Dias could not connect to the books she read in school because she could not see herself in the stories. Dias eventually realized that this problem was bigger than just her school, as very few published children's books had black main characters. So Dias began a campaign called #1000BlackGirlBooks to collect and donate books with black girl protagonists or main characters. Dias has worked to help so many young people to create that space and has even inspired some to start drives of their own. Dias uses her own book to offer tips and encourage young people to make changes in their own communities."

How we feel about that? *[Example completed T-chart worksheet appears on the screen]* Works? Makes sense?

[Not shown: students collect their Chromebook laptops]

Now we are going to be working with our Chromebooks for a few minutes. So we are going to be logging into Google Classroom and we'll be going to Common Lit in a minute. Okay? So this is an important skill for us, not just to read works on paper, right?

[Chromebook screen showing Google Classroom] When we read our stories on paper, that's super important. Why is it also important to read things using technology? *[Student speaks off-screen]* Because a lot of stuff like nowadays it's about computer technology stuff. *[Ms. Gaboury]* Exactly, exactly. When is a time when you might have to read something or do something on a computer? *[Student speaks off-screen]* Taking exercise, test. *[Ms. Gaboury]* Taking the test, right? Taking, taking the HiSET, absolutely. That's going to be something that's done on the computer, so we have to practice it. Absolutely. And then things in your jobs, right? A lot of those skills are gonna be important for us to navigate. So we have to practice using our Chromebooks, right?

[Students work independently on their laptops.]

[Ms. Gaboury helps a student] So our mom is in the second paragraph right up here. *[Student]* Yeah. She asks a question. She doesn't complain. *[Ms. Gaboury]* So which ones do you think we could eliminate? Which ones say like, that doesn't happen?

[Ms. Gaboury walks around the back of the classroom] When you get to that final question about the summary, you are welcome to create a new one, but you are happy to, uh, copy the one you've already written with from your sheet.

[Not shown: The Chromebooks are collected and returned to a table at the back of the room. Ms. Gaboury returns to the front of the class.]

[Ms. Gaboury] How do we feel about our reading tonight? *[Students answer in unison]* Good. *[Ms. Gaboury]* What, what do we like about it or not like about it or anything? *[Ana, pointing to the T-chart on the white board]* I like that, this T. *[Ms. Gaboury]* You like the strategy? Yeah. So this feels comfortable to doing a summary, right? Mm-Hmm. Awesome. Awesome. So when do

we think we would use that going forward? *[Student]* You wanna change something? *[Ms. Gaboury]* Yeah, anytime you wanna, anytime you wanna summarize something, right? Anytime you wanna get the main idea of a piece, an unfamiliar text, if you're looking at this maybe with a HiSET exam in mind or if you're trying to read something, newspaper article or something at work can be a helpful way to say what's the, what's the topic, what's the main idea? And, and not have it be overwhelming, especially for longer pieces, right? We did it with a five-paragraph story tonight. This could work with a much longer piece. You might not wanna do it with a whole book. That would be really long. Right? Right. That would be too much, right? But for an article length, this can be really good.

[Ms. Gaboury] What did we like about Marley Dias and her story? *[Judith]* I like she inspired others. She inspired others. *[Ms. Gaboury]* Absolutely. Some of you, I showed the picture too, but I think a couple of you were out the room. *[Ms. Gaboury passes around a photo of Marley Dias]* Just knowing that, you know, she's so young and such a, she is, right? She's a cute, cute little kid and she's now a 19-year-old at Harvard. Um, and so she's, you know, continued the, the social justice. It's all a true story. Yeah, this is, she was really 11 when that happened. She was really 13 when she was writing that book. Um, yeah. All of that. Totally true.

[Ms. Gaboury returns to the front of the class.]

[Ms. Gaboury] So it's just a nice inspiration that you know, no matter who we are, no matter what area of life we are in, we all have the power and the ability to make change whenever possible.

Thank you all for a wonderful evening. Thank you so much for being here for our reading class, and I hope you have a wonderful rest of your night. Have a good night everybody. *[The students applaud.]*

[Video ends and credits appear on the screen.]

[Credit slides, with music]:

- *[Logo: Blue Hills Regional Technical School: Adult Education Program]*
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