

Extending Interactions with Text and Other Media : EXIT-M

Useful Resources/Sources used to compile this extract:

Education Department of Western Australia (1994) *First Steps, Reading Resource Book*. Longman, London. **(These also exist for writing and spelling – ideal for elementary and early high school – many adaptable strategies for all ages on a ‘developmental continuum design)**

Lewis, M and Wray, D. (1997) *Extending Literacy: Children Reading and Writing Non-fiction*, Routledge, London **(Excellent for active reading and writing strategies)**

DARTS (Directed Activities Related to Texts). DARTs (see Lunzer and Gardner 1979) are activities that encourage learners to engage with text in active ways that assist memorising and extraction of meaning in motivating and fun ways.

See: Lunzer, E. and Gardner, K., Editors (1979) *The Effective Use of Reading*. London: Heinemann Educational Books for the Schools Council.

Greene (2006) referred to the potential efficacy of DARTs beyond schools (here deemed related to aspects of the EXIT-M Model) in aiding the transition of students into study in university from school and the deployment of a scholarly pedagogic repertoire.

See: Greene, A, (2006) *University Challenge: Dynamic subject knowledge, teaching and Transition. Arts and Humanities in Higher Education*

Lewis, M and Wray, D. *Writing Frames – scaffolding children’s non-fiction writing*. EXEL, University of Exeter, UK. **(For teaching of genre/ writing for different audiences. Frames into which kids put ideas and draft writing into a scaffolded framework)**

Note: ‘Pupil’s can easily be interchanged with ‘Students’ in this context.

Interactive Learning Strategies

Interactive learning provides an opportunity for everyone to contribute and to learn. It is:

- ◆ **Rooted in speaking and listening:** talking is fundamental to the process of explaining, learning and understanding
- ◆ **Collaborative:** pupils work and progress together
- ◆ **Motivating:** pupils have the opportunity for active participation
- ◆ **Thought-provoking:** the emphasis is on enquiry, problem-solving and extending knowledge
- ◆ **Varied:** appealing to and teaching a range of different learning styles.

The EXIT Model (Maureen Lewis and David Wray) provides examples of ways of working with texts to make the reading and writing process experiential and interactive, therefore raising pupils' motivation and interest in the task. Working in this way has also been shown to increase pupils' capacity to relate their current learning to prior knowledge and retain skills and information.

Extending Interactions with Texts: The EXIT Model

The stages in the model are not designed to be sequential, but demonstrate different ways of working with texts.

<i>Process stages</i>	<i>Possible teaching strategies</i>	<i>Prompt questions</i>
Activation of prior knowledge	<ul style="list-style-type: none"> • Discussion. • Brainstorming. • Concept mapping. • Using pictures or artefacts. • KWL grids. • Children's own drawings. 	What do I already know?
Establishing purposes	<ul style="list-style-type: none"> • Teacher modelling. • Using pictures or artefacts. • KWL grids. • QUADS grids. • Graphic prompts. 	What do I (<i>specifically</i>) need to find out? What will I do with the information?
Locating information	<ul style="list-style-type: none"> • Teacher modelling in whole class or group guided reading sessions, using big books or group sets. • Setting up contextualised learning situations. • KWL grids. 	Where and how will I get this information?
Adopting an appropriate strategy	<ul style="list-style-type: none"> • Using big books to model book structure and types of reading. • Teacher modelling within a learning context. 	How should I use this source of information to get what I need?
Interacting with the text	<ul style="list-style-type: none"> • Group reading. • Shared reading. • Reading pictures and videos. • DARTs activities (directed activities related to text). • Text marking (underlining, numbering, notes in margin etc.) • Text restructuring. 	What can I do to help me understand this better?
Monitoring understanding	<ul style="list-style-type: none"> • Teacher modelling. • Reciprocal teaching – the teacher models how to make sense of part of a text and then invites a student to take over. 	What can I do if there are parts I do not understand?
Making a record	<ul style="list-style-type: none"> • Teacher modelling. • Grids/tables/frames. • Text marking. 	What should I make a note of from this information?
Evaluating information	<ul style="list-style-type: none"> • Teacher modelling of a 'questioning' read. • Use text written from different viewpoints. • Use text from different eras, societies. 	Should I believe this information?
Assisting memory	<ul style="list-style-type: none"> • Working with information in several different ways. • Revision and revisiting soon after initial learning. • Restructuring information. 	How can I help myself remember the important parts?
Communicating information	<ul style="list-style-type: none"> • Oral presentations e.g. drama, in role presentations, debate, assembly presentations. • 2D & 3D presentations. • I.T. presentations. • Written presentations e.g. book making, writing in different genres, writing frames. 	How should I let other people know about this?

