Professional Development Guide

Enhancing Learning Through Reading and Writing Strategies in the Content Areas

Texas Center for Reading and Language Arts
College of Education, The University of Texas at Austin •
Texas Education Agency • Region XIII Education Service Center

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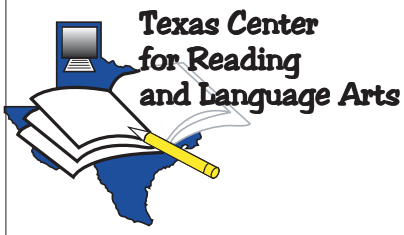

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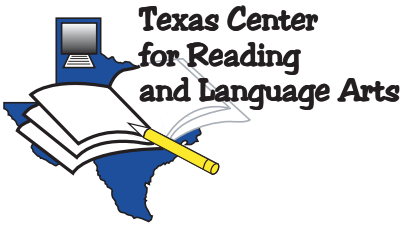

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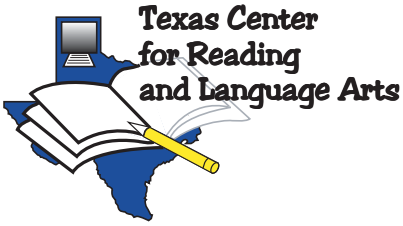
What is the Texas Center for Reading and Language Arts ?



The Texas Center for Reading and Language Arts assists educators in enhancing the reading and language arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How Are the Center's Activities Accomplished?

Goal 1: Develop and disseminate materials that support educators in implementing the TEKS with English language learners in grades K-2.

Goal 2: Enhance the knowledge, skills, and practices of prekindergarten teachers in implementing the new Prekindergarten Curriculum Guidelines for language development and literacy development.

Goal 3: Enhance the knowledge, skills, and practices of kindergarten and first grade teachers in implementing the reading and language arts TEKS.

Goal 4: Enhance the knowledge, skills, and practices of grades 6 through 12 teachers in implementing the reading and language arts TEKS.

Goal 5: Use technology and media to disseminate information to educators on effective instructional practices in reading and language arts.

Goal 6: Enhance the knowledge, skills, and practices educators use to implement the reading and language arts TEKS with students in grades K-5 who are experiencing difficulties.

Goal 7: Enhance the knowledge and competencies of Education Service Center (ESC) reading liaisons, educators, and school administrators through professional development.

Goal 8: Communicate the goals, activities, and accomplishments of the Texas Center for Reading and Language Arts.

Literacy Labs

Both school-based and university-based labs serve as models for universities and school districts.

Professional Development Guides and Videos

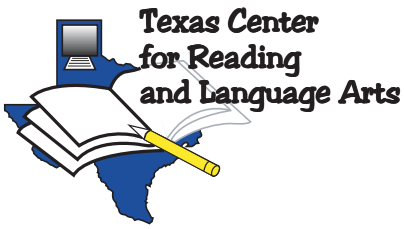
These guides are designed to provide educators across the state with materials and plans for professional development in instruction based on the reading and language arts TEKS.

Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships

Collaborative relationships with schools promote research on effective reading practices and inform the content of professional development guides.



Introduction

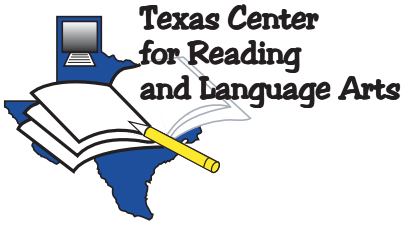
This professional development guide, Enhancing Learning Through Reading and Writing Strategies in the Content Areas, is designed to focus on strategies that enhance reading and writing instruction in the content areas.

The content of this professional development guide, Enhancing Learning Through Reading and Writing Strategies in the Content Areas, focuses on reading and writing strategies that can be used before, during, and after reading text in content area classrooms.

Organization and Content of the Professional Development Guide

The professional development guide includes four sections of materials for workshop presenters. The first section, Professional Development, consists of speaker's notes and activities to accompany each transparency. The second section, Transparencies, includes transparencies containing key points and activities for the workshop. The third section, Handouts, includes handouts that provide additional information on the strategies that are presented in the workshop. Many of the activities presented in the workshop require the use of the handouts in this section. The fourth section, References, contains information for further reading.

Preparing for the Workshop



Materials

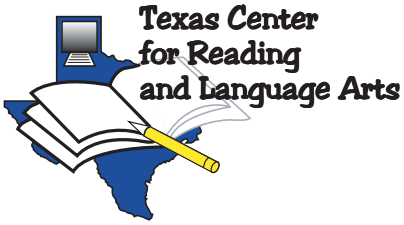
Handouts are available for reproduction; they contain information similar to what is found on the transparencies. Presenters might wish to distribute the handouts at the beginning of the workshop.

Equipment

- Overhead projector/marker
- Pencils
- Large chart for writing and stickies

Room Arrangement

- The workshop is presented in a lecture and activity-based format; therefore, participants must be able to view the screen. During some activities, participants will need to sit in small groups.



Acknowledgments

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Texas Education Agency

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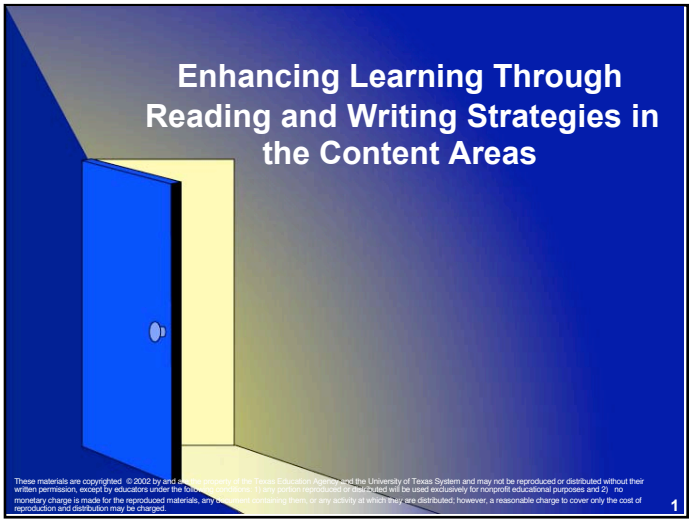
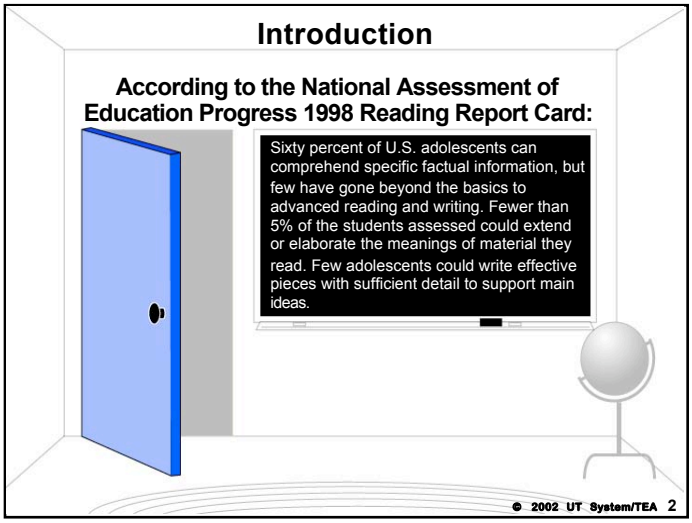
Region XIII Education Service Center
Statewide Initiatives

Special thanks to all our reviewers and contributors whose assistance and support made a valuable contribution to this product.



Transparency 1

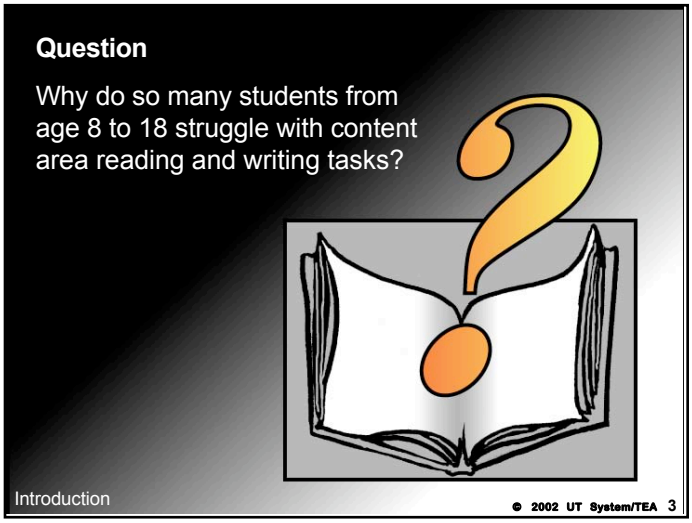
This professional development guide is designed to help content area teachers "open the door" to learning through the use of reading and writing strategies. These strategies accelerate students' comprehension of information and help them retain and use the information in meaningful ways.



Transparency 2

Review the content on the transparency.

Learning to read and write as students do in elementary grades K–3 often leaves many students unprepared for the kinds of reading and writing tasks they encounter as they enter grades and courses that rely heavily on textbooks and content-rich material.

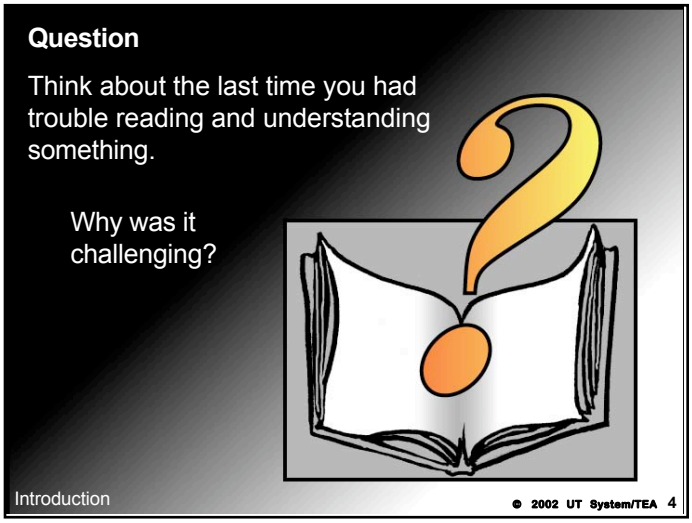


Transparency 3

Pose the question on the transparency. Encourage participants to brainstorm reasons. Record their responses on an overhead transparency or chart.

Responses might include the following:

1. lack of knowledge of content area
2. past failures
3. poor motivation
4. lack of strategies
5. lack of practice
6. too much work



Transparency 4

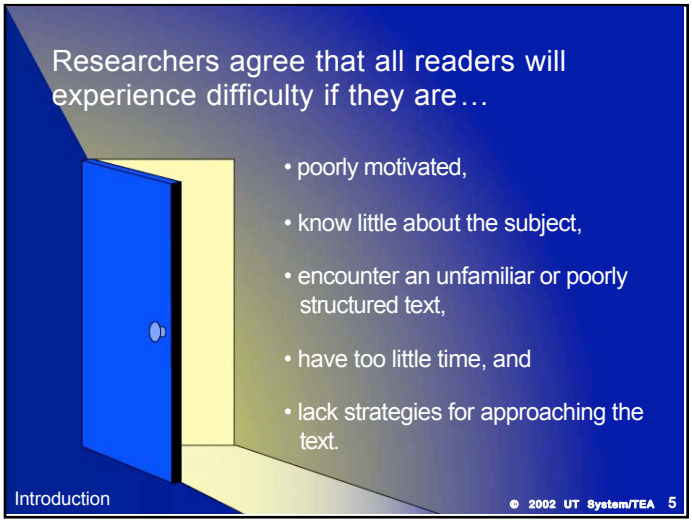
Pose the question on the transparency to participants. You might suggest examples such as reading the directions for programming the VCR or completing a tax form. Write a list of reading challenges the participants have experienced. Then ask them why it was challenging.

Some of the answers may include the following:

1. unfamiliarity with subject
2. poor motivation (didn't want to read it)
3. text was too long
4. not enough time
5. poorly written text

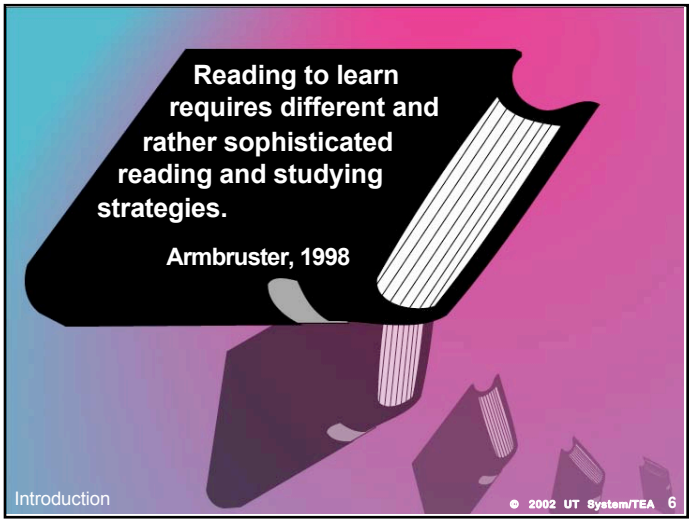
Review the responses and note the similarity between students' reasons and adults' reasons.

The contributing factors (poor motivation, little background knowledge, inconsiderate or poorly written text, length of material) are the same for all readers. Researchers agree that these are the factors that most often impact content area success.



Transparency 5

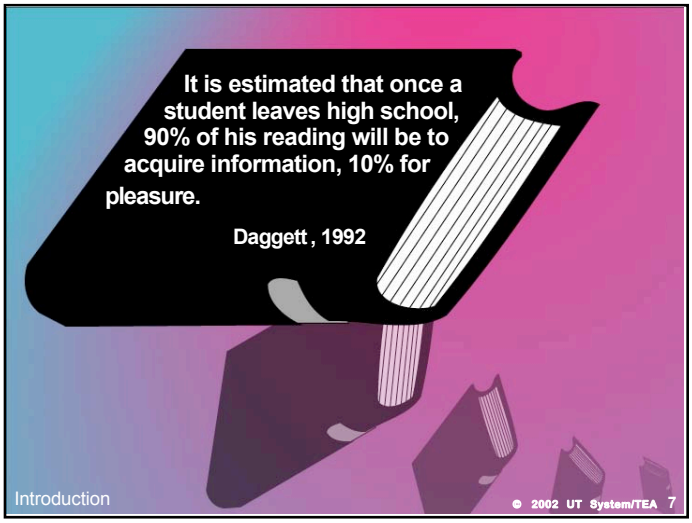
Review the content on the transparency.



Transparency 6

Review the content on the transparency.

Reading and writing to learn require different strategies for obtaining and communicating information.



Transparency 7

Before you show the transparency on this page, ask participants to close their eyes and visualize their bedside table. Ask them to particularly focus on the reading material stacked there. Give them 1 minute to visualize.

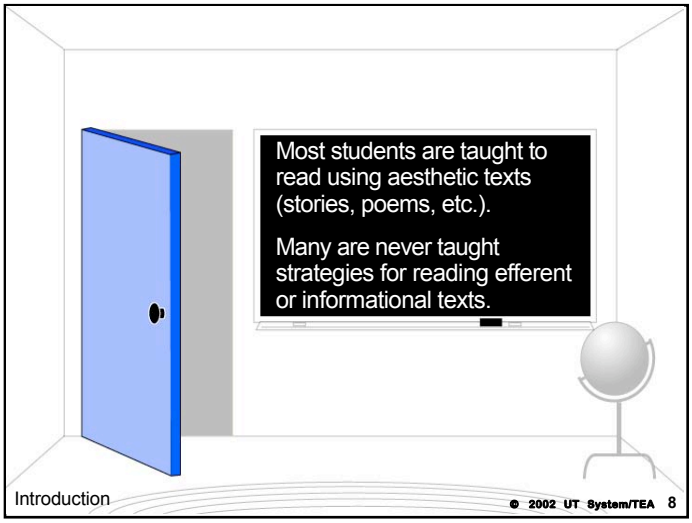
Ask participants to open their eyes and volunteer to tell you titles of reading material. If you are not familiar with the title, ask the volunteer if the text is for pleasure reading or information. Some pieces will fall within both categories.

As the volunteers offer titles, record responses on two sides of a T-chart, but do not put a heading on the T-chart until you have recorded twelve to fifteen responses.

Record pleasure reading (novels, poems, magazines, such as People) on one side. Record informational texts, such as professional journals, how-to books, and so forth, on the other side.

Review the content on the transparency.

Ask participants if they agree with Daggett's observation. How would they change it?



Transparency 8

Before showing this transparency, write the words "aesthetic" and "efferent" on chart paper. "Aesthetic" will head the pleasure reading, the literature. "Efferent" will head the right side, where you recorded the informational text. In 1938, Louise Rosenblatt's writing in Literature as Exploration categorized reading material into these two categories.

Aesthetic (adj) G.: of, relating to, or dealing with aesthetics of the beautiful

Efferent (adj) L. effer: to carry away

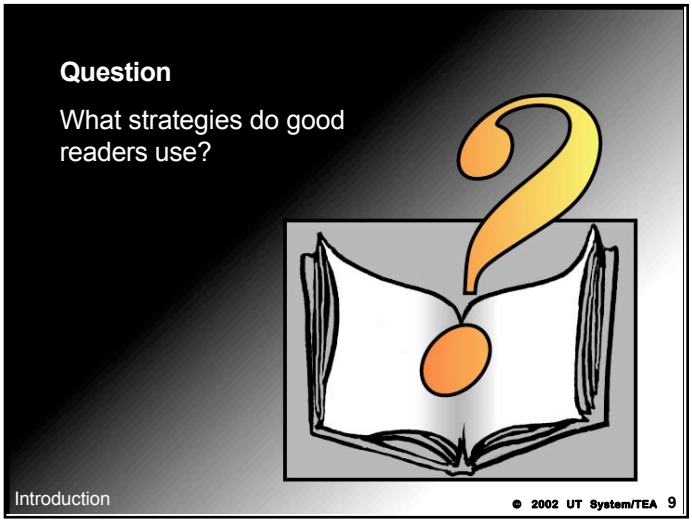
Most students receive little or no instruction in how to read efferent texts. Efferent, or informational, texts constitute the bulk of students' reading material in Grades 3–12.

Distribute **Handout 1: Text Comparisons**.

Review the handout, focusing on distinct differences in text.

Unfamiliarity with the organizational structures, content, and vocabulary of informational text is a direct cause of failure in content area reading and writing.

Rosenblatt, 1938, 1995

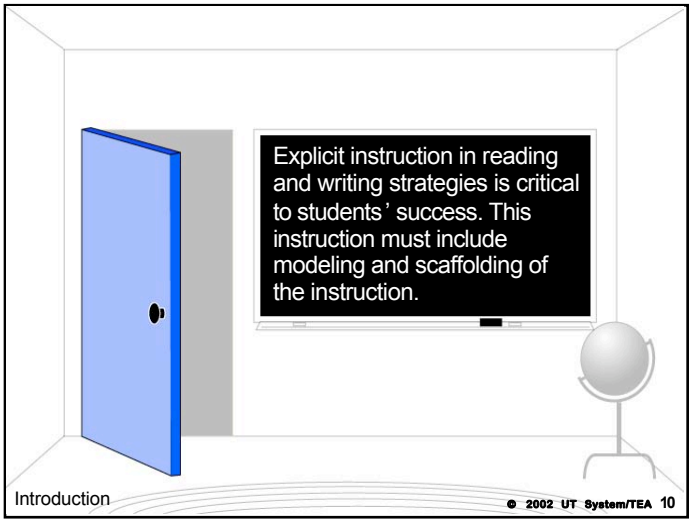


Transparency 9

Ask participants to list strategies they've observed good readers using.

Distribute **Handout 2: Describing Readers**.

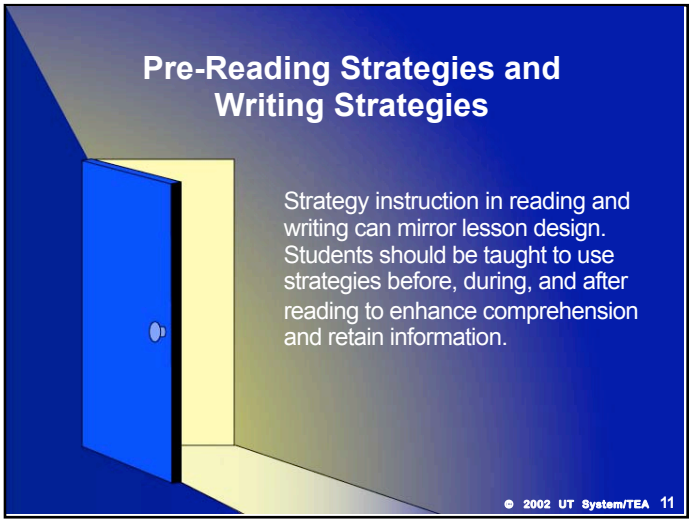
Go over the handout with participants. This chart shows us that good readers and struggling readers have almost opposite characteristics. By looking at the characteristics of a good reader, we know what we must do as content area teachers. Comment as appropriate.



Transparency 10

In a 1978 study, American researcher Delores Durkin spent 11,500 minutes in classrooms to observe reading instruction. Of those 11,500 minutes, Durkin observed only 45 minutes of explicit instruction on reading. Most students simply read or were read to and answered questions, then answered more questions on the material read. Explicit strategies in reading and writing can be taught easily by content area teachers. These strategies are the purpose of this guide. We will talk about strategies in the next section of this workshop.

Durkin, 1978-79



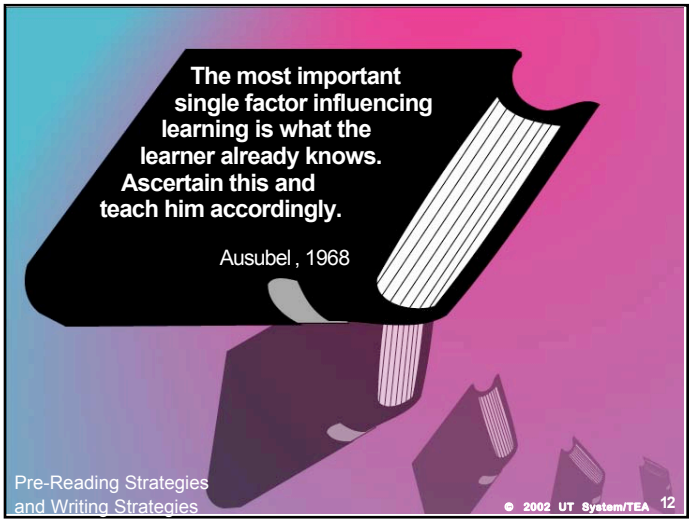
Transparency 11

Review the content on the transparency.

The rest of this workshop will be divided into strategies for reading and writing before, during, and after reading the text.

Distribute **Handout 3: Strategic Reading and Writing**.

Ask participants to keep a record of strategies learned in this workshop and add to this list their favorites from their own classrooms.

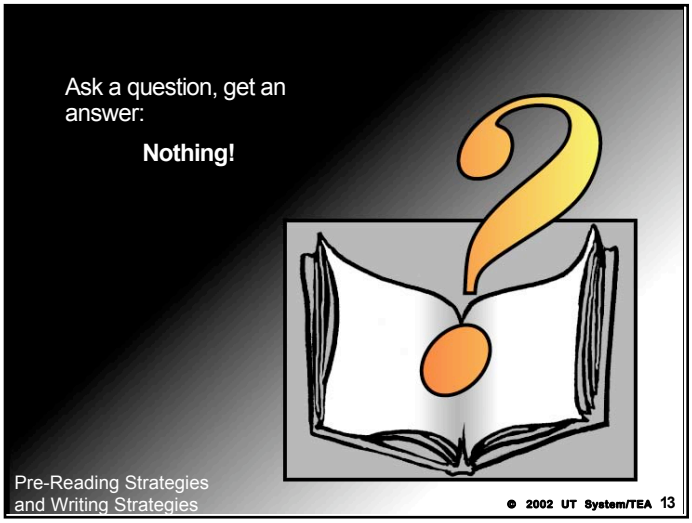


Transparency 12

Review the content on the transparency.

Countless researchers agree with Ausubel that background knowledge or information about a topic is critical to a student's comprehension. If background knowledge is not present to be tapped, then the instructor must stimulate thinking and provide some initial information.

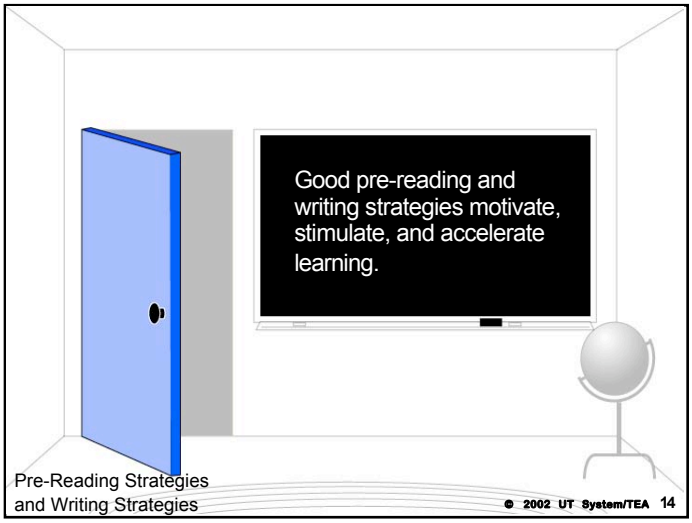
"Crucial to comprehension is the knowledge that the reader brings to the text. The construction of meaning depends on the reader's knowledge of the language, the structure of the texts, a knowledge of the subject of the reading, and a broad-based background or world knowledge."



Transparency 13

The most common pre-reading strategy used in classrooms is actually an ineffective practice: Asking a question leads to a negative result. For example: By asking, "What do you know about the causes of isolationism in the nineteenth century?" a student is often quick to answer: "Nothing!"

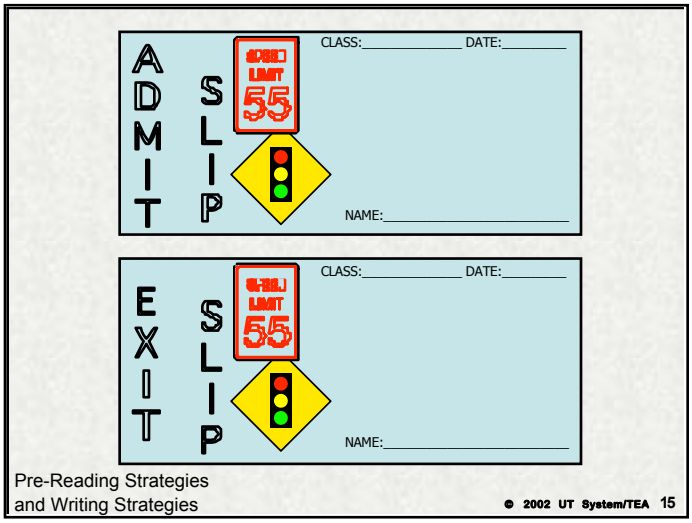
Then the positive effects of background knowledge dissipate for the struggling reader who is once again reminded that he knows "Nothing!"



