

Strategies and Structures for Teaching Reading K-3: Focus on Nonfiction

Hannah Schneewind

@pdwith hannah

#readingtolearncanstartearly

Describe yourself as a reader.

What did you notice about
yourself as a nonfiction reader?

Why do our students sometimes struggle with nonfiction?

- A study by Duke (2000) found infrequent use of informational texts in 1st grade classrooms—as little as 3.6 minutes each day.
- Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*, 35(2), 202–224.

Creating a High-Quality Content-Area Reading Program

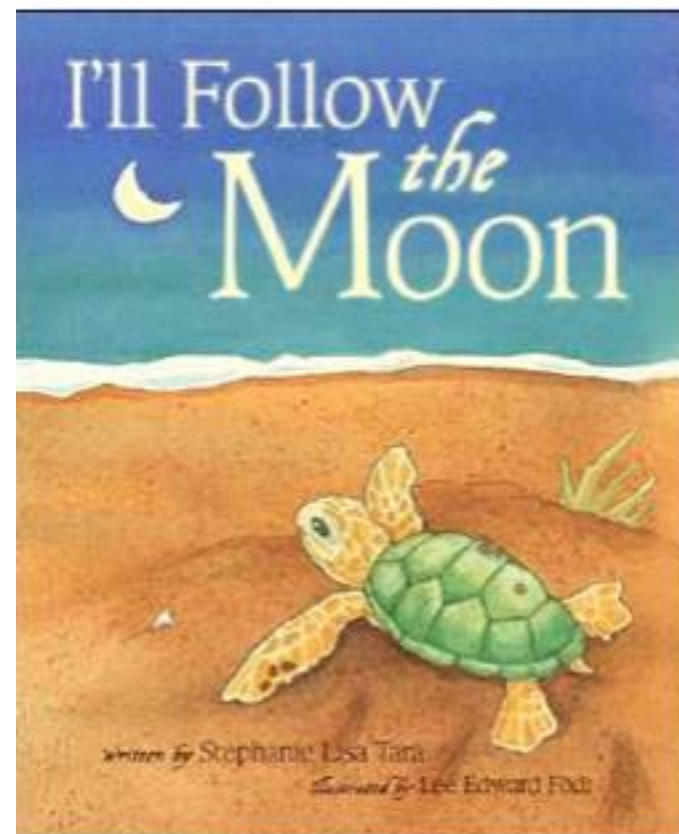
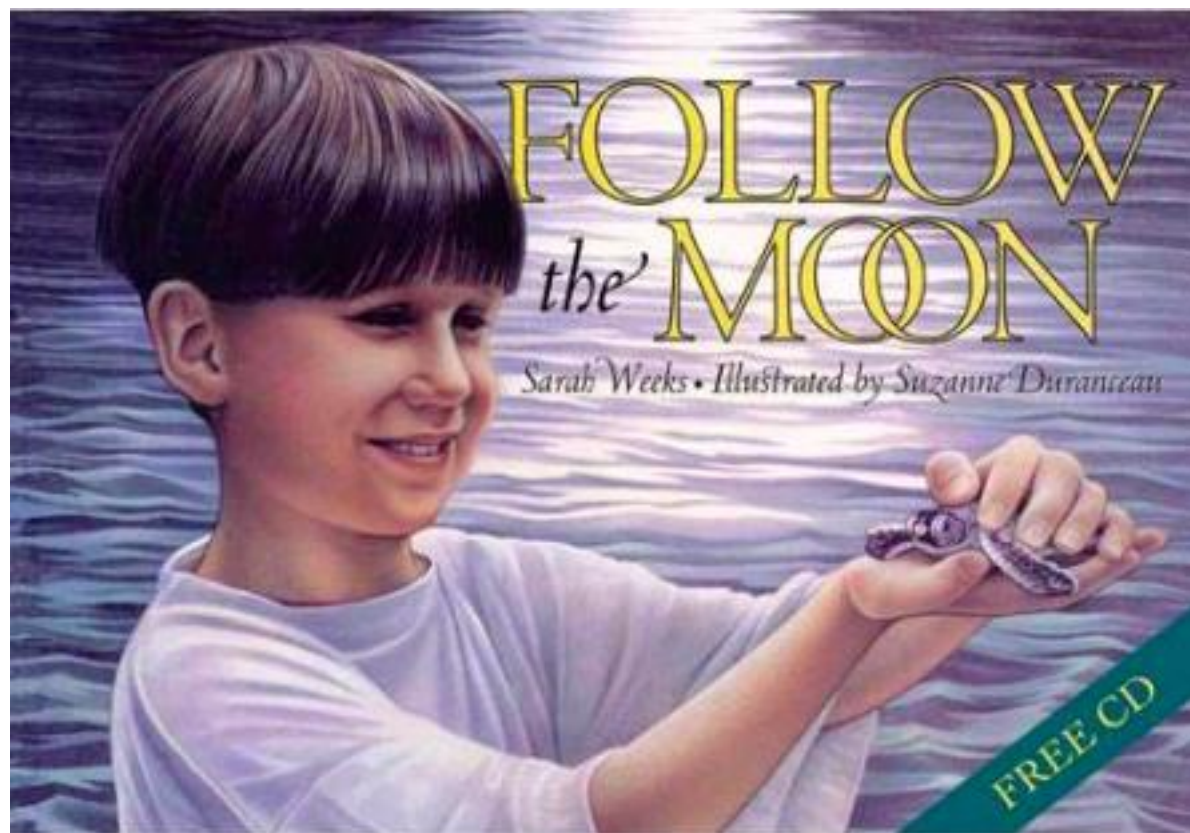
- To engage elementary students in reading informational texts, students need access to interesting texts they want to read and can use for authentic purposes.
- Fisher, D. *Helping Elementary Students Read for Information*

“Do birds have ears?”



What are “authentic purposes”?

- Creating interest
- Supporting interest



AMAZING ANIMALS

SEA TURTLES



BY KATE RIGGS



SEA TURTLES



BY GAIL GIBBONS



LEVEL
2

NATIONAL
GEOGRAPHIC
KIDS

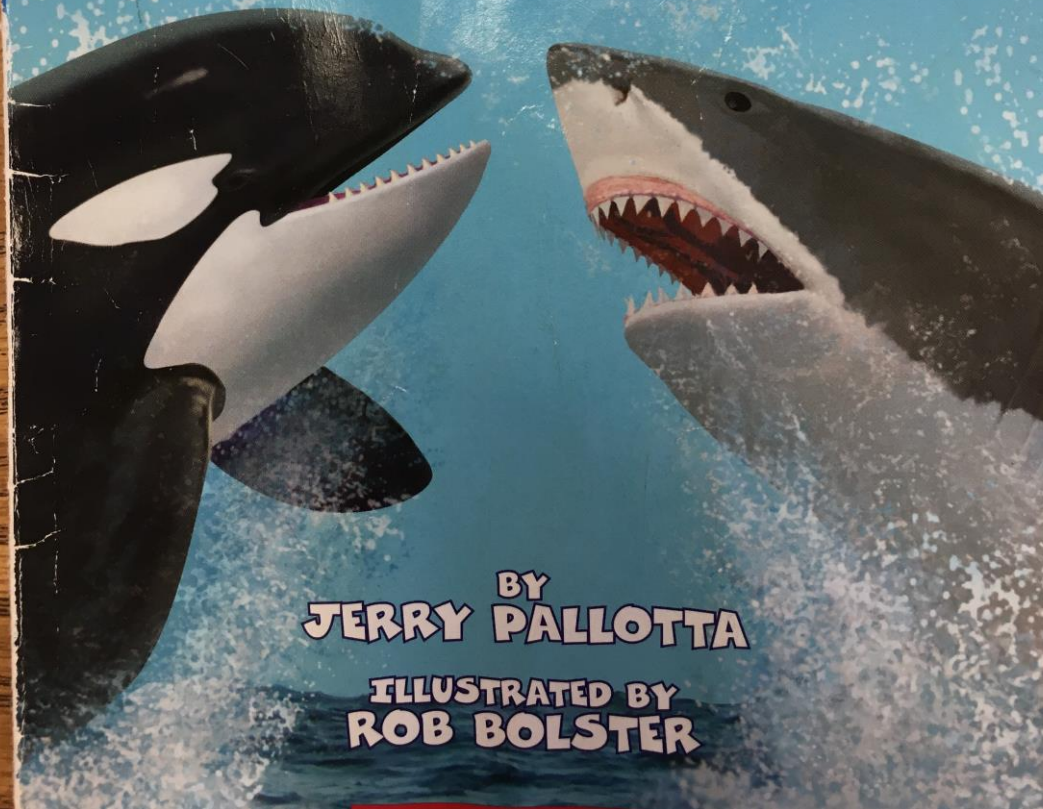
Sea Turtles



BE A
NAT GEO KID

— WHO — WOULD WIN?

KILLER WHALE VS.
GREAT WHITE SHARK



BY
JERRY PALLOTTA

ILLUSTRATED BY
ROB BOLSTER

BRIDGES
1800

velma gratch & the way cool butterfly



Alan Madison and
Kevin Hawkes

Copyrighted Material

NATIONAL GEOGRAPHIC
KIDS

Caterpillar to Butterfly

LEVEL
1



BE A
NATIONAL
GEOGRAPHIC
**SUPER
READER**

SEE BACK COVER
FOR DETAILS.

