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EDG511/EDU334:

Integrating Learning Standards for Curricular Literacy Skills into the Curr: OA

Week 4 Reading Quiz Klingner Ch. 4

- What are the 6 Expository Text Structures? Briefly define each.

“Expository text structure” is a term or phrase that refers to how a text is organized, and it provides the how and why of what the reader needs to identify in the information being read. Narrative and expository text each have different text structures. The narrative text structure is fairly predictable in its structural pattern. However, the Expository text structure has more variation in the organizational patterns. The key is often found in the main idea and in the associated signal words.

The six Expository Text Structures are:

1. Description- The main idea is the who or what and descriptors of setting, characteristics, and other information (for example, specifically, in particular).
2. Sequence- The main idea is formed through the procedure, order of events, and time sequencing (first, next, later).
3. Cause-effect relationships- The main idea is linked through ideas of causal effect (if, therefore, as a result of).
4. Problem-solution- The main idea is formed through two separate components: the problem or challenge and the solution or resolution (question, answer, response).

5. Comparison- The main idea components are built by the structural principles of similarities and differences (alike, share, however, differ).
 6. Listing- Information is organized in a serial fashion and works alongside other structures (ordinal numbers such as first, second, and furthermore, also.)
- On pg. 80, what activities does Graves recommend you should conduct prior to reading?

Two studies by Graves in 2006 and 2001 provide valuable input into essentials for pre-reading with all learners, but especially struggling readers.

1. Set a purpose for reading.
2. Motivate students to read.
3. Pre-teach key vocabulary words and concepts.
4. Link students' background knowledge and experiences with the reading.
5. Relate the reading to students' lives (making connections).

"It is important for teachers to **create a context** for students that facilitates comprehension by identifying key concepts, ideas, and words and then preteaching them, especially when reading expository text." (Vaughn et al., 2015, p. 80).

- On pg. 86, what are three suggestions for asking thoughtful questions?

"Smart questioning is an essential feature of assessing reading comprehension and a tool for extending understanding of what was read." (Vaughn et al., 2015, p. 85).

Three suggestions for asking thoughtful questions are:

1. Identify the purpose of the question. This will invite a richness of dialogue rather than short flat answers. Questions designed for motivating and engaging can implicitly bring about understanding checks, formulate new and different points of view and transfer learning to other situations.
2. Encourage in-depth responses. This can vary and be individualized depending on the learner's needs. Higher-level thinking tasks can be inspired through inquiry of predicting, comparing, contrasting, and inferring.
3. Consider question-wording. Clarity and brevity can be the struggling learner's greatest tools. When the questions are understood, the teacher will often glean more from these students.

- On page. 93, list the steps in the Paraphrasing Strategy to get at the Main Idea.

The steps in the Paraphrasing Strategy RAP are as follows:

1. Read a paragraph.
2. Ask myself, "What are the main idea and two details of this paragraph."
 - If I am not sure, complete the following:
 - This paragraph is about_____.
 - It tells me about_____.
 - If I need more information:
 - Look for the first sentence of the paragraph.
 - Look for information that is repeated with the same word or words in more than one place.
 - Identify what the details describe or explain.

3. Put the main idea and details into my own words.
 - Must be a complete sentence (subject and verb).
 - Must be accurate
 - Must contain new information.
 - Must be in your own words.
 - Must contain only one general statement per paragraph.

- What are the three Adaptations for Students with Special Needs found on page 106?

Three Adaptions for Students with Special Needs:

- 1) Provide an outline of the teacher preview and guiding questions ahead of time to help students with auditory processing and focus difficulties.
- 2) Adjust the number of focus questions asked of these students. The focus should be on one important question at a time specific to individual skills.
- 3) Prereading the selection is a way for the students to benefit from the additional reading practice. The teacher and students can collaborate together to prepare the class teacher preview.