

## Video: Evidence-Based Reading Instruction - Comprehension Strategies

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Welcome everybody. Thank you all so much for being here. So to start us off, we're going to look at our standards for tonight's lesson. So, Sophia, could you read this first standard up here for me? Right here? *Sophia reads the text:* Identify the main, the, the main topic, and, uh, tell, the key details of the text. Okay. Okay. Sum, summarize the text. Perfect. Absolutely.

So 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 what does it mean to summarize? It's to wrapped up. Wrap it up. Sure. Sort of. Absolutely. Conclusion. Conclusion would be the end. Absolutely. To summarize, we're kinda getting, uh, a shortened version of something, right? Brief message. Yeah, the brief message. Exactly, Josh. Thank you. Perfect.

All right. And Adlie, can you read this next one for me? Read, do read with sufficient accuracy and fluency to support comprehension. 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. All right. All make sense? Any questions?

All right, fantastic. So now I'm gonna bring your attention to these blue words up here. 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? Different. Different, absolutely. Right? If we said we have a diverse classroom, what would that mean? Different people from different countries. Absolutely. Perfect, Mita. And Judith as well, right? Different backgrounds, different ages, different ethnicities. Right? Things that are different. Where, where we've got, a variety in a group, right?

Excellent. How about exclusion? What's the word exclusion mean? Lovely. Go ahead. Like, exclude something. To exclude something. Absolutely. Yeah. Judith, go ahead. Something is not included. If it's not include, it's exclude. Exactly. Not included. Right? Very good. So that little, um, prefix here, X right is going to be like out, right? Like, if we have an exit, it's your way out, right? If you exhale, you let out your breath, right? So if you are excluding someone or something, you're leaving it out. Make sense? Mm-Hmm. Perfect.

This one's a, an interesting one. We might have seen it before, but maybe not, if we had like a book drive or a book campaign. Have we ever heard of that before? What if we had it when it wasn't books? What if we said we're having a food drive? What would that mean? Get food somewhere. A spot for, a spot for collecting food somewhere. Absolutely. Yeah. Totally fine to not know that, right? A book drive or a food drive, anything like that is you are collecting that item, collecting that thing. So if we have a campaign for that, it means we're co, we care about that cause, we're collecting books for a cause, right?

Why might we wanna collect books and give them to people? That's good for them. They can read. Good for them to read, exactly. Right? So it might be they have a certain topic or a certain author, maybe a certain age group, right? But collecting books is gonna be part of our reading tonight, so I just wanted us to understand that idea.

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? Yeah. In a group, right? A society, right? So it can be a group activity, you're working together. Absolutely. And then activism, if we were do, working with social activism. Activity? It is 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. Make sense? Mm-Hmm. Excellent. Perfect.

I think we're ready to get started. So we're gonna start on our reading today. Tonight we're gonna be looking at a text with, uh, unfamiliar words. Unfamiliar ideas, right? So sometimes that can be challenging, right? Why is it important for us to read challenging texts? So we can learn new words. learn new words. Absolutely. Yeah. Josh? I was gonna say, uh, I can't think of the word, but vocabulary. Vocabulary. Mm-Hmm. Absolutely. Where outside of school might you have informational texts or challenging texts? Where else do you read things like that? Library. In the news. Absolutely. Absolutely. In the news, right? Where else might we do that? Newspapers. Newspapers? Absolutely. Where maybe did you come from before you got here tonight? Work. Right? You might have come from work, right? Maybe, right? If you come from work, sometimes you have to read difficult things. You might have to have a, a user manual or something that's

kind of confusing language, things like that. So it's good for us to practice with unfamiliar ideas, right?

Okay. 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. Sound good? Perfect. All right.

So we call this a T chart. It 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. Okay? So I'm going to give you this page for us to fill in as we go. And so when we're thinking about what a topic is versus a main idea, the topic is gonna be what is the paragraph mainly about? And then the main idea is what the author wants us to understand about that topic. Okay? So I'm going to model what we're doing with our first paragraph.