Laura Marsh

Copyrighted Material

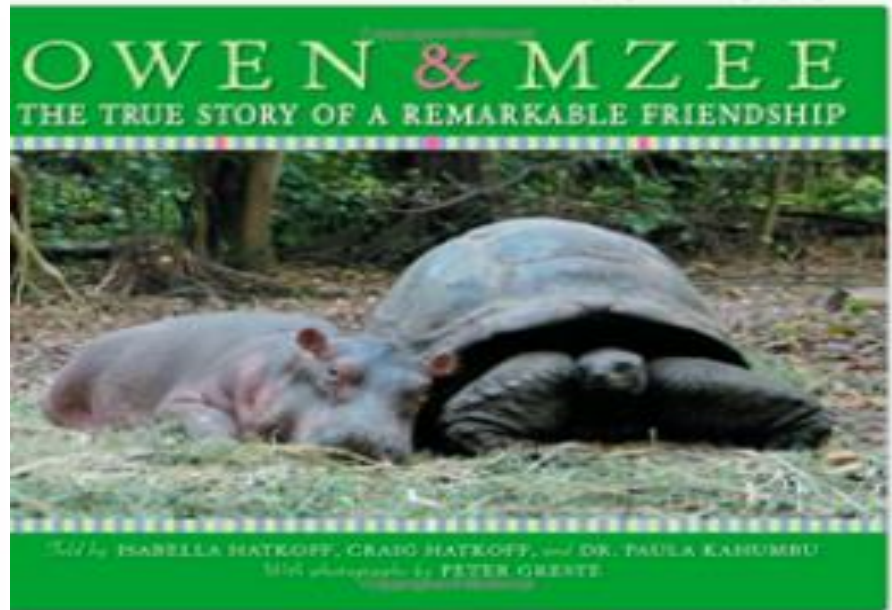
Unusual Friendships

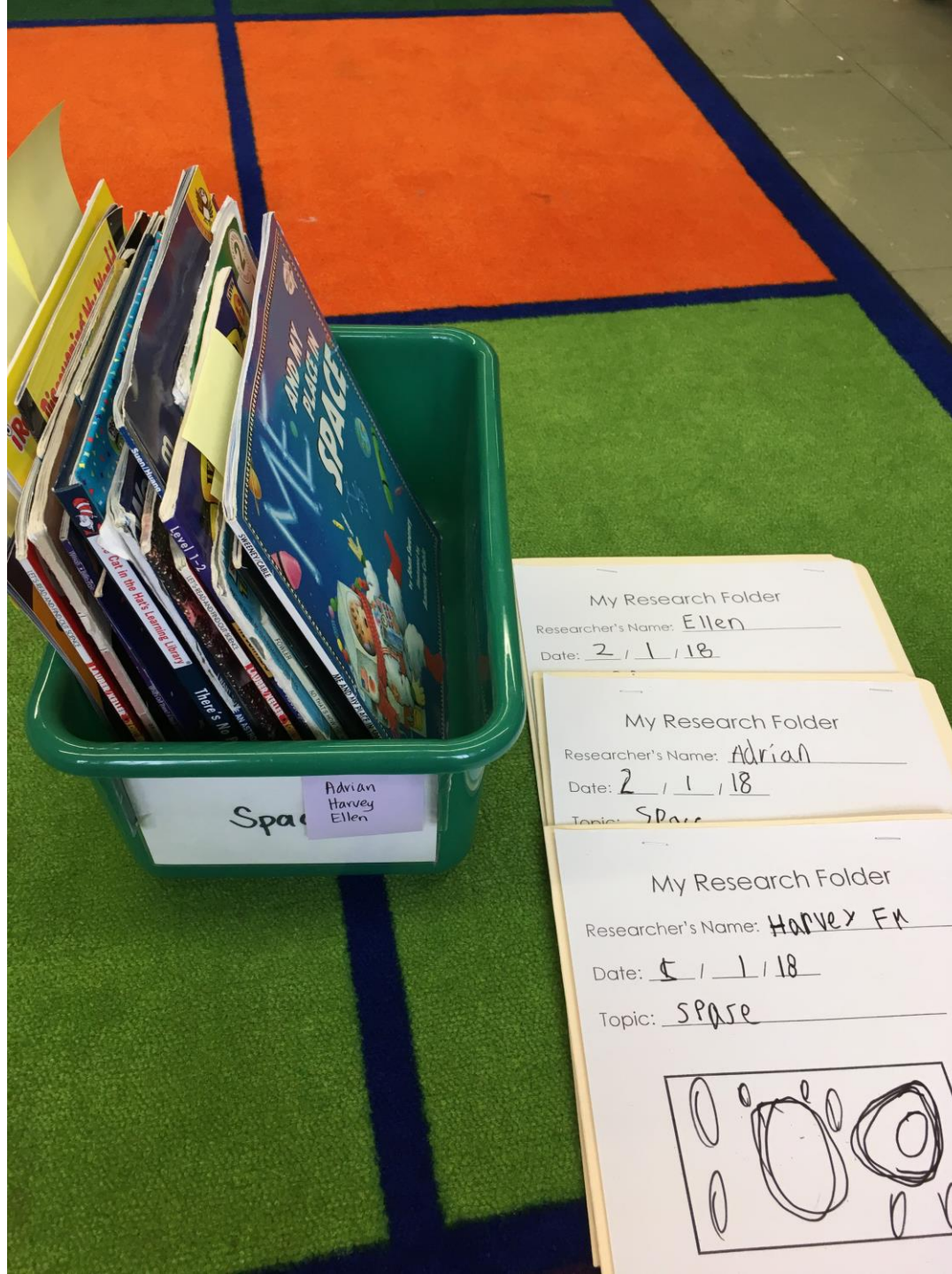


WILLIAM STEIG

AMOS

BORIS





My Research Folder

Researcher's Name: Ellen

Date: 2 / 1 / 18

My Research Folder

Researcher's Name: Adrian

Date: 2 / 1 / 18

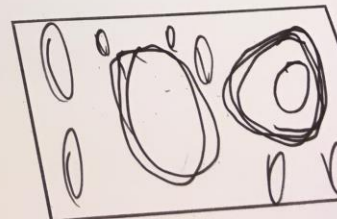
Topic: Space

My Research Folder

Researcher's Name: Harvey F.

Date: 5 / 1 / 18

Topic: Space



Name _____

Notes

?

Cool
Facts!

