



### Module Description

Hello everyone! Thank you for joining the Center on Instruction's webinar on:  
**Teaching Text Structure to Support Comprehension – Using Doing What Works (DWW) Resources to Support Instruction for School Improvement.**

This is the fourth module in a series of Improving K-3 Reading Comprehension webinars designed to provide key principles and practices that support classroom instruction. Each module provides resources useful to federally funded **School Improvement Grant (SIG)** programs as well as technical assistance providers and others interested in school improvement.

The webinars introduce the **Center on Instruction (COI)** and the **Doing What Works (DWW)** websites and demonstrate how COI and DWW Reading Comprehension resources can be used to support the implementation of effective reading practices in schools. These and other multimedia resources for improving instruction across a variety of topics can be found on the COI and DWW websites.

My name is *Peggy Simon* from *RMC Research Corporation*. I am a reading comprehension content lead for the Doing What Works project. I will be presenting this webinar on *Teaching Text Structure*.



### Overview of COI and DWW

- A national content center that provides materials and technical assistance
- Supports instruction in literacy, mathematics, science, special education, and with English language learners
- Builds on expert research reviews to identify effective practices
- Uses a **LEARN**→**SEE**→**DO** model to translate research-based practices into practical tools to improve instruction

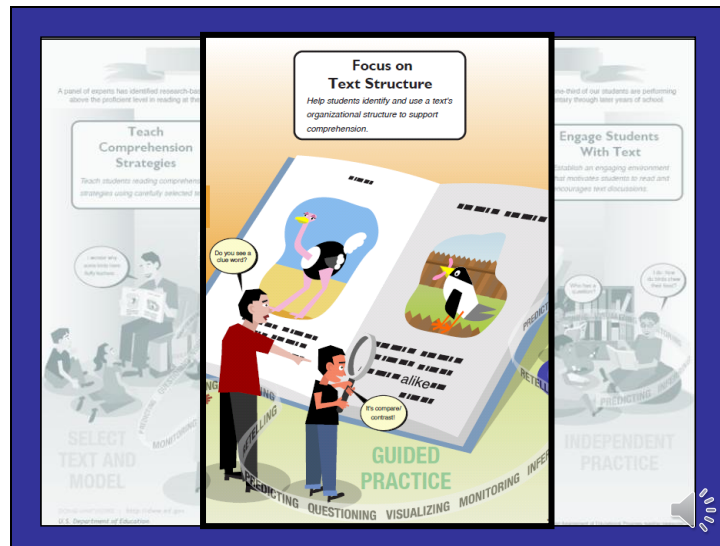
**Support school improvement initiatives...**  
**...with practical implementation resources**

COI and DWW are funded by the **U. S. Department of Education** for the purpose of providing easy access to research-based educational resources.

- ❑ **The Center on Instruction** is a national content center that develops and identifies materials and technical assistance for instruction in literacy, mathematics, science, special education, and with English language learners.
- ❑ **Doing What Works** is a website created to disseminate information about practices that work in a variety of topic areas.
  - **Development of the DWW practices, content, and resources** is guided by expert research reviews conducted by the Institute of Education Sciences (IES).
    - IES is the Department of Education's research arm, charged with identifying what works, what doesn't, and why.
    - It issues Practice Guides developed by expert panels on a range of topics, such as adolescent literacy, elementary reading, K-12 math, using data to support instruction, turnaround schools, and Response to Intervention in Reading and Math.
  - **DWW builds a bridge from research to action** by using a Learn-See-Do model to translate research into *practical* tools and resources for building knowledge and implementing practices.

**COI and DWW literacy resources** are evidence-based and support school improvement in PRACTICAL ways.

**This webinar will show how DWW and COI resources and tools** can provide support for planning and implementing effective instruction for struggling readers in low-performing elementary schools.



### Visual Diagram

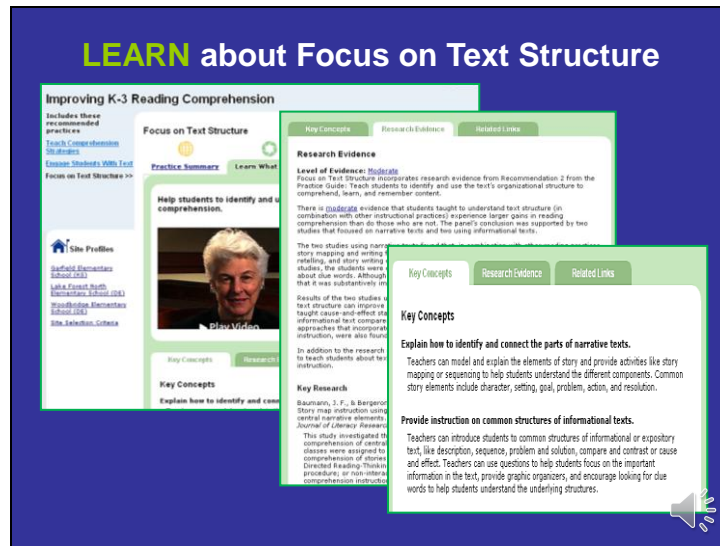
Here is a **Visual Diagram** to orient you to DWW's Reading Comprehension topic.

