

**Ohio Resource Center 10/21/08 ELA Webcast,
“Addressing the Challenges of Informational Text”**

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Before, During, and After: Suggestions for Viewing and Dialoguing About the Webcast

Webcast 1: *Addressing the Challenges of Informational Text Reading*

Series: *Fostering Student Success on the OAT-Reading, Grades 5-7: Reading and Writing Informational Text.* This series consists of three webcasts designed to support grades 5-7 English Language Arts and reading teachers who want to enhance their instruction and improve student performance in the classroom and on the Ohio Achievement Test (OAT).

Panelists:

- Marcia Barnhart, English Language Arts Consultant, Ohio Department of Education
- Rachel Eader, Regional Literacy Consultant, State Support Team Region 11, Franklin County Educational Service Center
- Brenda Doyle, Sixth Grade Teacher, Orange Middle School, Olentangy Local School District

Moderator: Sheila Cantlebury, Reading Content Specialist, Ohio Resource Center for Mathematics, Science, and Reading

Description: Panelists in this webcast explore: a) the importance of informational text, b) the challenges students may face in reading this type of text, c) strategies to support student comprehension, and d) the integration of informational text into daily instruction.

Suggested Viewing Tips: This webcast will afford greatest benefit to those who are able to view the webcast in a group setting, thus maximizing an opportunity to initiate, or continue, professional dialogue and planning efforts regarding students' literacy achievement.

The following approach engages the members of a group viewing the webcast by initiating discussions and utilizing active listening techniques:

Before viewing: Engage in a brief discussion with colleagues to determine prior knowledge about informational texts.

While viewing: Make notes about significant ideas and suggested strategies using the PowerPoint notes pages.

After viewing: Discuss new information and ideas for enhancing curriculum or instruction gleaned from the panelists' discussion.



Discussion Tool: Agree-Disagree Chart

(For use *before* and *after* viewing the webcast)


Instructions:

- Before viewing the webcast, mark whether you agree or disagree with each statement in the left column.
- After viewing the webcast, discuss each statement as a group. Identify whether you agree or disagree with each statement in the right column and give a rationale for your answers.

Before Viewing		Statement	After Viewing	
Agree	Disagree	Students' ability to comprehend informational text is important for success on the Ohio Achievement Test.	Agree	Disagree
Agree	Disagree	Students need support throughout the reading process—before, during, and after reading text.	Agree	Disagree
Agree	Disagree	Students need opportunities to read and interact with informational texts on a daily basis.	Agree	Disagree
Agree	Disagree	Explicit strategy instruction helps students to navigate challenging texts more effectively.	Agree	Disagree





Addressing the Challenges of Informational Text Reading



Defining Informational Text

Includes books and periodicals, newspapers, advertising, brochures, instructions, most web sites, maps, charts...all the visual elements that that provide information for the reader.





Reading Applications: Informational, Technical and Persuasive Text


gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task.

apply the reading process to various types of informational texts, including print materials, consumer and workplace documents, and multimedia and electronic resources.

attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge.

use their knowledge of text structure to organize content information, analyze it and draw inferences from it.


learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.



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Importance of Informational Text Reading


- Much of our daily reading involves informational text.
- "Academic achievement in a wide range of subjects depends, in part, on ability to read and write informational text." (Duke, 2000)
- Informational text reading "meets the needs of students with a range of reading levels and interests" (Kristo & Bamford, 2004)



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Importance of Informational Text Reading


- Informational text "opens the door to classroom research and inquiry." (Kristo & Bamford, 2004)
- Many students prefer informational text over fiction.
- Informational text reading builds vocabulary and background knowledge.



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Challenges students have in reading informational text

- Lack of background knowledge
- Unfamiliar with text features & structures
- Unable to retain information
- Limited comprehension




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Text Features

- Organizers of written materials such as indexes, prefaces, appendices, definitional footnotes, sidebars, table of content, illustrations or paragraph.