Transparency 14

By using pre-reading strategies that allow students to tap their general knowledge or impressions of a subject or that provide information about a subject, even a struggling reader can feel more confident about approaching the subject-area reading. This motivates and stimulates active reading, causing students to predict, hypothesize, and question the topic and author. These responses will accelerate a student's comprehension, providing the "glue" for new learning.

A question with a "nothing" answer does not accomplish any of these goals.



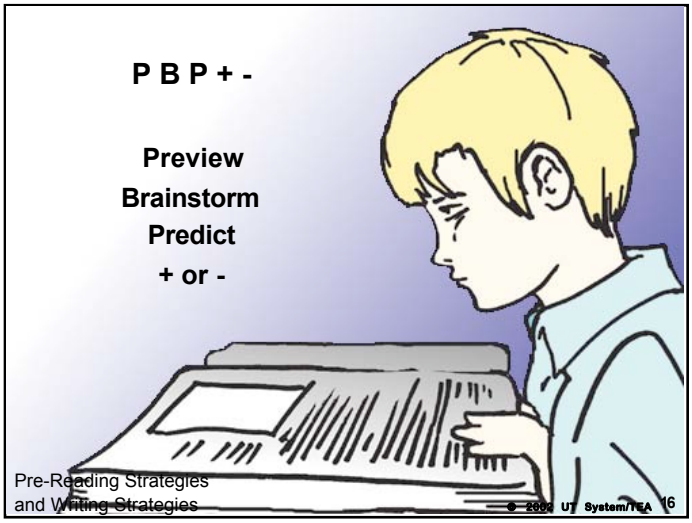
Transparency 15

The Admit/Exit Slip is a vehicle for using students' own thoughts, experiences, and reactions to a topic or question to provide motivation and additional comprehension. Combined with the notion of a "Quick Write" (Elbow, 1973) these short writing opportunities help students consolidate their thoughts in writing before reading, speaking, viewing, or listening.

A Quick Write can be used at any point in a lesson. The Admit Slip is best used at the beginning of class, the Exit at the end. All three accomplish the same thing—providing a vehicle to give "voice" to a reluctant participant and increase participation and comprehension.

Distribute individual colored Admit/Exit slips and Handout 4: Admit/Exit Slips to participants.

Elbow, 1973; Gere, 1985



Transparency 16

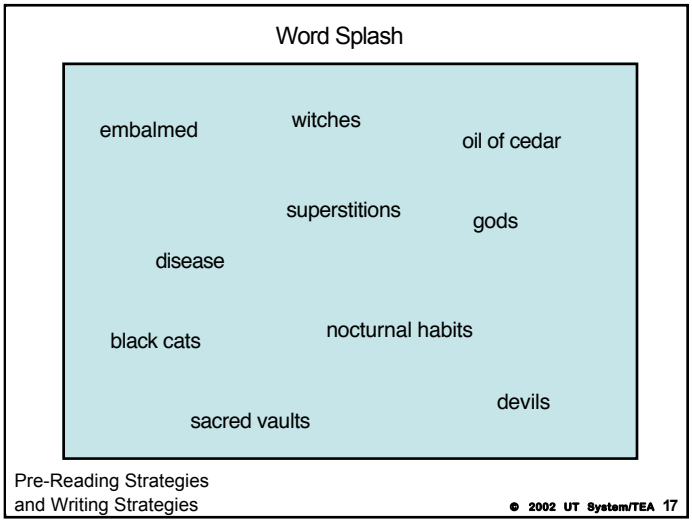
A positive pre-reading strategy can be implemented with little or no preparation. Simply model the process of previewing the text by looking at the title, author, subheadings, graphics, and illustrations. Then brainstorm what you already know about the subject from these text clues and from your prior knowledge. Combine your brainstorming and predict what you will read about in this section of the text. Try to be as specific as possible.

Distribute **Handout 5: P. B. P. + or -**.

Students record their predictions on this handout in the Predict column.

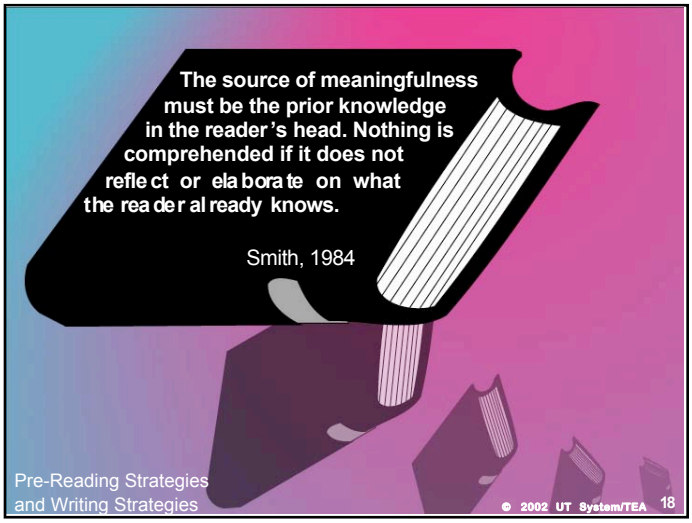
Now for the + and -. In the middle column of this handout, students mark their predictions with a + or - (+ = true and - = false) as they read. The last column is for additional connections/corrections/comments as students read.

Every student can be successful with this activity. It can be done in pairs after the teacher has modeled it several times.



Transparency 17

A Word Splash is another way every student can predict and begin to build background knowledge about a topic in a totally nonthreatening format. The teacher simply chooses eight to ten key words or concepts from the reading, then "splashes" them on a chart or transparency. Students are asked to organize the terms in a way that makes a prediction about what the article/reading will be about. Again, there is no right or wrong answer. Students must explain and justify their answers in writing. This activity takes a little longer but uses the higher-level skills of categorizing and evaluating the material to gain great rewards for comprehension.



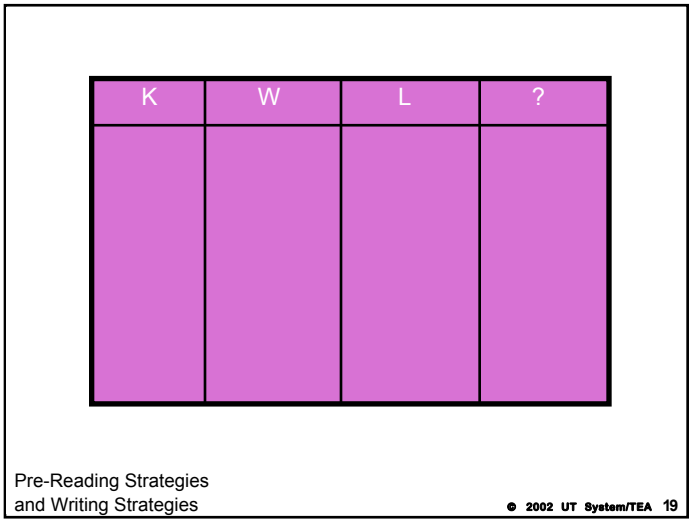
Transparency 18

Review the content on the transparency.

Distribute **Handout 6: K - W - L**.

Another factor critical to students' success is creating student interest. A good strategy to stimulate or create interest in the topic is the K-W-L. Created by Donna Ogle in 1986, the K-W-L has been adapted into many variations. The graphic organizer allows students and teachers to record what students know about a topic (K); want to learn (W); and state what they have learned (L).

Ogle, 1986



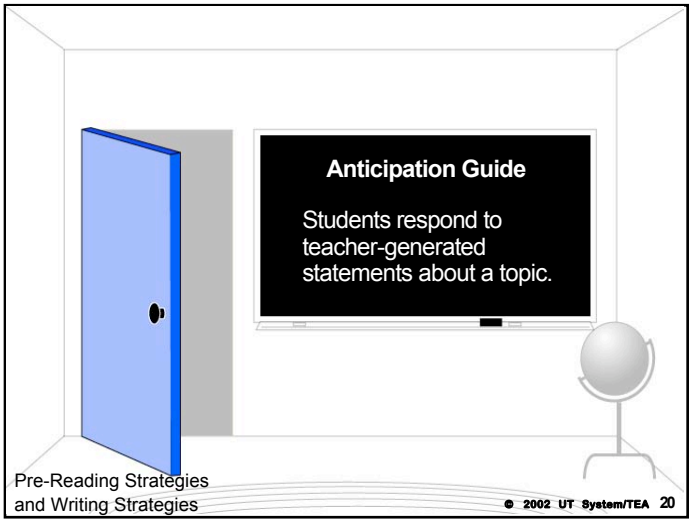
Transparency 19

So popular and widely used is Ogle's K-W-L graphic organizer that variations of it abound. This transparency shows a "?" in the last column to indicate additional questions the student might have.

Another version adds a "P" after the "W" so that students can predict what they will learn.

The main objective of any of these strategies is to motivate the reader and to identify misconceptions.

Ogle, 1986



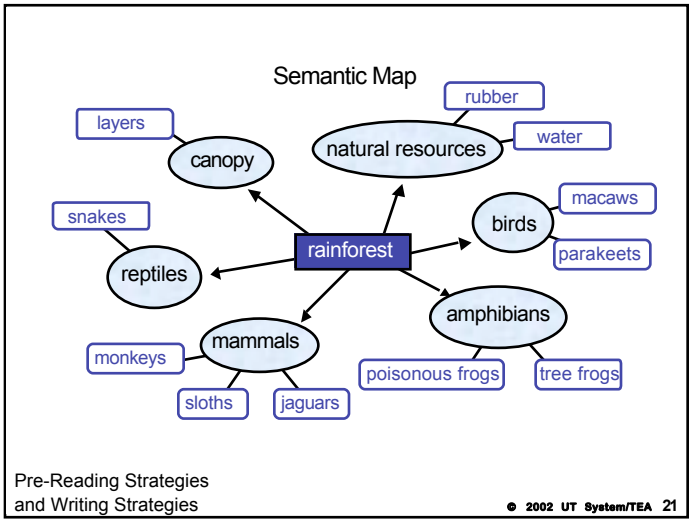
Transparency 20

An anticipation guide is an excellent pre- and post-reading strategy designed to stimulate students' interest and identify any misconceptions they might have about the subject.

An anticipation guide consist of a series of teacher-generated statements about a topic that students respond to before reading. These statements should reflect major concepts and avoid isolated details. Statements should not be so factual that a student's limited background knowledge will prevent him or her from having an opinion. The response format is usually agree/disagree and can include a column for after reading as this example does. After students respond independently, let them share responses in pairs. Then after they read the text, they return to the statements and amend or confirm their responses.

Distribute **Handout 7: Sample Anticipation Guide**.

Tierney, Readance, & Dishner, 1995



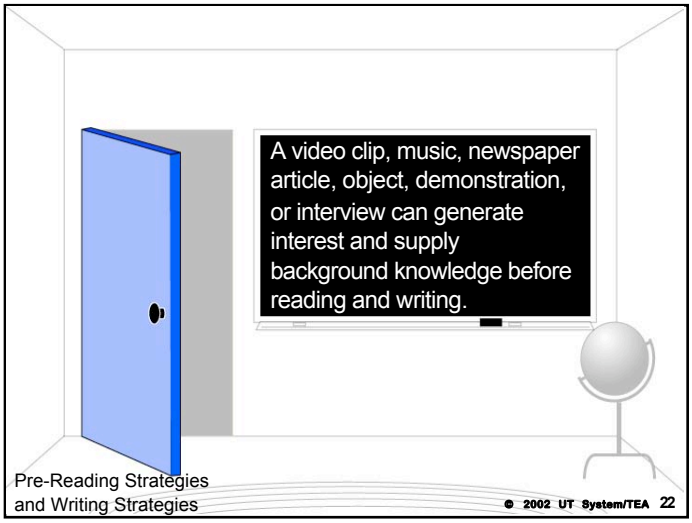
Transparency 21

Another excellent tool for enhancing students' background knowledge is the semantic map. It is easy to construct. The teacher puts a key word in the center of a page. If the word is unfamiliar to most students, the teacher defines it clearly. The word parts and derivations are also helpful information.

Once the concept is familiar to the student (even though the word may not be), the students are asked to brainstorm as many words as possible that connect to the central word.

After brainstorming, the teacher models the process of grouping or categorizing the words into meaningful arrangements. After this process has been modeled several times, the students can categorize or group the words themselves.

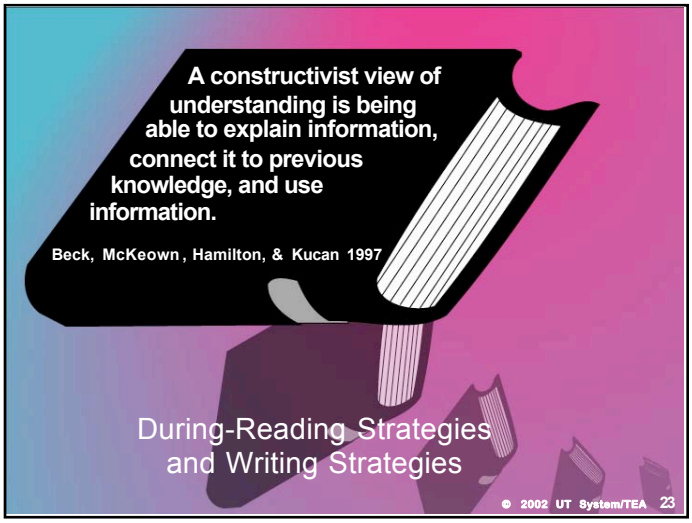
Smith & Johnson, 1980



Transparency 22

Anything from music to video clips, from models to demonstrations, to connected readings and interviews—anything relevant can be used to motivate a student, stimulate thinking, and accelerate learning before a student reads and writes.

These strategies do not require a lot of teacher preparation, but they can increase student success tremendously.



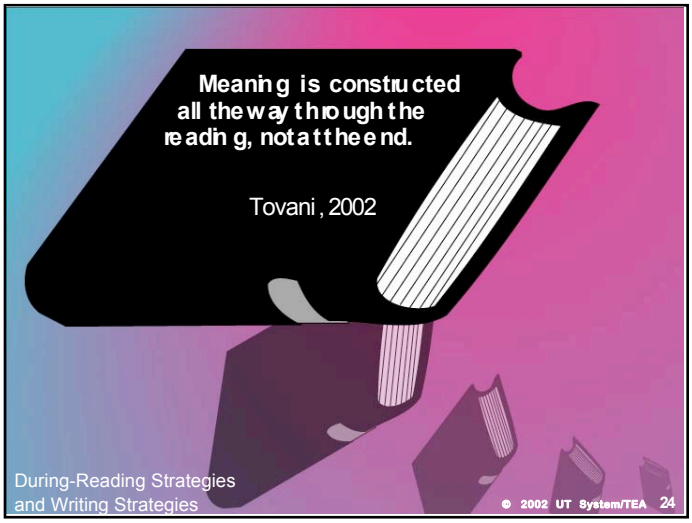
Transparency 23

Review the content on the transparency.

Beck, McKeown, Hamilton, and Kucan accurately depict the active process good readers and writers use as they progress through text.

Good readers predict, connect, confirm, explain, summarize, and use the information they encounter in texts.

Beck, McKeown, Hamilton, & Kucan 1997



Transparency 24

Review the content on the transparency.

One of the best ways to show how meaning is constructed during-reading is the Think-Aloud strategy. Introduced in the early 1980s by Beth Davey and then popularized by Roger Farr, a think-aloud makes the invisible process of constructing meaning visible to a reader. A think-aloud is the ultimate "show me!" strategy.

Use **Handout 8: Think-Aloud Directions**, **Handout 9: Text**, and **Handout 10: Annotated Think-Aloud** to demonstrate a think aloud.

Directions to participants: While I am modeling the think-aloud strategy, make a list of the strategies that you see modeled.

Some of the strategies will include the following:

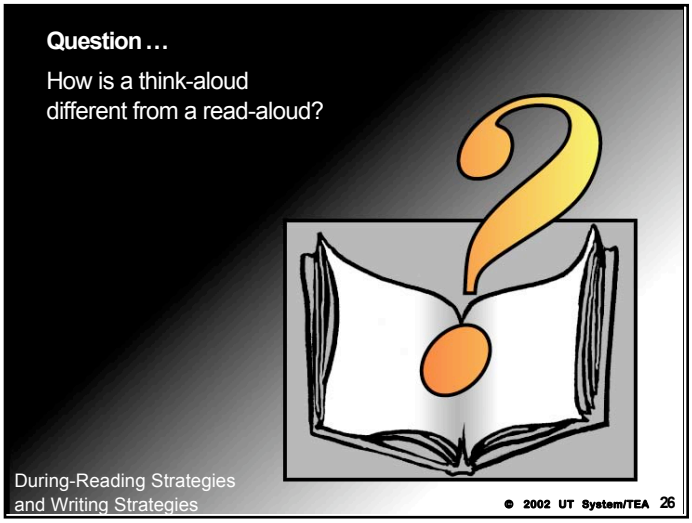
1. using background knowledge
2. using context clues
3. rereading when comprehension breaks down or for reinforcement of main ideas
4. using clues to infer or "guess" meaning
5. summarizing
6. paraphrasing
7. predicting
8. referencing or noting text structure or shifts in text structure
9. visualizing or picturing the text
10. making personal connections

Transparency 25

Review the content on the transparency.

The Think-Aloud strategy should be modeled several times by the teacher. Choose strategies to model that students are having difficulty with in their own reading. Since this strategy involves direct instruction, keep it short (5–10 minutes). Model it often.

Then have students practice think-alouds with a partner. Ask them to "mark" the text indicating where and how they will make their thinking visible. After they practice several times with a partner, students can work alone and then share their think-aloud with the class.



Transparency 26

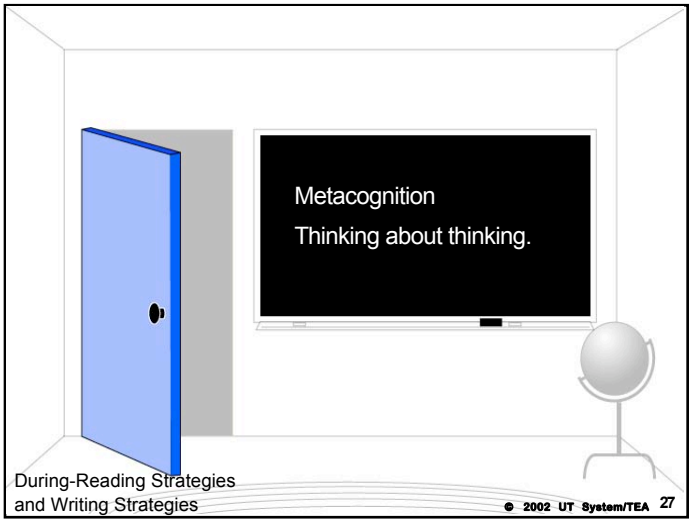
Review the content on the transparency.

Ask participants to think about the differences, talk about them with a partner, and then share their perceptions with the group.

You have just modeled another effective strategy called Think-Pair-Share. Comment on it and refer to it by name so that participants can add it to their list.

Most participants will observe that a think-aloud is more planned and deliberate, takes more time, and emphasizes or models strategies. Many participants may describe a read aloud as "just for pleasure."

Participants may mention "metacognition" or "thinking about thinking" as a characteristic of a think-aloud.



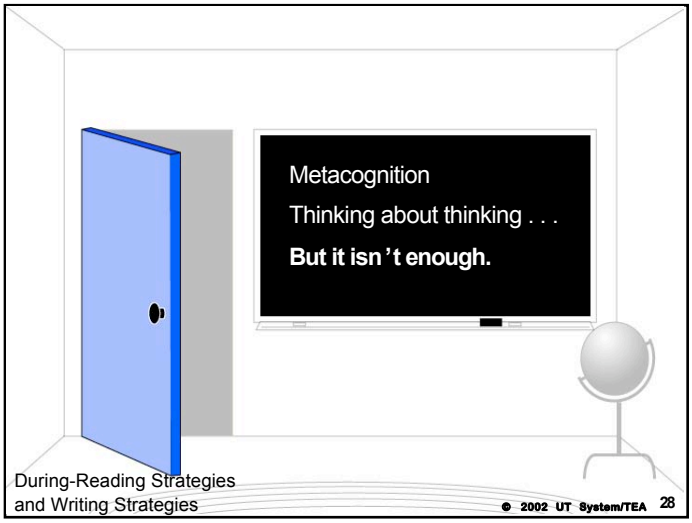
Transparency 27

Review the content on the transparency.

Metacognition, or thinking about or being conscious of your own thinking process as you read and write, is another mark of a good reader and writer. A think-aloud models the metacognitive processes a good reader uses as he/she reads.

Distribute **Handout 11: Metacognitive Reading**.

Review the questions that they are asked in before, during, and after situations in reading.

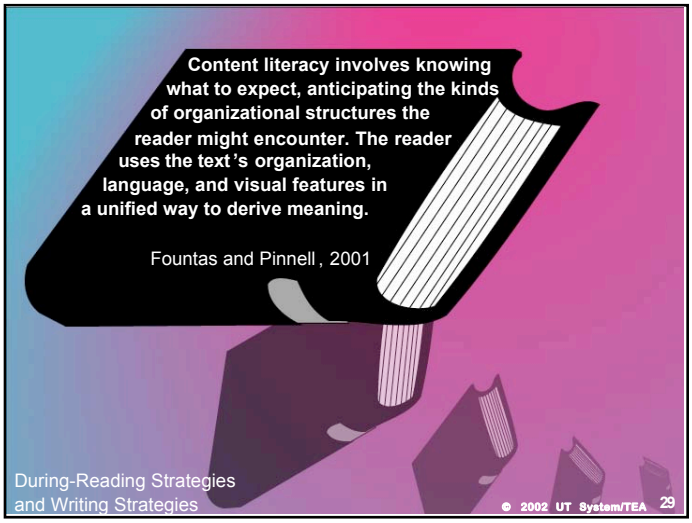


Transparency 28

Review the content on the transparency.

Good readers monitor their comprehension automatically and almost unconsciously. Students must also recognize when their comprehension breaks down or fails. They must also have a variety of strategies to use to correct a comprehension breakdown. And they must know when and how to use the strategies.

In a 1985 study, Bereiter and Bird taught seventh and eighth grade students several reading strategies by modeling and using a think-aloud approach. One group of students just watched the demonstrations and were not required to use them. The second group of students observed the modeling, received explanations about how and when to use the strategies, and were required to use them with other text. These students demonstrated improvement in their reading proficiency, the other group of students did not.



Transparency 29

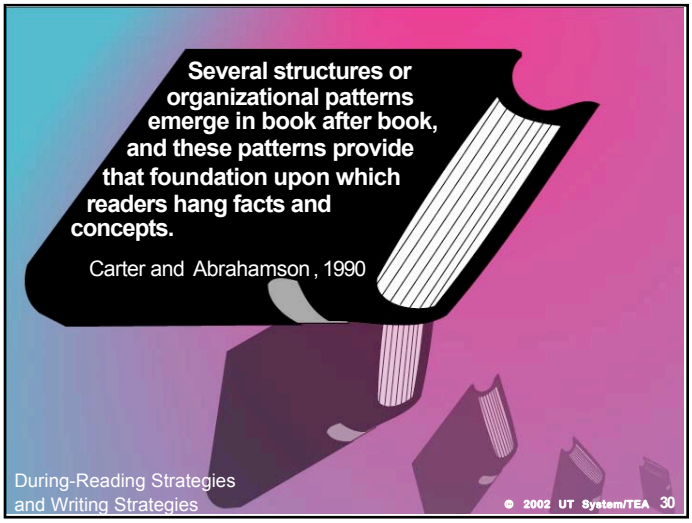
Review the content on the transparency.

We have talked about how important prediction and prior knowledge are in pre-reading. We have also talked about how a students' lack of experience and knowledge of efferent or informational text can negatively impact comprehension.

Fountas and Pinnell agree, as do countless other reading researchers.

Students' knowledge of text structure plays an important role in comprehension. If students know how authors structure their writing, they can more readily understand and remember what they read. Students who have more knowledge of text structure learn more from expository material than students who are not aware of structure.

Fountas & Pinnell, 2001; Slater, Graves, Scott, & Redd-Boyd, 1988



Transparency 30

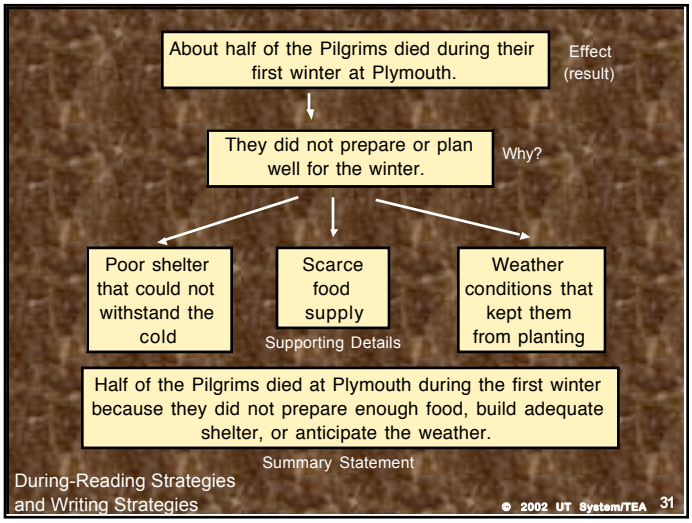
Review the content on the transparency.

Ask participants to work with a partner to list common text patterns or structures.

Ask participants to share their responses.

Distribute **Handout 12: Patterns of Text Structure in Informational Texts**.

Refer participants to the examples of graphic organizers to use with different text structures.

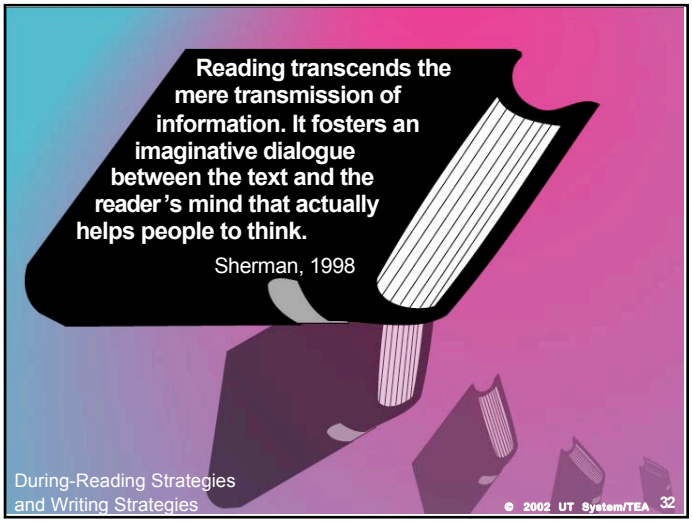


Transparency 31

This transparency is an example of how a teacher might use a graphic organizer to model the process of taking notes during-reading. This structured note taking approach helps students organize important information and gives them an excellent study guide for the main ideas and supporting details.

Review the content on the transparency.

