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

Hannah Schneewind
@pdwithhannah
#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.

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
Unusual Friendships

AMOS & BORIS

OWEN & MZEE
THE TRUE STORY OF A REMARKABLE FRIENDSHIP
My Research Folder
Researcher's Name: Ellen
Date: 2/1/18

My Research Folder
Researcher's Name: Adrian
Date: 2/1/18

My Research Folder
Researcher's Name: Harvey Jr.
Date: 5/1/18
Topic: Space

[Hand-drawn space scene]
Notes

?  Cool Facts!

Mostly About
- detail
- detail
- detail

Important Words

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
“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

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minutes Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>7-20 independent&lt;br&gt;7-10 with a partner (daily)</td>
</tr>
<tr>
<td>1st</td>
<td>15-25 independent&lt;br&gt;5-10 with a partner (daily)</td>
</tr>
<tr>
<td>2nd</td>
<td>20-35 independent&lt;br&gt;5-10 with a partner (daily)</td>
</tr>
<tr>
<td>3rd through 6th</td>
<td>40-45 independent&lt;br&gt;Less 5-10 2 times per week for&lt;br&gt;with partner or club</td>
</tr>
</tbody>
</table>
The Content of Our Teaching: Assessment Lenses, Tools, and Goals
Determining Where to Start: A Hierarchy of Possible Goals

Emergent Reading
  - Engagement
  - Print Work
  - Fluency

Comprehension
  - Fiction / Literature
    - Plot & Setting
    - Character
    - Vocabulary & Figurative Language
    - Themes & Ideas
  - Nonfiction / Information
    - Main Idea
    - Key Details
    - Vocabulary
    - Text Features

Conversation
  - Writing About Reading
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

<table>
<thead>
<tr>
<th>Date</th>
<th>School or Home</th>
<th>Title</th>
<th>Amount of Time</th>
<th>Pages Read (p. # - p. #)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-26-00</td>
<td>S</td>
<td>Junie b Jones and the mean jimmy dog</td>
<td>20 min</td>
<td>p. 40 - p. 49</td>
</tr>
<tr>
<td>2-28-00</td>
<td>H</td>
<td>Junie b Jones and the mean jimmy dog</td>
<td>19 min</td>
<td>p. 46 - p. 60</td>
</tr>
<tr>
<td>3-3-09</td>
<td>S</td>
<td>Junie b Jones almost a flowergirl</td>
<td>20 min</td>
<td>p. 10 - p. 23</td>
</tr>
<tr>
<td>3-4-09</td>
<td>H</td>
<td>Junie b Jones almost a flowergirl</td>
<td>22 min</td>
<td>p. 23 - p. 60</td>
</tr>
<tr>
<td>3-4-09</td>
<td>S</td>
<td>Junie b Jones almost a flowergirl</td>
<td>19 min</td>
<td>p. 40 - p. 49</td>
</tr>
<tr>
<td>3-5-09</td>
<td>H</td>
<td>Junie b Jones almost a flowergirl</td>
<td>24 min</td>
<td>p. 44 - p. 68</td>
</tr>
<tr>
<td>3-6-09</td>
<td>S</td>
<td>Junie b Jones musty goose valentine</td>
<td>20 min</td>
<td>p. 12 - p. 15</td>
</tr>
<tr>
<td>3-7-09</td>
<td>S</td>
<td>Junie b Jones musty goose valentine</td>
<td>21 min</td>
<td>p. 15 - p. 62</td>
</tr>
<tr>
<td>3-9-09</td>
<td>S</td>
<td>Junie b Jones dumb bunny</td>
<td>18 min</td>
<td>p. 11 - p. 18</td>
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<tr>
<td>3-9-09</td>
<td>H</td>
<td>Junie b Jones dumb bunny</td>
<td>20 min</td>
<td>p. 18 - p. 29</td>
</tr>
<tr>
<td>3-10-09</td>
<td>S</td>
<td>Junie b Jones dumb bunny</td>
<td>20 min</td>
<td>p. 21 - p. 42</td>
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<tr>
<td>3-10-09</td>
<td>H</td>
<td>Junie b Jones dumb bunny</td>
<td>22 min</td>
<td>p. 42 - p. 49</td>
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<tr>
<td>3-11-09</td>
<td>S</td>
<td>Junie b Jones dumb bunny</td>
<td>20 min</td>
<td>p. 41 - p. 61</td>
</tr>
<tr>
<td>3-11-09</td>
<td>H</td>
<td>Junie b Jones dumb bunny</td>
<td>23 min</td>
<td>p. 41 - p. 78</td>
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<tr>
<td>3-12-09</td>
<td>H</td>
<td>Junie b Jones dumb bunny</td>
<td>21 min</td>
<td>p. 70 - p. 100</td>
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<tr>
<td>3-13-09</td>
<td>S</td>
<td>Junie b Jones dumb bunny</td>
<td>19 min</td>
<td>p. 100 - p. 116</td>
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</table>
## Engagement – Tally Log