Text Structures


- An author's method of organizing a text (e.g., sequencing, compare and contrast, cause and effect or problem-solution).



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Pre-reading Strategies


- Setting a purpose
- Previewing the text
- Reviewing key vocabulary

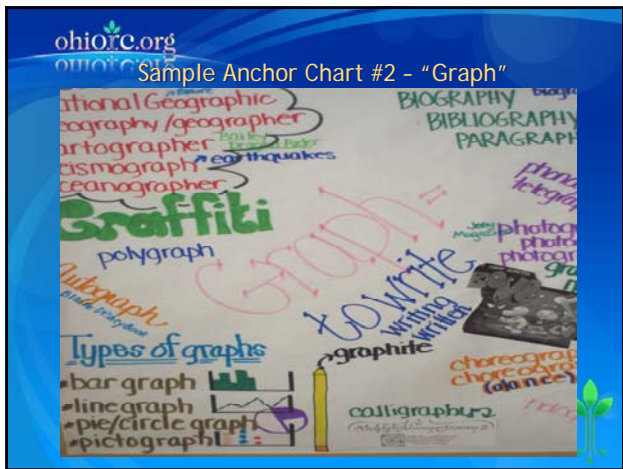


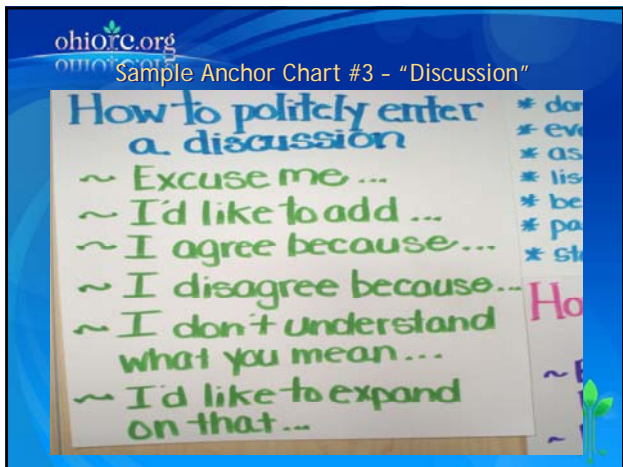
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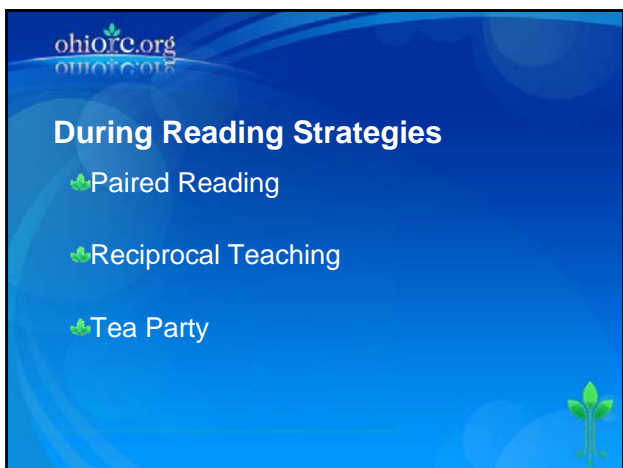
Preview texts to notice

- Headings that signal the main ideas in the reading
- text structures to identify if the approach is cause and effect, sequential, compare and contrast, etc.;
- study charts, maps, graphics or diagrams that connect to the text and offer a deeper, richer understanding to the print; and
- questions that will frame understanding or set a purpose for the reading.










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Sample OAT-Reading Question #1
Why does the author end the passage with the story of the bald eagle?