Smith & Tompkins, 1988



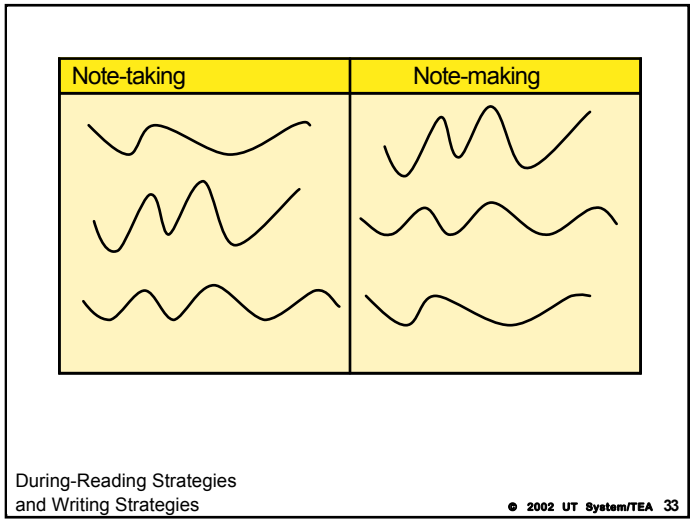
Transparency 32

Review the content on the transparency.

Creating a dialectic response to a piece of text is another excellent way to use writing to enhance and make visual the thinking process that occurs while reading a text.

A dialectic response is a two-columned form of note-taking.

The left column of a divided page is for traditional notes: direct quotes, paraphrasing, and summaries of the actual text. This side is sometimes called Note-taking. The right side of the divided page is used to respond to the notes in the left. The reader may ask questions, comment, cite confusions, draw illustrations, explain why the note is important, or explain how it connects to other readings of experiences. The right side is often called Note–making.



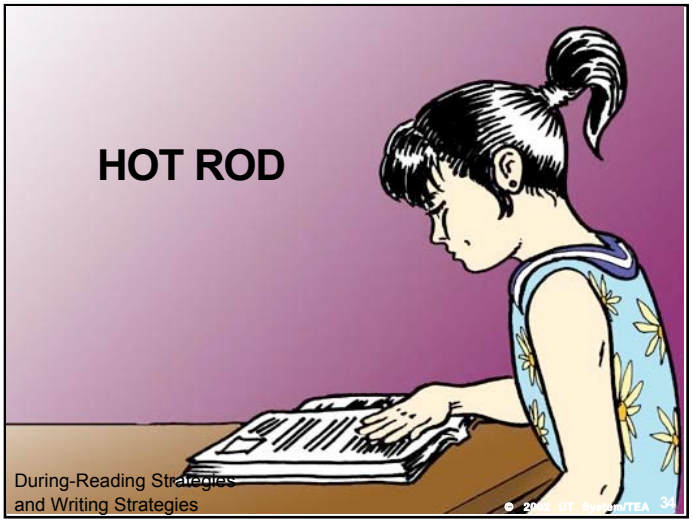
Transparency 33

A dialectical journal allows the reader to use writing to create meaning as the material is read. By putting responses in his or her own words, the reader truly interacts with a text.

Distribute **Handout 13: The Dialectical Journal**.

Use a transparency if you choose to model the process with a piece of text.

Bertho ff, 1982, 1988



Transparency 34

Review the content on the transparency.

Traditionally regarded as an assessment strategy, retelling is an effective way to help students actively progress through text.

HOT ROD (Hands Over Text-Retell On Demand) is an effective and fun way to use partner reading and retelling.

Distribute **Handout 14: Directions for HOT ROD**.

Developed by Terry Ross, 2000

Transparency 35

Another good during-reading strategy also requires that students work in pairs reading aloud to each other. Remember to remind them to use "ruler voices" or those that can be heard when they are 12 inches apart.

Distribute **Handout #15: Say Something**.

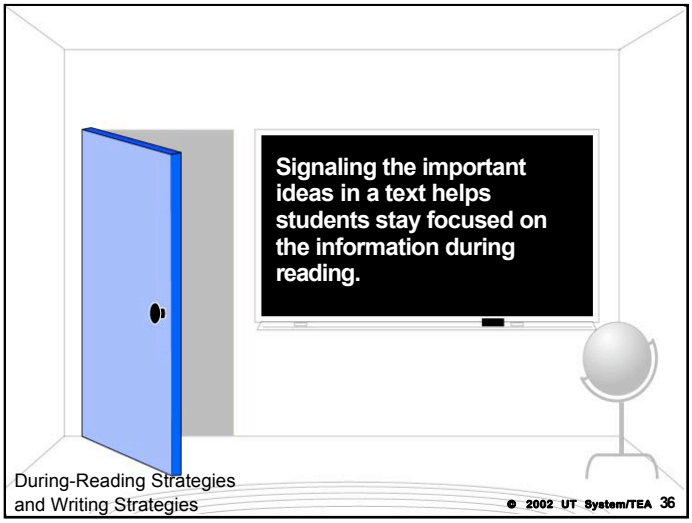
(Optional: Demonstrate and allow participants to practice the strategy).

In Say Something (a strategy popularized by Jerome Harste), readers take turns reading a paragraph aloud. Their partner follows the text and listens. The reader then "says something" (anything) related to the topic of the paragraph; the reader can do any of the following:

1. ask a question about the text
2. make a comment about it
3. make a connection to something it reminds him/her of
4. restate or retell
5. summarize

The purpose is to make the reading active and engaging while encouraging the reader to respond to the text as it is read.

Harste, Short, & Bourke, 1988



Transparency 36

Garage sale dots and sticky notes are two simple ideas that can be easily modeled and implemented in the classroom and require equally simple and inexpensive props that students love to use. Cut the sticky notes into strips one inch wide. Give each student three dots or three sticky notes. Use the "dots" on copies; the removable sticky notes are best used on textbooks. Simply ask students to mark the three most interesting, controversial, or big ideas. You choose the category to fit your purpose.

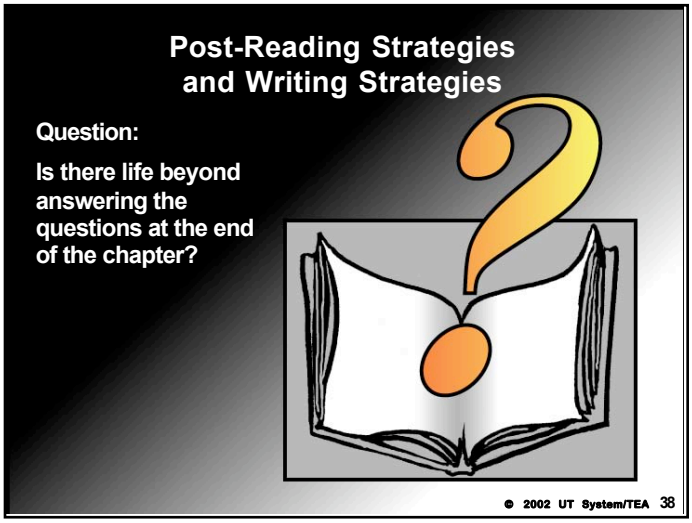
When limited to only three, students consider their choices carefully.

A lively class discussion of the material read follows when students can choose the most interesting parts of the text.

Transparency 37

Review the content on the transparency.

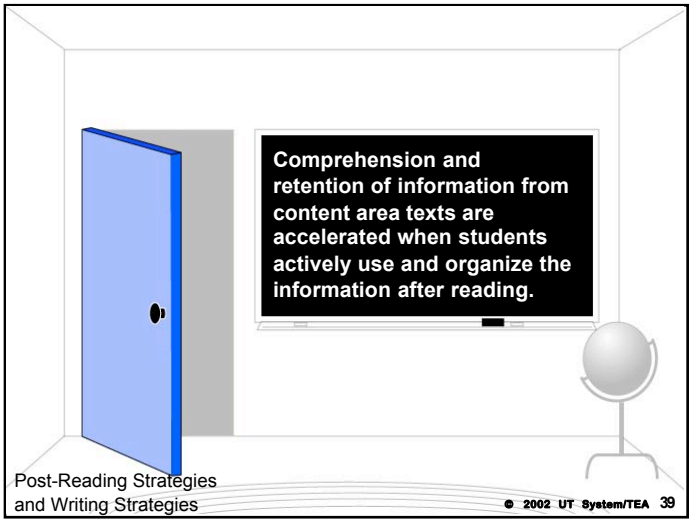
During-reading strategies are designed to help students put new information in their own words, make connections between new learnings and previously acquired information, and do so actively. Then meaning becomes their own, not those of the instructor.



Transparency 38

Review the content on the transparency.

Unequivocally, the answer to this question is, "Yes!" You have had students actively engaged before and during their reading of the content area material. The end of the text is no time to resort to ineffective approaches.



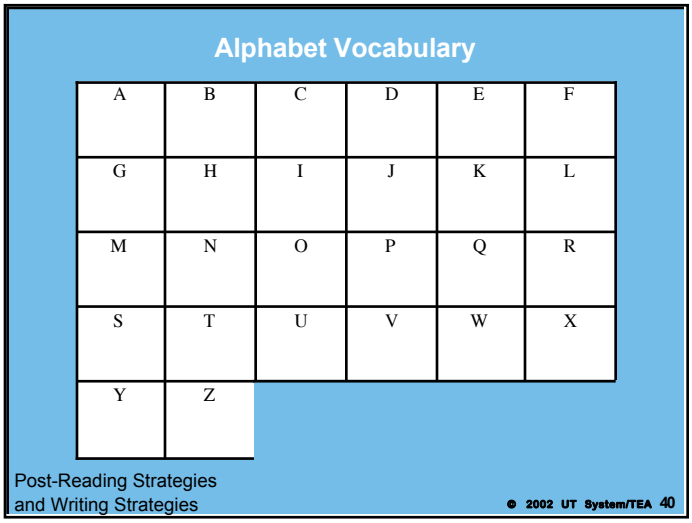
Transparency 39

Review the content on the transparency.

Post-reading strategies ask students to reenter the text, search for main ideas and details, and organize the information in a way more easily remembered.

King found that the more students interacted with the material, the more they comprehended and remember.

King, 1992



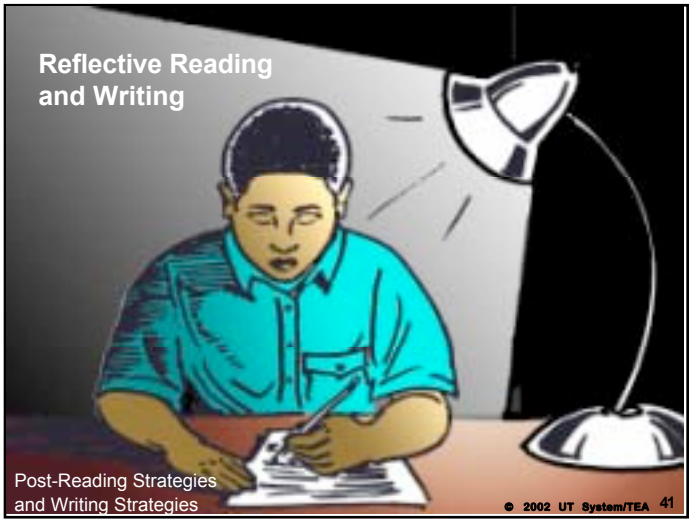
Transparency 40

Review the content on the transparency.

A simple post-reading strategy asks students to revisit the text they just completed, reflect on it, and choose the Most Important Word from the text. Students write this word on an index card, a small slip of paper, or a sticky note. On the back of this, students are asked to write a short explanation of why this word is the most important in the text. If you have an overhead transparency of the alphabet chart, students can write their word on the appropriate square. You can also make a wall chart and have students post their word appropriately. Then put students in groups of three or four. Try to group students so that there are a variety of responses. Their task then is to reach consensus about the most important word.

After 10 minutes of discussion, students must reach consensus and present their choice to the class.

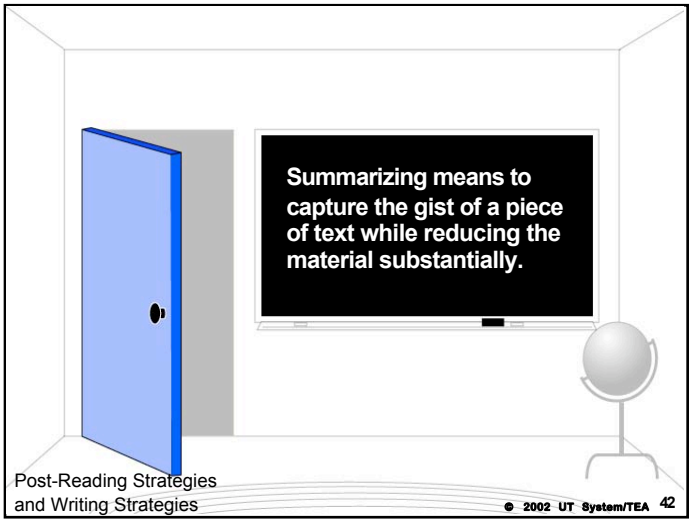
Bleich, 1975



Transparency 41

As students read, asking them to respond personally and reflectively about the text often enhances their engagement in the process and deepens their comprehension of the material. Questions for reader's response or a reader's log are not factual but involve generating an opinion, drawing conclusions, and conducting an evaluation.

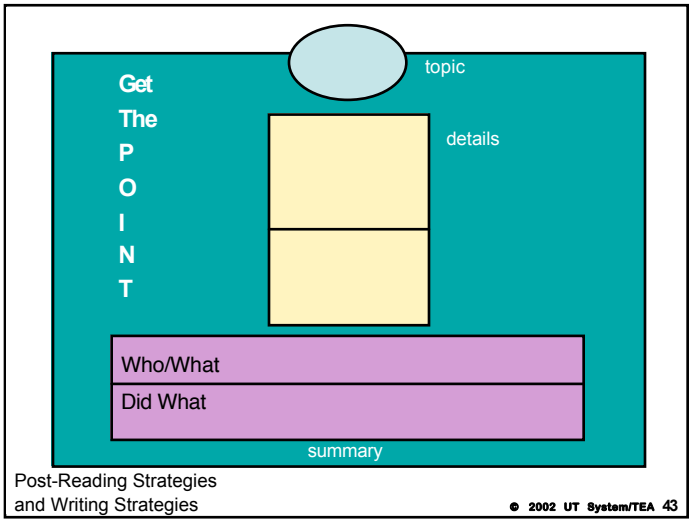
Distribute **Handout 16: Learning Log Responses to Reading**.



Transparency 42

Review the content on the transparency.

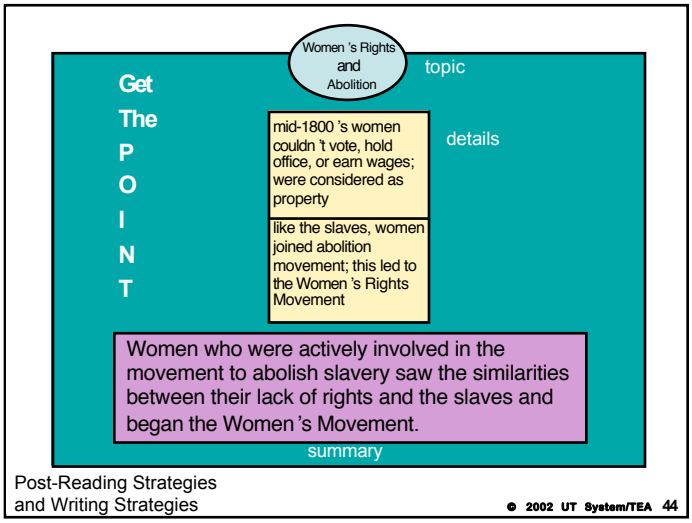
Summarizing text involves the complex processes of finding the main idea and the details that support it, and then reducing and rewriting the text into meaningful prose.



Transparency 43

A simple way to begin your students' work with summarization has been adapted from a graphic introduced by Christen and Murphy.

After reading a piece of expository text, the student records the topic in the dot at the top of the graphic. Then while rereading the text, the student records details. The final "bench" at the bottom is for the summary statement. Many students will need the additional assistance of the cue words and modeling from the teacher as they tackle this difficult activity.



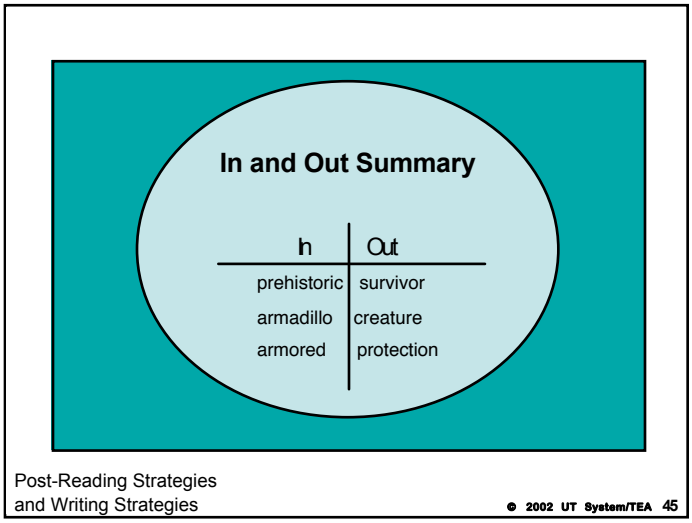
Transparency 44

Review the content on the transparency.

This is an example of the graphic organizer which was completed by a student who was reading about the early days of the Women's Rights Movement in her social studies text.

In Get the POINT, students use note taking and a graphic organizer to identify the topic, main idea, and details.

Hill, 1991



Transparency 45

Review the content on the transparency.

In and Out Summary is another simple post-reading strategy that engages students in actively choosing the main idea of a selection they have just read.

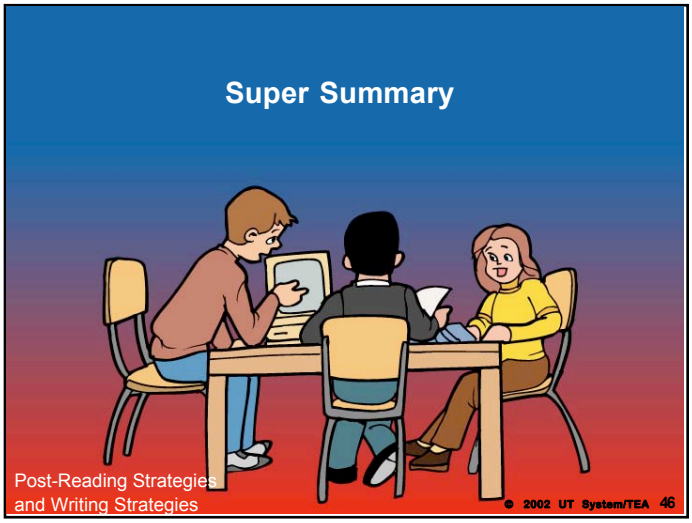
Directions: After reading an expository selection, students skim it again to decide what is the most important word "In" the text. They are looking for a word that summarizes the text or captures its main idea. Students write their key word on a slip of paper. The teacher asks for volunteers to share their choices and then records them on the board or chart.

Then students are directed to choose a word that captures the essence or main idea of the text, but does not appear in the text—thus the "Out" designation. This activity builds vocabulary and encourages students to review the text once again. The teacher records the words.

Students are then asked to choose one word from each column and write an explanation about why those two words are most important to the meaning of the text.

Students are then asked to summarize the text in two or three sentences.

Distribute **Handout 17: In and Out Summary**.



Transparency 46

In Super Summary, students are asked to read a selection. On the board, chart, or overhead, the teacher then records solicited responses for important facts. Record as many as you reasonably can in 4 to 5 minutes.

Then ask students to read the selection again. When finished, ask participants to add any additional details from the selection.

Organize the information into categories or sections of the text.

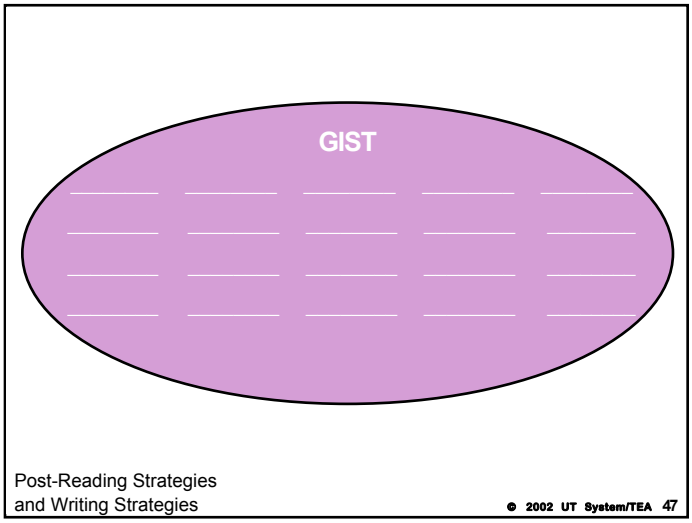
Then model by writing a summary statement for the first category.

Repeat for each category.

Then combine all three or four statements into one summary sentence using a "think aloud" format.

Compare summary sentences and evaluate which is the best and why.

Distribute **Handout 18: Super Summary**.



Transparency 47

GIST is another summary activity that asks students to actively consolidate information into smaller and smaller text.

Using a graphic organizer, the teacher models the process. The graphic organizer has four sections of 20 blanks each.

The student is directed to read a section, then summarize the first section in 20 words. Fewer, but no more than, 20 words can be used.

Then the student reads the second section and is directed to combine the information in section two, again only using 20 words. The process is repeated until all four sections have been summarized into 20 words.

Caution: This is an advanced activity that requires considerable teacher modeling before asking students to do it on their own.

The choice of material is also critical. Introduce the activity by using paragraphs of expository texts. Then gradually progress to longer pieces of text.

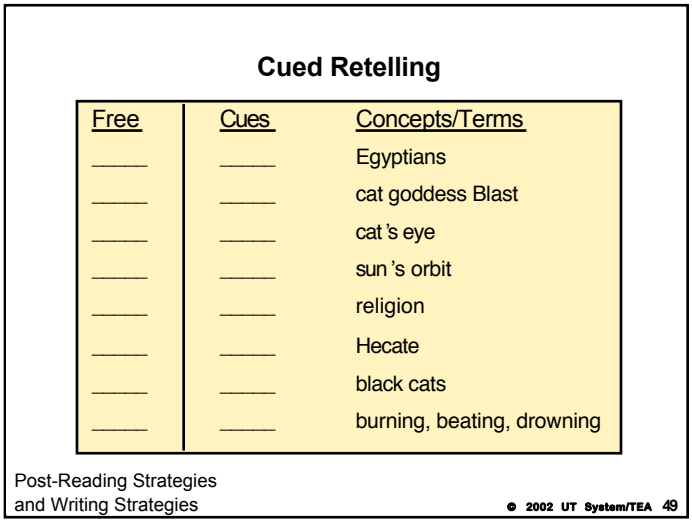
Pass out **Handout 19: Gist**.

Transparency 48

Review the content on the transparency.

Remember HOT ROD—the fun during-reading strategy used to progress through a piece of text? Just as Cooper suggests, retelling is an assessment tool but has many other uses because it actually engages readers in the process of comprehension.

Brown & Cambourne, 1990



Transparency 49

This template represents an example of a post-reading strategy that keeps students actively involved in the material, highlights important facts and concepts, and provides an excellent review.

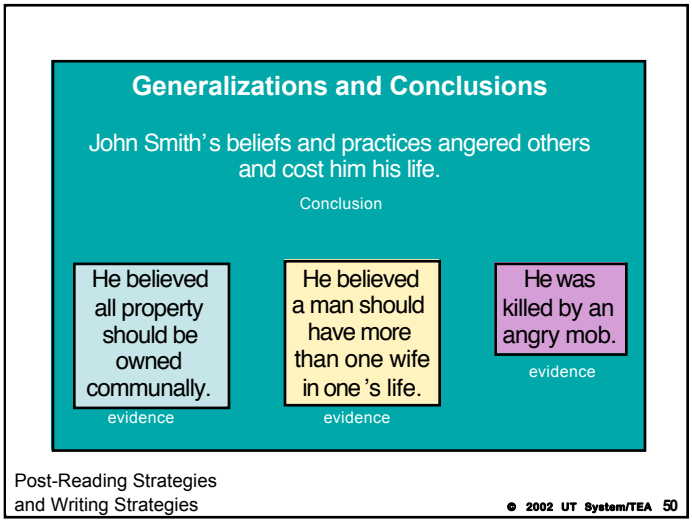
Directions: Prepare the template with eight to ten blanks under Free and eight to ten blanks under Cues. Then add eight to ten terms or concepts that are critical for the students' comprehension of the material.

Distribute **Handout 20: Cued Retelling.**

Using partners, one student has the Cued Retelling Sheet, the other tries to recall everything he/she can from the material read. As the student says or mentions items in the last column on the right, the listening student checks them off in the Free column.

Then, when the student can remember no more, the student begins to prompt his partner with "What about___?" As the other student remembers and offers details or information, the student with the sheet checks off items in the "Cues" column.

This is an excellent post-reading strategy.

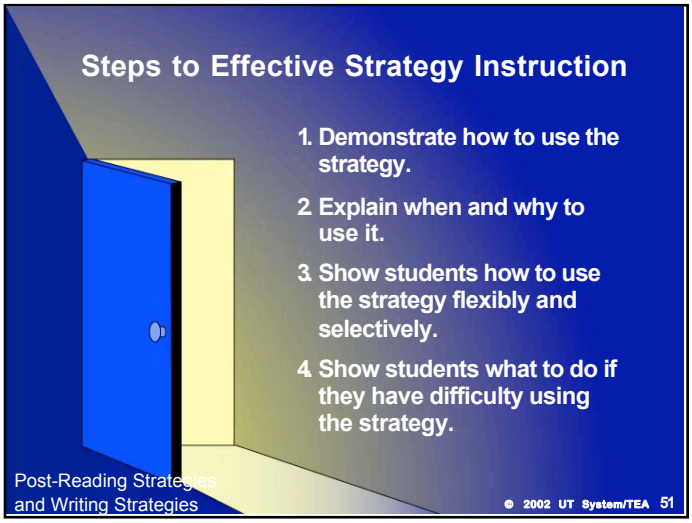


Transparency 50

Generalizations, conclusions, and inferences ask students to piece together information in the text with their own background knowledge. Teachers can accelerate that process by providing some generalizations/conclusions that can be drawn from a piece of expository text that is dense with information. The teacher will put the generalization in the labeled blank and then ask students to reenter the text to find support for the conclusion. The supporting evidence is written in the numbered blanks (Evidence).

The goal, of course, is to temporarily scaffold the learning by providing the generalization, but also to lead students to forming their own.

Distribute **Handout 21: Generalizations and Evidence**.

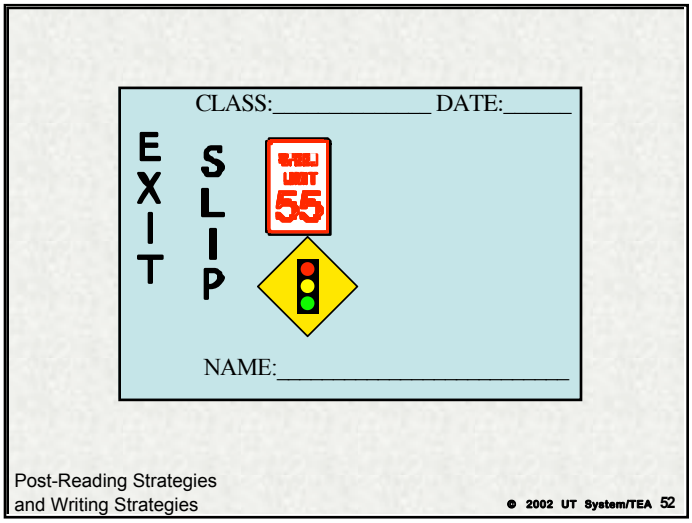


Transparency 51

Review the content on the transparency.

