Adult Basic Education (ABE) Lesson Plan

Module: Reading

Lesson Title: Multi-strategy Comprehension Approach: Want safe travels?

Standards

Florida Adult Basic Education Reading and Language Arts Standards	Level Expectation and Benchmark
CCR.RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	NRS Level 4 - 1.4. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCR.RE.ABE.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	NRS Level 4 - Read and comprehend literary non-fiction of appropriate complexity for NRS Level 4 complexity.
CCR.RE.ABE.10: Read and comprehend complex literary and informational text independently and proficiently.	NRS Level 4 - Read and comprehend literary non-fiction of appropriate complexity for NRS Level 4 complexity.
CCR.WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	NRS Level 3 - Write informative and explanatory texts to examine a topic and convey ideas and information clearly

Objectives

Students will:
- Apply a multi-strategy comprehension approach to the reading of a non-fiction text
  - Identify new vocabulary
  - Code a text
  - Implement a directed note taking process while reading
  - Locate information to answer text-based questions
  - Interact with text by generating questions
  - Use notes to write a response based on the text-based question

Materials
- Text or article (of sufficient complexity to promote high-level thinking)
- Student copies of the following handouts
  - Handout A: *Text-Based Questions for Written Responses*
  - Handout B: *Direct Note-Taking and Question Generation*
  - Handout C: *Want Safe Travels? Find Freeways with These Features*
- Sticky notes (for opening topic question, question generation, written responses, etc.)
- Chart paper
- Markers, rubrics (for Text-Based Discussion, Student Written Responses, Question Generation)

Teacher Preparation for the Lesson
- Number paragraphs of selected text/article for ease of locating text evidence during discussions.
- Develop and display Final/Essential Question at the beginning of the lesson to communicate upfront for students the lesson's final question and learning outcome.
- Text-marking: Develop and display a code system appropriate for the text to use in text-coding. Select a small text segment and preplan corresponding coding example(s) to model the text-coding process for students.
- Directed Note-taking: Develop a graphic organizer with headings appropriate for the text. Select a small text segment and preplan corresponding note(s) to model the note-taking process.
- Question Generation: Select a small text segment and preplan a corresponding question(s) to model the Question Generation process for students.

Instructional Plan

Overview
Many students struggle with comprehending what they are reading, particularly with increasingly complex levels of informational and literary texts. The purpose of this lesson is to provide students with a multi-strategy approach to comprehension. Note: These strategies can be used with different types of texts. The following lesson is based on a text from the National Science Foundation: *Want safe travels? Find freeways with these features*.

Process
Provide students with copies of **Handout A: Text-Based Questions for Written Responses** and a selected text. For this lesson, provide each student with a copy of the article from the National Science Foundation: *Want safe travels? Find freeways with these features*. https://www.nsf.gov/news/news_summ.jsp?cntn_id=243852. This article is attached as a pdf file.

Tasks: Teacher asks topic question to launch opening discussion, teaches a few vocabulary words directly, reads aloud to model text marking for students, students read the text and participate in directed note-taking and extended text-based discussion.

Purpose: To bring world relevance to text reading, establish a purpose for reading, model fluent reading, provide opportunities for students to become interactive with the text, and think critically about information in the text.

Ask the following topic question to launch opening discussion.

Topic Question: What kinds of things are done to promote safe travel on our roads and highways?

Have students write their answers on **Handout A: Text-Based Questions for Written Responses.**

Ensure that students have the basic vocabulary that will be used in the reading. The following chart provides basic vocabulary words to use for instruction.

Vocabulary Instruction

Para-graph #	Academic or Discipline Specific Vocabulary	Word Part or Context
5	*Commissioned* – Word part: from Latin – committere (entrust)	Word Part
5	*Intuitive* – Word part: from Latin– in (upon) + from Latin tueri (to look) [to look upon; to contemplate] = medieval Latin intuitivus (accurate, unerring in sight) Context: "…**some [highway features that make accidents less likely] are intuitive: minimal hills and curves, paved right shoulders and concrete-barrier medians."**	Both
7	*Controlled* – Word Part: from Latin – contra- (against) + rotulus (a roll) – to keep a copy of a roll of accounts; to take into account (an extraneous factor that might affect results) when performing an experiment.	Word Part
13	*Methodology* – "David Banks, a Duke University **statistics** professor, called Heaton 'one of the leaders' in his **field of study** (spatial process modelling), and noted that his combined-analysis **methodology** is 'more powerful than either of them separately.'"	Context

When teaching vocabulary:
- Direct students to locate words introduced in the text by paragraph number.
- Model for students how to derive word meaning(s) from word parts (prefix, root, suffix) and/or context. Record meanings of word parts and words on chart paper.
- Variations for Vocabulary Instruction:
   o record meanings of word parts and words in word study guide, journal writing, graphic organizers, etc.
   o post word parts, words, and their meanings on a vocabulary word wall; refer to word wall during reading, discussions, and writing throughout the lesson and subsequent lessons.

First Read
Share with students that they will be completing three reads for this lesson. Discuss that when reading for understanding of complex text, one quick read is often not enough.

Model this task for students by reading the text aloud and coding a portion of the text. Students should follow along and mark their copy. Students should then proceed to code the rest of the text independently. Have students share their text markings with table group or partner.

Sample text-marking signs to use are:
- P – this section provides positive information pertaining to safe travel
- N – this section of text provides negative information pertaining to safe travel
- F – this section of text provides facts and is neither positive or negative

Second Read
Provide students with copies of **Handout B: Directed Note-Taking**. Present a guiding question to direct students thinking while taking notes, such as: According to the text, what factors are considered when promoting safety on roads and highways. Model the process of note-taking using an example statement

from the text, then select the category or categories that support the statement. Have students complete note-taking collaboratively or independently.

