



Literacy Snapshot Module

Identifying Non-fiction

Text Structures

Facilitator Notes

Preparation

Facilitator Key	When using the Facilitator's Guide, note: Bold Print indicates actions for the facilitator; <i>Italic print</i> indicates suggested dialogue for the facilitator; LSM represents Literacy Snapshot Module(s).
Prior to Session	<p>Background Knowledge: Participants need to understand that reading involves thinking.</p> <ul style="list-style-type: none">➤ Prepare and review materials listed.<ul style="list-style-type: none">✓ Download and print session Handouts 1- 3 for participants✓ Computer, speakers and Internet access✓ Projector and screen for group presentations✓ Optional: various non-fiction text used in the classroom➤ Secure and set up space.➤ Facilitate initial discussion including overall guiding questions. For example: <u><i>As you consider how to teach students to identify non-fiction text structures, please think about the following questions as they relate to the students in your classroom.</i></u><ul style="list-style-type: none">✓ <u><i>"What do we want all students to know and be able to do?"</i></u>✓ <u><i>"How will we know if students are learning?"</i></u>✓ <u><i>"How will we respond when students do not learn?"</i></u>✓ <u><i>"What will we do when students are already proficient?"</i></u>
Time Frame 	<ul style="list-style-type: none">➤ Initial Discussion (2-3 minutes)➤ Viewing of the Literacy Snapshot (8 - 12 minutes)➤ Next Steps/Discussion (10-15 minutes)

Presentation

Slide 1-2

Literacy Snapshot – Identifying Non-fiction Text Structures

Explain:

- Each LSM provides examples of skills or strategies that follow these guiding questions:
 - ✓ What do we want all students to know and be able to do?
 - ✓ How will we know if students are learning?
 - ✓ How will we respond when students do not learn?
 - ✓ What will we do when students are already proficient?(adapted from works by DuFour/Eaker related to Professional Learning Communities)
- LSM are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.).
- All LSM utilize the explicit instruction model.
 - ✓ Content is modeled (I do it...)
 - ✓ Participant practices (We do it...)
 - ✓ Participant implements in classroom (You do it...)

Slide 3

Scarborough Rope Model



Review the Scarborough Rope Model and **discuss** how the skills and strategies fit together to create a proficient reader. A text box highlighted in yellow indicates a strand of the reading process addressed in the LSM. (This is a recurring slide in all LSM that explains how intertwined the skills and strategies are in the reading process.)

Slide 4

Session Goal



Read session goal.

To provide participants with the professional knowledge to identify non-fiction text structures.

Slide 5

Session Objectives



Participants read session objectives.

At the end of this session, participants are expected to:

- Demonstrate the skill of identifying text structures; and
- Develop next steps for an identification of text structures lesson.

Pause and **discuss** the lesson objectives.

Slide 6	Research						
	<p>Facilitate discussion with teachers about how identifying text structures can aid in comprehending text.</p> <p>Additional findings from research:</p> <ul style="list-style-type: none"> ➤ The majority of what students read in school is expository, so students need to develop an understanding of the structures. ➤ Each text structure has an organization that includes different relationships between the text’s important information. 						
Slide 7							
 Handout 1	<p>Pause and discuss each of the various text structures.</p>						
Slide 8	“I Do It” – video, animation, demonstration						
Handout 1	<ul style="list-style-type: none"> ➤ View the text structure lesson. This is a heterogenous intermediate classroom and the teacher is using a variety of materials including Comprehension Quarterly (CQ) from Rigby Literacy. Guide teachers to observe the lesson in order to identify the taught text structures and how the teacher explicitly taught these structures. ➤ Facilitate a reflection of which text structures were taught in this lesson. <ul style="list-style-type: none"> ✓ How did the teacher explicitly teach text structures? ✓ How do you think the teacher determined which text structures to teach? 						
Slide 9	“We Do It”						
Handouts 1-2	<p>Review the text structures presented on Handout 1. Practice the skill of identifying text structures by reading each of the paragraphs on Handout 2. If working as a group, discuss the characteristics found in the paragraph and determine the text structure. Check your responses below.</p> <table border="0" style="width: 100%;"> <tr> <td>#1- Cause and Effect</td> <td>#4- Problem and Solution</td> </tr> <tr> <td>#2- Description</td> <td>#5- Question and Answer</td> </tr> <tr> <td>#3- Compare and Contrast</td> <td>#6- Sequence</td> </tr> </table>	#1- Cause and Effect	#4- Problem and Solution	#2- Description	#5- Question and Answer	#3- Compare and Contrast	#6- Sequence
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Slide 10	Wrap up						
	<p>Place emphasis on the importance of teaching students to identify text structures and how this skill will enable readers to better comprehend text. As students develop their knowledge of the how text is organized they gain</p>						

	a greater understanding of how the author will be sharing information and begin to predict what to expect. This enables them to read more carefully for the information needed.
Slide 11	Next Steps
Handout 3	<p>Facilitate discussion of the next steps (record on Handout 3)</p> <ol style="list-style-type: none"> 1. Determine when teachers will implement a lesson(s) to teach identifying text structures (i.e., whole group, small group or with individual students). Provide support to teachers who need modeling and coaching in the classroom. 2. Discuss how teachers will know if students have learned how to identify text structures (e.g., exit slip, graphic organizer). 3. Determine a date when you plan to meet and discuss teachers' progress in teaching students to identify text structures. Bring samples of student work as students improve their knowledge in this skill.
Follow Up	
Student Work Analysis	<p>Facilitate a discussion regarding the students' application of identifying text structures. Reference overall guiding questions.</p> <ul style="list-style-type: none"> ➤ <u><i>"What did you want all students to know and be able to do?"</i></u> Analyze completed examples of the exit slip, graphic organizer, reflections, other student work and/or anecdotal notes. Discuss students' ability to determine their initial understanding of how to identify text structures. Discuss instructional events that have led students to greater understanding of this skill and how you will begin to move students to using their knowledge of text structures to improve their comprehension of the text. (Part 2 of Text Structure Literacy Snapshot) ➤ <u><i>"How did you know if students were learning?"</i></u> Determine how work samples and/or anecdotal notes of student conversations reflect students' growth in application of identifying text structures. What evidence indicates students are becoming more proficient in this skill? ➤ <u><i>"How did you respond when students did not learn?"</i></u> Discuss specific students who demonstrated little or no ability to apply the skill of identifying text structures. As a group, elaborate

how struggling students received support.

- “What did you do when students were already proficient?”
Discuss specific students who were able to apply the skill of identifying text structures proficiently. As a group, **elaborate** how instruction was differentiated for proficient students.

Resources

Boynton, A., Blevins, W. (2003) *Teaching students to read nonfiction*. New York: Scholastic.

Dymock, S., Nicholson, T. (2007). *Teaching text structures: a key to nonfiction reading success*. New York: Scholastic.

Marzano, R. (2010). Summarizing to comprehend. *Educational Leadership*, 67 (6), 83-84.

Saunders-Smith, G. (2009). *Non-fiction text structures for better comprehension and response*. Florida: Maupin House.

Websites:

<http://www.literacyleader.com/?q=textstructure>

<http://www.literacymatters.org/lessons/textstructure.htm>

www.somers.k12.ny.us/intranet/reading/

<http://www.textmapping.org/index.html>

<http://www.slideshare.net/elkissn/teaching-text-structure>