- It provides a snapshot of the 3 recommended research-based practices for improving comprehension, which are:
  - **Teach Comprehension Strategies,**
  - **Focus on Text Structure,** and
  - **Engage Students with Text.**
- *Along the bottom in green are three recommended teaching strategies:*
  - Select appropriate texts and model comprehension strategies,
  - Provide students with guided practice, and
  - Offer students opportunities for independent practice.
- You will also notice a *white ribbon* wrapping around the practices. This shows the key comprehension strategies students should learn to use independently: *for example,* predicting, questioning, visualizing, retelling, inferring, and monitoring.

The practices are based on recommendations from the IES Practice Guide, ***Improving Reading Comprehension in Kindergarten Through 3rd Grade***, which is available for download from the DWW and COI websites.

In this webinar: We're going to take a closer look at **Focus on Text Structure** and preview a sampling of DWW LEARN-SEE-DO resources to help implement this practice...

**Help students identify and use  
a text's organizational structure to support comprehension.**



## LEARN About Focus on Text Structure

We'll start exploring what DWW has to offer by looking at some of the resources found in the website's **LEARN What Works** section (*remember that DWW follows a LEARN-SEE-DO model*).

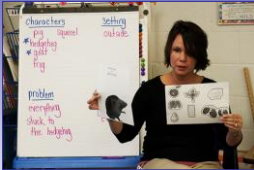
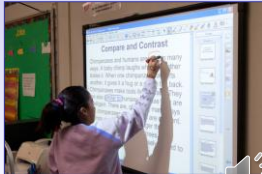
- Here you'll find video interviews with nationally-known experts, who share their knowledge about the research, essential components, and implementation strategies related to a practice.
- In addition, the LEARN section includes a brief summary of the research evidence underlying the practice as well as links to the key research reviewed by the expert panel, and the key concepts or components that need to be in place to effectively implement a practice.
- First, we're going to take a closer look at the Research and Key Concepts to better understand... ***what the research means for classroom instruction.***

**LEARN: Research Findings**

Students who are taught to understand text structure have larger gains in comprehension.

**What does this mean for instruction?**

- **Explain how to identify and connect the parts of narrative texts.**
  - Model story elements
  - Plan story mapping or sequencing activities
- **Introduce and provide instruction on common structures of informational or expository text.**
  - Use questions to focus on important information
  - Encourage students to look for clue words
  - Provide graphic organizers (e.g., to compare and contrast or identify cause and effect)

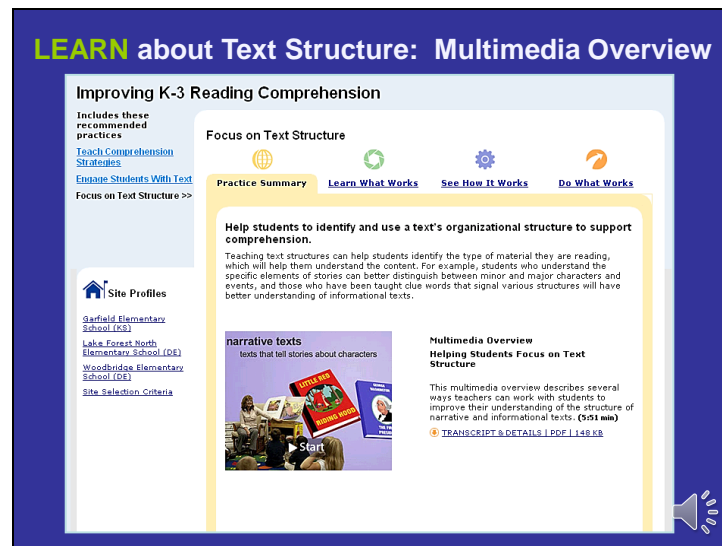
### LEARN: Research Findings

The **research** suggests that students who are taught to understand text structure (in combination with other instructional practices) experience larger gains in reading comprehension.

**So, what does this mean for classroom instruction, especially in low-performing schools (that is, what key components need to be in place)?**

- **Teachers need to:**
  - **Explain to students how to identify and connect the parts of narrative texts by:**
    - Modeling and explaining the elements of a story, including character, setting, problem, action, and resolution, and
    - Providing activities like story mapping or sequencing to help students understand the different components.
  - **Introduce and provide instruction on common structures of informational texts by:**
    - Using questions to help students focus on important information in text,
    - Encouraging students to look for clue words to help with understanding the underlying structures, and
    - Providing and modeling how to use graphic organizers, for example, to compare and contrast or identify cause and effect.

