



*Delving into Non-Fiction  
Texts in Reading  
Recovery*

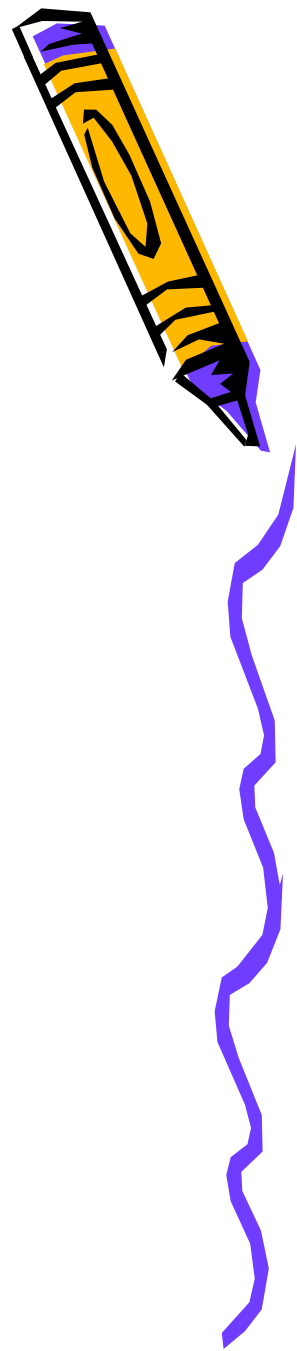
California Reading Association Conference, 2015

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# Non-fiction (informational)

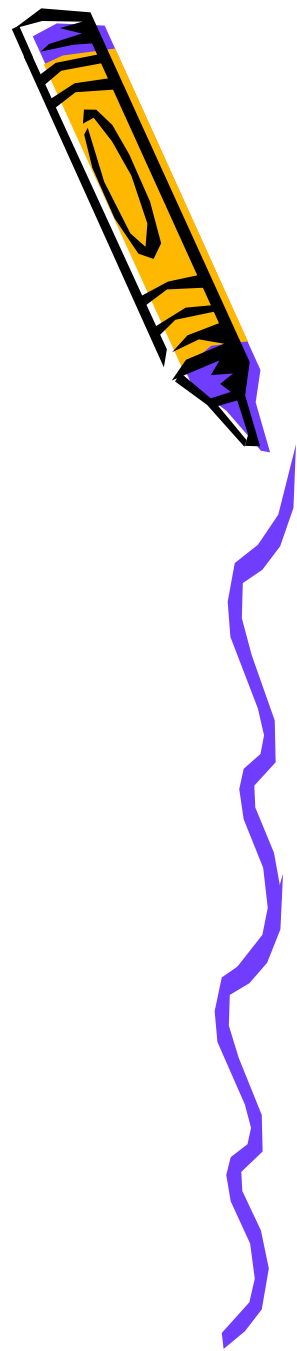


- What non-fiction or informational reading and writing have you been doing in the last couple days?

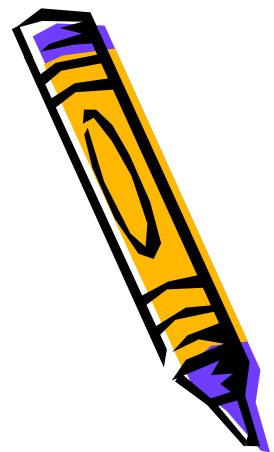


"Reading continuous  
texts, whole stories  
and information  
books"

LLDI, chapter 3 title



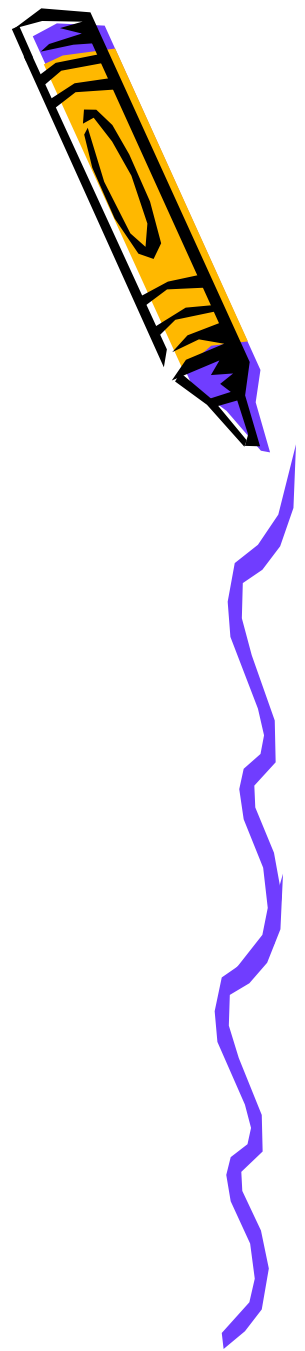
# Sorting Books



- Sort the books at your table in a variety of ways. Ideas:
  - Types of non-fiction
  - Text features
  - To use or not to use
    - "The good, the bad, and the ugly"
  - Any other ways