How about Sadia? Can you read us the first paragraph here? You ever felt tired of books you read in school? That's how Marley Dias felt when she was 11 years old and all of the books she read in school were about white boys and their dogs. Dias says she couldn't connect with the characters in the books, so she couldn't learn lessons from those stories. Thank you. So we're getting a little bit of insight into 11-year-old Marley Dias here, right?

And so when we think about looking at the topic, when I, when I, you know, I'm trying to figure out with 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. So I'm gonna write books in that first section, and you can do the same on your paper. 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, right? So I'm gonna write 11-year-old Marley Dias could not connect to the books she read in school because she could not see herself in the stories.

When Dias complained to her mother about her problem, her mother asked her what she was going to do about it. Dias thought about her opinions. She could just ask her dad to buy her a lot of new books. But after doing some research to find books with black girls as the main characters, she realized that there weren't very many to choose from. According to the cooperative children's book Center, fewer than 10% of the children's books released in 2015 had a black person as a main character. Recently, there has been a movement to make books more diverse. Many school libraries tend to have older books though, which are even less diverse. Dias realized she probably wasn't the only black girl feeling like she couldn't relate to her school reading curriculum. With help with her mother, she decided to create a drive call a Thousand Black Girls, girl Books. Thank you. Very good.

And so 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, our t chart strategy here, I ask myself, what is the, this paragraph mainly about? And I'm gonna say lack of diversity. Lack of diversity. So that's our topic.

And so then when we get to our main idea, 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, Dias eventually realized that this problem was bigger than just her school, as very few published children's books had black main characters. So I modeled it with our last two paragraphs. We're going to do our group practice now.

So Sergio, can you read this next paragraph for us, the third paragraph? Dias' goal with the hashtag Thousand Black Girl Books campaign was to collect thousand books about black girls. She would donate these books to communities such as schools and libraries. Thank you, Sergio.

All right. So for the topic, what do we think this paragraph is mainly about? Donation. The donations. Yeah. Even bigger. The campaign. The campaign, the collection, right? Exactly. That book campaign. So we can say book campaign or book collection. Right? Perfect. And now, what is it that the author really wants us to

understand from this paragraph? She wants to create a resource for the people can find books and raise, she raised more money than expected. Yeah, absolutely. So we can mention that she began the campaign, right? So Dias began a campaign called A Thousand Black Girl Books to collect and donate what kind of books? Books with what? Main character, it's a black girl. Yeah, exactly. Specifically in this case, black girl protagonist. Perfect. I'm gonna write the word protagonists. Nice, fancy word for us. It means main character. So if you would rather write main character, that is fine too. If you wanted a really fancy word, protagonist means main character.

Ready for our fourth paragraph? Ataina, you wanna read this one? Thank you. At first, Dias says, uh, she was, she was worried about not meeting her goal of, of 1000 books. Now she says there are strangers thanking her for doing this. Dias has been able to reach so many people with her hard work because she's fighting for an important issue. Excellent. Thank you.

So what do we, we think this paragraph is mainly about? Fight, fighting. Kind of fighting. Yeah. What she, what she doing? What were you gonna say? Exclusion. The exclusion absolutely is a piece of it for sure. But if we say she was worried about meeting her goal, but then she does it and people are really impressed and they're kind of following her footsteps. Take a look at that last sentence. That's motivating. Inspiring. Inspiring. Right? I think we're gonna say she's an inspiration, right? Perfect.

So then we ask ourselves, what does the author want us to know about her being an inspiration? What has she done? What do we think? She's working to create that space with, uh, it feels easy to include an black girls. Absolutely. Perfect. So she's working to create that space. She's helping those young people to kind of create that. Perfect. Absolutely. So we can say Dias has worked to help so many young people to create that space, like Sergio said.

And what has she even inspired people to do? Include black girls, like main character. Absolutely. Even look later in the paragraph. Um, inspired many young people. Mm-Hmm. To do similar drives. Yeah. Even inspired some of them to create their own drives. Right? Perfect. There's a lot of important stuff. It's hard to cover it all, but we wanna see if we can say what's the main thing that the author wants us to know. It's always gonna be more details than we could add.

