

ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks' programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.

*Now in its 10th year, Hidden Sparks has trained **210 coaches** in **69 Jewish day schools** in New York, New Jersey, Baltimore, Boca Raton, and Chicago, and 6 Israeli cities (Jerusalem, Modiin, Lod, Ramle, Ra'anana, Tel Aviv).*



Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

*To alleviate background noise
and ensure a quiet session,
your audio connection has been muted.*

Asking Questions & Sharing Thoughts:

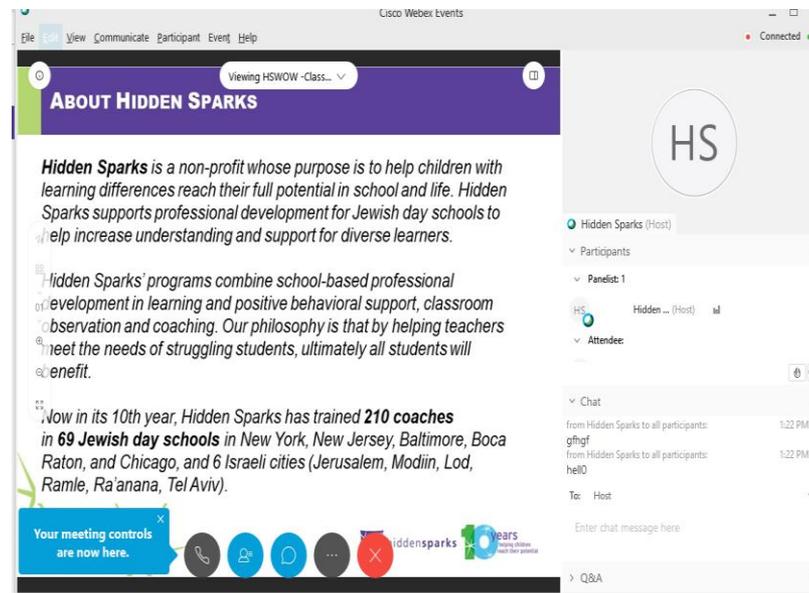
You are encouraged to ask questions and share your thoughts on the Chat.

Please activate the chat feature by clicking in the “Chat bubble” on the control panel on the bottom of your screen.



Audio:

If you would like to call in via phone for audio, please click on the phone icon, select “I will call in” and you will be provided with the call-in number.



hiddensparks
without walls

***Building Reading Comprehension Skills:
Tuning our Technique to the Type of Text***

With Dr. Naomi Schimmel
January 8th, 2019



hiddensparks®
helping children reach their potential™

Our Guest: Dr. Naomi Schimmel



Dr. Naomi Schimmel is the Head of Lower School at the Shefa School, a Jewish day school for students with language-based learning disabilities in NYC. She began as the school's Curriculum Coordinator and has had an integral role in Shefa's growth and expansion. Dr. Schimmel received her B.A. from The George Washington University and her Master's Degree in Special Education from Hunter College. She earned her doctorate in Curriculum and Teaching from Fordham University. Dr. Schimmel has been both a classroom teacher and a learning specialist, and in her various roles she has provided differentiated instruction for students, implemented assessment models, and designed curriculum. She has supported teachers in enhancing their literacy instruction and has presented workshops on instruction and literacy.

Overview of the Session

In this session, we will look at the differences between narrative and expository text structures and discuss why it is important for students to be familiar with them. We will also explore several strategies for teaching these structures to students so that they can comprehend text more successfully.



Session Goals

1. Understand the differences between narrative and expository text structures
2. Learn effective strategies for understanding narrative text, including the use of graphic organizers
3. Learn effective strategies for understanding expository text, including key words and preview questions.
4. Learn how teaching explicit writing can support reading comprehension



Starting With Ourselves as Readers

1. What was your favorite book to read as a child?
2. If you are going to pick up something to read tonight, what would it be?
3. What is your favorite type of text to teach?



Why is Text Structure Important?

Structures are like frameworks – different structures require different plans.

They help us understand how texts are built.