Example:

"Want safe travels? Find freeways with these features." National Science Foundation					
	Guiding Question: According to the text, what factors are considered when promoting safety on roads and highways?				
Para-graph #	Notes	Check relevant categories below.			
		Road features such as shoulders and barriers	Terrain such as curves and hills	Speed limit	Distractions
9	**"…our results suggest that increasing the shoulder width, decreasing road curvature, and including a non-soil median are associated with a decrease in overall crash risk."**	X	X		
11	**"…the BYU team found segments that likely had high levels of driver distraction. One such hotspot, on Washington's I-5, has a clear view of Seattle's Space Needle."**				X

After students have completed Part 1 of the worksheet, conduct small- and whole-group efferent discussion. Ask groups to come to consensus on which category is the most impactful according to the support from the text.

Ask students to complete the second Written Response on **Handout A: Text-Based Questions for Written Responses.**

Topic Question: According to the text, what factors are considered when planning for road and highway safety?

You may wish to use variations for this written response, such as sticky notes quick writes, collaborative partners, written conversations, etc. Share with students that this activity will help them to visualize what is being presented in the text so that they better comprehend what they are reading.

Third Read
Tasks: Teacher models the generation of a complex question based on a section of text, relating to a broad perspective or issue. Students record the questions, and then students re-read the text to generate their own questions.

Purpose: To provide students with a demonstration of question generation and the opportunity for them to interact with the text by generating questions to further deepen their comprehension.

Complete the following process for the third read.
- Model re-reading a portion of the text and generates one or two questions.
- Have students continue to review/scan the text and use their recorded notes to generate questions about information in the text collaboratively or independently.
- To conclude question generation, have students:
  - share their questions with the whole class and discuss which questions they have in common, and which questions are most relevant or significant to their learning.
  - record/post common and relevant/significant questions.

Example:
Question Generation

"Want safe travels? Find freeways with these features." National Science Foundation					
	Questions				
Para-graph #	Question	Check relevant categories below.			
		Road features such as shoulders and barriers	Terrain such as curves and hills	Speed limit	Distractions
5	**Beyond those shared in the article, are there other road features that make accidents less likely?**	X			
14	**What are the potential costs in correcting identified highway safety hotspots?**	X		X	X

Task: Teacher posts an essential question that is text-based; students discuss answers, and review/revise answers to the final/essential question based on discussion.

Purpose: To provide opportunities for students to interact with the text and with their peers to:
- identify text information most significant to the final/essential question.
- facilitate complex thinking and deep comprehension of text.

Ask students to complete the final Written Response on **Handout A: Text-Based Questions for Written Responses.**

Final Text-Based Question: According to the text and further discussion, in your opinion, which of the following factors affect road and highway safety the most?
- Road features such as shoulders, and barriers
- Terrain such as curves and hills
- Speed limit
- Distractions

Sample Debriefing Questions
Have students share their written responses with others so that they hear differing viewpoints. After they have collaborated with other students, ask the following questions:

- How did the directed note taking activity increase your understanding of the text?
- How did asking questions after you read assist you in better comprehending the text?
- How did your thinking improve each time you were asked to complete this written response?
- How were the answers of your classmates different from yours? Similar?
- How will you be able to use this process when reading new texts?

Modifications for Different Levels

Use texts that have varying levels of complexity. Web-based programs, like Newsela – www.newsela.com, provide current event articles that are differentiated for a variety of Lexile levels (610L – 1210L). Classrooms with multiple levels of reading abilities are able to read the same article and use the same guided questions. Further modifications include having the students write the notes that students provide orally and/or having students answer the text-based questions orally, rather than through a written document.

Assessments/Extensions

Have students read a non-fiction text and complete the process independently. Have them share with the class their final written response. Have them share how they used the process to better comprehend the text.

TEXT-BASED QUESTION – Shaping Your Written Response

Adult Education – Want safe travels? Find freeways with these features

Predictive response before reading and extended text discussion:

What kinds of things are done to promote safe travel on our roads and highways?

_____

_____

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First draft after reading the selection and completing directed note-taking:

According to the text, what factors are considered when planning for road and highway safety?

_____

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Final response after rereading the text and extended text discussion:

According to the text and further discussion, in your opinion, which of the following factors affect road and highway safety the most?
- **Road features such as shoulders, and barriers**
- **Terrain such as curves and hills**
- **Speed limit**
- **Distractions**

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Consider: How did your thinking improve each time you were asked to complete this written response?

Collaborative work:
Sharing your written response with others and hearing differing viewpoints.

Directed Note Taking

<u>Directions</u>: Record notes containing the most important information relevant to the guiding question.

		"Want safe travels? Find freeways with these features." National Science Foundation			
	Guiding Question: According to the text, what factors are considered when promoting safety on roads and highways?				
Para-graph #	Notes	Check relevant categories below.			
		Road features such as shoulders and barriers	Terrain such as curves and hills	Speed limit	Distractions
9	**"…our results suggest that increasing the shoulder width, decreasing road curvature, and including a non-soil median are associated with a decrease in overall crash risk."**	X	X		
11	**"…the BYU team found segments that likely had high levels of driver distraction. One such hotspot, on Washington's I-5, has a clear view of Seattle's Space Needle."**				X

Question Generation

Directions: Record questions that you have based on your notes and text-reading.

Para-graph #	Question	Check relevant categories below.			
	Questions	Road features such as shoulders and barriers	Terrain such as curves and hills	Speed limit	Distractions
5	**Beyond those shared in the article, are there other road features that make accidents less likely?**	X			
14	**What are the potential costs in correcting identified highway safety hotspots?**	X		X	X