



**Third Grade Reading Guarantee Series:
Instructional Strategies: Part 2**
Summer 2015





Two-Part Series

Part I: Foundational Reading Skills

Part II: Literature and Informational Texts



Today's Presenter



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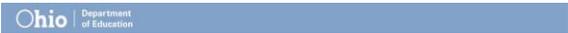
Learning Targets

1. Review the Ohio ELA Reading Standards
2. Learn evidence-based strategies for teaching literature and informational texts to students not-on-track
3. Understand progress monitoring



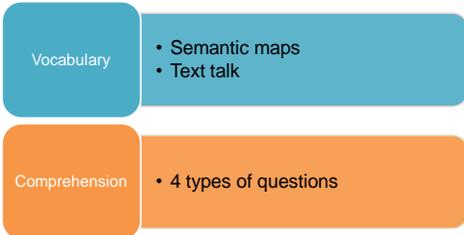
Part II: Literature and Informational Text

Vocabulary and Comprehension



Part II: Literature and Informational Texts

Evidence-based strategies



Bursuck, W. D., and Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities: A multi-tier approach*. (2nd ed.)





Part II:
Literature and Informational Text



Teacher Tip:

One key shift with Ohio's new standards is the connection between comprehension of "key ideas and details" with vocabulary in literature and informational texts.



Part II:
Literature and Informational Text

1, [2], 3	Ask and answer questions [such as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding] about key details in a text, referring explicitly to the text as the basis for the answers.
K	With prompting and support, ask and answer questions about key details in a text.
Key Ideas and Details Standard 1	



Part II:
Literature and Informational Text

2, [3]	Determine the meaning of [general academic and domain-specific] words and phrases in a text relevant to a grade 2 topic or subject area, [grade 3 topic or subject area].
K, [1]	With prompting and support, ask and answer questions [to help determine or clarify the meaning of] about unknown words [and phrases] in a text.
Grade Standard	CCR Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Craft and Structure Standard 4	

Strategy: Semantic Maps

Skill addressed: Vocabulary

Visual representations of vocabulary that help students organize subject matter by having them:

- categorize,
- label the categories, and
- discuss concepts related to a target word.

Vocabulary

Strategy: Semantic Maps

Parts of map used to teach the class of words:

- To which it belongs (What is it?)
- Its characteristics (What is it like?)
- And some examples

Teacher presents information on target word by:

- Describing
- Reading
- Showing video

Vocabulary

Strategy: Semantic Maps

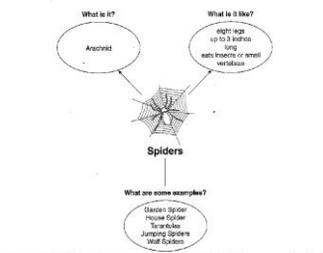


FIGURE 6.4 Semantic Map

References:
Bursuck, W. D., and Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities: A multi-tier approach*. (2nd ed.). P. 245

Vocabulary

Strategy: Semantic Maps 

Story	Century
myth	decade
folktale	year
fable	month
drama	week

References:
Bursuck, W. D., and Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities: A multi-tier approach*. (2nd ed.). P. 245

Vocabulary

Strategy: Semantic Maps 

myth	drama	Story Type	fable	folktale
divide	subtract	Four operations	add	multiply

References:
Bursuck, W. D., and Damer, M. (2011). *Teaching reading to students who are at risk or have disabilities: A multi-tier approach*. (2nd ed.). P. 245

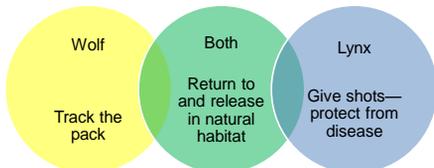
Vocabulary

Strategy: Semantic Maps 

Teacher Tip:



Semantic Maps can also be used to show relationships between words and concepts.



Vocabulary

Strategy: Text Talk



- Skill addressed: Vocabulary
- Learning new words in context
- Word Connection

Vocabulary

Strategy: Text Talk



Instructional sequence:

1. Describe the word in the context of the text.
2. Explain the meaning of the word.
3. Ask the children to repeat the word so that they create a phonological representation of it.
4. Provide examples of the word in contexts other than the one used in the story.
5. Have the children make judgments about the examples.
6. Ask the children to construct their own examples.
7. Reinforce the word's phonological and meaning representation by asking students to say it again. Have the students read the word if they have the skills to do that.

Vocabulary

Strategy: Text Talk



Teacher Tip:

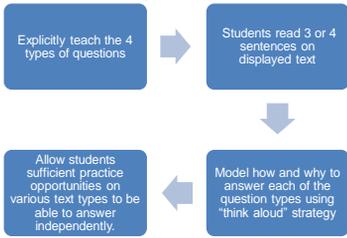
Reinforce the words on subsequent days.