## Slide 6



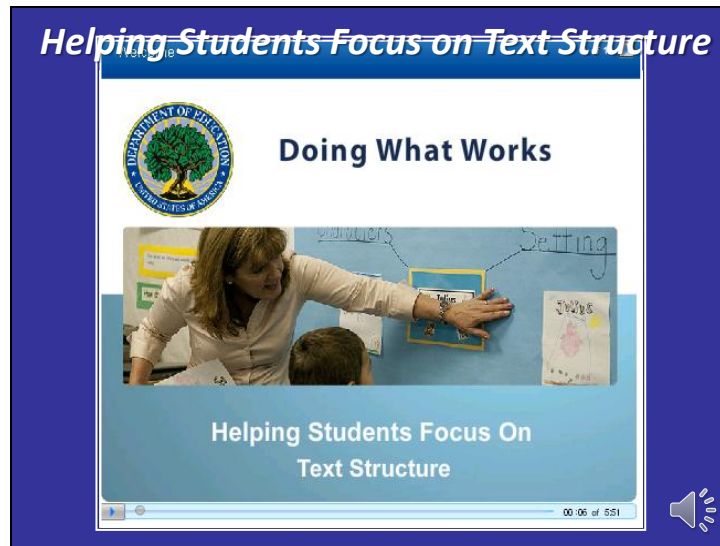
### LEARN: Multimedia Overview

We can learn more about the key components of the practice by watching the multimedia overview, ***Helping Students Focus on Text Structure***, which is included as part of the practice summary.

- This overview...
  - provides a quick orientation for teachers (if the practice is new) or a review (if the practice is already in place),
  - summarizes the elements of narrative text and the features of common informational texts that are important to teach, and
  - describes effective instructional strategies.
- ***As you watch, take notes on the recommended instructional strategies.***

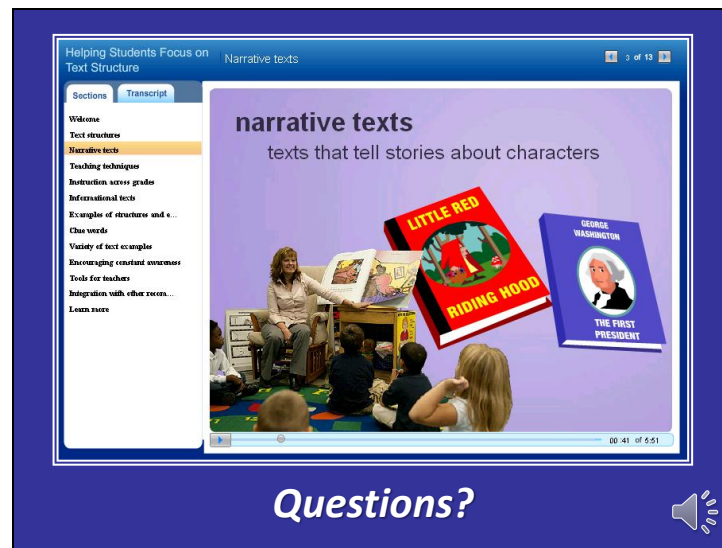
Let's watch an excerpt...

Slide 7



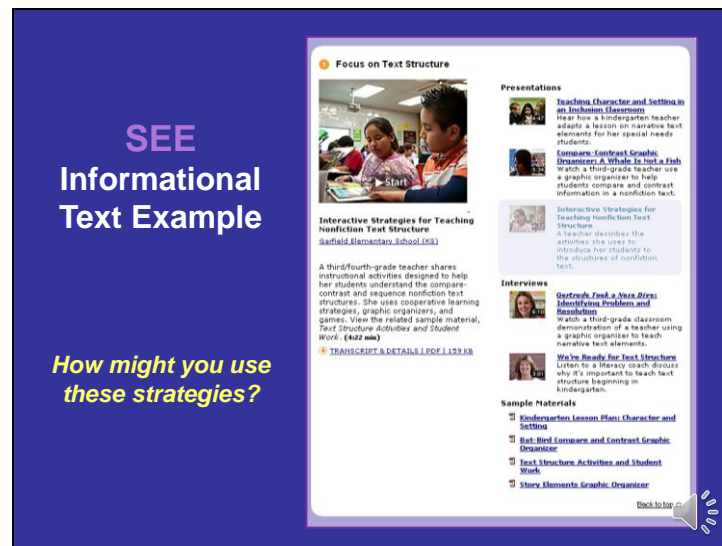
**NOTE TO PRESENTER:** The overview will start automatically (*Helping Students Focus on Text Structure*, 2 minutes 35 seconds).

Slide 8



- **Now that you've watched**, we can **pause here** and take a few minutes to share any questions you might have.
- **As an optional activity**, you can:
  - download the overview transcript **before the webinar begins**, and
  - “mark it up” with your notes, to help you reflect on your instruction, highlight the components of the practice, and list your questions.