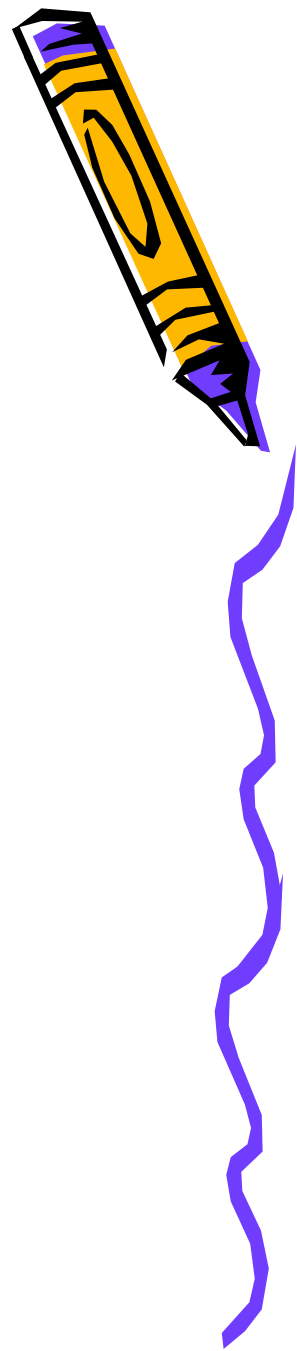


# Table Share Out



# Types of Non-fiction

- Narrative
- Expository
- Persuasive
- Descriptive



# Features of Text

- Lines of text on a page
- Spaces between words
- Text layout
- Print form
- Sentence structures
- Paragraphs and sentences
- Language- repetitive words and patterns
- Dialogue
- Punctuation
- Words - Vocabulary
- Illustrations
- Text structure
- Length of text
- Genre
- Word solving opportunities



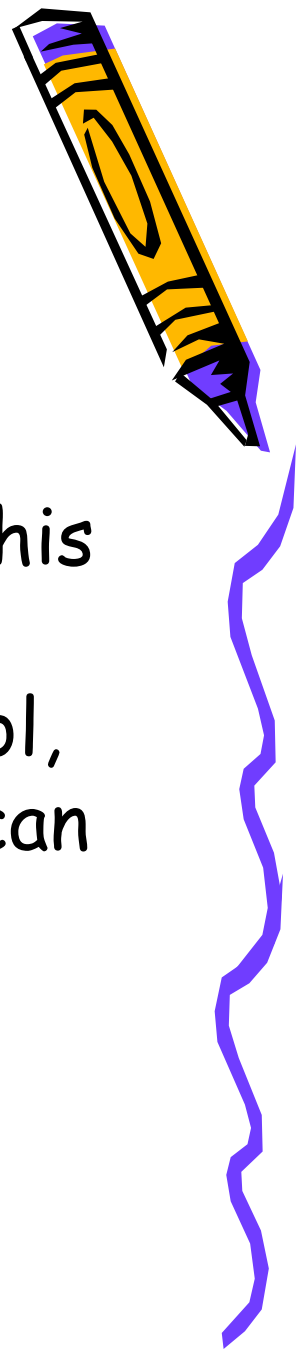
# Texts to Avoid

- "...learn to avoid texts that prove to be extraordinarily difficult for hard-to-teach children because they introduce unusual ways of dealing with language, print or pictures. From time to time teachers should discuss with colleagues features of books they have found unduly challenging for particular children." Clay, M. (2005), pp.89





