

Adult Basic Education (ABE) Lesson Plan

Module: Reading

Lesson Title: Comprehending Complex Informational Texts

Standards

Florida Adult Basic Education Reading Standards	Level Expectation and Benchmark
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.

Objectives

Students will:

- Analyze informational text to determine meaning
- Intentionally chunk a text into small portions of “digestible bites”
- Employ metacognitive skills to monitor comprehension
- Understand the importance of visualization as it relates to reading comprehension
- Use visualization strategy to make a “mental picture” or “movie” that helps them to understand the text
- Summarize the key supporting details and ideas

Materials

- Handout A: *Good Readers*
- Handout B: *Reading Map*
- Sample texts to use for class readings
- Computer and internet access
- Newsela website – www.newsela.com

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 a strategy for breaking down complex texts into smaller chunks, digestible bites, and interacting with the text to make it more meaningful and comprehensible. **These strategies can be used with most texts and within most subject areas.** We recommend using these strategies at all levels of AGE in conjunction with articles that build students’ background knowledge about topics under the umbrellas of science and/or history, or topics that relate to industries that might build background about certain career fields.

Process

Prior to the lesson, complete the following activity with students to help them understand why comprehending what they are reading is largely due to their ability to visualize what is being presented in the text.

Ask students if they have ever found themselves reading something and then realizing that they have no idea what they have just read. Tell them that this happens much more often than we realize and that you are going to help them understand *why* this happens and provide strategies for better comprehending what they read.

Ask students to close their eyes. Read the following script to them (or modify the story to fit the needs of your students):

“Imagine you are just arriving home from a long day at school. You open the door to your house, step in, place your bag down, and head to the refrigerator. You take out a cool beverage and have a seat to relax a bit. Then you hear a loud engine-like noise from outside. You open the curtain to see what the sound is. To your surprise, you see a shiny black limousine parked on the street directly in front of your house. A driver steps out of the car and walks around to the back passenger door. You rush to the front door and open it up so you can get a closer look. When the driver opens the door and the person steps out, you can hardly believe your eyes. In front of your home, stepping out of a limousine, is none other than . . . Oprah Winfrey!”

After a couple of seconds, ask students to open their eyes. Ask students what that experience was like for them. Invite a couple of students to share their experience. Tell them to retell the story for you since you were not there. As students start to share their details, highlight specific details that point to vivid images. After a few retellings, tell students that you now want to share with them the point of this activity.

Ask students if any of them saw text/script in their minds similar to reading a newspaper or a book. Most students will say no. Ask them what they saw. Most students will share that they saw images. Validate their finding and share with them that the reason for this is because they likely did not visualize what they were reading. The brain does not think in text. The brain thinks in images (like looking at pictures or even a movie). In order for the brain to comprehend what it is reading, it has to be able to “picture it.”

Sample Debriefing Questions

Model a read aloud with students. Use Handout A as your guide. Share it with students so they can follow the metacognitive strategies as they read along with you. Demonstrate the practice of chunking the text. Stop and ask yourself “What did I just read?” Encourage students to answer the “5 Ws and an H” questions (Who, What, When, Where, Why, How) in order to summarize the key ideas and details. This also provides an opportunity for students to clarify questions they may have about the text.

Provide students with Handout B and show them how to quickly record their findings after each chunk of text is read. Encourage students to work together through the process of reading, summarizing, questioning, and recording. Remind students that their completed Reading Map will serve as a home-made Cliffs Notes version of what they have read. Adding quick visuals for each chunk of recorded text

will help students to comprehend and remember what they read. If they are able to effectively complete the Reading Map, then that is an indication that they have comprehended the text.

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 while students each read a version that is appropriate to his or her Lexile level.

Students' Reading Maps can also vary in complexity from simple recorded images, one to two word labels, one to two sentences, to full paragraphs.

Assessments/Extensions

Each article on the Newsela website has an associated reading comprehension quiz. Teachers can administer this quiz to receive a quantitative assessment of how well students understood the text.

Students' Reading Maps are a qualitative way to assess students' comprehension. Students can also verbally summarize the text to the instructor or other students.

Good Readers

<p>Read (chunk)</p>	
<p>Stop</p>	
<p>What did I read?</p> <p><u>W?W?W?W?W?H?</u></p>	
<ul style="list-style-type: none">• Clarify• Summarize• Visualize• Record• Reteach	

Reading Map

<p>Image:</p> <p>Summary:</p>	<p>Image:</p> <p>Summary:</p>	<p>Image:</p> <p>Questions:</p>  <p>Summary:</p>
<p>Image:</p> <p>Summary:</p>	<p>Image:</p> <p>Summary:</p>	<p>Image:</p> <p>Questions:</p>  <p>Summary:</p>
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