Commentary: This professional development guide is designed to provide content area teachers with simple to use strategies that will accelerate students' learning and help them comprehend and retain information.

Ruddell, 2001



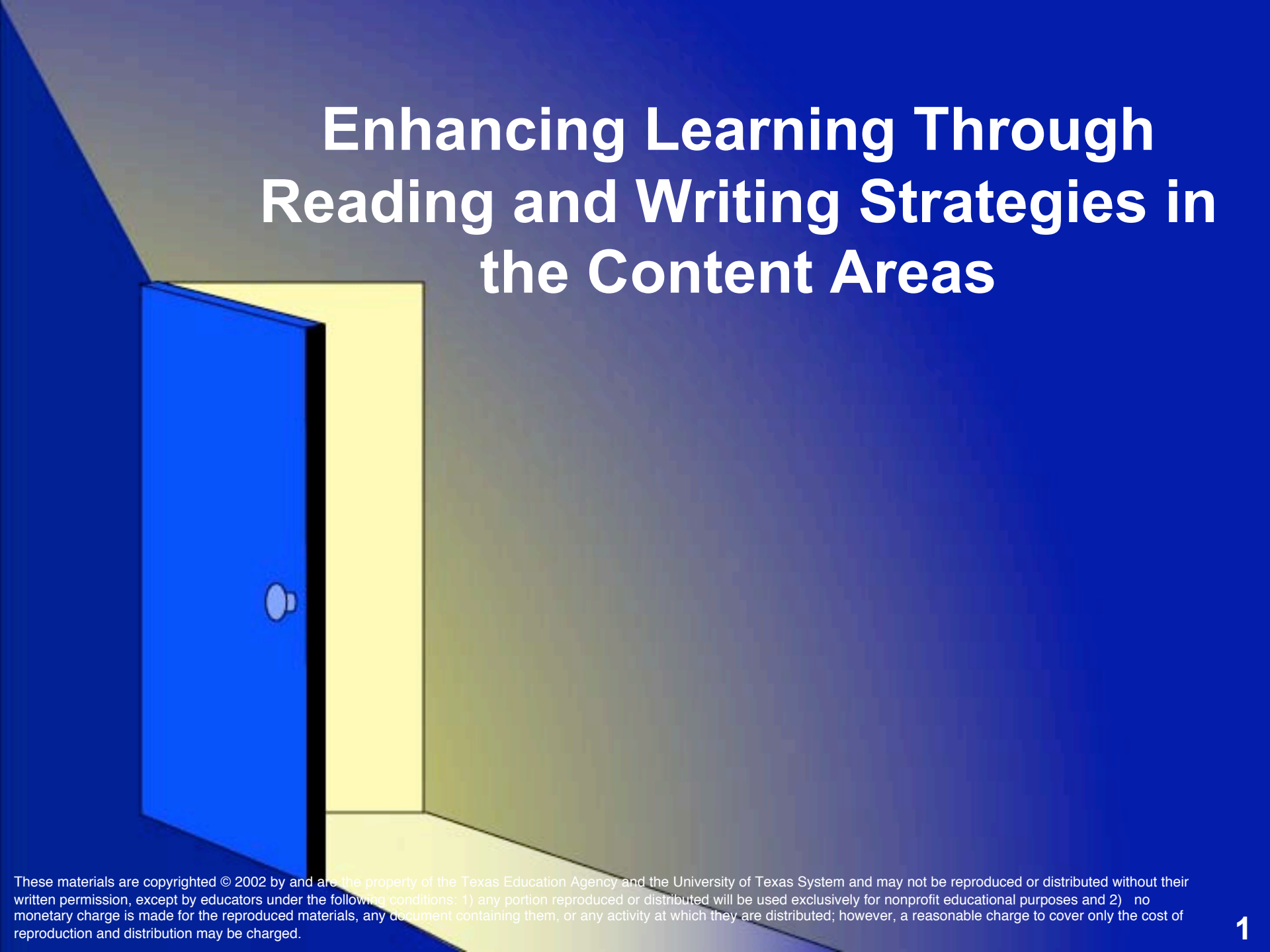
Transparency 52

Show transparency of Exit Slip and ask participants to find their individual colored copy of the Exit Slip as well as **Handout 3: Strategic Reading and Writing**.

Ask participants to review their notes and lists recorded on **Handout 3: Strategic Reading and Writing** and respond to this request on their Exit Slip: List three big ideas from this professional development that you will incorporate into your classroom. Give participants 5 minutes to reflect, review, and answer in writing.

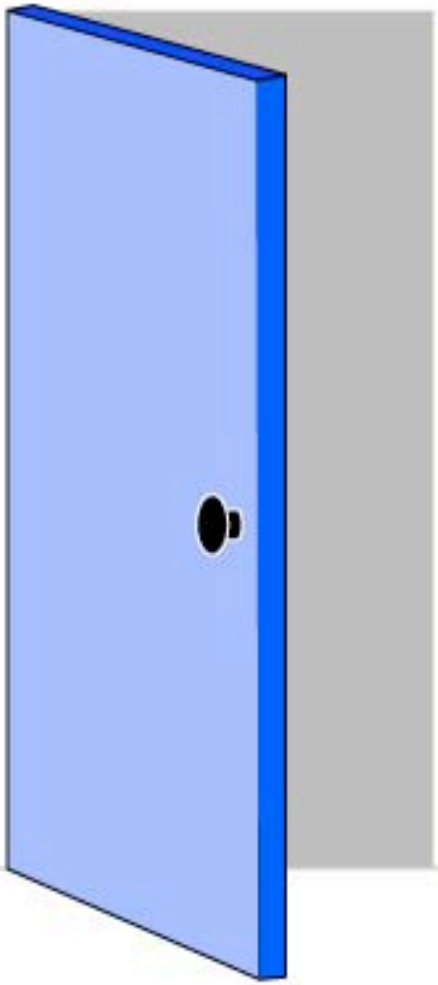
Thank participants for their active participation in this workshop. Stand at the door to receive their Exit Slips as they leave.

Enhancing Learning Through Reading and Writing Strategies in the Content Areas



Introduction

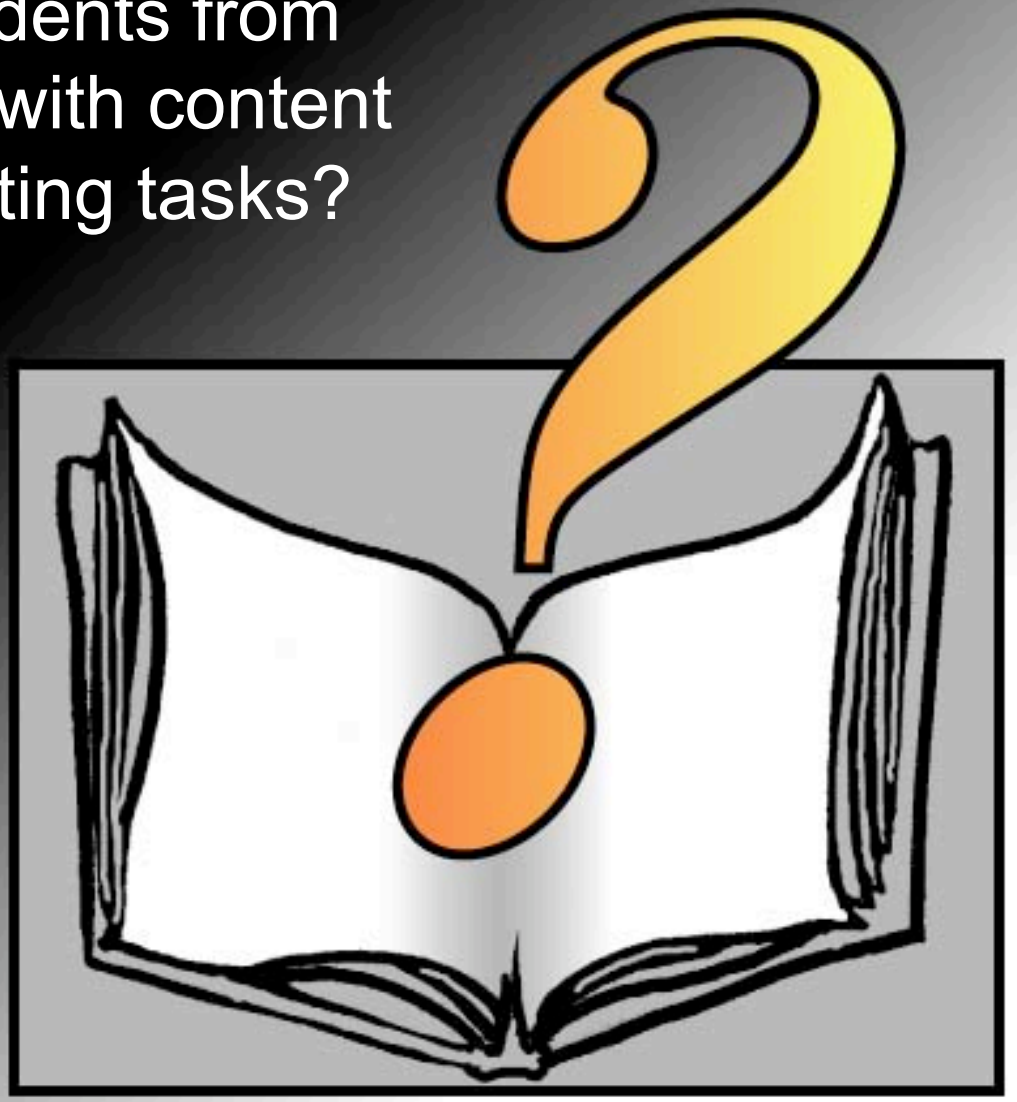
According to the National Assessment of Education Progress 1998 Reading Report Card:



Sixty percent of U.S. adolescents can comprehend specific factual information, but few have gone beyond the basics to advanced reading and writing. Fewer than 5% of the students assessed could extend or elaborate the meanings of material they read. Few adolescents could write effective pieces with sufficient detail to support main ideas.

Question

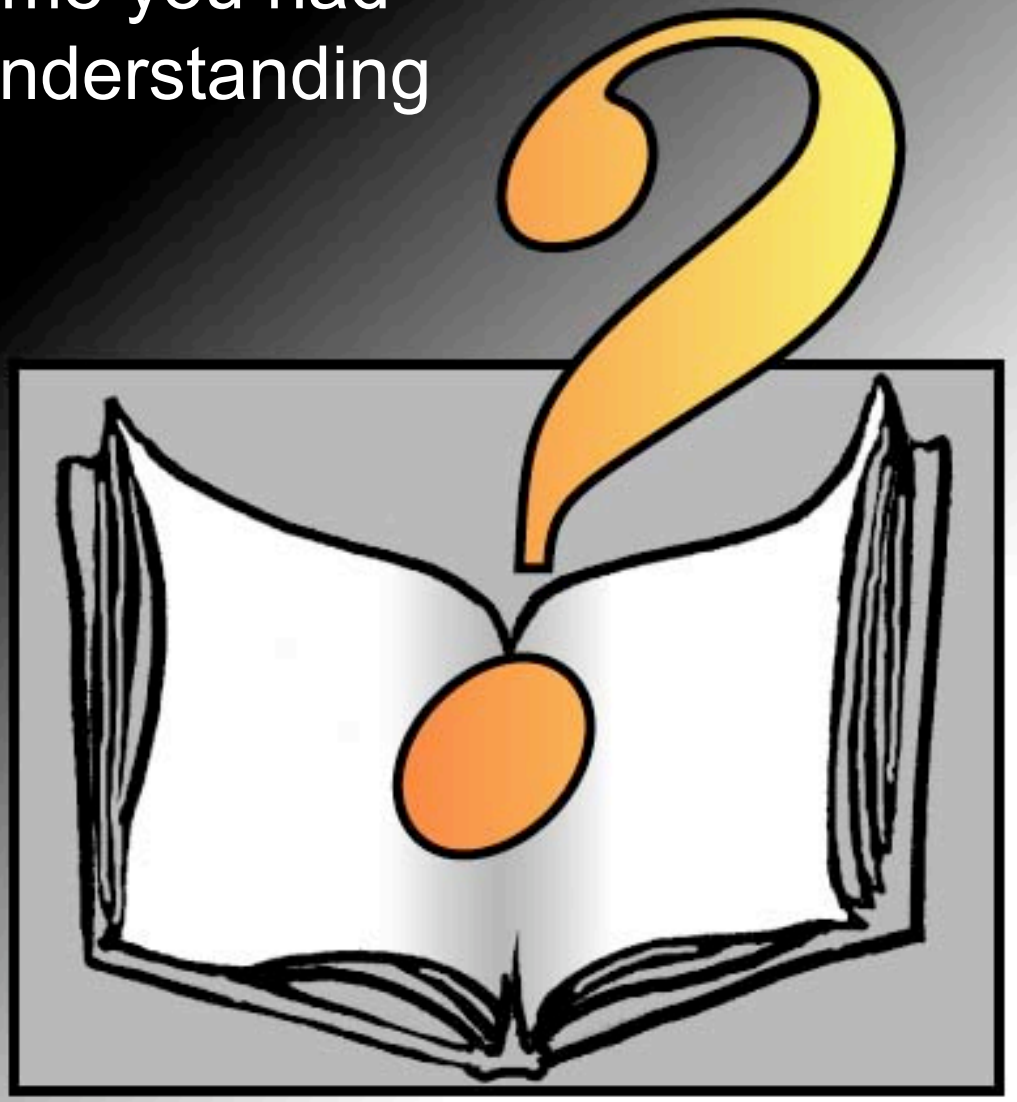
Why do so many students from age 8 to 18 struggle with content area reading and writing tasks?



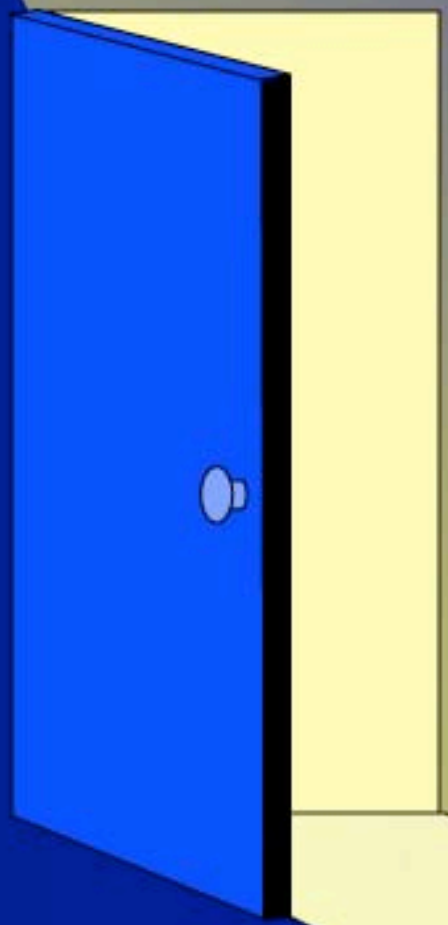
Question

Think about the last time you had trouble reading and understanding something.

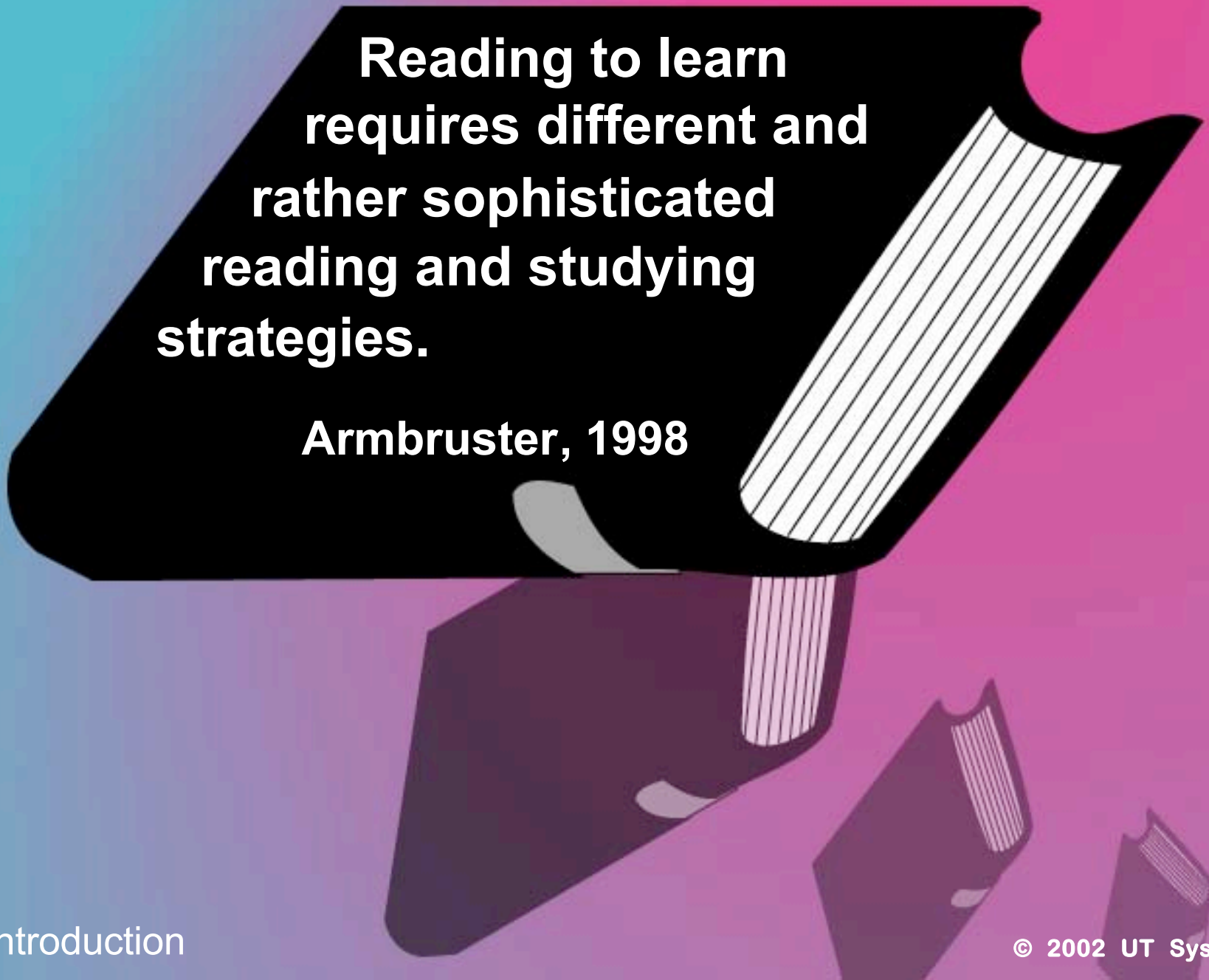
Why was it challenging?

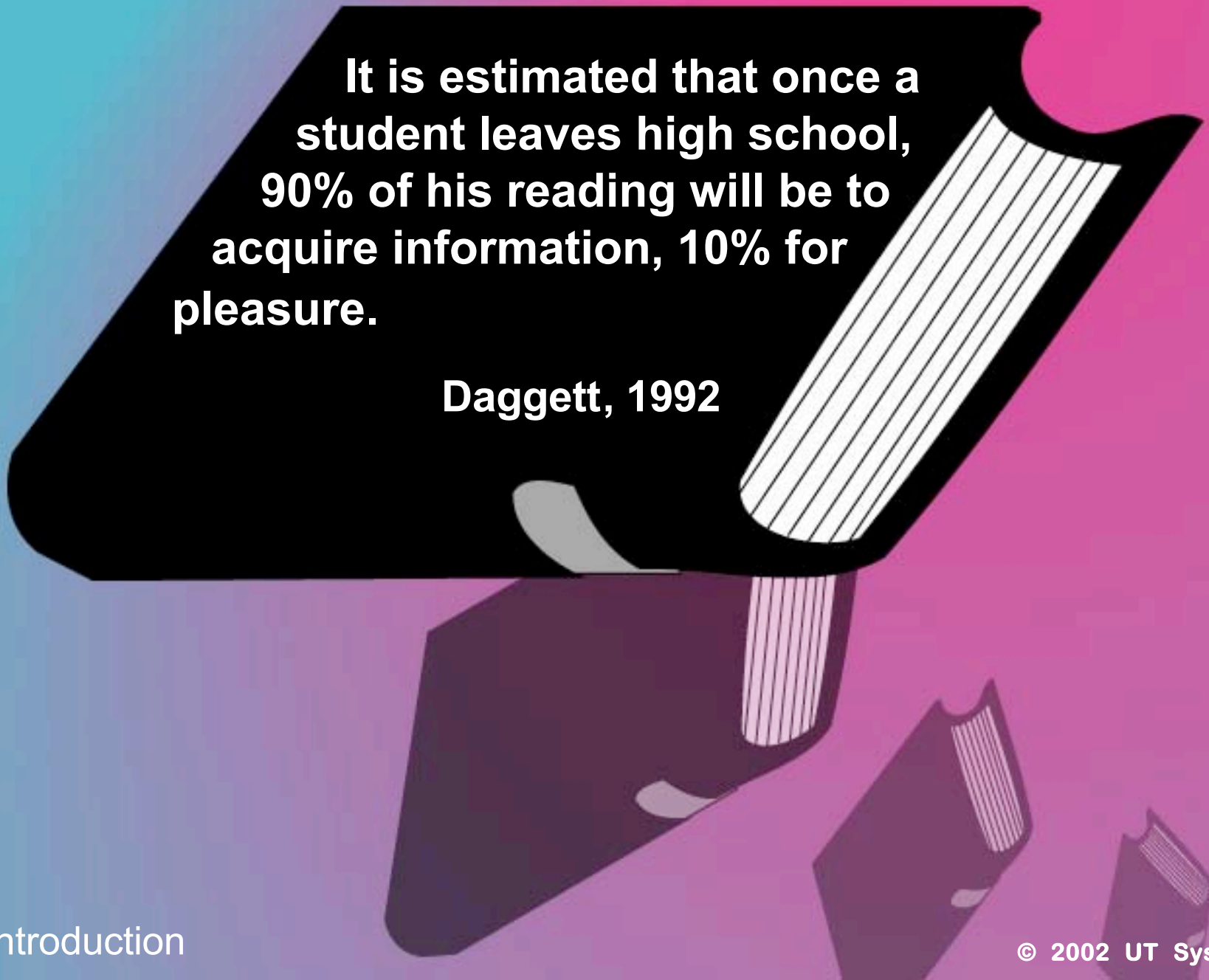


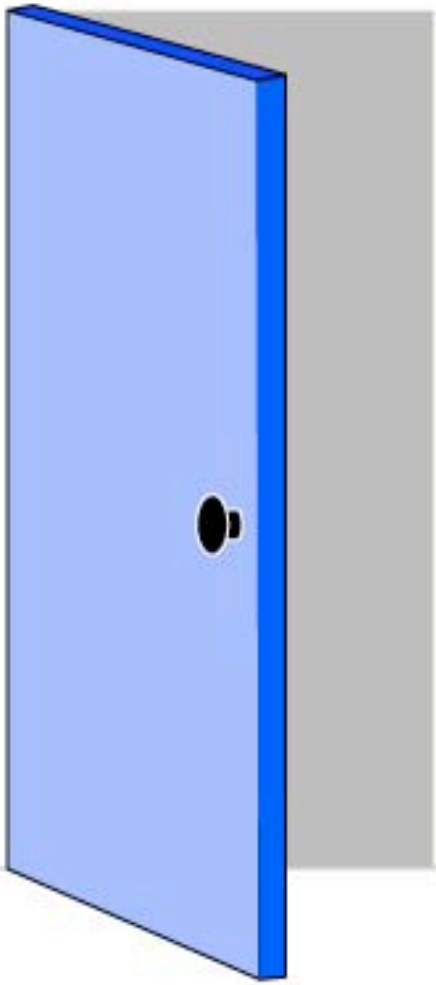
Researchers agree that all readers will experience difficulty if they are…



- poorly motivated,
- know little about the subject,
- encounter an unfamiliar or poorly structured text,
- have too little time, and
- lack strategies for approaching the text.