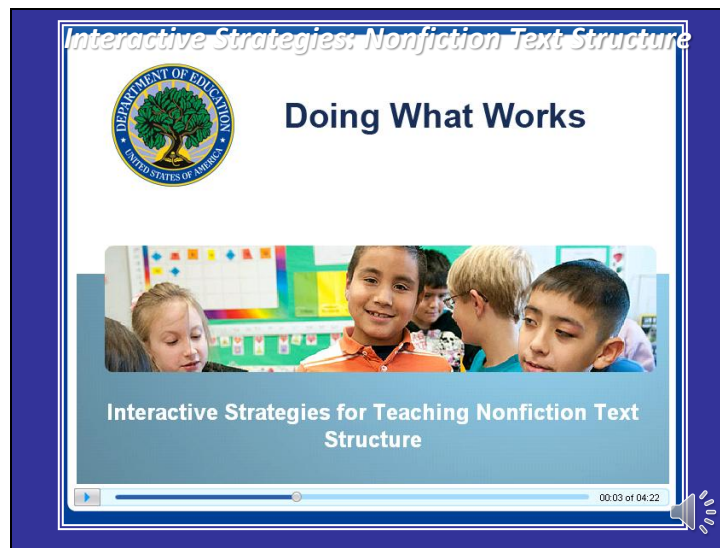
### SEE An Example: Informational Text Structure

Let's move on to the **SEE How It Works** section. Here you'll see examples of teachers doing the practice, including slideshow presentations, video and audio interviews, and sample materials (e.g., lesson planners, data and assessment resources, student work).

- We're going to watch an excerpt from the slideshow, ***Interactive Strategies for Teaching Nonfiction Text Structure***. You'll see how a teacher helps her students understand the organizational structure of informational text through the use of cooperative learning strategies, a compare-contrast graphic organizer, and games.
- **While you watch:**
  - Note the cooperative learning strategies and graphic organizer used by the teacher.
  - Think about how these strategies might fit into your current instruction.

Let's watch...

Slide 10



**NOTE TO PRESENTER:** The slideshow will start automatically (*Interactive Strategies* slideshow, 1 minute 33 seconds)

Interactive Strategies for Teaching Nonfiction Text Structure Working with partners 7 of 13

**Transcript**

I engage students to be able to practice the strategy by getting to work with a partner; they look for signal words together. They work on recording the information in an appropriate graphic organizer and they are doing that with a partner, so it helps them to be better involved in the activity.



01:47 of 04:22

*Discuss and share strategies...*

- **Now that you've watched**, let's **pause here** and take a few minutes to discuss the strategies you observed and share how you might use them in an upcoming lesson.
- **After the webinar**, you can download the [slideshow transcript](#) handout to learn more about this teacher's use of interactive strategies, and you can watch the entire slideshow on the DWW website.

## Slide 12

Text Structure Activities and Student Work - Gayfield Elementary School, Kansas

http://donknewtheworks.com

### Our Town

Old Town case for the Spaulter.

There use to be lots of open space around town.

There use to be only a few stores in our town.

There use to be only one school.

Both Towns are built as the town.

New Town has more roads.

New Town has more stores.

New Town has more big houses.

#### Text Structure Signal Words

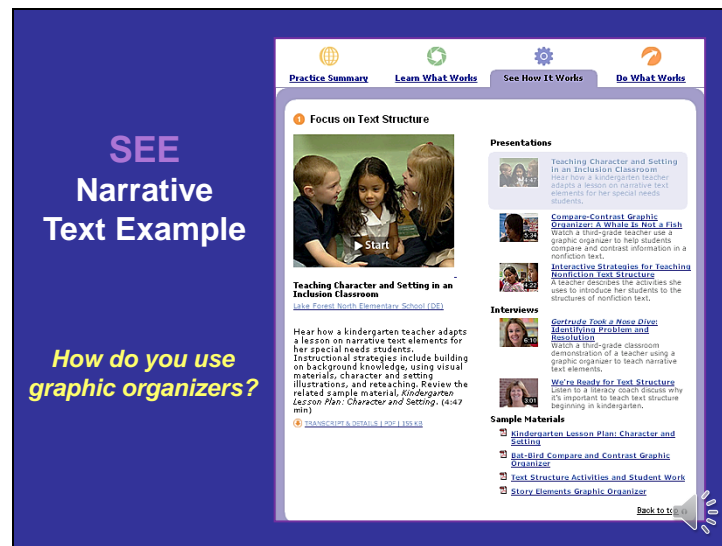
Sequence	Cause/Effect	Compare/Contrast
first	because of	different from
next	as a result of	same as
then	in order to	similar to
finally	may be due to	as opposed to
after	therefore	unlike
when	consequently	however
finally	for this reason	compared with
eventually	if... then	as well as
following	then	either... or
afterward	whereas	both
as soon as	begins with	but
during	ends with	even though
intermediately	has to	in contrast
last	has to	on the other hand
not long after	has to	otherwise
now	is caused by	usually
on identity	leads to	yet
around	results in	and
until	may involve	likewise
that	what... then	by contrast
later	what... then	in comparison
last	what... then	whereas
neither	what... then	
until	what... then	
additionally	what... then	
for example	what... then	
for instance	what... then	
generally	what... then	
in addition	what... then	
above	what... then	
among	what... then	
among	what... then	
appears to be	what... then	
as if	what... then	
behind	what... then	
beside	what... then	
between	what... then	
down	what... then	
in back of	what... then	
in front of	what... then	
inside	what... then	
near	what... then	
on top of	what... then	
over	what... then	
outside	what... then	
such as	what... then	
to the right/left	what... then	
under	what... then	
specifically	what... then	
in particular	what... then	

working on the specific:

- bat
- bird
- spaulter
- open space
- stores
- school
- roads
- houses
- big
- small
- new
- old
- both
- different
- same
- unlike
- however
- compared with
- as well as
- either... or
- both
- but
- even though
- in contrast
- on the other hand
- otherwise
- usually
- yet
- and
- likewise
- by contrast
- in comparison
- whereas

### SEE A Sample Material: Text Structure Activities

- Here's a quick look at the [sample material](#), **Text Structure Activities and Student Work**, that shows *lesson plan* used by the teacher we just saw in the slide show. It also includes *graphic organizer examples* such as this one, and a *list of text structure signal words*.
- And, here's another type of compare-contrast organizer you can use. It's taken from the [sample material](#), **Bat-Bird Compare and Contrast Graphic Organizer**.
- After this webinar**, you can download these [two sample materials](#) handouts, as well as the [transcript](#) for the slideshow you just watched.



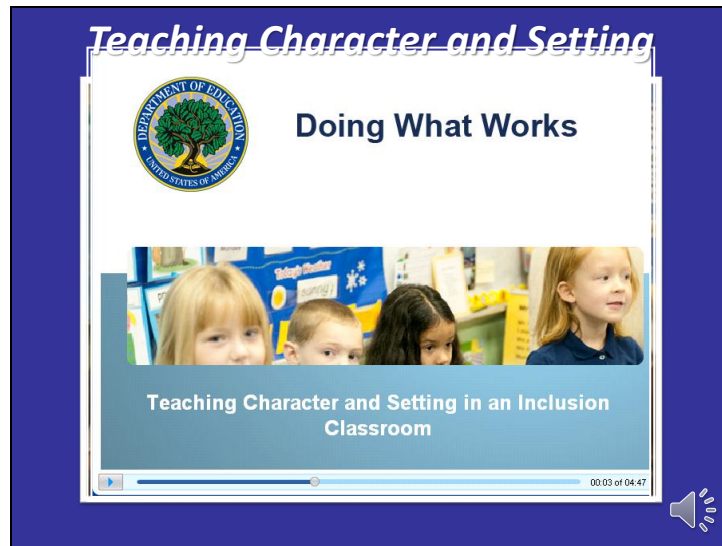
### Another Example: Narrative Text Structure

There's also a [slideshow](#) of a Kindergarten teacher, ***Teaching Character and Setting in an Inclusion Classroom***, I'd like to point out to you. It shows the teacher helping her students to identify and connect the parts of narrative texts to guide their understanding of a story.

- In this lesson, she teaches her students to identify the elements of narrative text, specifically character and setting, by...
  - building on students' background knowledge,
  - using visual materials, and
  - reteaching.
- ***As you watch, think about how you use graphic organizers with narrative text.***

Let's take a quick preview...

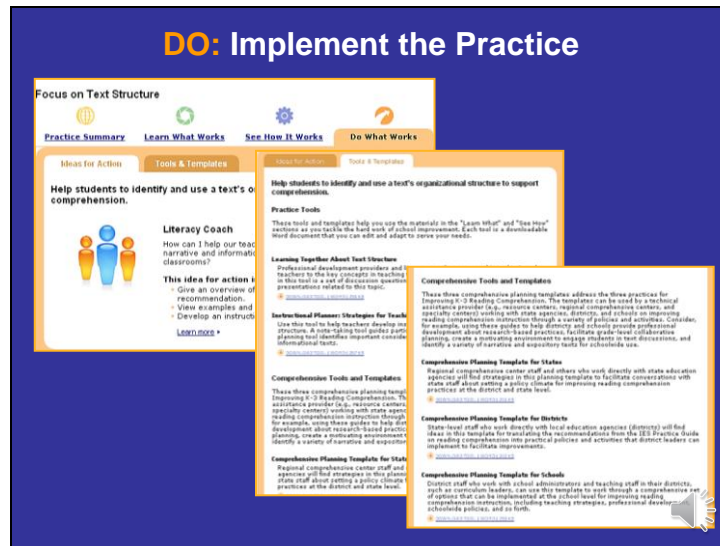
Slide 14



**NOTE TO PRESENTER:** The slideshow will start *automatically* (*Teaching Character and Setting in an Inclusion Classroom*, 1 minute, 36 seconds)



- **After this webinar:**
  - You can download the slideshow transcript, *Teaching Character and Setting in an Inclusion Classroom*, and watch the entire slideshow on the DWW website.
  - In addition, download the sample material handout, *Kindergarten Lesson Plan: Character and Setting*, that shows the teacher's essential questions and activities.

