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Hoyt's Expository Text Strategies

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Teaching Reading of Non-Fiction Texts

Based on the works of



Linda Hoyt

Author of

*Make It Real: Strategies for Success
with Information Texts*

What is comprehension?

- The process of constructing meaning using both the author's text and the reader's background knowledge for a specific purpose (Literacy for the 21st Century, p. 374).

- Sally looked out the window in great anticipation. The gray billowing clouds were tumbling on the horizon. She grabbed her coat and ran outside.

Factors That Influence Comprehension

- The reader's background
- The structure of the text
 - Narrative or a story
 - Expository or informational
- The purpose of reading
 - Enjoyment
 - Information

Why is Comprehension Instruction Important?

- The whole purpose of reading is to understand. Reading provides us with new information to learn or stories that are simply for enjoyment. Good readers actively engage in text and monitor their comprehension. Students who are good at monitoring their comprehension know when they understand what they read and when they do not. When something does not make sense, good readers go back and figure out what didn't make sense and why.

Reference: Put Reading First Video Guide, p. 10.

Types of Text

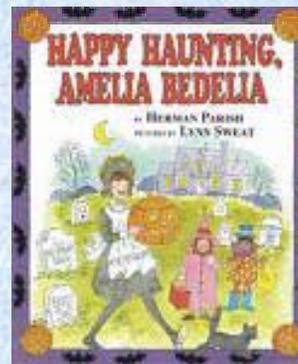
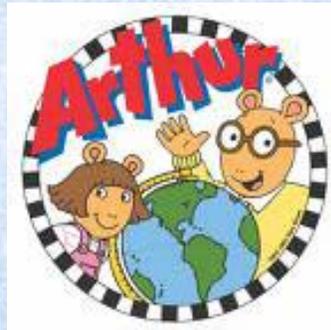
- Narrative text typically follows a single general structural pattern called a story grammar.
- Expository text comes in a variety of patterns such as description, sequence, compare-contrast, and cause-effect.

Reference:

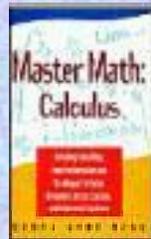
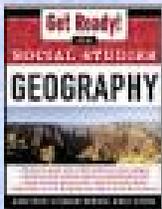
<http://www.itrc.ucf.edu/forpd/strategies/strattextstructure.html>

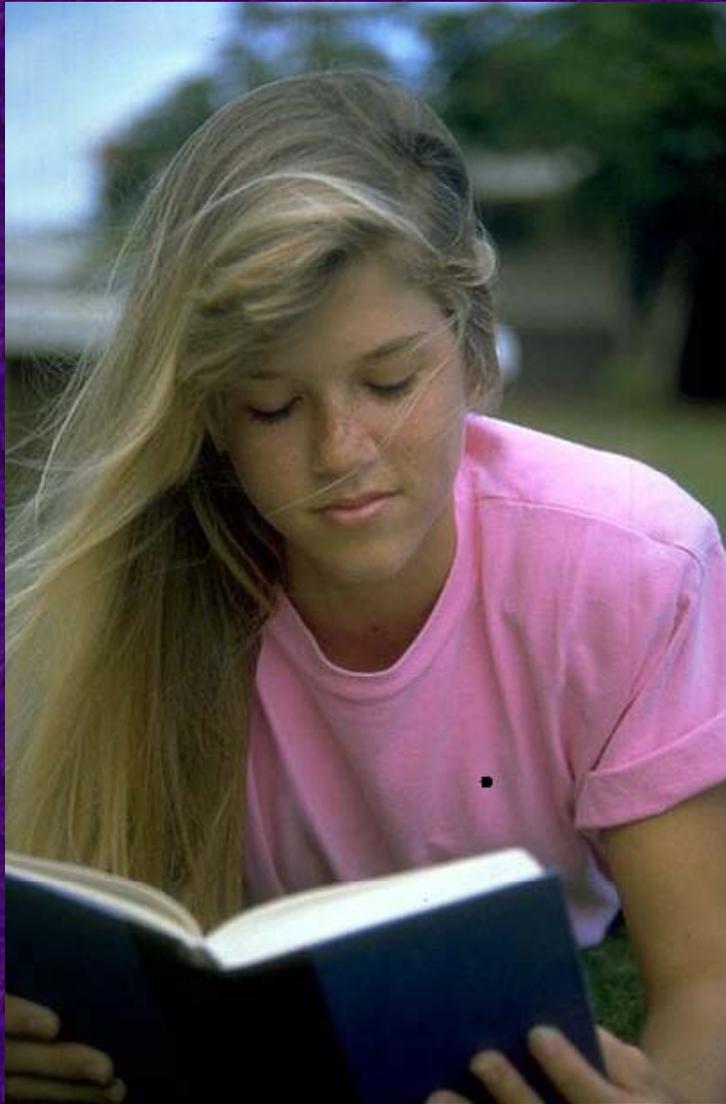
Children begin their literacy journey with fiction favorites.