Mostly About

- detail
- detail
- detail

Important
Words

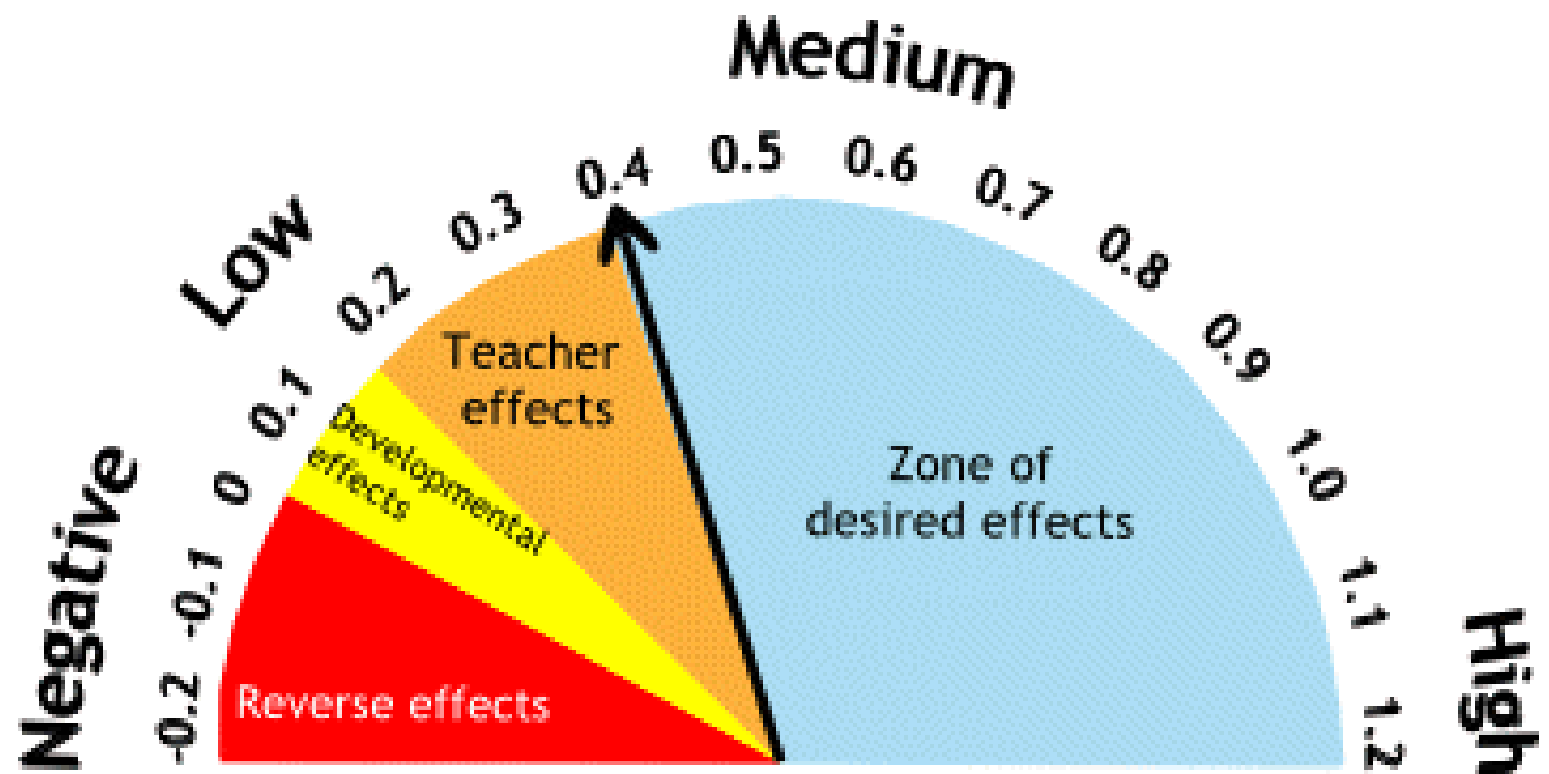
Name _____

My Notes

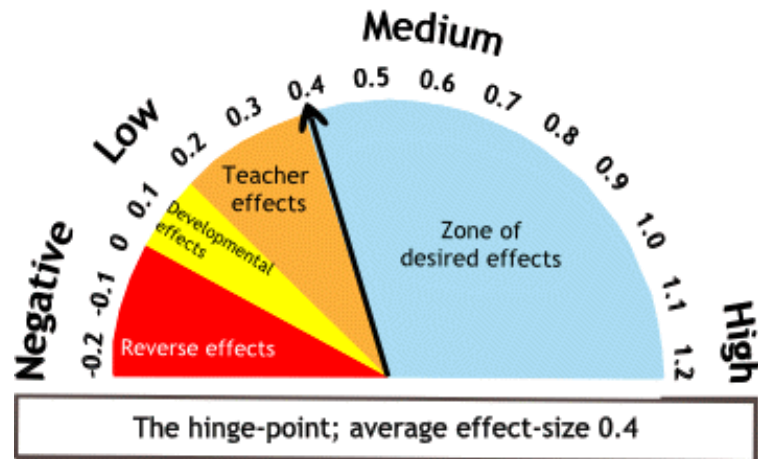
My Five Reading Tenets

I believe reading instruction should...

- Match the individual reader
- Teach toward independence
- Teach strategies
- Value time spent, volume, and variety of reading (of choice!)
- Follow predictable structures and routines



The hinge-point; average effect-size 0.4



“Some effect sizes are a ‘russian doll’...for ex, feedback requires that students have been given a goal.”

Based on over 3,200 studies:

FEEDBACK; mean effect size .81

The Importance of Feedback

- 1. Self-report grades/student expectations
- 9. Teacher clarity
- 10. Feedback

Fisher, D. Frey. N & Hattie, J.(2016)*Visible Learning for Literacy*.
Thousand Oaks, CA; Corwin Literacy.

How can we support students in their independent reading in the content areas?

- Determine a goal for each student by studying formative assessments and getting to know the student as a reader
- Conduct a goal setting conference
- Support the goal for 2-3 weeks by teaching the student strategies and giving feedback in conferences and small groups



Reflect on *Balance*

How much work do you
do?

How much is required of
the students?

SKILL

```
graph TD; Skill[SKILL] --- Strategy1[Strategy]; Skill --- Strategy2[Strategy]; Skill --- Strategy3[Strategy];
```

Strategy

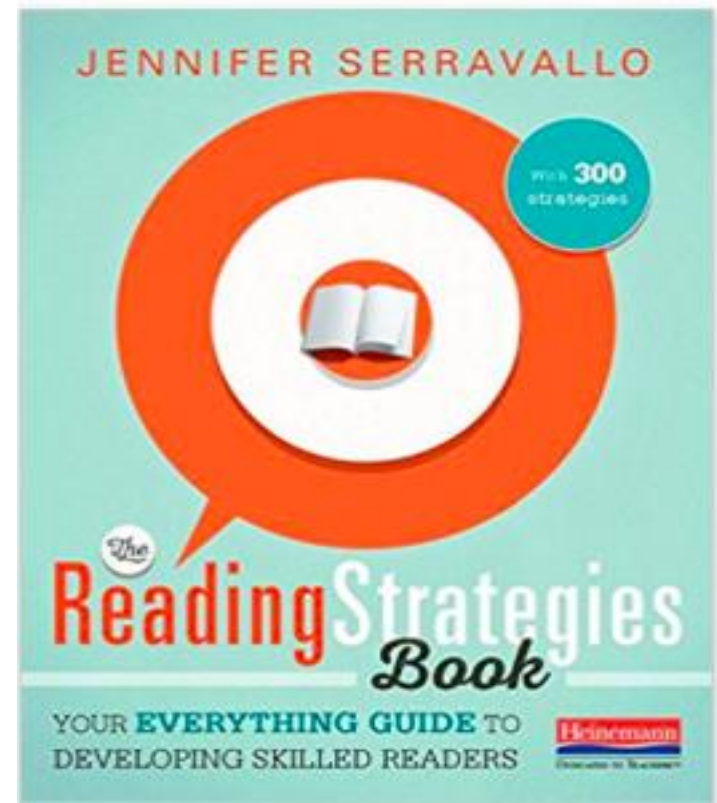
Strategy

Strategy

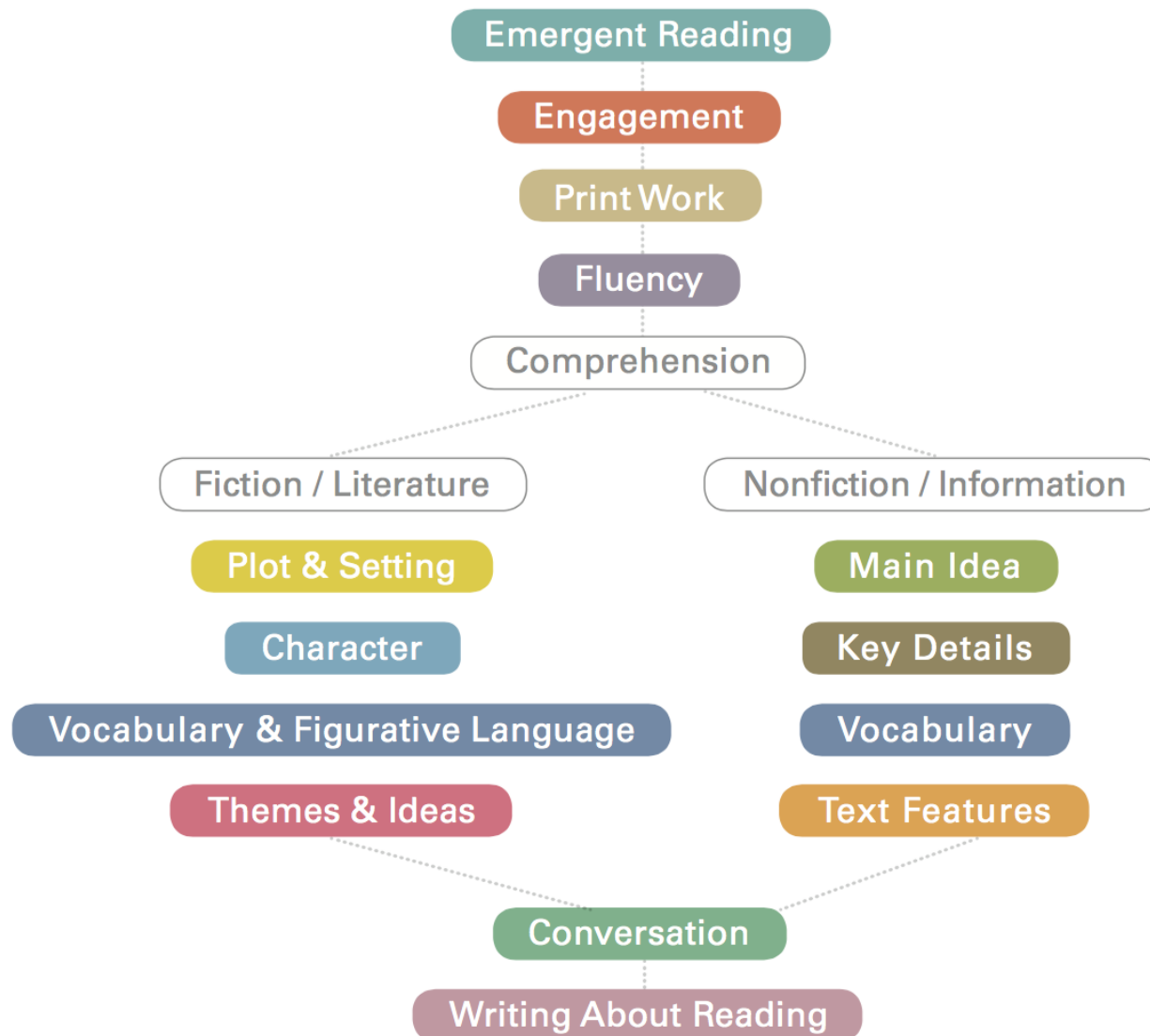
Volume, Part 1:
How Much Time Should They Spend Reading?