Fifth and final paragraph. Josh, you wanna take this one for us? Dias wants to continue to inspire young people to do the same, to do something about their frustrations. She's writing her own book called Marley Diass Gets It Done. And So Can You. Her publisher say her book will be a keep it real guide to social activism. She will share tips for, she'll share tips for kids to make changes in their lives and communities and pay it forward about whatever makes your heart sing. Dias wants to give other kids the tools to support from, to get support from their parents and teachers, use social media for good and make change effectively. Thank You. So here's your chance to try it on your own here, application section. So take the next five minutes and see if you can figure out what the topic and the main idea is for that paragraph.

Okay. Let's take a look together. So it looks like a bunch of you had very similar ideas for some of this, which is great. Josh, you wanna share? What did you put for your topic here? What is it mainly about? Making the change. Making the change or making changes. Right. Perfect. Who's making the changes? Younger people, right? Kids, younger, younger generation. Absolutely. Somebody else put, could have put something slightly differently here. Anna, what did you put for the topic for this one? Uh, so social activism. Social activism. Right? That could, absolutely, perfect. Activism. Say it. Activism. Activism. Activism. Perfect. Perfect. Good job. That's a tough word, right? The S and the M. Yeah.

Very good. So yeah, if you put social activism or making the change, some of you I noticed wrote that she was writing, um, the book, right? Definitely an important part of the paragraph too, right? But if we think about what's the point, why does the author want us to know that? The book has a purpose. It's not just, she wrote a book to make a lot of money. Right? That's not why she did it. She's doing it for the social activism or to encourage to make the changes, right? It's not an ending of an accomplishment. She's doing it for that purpose. Okay.

So if you wanna put making changes or social activism, any of that is fine. I put both on here because both sounded so good from what you guys came up with. Okay. And then when we get to our main idea, what is it that the author wants us to know about the kids making the changes? How do we tie that in with the book? It's tough to get it in just one sentence or or two if you really had to. Mm. I have one, to make. You got one. Go for it. Want to inspire others, kids with the tools to get support from social activity, how to use social

media and make change in their lives. Perfect. That's beautiful. Absolutely.

Anyone else have one they wanna share? Yeah. What do you have. She share tips for kids to make a change in their lives and, uh, communities and wants to give other kids the tools. Absolutely. Perfect. That sharing those tips, I think is a key part of it here, right? Absolutely. And that's how we can kind of link the book into that point, right? So the way I phrased it here, and you can leave it as you had it, if you like, how you wrote yours there.

Dias uses her own book, exactly, to inspire, to encourage, to, and we can say, we'll add in what Mita said about tips, right? To offer tips and encourage what type of people? Young people. Perfect, young people. Old people, that's fine too. But she's focusing on the young people, right? So Dias uses her own book to offer tips and encourage young people to, to do what? To make change. Make changes where? Their community. Their community is perfect. Exactly.

Excellent. So if you wanted to change anything about yours or add that in, you are welcome to do so. 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, 11-year-old Marley Diass 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 1000 Black Girl, Black Girl Books 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? Works? Makes sense? Now, we are going to be working with our Chromebooks for a few minutes. So we are going to be going, uh, logging into Google Classroom and we'll be going to Common Lit in a minute. Okay? So, uh, this is an important skill for us, not just to read works on paper, right? When we read our stories on paper, that's super important. Why is it also important to read things using technology? Because a lot of stuff like nowadays it's about computer technology stuff. Exactly, exactly. When is a time when you might have to read something or do something on a computer? What is it? Taking exercise, test. 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, our Chromebooks, right?

Okay. So we're going to Google classroom and logging into Common Lit. Okay, there it is. So the first four are multiple choice about our reading, and the last one is gonna ask you for a little writing, a little summary, which you have on your paper already. So you're welcome to use anything from that if you would like.