They therefore often gravitate towards this type of literature.



**However, what will happen
when they are handed a text
book in fifth grade, middle
school, high school and
EVEN COLLEGE?**





As educators, are we equipping our students adequately for their academic career?

How will their attitude change towards reading when they are handed non-fiction texts?



From the desk of Linda Hoyt...

- Recent research suggests that 86% of texts read by adults are non-fiction (newspapers, magazines, directions, recipes, menus, etc.).
- Reading should not be taught in isolation from teaching content in social studies, science, and math.
- *“Could I have two goals in science, one for content and one for a reading strategy? The answer, of course, was yes!” (Hoyt, 3)*

How much fiction and non-fiction texts are your students gaining exposure to?

Strive for 50% in each area.

Reading	%	%	Writing	%	%
	Fiction	Nonfiction		Fiction	Nonfiction
Read Aloud			Modeled Writing		
Shared Book/Text Experiences			Shared Writing/ Interactive Writing		
Guided Reading			Guided Writing		
Literature Circles					
Independent Reading			Independent Writing (Writers Workshop)		

(Hoyt, 6)

WHAT TYPES OF NON-FICTION SHOULD BE USED?

- Allow students to navigate through REAL newspapers. Provide highlighters and post-its.
- Discuss the steps in recipes and assembling instructions. Are different instruction formats more effective than others? Why?



Before Reading Non-Fiction Texts: Plan of Action

- Your reading **PURPOSE** differs from fiction to non-fiction.
- Make a Reading Plan with your students:
 - Our purpose for reading is_____.
 - What we already know about this topic_____.
 - We will begin by_____.
 - Then we will_____.
 - Next we will_____.
 - We learned that_____.

(Hoyt, 91)

The Different Ways Readers Approach Different Kinds of Text

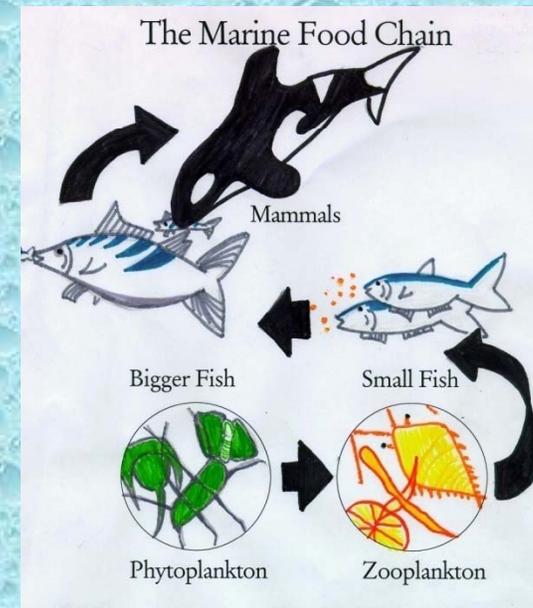
By Jodi Wilson

	Reading for "Story"	Reading for "Information"
1. Way in which text is read	*WHOLE text – front to back; top to bottom; left to right	*May read only PART of the text; visuals may be read right to left, in a circular or zigzag pattern
2. Gateway (where a Reader enters text)	*First line of the text	*Could be: Table of Contents, Index, Headings, Illustrations
3. Visual Information	*Verbal narrative does not necessarily need pictures to make meaning	*Visual information can be used for meaning even with few or no words

(Hoyt, P. 103)

Previewing Non-fiction

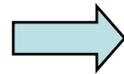
- Non-fiction texts have certain characteristics such as bold-faced words, charts, pictures, maps, table of contents, etc.
- It is essential for an educator to show students how to approach these items prior to reading for effective comprehension.