- A. to inform readers what to do in a similar situation
- B. to challenge readers to learn more about this subject
- C. to impress readers with the serious problems faced by wildlife
- D. to show readers how rewarding the work of Nature's Nursery can be

Standard: Reading Applications: Informational, Technical and Persuasive Text


Benchmark: D. Identify arguments and persuasive techniques used in informational text



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Reading Applications: Informational, Technical and Persuasive Text Standard

- ◆ gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task
- ◆ Helping students to understand difficult concepts
- ◆ Meeting the needs of students at varying levels
- ◆ Locating high-quality resources
- ◆ Finding time for professional development
- ◆ Sharing ideas with colleagues
- ◆ Increasing student achievement



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Sample OAT-Reading Question #2
Read the following incomplete summary of how the French settlers spent their first few years at Gallipolis.


The French settlers spent their first winter in small cabins. In the spring, they learned to cultivate crops, fell trees and hunt for food.


Which detail is the most important to include in the summary?

- A. The French settlers amused the surrounding frontier families.
- B. The French settlers enjoyed eating the frogs and snails that they found.
- C. The French settlers wanted to plant flower and herb gardens in their new homes.
- D. The French settlers used their unique skills to produce goods and ship them to New Orleans.

Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Benchmark: B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.





Questions?





Webcast Archive
<http://www.ohiorc.org/for/ela/>



Contact us
URL: <http://www.ohiorc.org>
Email: web@ohiorc.org
Phone: (614) 247-6342

Informational Text Inventory*

(For use *after* viewing the webcast)

Instructions:

To determine how well you integrate informational texts into your instruction, take an inventory of your classroom and lesson plans.

1. *Examine your lesson plans. Over the course of two weeks, how many language arts lessons incorporated informational text reading or writing?*
2. *Take a look at your strategy instruction or mini-lessons. How many explicit or embedded strategy lessons have focused on reading informational texts?*
3. *Look at your classroom support materials. Are “anchor charts” or other instructional materials displayed in the classroom?*
4. *Peruse your classroom library. Approximately, what percentage of your library is comprised of informational texts? Are there a variety of genres available?*
5. *Think about your read aloud materials. How many of the books that you’ve selected have been informational?*

*This inventory has been adapted from *Nonfiction in Focus: A Comprehensive Framework for Helping Students Become Independent Readers and Writers of Nonfiction, K-6* by Janice Kristo and Rosemary Bamford (New York: Scholastic, 2004).

Discussion Tool: Connecting Data and Instructional Strategies

(For use by school/district faculties analyzing their own item analysis data)

Instructions:

As you may well know, a two-column chart is useful for analyzing or comparing two aspects of a topic. The chart below focuses attention on using information about student misconceptions and gaps in understanding suggested by OAT data to identify new and/or modify existing teaching strategies.

1. Engage faculty in a discussion of school or district item analysis data.
2. Identify concepts which the data clearly suggest that large numbers of students do not understand (for example, determining the main ideas in a given text).
3. Come up with instructional strategies to address those concepts.
4. Summarize the concepts and related instructional strategies in the chart below.

<i>If data suggest our students don't understand:</i>	<i>Our instruction should:</i>

Sample Textbook Strategy Bookmark

*BEFORE READING: Look at the main <u>headings</u> and <i>think</i> : What is this section about?
<i>Think</i> : What do I <u>already know</u> about this topic? Why is it important for me to learn <u>more</u> about it? What do I think my teacher expects me to know about this topic?
Look at the <u>key vocabulary</u> . Are there any words or parts of words that I know? Which words will I need to study most?
Look at the <u>illustrations</u> . What do they show me? Which ones are the most interesting?
**DURING READING: Read the first paragraph or two. Retell the important information in your own words before you go on.
Continue reading. Write a <u>question</u> you have at this point, or a question you think your teacher might ask on a quiz.
Stop! Think of an <u>analogy</u> . How is the topic you are reading about <u>like</u> something else in real life?
***AFTER READING: Do you know the answers to both text-based and personal questions? If you don't... reread!
Practice summarizing each section, using the headings and subheadings, illustrations, and any notes you made.
Think about "big concepts." What do you understand about this topic <u>now</u> that you <u>didn't</u> before reading?

