A clear understanding of what to teach and how to teach the students who struggle in reading is essential for schools and teachers.

**7 What to Teach (content)**

1. **VOCABULARY KNOWLEDGE & ACADEMIC KNOWLEDGE**
   - Explicit instruction on the meanings and morphology of new words and terminologies.

2. **FLUENCY**
   - Teach students to read accurately with appropriate rate.

3. **DECODING**
   - Instruct how to decode compound words, especially the multisyllabic ones.

4. **CONTENT KNOWLEDGE**
   - Introduce and build up necessary knowledge needed to understand the academic contents.

5. **COGNITIVE STRATEGIES & HIGHER-LEVEL REASONING AND THINKING SKILLS**
   - Provide strategies and techniques which can help develop thinking skills that enhance reading comprehension.

6. **MOTIVATION & ENGAGEMENT**
   - Promote engagement in reading and maintain interactions with the text.

7. **WRITING INSTRUCTION**
   - Teach students skills and strategies to compose different academic genre texts.

**7 How to Teach (pedagogy)**

1. **SEQUENCE & SEGMENT INSTRUCTION AND CONTROL TASK DIFFICULTY**
   - Break down the tasks into small pieces and provide information for each one.

2. **MODEL-LEAD-TEST**
   - Model or demonstrate the targeted tasks or skills; lead students to perform together; test the students independently.

3. **REPEAT STRUCTURED PRACTICE**
   - Provide more practice opportunities in various contexts to enhance reading comprehension.

4. **REGULAR ASSESSMENT**
   - Assess regularly to adjust task instructions and teaching strategies.

5. **GRAPHIC ORGANIZER & OTHER SCAFFOLDS**
   - Provide scaffolding to help students organize the information in reading or writing.

6. **ACTIVE LEARNING & SELF MONITORING**
   - Encourage students to self-monitor and self-evaluate regularly and maintain active learning and reading.

7. **CORRECTIVE FEEDBACK**
   - Provide corrective feedback for students and encourage them to respond.
SELECT TEXT AND CONTENT
Text - macromolecules in Biology
Content - Vocabulary & Writing

REFLECT ON PLANNED LESSONS
Vocabulary - Do the terminologies about "macromolecules" need supplement to support students' understanding?
Writing - How can I provide students opportunities to learn strategies for composing the scientific report?

SELECT ACTIVITIES FOR CONTENT
Vocabulary activity - Clarify the domain-specific key terminology like "macromolecule."
Writing activity - Teach students the skills needed to write a report pertaining to macromolecules.

SELECT INSTRUCTIONAL APPROACHES (PEDAGOGY COMPONENTS)
Vocabulary instruction - Demonstrate the terminologies and explain; lead the students to work on the words together; test the students to see if they have comprehend the new terminologies.
Writing - Clarify the requirements and characteristics for each part of the report (by scaffolding).

SELECT INSTRUCTIONAL ACTIVITIES
Vocabulary - Provide multiple contexts to practice the terminologies by speaking, listening and writing.
Writing - Provide organizers to scaffold each step/part in the scientific report.

SELECT INSTRUCTIONAL ACTIVITIES
Vocabulary - Did I model the terminologies about "macromolecules" in a student-appropriate way?
Writing - Did scaffolding break down the difficult tasks to specific components to facilitate students' writing?

7 Steps to Plan for Instruction
Examples of activities are provided under each step.

Additional Resources