# Selecting Books

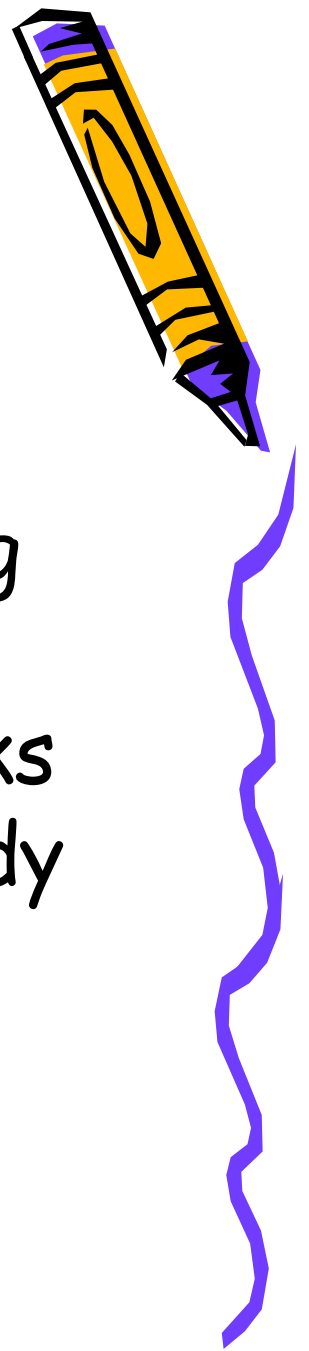


- "Choose it for a particular child with certain strengths and challenges at this time. A successful choice of a book would be well within the child's control, using words and letters he knows or can get to with his teacher's help."

Clay, M. (2005), pp.89-90



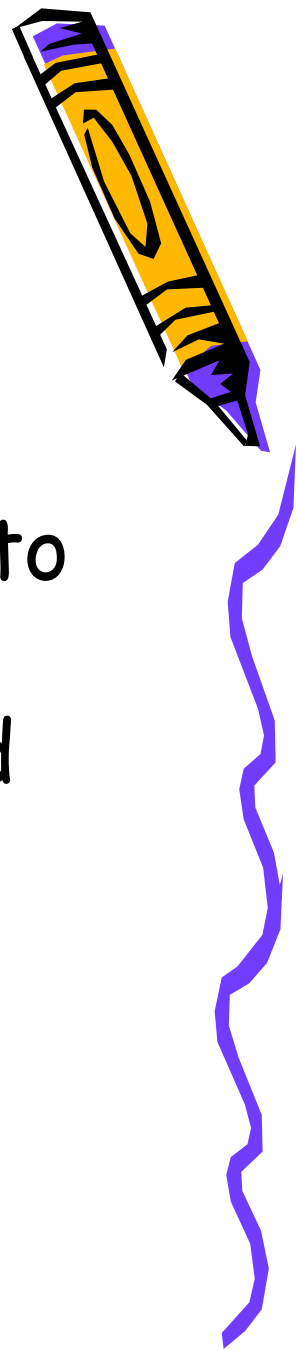
# Selecting Books



- "One or two things in the book will require new learning. The teaching goal would be to settle those new things into the integrated networks of knowledge that this child already controls..."
- Clay, M. (2005), p. 90



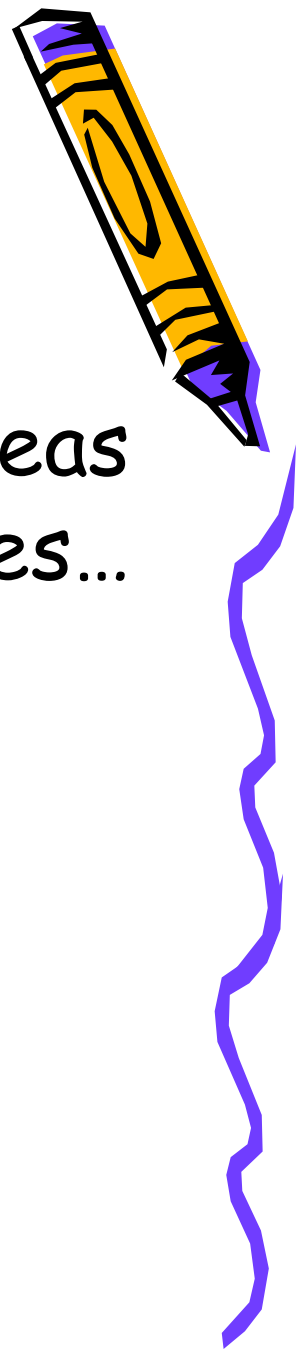
# Selecting Books



- "The outcome should be that the reader should be keen to move on to the next exciting exposure to new things... Aim to have the child read this book fluently."
- Clay, M. (2005), p. 90