Struggling readers require 20-30 exposures to new vocabulary words.

Vocabulary



**Strategy: 4 Types of Questions
Teaching Procedures:**



Comprehension

(Adapted from Bursuck and Damer, 2011)



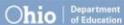


Strategy: Teaching 4 Types of Questions Definitions:

Right There	Literal	Answer is in the text, usually easy to find. The words used to make up the question and words used to answer the questions are Right There in the same sentence.
Think and Search	Inferential	Answer is in the story, but need to put together different story parts to find it. Words for the questions and words for the answer come from different parts of the text.
On My Own	Inferential	Answer is not in the story. You can answer the question without reading the story using your own experience.
Author and Me	Inferential	Answer is not in the story. Think about what you already know, what the author tells you in the text, and how it fits together.

Comprehension

(Adapted from Bursuck & Damer, 2011)





Example Passage:

It was a cold winter in Boston back in 1774, but the cut wood had to be delivered. Ethan, who was 9 years old, and Jeb, who was 10, looked like roly-poly cubs when they went out, they wore so much clothing. Mom, who was sick from the fever, stayed at home close to the fire.

Comprehension





Example Questions:

Type of Question	Question
Right There	What type of winter was it in Boston?
Think and Search	Why did Ethan and Jeb look like roly-poly cubs?
On my Own	Do you think that the boys will deliver all the wood?
Author and Me	What kind of transportation do you think the boys used when they went to deliver the soap and candles?

Comprehension



Example modeling/Think Aloud

Question	Think-Aloud
What type of winter was it in Boston?	The first sentence tells me that it was a cold winter in Boston. The information is right there in that sentence.
Why did Peter and Thomas look like roly-poly cubs?	The second sentence tells me that the boys looked like roly-poly cubs because they wore so much clothing, and I remember that the first sentence told me that it was cold in Boston. If they were going outside in the cold, they needed to put on all those clothes, which make them look like little cubs. By searching through the first two sentences and using my brain to think , I found the answer.
Do you think that the boys will deliver all the wood?	The story doesn't tell me anything about this, but I can figure something out on my own . I know that wood is heavy. If it's cold outside maybe it is snowing and the roads are slippery the boys might fall in the snow and not be able to deliver those heavy logs to everyone.
What kind of transportation do you think the boys used when they went to deliver the soap and candles?	The author doesn't tell me anything about the kind of transportation they used. Bu the author does write that the story happened a long time ago back in 1774. I know that cars weren't invented then and that people either rode horses, rode in carriages pulled by horses, or walked. Since these were young boys, I imagine that they walked.

Comprehension

Comprehension



Teacher Tip:



When first teaching the types of questions to students, it is sometimes helpful for them to have the question types written on index cards.

Comprehension

Comprehension



Teacher Tip:

To read about Re-read Adapt, Answer Comprehend strategy mentioned in the last slide, see this article:

Therrien, W. J., Gormley, SI, and Kubina, R. M. (2006). Boosting fluency and comprehension to improve reading achievement. *Teaching Exceptional Children*, 38, 2—26.

Comprehension

Comprehension



Teacher Tip:

Modify approach to engage struggling readers with more complex texts by creating oral comprehension learning opportunities

Comprehension

Comprehension: Data



- **Screening and progress monitoring:**
 - maze and cloze CMBs
 - retells
- **Diagnostics**
 - help identify specific problems

Comprehension

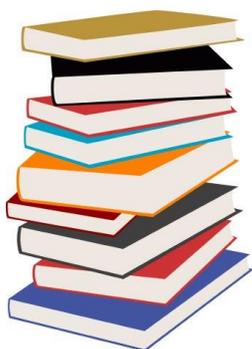


Conclusion of Part II: Literature and informational Texts

Teacher Tip:



Give access to grade-level, complex texts to students who are not-on-track through oral vocabulary and oral comprehension activities.



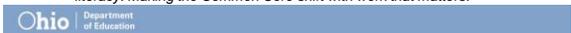
Additional Resources

[Literacy Instruction Toolkit](#)

[Toolkit Instruction and Intervention Sampler](#)

- Bursuck and Damer (2011)
- Fox and Hull (2005)
- Archer and Hughes (2010)
- Berger and Woodfin, (2014)

Berger, R., & Expeditionary Learning Outward Bound. (2014). *Transformational literacy: Making the Common Core shift with work that matters.*





Learning Targets

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3. Understand progress monitoring





Thank You!



Access Materials via the department's website
<http://education.ohio.gov>
Contact the department with any questions at:
thirdgradeguarantee@education.ohio.gov