| Grade Level | Minutes Reading |
|--------------------|---|
| Kindergarten | 7-20 independent 7-10 with a partner (daily) |
| 1st | 15-25 independent 5-10 with a partner (daily) |
| 2nd | 20-35 independent 5-10 with a partner (daily) |
| 3rd through 6th | 40-45 independent Less 5-10 2 times per week for with partner or club |

The Content of Our Teaching: Assessment Lenses, Tools, and Goals

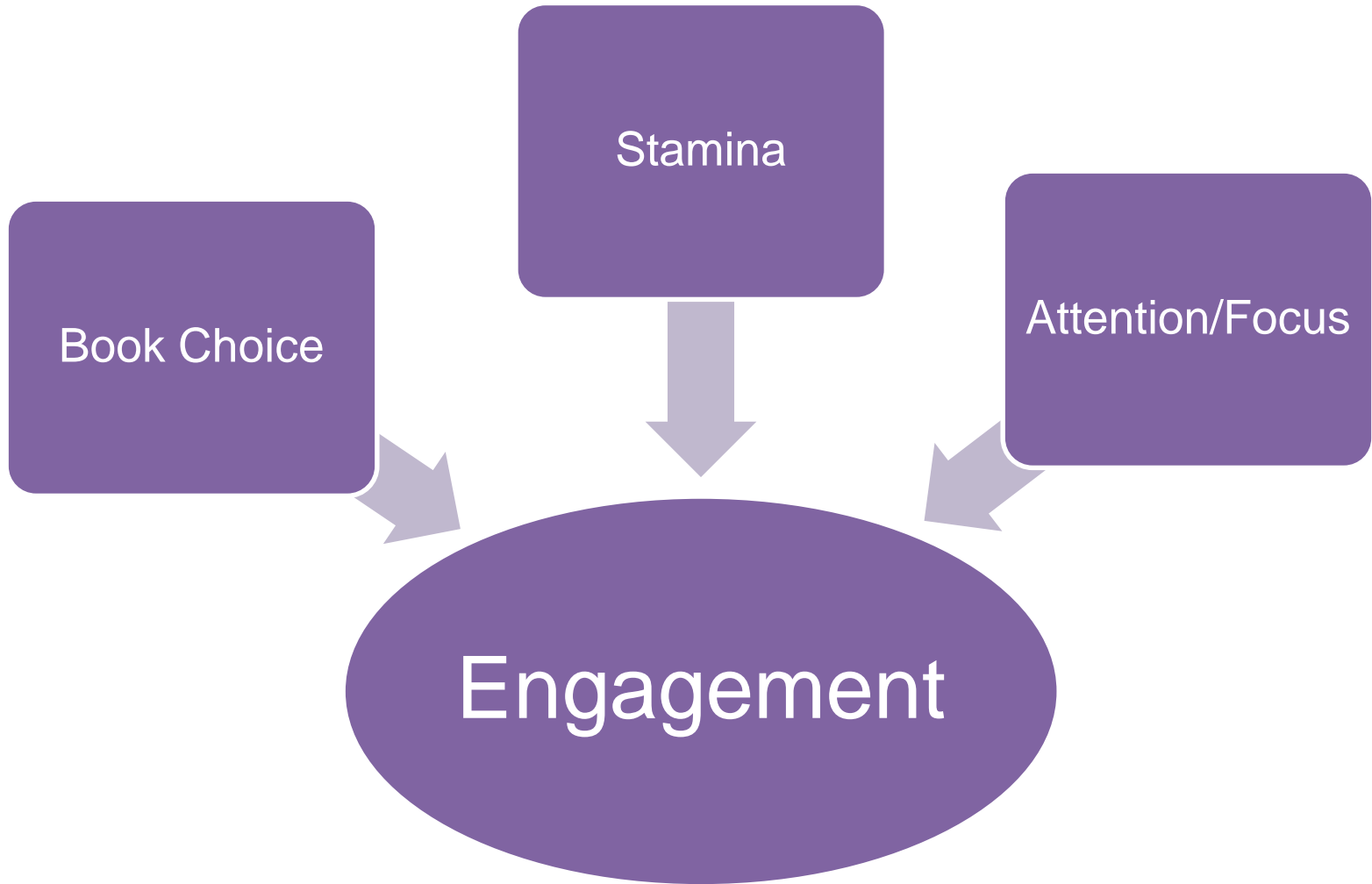


Determining Where to Start: A Hierarchy of Possible Goals



Emergent Reading

- Important work *before* children are reading conventionally
- Children can still be independent
- Reading and rereading familiar books
- Reading unfamiliar books
- Labelling
- Storytelling
- Skills: inferring, monitoring for meaning, fluency



Engagement - Logs

Name: _____

Luna

Miss Rosie's Class' Reading Log

| Date | School or Home (S or H) | Title | Amount of Time | Pages Read (p. # - p. #) |
|---------|----------------------------|------------------------------------|-------------------|-----------------------------|
| 2-28-09 | S | Junie b Jones and the mean jimbaby | 20 min | p. 40 p. 49 |
| 2-28-09 | H | Junie b Jones and the mean jimbaby | 19 min | p. 46 p. 60 |
| 3-3-09 | S | Junie b Jones almost a flower girl | 20 min | p. 1 p. 23 |
| 3-4-09 | H | Junie b Jones almost a flower girl | 22 min | p. 23 p. 40 |
| 3-4-09 | S | Junie b Jones almost a flower girl | 19 min | p. 40 p. 49 |
| 3-5-09 | H | Junie b Jones almost a flower girl | 24 min | p. 49 p. 68 |
| 3-6-09 | S | Junie b Jones musy gusy Valente | 20 min | p. 1 p. 15 |
| 3-6-09 | H | Junie b Jones musy gusy Valente | 21 min | p. 15 p. 62 |
| 3-9-09 | S | Junie b Jones dumb bunny | 18 min | p. 1 p. 18 |
| 3-9-09 | H | Junie b. Jones dumb bunny | 20 min | p. 18 p. 29 |
| 3-10-09 | S | Junie b. Jones dumb bunny | 20 min | p. 29 p. 42 |
| 3-10-09 | H | Junie b. Jones dumb bunny | 22 min | p. 42 p. 49 |
| 3-11-09 | S | Junie b. Jones dumb bunny | 20 min | p. 49 p. 61 |
| 3-11-09 | H | Junie b. Jones dumb bunny | 23 min | p. 61 p. 79 |
| 3-12-09 | H | Junie b. Jones dumb bunny | 21 min | p. 79 p. 100 |
| 3-13-09 | S | Junie b. Jones dumb bunny | 19 min | p. 100 p. 116 |