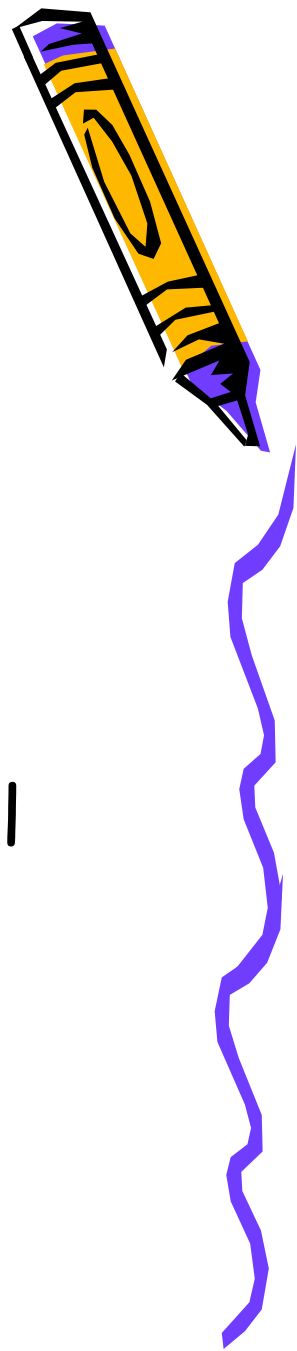
# Orientation (by the child)



- "The aligning of oneself or one's ideas to the surrounding or circumstances... The teacher reads it to herself, thinking about the best ways to orient this child to this book."
- Clay, M. (2005), pp. 90-91



# Make the Child Familiar with



- "...the story
- The plot
- Phrases of language he might never have heard
- Unusual names and words
- And with old words used in an unusual way.
- Take the 'bugs' out of the text"
- Clay, M. (2005), p. 91



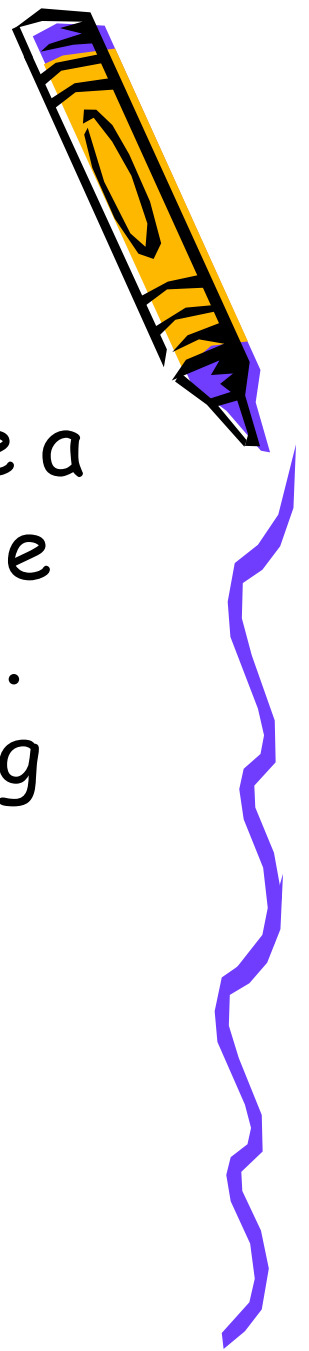
# For a Particular child, the teacher might



- Draw the child's attention to an important idea
- Or discuss the pictures to give a sense of the complete plot, with or without the ending
- Or give the child opportunities to hear and use new words and structures that he will need to use in the reading
- Or anticipate and prepare the child for something in the story that is a new object or activity
- Or you might even read a page that could be challenging without your help.



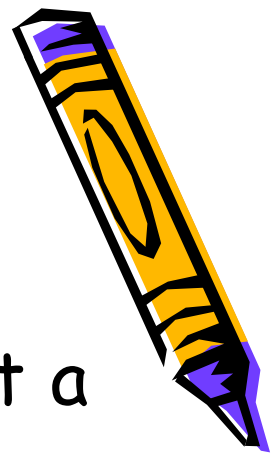
# Conversation



- Although the interaction flows like a conversation, it leaves room for the child's input to inform the teacher. It also includes deliberate teaching moves.
- Clay, M. (2008), p. 175