Narrative vs. Expository Text

- Fiction/nonfiction may be a binary way to sort books, but it's not useful for comprehension or writing
- Narrative/expository distinction is much more useful
 - Unique structures and features
 - Text purpose
 - Comprehension demands

Major Differences

Narrative

- To entertain or tell about an experience
- Can be real or fictitious
- Predictable plotline: beginning, climax, resolution
- Uses affective responses to entertain or elicit emotional response
- Authors purposely leave gaps to infer missing details

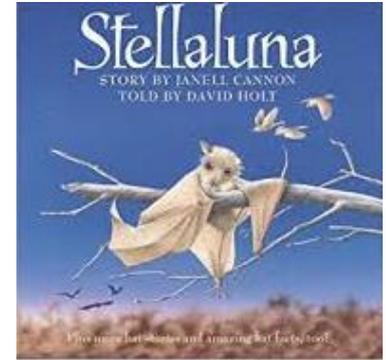
Expository

- To deliver content/teach something new
- Also called “informational”
- No predictable plotline
- Language is more complex, concise, and technical
- Authors try to be explicit and leave few gaps



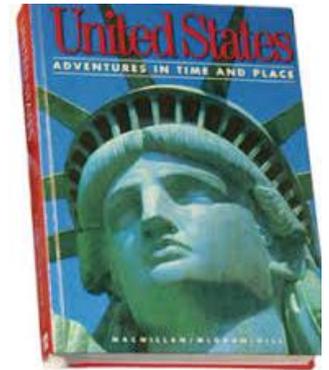
Narrative Text Structure

- Beginning / middle / end
- Rising action, climax, falling action, resolution
- Gaps to motivate readers, create suspense
- Common elements
 - Characters/character development
 - Problem/conflict/goal
 - Plot/character's journey to achieve a goal or resolve conflict
 - Morals/themes



Expository Text Structure

- **Description:** explains a topic or concept, often with a main idea and details
- **Time Order (Sequence):** groups ideas by order or time
- **Compare-Contrast:** presents similarities and differences of items in the same category
- **Cause-Effect:** explains how one event leads to another
- **Problem/Solution:** poses a problem and suggests possible solutions



Comprehension in Narrative & Expository Texts

Most studies agree: narrative text is easier to comprehend!

- Narratives are built into our everyday lives- oral language leads to narrative text structure
- Begin reading from early experiences
- Encourages dramatic play, problem solving, and independence
- Not usually dependent on content-specific background knowledge or vocabulary
- Perpetuated by instructional practices



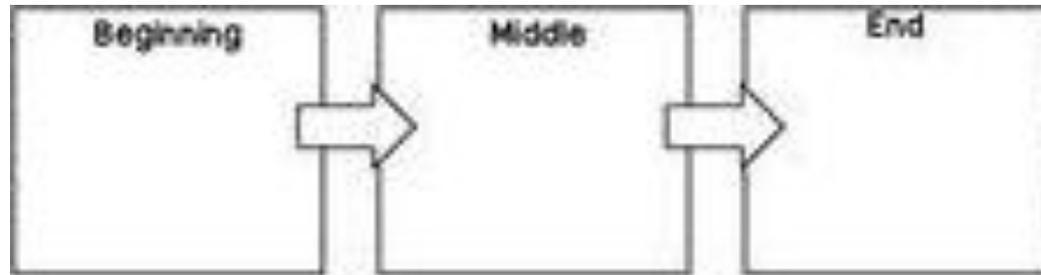
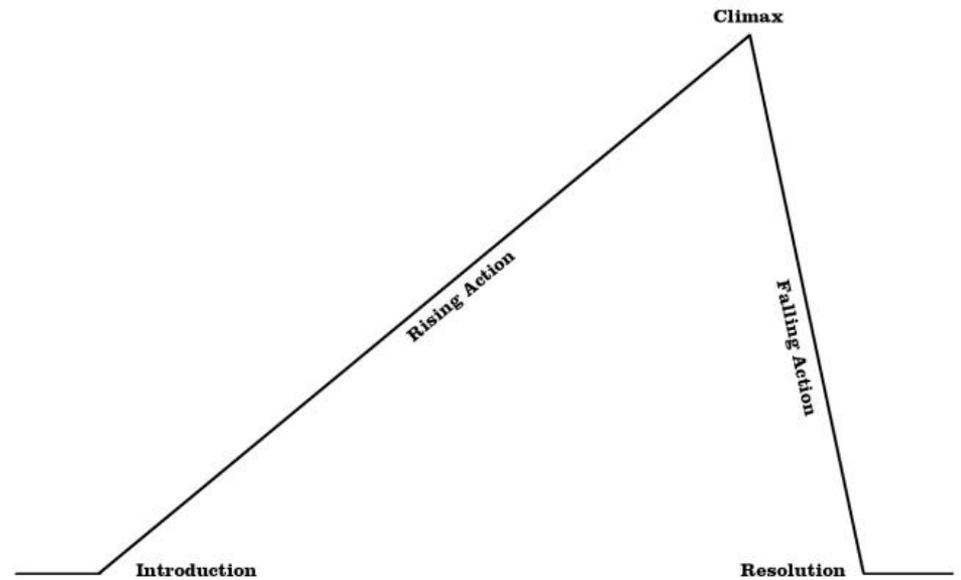
Next Steps

So how do I teach these structures??



