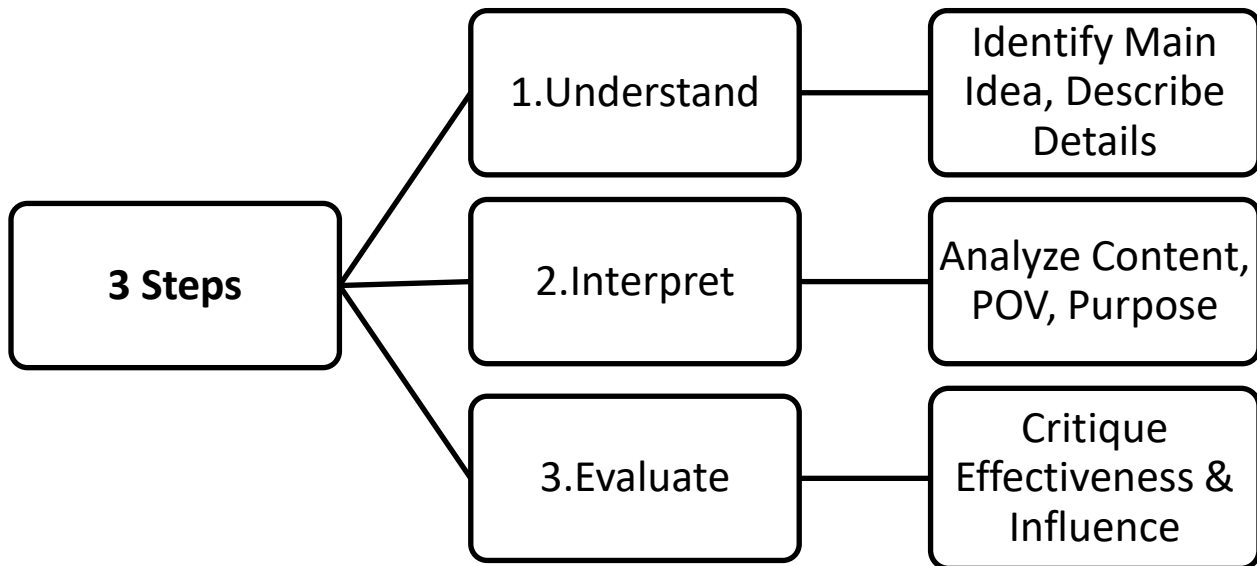


Actively Engage Students in Research and Inquiry

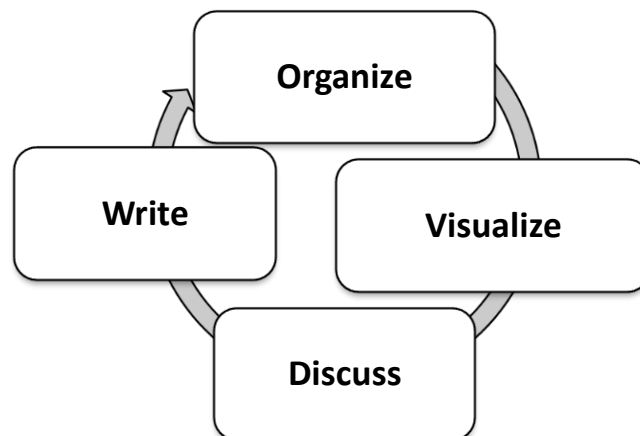
Presented by Margo Southall

www.margosouthall.com

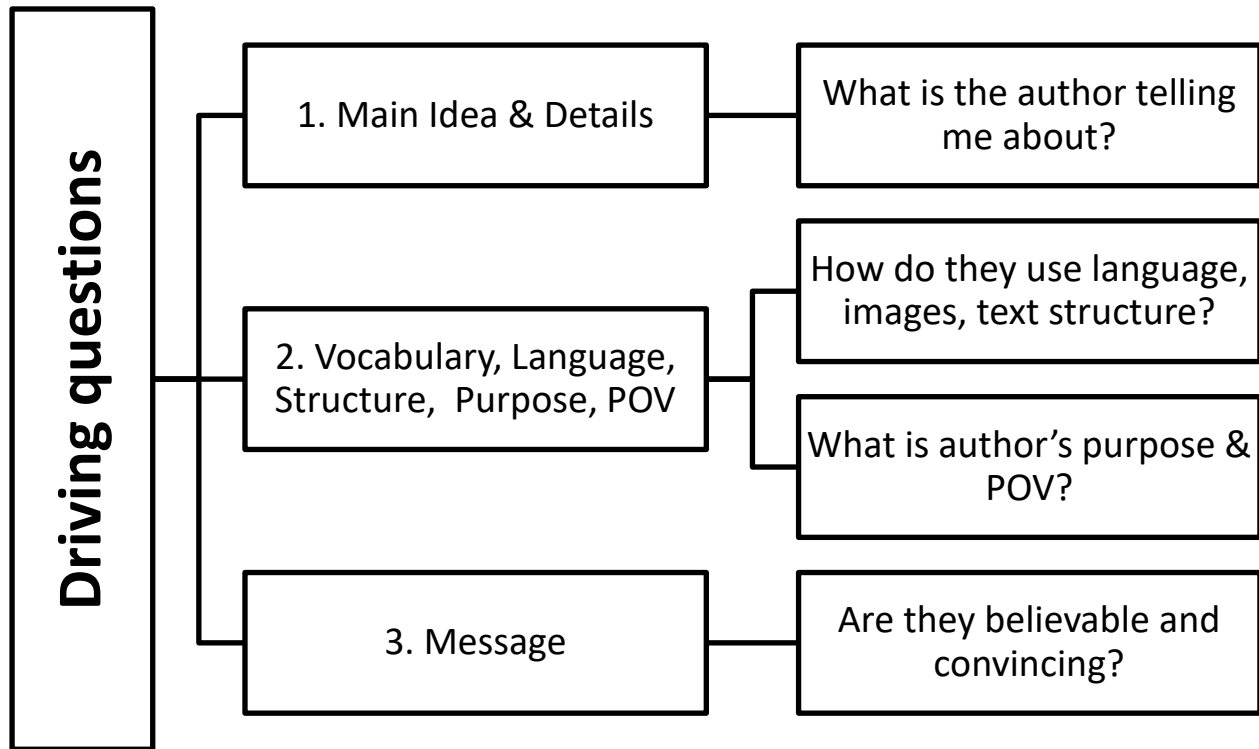
Framework for Instruction with Informational Text