# The First Reading



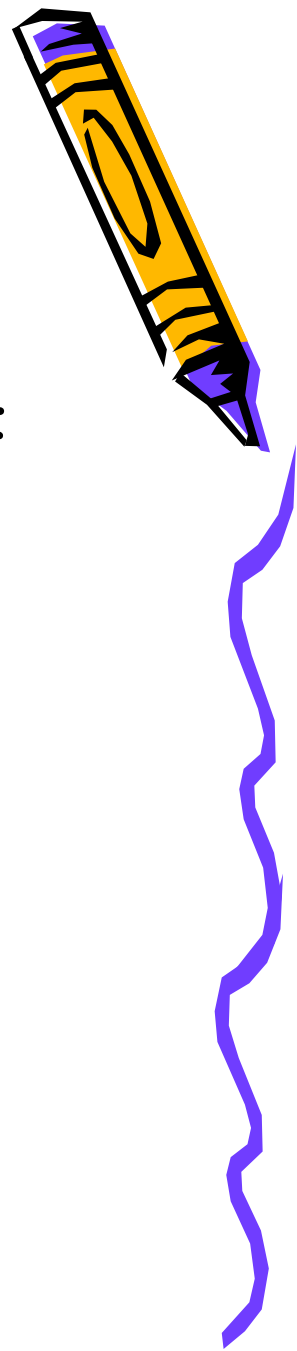
- The first reading of the new book is not a test; it needs to be a successful reading. Prepare the child for correct responding on the first encounter.
- "...plan for the child to have in his head the ideas and the language he needs to complete the reading... It helps if the child knows what the story is about before he reads it." p. 91



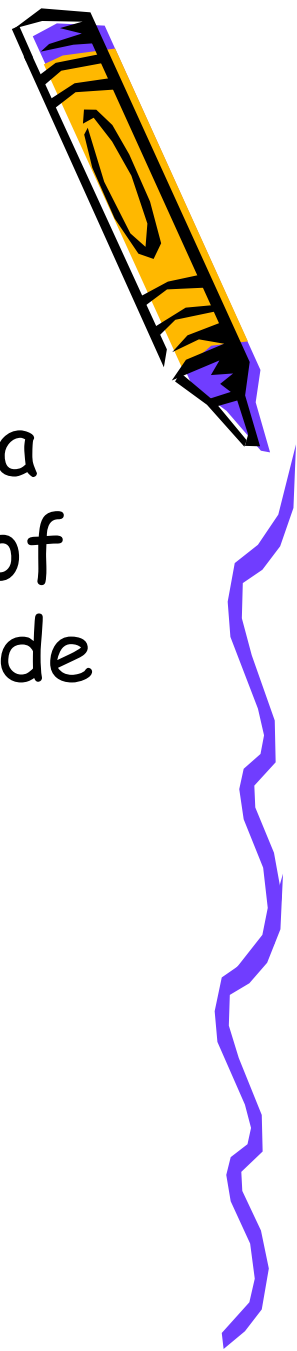


# What Makes it Difficult?

- If the text is complex with lots of pronouns or high number of unfamiliar words or words with double meaning.



# Perspective Taking

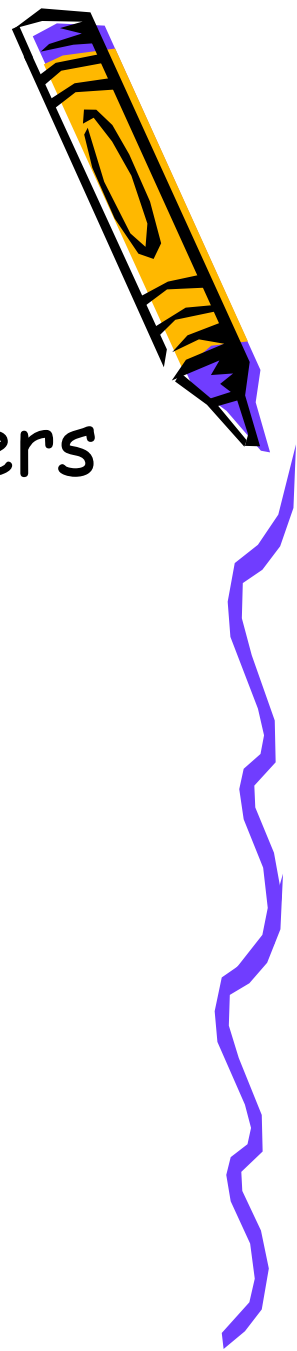


- "If you can't or will not try to see a situation from the learner's point of view, you are very unlikely to provide assistance that proves helpful."
- Wood, D. (2003), p. 8