So our mom is in the second paragraph right up here. Yeah. Um, she just asked a question, she doesn't complain. So which ones do you think we could eliminate? Which ones say like, that doesn't happen.

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. 'Cause that's what that is, right? That's what that summary is. So you can just type it right from there. So Sophia, you're welcome to just type it right from your sheet if you want to. 'Cause that counts as our summary. If you want to. Oh, oh. You can. If you want, click that little square. Thank you. Beautiful.

All right, if you are done, log out, we'll put these back. Of course. So as always, if you needed more time, you're welcome to continue it at home because you have access to your Common Lit account through Google Classroom, from your phone, from any of your devices at home, and you will get that feedback as soon as I release those scores. So you'll be able to see feedback from me and all the correct answers to the questions you just answered. How do we feel about our reading tonight? Good, good.

What, what do we like about it or not like about it or anything? I like that, this T. You like the strategy? Yeah. So this, this feels comfortable to doing a, a summary, right? Mm-Hmm. Awesome. Awesome. So when do we think we would use that going forward? You wanna change something? Yeah, anytime you wanna, anytime you wanna summarize something, right? Anytime you wanna get the main idea of a piece, right? An unfamiliar text, right? If you're looking at this maybe with a HiSET exam in mind, or if you're trying to read something, a newspaper article or something at work, right? Um, 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? Um, 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.

What did we like about Marley Dias and her story? I like she inspired others. Yeah, She inspired others. Absolutely. Some of you, I showed the picture to, but I think a couple of you were outta the room. 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, a, a 19-year-old at Harvard. Um, and so she's, you know, continued the, the social activism. 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. So it's just a nice inspiration that you know, no matter, no matter who we are, no matter what area of life we are in, we all have the, the power and the ability to make change whenever, 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.

My name is Stephanie Gaboury. I am the reading instructor here at Blue Hills Adult Education. I have been working here for just one year, but I've been in English education in the high school and college environment for over 10 years. I chose the lesson this evening because I find it far more effective when students can feel empowered and relate to a text. So tonight's reading, uh, about Marley Dias' and her passion for connecting with literature, uh, it's a shared passion of mine myself, and I think it's something that students really can appreciate and understand such a, a tangible, uh, goal, right? To say that, uh, a young girl saw a, a need and went out there and did it. And so if that inspires even one student to do the same or to feel empowered to connect in their community, then we've reached them, not just on a reading level, but on an activism level too.

When I look through readings and try and make that decision on which ones I'm going to work with, um, I do the best I can to try and vary the style of writing in addition to the content. So we've worked a lot this year with different social studies readings and science readings, uh, because that's something they will experience eventually on the HiSET. So if I can do it in a connected way now, it won't feel as daunting when they reach it at a higher level.

But some of the areas that I feel are a little lacking or, or, um, not as strong with some of the readings that we found have been the nonfiction pieces. They're either about a person they've already heard of or has a nice, neat wrapped up at the end, wrapped up with a bow type of ending. Uh, and that's not gonna be how life works. And so this being right at the beginning of Marley's life, uh, you know, we're seeing her at 11 years old, and she's only 19 now. Uh, she has so many more things she can do, just like our students tonight. So that, that was kind of the, the logic behind that choice, especially at this point in the year where they've been exposed to a lot of different styles of reading, uh, and content. Um, this was one that I thought would work well now.

I think that the HiSET is the ultimate goal with the program. Adults come back and say, I want my high school equivalency so that I can apply for a college degree or, uh, you know, uh, get a promotion at work or things like that, right? So for a lot it's, that's the long-term goal. However, there are plenty of students who enroll knowing that that's either not their goal or not their goal for a while. I've had students this year who were in the United States for two weeks before I started working with them, right? We're not even thinking about the HiSET yet. We're, we're so excited that we're working on fluency and pronunciation, and you feel comfortable having a conversation with a person with a totally different background from you by the end of the month, maybe. Um, so the, the HiSET is definitely present, uh, with the level that we were working with, uh, this evening. The goal is not as immediate.

