



WHAT THE EXPERTS SAY

Video: Powerhouse Pit-stop Sequence Nonfiction Text Structure (set of steps and directions)



Primary Aged Readers: Learning About Text Structures

Researchers found that teaching young students the text structures found in nonfiction (expository) texts is not only possible, but also quite effective in improving comprehension. In three separate studies, second graders were asked to answer questions about what they read, summarize what they read, and retell what they read. In each study, the students who received instruction in text structures had significantly better comprehension than those students who had not received instruction in the text structures. In another study, researchers found that the most effective instruction used well-structured examples of the various text structures.

A Plan for Modeling Sequence Text Structure

Readers benefit by thinking about the sequence of text. Here are the important parts to include in a sequence text structure think aloud:

- *Connect* to previous learning or introduce new learning.
- *Activate Student's Listening* by establishing a task or posing a question to the reader in order to make connections to current concept(s) that are being studied.
- *Read* the passage. Before reading, announce the title and the author of the passage.
- *Demonstrate* how you will use sequence nonfiction text structure to understand this passage. Slow down your thinking and make it explicit. Note how signal words help you make sense of the author's message. Record your thinking on a sequence chart. Review why the process was helpful.
- *Student Application* provides an opportunity for the reader to demonstrate his/her use of this comprehension process that leads to his/her own think-aloud.

References:

- Calhoun, E. (2004). *Teaching beginning reading and writing with the picture word inductive model*. Alexandria: ASCD.
- Read, S., Reutzel, D. R., & Fawson, P. C. (2008). Do you want to know what I learned? Using information trade books as models to teach text structure. *Early Childhood Education Journal* 36, 213-219.
- Wilhelm, J. D. (2001). *Improving comprehension with think-aloud strategies: Modeling what good readers do*. New York: Scholastic.