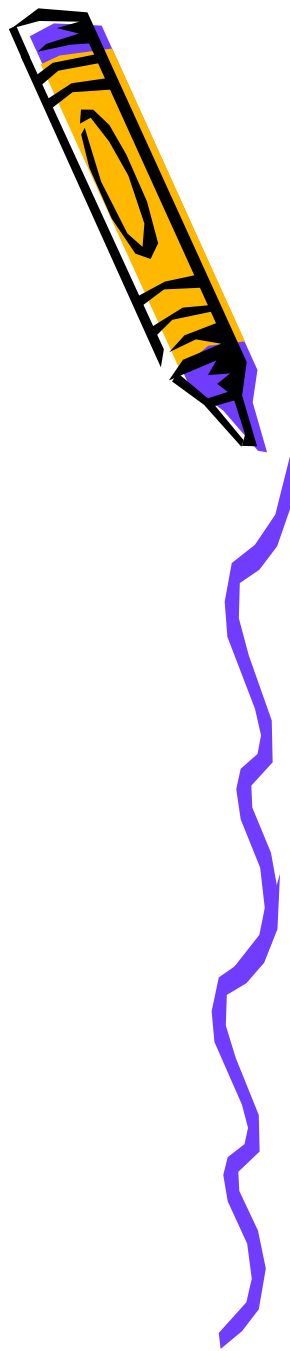
# Where are the Babies?

What is this story about? In partners or table groups, write a quick book introduction.

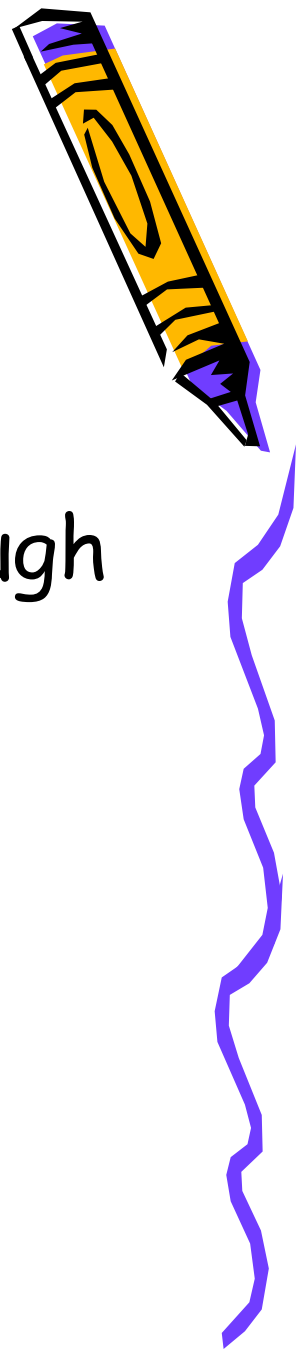


# Video Clip

- Observe...
- Discuss...



# Consider the role of cognitive load and motivation

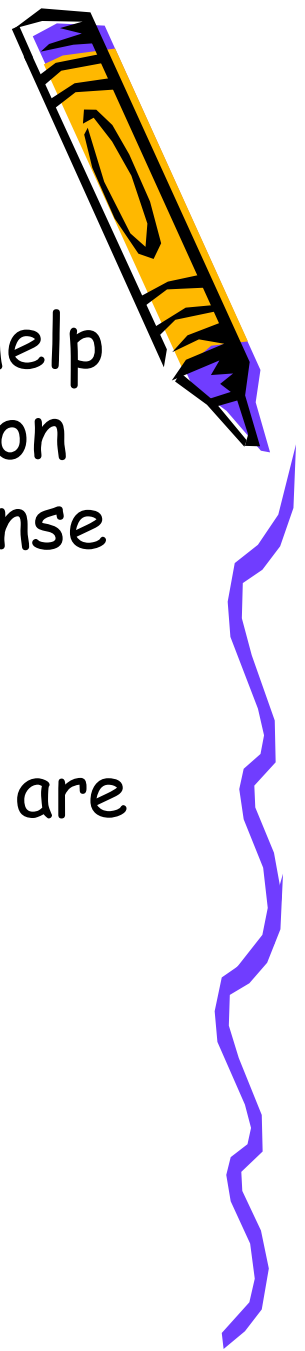


- "Learning from text is ... a constructive process, guided through feedback."
- Kintsch, p. 233