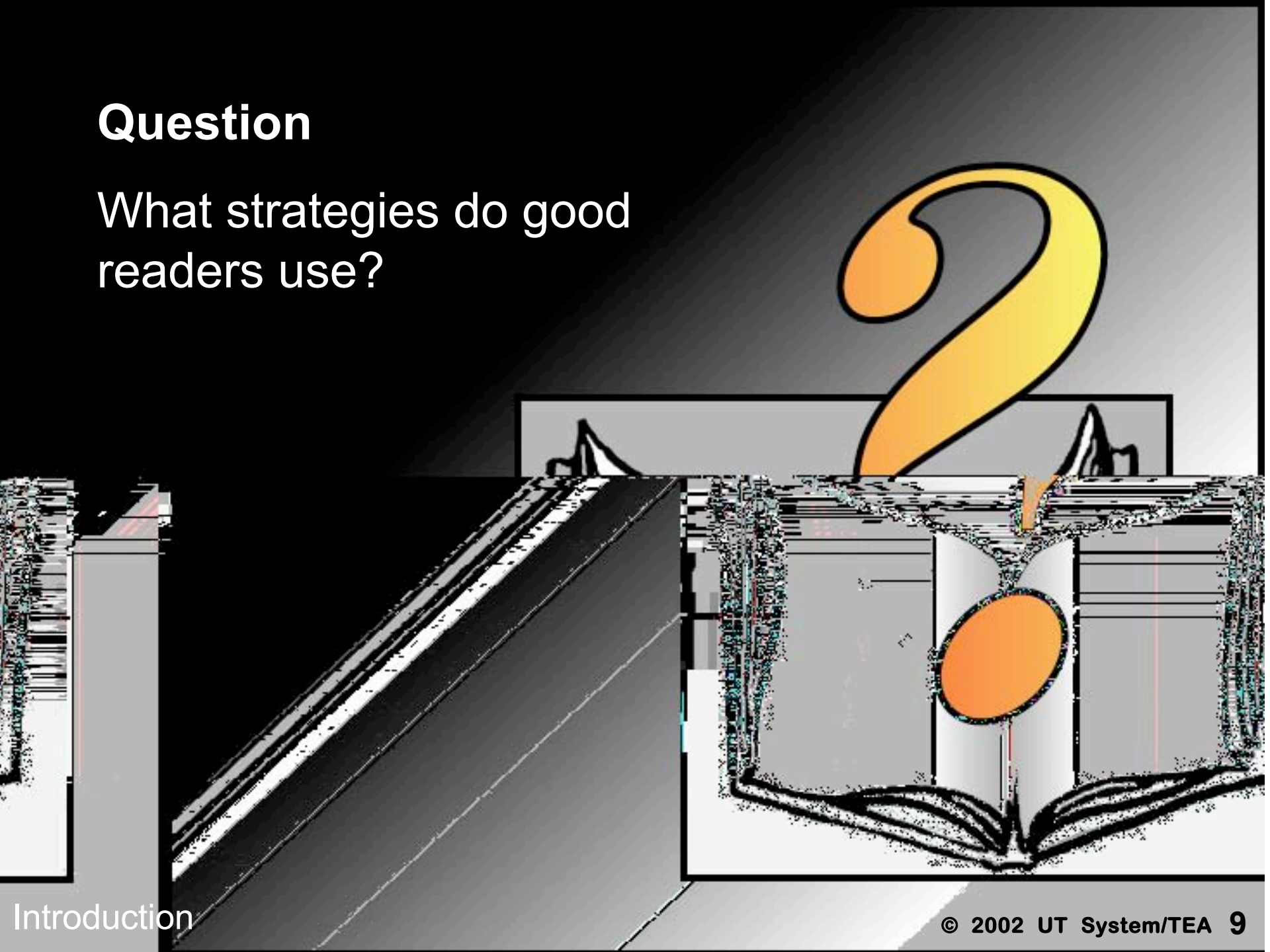


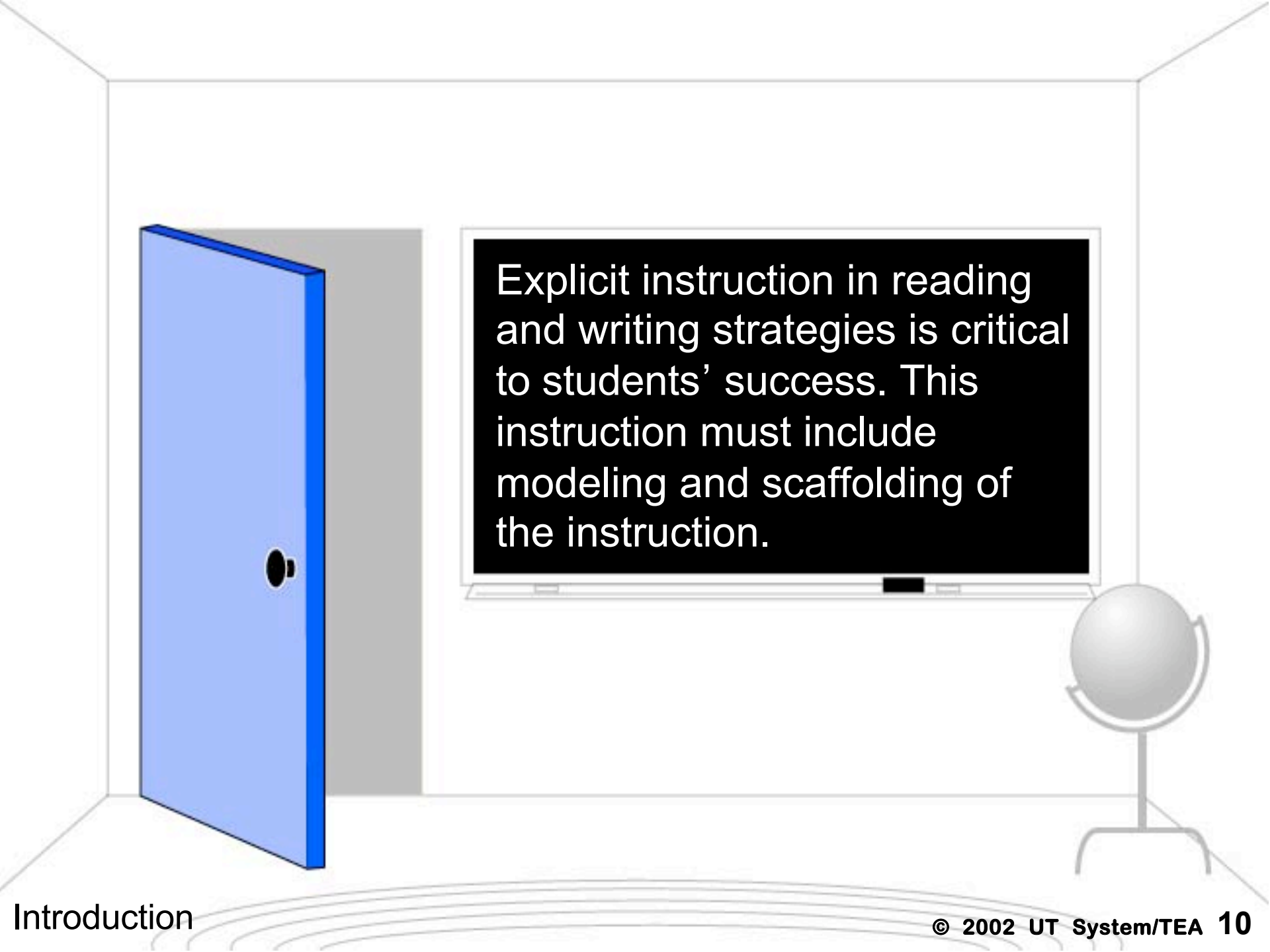
Most students are taught to read using aesthetic texts (stories, poems, etc.).

Many are never taught strategies for reading efferent or informational texts.

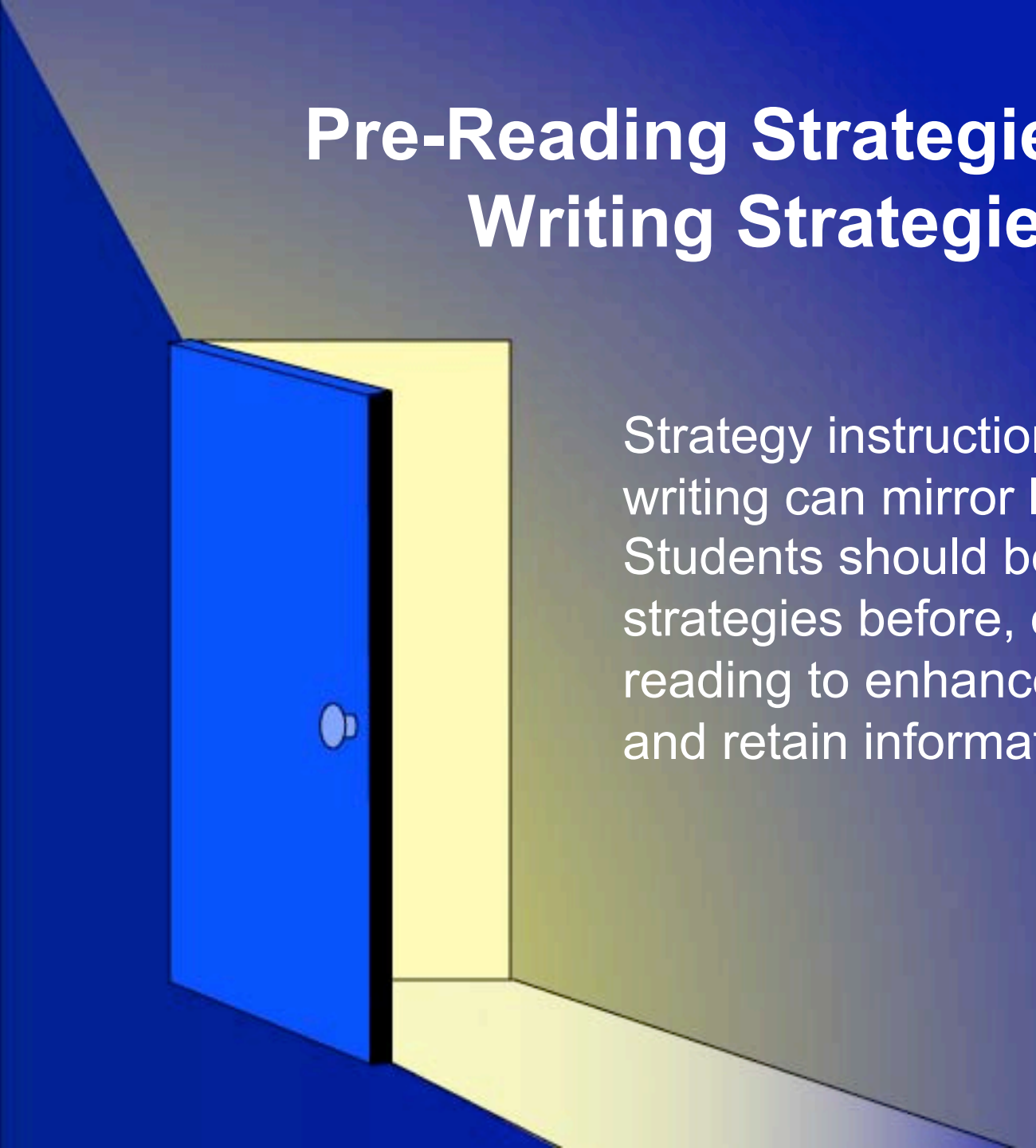
Question

What strategies do good readers use?

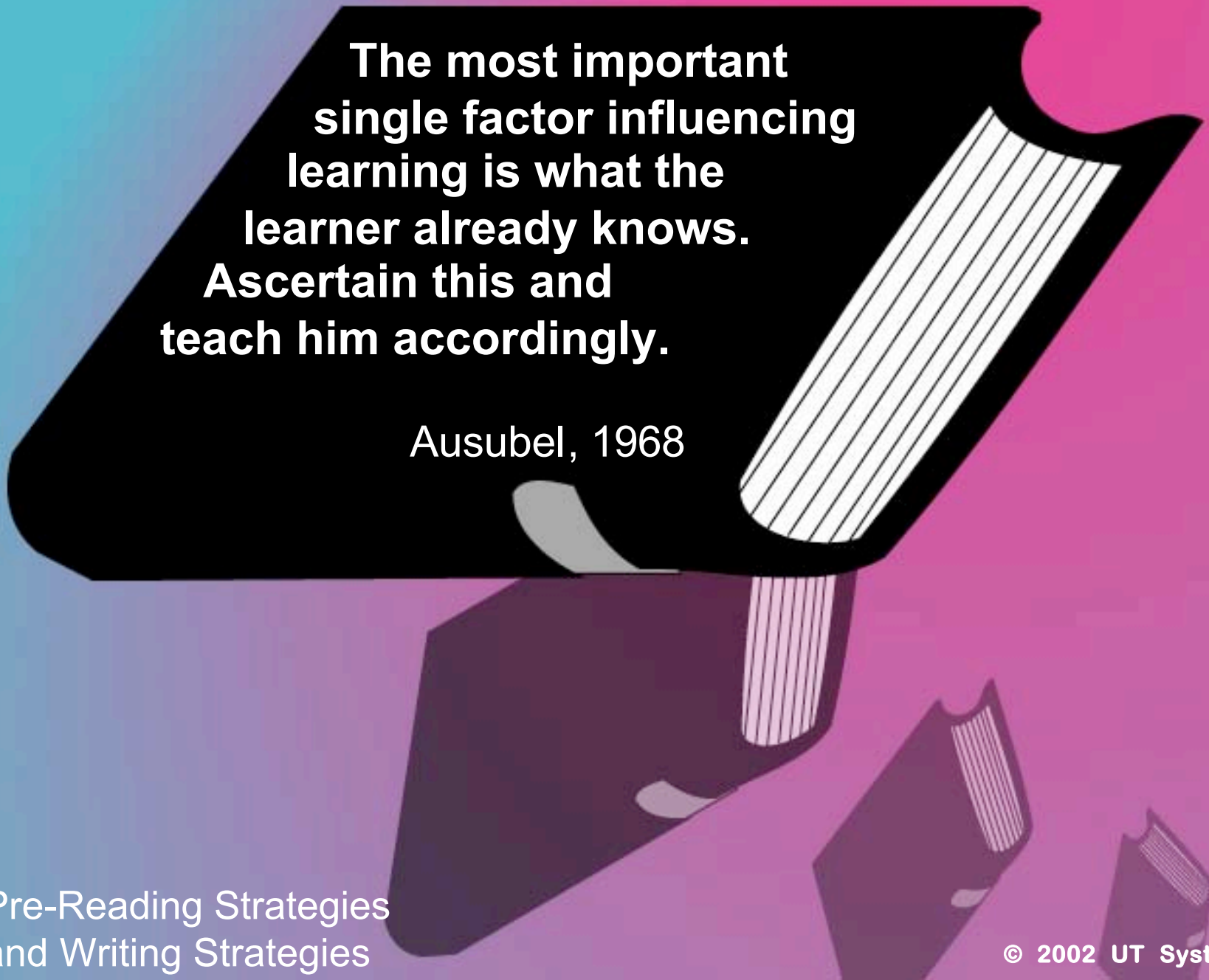




Pre-Reading Strategies and Writing Strategies

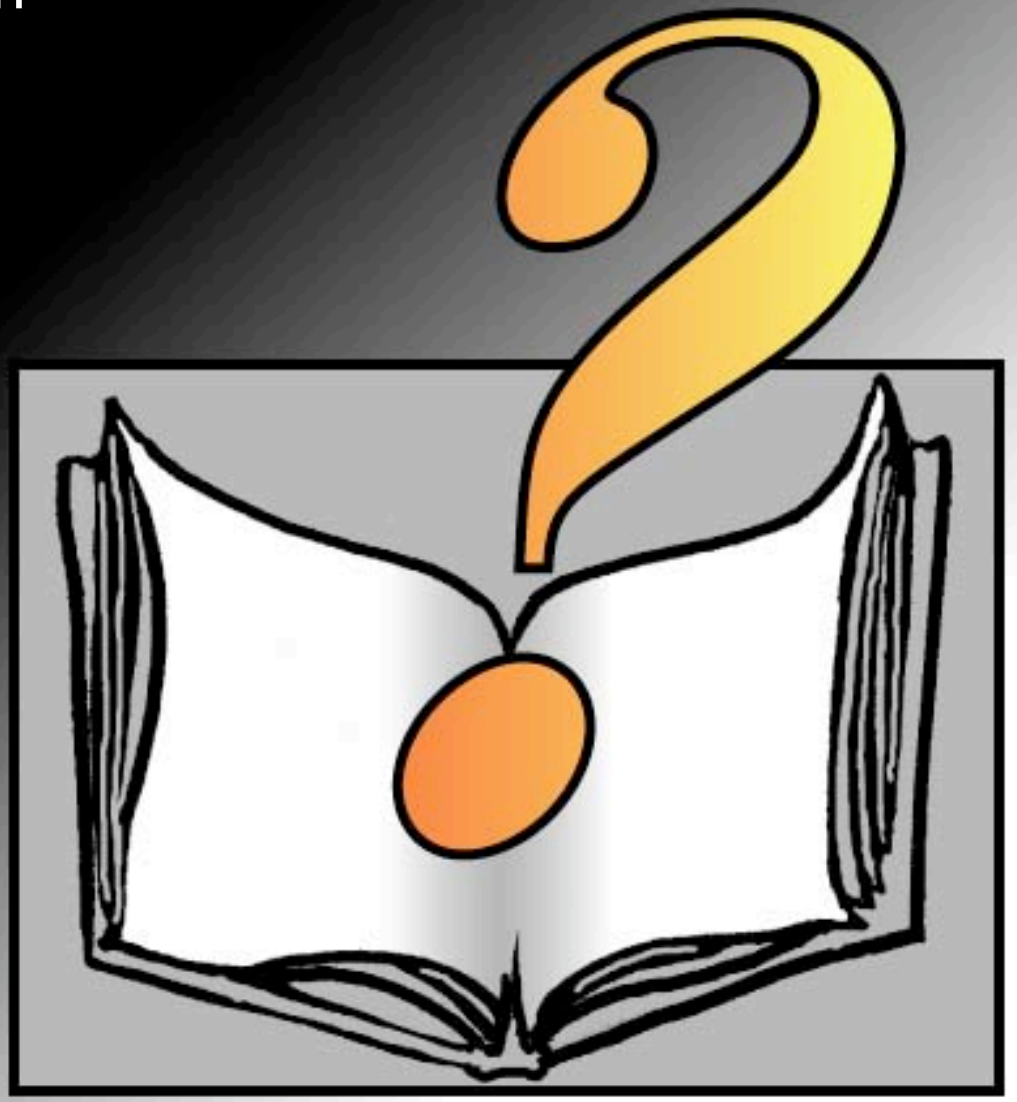


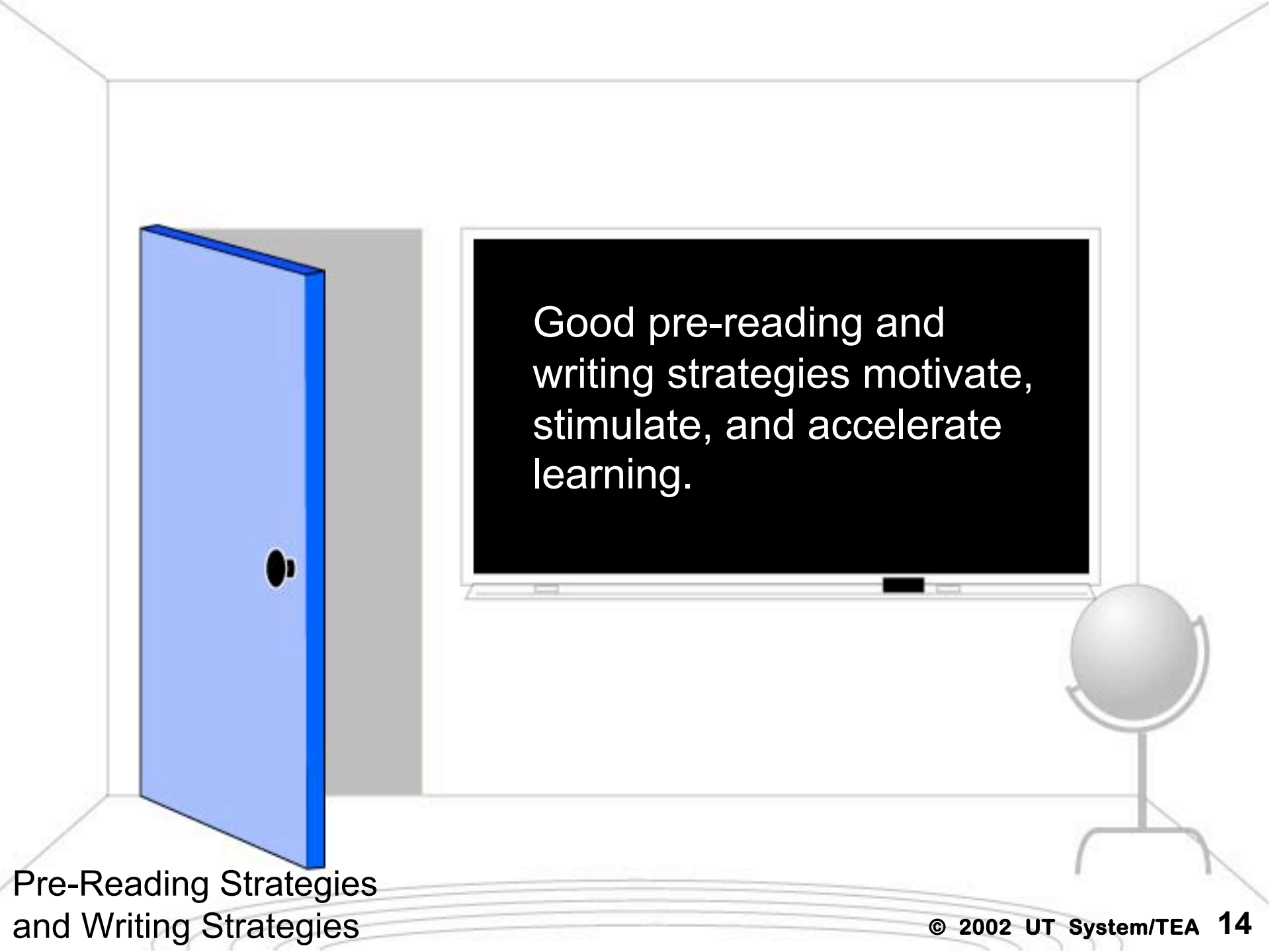
Strategy instruction in reading and writing can mirror lesson design. Students should be taught to use strategies before, during, and after reading to enhance comprehension and retain information.



Ask a question, get an answer:

Nothing!





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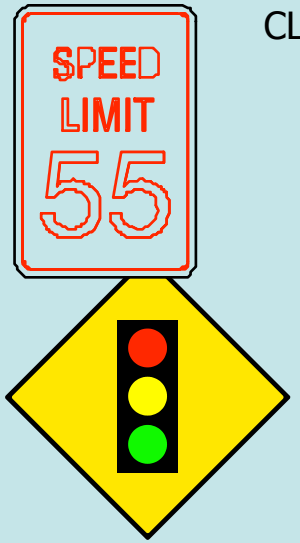

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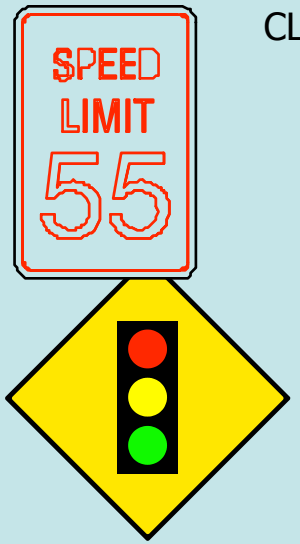

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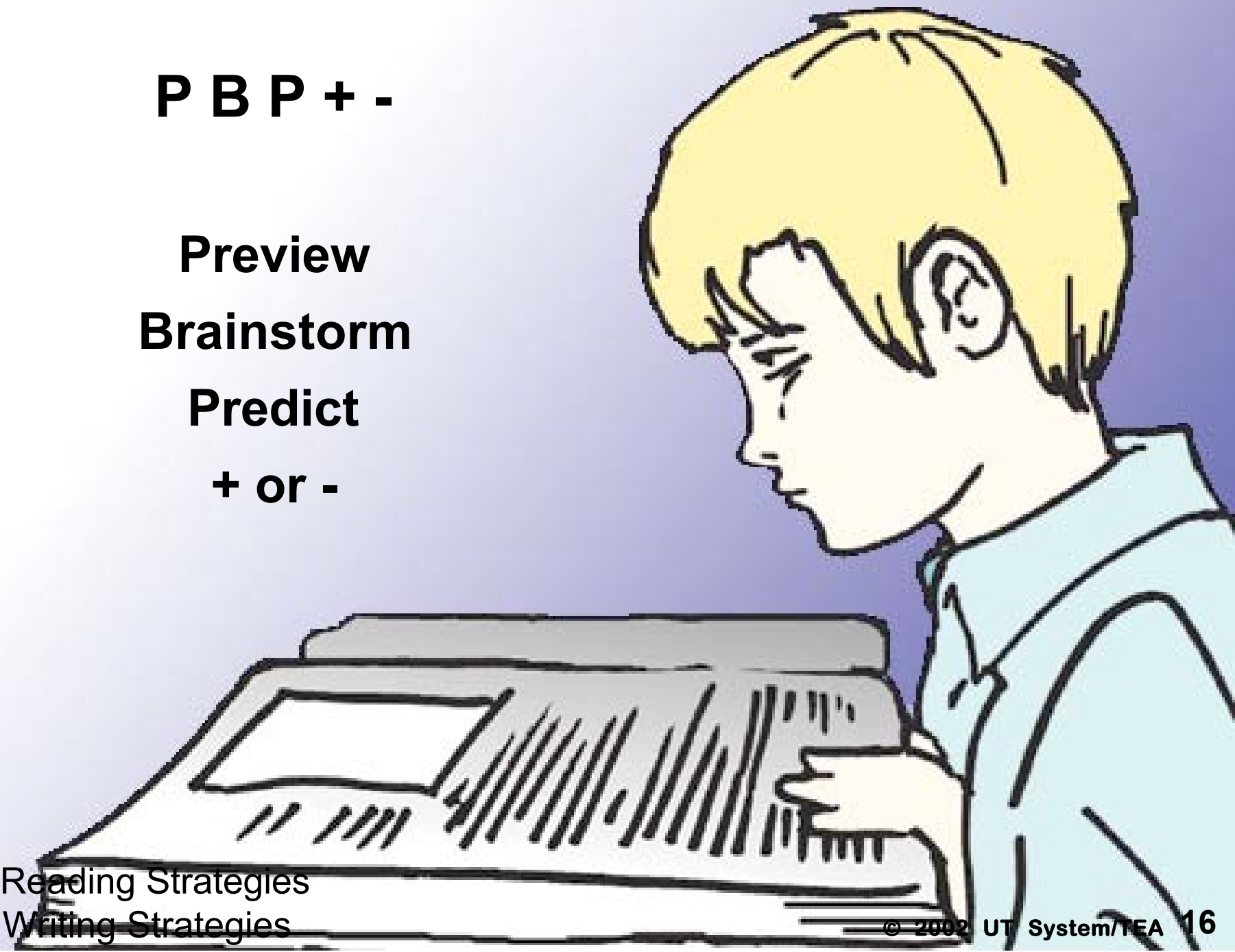
P B P + -