<table>
<thead>
<tr>
<th>Name: Isaiah</th>
<th>Level: E</th>
<th>Monday’s date:</th>
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<tbody>
<tr>
<td>Monday (in school)</td>
<td>Monday (at home)</td>
<td>Parent initials: JBL</td>
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<tr>
<td><img src="image" alt="Tally Marks" /></td>
<td><img src="image" alt="Tally Marks" /></td>
<td></td>
</tr>
<tr>
<td>Tuesday (in school)</td>
<td>Tuesday (at home)</td>
<td>Parent initials: JBL</td>
</tr>
<tr>
<td><img src="image" alt="Tally Marks" /> No school - election day</td>
<td><img src="image" alt="Tally Marks" /></td>
<td></td>
</tr>
<tr>
<td>Wednesday (in school)</td>
<td>Wednesday (at home)</td>
<td>Parent initials: JBL</td>
</tr>
<tr>
<td><img src="image" alt="Tally Marks" /></td>
<td><img src="image" alt="Tally Marks" /></td>
<td></td>
</tr>
<tr>
<td>Thursday (in school)</td>
<td>Thursday (at home)</td>
<td>Parent initials: JBL</td>
</tr>
<tr>
<td><img src="image" alt="Tally Marks" /></td>
<td><img src="image" alt="Tally Marks" /></td>
<td></td>
</tr>
<tr>
<td>Friday (in school)</td>
<td>Friday (at home)</td>
<td>Parent initials: JBL</td>
</tr>
<tr>
<td><img src="image" alt="Tally Marks" /></td>
<td><img src="image" alt="Tally Marks" /></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher comments:** 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.

Love, Ms. Lewis
# Engagement Inventory

Note to Teacher: Kid-watch and record student behaviors during 5-10 minute increments.

<table>
<thead>
<tr>
<th>Names</th>
<th>Time/Environment</th>
<th>Time/Environment</th>
<th>Time/Environment</th>
<th>Time/Environment</th>
<th>Time/Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Matthew</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Destiny</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Brian</td>
<td>flips throughbook</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maria</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Jose</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Andrew</td>
<td>talks to all books</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Barack</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Marco</td>
<td>✓</td>
<td>Z</td>
<td>SB</td>
<td>SB</td>
<td>SB</td>
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<tr>
<td>Alice</td>
<td>✓</td>
<td>T</td>
<td>bathroom</td>
<td>bathroom</td>
<td>bathroom</td>
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<tr>
<td>Leo</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Spencer</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Printwork – Miscue Analysis

Meaning

Visual

Syntax
COMPREHENSION
Comprehension

Determining Importance

Synthesizing & Retelling

Activating Prior Knowledge

Inferring

Questioning

Monitoring for Meaning

Visualizing
<table>
<thead>
<tr>
<th><strong>FICTION</strong></th>
<th><strong>COMPREHENSION SKILLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot &amp; Setting</td>
<td>Retelling important events; synthesizing problems and solutions; synthesizing causes and effects; visualizing settings</td>
</tr>
<tr>
<td>Character</td>
<td>Inferring about, interpreting, and analyzing main characters; synthesizing character change; inferring about, interpreting, and analyzing secondary characters</td>
</tr>
<tr>
<td>Vocabulary &amp; Figurative Language</td>
<td>Monitoring for meaning and using context to determine the meaning of literal and figurative language</td>
</tr>
<tr>
<td>Themes &amp; Ideas</td>
<td>Interpreting lessons or themes; identifying and interpreting social issues; identifying and interpreting symbols</td>
</tr>
<tr>
<td>NONFICTION</td>
<td>COMPREHENSION SKILLS</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td>Determining main idea of page, chapter, section; understanding complex main idea(s)</td>
</tr>
<tr>
<td></td>
<td>of by following the author’s line of thinking throughout the book</td>
</tr>
<tr>
<td><strong>Key Details</strong></td>
<td>Identifying important details that support a main idea; comparing and contrasting</td>
</tr>
<tr>
<td></td>
<td>key details</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Determining the meaning of words and phrases using context; mining text features</td>
</tr>
<tr>
<td></td>
<td>such as sidebars and glossaries to understand meaning</td>
</tr>
<tr>
<td><strong>Text Features</strong></td>
<td>Utilizing text features such as sidebars, photos, captions, graphs, maps, and</td>
</tr>
<tr>
<td></td>
<td>glossaries to enhance the understanding of the main text; understanding how multiple</td>
</tr>
<tr>
<td></td>
<td>text features work together to develop author’s main ideas</td>
</tr>
</tbody>
</table>
Determining Where to Start:
A Hierarchy of Possible Goals