Practice and Apply to Images, Videos and Text:

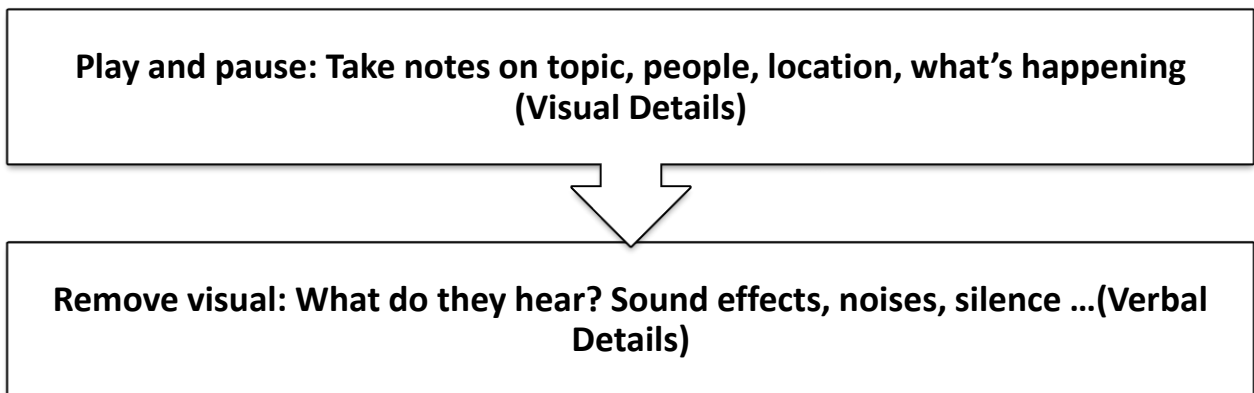


Translate into Skills and Questions



1 & 2: Practice Note-taking with Informational Videos & Texts

Multiple Viewings, Each with Different Modality:



Students Record Information After Each Viewing in a Two-Column See/Hear Chart

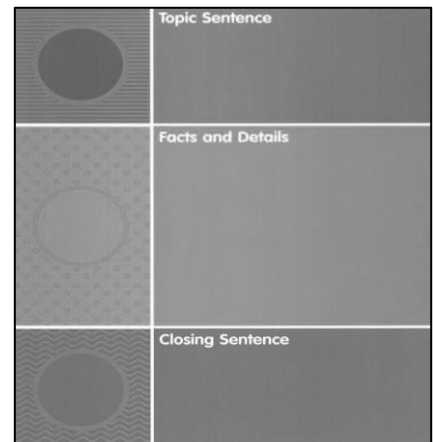
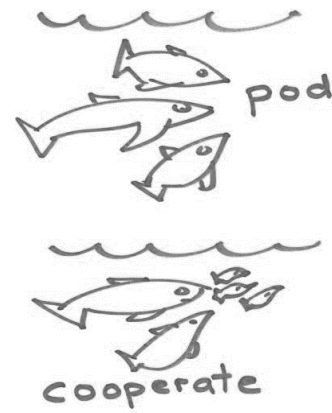
Differentiate Paragraph Writing: Sketch & Label Key Details

- Box each paragraph a different color.
- Mark key details with same color counters.
- Sketch and label key details in same colour.
- Use to share and write a summary.

Traffic Light Paragraph

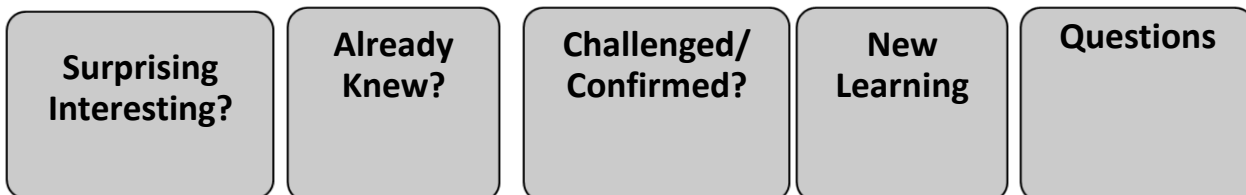
- Model composing and writing a paragraph using transition word card manipulatives.
- Provide transition word cards for teams of students to attach to their chart as they compose a paragraph.
- Students use the mat to organize the three sections of their paragraphs using the transition cards and researched facts.
- Sentences are written on index cards or strips of paper and placed on the mat.

Note: Download a coloured paragraph traffic light mat at my website www.margosouthall.com – click on the centers kit box on the home page to download 11 pages of resources, including this one.



2 & 3. Analyze & Evaluate with 3 Big Questions & 5 Signposts

Chart the Inquiry Process and New Learning:



A Questioning Stance:

Three questions or stances with students regardless of the nonfiction text read.

1. **What surprised me?**
2. **What did the author think I already knew?** (This question is used when students are confused, and the most powerful part of the question is how they can fix the confusion for themselves.)
3. **What changed, challenged or confirmed what I already knew?** (Using this question will cause students to be more engaged in the text as they will be expecting to learn something from the text.)

Five signposts the author has used provide focus to analyze the text: (Beers & Probst)

1. **Contrasts and Contradictions** – when the author presents something that contrasts or contradicts what the reader is likely to know, think or have experienced, or shows a difference between two or more situations, events or perspectives.
2. **Extreme or Absolute Language** – author uses language that leaves no doubt about a situation or event that exaggerates or overstates a case.
3. **Numbers and Stats** – author uses number or words that show amounts or statistical information to show comparisons to prove a point or help create an image.
4. **Quoted Words** – author quotes others, directly, with what is called a Voice of Authority or Personal Perspective or citing Others' Words.
5. **Word Gaps** – author uses words or phrases students recognize they don't know.

Putting It All Together:



Resources:

Reading Nonfiction by Kyleene Beers and Robert Probst, 2016

Differentiating Reading Instruction for Success with RTI by Margo Southall, Scholastic (multisensory lessons, tools and reproducibles for teaching comprehension and fluency)