Preview

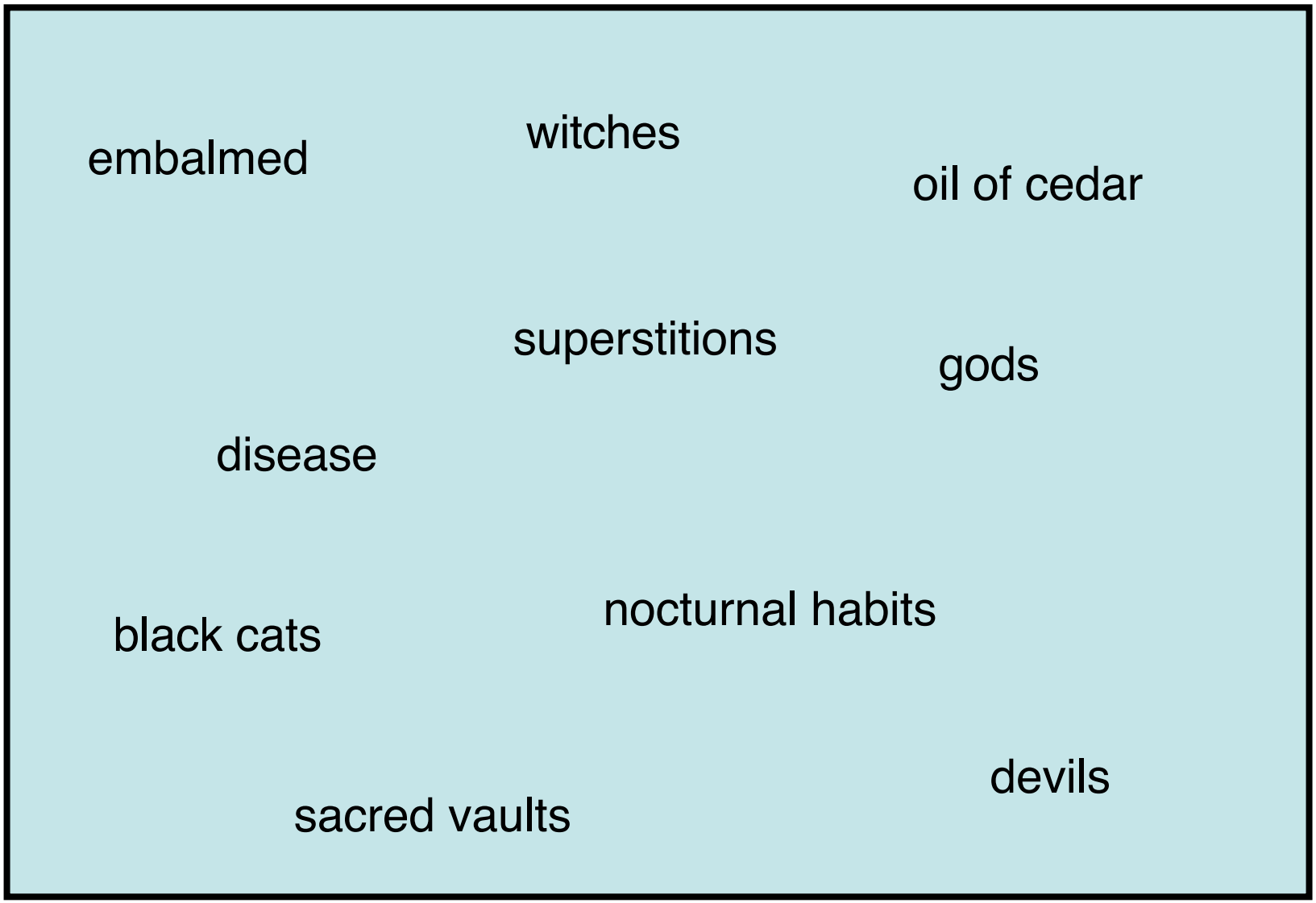
Brainstorm

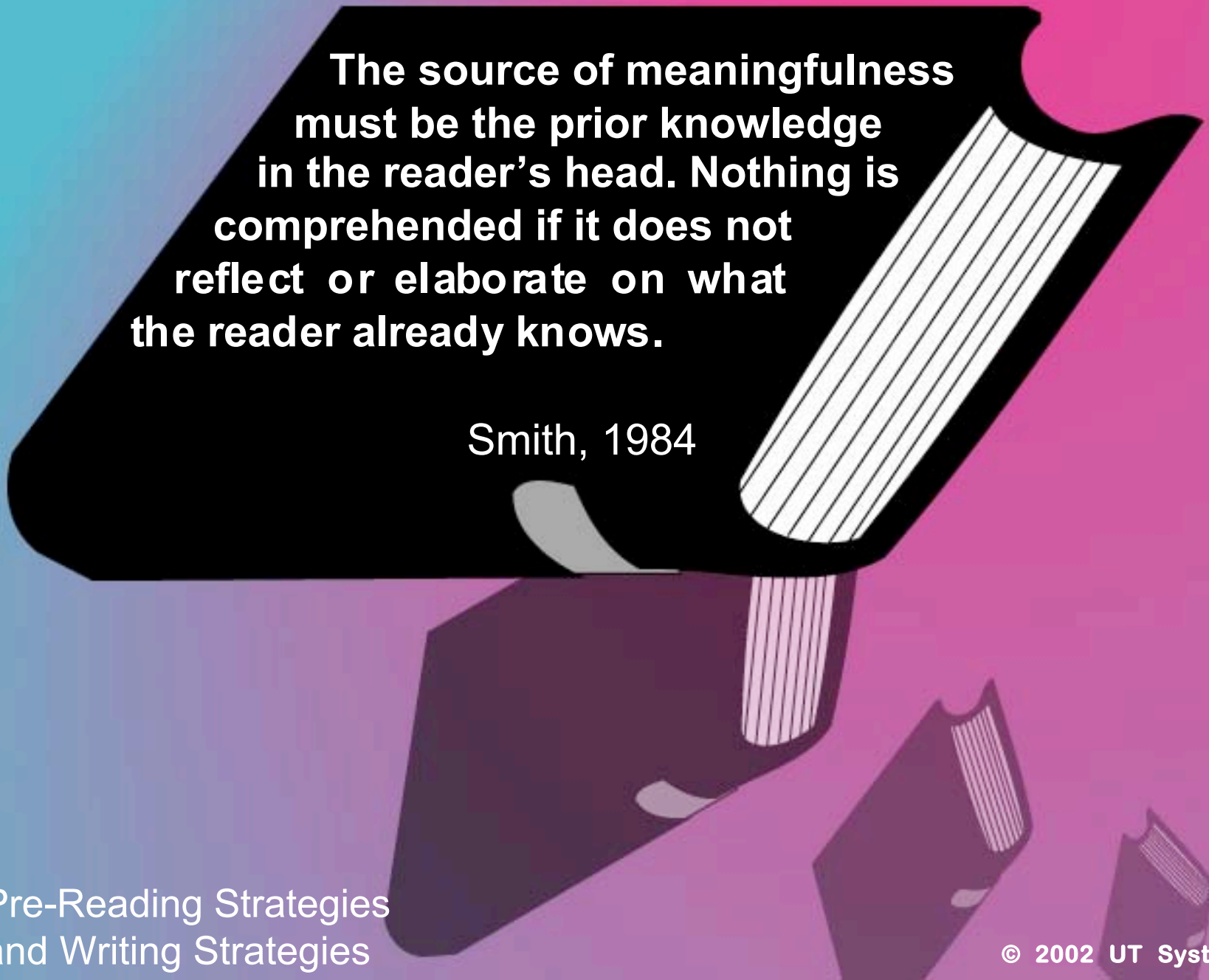
Predict

+ or -

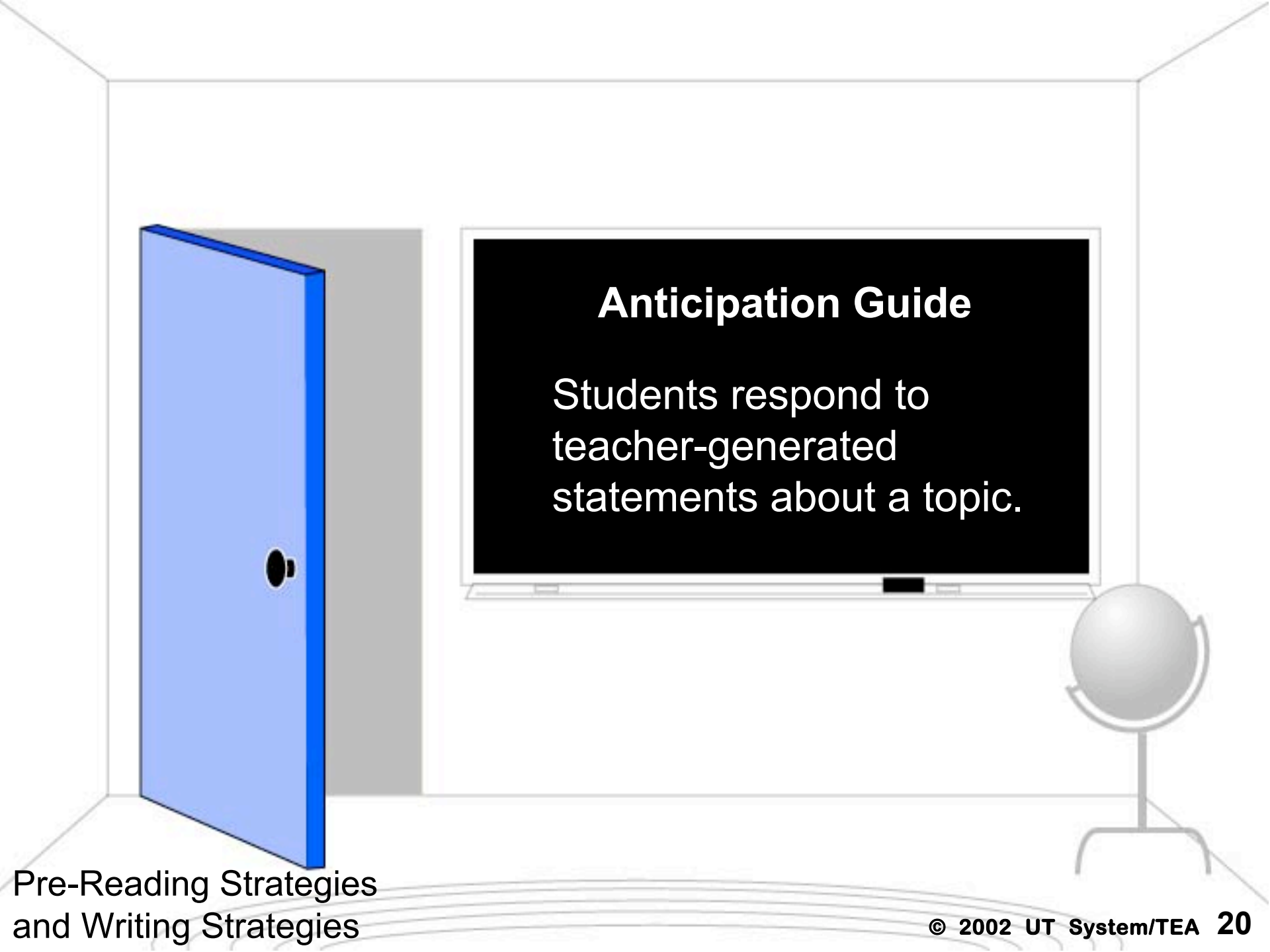


Word Splash

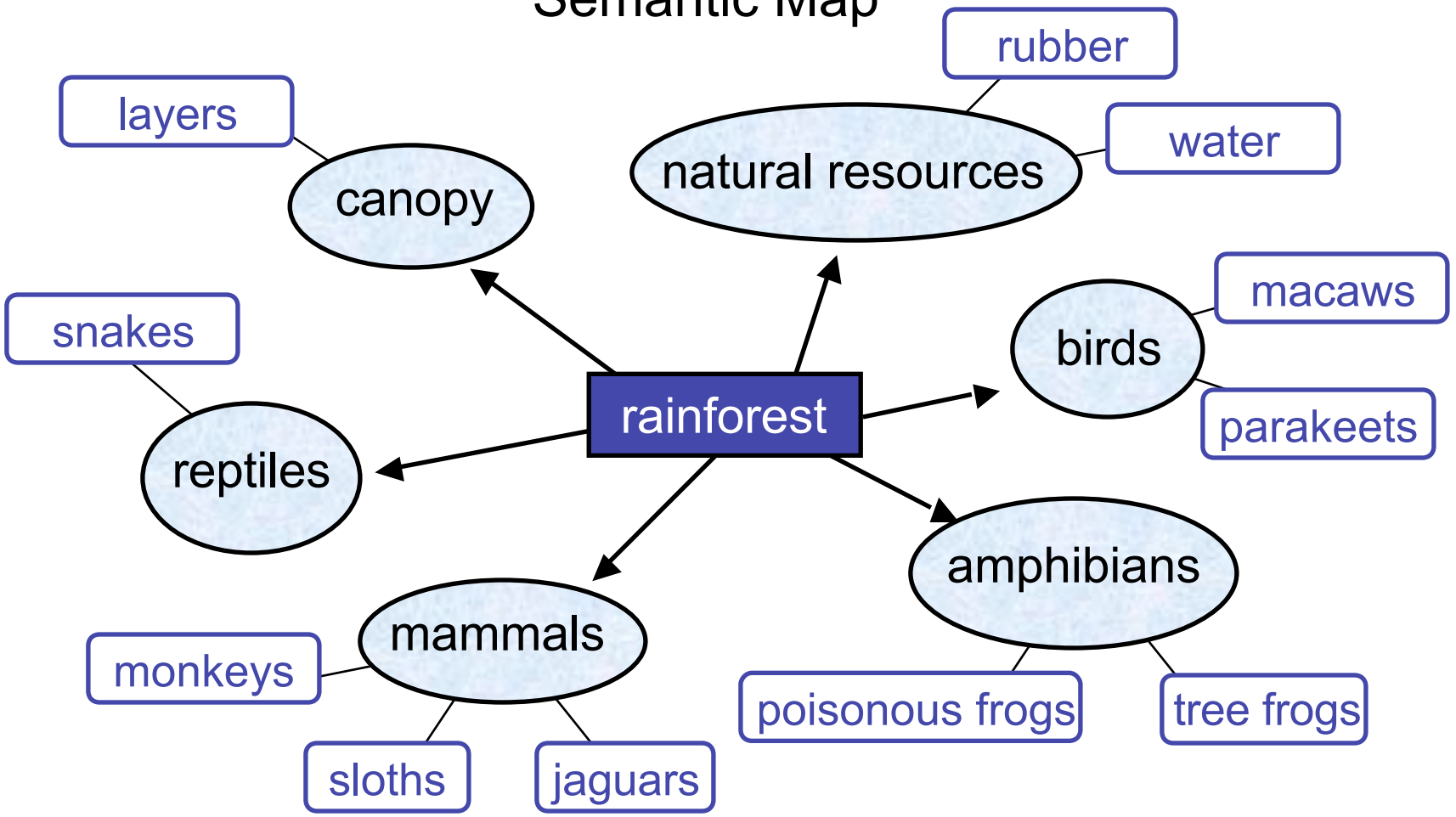


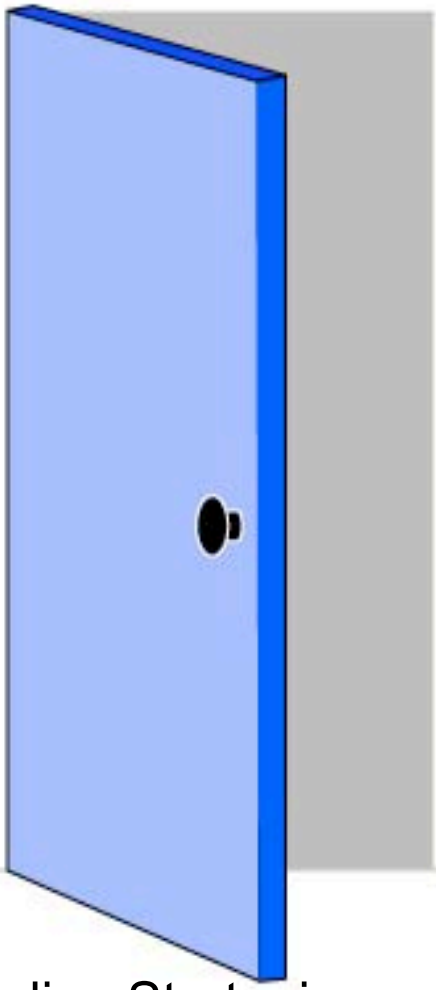


K	W	L	?

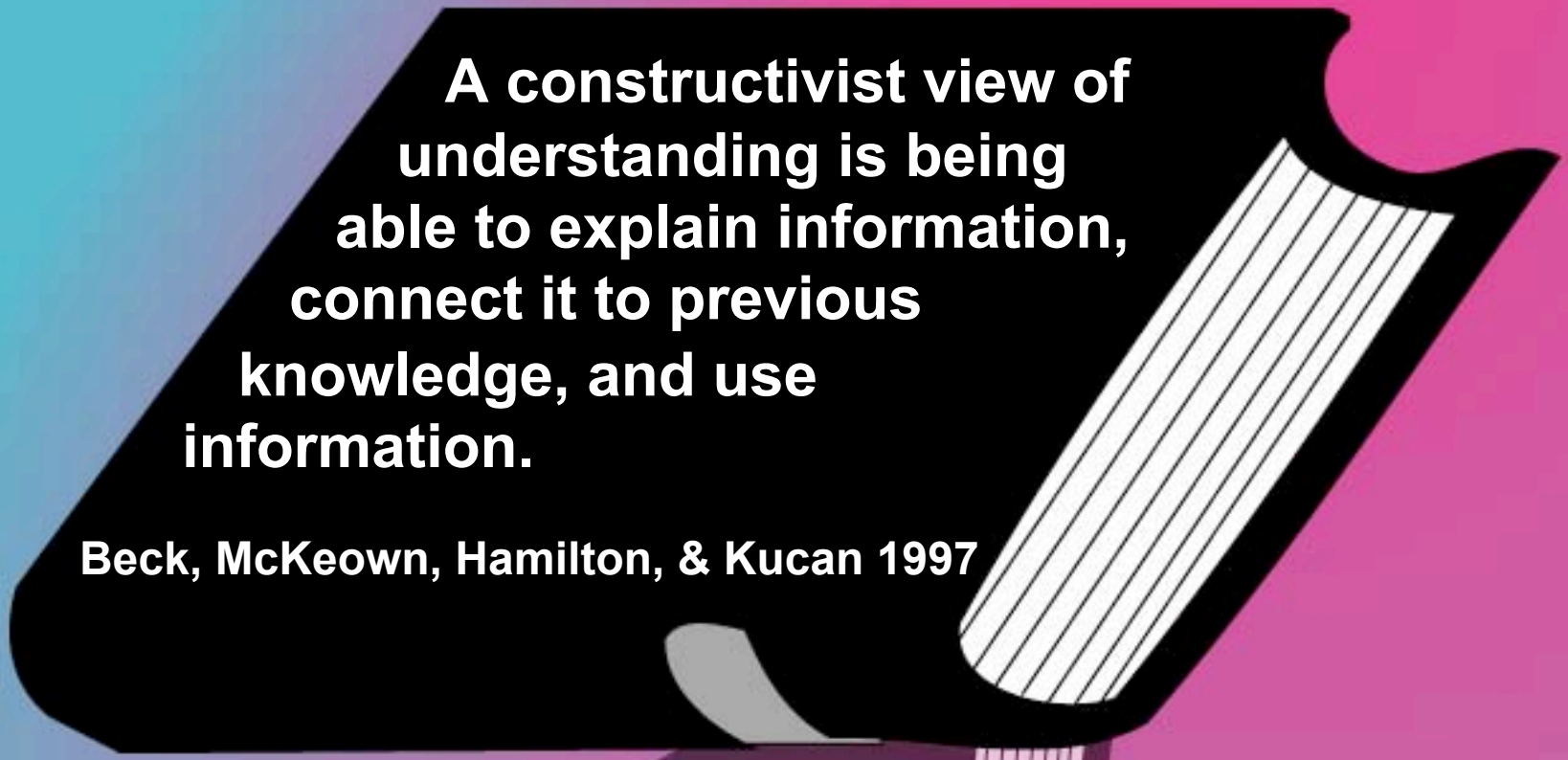


Semantic Map





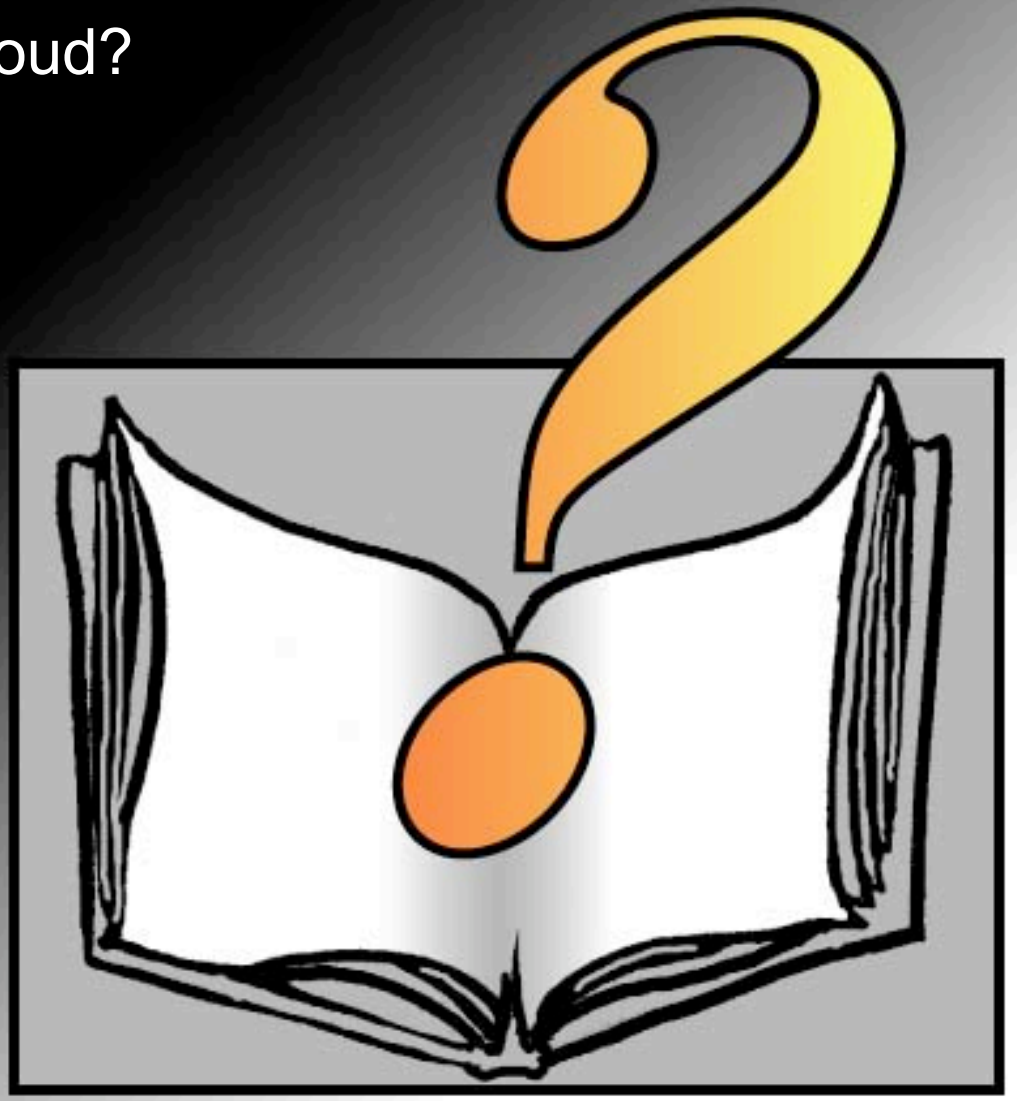
A video clip, music, newspaper article, object, demonstration, or interview can generate interest and supply background knowledge before reading and writing.

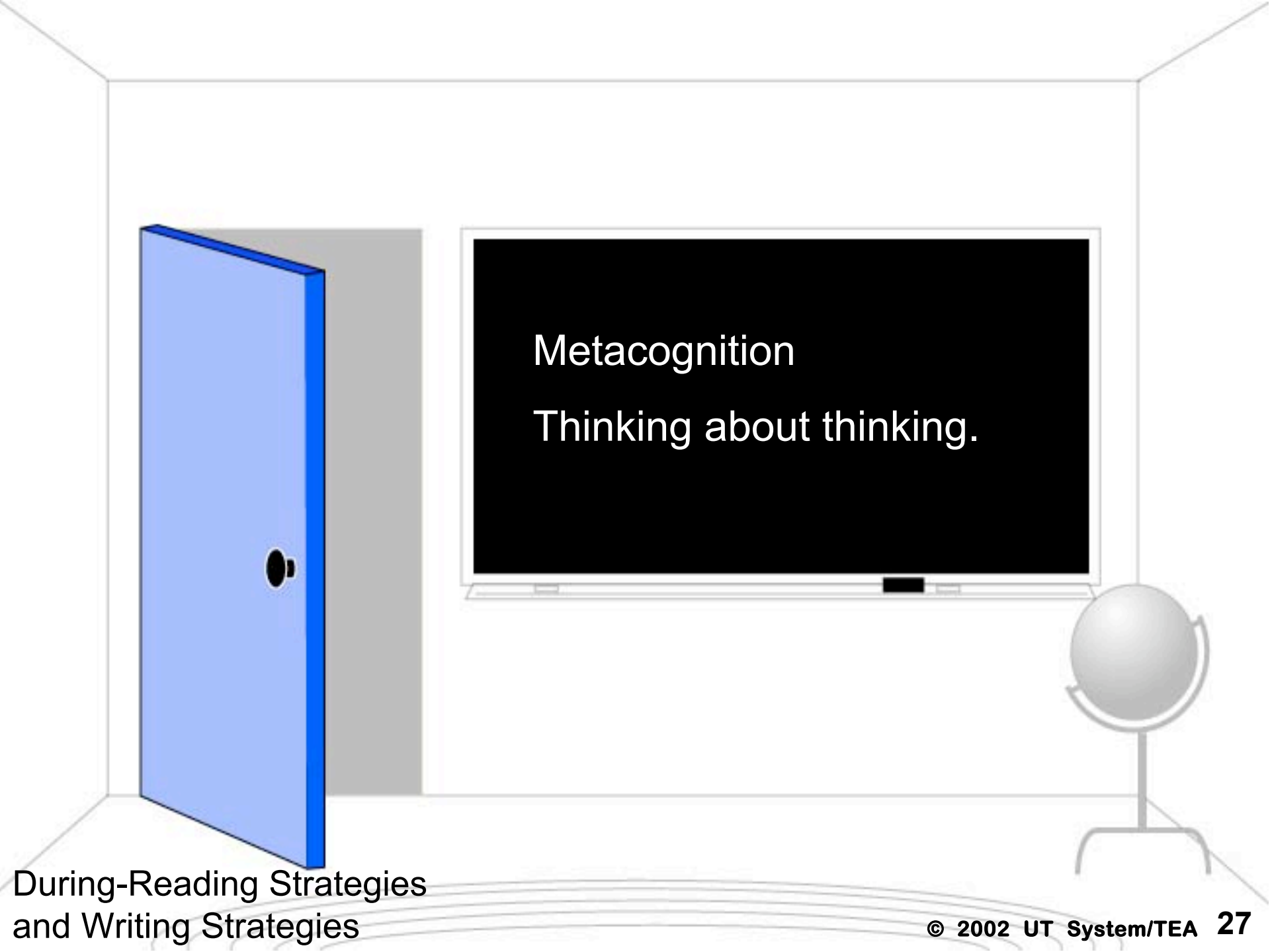


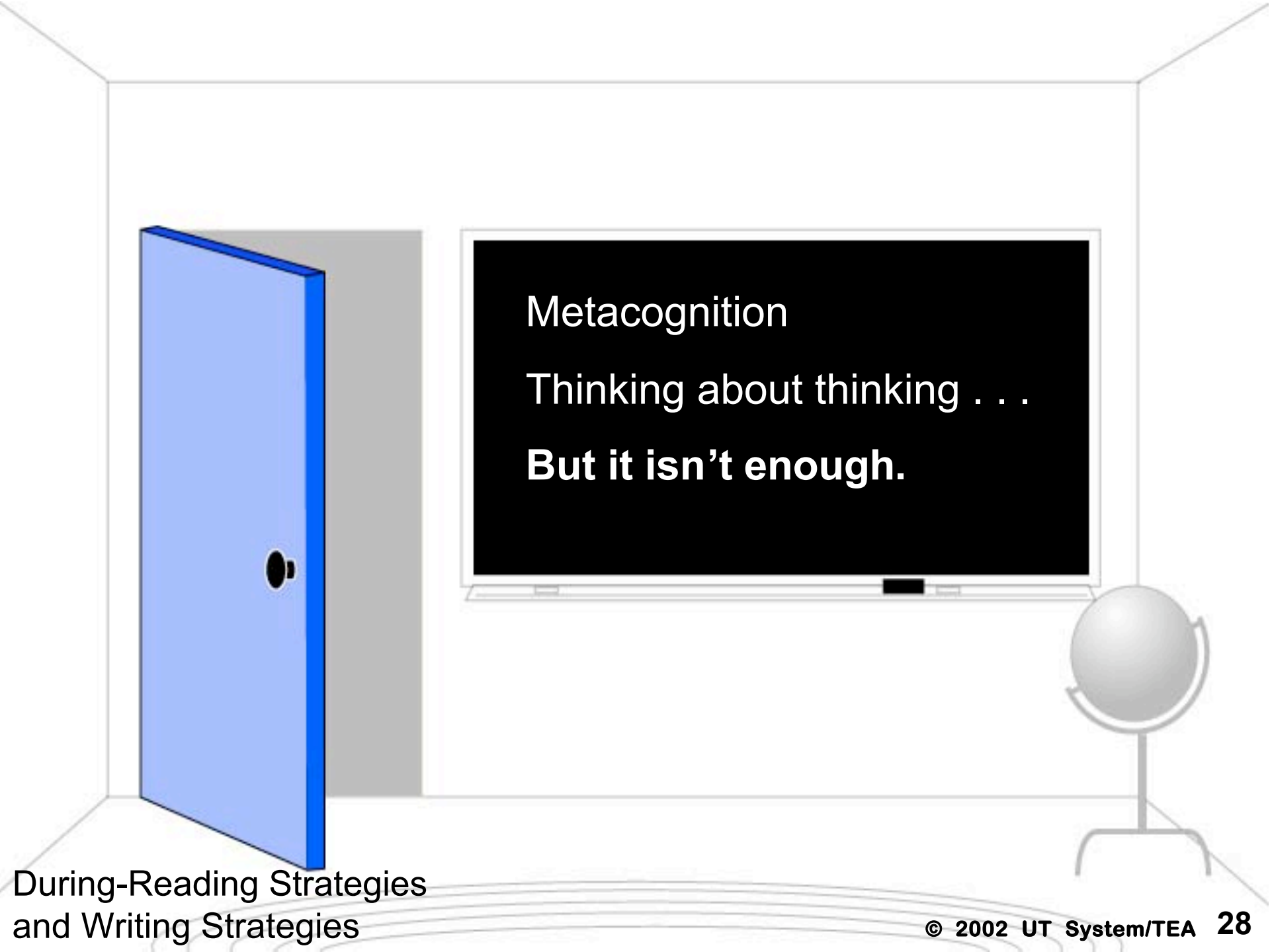
During-Reading Strategies and Writing Strategies

