



# Literacy Snapshot Module

## ***Using Text Structures***

### **To**

## ***Improve Comprehension***

### Facilitator Notes

## Preparation

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

# Presentation

<b>Slide 1-2</b>	<p><b>Literacy Snapshot – Using Text Structures to Comprehend Text</b></p> <p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>➤ Each LSM provides examples of skills or strategies that follow these guiding questions: <ul style="list-style-type: none"> <li>✓ What do we want all students to know and be able to do?</li> <li>✓ How will we know if students are learning?</li> <li>✓ How will we respond when students do not learn?</li> <li>✓ What will we do when students are already proficient?</li> </ul>                     (adapted from works by DuFour/Eaker related to Professional Learning Communities)                 </li> <li>➤ LSM are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.).</li> <li>➤ All LSM utilize the explicit instruction model. <ul style="list-style-type: none"> <li>✓ Content is modeled (I do it...)</li> <li>✓ Participant practices (We do it...)</li> <li>✓ Participant implements in classroom (You do it...)</li> </ul> </li> </ul>
<b>Slide 3</b>	<p><b>Scarborough Rope Model</b></p>
	<p><b>Review</b> the Scarborough Rope Model and <b>discuss</b> 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.)</p>
<b>Slide 4</b>	<p><b>Session Goal</b></p>
	<p><b>Read</b> session goal.</p> <p>To provide participants with the professional knowledge to develop a comprehension lesson utilizing knowledge of text structures.</p>
<b>Slide 5</b>	<p><b>Session Objectives</b></p>
	<p>Participants read session objectives.</p> <p>At the end of this session, participants are expected to:</p> <ul style="list-style-type: none"> <li>➤ Develop a lesson utilizing knowledge of text structures to comprehend; and</li> <li>➤ Develop next steps for the implementation of this comprehension lesson.</li> </ul> <p><b>Pause</b> and <b>discuss</b> the lesson objectives.</p>

<p><b>Slide 6</b></p> 	<p><b>Research</b></p> <p><b>Facilitate</b> discussion with teachers about how identifying text structures can aid in comprehending text.</p> <p><b>Additional findings from research:</b></p> <ul style="list-style-type: none"> <li>➤ The majority of what students read in school is expository, so students need to develop an understanding of the structures.</li> <li>➤ Each text structure has an organization that includes different relationships between the text’s important information.</li> </ul>
<p><b>Slide 7</b></p>  <p>Handout 1</p>	<p>If needed, <b>review</b> each of the various text structures.</p>
<p><b>Slide 8</b></p> <p>Handouts 1-2</p>	<p><b>“I Do It” – video, animation, demonstration</b></p> <ul style="list-style-type: none"> <li>➤ <b>View</b> the text structure comprehension lesson. This is a heterogenous intermediate classroom and the teacher is using a variety of materials including Comprehension Quarterly (CQ) from Rigby Literacy.</li> <li>➤ <b>Remind</b> the participants to use <b>Handout 1</b> for reference and <b>Handout 2</b> to note which elements of an explicit lesson are present in the viewed lesson.</li> <li>➤ <b>Facilitate</b> a reflection of how the knowledge of text structures was used in this lesson to improve comprehension. <ul style="list-style-type: none"> <li>✓ How did the teacher connect knowledge of text structures with comprehension?</li> <li>✓ Which elements of an explicit lesson were present?</li> </ul> </li> </ul>
<p><b>Slide 9</b></p> <p>Handouts 1-2</p>	<p><b>“We Do It”</b></p> <p><b>Review</b> the text structures presented on Handout 1. <b>Use</b> a non-fiction text to be used in a future lesson. <b>Use</b> Handout 2 to develop an explicit lesson utilizing the text feature(s) to enable students to comprehend the text. This may be done as a group.</p>

<b>Slide 10</b>	<b>Wrap up</b>
	<b>Place</b> 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 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.
<b>Slide 11</b>	<b>Next Steps</b>
Handout 3	<p><b>Facilitate</b> discussion of the next steps (record on Handout 3)</p> <ol style="list-style-type: none"> <li>1. <b>Determine</b> when teachers will implement a lesson(s) to use the knowledge of identifying text structures to comprehend (i.e., whole group, small group or with individual students). <b>Provide</b> support to teachers who need modeling and coaching in the classroom.</li> <li>2. <b>Discuss</b> how teachers will know if students used their knowledge of text structures to comprehend (e.g., exit slip, graphic organizer).</li> <li>3. <b>Determine</b> a date when you plan to meet and discuss students' progress in comprehending text by using their knowledge of text structure(s). Bring samples of student work that demonstrate their knowledge in this skill.</li> </ol>
<b>Follow Up</b>	
Student Work Analysis	<p><b>Facilitate</b> a discussion regarding the students' application of identifying text structures. <b>Reference</b> overall guiding questions.</p> <ul style="list-style-type: none"> <li>➤ <u><i>"What did you want all students to know and be able to do?"</i></u> <b>Analyze</b> completed examples of the exit slip, graphic organizer, reflections, other student work and/or anecdotal notes. <b>Discuss</b> students' ability to utilize their knowledge of text structure(s) to comprehend text. <b>Discuss</b> instructional events that have led students to greater understanding of this skill.</li> <li>➤ <u><i>"How did you know if students were learning?"</i></u> <b>Determine</b> how work samples and/or anecdotal notes of student conversations reflect students' growth in application of text structure(s) to comprehend. What evidence indicates students are becoming more proficient in this skill?</li> </ul>

- “How did you respond when students did not learn?”  
**Discuss** specific students who demonstrated little or no ability to apply the skill of identifying text structure(s) to comprehend. 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 to comprehend 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), pp. 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.somers.k12.ny.us/intranet/reading/)

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

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