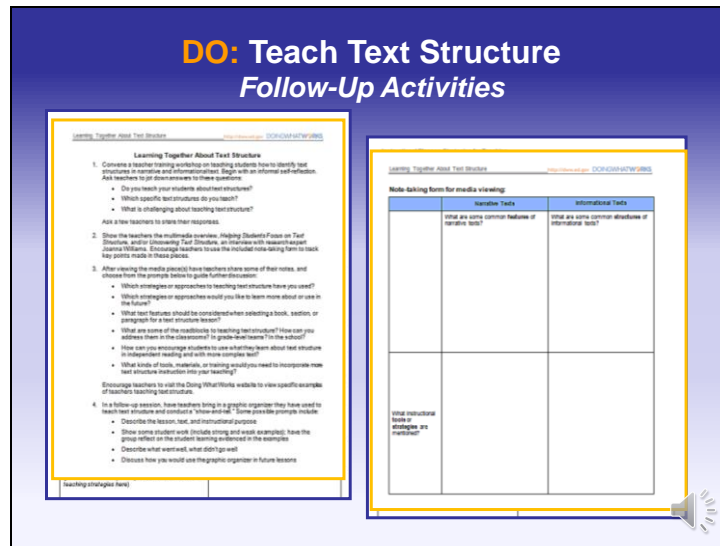


## DO Text Discussion: Ideas for Action and Tools

On this slide, you see the resources available in the **DO What Works** section, which includes Ideas for Action and Tools. These resources are intended to help you implement the practice. They can be adapted and combined in different ways to fit your specific needs.

- **Ideas for Action** show how DWW practice resources can be combined and used to address a specific school or classroom issue, such as *“What are some strategies teachers can use to teach narrative and informational text structure?”* These often include resource examples for planning lessons, mini-workshops, or staff meetings.
- **Tools** help you use specific DWW materials to implement the practice and improve your instruction. Each tool is a downloadable Word document that you can edit and adapt to serve your needs.
- In addition, you’ll notice a listing for **Comprehensive Tools and Templates** at the bottom of the page.
  - These are planning templates that outline the policies and instructional activities needed to effectively implement the Reading Comprehension practices at the school, district, and state levels.





### DO the Practice: Teach Text Structure

#### *Follow-Up Activities*

Here you're going to see two tools for you to use as follow-up activities to this webinar:

**Activity #1** asks you to use an **Instructional Planning tool** to observe instruction and develop plans for teaching about text structure. It includes a note-taking chart and planning chart.

- *Here's a quick look...*

- The note-taking chart is designed to guide observations of classroom or videotaped instruction focused on a text structure lesson and teaching strategies.
- The planning chart helps teachers to begin identifying and planning strategies to incorporate into instruction.

**Activity #2** asks you to use a **Professional Development tool** to learn about text structure.

- *Let's preview the tool...*

- The first page provides a guide for planning and conducting a professional development session, which includes a set of questions for guiding discussion.
- A note-taking form is provided to help teachers focus on the common features of narrative text and the structure of informational text while watching the overview or expert interview for this practice.

***After this webinar,*** download the tool handouts:

- *Instructional Planner: Strategies for Teaching About Text Structure*
- *Learning Together About Text Structure*

## Follow an Idea for Action

**1 Give an overview of the research-based recommendation.**

Click link to pre

**2 View examples and discuss.**

Choose a focus for your discussion, narrative text or informational text, and view the appropriate videos below as a group. Download related sample materials with lesson plans, worksheets, and student work. Use the [note-taking tool](#) as a guide to watching the following media.

For narrative text structure:

- Kindergarten: [Teaching Character and Setting in an Inclusion Classroom](#)

Click links at the right to preview media

**3 Develop an instructional plan.**

Divide teachers into grade-level teams and use the [instructional planning tool](#) to help teachers make a plan to teach narrative or informational text structure.

Click links at the right to preview media

### Follow an Idea for Action

As another follow-up activity, you can try out this “**Idea for Action**” designed to help teachers learn about narrative and informational text structure when you return to your school setting.

- This idea suggests three steps to help you learn about teaching text structure:
  - Give an overview of the research-based recommendation.
  - View examples and discuss.
  - Develop an instructional plan.

***Let’s take a closer look at how you would follow Step 1...***

Use the professional development tool on text structure to introduce teachers to key aspects of the recommendation. The tool includes a discussion guide for the multimedia overview and expert interview with Joanna Williams.