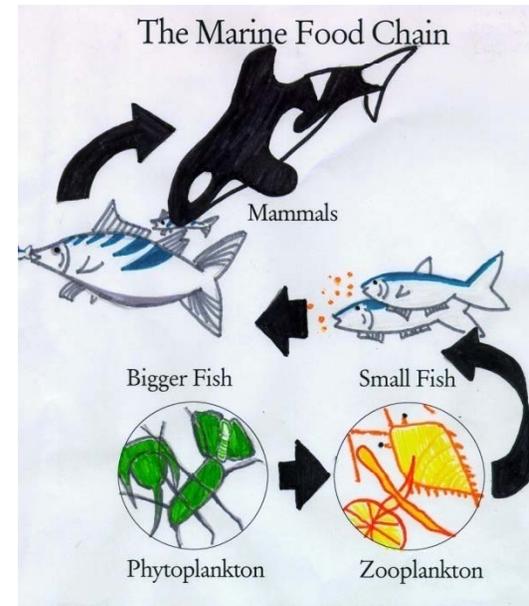
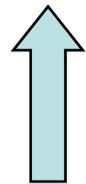
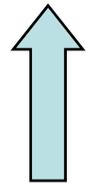
Directionality in Non-Fiction

Knowing where to Go

When working with columns of text, such as in a newspaper, will students know where to go after this sentence stops?



We must show them to start here.



Where do I Start?

Activities Before Reading: The Hook

- **Word Theater:** Students act out key words from the text selected by the teacher in a charades-style manner. Those not acting must guess the key word from a list posted on the board.
- **Pre-reading Picture Sorts:** Copy and cut out key pictures, diagrams, charts, etc. from the selected text and allow the students to sort them logically and create their own captions.

More Pre-reading Activities

Scaffolding Reader

Questions:

Ask students to generate questions based on the table of contents, diagrams, and pictures they preview.



Based on my preview of:	My questions are:
Title and Table of contents	Where do wolves live?
pictures	Can wolves be any color?
Diagram on page 10	What is a food chain?

During Reading: Making Connections

- Slow reading pace for necessary comprehension (98).
- Be aware of the layout of the pages, including visuals and directionality.
- Point students to the particular visuals that aid comprehension.
- Assignment for students:
 Sketching
 - Sketching based on text and visuals
 - Form will depend on information presented
 - Examples:
 - Horizontal Timelines for Historical Events
 - Circular Cycles in Science
 - Vertical Graphic Organizer for Family Genealogy



More Reading Activities

- **Early Notetaking during Reading:** Give students sticky notes to write down key ideas, limiting them to a few words. Have the students place the notes directly on the text.
- **Making Your Own Table of Contents:** Allow students to create their own table of contents that would show another reader what the book is about.

- **Read, Cover, Remember, Retell:** Stop students in the middle of reading the passage. Ask them to cover the text with their hand, remember what they have read silently, then relay the information to a partner in their own words.



After Reading Activities: Preparing an Informational Recall

Prompt students to record main ideas, important parts, and give an evaluation of the author's effectiveness.

Place a \checkmark in the boxes you select.

- What was the main idea the author was trying to communicate?
- If you were to write about this topic and tell just the most important parts, what would you include?
- What was the most interesting part of this book?
- Did you think the author presented the information well? Why or why not?

(Hoyt, p. 198)

After Reading Activities: Guided Writing

Informational reading should lead to informational writing. Students will understand how to read informational texts better if they practice writing it themselves.

Writer: _____ Topic: _____

In my informational writing, I remembered to include:

-  A Title
-  Headings
-  Illustrations
-  Captions
-  Drawings with labels
-  A labeled diagram
-  A chart

(Hoyt, p. 256)

Special considerations for English Language Learners

- Be conscious of the needs of your ELL Students:
 - They need to stop frequently during reading to gain comprehension.
 - When you are explaining a concept, draw stick figures, arrows, or make sketches to increase their comprehension.
 - ELLs may benefit from reading the work of their native-English speaking peers. This will provide them with texts at their oral language proficiency level.

Special Activities for ELL Students

- **Create “cloze” activities with well-known texts:** Cover key words of the text with post-it notes, leaving chosen letters showing. Conduct a class discussion prior to reading the text , leading students to predict what words are hidden based on the illustrations and table of contents.
- **Repeated Readings of Books:** Repeating readings of a text give ELLs increasing comfort with particular topics and words. Ask students to look for something different each time they read, maybe moving from the main idea at a first reading to specific details in diagrams the next time.

More Activities for ELL Students

- Take advantage of the visual vocabulary in illustrations in non-fiction texts. Allow students to place **word labels** directly on the pages of the text for comprehension.
- Use **wordless books** such as National Geographic texts. Allow students to compose their own captions.

