"R-I-G-Dr" Framework

OVERVIEW:
This strategy was developed based on the concept of "sequence teaching" and provides a framework for teaching content with expository text. The strategy was developed for use with English language learners (ELLs); however, it may be used in teaching content with expository text to any group of "struggling" readers. The use of this strategy for this demonstration is focused on teaching content with expository text to 7th grade students. Students, especially ELLs often find it very challenging to understand expository text; such text as may appear in the forms of headlines, charts, captions, and often used in textbooks.

INSTRUCTIONS:
If not previously taught, teachers should explain the difference between narrative text and expository text. Narrative text explains something by definition, sequencing of events, categorization, cause and effect, processes, problem-solution, descriptions, or cause-effect. Expository text is similar to narrative, but uses details, opinion, facts, opinions and examples.

The "R" stands for "reviewing" and is the process used by students to scan and review the text; they are not asked to "read" the text, just review it to become familiar with the structure, vocabulary and content. The "I" stands for "inquiring" and this process is teacher-driven allowing the students to "question" or "inquire" what the content might be about. The "G" stands for "guessing" whereby the teacher generates "questions" and encourages students to "guess" what the content is about based on the "review" and "inquiry." The "D" stands for "discussing" and should be an integral part of the sequence of teaching content with expository text to provide opportunities for ELLs to hear the language in context and to practice using facts and details on a particular content. Finally, the "r" stands for "reading" and is the final step students will take and actually read the selected expository text.

RESEARCH REFERENCE:
Research in educational theory indicates that visual learning is one of the best methods for teaching students of all ages how to think and how to learn. [Some sources include: Duit, R., Komorek, M. and Wilbers, j. (1997) Studies on Educational Reconstruction of Chaos Theory. *Research in Science Education* 27; Psillos, D., Meheut M. (2001). Teaching – Learning Sequences as a Means for Linking Research to Development, in Psillos D.et.al. (eds), *Proceedings of the Third International Conference on Science Education Research in the Knowledge Based Society*. Thessaloniki, Greece.]

EFFECTIVENESS:
Use of sequence teaching with expository ext to teach content is effective in that it provides a framework for use in understanding complex text. This strategy encourages teachers to segment text into smaller sections so that students may be able to sort through the text to comprehend the content. Additional instructional strategies may be added when using R-I-G-Dr, such as graphic organizers for depicting complex vocabulary and jigsaw for reading text,

CONNECTIONS TO STANDARDS:
Strategy may be used to teach benchmarks or performance indicators for either (or both) academic content standards and English language proficiency standards. Examples of benchmarks or performance indicators which would indicate the need for using sequence teaching and R-I-G-Dr, include:

- Identify, analyze, and apply knowledge of the expository texts to demonstrate an understanding of the content presented.
- Identify and summarize key points of a variety of non-fiction, informational, and expository texts
- Use information from the text to state the main idea and/or provide relevant details.
- Identify main idea and items in chronological order
- Demonstrate in-depth understanding of academic knowledge and skills
- Demonstrate an understanding components and principles of scientific inquiry, including hypotheses, variables, and controls, and interpreting the results of an experiment

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DEMONSTRATION (Seventh Grade)
Lesson Objective:
   Students will learn how to interpret, apply and evaluate information presented in expository text.

Language Objective:
   Students use pre-reading and reading comprehension skills to understand information and content presented in expository text

Topic:
The following excerpt of expository is used to explain the use of this strategy.

Alligator Abundance

Changes in land use and land cover resulting from water management have affected alligator populations. Some locations that were alligator habitat have been converted to agricultural and residential development. Other locations are so overdrained that alligators only occur in permanent water bodies such as canals or ponds, or during periods of extremely high water. As Everglades restoration targets restoring hydrology of these areas, re-occurrence of alligators will be an excellent indicator of success. *[Source: Excerpt from American Alligator Ecology and Monitoring for the Comprehensive Everglades Restoration Plan by Ken G. Rice and Frank J. Mazzotti; University of Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences. Publication date: November, 2005. Reviewed: December 2008. Cir 1478]*

Procedure:
The Big "R" – students are instruction to scan and review the expository text presented and to think about what they are reviewing
The teacher prompts the students to "guess" what the text is about based on their initial review. Then the teachers uses an overhead projector to identify concepts that are generated by students during the "inquiry" process and poses additional questions to illicit information from the students based on their review and their inquiry; focus is to have students "inquire" and "guess" what the text is about. Teacher directs discussions based on topics and/or issues that are generated during the review, inquiry and guessing stages. The discussion should be centered on the content and context of the expository text. Ample opportunities should be provided to students to orally discuss what they think the text is about. Finally, students are directed to "read" the text. Reading may be conducted as silent reading, or using small groups such as in a jigsaw activity if the expository text is long and/or if the majority of ELLs are at the lowest level of English language proficiency.