**Learning Together About Text Structure**

1. Convene a teacher training workshop on teaching students how to identify text structures in narrative and informational text. Begin with an opening self-reflection. Ask teachers to give open answers to these questions:
  - Do you teach your students about text structure?
  - Which specific text structures do you teach?
  - What is challenging about teaching text structure?
2. Show the teachers the multimedia overview, *Helping Students Focus on Text Structure*, and/or (showing Text Structure, an interview with research expert Joanna Williams). Encourage teachers to use the provided note-taking form to make key points made in these pieces.
3. After viewing the media material, have teachers share some of their notes, and discuss the prompts below to guide further discussion:
  - Which strategies or approaches to teaching text structure have you used?
  - Which strategies or approaches would you like to learn more about or use in the future?
  - What new features should be considered when selecting a book, website, or paragraph for a text structure lesson?
  - What are some of the challenges to teaching text structure? How can you address them in the classroom (to grade-level learners) in the school?
  - How can you encourage students to use what they learn about text structure in independent reading and with their complex text?
  - What kinds of tasks, materials, or training would you need to incorporate more text structure instruction into your teaching?
4. Encourage teachers to visit the *Doing What Works* website to view specific examples of teachers teaching text structure.
5. In a follow-up session, have teachers bring in a graphic organizer they have used to teach text structure and conduct a whole-class discussion. Some possible prompts include:
  - Describe the lesson, text, and instructional purpose.
  - Show some student work (include strong and weak examples). Have the group reflect on the student learning and discuss the examples.
  - Describe what went well, what didn't go well.
  - Discuss how you would use the graphic organizer in future lessons.

**Note-taking form for media viewing**

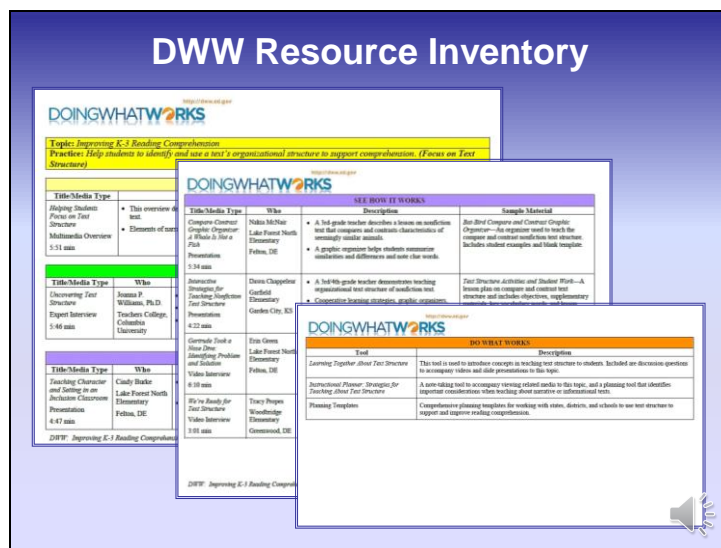
	Narrative Texts	Informational Texts
	What are some common features of narrative texts?	What are some common structures of informational texts?
What instructions, tools or strategies are mentioned?		

## LEARN and DO the practice

**Step 1** outlines how you can use resources from the LEARN and DO sections to help you introduce and discuss text structure and teaching strategies with school staff.

- It recommends that you...
  - ...use a professional development tool from the **DO** What Works section (*which you just saw*) **as a guide for...**
  - ...watching and discussing the multimedia overview (*which you watched earlier in this presentation*) or the expert interview with Joanna Williams from Columbia University that you'll find in the **LEARN** What Works section.
- You'll recall that the tool includes:
  - A guide for planning a professional development session and facilitating a staff discussion after watching the expert interview.
  - A note-taking form for participants to use while listening to the interview.

**This is just one of the many ways DWW resources can be combined to support the implementation of research-based practices.**



### Inventory of Professional Development Materials: Focus on Text Structure

The DWW website includes a wealth of resources. To help you find what you need, each DWW topic includes an inventory of resources available on the website for each of the topic's practices.

- Here you see the inventory for the ***Focus on Text Structure*** practice.
  - It lists the media and other resources included in the:
    - ✓ LEARN What Works section,
    - ✓ SEE How It Works section, and
    - ✓ DO What Works section.
- The inventory can help you find resources that address specific needs at your school.
- When you return to your school, download the inventory and try one of the following activities during a staff meeting or PLC:
  - Pose a question and read through the inventory to identify useful resources.
  - Look through the inventory to generate ideas for improving instruction.
  - Look across the LEARN, SEE, and DO sections to see how you might combine the resources.
    - The *Ideas for Action* are a good place to start. You can see an example of how to put the resources together and plan a professional development or staff training session.



Visit the Center on Instruction (COI) and Doing What Works (DWW) websites to see additional reading comprehension resources that can support all schools with their improvement efforts.

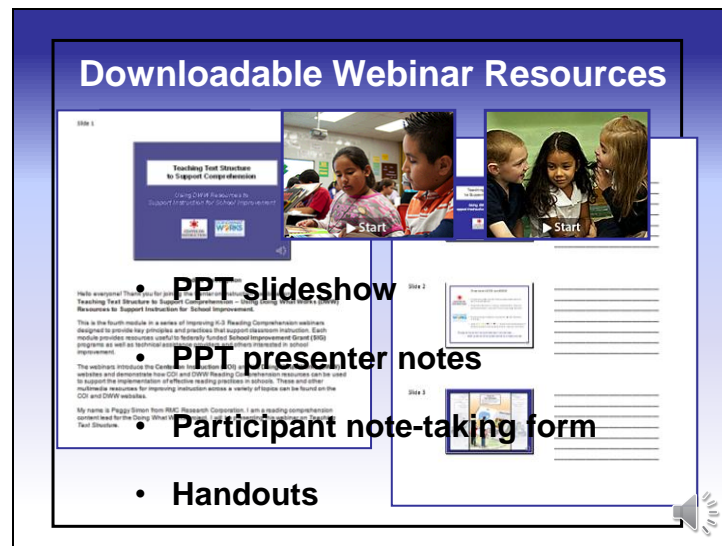
- **COI offers materials and technical assistance to support:**