Use an Organizer: Narrative Text

Main Characters 	Setting 
Problem 	Solution 



Strategy for Narrative Text: B/M/E



In the beginning, Ann and her brother Chip were bored and they couldn't think of anything fun to do.

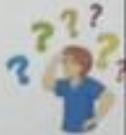


Then they decided to help their mom shop. Soon they realized that their mom set up a scavenger hunt for them.



In the end, Ann and Chip got all of the things they needed and they had a great time.

Strategy for Narrative Text: Story Map

Main Characters	Setting
<p>Gail Gail's mother</p> 	<p>1. Home 2. school 3. Mrs. Benton's Shop</p> 
Problem	Solution
<p>She Broke some eggs and was worried there wouldn't be enough for the cake.</p> 	<p>There will still be a cake, it will just be small.</p> 

Story Map: James and the Giant Peach by Roald Dahl



Setting: England, inside a peach



Characters: James Henry Trotter (main character)
Old Green Grasshopper, Spider, Ladybug, Centipede,
Earthworm, Silkworm, Firefly, Aunt Sponge, Aunt Spiker



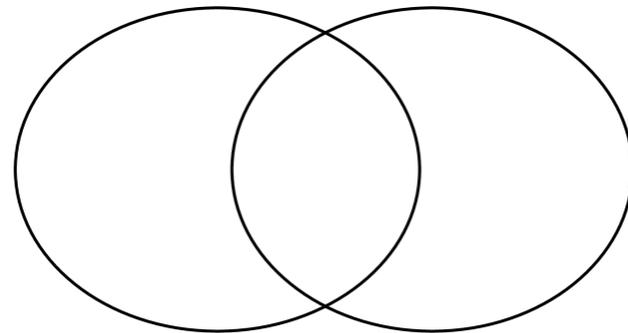
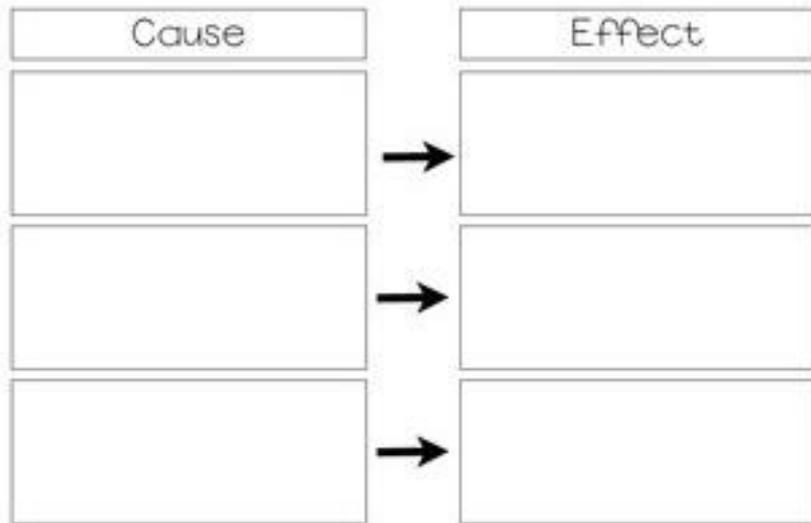
Problem: James' parents were eaten by a rhinoceros and he is forced to live with his evil Aunt Sponge and Aunt Spiker.



Plan: The insects who ate the magical crocodile tongues take James away from his aunts.