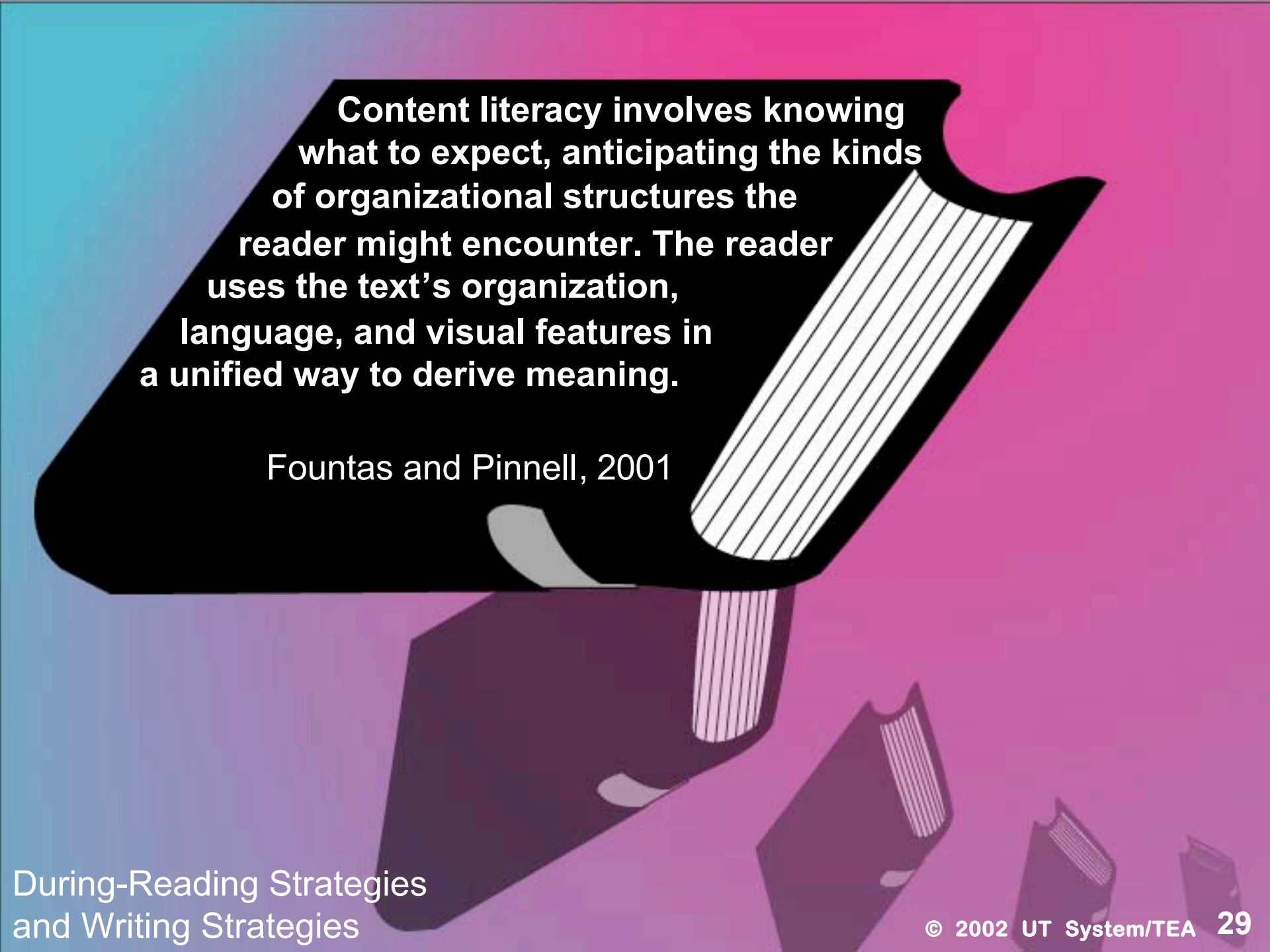
Question…

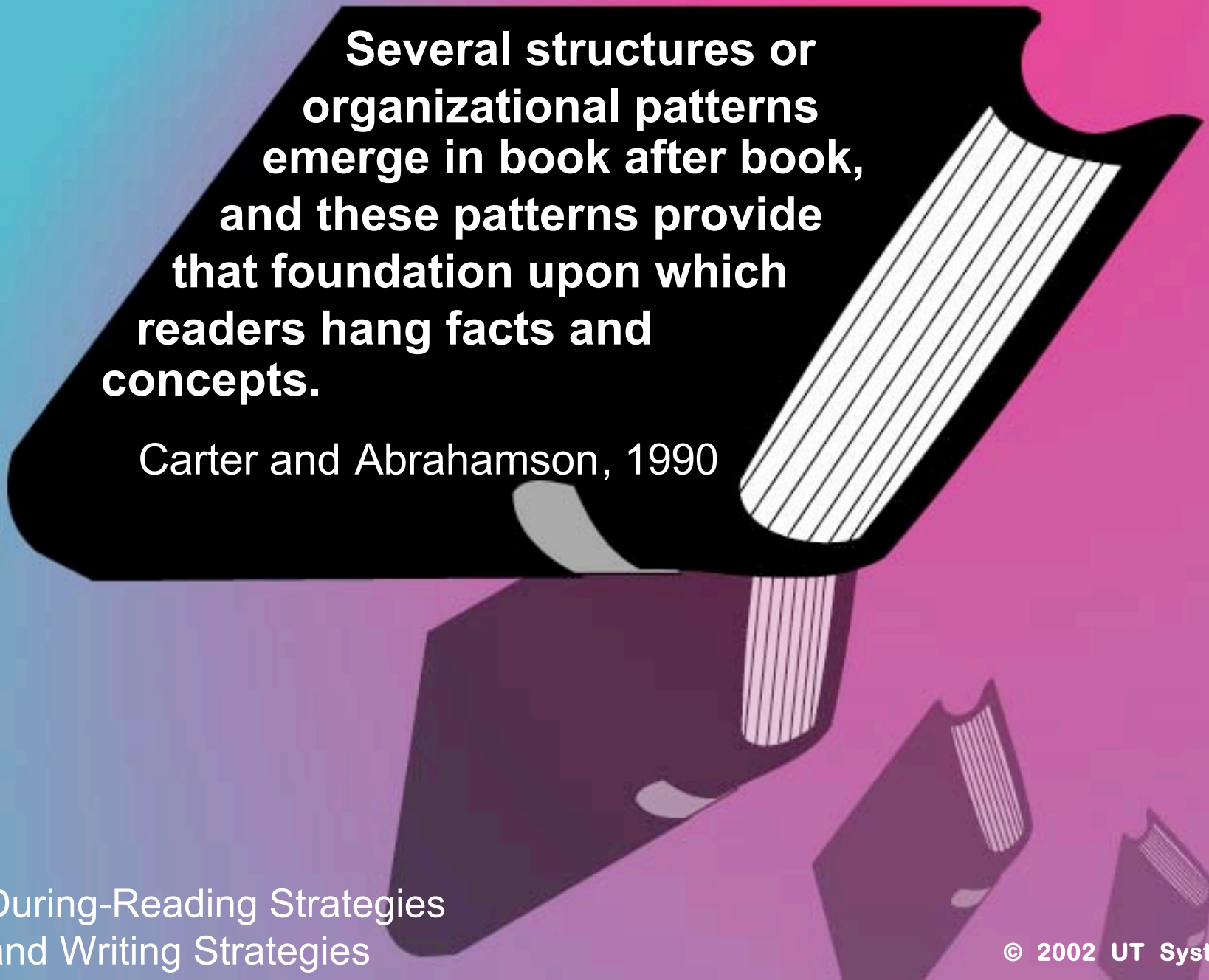
How is a think-aloud
different from a read-aloud?





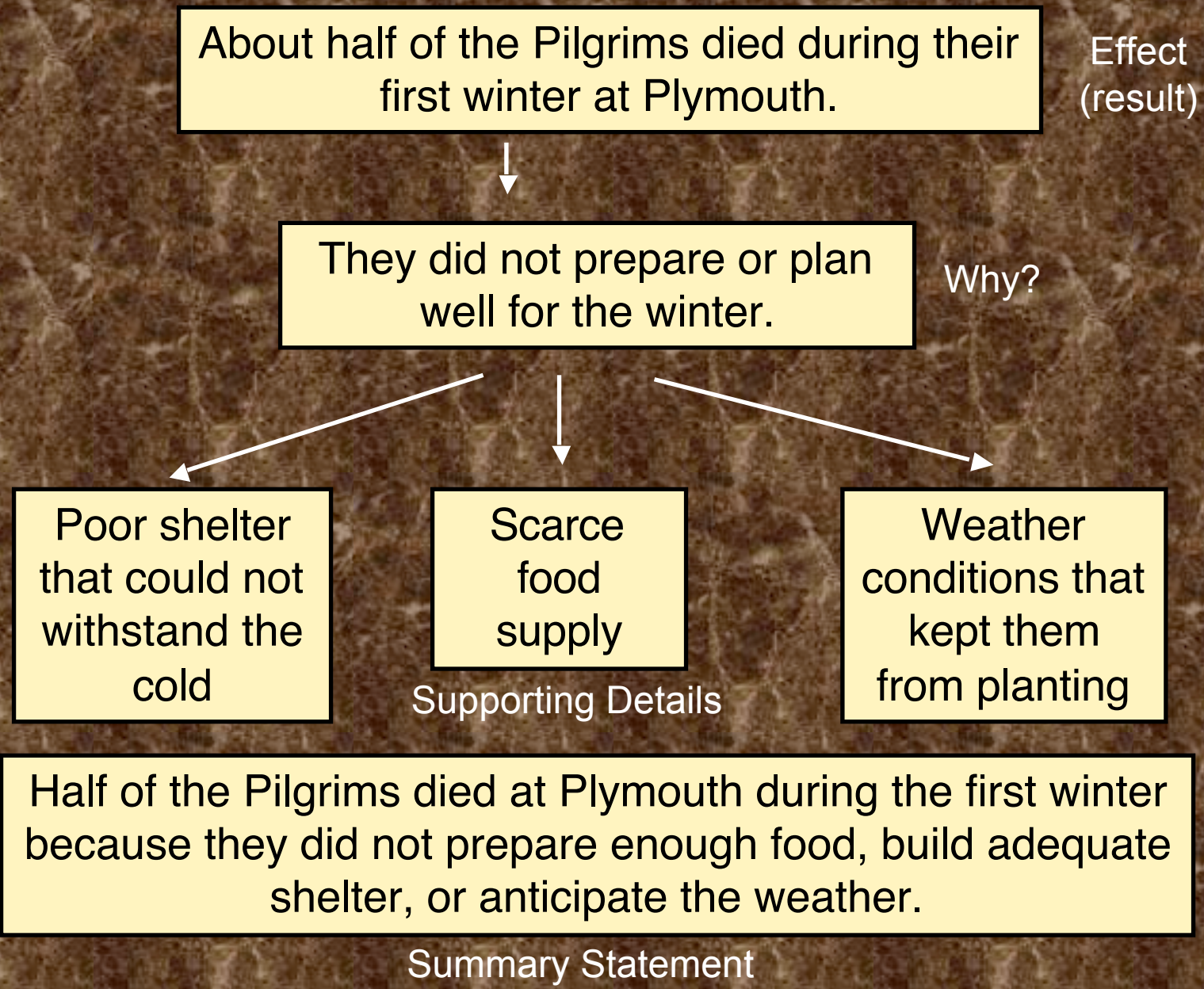


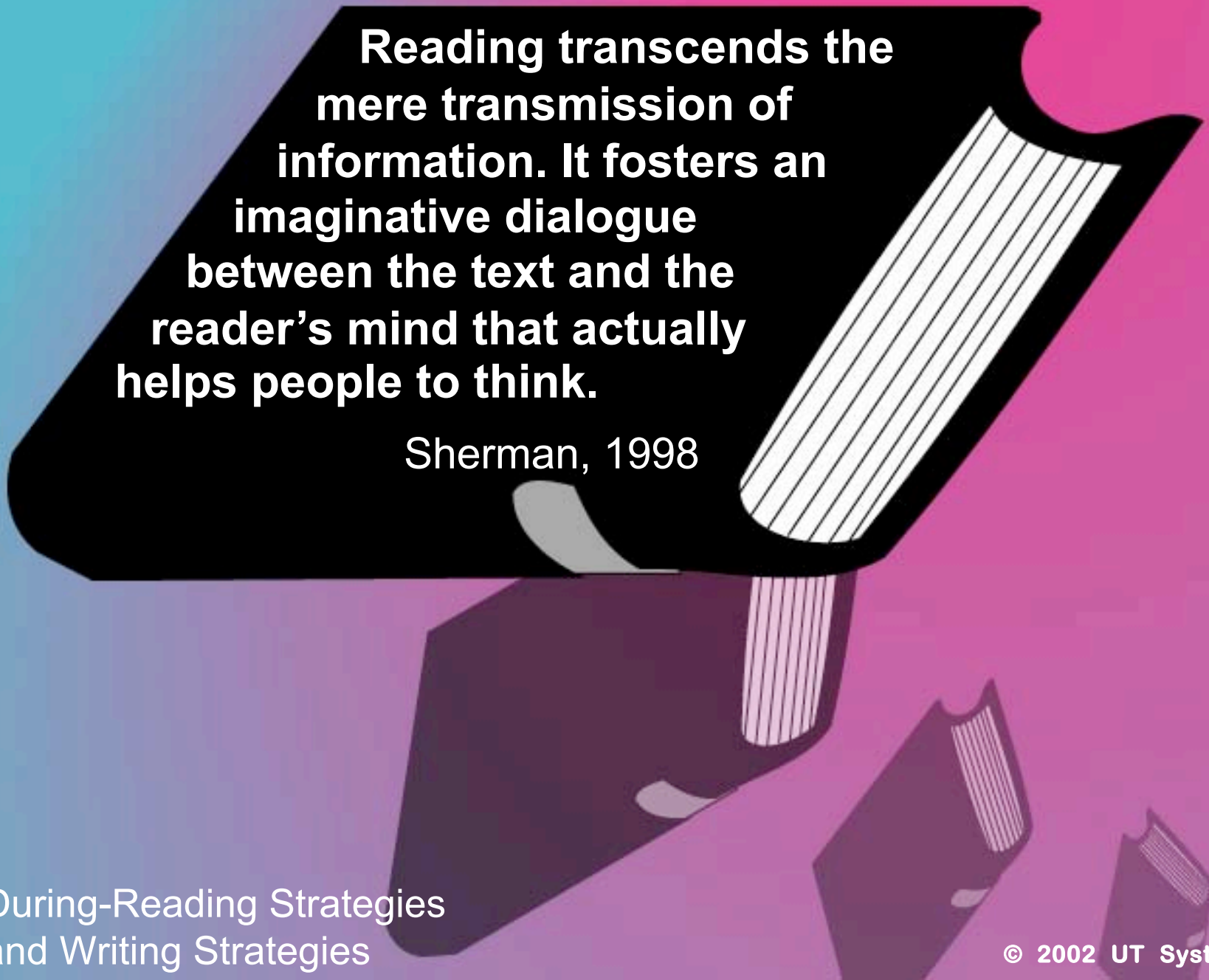




Several structures or organizational patterns emerge in book after book, and these patterns provide that foundation upon which readers hang facts and concepts.

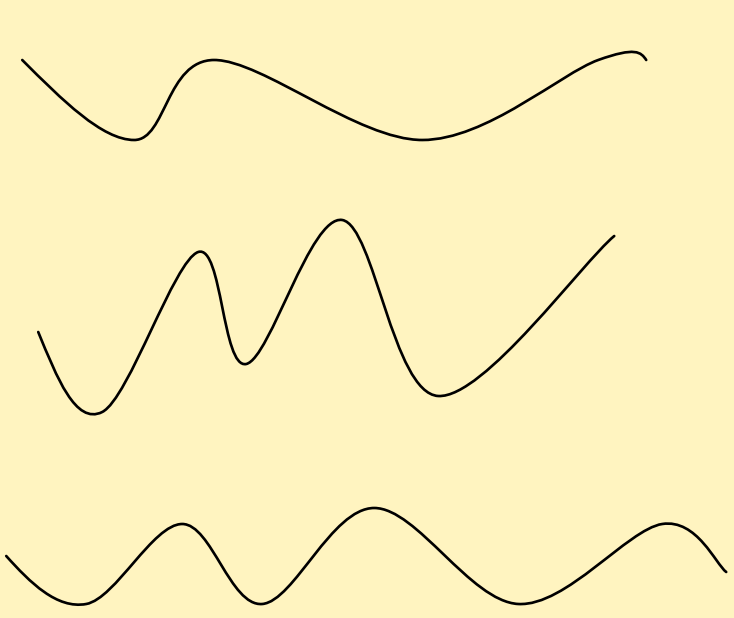
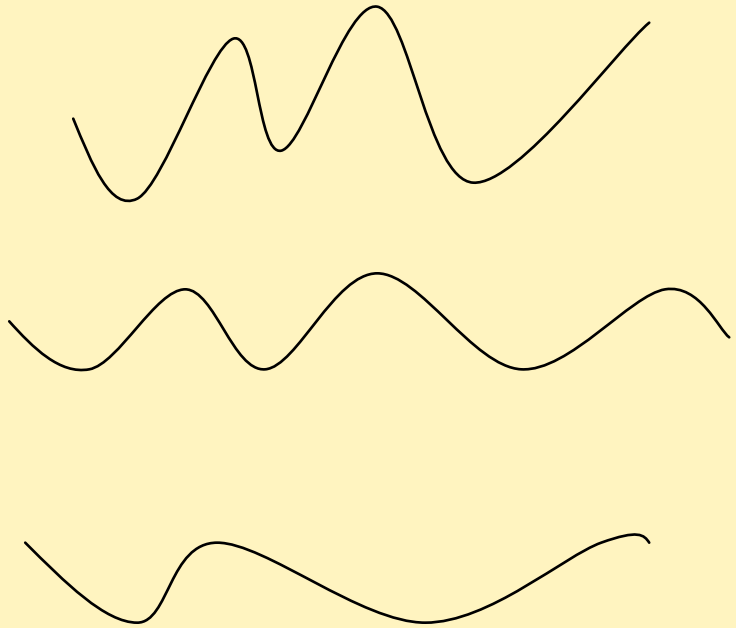
Carter and Abrahamson, 1990





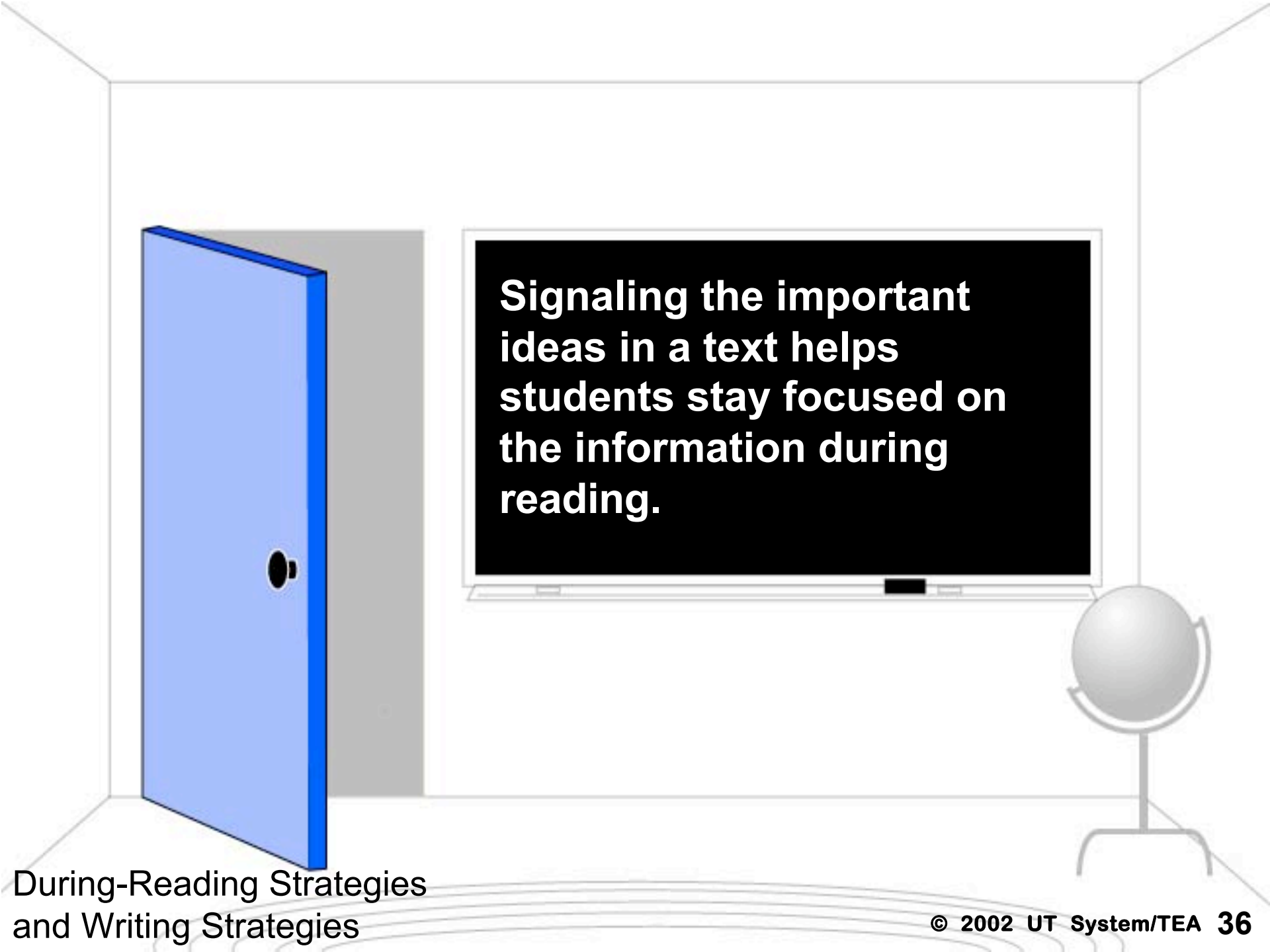
Reading transcends the mere transmission of information. It fosters an imaginative dialogue between the text and the reader's mind that actually helps people to think.

