



NEW YORK STATE MIGRANT EDUCATION PROGRAM

Title: Reading Comprehension of Informational Text: Graphical Features

Description: This strategy helps students learn to note the various graphical features to help them understand the written text. After a demonstration, participants have time to practice finding graphical features and then explaining how the various features help them understand information in the text. This module includes specific strategies for teaching English Learners how to find and use graphical features.

Developer: Kathleen M. Lord, Ph.D., Associate Professor of Literacy Education, Department of Teaching and Learning, SUNY New Paltz.

Series: The Reading Comprehension series includes nine modules with targeted strategies to teach students how to manage their reading. The modules can be used in any order.

Facilitator Guide

INDIVIDUAL ACCESS/SELF-SERVE (*for Individuals viewing this module independently*): While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies listed below, before beginning.

CTLE CREDIT

Group Workshop: If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm date and module.
- b. Use the M-TASC Participant Sign-In Sheet, and submit
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

Individual Access/Self-Serve: For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

OBJECTIVES/LEARNING TARGET(S)

- Review informational text types.
- Understand the importance of using the graphical features in text.
- Explore instructional strategies.
- Reinforce strategies to support English Learners.

WORKSHOP/MODULE DESIGN

This workshop is designed for teachers and can be completed as a stand-alone or with any of the other Comprehension modules.

CONNECTION TO THE NYS MEP

THEORY OF ACTION

Subject Content and Instruction

- This activity is instructional and supports student's comprehension.

SUPPLIES AND MATERIALS

- Video: *Comprehension: Informational Text – Graphical Features*
 - Use the video link on the NYS migrant website in the Professional Development section for this workshop, “*Reading Comprehension of Informational Text: Graphical Features.*”

- Participant Handouts
 1. Power Point Notes
 2. Instructions for Strategies 1 and 2
 3. Graphical Features Scavenger Hunt
- Reading A-Z Readers (or substitute with other non-fiction/expository/informational text)
 - Grade 1: Elephants: Giant Mammals
 - Grade 2: Coral Reefs
 - Grade 3 – Soccer
 - Grade 5 – The Plague!
 - Grade 5 – What is Water Worth?
- Additional Resources – Strategy 2
 - Instructions for Strategies 1 and 2
 - Text Feature Find
- Workshop Sign-in
- Workshop Evaluation

Facilitator Note: Some of the graphic organizer handouts are student resources that are used with permission from the Florida Center for Research: home page <http://www.fcrr.org>

GETTING STARTED

(Video: 7 minutes. Stopping for the Practice Activities: 10 - 15 minutes more.)

- Disseminate handouts and supplies.
- Start the Video Presentation: *Comprehension of Informational Text- Graphical Features*

Key Points for Independent Learning

- Features correspond with text.
 - Maps are used when explaining location in text.
- Students must be aware of the purpose.
- Students need to know the various presentations of the features (e.g., timelines might not look alike but the purpose is the same).
- Overall, helps students understand the meaning of the text.

Facilitator Note: The presenter, Kathleen, will demonstrate Strategy 1, Locating Graphical Features. After the demonstration, there will be time for participants to practice the strategy demonstrated. You will hear a bell tone when Kathleen starts giving directions for a practice activity. The graphic on the video will say, “STOP HERE AND PRACTICE.” A brief musical riff will play when the directions are complete and it is time to stop the video for participants to practice the activity.

PRACTICE ACTIVITY: Strategy 1 – Locating Graphical Features

Key Points

- These features vary in the way they are presented.
 - For instance, various books display timelines, scales, or charts differently.
 - Many students need to experience that the functions of these graphics are similar, even though it might look different in a different text.

Handouts: Instructions for Strategies 1 and 2
Graphical Features Scavenger Hunt

Reading A-Z Readers (or substitute with other non-fiction/expository/informational text)

Grade 1: Elephants: Giant Mammals

Grade 2: Coral Reefs

Grade 3: Soccer

Grade 5: The Plague!

Grade 5: What is Water Worth?

Practice, process and return to the video.

Facilitator Note: For groups, process the activity as a large group before returning to the video. Possible questions for processing: How did it go? What student could you use this with?

FOLLOW UP – Additional Resources to Share

Facilitator Note: Students and teachers can be overwhelmed when given too much. You can let participants practice with the handouts used above, and save the additional resources below for future professional development as an opportunity to return to the story mapping and increase their strategies. Plan 10-15 minutes to walk through the instructions and practice the activity.

PRACTICE ACTIVITY

Strategy 2 – Evaluate Usefulness of Feature to Support Understanding

Key Point

- Often students can easily locate the features, but they have difficulty using these features to support learning from the text.

Handouts: Instructions for Strategies 1 and 2
Text Feature Find

Facilitator Note: This activity uses the same graphic organizer, Text Feature Find, as found in Module 6, Reading Comprehension of Informational Text: Text Features. This time use the handout to name and explain graphical features such as maps, charts and pictures, as opposed to text features such as the Table of Contents, heading or an index.

Closure for Group Workshops

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>