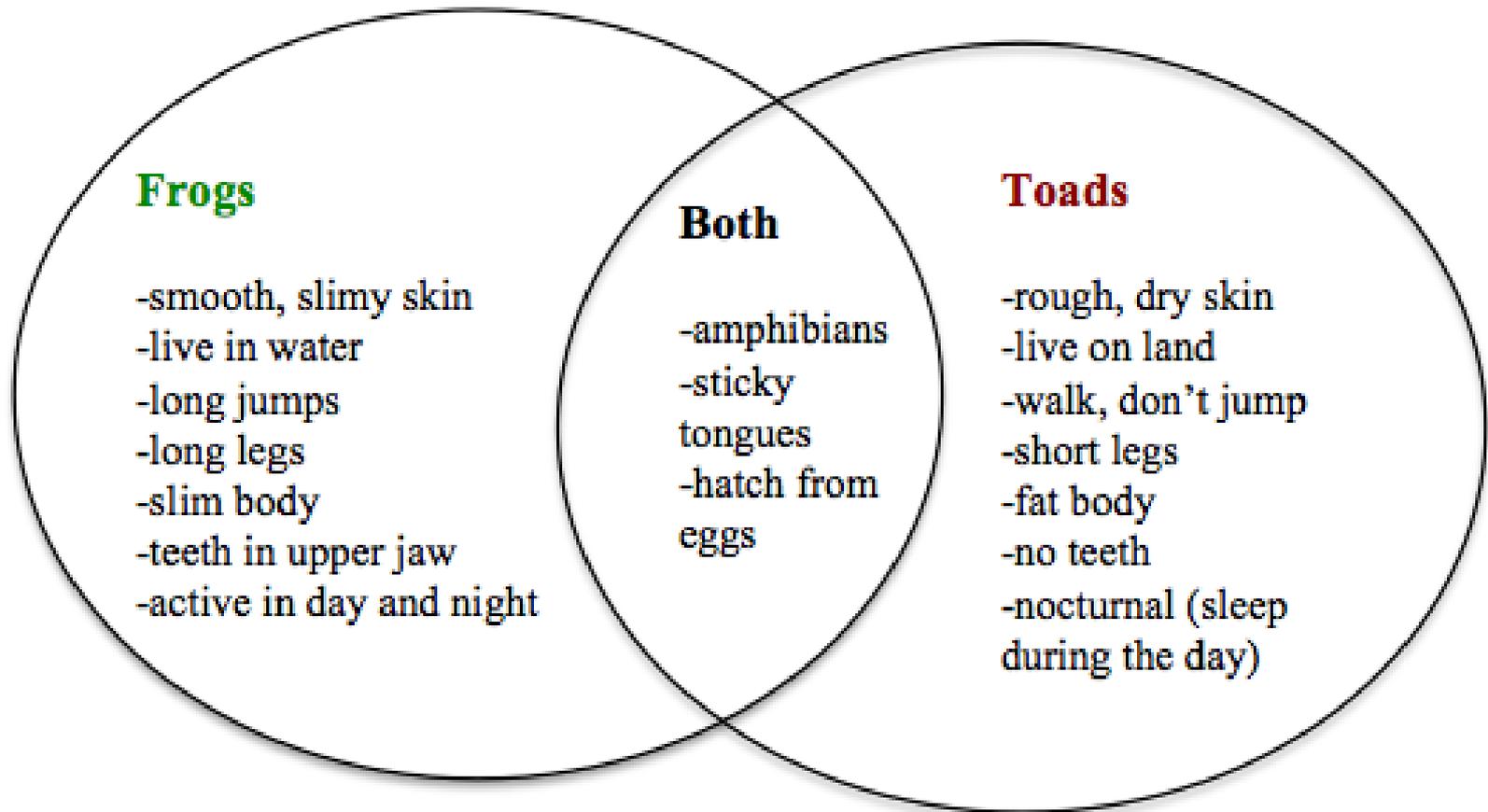
Solution: The giant peach lands in New York City where James and his new family make a home.

Use an Organizer: Expository Text



MAIN IDEA	NOTES/DETAILS

Strategy for Compare/Contrast: Venn Diagram



Strategy for Descriptive Text: Main idea/details

TOPIC: Cotton Gin

MAIN IDEA	NOTES/DETAILS
The cotton gin was an important invention.	- machine to remove seeds from cotton fibers
	- patented by Eli Whitney in 1794
	- turn crank w/rows of wire teeth to pull cotton through
	- large cotton gins made as much cotton as 50 ppl. working
	- small cotton gins run by hand
	- larger cotton gins run by horse
The cotton gin had a strong impact on the US economy.	- US = leading cotton grower
	- improved US economy bc brought in more money
	- justification to maintain & expand slavery
	- transformed American economy
	- South = grow more cotton for less money
	- North = more textiles to earn more money
	- plantation owners needed more slaves to pick the cotton

Article Preview Questions



Name of Publication: _____

Name of Article: _____

Read the subtitle.

The subtitle and title let me know that I will learn about...

Photographs and Captions:

Write one thing you *observed* or *learned* by looking at the photos and reading the captions.

Write 1 question you think will be answered in this article.