Emergent Reading
- Engagement
- Print Work
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    - Fiction / Literature
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      - Vocabulary & Figurative Language
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      - Main Idea
      - Key Details
      - Vocabulary
      - Text Features
  - Conversation
  - Writing About Reading
Making Goals Visible!
Lola's Reading
Goal: Read the Words!

Look through
√ B √ M JE

Stop + 😞 Does it make sense?

Does not Be 2KRD 4V The WRD
### Lilli’s Reading Goals

**Goal:** Attack tricky words  
**Date:** 11/12

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crash into the 1st sound</td>
</tr>
<tr>
<td>Chunk it</td>
</tr>
<tr>
<td>Make a frame to find chunks</td>
</tr>
<tr>
<td>Jump over it, then reread.</td>
</tr>
<tr>
<td>Flip the sound!</td>
</tr>
<tr>
<td>Ask, does it sound right?</td>
</tr>
<tr>
<td>Make sense?</td>
</tr>
</tbody>
</table>

**Goal:** Understanding what I’ve read  
**Date:** 12/15

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip back to remember names and important details</td>
</tr>
<tr>
<td>At the end of a page, stop and think</td>
</tr>
<tr>
<td>Go back and reread if it doesn’t make sense</td>
</tr>
<tr>
<td>Stop and jot down important parts</td>
</tr>
<tr>
<td>Retell the story at the end</td>
</tr>
<tr>
<td>Finally</td>
</tr>
</tbody>
</table>
Understanding Strategies
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?
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.
A Strategy:

- **Figure out the meaning of the word.**
  - Read the rest of the sentence. The definition of the word is right there in the sentence.

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

- **Synthesize**
  - 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

Emergent Reading
- Engagement
- Print Work
- Fluency

Comprehension

Fiction / Literature
- Plot & Setting
- Character
- Vocabulary & Figurative Language
- Themes & Ideas

Nonfiction / Information
- Main Idea
- Key Details
- Vocabulary
- Text Features

Conversation

Writing About Reading
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
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)
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
Noah

Name ______________________

I’m the kind of reader who...

- likes and in Jaws
- funny and inchoes
- books non fiction
- 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 preh-shen-ary) caterpillars are only long, but beware of their hairy bite! They can cause rashes, asthma and even deadly allergic reactions.

**Surprise 3:**
Some deadly animals may be more common than you think.
Rattlesnakes live through and they bite about 8,000 people a year. Even though rattlesnake bites are rare, people get treated quickly.
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 nonfiction.
Noah’s Reading Goal is to learn a lot from each nonfiction book.

Some ways to get to that goal are:

<table>
<thead>
<tr>
<th>Read one page. Say “Wow! I just learned...”</th>
<th>Read two parts. Say how the parts go together.</th>
<th>Notice the words that repeat. Say: “This is mostly about...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a picture in your mind. Make the picture move.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: February, 2018
Guiding Practice

Research-Decide-Teach Conferences
Let’s Practice Aligning Compliments and Teaching Points:

<table>
<thead>
<tr>
<th>If a student can…</th>
<th>Then I might teach…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can identify text features.</td>
<td></td>
</tr>
<tr>
<td>Identify the main topic (i.e. “Whales”) of a nonfiction text.</td>
<td></td>
</tr>
<tr>
<td>Read on to figure out the meaning of an unknown word.</td>
<td></td>
</tr>
</tbody>
</table>
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

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