There are a number of teaching strategies mentioned in the EXIT Model which may need further explanation:

Pupils often do have relevant knowledge but do not see the links in a new or different context. Using the following strategies helps pupils to make these links and to make their subconscious knowledge conscious.

KWL grid

What do we KNOW?	What do we WANT to find out?	What have we LEARNT?

QUADS grid

Question	Answer	Detail	Source

DARTs (Directed Activities Related to Text)

DARTs are group and individual activities that encourage pupils to read, reconstruct the meaning, analyse and evaluate the text with discussion, charts, diagrams etc. DARTs help pupils to recall information, develop independent thinking, build confidence when creating a written response and increase pupils' motivation, as they are actively involved in their learning.

There are two types of DARTs, **reconstruction activities**, which use text modified by the teacher, and **analysis activities**, which use straight text.

Reconstruction Activities

Pupil task: pupils complete text or diagram, reconstructing meaning.

1. Text Completion

- a) Pupils add missing words (selected words deleted from text).
- b) Pupils add missing phrases (selected phrases deleted from text).
- c) Pupils add missing sentences (selected sentences deleted from text).

1. Sequencing and grouping

- a) Pupils arrange scrambled segments of text into a logical or time sequence (text cut into segments representing steps or events etc.).
- b) Pupils group segments of text (texts cut into segments representing different categories of information).

1. Table Completion

- a) Pupils fill in cells of table with pieces of text. (Teacher provides row and column headings and pieces of text).
- b) Pupils devise row and column headings for a table in which the cells are already completed.

1. Diagram Completion

- a) Pupils add labels to diagram using text as source of information.
- b) Pupils complete an unfinished diagram by referring to text.

5. Prediction

- a) Pupils predict next step or stage after reading segments of text (text presented a section at a time).
- b) Pupils write next part or end of text (text presented a section at a time).

Analysis Activities

Pupil task: pupils locate and categorise text information by marking or labelling.

1. Text Labelling/Segmenting

Pupils label parts of text using labels provided by the teacher. Pupils break text into meaning or information units and label or annotate these segments.

2. Diagram Construction

Pupils construct a diagram to explain meaning of text, e.g. flow diagram for text describing a process, branching tree for a text describing a hierarchical classification.

3. Text Marking

Pupils locate and underline parts of a text representing certain meaning or information.

4. Table Construction

Pupils produce column and row headings for tables and write in cells using text as source of information.

(Modified from: Schools Council, Florence Davies and Terry Greene, 1984 Oliver and Boyd.)

DAVID WRAY (Exeter University - Writing Frames: Excelextending literacy)

Planned activities → intellectual engagement with text
EXIT - extending interactions with Text

	<u>Process Stages</u>	<u>Thoughts</u>	<u>Questions</u>
1	Elicitation of previous knowledge.	(ATI Sci)	What do I already know?
2	Establishing Purpose	(Help pupils to ask Qs!)	What do I need to find out & what will I do with the information?
3	Locating Information	How does text work?	Where and how will I get this information?
4	How do you read it?	Scan, skim. Early skill. ie not high order	How should I use this source of info to get what I need.
5	Interacting with text	Active Strategies for making sense	What can I do to help me understand it better?
6	Monitoring Understanding	Am I aware when I don't understand? Asking Q's culture. Talk about thinking.	What can I do if there are parts I do not understand? (How do we feel to understand?) Metacognitive dialogue
7	Making a record		What should I make a note from this info?
8	Evaluating info (that I read)	(Advertising susceptibility)	Which item of info should I believe and which should I keep an open mind about.
9	Assisting memory (slowing down forgetting?)		How can I help myself? remember? (the important parts) NB Rhythm, Rhyme Visual + Time
10	Communicating Information	ie > re-telling - articulation! - therefore pupils explain and learn	How should I let other people know about this?

ie not a linear sequence

TEACHING STRATEGIES

Recording what learners say in elicitation :

- [Brainstorm]
- what do they already know so we can build upon it
 - shows what they don't know therefore fill gaps (informs planning!)
 - what they think they know (myths) therefore give them activities and an agenda of questions deconstruct!
 - 'post reading' concept map will be richer,
(ie assessment of group progress ... benchmark)
Place on Class wall
- Add to it

• GRIDS FOR RECORDING THINKING

K	W	L
What do we know?	What did we want to find out?	What did we learn?
Spot the misconceptions!	Encourage questioning!	Reflection ie RECORD!

Therefore children raise questions.

Supports factual writing i.e. in non-fiction genre

NB Add an F column = where will I find this information?? Skill development.