Engagement – Tally Log

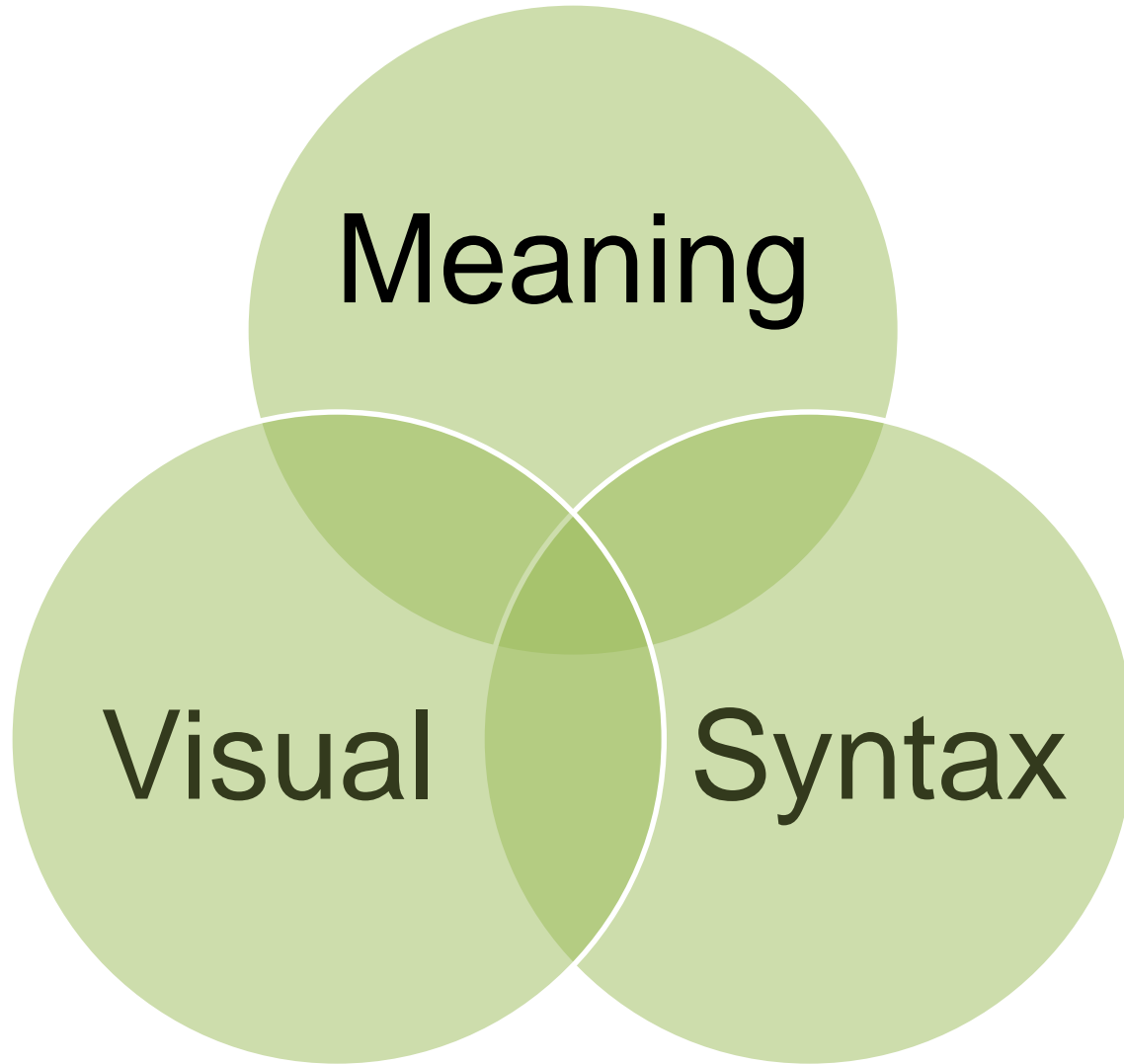
| | | | |
|--|-------------------------|-----------------------------|--|
| Name: <u>Isaiah</u> | | Level: <u>E</u> | Monday's date: [REDACTED] |
| Monday (in school) | Monday (at home) | Parent initials: <u>JBL</u> | |
| Tuesday (in school) no school - election day | Tuesday (at home) | Parent initials: <u>JBL</u> | |
| Wednesday (in school) | Wednesday (at home) | Parent initials: <u>JBL</u> | |
| Thursday (in school) | Thursday (at home) | Parent initials: <u>JBL</u> | |
| Friday (in school) | Friday (at home) | Parent initials: <u>JBL</u> | |
| Teacher comments: <u>Isaiah - try to read as much at home every night as you do in school. Just like Wednesday. Good job also on Tuesday when we had no school.</u> <div style="text-align: right;">Love, Ms. Lewis</div> | | | |

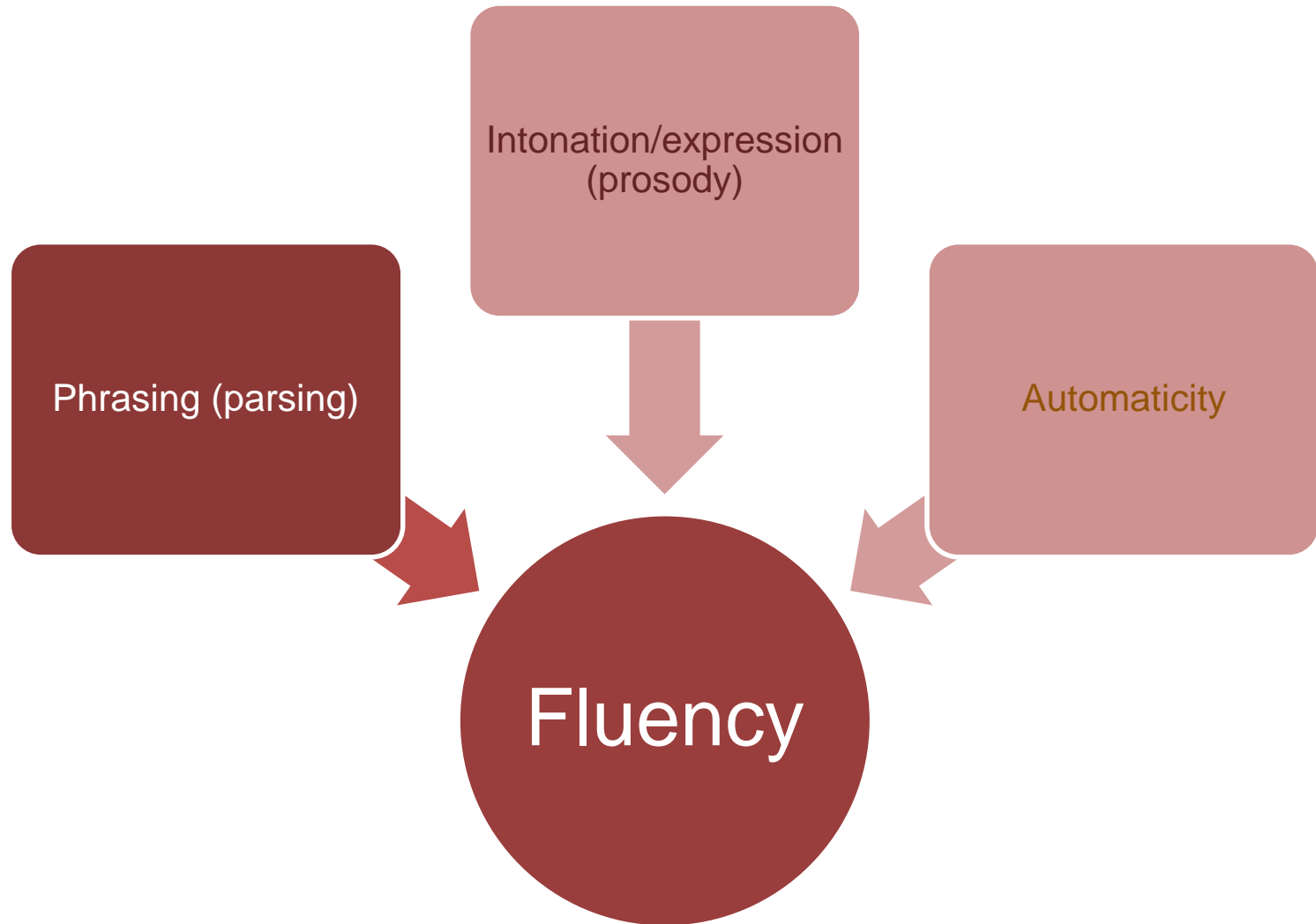
ENGAGEMENT INVENTORY

NOTE TO TEACHER: Kid-watch and record student behaviors during 5–10 minute increments.

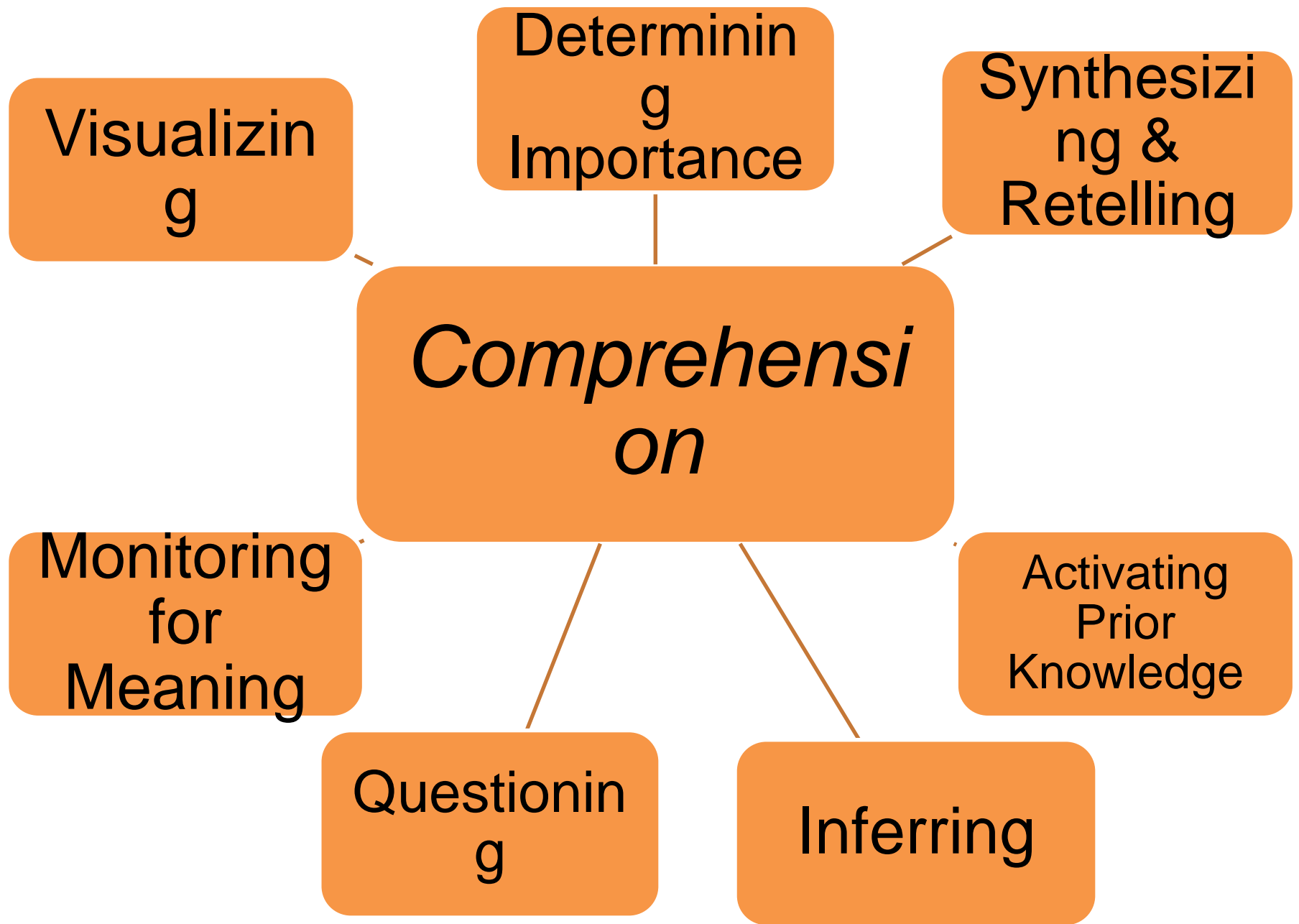
[illegible]





