Instructor’s Forum: Strategies for Teaching Reading

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California Adult Literacy Professional Development Project
Agenda

- Quick Introduction – What Do You Teach?
- Overview of Components of Reading
- Review of Explicit Instruction
- Summary Introduction
- Summary Activity
- Discussion
- Questions, Closing, and Evaluation
Introductions: What Do You Teach?

• Quick Introduction

Please type your name in the appropriate box to indicate the field in which you are currently teaching:

ESL, ABE, ASE, Other
Components of Reading

- Alphabetics
- Fluency
- Vocabulary
- Comprehension
Comprehension

Goal of Reading

Get meaning from written language through INTERACTION and INVOLVEMENT with the text.
INTERACTION and INVOLVEMENT with text means that we want students to:

- Actively engage with text
- Identify and connect ideas
- Use knowledge and experience
- Check their own understanding
INTERACTION and INVOLVEMENT with text requires using strategies:

- Summarizing
- Using background knowledge/experience
- Asking questions
INTERACTION and INVOLVEMENT with text requires using strategies.

Today’s focus will be on:

- Summarizing
Instructional techniques to use when teaching comprehension reading strategies:

- **Direct, Explicit Instruction**
Steps of Explicit Instruction

- **Introduction**
  - Setting the stage for learning
  - Clear explanation of WHAT to do and WHY it’s important

- **Modeling**

- **Guided Practice with Feedback**

- **Independent Practice**

  ![Monitoring](image)
Steps of Explicit Instruction

- **Introduction**
  - Clearly explain WHAT students are doing and WHY it’s important
  - Connect the instruction to goals: specific learning goal + learner goals

- **Modeling**
  - Teacher models or demonstrates the activity or strategy while the learners observe

  “I Do“  (teacher ONLY)
Steps of Explicit Instruction

- **Guided Practice with Feedback**
  - Provide learner with multiple opportunities to practice the skill or strategy
    - “We Do” (teacher + students)
    - “Y’all Do” (students in groups/pairs)

- **Independent Practice**
  - Learner may demonstrate the skill or strategy on their own
    - “You Do” (student independently)
Steps of Explicit Instruction

- **Introduction**
  - Setting the stage for learning
  - Clear explanation of what to do

- **Modeling**

- **Guided Practice with Feedback**

- **Independent Practice**

Monitoring
Steps of Explicit Instruction

- **Continual Monitoring**

Throughout all the steps

Monitor constantly to
- modify the lesson or provide additional scaffolding
- re-teach if necessary
- provide feedback, including necessary corrections
Steps of Explicit Instruction

- **Introduction**
  - Setting the stage for learning
  - Clear explanation of WHAT to do and WHY it’s important

- **Modeling**

- **Guided Practice with Feedback**

- **Independent Practice**

**Monitoring**
Summarizing is how we take larger selections of text and reduce them to their bare essentials:

- The key ideas
- The main points that are worth noting and remembering
- A short statement of important ideas of a passage
Why is summarizing important?

❖ Research says it’s a very effective strategy:
  – Improvement of comprehension
  – Better recall of information

❖ Research says most effective when taught:
  – in short, sequential lessons
  – using direct, explicit instruction

❖ Get the most bang for your buck because it improves both reading and writing
# Summarization

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>MAIN IDEA (most important thing author says about the topic)</th>
<th>QUESTION about the topic</th>
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<tbody>
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</table>
### Summary: Protect Your Family From Lead

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<td>harmful causes of lead</td>
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<tr>
<td>children exposure to lead</td>
</tr>
<tr>
<td>houses built before 1978</td>
</tr>
<tr>
<td>household dust</td>
</tr>
<tr>
<td>detaching lead-based paint</td>
</tr>
<tr>
<td>safety</td>
</tr>
</tbody>
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# Summary: Protect Your Family From Lead

<table>
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<tr>
<th>TOPIC</th>
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<tr>
<td>harmful consequences of lead</td>
<td>Lead can cause serious health and developmental problems</td>
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<tr>
<td>children exposure to lead</td>
<td>Children may be exposed to lead through their mouths</td>
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<tr>
<td>houses built before 1978</td>
<td>Houses built before 1978 have lead inside and outside the home</td>
</tr>
<tr>
<td>household dust</td>
<td>Household dust may contain lead that can be inhaled into the body</td>
</tr>
<tr>
<td>detaching lead–based paint</td>
<td>Fix any detaching lead–based paint immediately</td>
</tr>
<tr>
<td>safety</td>
<td>Protect your family from lead because it can be absorbed easily</td>
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Summary: Protect Your Family From Lead

Lead can cause serious health and developmental problems. Children may be exposed to lead through their mouths. Houses built before 1978 have lead inside and outside the home. Household dust may contain lead that can be inhaled into the body. Fix any detaching lead-based paint immediately. Protect your family from lead because it can be absorbed easily.
# Summary: Protect Your Family From Lead

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<th>TOPIC</th>
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<tr>
<td>harmful causes of lead</td>
<td>Lead can cause serious health and developmental problems</td>
<td>What are the harmful causes of lead?</td>
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<tr>
<td>children exposure to lead</td>
<td>Children may be exposed to lead through their mouths</td>
<td>How may children be exposed to lead?</td>
</tr>
<tr>
<td>houses built before 1978</td>
<td>Houses built before 1978 have lead inside and outside the home</td>
<td>What is the problem with houses built before 1978?</td>
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<td>household dust</td>
<td>Household dust may contain lead that can be inhaled into the body</td>
<td>Why can household dust be dangerous?</td>
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<td>detaching lead–based paint</td>
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<td>What should be done with detaching lead–based paint?</td>
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<td>Why should you protect your family from lead?</td>
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Marshall Adult Basic Education
“Reading Skills for Today’s Adults”
marshalladulteducation.org

Six Way Paragraphs (Middle Level)
(Jamestown Publisher)

Comprehension Skills MAIN IDEA
(Steck-Vaughn)
What thoughts, questions, challenges, or ideas do you have?