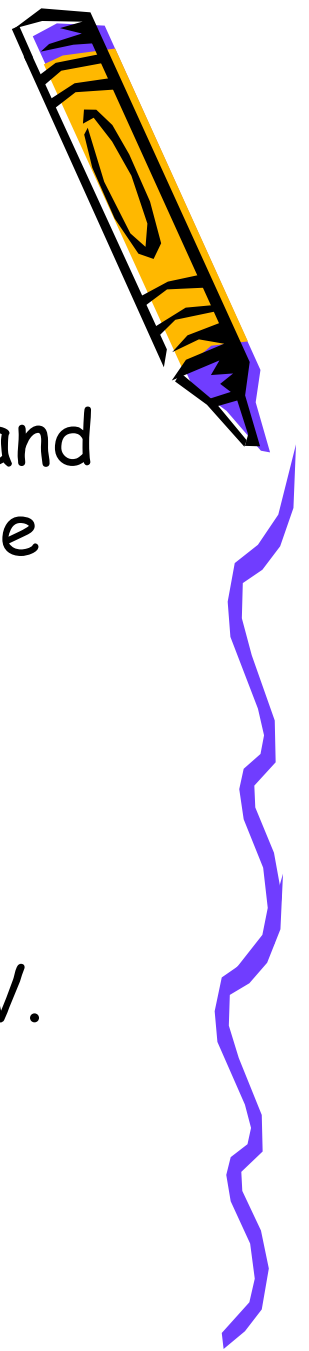


# Child Agency

- Teachers' conversations with children help children build the bridges between action and consequences that develop their sense of agency. They show children how by acting strategically, they accomplish things, and at the same time, that they are the kind of person who accomplishes things.
- Johnston, P. (2004), p. 30



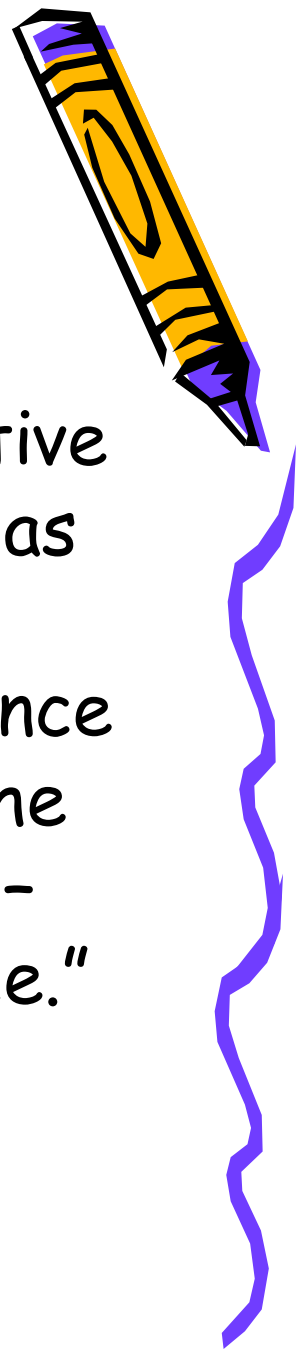
# Learning is an Active Process



- "It is the student who must be active, and instruction must provide reasons for the active effort, which can be done by engaging students' interests and motivation." Kintsch, p. 229
- "The goal of instruction is to make knowledge building possible." Kintsch W. (2009), p. 225



# Constructivism and Text Comprehension

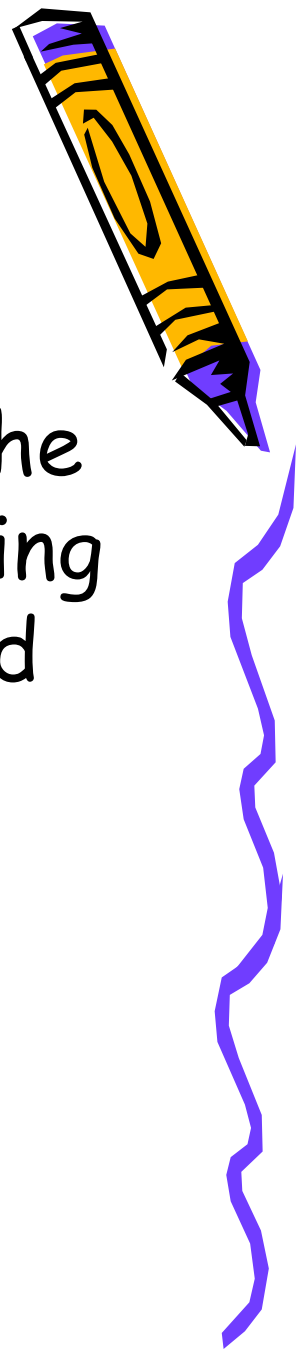


- "Instructional methods are most effective when they respect the view of learning as an active (and indeed, often effortful) process, with the right amount of guidance determined by the characteristics of the learner and the to-be-learned material - which is not necessarily minimal guidance."
- Kintsch, W. (2009). p 224