Printwork – Miscue Analysis





COMPREHENSION



| FICTION | COMPREHENSION SKILLS |
|---|--|
|  Plot & Setting | Retelling important events; synthesizing problems and solutions; synthesizing causes and effects; visualizing settings |
|  Character | Inferring about, interpreting, and analyzing main characters; synthesizing character change; inferring about, interpreting, and analyzing secondary characters |
|  Vocabulary & Figurative Language | Monitoring for meaning and using context to determine the meaning of literal and figurative language |
|  Themes & Ideas | Interpreting lessons or themes; identifying and interpreting social issues; identifying and interpreting symbols |

NONFICTION

COMPREHENSION SKILLS



Main Idea

Determining main idea of page, chapter, section; understanding complex main idea(s) of by following the author's line of thinking throughout the book



Key Details

Identifying important details that support a main idea; comparing and contrasting key details



Vocabulary

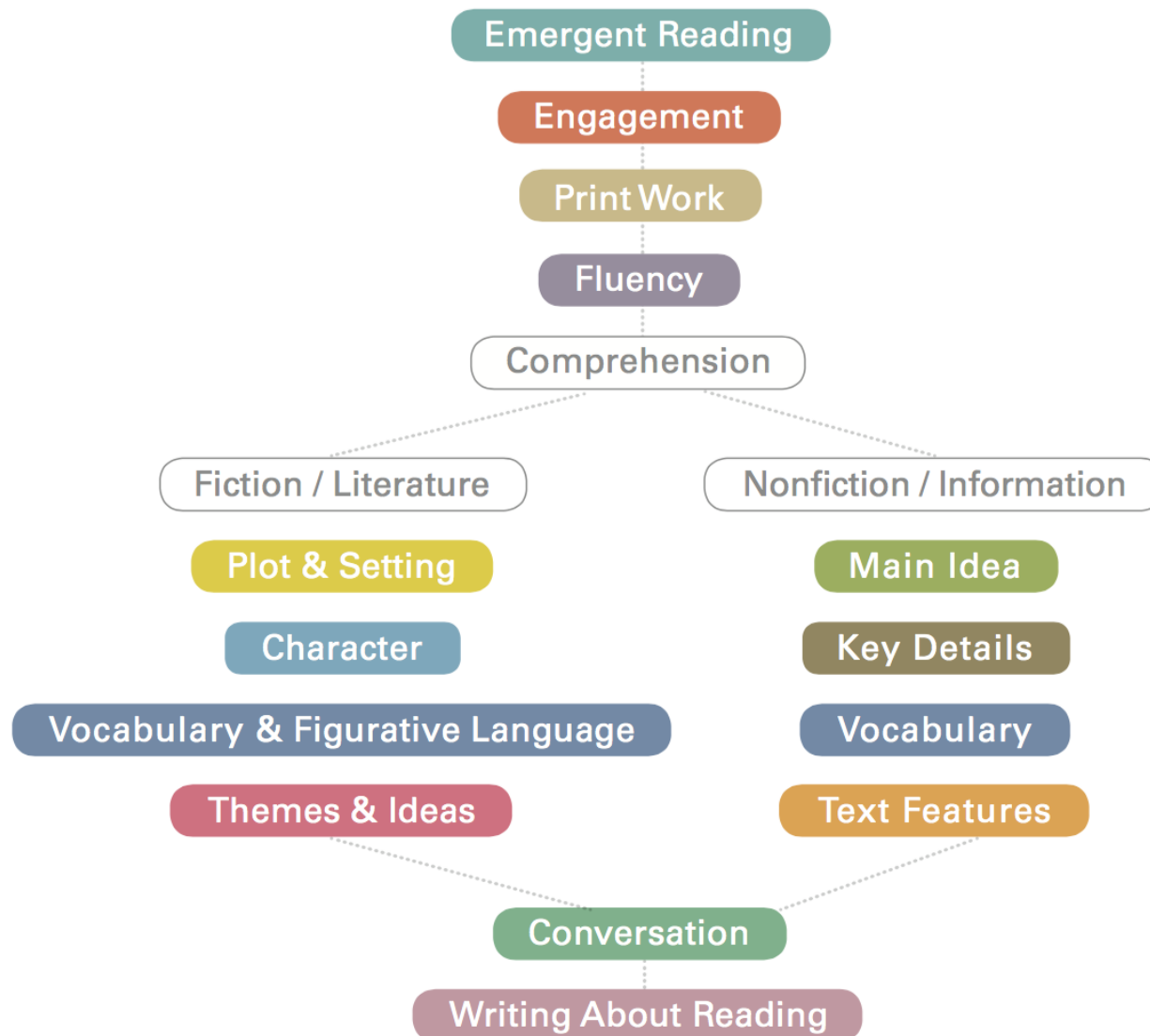
Determining the meaning of words and phrases using context; mining text features such as sidebars and glossaries to understand meaning



Text Features

Utilizing text features such as sidebars, photos, captions, graphs, maps, and glossaries to enhance the understanding of the main text; understanding how multiple text features work together to develop author's main ideas

Determining Where to Start: A Hierarchy of Possible Goals



Making Goals Visible!



Lola 's Reading
Goal: Read the Words!

Look through



✓B ✓M ✓E



Does it
make sense?

Doow Not
Be 2kerd
4v the
WRD

Lilli's Reading Goals



GOAL: Attack tricky words

Date:

11/12

Strategies

Crash into the 1st sound



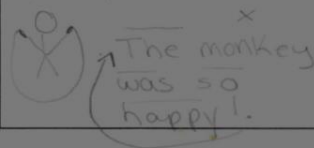
chunk it



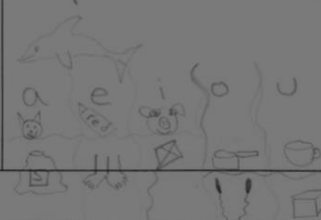
Make a frame to find chunks



Jump over it, then reread.



Flip the sound!



Ask, does it...

1. sound right?

2. look right?

3. make sense?

GOAL:

Understanding what I've read

Date:

12/15

Strategies

Flip back to remember names and important details *



At the end of a page, stop and think



Go back and reread if it doesn't make sense

Stop and jot down important parts

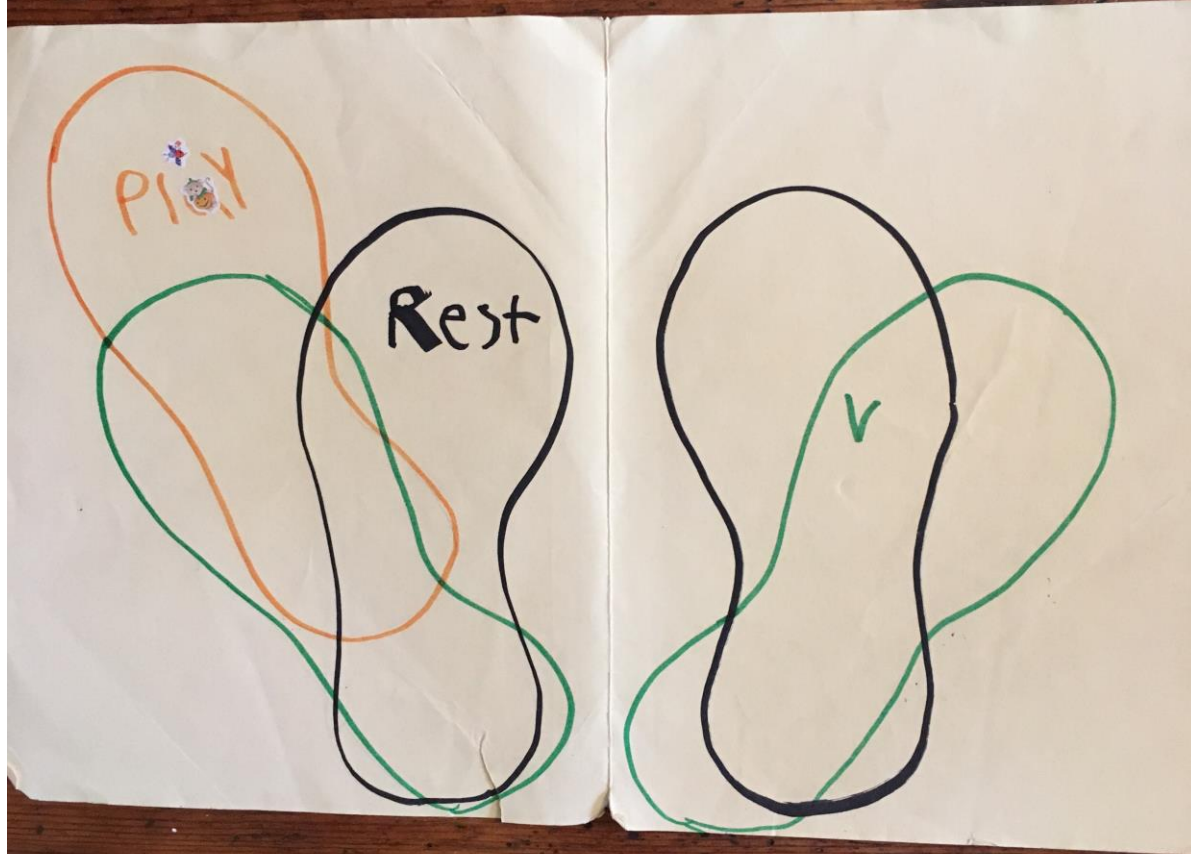


Retell the story at the end



Understanding Strategies







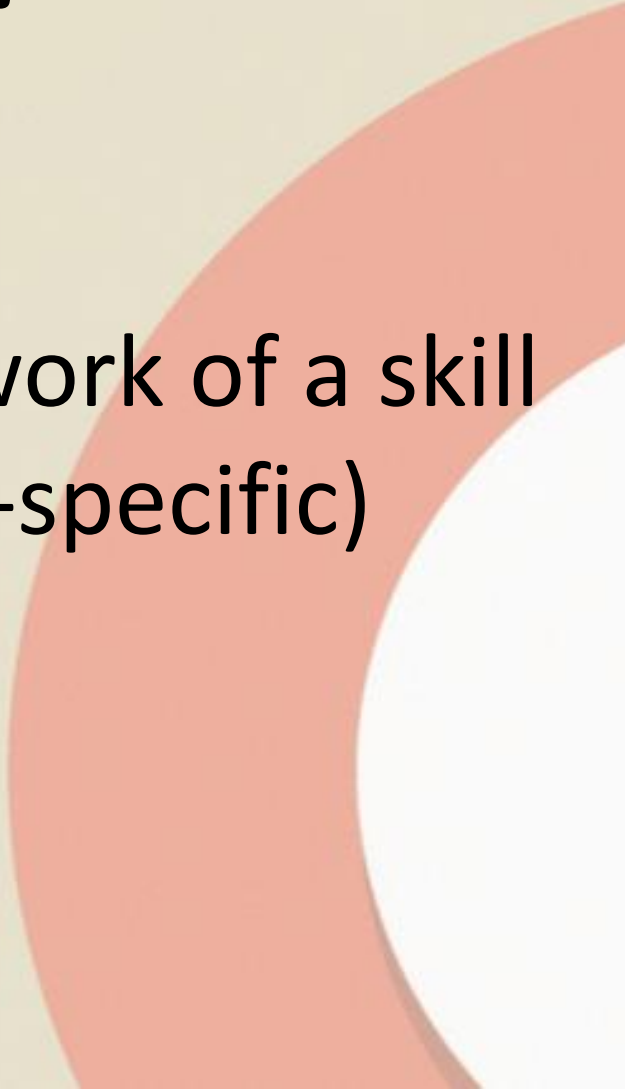
Q Hover to zoom







What's a Strategy?

- Series of actionable steps
 - Helps to break down the work of a skill
 - “Generalizable” (not book-specific)
 - Authentic
 - Something to outgrow
- 

To develop strategies, “spy” on yourself as a reader.

What is the main idea of this article?

What are some details?

What new words did you find?

Under Attack

Learn about Australia's Great Barrier Reef.

The Great Barrier Reef is one of the world's natural wonders. It is off the coast of Australia. Visitors swim in the sparkling waters around it. They see amazing views of sea life.

The reef is also the largest living structure on Earth. It is so big that it can be seen from outer space.

A Great Loss

This large, underwater treasure is dying. Coral reefs are made up of tiny animals called coral polyps. The polyps' bodies build colorful reefs. But unhealthy reefs can turn white. This is called bleaching. The bleaching sucks the color out of the corals. Some corals die.

A recent study found that 93% of the Great Barrier Reef has been hurt by coral bleaching. Warm water temperatures there are one cause of the bleaching. Pollution is another cause.

David Kline is a scientist. He studies corals. He says reefs around the world are in trouble. "It is truly global, and it's looking very severe," he says.

Reef Resources

Reefs are important. They help protect communities near the coast from flooding. They attract visitors and bring jobs to the area. Reefs are also a habitat for sea life (see “Life in the Reef”).

It is possible for the Great Barrier Reef to recover. But it is not easy. Groups in Australia are trying to help. They say people should use energy that doesn't warm the planet. Cutting down on fishing can also help. So can cleaning up pollution. Together, people can help save the Great Barrier Reef.

Life in the Reef

Australia's Great Barrier Reef Marine Park is huge. It is about the same length as the U.S. West Coast. This ocean habitat is home to more than 1,600 types of fish. There are around 600 types of corals. Many kinds of whales, dolphins, and sharks live there too. These creatures depend on coral reefs for their survival.



This part of the Great Barrier Reef is healthy. You can tell by the color of the coral.

NOT A **Strategy:**

Figure out
the meaning
of the word.

Find the main
idea.

Synthesize

A Strategy:

Read the rest of the sentence. The definition of the word is right there in the sentence.

Read the page. Then ask yourself, What is this page mostly about? Say it in your own words.

Read the paragraphs, looking for repeated words. Say back all the facts with the same repeated word. Think, “What do all of these sentences have in common?” State a main idea.

Matching Strategies To Student Goals





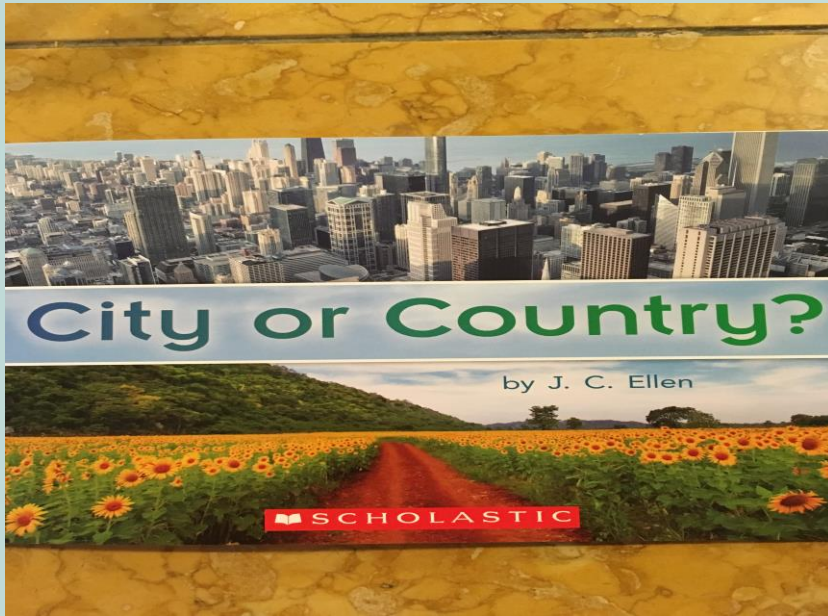
Determining Where to Start: A Hierarchy of Possible Goals



Matching Strategies to Level of Text Complexity

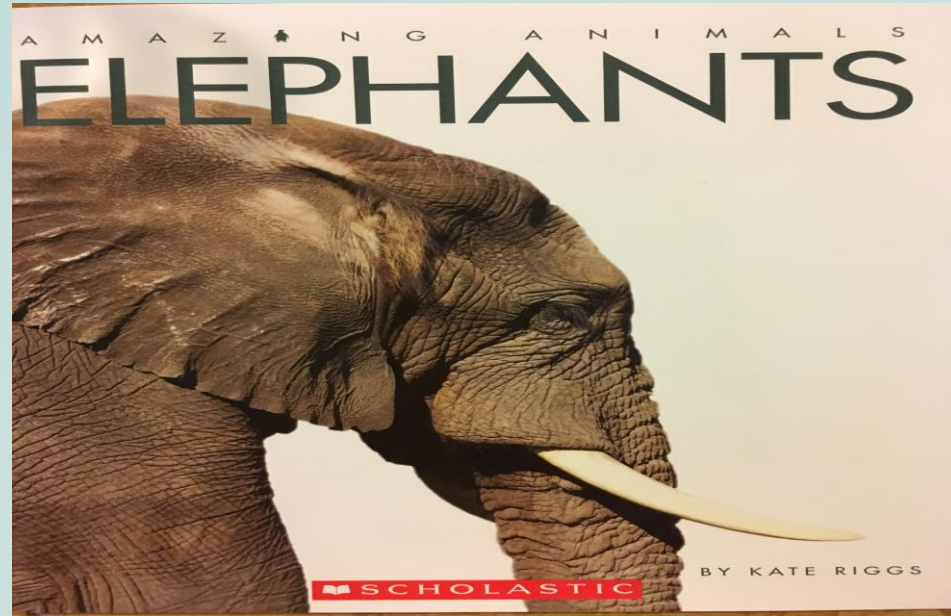


Goal: Main Idea



Level E:

- Familiar, easy topics
- High level of picture support
- Simple sentences with subject and predicate



Level L:

- Some content that requires accessing prior knowledge.
- Nonfiction books divided into sections
- Longer sentences with variety of placement of subject, verb, and adjectives

Main Idea

Level E

- Say: Wow! I never knew that.
- Say what you learned in your own words.
- Say what you learned. Say how you know.
- Study the picture. Say what you learn.