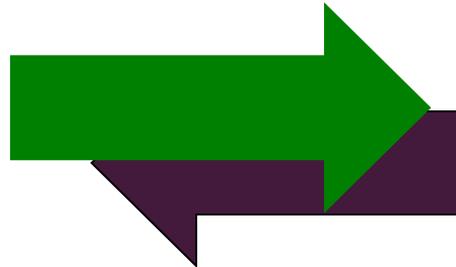


Another strategy: Teach students to write!

Wait, I thought we were talking about **reading** comprehension?

- Research shows that writing helps students develop stronger reading comprehension skills
- When students learn and incorporate more sophisticated syntax into their writing, they are more able to recognize the language when they read

Writing



Reading

Signal Words

Time and sequence		Compare/Contrast			
First	Before	Also	Different		
Second	Also	Similarly	However		
Next	In addition	As well as	But		
Then	Finally	Likewise	While		
Last		Both	On the other hand		
Also chronological: Organized by years or numbers					
Description		Cause and Effect		Problem/Solution	
For example	Also	Therefore	Due to	A problem	
For instance	In fact	Thus	As a result	A solution	
Furthermore	Such as	Since	Because of	The question is	
		Consequently		Recommendations include	
		Cause			
		Effect			



Student Work: Narrative paragraph

On May 8th, my friend Sarah came over to my house for a sleepover. **First**, I showed her around my house. **Then**, we played a game and had a snack. **Then**, we went outside and played soccer and had dinner. **Next**, we talked for two hours and I went to sleep but Sarah stayed up. **Finally**, we went to breakfast in the morning. We had such a fun sleepover!



Student Work: Book Report

The Littles, by John Peterson, is a fantasy book about a family of tiny people called the Littles who secretly live in the walls of a house owned by the Biggs. **In the beginning**, the Biggs go on vacation and the Newcombs come to stay at the Biggs's house for three months. The Newcombs are really dirty and messy, so they get mice. The Littles have scary adventures with the mice such as battles with swords and bows and arrows. Tom Little comes up with a plan to dress up as a mouse to make the Newcombs realize they have mice. However, instead of getting mousetraps the Newcombs get a cat! **In the end**, Tom tames the cat and they become best friends. *The Littles* is a great book for anyone who likes reading about fantasy and adventures.



Student Work: Cause/effect paragraph

There were many conflicts between England and the colonists that led to the American Revolution. Beginning in 1754, England fought the French for territory during the French and Indian War. This war left England with a large debt that they felt the colonists should help pay through taxes. **As a result**, the colonists were taxed on a variety of items such as sugar and tea. They were not allowed to make their own decisions, **so** they were furious at the British. The colonists were even angrier after soldiers killed five innocent colonists in the Boston Massacre. **Since** the British still needed money, they created another tax called the Tea Act, which forced the colonists to only buy tea from one British company. The patriots protested by pouring 90,000 pounds of tea into the Boston Harbor, an event later called the Boston Tea Party. **Consequently**, the British were furious and decided to punish the Boston colonists by creating the Intolerable Acts. Even though England wanted to keep control over the colonies, the colonists were ready to separate and **therefore** started the American Revolution.

Student Work: Descriptive Paragraph

The Pilgrims experienced many hardships while traveling on the Mayflower to the New World. **For example**, the ship was overcrowded. Passengers did not have any privacy and they had to sleep on the floor. They **also** did not have clean water to wash themselves and they wore the same clothing everyday. **In addition**, the weather was very stormy so the ship moved around a lot. Many people died from disease and illness, **such as** scurvy and pneumonia. Even though the voyage was hard, the Pilgrims were happy to create a new home in Plymouth.



Summary

- Text structure is important for developing strong and efficient reading comprehension skills
- Identifying text structure is not the goal! The goal is to familiarize students with text structure so that they use that knowledge to improve reading comprehension and writing organization
- Reading comprehension and writing are two sides of the same coin- use them together to develop skills in both areas
- The more practice students have with narrative writing → improves ability to analyze, comprehend narrative text
- More practice in expository writing → Improve ability to process new information and gain knowledge



Upcoming Hidden Sparks Without Walls Sessions

Tues., February 12, 2019 For Teachers	Differentiation for the Busy Teacher (K-5) <i>Presented by Hollis Dannaham</i>
Tues., February 26, 2019 For Teachers	Differentiation for the Busy Teacher (6-12) <i>Presented by Hollis Dannaham</i>

**If you are interested in bringing
Hidden Sparks
to your school or city, please contact us:
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