TOP LEVEL STRUCTURE – AN OLDIE BUT A GOODIE!

ETAQ READING PD – MARCH, 2015

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TODAY WE WILL:

• Examine some barriers to comprehending text
• Learn about Top Level Structure
• Deconstruct some common Top Level Structures
• Use graphic organisers as note-making frameworks
• Examine the link between reading and writing
• Use graphic organisers as planning templates for writing
WHY BOTHER?

• Much reading research in the 1908’s and 1990’s showed that an understanding of the way in which ideas are organised in non-literary texts contributes to making meaning.

• The benefits of text structure knowledge apply to both comprehension and writing.
BENEFITS OF TOP LEVEL STRUCTURE INSTRUCTION

- Memory – retaining information
- Summarising
- Relevancy
- Fact and opinion
- Answering questions
- Processing information efficiently

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TOP LEVEL STRUCTURE IN DAILY LIFE

- Activity pg 2
THE IMPORTANCE OF PRE-READING

The most significant factor that influences whether or not comprehension takes place is what is done prior to reading/listening/viewing. In the context of a ‘crowded curriculum’, this stage is often overlooked.

PRE-READING STRATEGIES ARE CRUCIAL TO EFFECTIVE COMPREHENSION
PRE-READING STRATEGIES

• Predicting
• Activating prior knowledge and building knowledge
• Navigating the text
• Pre-teaching the vocabulary
• Skimming
• Reading the questions first
• Identifying the top level structure of the text or the ways in which the ideas in the text are organised. Remember that each paragraph may have a different top level structure, especially in a longer piece of writing.
WHAT DOESN’T WORK WELL

Interrupting the reading and asking, “Who knows what means?”

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PRE-TEACH VOCABULARY PRIOR TO READING

• Number lines on document
• On line ... there’s a word/phrase/term that means ...
• Put your finger on the word/phrase/term.
• Look across to your neighbour and without speaking check that you have your fingers on the same word/phrase/term.
• You should have your finger on ... which means ... and it’s a (insert part of speech)
• I’ll say ..., you say ... after me, once more ...
• Ok, Emily what does ... mean?
• That’s right ... means ...
• Right, next word/term/phrase.
• On line ... there’s a word/phrase/term that means ...
• Etc
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TEXT ORGANISATION/STRUCTURE

• heading
• byline
• preview/summary of text
• visuals
• bold key words
• quote
• subheading
• glossary
• further information
• columns
COMMON TOP LEVEL STRUCTURES

• Sequencing
• Description
• Comparison
• Contrast
• Cause/Effect (Explanation)
• Problem/Solution
GLOSSARY OF TASK WORDS

- pages 47-51 in red book
- pages 44-47 in blue book
- pages 55-57 in the green book
SIGNALLING WORDS

• Sentence starters and connectives
• Activity pg 3-5
USING GRAPHIC ORGANISERS AS NOTEMAKING FRAMEWORKS

Activity pg 6-9

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FROM READING TO WRITING

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FROM READING TO WRITING

Graphic Organisers as planning frameworks.

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