Sample Textbook Strategy Bookmark

*BEFORE READING: Look at the main <u>headings</u> and <i>think</i> : What is this section about?
<i>Think</i> : What do I <u>already know</u> about this topic? Why is it important for me to learn <u>more</u> about it? What do I think my teacher expects me to know about this topic?
Look at the <u>key vocabulary</u> . Are there any words or parts of words that I know? Which words will I need to study most?
Look at the <u>illustrations</u> . What do they show me? Which ones are the most interesting?
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Think about "big concepts." What do you understand about this topic <u>now</u> that you <u>didn't</u> before reading?

Name _____
Date _____

Sample Reading Road Map for Textbook
Seeing the World Like a Geographer



Before you go, look for helpful "signs."

What could help you read and understand this text?

Skim and read:

- Titles and Headings
- Subheadings
- Bold Print
- Maps
- Pictures and Captions
- Key Vocabulary
- Essential Question

What do think you will be learning about in this text?



Bridging new ideas with past learning...

Look at the box on page 25. The question and map both discuss how human and physical characteristics can be found on the map. What theme of geography would the map fall under?



Full speed ahead...

Read the first 3 paragraphs and think about how making a map helped to solve the mystery.



Keep moving straight through the text...

Think about the new vocabulary term introduced... you will learn more about it as you continue to read.



Slow down...

Read the next 4 paragraphs.

Make a list of some of the physical features that can be shown on a map.

Read the next 3 paragraphs.

Make a list of some of the human features that can be shown on a map.

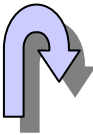


Stop

Read the next paragraph and look at the map on page 27.

What kind of a map is it?

What does it show you?



Turn and talk...

Turn to the person next to you and tell them what you have read about in your own words.



Danger!

If you were not able to retell what you read about in your own words, go back and reread the text.



What's ahead?

Look ahead at pages 29 -28

What do you think you will be learning about next?

Adapted from Guiding Readers Through Text: A Review of Study Guides by Wood, Lapp, and Flood 1992)

Sample Reading Road Map for Informational Text

Name of Student: _____ pages: _____

1. BEFORE YOU GO:



2. SLOW DOWN:



3. READ AND WRITE A QUESTION:



4. READ AND RETELL:

5.
6.
7.
8.
9.

Choose from:

Turn and Talk

Summarize...

In Your Own Words...

Make a List...

What Can You Infer...?

Draw a [Map, Venn Diagram, Chart, Picture...]

Write 2 Questions...

Make a Prediction...

Find...

Give 2 Examples of...

Read and Retell...

Find 2 Key Words...

Make a Connection...

Think of An Analogy...

Sample Reading Coding Symbols

Codes:

☺ - I already know this

? – I have a question

* - This is really important

! – Wow, this is cool

Ohio Achievement Test Question (Grade 6)

Standard: Reading Applications: Informational, Technical and Persuasive Text

Benchmark: D. Identify arguments and persuasive techniques used in informational text

Why does the author end the passage with the story of the bald eagle?

- A. to inform readers what to do in a similar situation
- B. to challenge readers to learn more about this subject
- C. to impress readers with the serious problems faced by wildlife
- D. to show readers how rewarding the work of Nature's Nursery can be

Ohio Achievement Test Question (Grade 7)

Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Benchmark: B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.

Read the following incomplete summary of how the French settlers spent their first few years at Gallipolis.

The French settlers spent their first winter in small cabins. In the spring, they learned to cultivate crops, fell trees and hunt for food.

Which detail is the most important to include in the summary?

- A. the French settlers amused the surrounding frontier families.
- B. the French settlers enjoyed eating the frogs and snails that they found.
- C. the French settlers wanted to plant flower and herb gardens in their new homes.
- D. the French settlers used their unique skills to produce goods and ship them to New Orleans

As of 10/21/08:

Released OAT questions are available on the Ohio Department of Education's website at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1070&ContentID=7479&Content=56599>

Practice OATs are available on the Ohio Department of Education's website at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1070&TopicRelationID=240>