Um, I think it's important to have it as a long-term goal, but if it feels like a day-to-day, overbearing presence, then every student who is just not ready yet feels like they failed. And that's so far from the truth. Um, I was speaking with a student tonight who was very appreciative for what's been going on this year, and she said she's had multiple friends and family members come up to her recently and say, oh my goodness, your English has improved so much. Like through every time that she says, oh my gosh, it's, it's even better now. So it's, it's palpable how, how wonderful it is that the, the improvements that each student is making in their own way, on their own path, that journey is going to be different. And so having it be a long-term goal is great, but it shouldn't feel like a failure if that's not where you are now.

So the students that we saw here tonight are in the intermediate or the high intermediate levels. Uh, at our program, we have intermediate, high, intermediate, and advanced. Tonight, uh, we had some students combined more based on lexile level, uh, and reading skills because, uh, throughout the evening they have reading, writing, and math. And sometimes it doesn't perfectly line up to to choose. So the students here tonight, we're working with a 1000 level lexile level reading, uh, and their, um, reading ability is at or above, uh, their, their level here. They've been working very hard to kind of, you know, push those boundaries on that.

Of the students who are here tonight, most were English as a second language students. Uh, there are several who are, uh, recently out of high school or returning, uh, to education pretty quickly, but most have been out of an educational format for a while. Um, and the range of other languages is huge. We, we didn't have a, a consensus on what other languages. Um, most of our students in the program, uh, come from a Haitian background. Um, but tonight we had a, a variety of, of backgrounds.

Often the administrators or, o people who've been outta the classroom for a little while might, uh, fear that, uh, a student can't do something or something's too challenging. And sometimes I might push it too far and say, we're gonna try something that, that is maybe too challenging. But, you know, every, every time they rise to the occasion. And so by starting with something that might be a little above their reach, they are pushing those boundaries and they're, you know, learning, learning so much every day.

Tonight our focus was to work on a strategy to summarize a text. So we use the T chart strategy in order to identify, uh, the topic and then the main idea of individual paragraphs. So the summarizing strategy is essential for looking at unfamiliar texts. Um, this will be important in their, uh, jobs, in their, uh, future educational careers. Um, and it's a really good way of staying engaged and, and in touch with the text. I think when students, uh, read without reading aloud or are reading, uh, when they're in a disengaged mode or, or, or busy or, or rushed, you tend to glaze over, right? And so by having that, at the end of every paragraph, have it as a check-in to say, wait, stop. What was this paragraph actually about? What does the author want me to know? You can't get too lost. You can't go too far without understanding the actual goal. Um, so our, our summarizing strategy was key for tonight's lesson.

In terms of digital literacy, in a world that is so technology based, it's a huge gap that I find here with my students that is so needed to be able to say, just because you have technology doesn't mean you know how to use it effectively, right? So everything from basic typing skills and figuring out where the shift key is to do capital letters is something that we have to work on. And so, uh, it's a, it's a big gap between what students can do and what they're practicing at home. You'll have one student who is logged in at Google Classroom and ready to go with the reading while someone else is, is figuring out how to type in their password. So, um, but they're definitely important skills to be able to say, how are you typing? How are you navigating a webpage? How are you, uh, logging in, uh, signing out of a Chromebook? Um, some of these students who don't have devices like that at home, they might have a phone but not have a, a larger device like that.

Tonight, I was not really surprised by anything my students did because they're honestly such an amazing group. They worked beautifully together. You know, they are, um, an engaged group. They're connected. They're constantly pushing me to be a better instructor. I think that, uh, they're questions, they're, um, concerns, their, uh, ideas. They get, you know, so excited about various things. And the thing that I'm constantly trying to push with them is to not doubt themselves, because more often than not, it's a reluctance to say something or to actually click on the answer. And nine times outta 10, they're correct. Uh, it's, it's that, you know, thinking, thinking worse of themselves and, and, you know, boosting that morale and, um, you know, self-worth that is, that is key.