# Constructivism and Text Comprehension



- Several researchers agree that "the level of guidance for optimal learning must be adapted to the learner and the material they are supposed to master."
- Kintsch, W. (2009), p 224



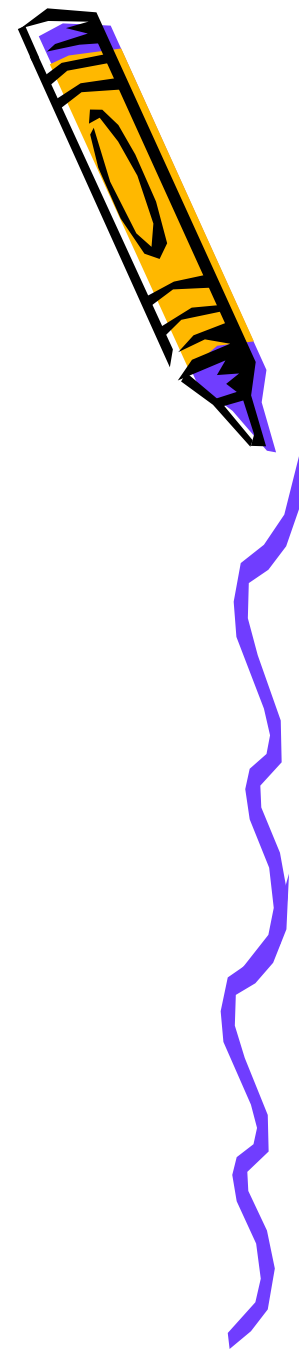
# Brain



- For each connection that carries information from the eyes to the brain there are at least 10 connections coming in the opposite direction from the brain to the eyes. It seems that information leaving our retina is not complete enough to create a full and rich interpretation of the world. Our imagination then allows us to fill the gaps and converts the distorted image from the eyes into the complete and vibrant world we see."  
Greenfield, S. (2000), pp. 72-73



# With a Partner



- Refer to Literacy Lessons, part 2, page 113
- Look at the top of the page.
- Share an observation about those two boxes with a partner



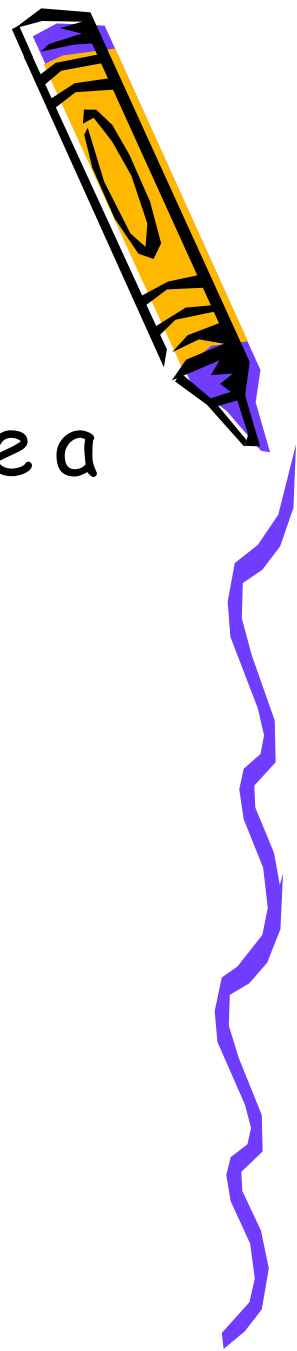
# In LL p2, What are the links between



- Section 9 "Choice of New Text" p. 89-90
- and
- "Orientation to the Story Before Reading" p. 90-92
- and
- Section 10, "A Bridge to be Built" p. 117-118?



# Choose a Book



- With a partner or partners, choose a book for this student and write a book introduction.
- Share your book choice and introduction with another partner group.



# Wrap Up



- What are some key take-aways?

*Thank you  
for  
Your Participation!*