Questions	Answers	Details	Source
	Yes No (short answer)	Why (long answer)	ie encourages 'habit'

Helpful when Interacting with hard text? ... to retrieve info ... understanding

- underline key words ... even if you don't understand.

Q	A	Source
teacher could insert		.

• **LOCATING INFORMATION (SKILLS)**

Indexing

- transfer of context is difficult therefore use questions which send pupils to a real index!
- real contexts → categories to find out about key headings.
- teacher modelling process 'thinking aloud' 'apprenticeship teaching'.

Therefore pupils get 'mental scripts' → framework to 'attack' a problem.
(i.e. articulated doing)

- (DART
- directed activities related to text)
 - sequencing, prediction, Cloze procedure

'Transforming'

- Text
- Highlight Components
 - Restructure text → apply in another form
 - Redrafting
- Highlighting important bits ie active reading. Then

↓
redraft in sequence ... connecting events or components more clearly.

- diagrams, grids, drawings, song
- ↓ re-create text?
Pictures
↓
writing (captions)

- Advert
- 'genre exchange' eg read about ancient Egypt and write or 'scribes job'.
 - 'mind mapping'
 - 'extended spider diagram'

Group Activities

e.g. produce a wall display **with** pupils
- a flow diagram to 'read' in the classroom ie so the learner can progress from the point he/she doesn't understand
↓
Equipment to proceed (list of key steps)
.....children can devise these alone or with support.

e.g. Spelling Chart → How can I?
'Our steps' when I'm stuck
When I **still** don't understand only then
should I **ask** the teacher!

Writing Non-Fiction

Activities e.g.s.

- non-fiction text review
- non-fiction class readings?
- making non-fiction books/text eg engines + diets + a health and safety.

But

Difficulty = 'blank page problem'

Consider :

- 1 getting started is difficult for many pupils ... so a strategic approach is helpful
- 2 i.e. solo activity, without prompts therefore ... offer a 'framework of prompts'.
- 3 i.e. strategies for joining ideas together and use of 'connectives'.
- 4 writing is for different purposes therefore takes different forms/tenses/language which can be modelled by the teacher and scaffolded.

Therefore use frameworks approach e.g. in response to reading for information

- Before I began I thought
- But when I read I found out about
- I also learnt that
- Furthermore I learned that
- Finally I learnt that

or

- Although I already know that
- I have learnt some new facts. I learnt that
- I also learnt that
- Another fact I learnt is.....
- However the most interesting thing I learnt was

PROBLEM →this makes a big difference for some but what about competent writers? they may write less therefore ie restricting?

BUT! Learners can use it as drafting tool larners can re-write the frame to suit their purpose, or not use it for as long -----> independent writer.

Genre Theory

Language → **purpose and audience determines form** it takes eg greetings, selling/buying, barter
i.e. cultural

Therefore

Question. What genres do we write in?

Possible Genres

RECOUNT/RETELL past tense; I; we; chronological connectives ... next, then, after that, finally, action verbs eg we did, we got, we went.

REPORT snow is, rain comes, because, therefore, 3rd person eg the snow, the rain.

EXPLANATION because, so, therefore

PROCEDURE structure, sequence goal ingredients (what I'll need)
(instructions) steps (first, then, next)

PERSUASIVE connections, on account of, the course of, so
(Point one of view)

DISCUSSION essay
(Contrast)

Therefore - if we write for 'genres', which purposes are you most likely to use in adult life?

i.e. many, therefore encourage writing (**and reading**) in a range of genres.

Therefore teach much more than reading and writing for 'recount' genre.

Frame (Explanation)

I want to explain why

There are several measures for this. The chief reason is

Another person is

A further reason is

So now you can see why

Frame (Persuasion)

Preliminary note frame/boxes (to collect ideas/arguments) e.g from individuals, groups or class.

I believe that(the point of persuasion)

--	--	--	--

 statements in boxes

..... then frame for writing

e.g.