Level L

- Find the topic-what the whole section is about. Find a subtopic. List details that connect to the topic and subtopic.
- Boxes and bullets:
 - Box is the main idea
 - Bullets are the details.
- Ask questions before you read. Keep track of your answers as you read

A word about text features...

teach students to USE them, not
NAME them.

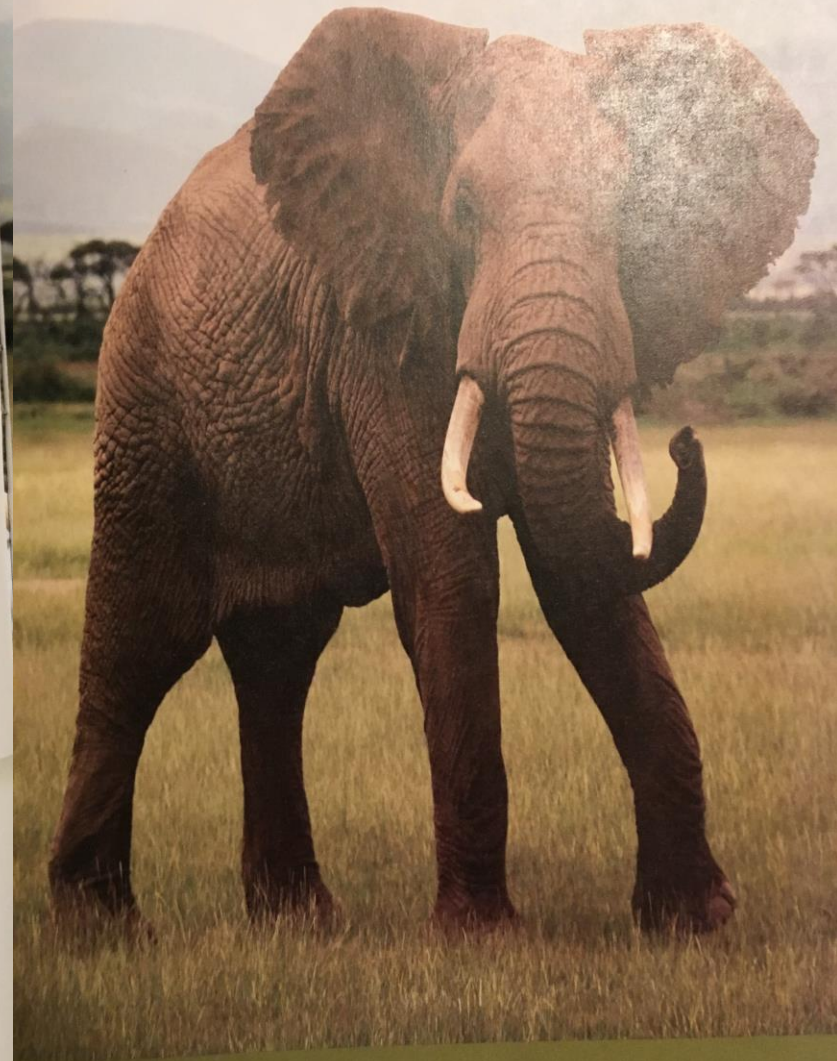
Table of Contents

| | |
|-----------------------------------|----|
| Riddle | 4 |
| Beautiful Butterflies | 6 |
| Four Stages. | 8 |
| Stage 1: Egg | 10 |
| Stage 2: Caterpillar | 12 |
| Stage 3: Chrysalis. | 16 |
| Stage 4: Butterfly | 18 |
| Time for lunch! | 20 |
| Cool Butterfly Facts | 22 |
| Back off! | 24 |
| Moth or Butterfly? | 26 |
| Bring Butterflies to You. | 28 |
| What in the World?. | 30 |
| Glossary | 32 |

A full-grown elephant can be
more than 13 feet (4 m) tall

Elephants are the
largest land animals in the world.
There are three kinds of elephants
living today. Wild elephants live on
the **continents** of Africa and Asia.

continents Earth's seven big pieces of land



Conferences

Compliment Conferences

Goal-Setting Conferences

Coaching Conferences

Research Decide Teach

Conferences

Reinforcing Strengths



Compliment Conferences

A Helpful Compliment:

- Notices and Names (Peter Johnston)
- Acknowledges Process over Product
- Gives the “what” (process) and “why” (purpose)

Compliment Conference Structure:

- RESEARCH
 - observe, look at artifacts, ask questions...
- DECIDE
- COMPLIMENT
 - What (process)
 - Why (purpose)
 - Example (when appropriate)

Make These Compliments Better:

- You learned a lot from that book.
- Yes, that's a text feature!
- Good job figuring out what that word meant.

Establishing Goals



Goal-Setting Conference

Goal Setting Conference Structure:

- **GUIDED INQUIRY**
 - Help the student name a goal (that you already have in mind)
- **TEACH**
 - Offer a first strategy to practice the goal
- **COACH**
 - Provide feedback and support as the student practices
- **LINK**
 - Leave the student with a visual, physical reminder of the goal and strategy

Name Noah

I'm the kind of reader who...

likes and enjoys
funny and interesting
books nonfiction
is cool and fiction
is funny

Lions certainly score high on the deadliest list, but they don't take the number one spot. And if you think all of Earth's most dangerous creatures are big, fierce hunters, you're in for some surprises.

Surprise 1:

Some deadly animals eat only plants.

Red kangaroos spend their days quietly nibbling on grasses, but when they feel threatened, watch out! A hard kick in the chest can break a person's ribs and collapse the lungs.



Surprise 2:

Some deadly animals are smaller than the palm of your hand.

Oak processionary (sounds like PR seh-shen-ary) caterpillars are only long, but beware of their hairy bristles. They can cause rashes, asthma and even deadly allergic reactions.



Surprise 3:

Some deadly animals make more noise than you think.

Rattlesnakes live throughout the United States and they bite about 8,000 people each year. Even though rattlesnake bites are treated quickly, people get treated quickly.

THIS PAGE
IS ABOUT
RED KANGAROOS

Goal Setting Conference

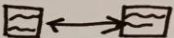
- Teacher: What are you working on in reading?
- Noah: I want to read as many nonfiction books as I can.
- Teacher: We can definitely work together on nonfiction. What do you like to pay attention to as you read nonfiction?
- Noah: I just like to read non fiction.



Noah's Reading Goal is

to learn a lot from each nonfiction book

Some ways to get to that goal are:

| | | |
|---|---|---|
| Read one page. Say "Wow! I just learned..." | Read two parts. Say how the parts go together.  | Notice the words that repeat. Say: "This is mostly about..." |
| Make a picture in your mind. Make the picture move. | | |

Date: February, 2018

Guiding Practice



Research-Decide-Teach Conferences

Strength



Teaching
Opportunity

Let's Practice Aligning Compliments and Teaching Points:

| If a student can... | Then I might teach... |
|---------------------|-----------------------|
|---------------------|-----------------------|

| | |
|-----------------------------|--|
| Can identify text features. | |
|-----------------------------|--|

| | |
|---|--|
| Identify the main topic (i.e. "Whales") of a nonfiction text. | |
|---|--|

| | |
|---|--|
| Read on to figure out the meaning of an unknown word. | |
|---|--|

R-D-T Conference – Structure

RESEARCH

- Ask questions, have student read aloud, look at artifacts, etc...

DECIDE

- Find a compliment and teaching point that connect

COMPLIMENT

- What/why/ex

TEACH

- Name the strategy (step-by-step “how-to”)

COACH/ACTIVE INVOLVEMENT

- Student reads/thinks/talks as the teacher coaches

LINK

- Repeat the teaching point



How do we get students to talk about their work as non fiction readers?

Use the interactive read aloud.

One way to do a read aloud

- Do not give specific prompts.
- Say: time to talk
- Listen and write what students are saying
- Name the strategies for them

Let's try it...

What do we do when we read nonfiction?

- Name the main idea
- Ask a question
- Relate it to something you knew
- Learn more from a text feature

Read Aloud with Prompts

Reflections and Questions

What are your biggest take aways from today?

www.jenniferserravallo.com

Hannah Schneewind

@pdwithhannah

heschneewind@gmail.com