- Leadership
- Improving Literacy Instruction
- Professional Development

- **DWW offers practical tools and resources for implementing:**

- K-3 Comprehension Strategy Instruction
- K-3 Engaging Students with Text
- Teaching Literacy in English to K-5 English Learners
- Response to Intervention in Primary Grade Reading

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- **After this webinar**, download and review the [DWW and COI Resource List handouts](#) to identify information that you can use to implement research-based practices for improving reading comprehension instruction.



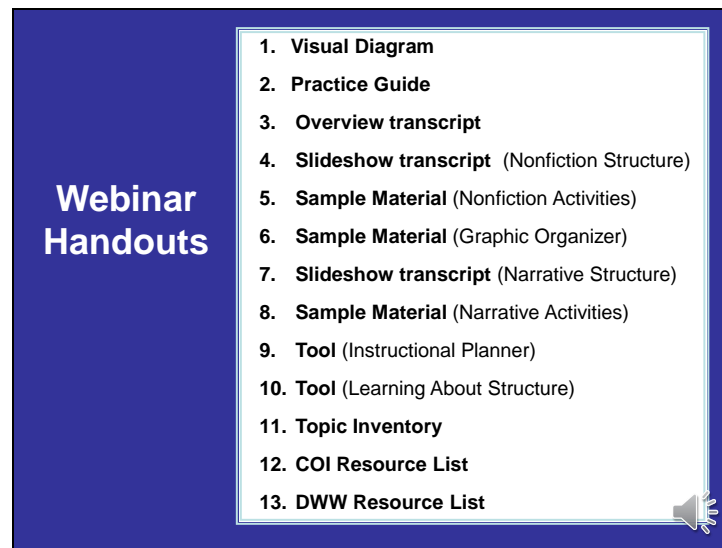
Available for download from the COI website are the webinar's:

- **PowerPoint slideshow,**
- **PowerPoint file with embedded presenter notes,**
- **Participant note-taking form, and**
- **Handouts.**

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***Before the webinar begins,*** download the:

- Presenter notes to guide your presentation, and
- Participant note-taking form for participants to use during the presentation.

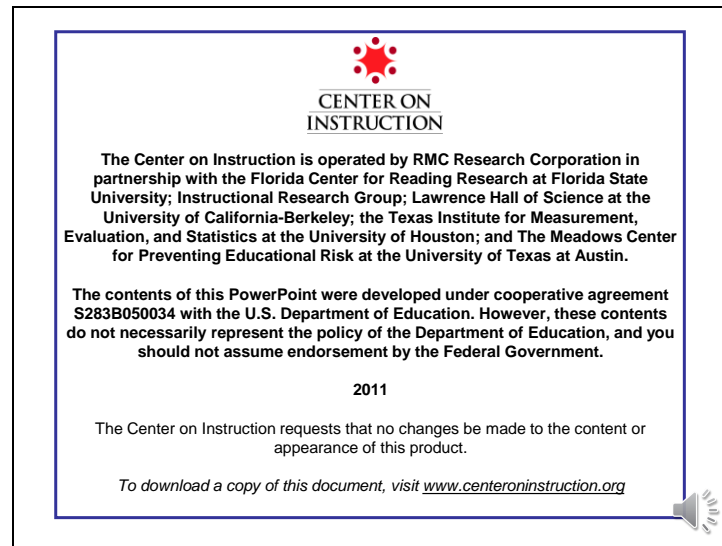


### Webinar Handouts

The handouts provided include the *media transcripts, sample materials, tools, and other resources* described throughout the webinar. The handouts can be downloaded:

- ***Before the presentation*** to follow along during the webinar, *OR*
- ***After the webinar*** for you to review or to share with colleagues.

COI and DWW resources are ideal for use as professional development tools for working with state, district, and school staff.



- ✓ And that concludes today's webinar.
- ✓ Thank you for your time and attention!
- ✓ It's really been a pleasure to share with you the COI and DWW reading comprehension resources.
- ✓ Please be sure to listen to the other three webinars in this K-3 Reading Comprehension series that are also available on the COI website. Look for...
  - *Overview of the Reading Comprehension Research,*
  - *Teaching Comprehension Strategies, and*
  - *Engaging Students with Text.*
- ✓ Also, don't forget to visit the **COI** ([www.centeroninstruction.org](http://www.centeroninstruction.org)) and **DWW websites** ([dww.ed.gov](http://dww.ed.gov)) for more information.

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**Disclaimer:** *The Center on Instruction is funded by the U. S. Department of Education for the purpose of providing research-based resources and technical assistance. However, its work is not explicitly endorsed by the federal government.*