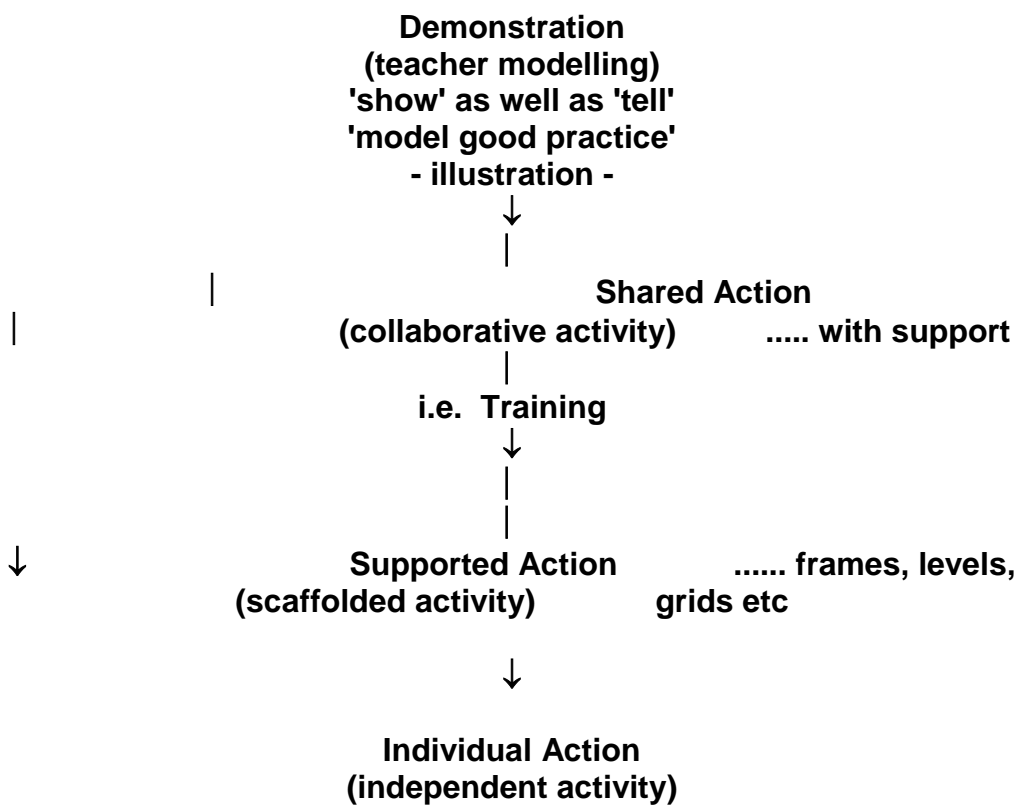
Although not everyone would agree, several reasons for creating this point of view are another reason is

Furthermore

i.e. drafting tool!

Scaffolds/Writing Frameworks Need to be modelled by teacher or they do not work well!

A 'model' to guide teaching



MARK SCHOFIELD

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Directed Activities Related to Text: Text Analysis and Text Reconstruction.

Authors:

Personal author, compiler, or editor name(s); click on any author to run a new search on that name.

[Davies, Florence](#); [Greene, Terry](#)

This paper describes Directed Activities Related to Text (DART), procedures that were developed and are used in the Reading for Learning Project at the University of Nottingham (England) to enhance learning from texts and that fall into two broad categories: (1) text analysis procedures, which require students to engage in some form of analysis of the content or language of a stretch of continuous discourse; and (2) text reconstruction activities, in which the students' tasks are to "reconstruct" texts that have been modified in some way (by the deletion of certain words or by scrambling the order of segments of the discourse). In describing the rationale for both types of reading activity and in explaining the important differences between the two types of procedures, the paper offers examples of texts and text-based activities used with students in secondary schools in England. Transcripts of student discussions of texts are also presented to illustrate how the DARTs work. (RL)

Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Directed activities related to text (DARTs): a summary

Reconstruction activities **use modified text**.

Pupil tasks: completion-type activities with deleted or segmented text.

Analysis activities **use straight text**.

Pupil tasks: text marking and labelling or recording.

1 Text completion

Pupils predict deleted words (cloze), sentences or phrases.

2 Diagram completion

Pupils predict deleted labels on diagrams using text and other diagrams as sources.

3 Table completion

Pupils complete deleted parts of a table using table categories and text as sources of reference.

4 Completion activities with disordered text

- (a) Predicting a logical order for a sequence.
- (b) Classifying segments according to categories given by the teacher.

5 Prediction

Pupils predict next part(s) of text with segments presented in sequence.

1 Underlining

Pupils search for specific target words or phrases that relate to *one* aspect of content, e.g. key words.

2 Labelling

Pupils label segments of text which deal with different aspects, e.g. labelling a scientific account with labels provided by the teacher such as *prediction, evidence, conclusion*.

3 Segmenting

Segmenting of paragraphs or text into information units.

Labelling of segments of text.

4 Diagrammatic representation

Constructing diagrams from text, e.g. using flow diagrams, concepts maps, mind maps, labelled models.

5 Tabular representation

Pupils construct and represent information in tabular form, extracting it from a written text.

This summary is adapted from Reading for learning in the sciences, by Davies and Green (Pearson Education Limited, 1984).