



Literacy Snapshot Module: Using Text Features To Improve Comprehension 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: In order to assist participants in their understanding that text has features that authors use to convey information; the facilitator should become familiar with the content and materials contained within LSM prior to use.</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✓ Nonfiction text to be used in future lessons (math, science, social studies)➤ Secure and set up space.➤ Facilitate initial discussion including overall guiding questions. For example: <u>As you consider how to use text features to increase comprehension, please think about the following questions as they relate to the students in your classroom.</u><ul style="list-style-type: none">✓ <u>"What do we want all students to know and be able to do?"</u>✓ <u>"How will we know if students are learning?"</u>✓ <u>"How will we respond when students do not learn?"</u>✓ <u>"What will we do when students are already proficient?"</u>
Time Frame 	<ul style="list-style-type: none">➤ Initial Discussion (2-3 minutes)➤ Viewing of the Literacy Snapshot (7-10 minutes)➤ Lesson Development (10-15 minutes)➤ Next Steps/Discussion (5 minutes)

Presentation

Slide 2	<p>Literacy Snapshot Module: Using Text Features to Improve Comprehension</p> <p>Explain:</p> <ul style="list-style-type: none"> ➤ Each LSM provides examples of skills or strategies that follow these guiding questions: <ul style="list-style-type: none"> ✓ 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) ➤ LSMs are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.). ➤ All LSMs utilize the explicit instruction model. <ul style="list-style-type: none"> ✓ Content is modeled (I do it...) ✓ Participant practices (We do it...) ✓ Participant implements in classroom (You do it...)
Slide 3	<p>Scarborough Rope Model</p> <p>Review the Scarborough Rope Model and discuss how the skills and strategies fit together to create a proficient reader. The text box(es) highlighted in yellow point(s) out the specific location of the skill addressed in this Literacy Snapshot. (This is a recurring slide in all LSMs that explains how intertwined the skills and strategies are in the reading process.)</p>
Slide 4	<p>Session Goal</p> <p>Read session goal.</p> <ul style="list-style-type: none"> ➤ The goal of this session is to provide participants with the professional knowledge to develop a comprehension lesson incorporating the use of text features.
Slide 5	<p>Session Objectives</p> <p>Participants read session objectives. At the end of this session, participants are expected to:</p> <ul style="list-style-type: none"> ➤ Develop a lesson incorporating the use of text features to improve comprehension; and ➤ Develop next steps for implementation of a text features lesson. <p>Pause and discuss the lesson objectives.</p>

Slide 6	Research
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	<p>Review research in the presentation.</p> <p>Additional findings from research:</p> <ul style="list-style-type: none"> ➤ Students at all grade levels can be taught the structures of expository text. ➤ Students need to consistently use text features to improve recall and comprehension. ➤ Students comprehend text better when they are shown visually how text information is organized.
<p>Slide 7</p>	<p>Explanation</p>
<p>Handout 1 pp. 1-3</p> 	<p>Pause and discuss various examples of text features on Handout 1.</p>
<p>Slide 8</p>	<p>“I Do It” – Video</p>
<p>Video Shown and Refer to Handout 2</p>	<p>View video (pause when necessary).</p> <ul style="list-style-type: none"> ➤ Verify each participant has Handout 2. ➤ Watch the video “Text Features and Generating Questions Before Reading” from <i>Literacy Without Limits</i>. ➤ Discuss how the teacher explicitly taught the comprehension lesson by using text features.
<p>Slide 9</p>	<p>“We Do It”</p>
<p>Handout 2</p>	<ul style="list-style-type: none"> ➤ Select one non-fiction text. ➤ Assist the teachers as they develop an explicit comprehension lesson using text features. ➤ Utilize Handout 2 (2nd copy) to record the lesson. ➤ Allow approximately 10 minutes for the activity.
<p>Slide 10</p>	<p>Wrap up</p>
	<p>LSM indicates the connection between research and module objectives.</p>
<p>Slide 11</p>	<p>“You Do It”</p>
<p>Handout 3</p>	<p>Facilitate discussion of the next steps (record on Handout 3)</p> <ol style="list-style-type: none"> 1. Determine when (i.e., Literacy Block, Science and Social Studies) and how participants will be teaching a comprehension lesson using text features. Provide support to teachers who need modeling and coaching in the classroom. 2. Discuss possible samples of student work (e.g., exit slips, graphic organizers, assessments) that demonstrate students’ ability to

	<p>comprehend using text features.</p> <p>3. Determine a date when teachers will share student work samples. Provide sufficient time for instruction and practice of the skill. Consider a date (2-3 weeks in the future).</p>
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Follow Up

<p>Student Work Analysis</p>	<p>Facilitate a discussion regarding how utilizing text features improves comprehension. Reference overall guiding questions. <u>Considering the content learned at the last session, think about the following questions as they relate to the students in your classroom and the lesson(s) taught.</u></p> <ul style="list-style-type: none"> ➤ <u>“What did you want all students to know and be able to do?”</u> Analyze student work samples and discuss students’ ability to comprehend through the use of text features. ➤ <u>“How did you know if students were learning?”</u> Determine how work samples reflect students’ ability to comprehend. ➤ <u>“How did you respond when students did not learn?”</u> Discuss specific students who were unable to use text features to assist in comprehension. As a group, elaborate on how struggling students received support. ➤ <u>“What did you do when students were already proficient?”</u> Discuss specific students who were able to use text features to comprehend. As a group, elaborate on how instruction was differentiated for proficient students.
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Resources

	<p>Publications</p> <p>Almasi, J. 2003. <u>Teaching Strategic Processes in Reading</u>. New York: Guilford Press.</p> <p>Boyton, A., and W. Blevins. 2004. <u>Teaching Students to Read Nonfiction Grades 2-4</u>. New York: Scholastic.</p> <p>Fountas, I.C., and G.S. Pinnell, 2006. <u>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8</u>.</p>
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Portsmouth, NH: Heinemann.

Harvey, S., and A. Goudvis, 2007. Strategies That Work. Portland, ME: Stenhouse Publishers.

Websites

http://www.readwritethink.org/lessons/lesson_view.asp?id=98

<http://www.lessonplanet.com/search?keywords=text+features&rating=3>