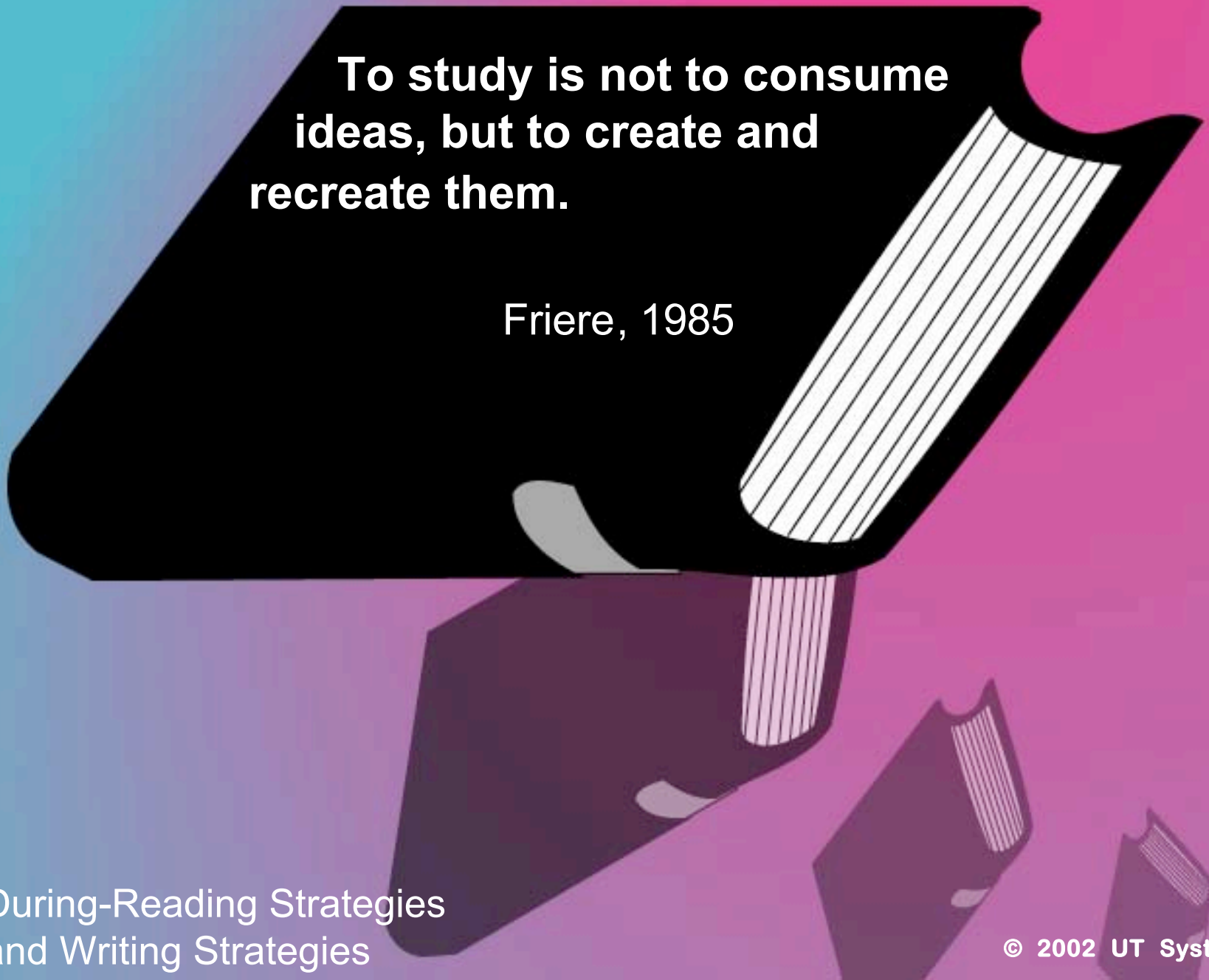
Sherman, 1998

Note-taking	Note-making
	

HOT ROD

Say Something

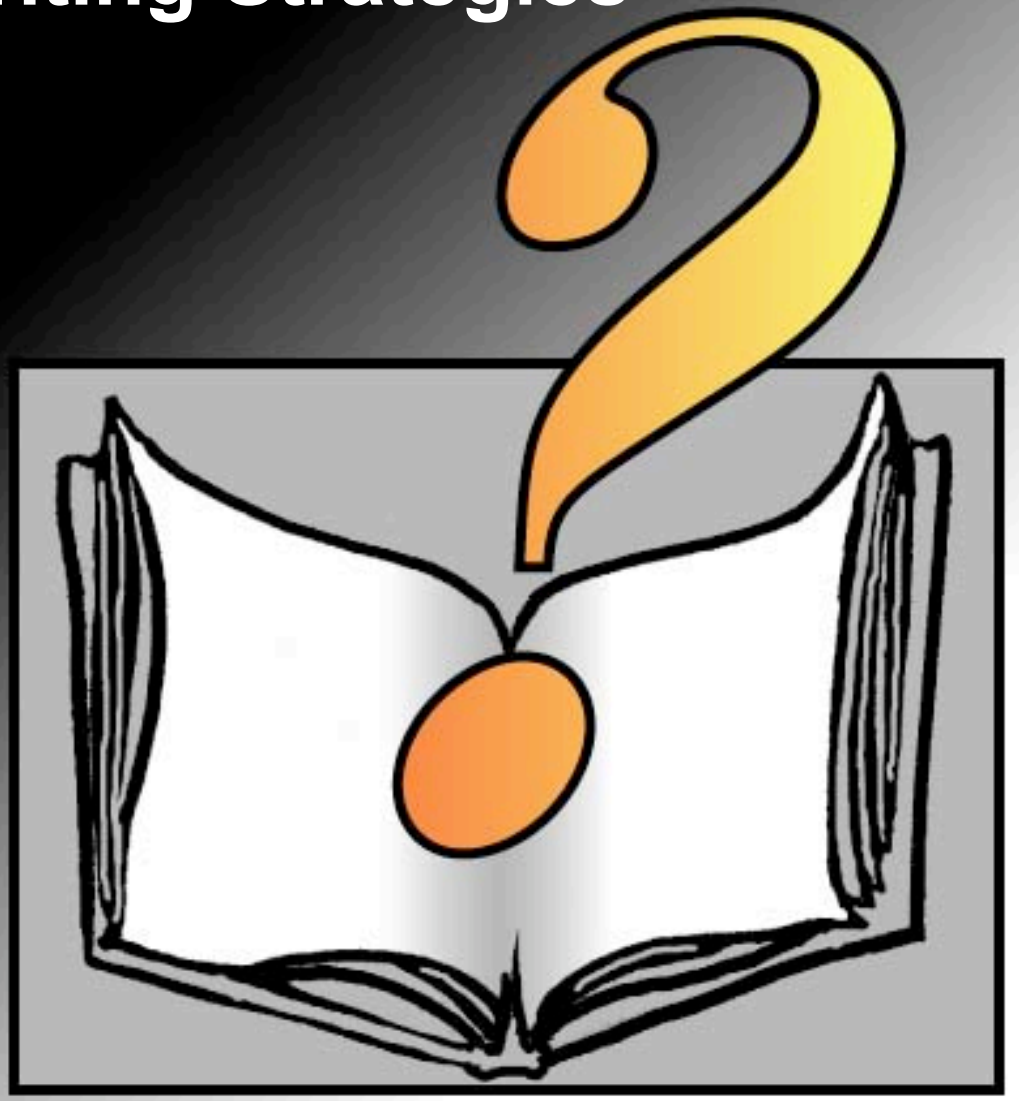


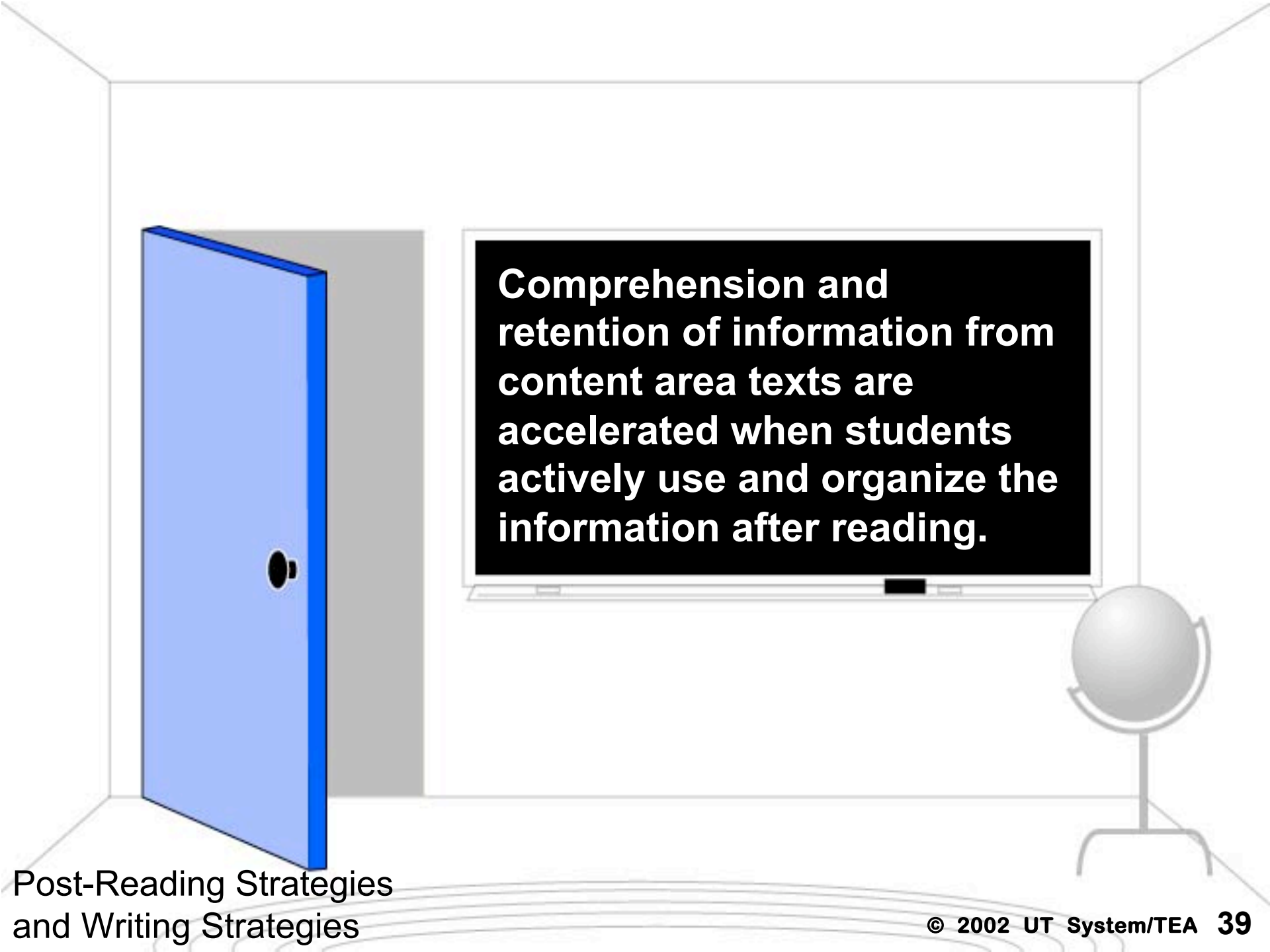


Post-Reading Strategies and Writing Strategies

Question:

Is there life beyond answering the questions at the end of the chapter?

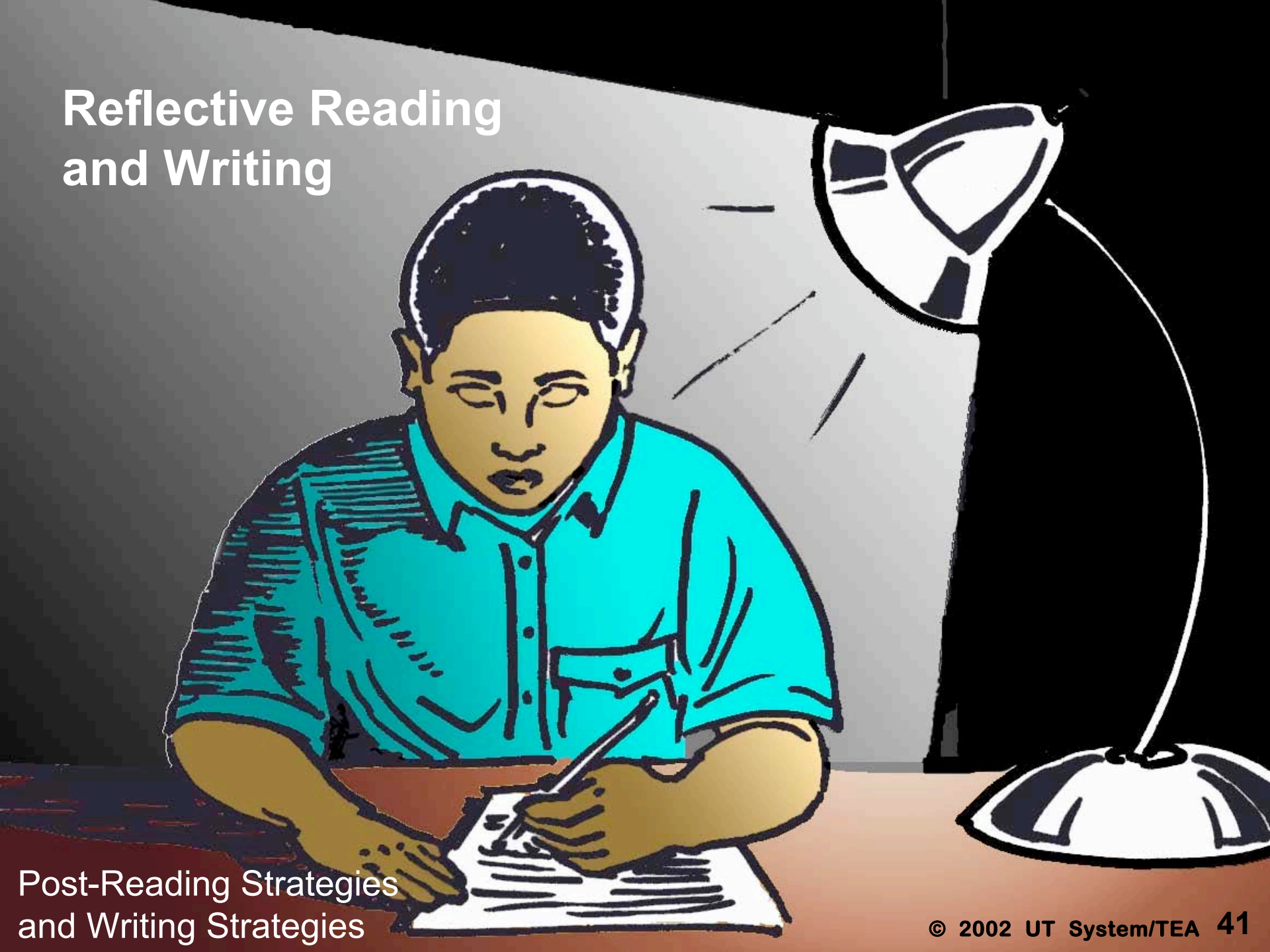


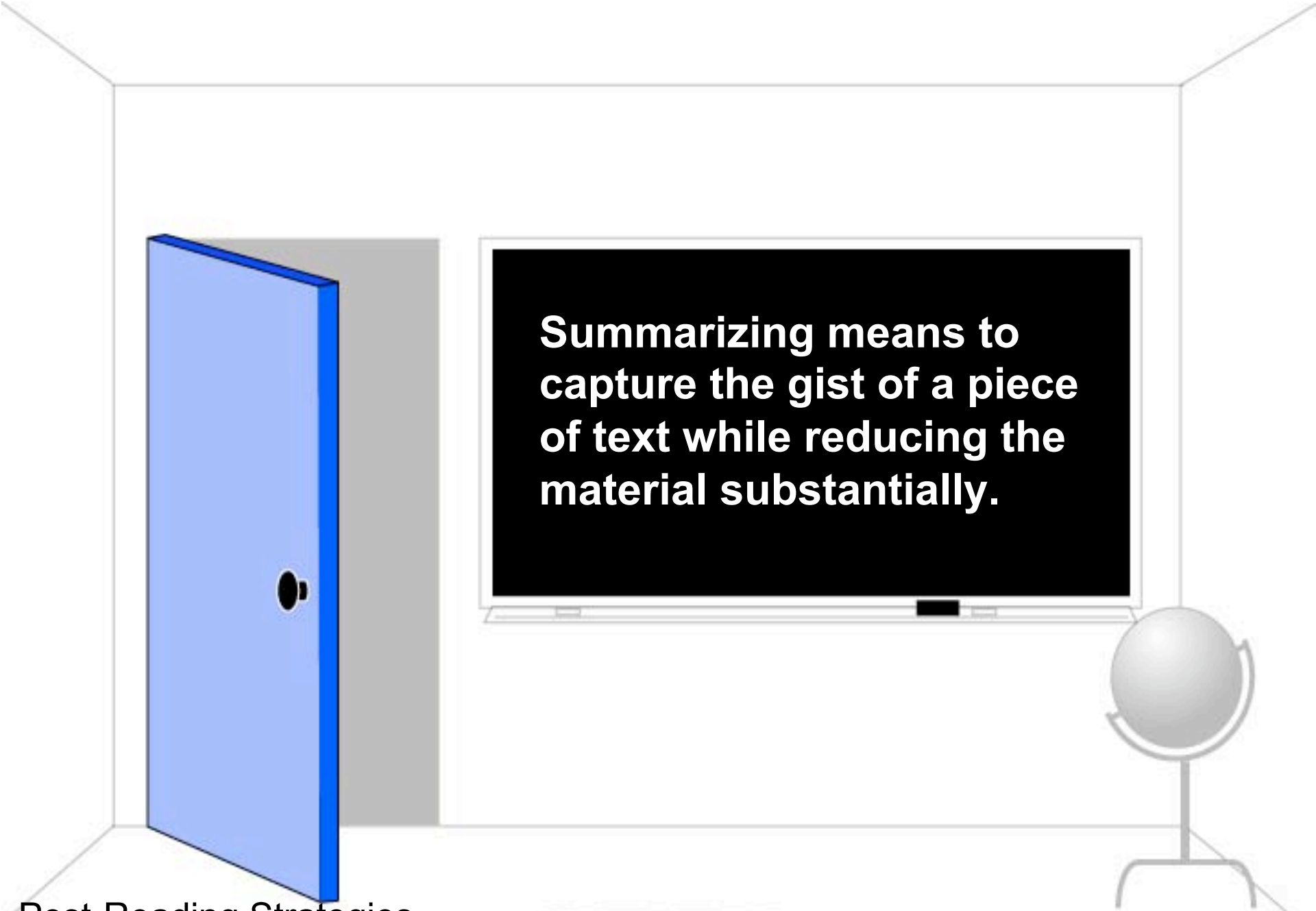


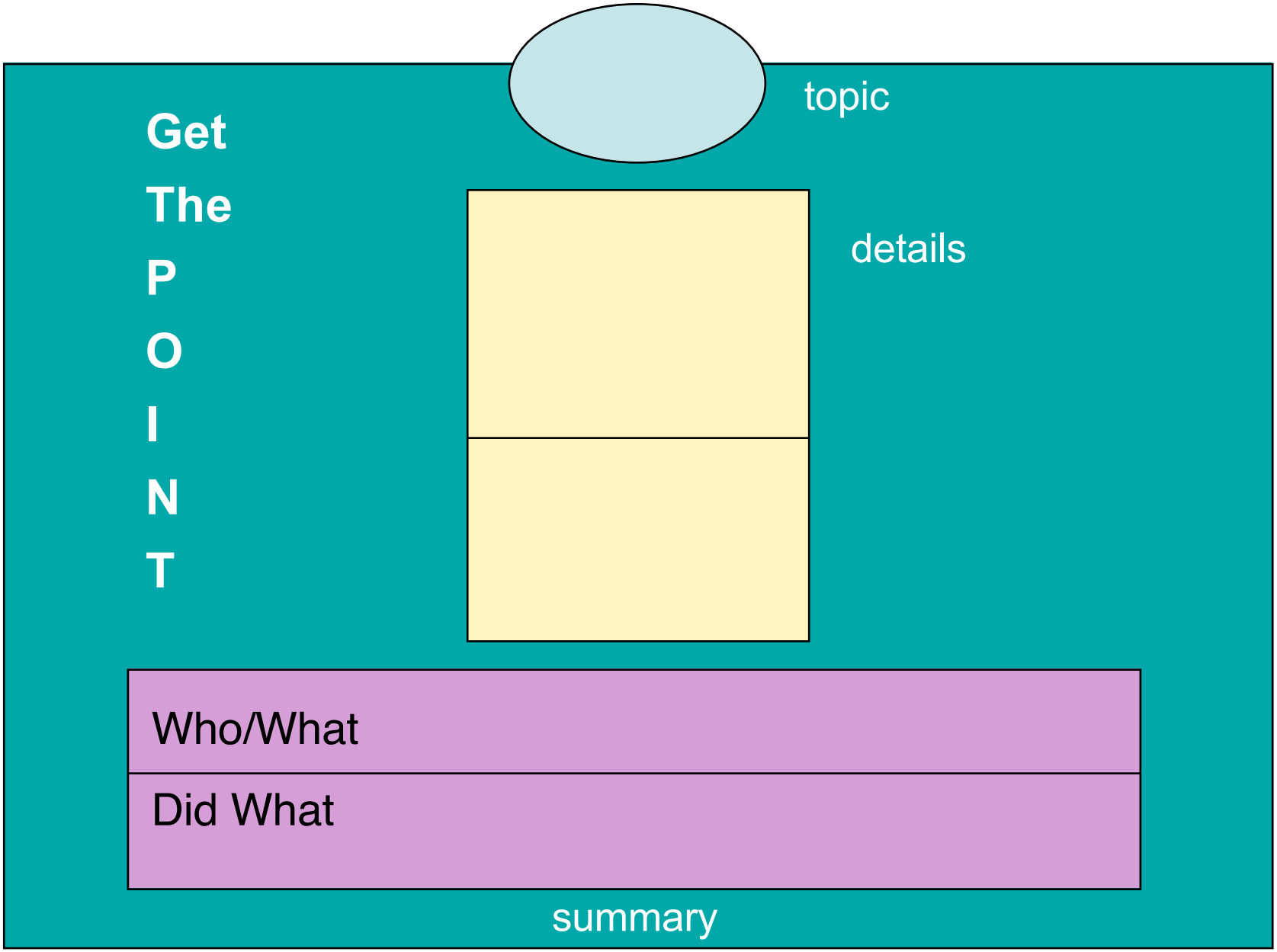
Alphabet Vocabulary

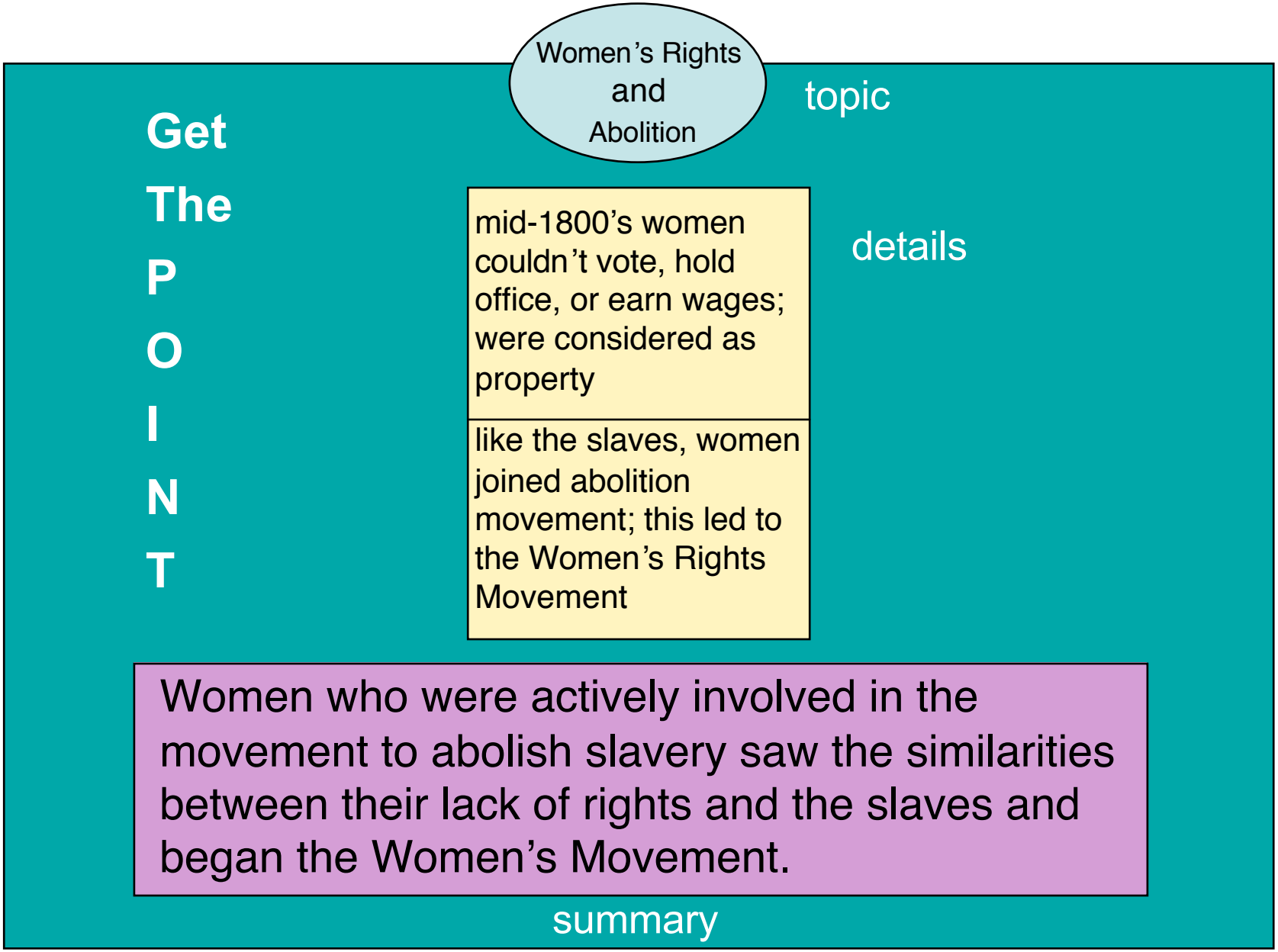
A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Reflective Reading and Writing





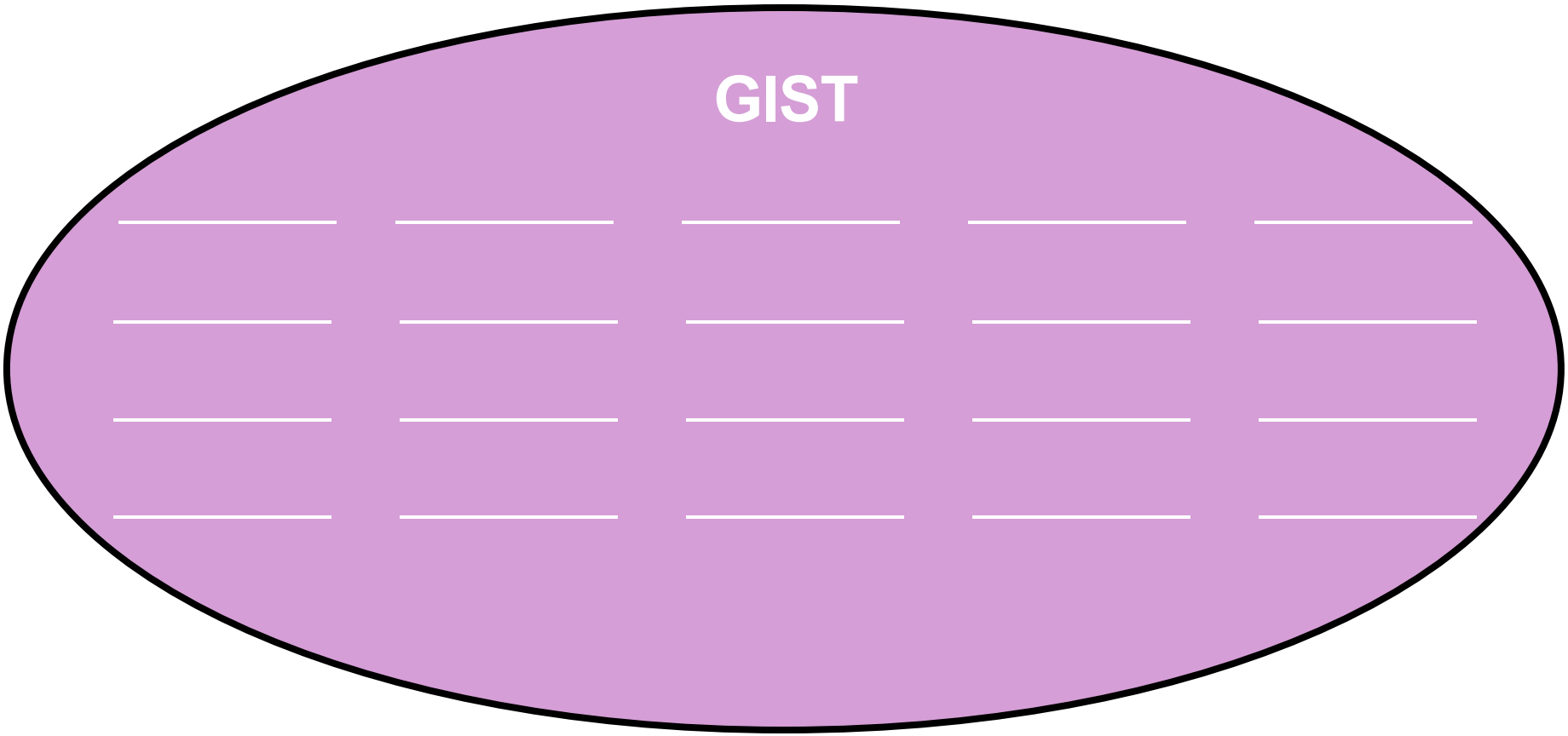




In and Out Summary

In	Out
prehistoric	survivor
armadillo	creature
armored	protection

Super Summary



Cued Retelling

Free	Cues	Concepts/Terms
_____	_____	Egyptians
_____	_____	cat goddess Blast
_____	_____	cat's eye
_____	_____	sun's orbit
_____	_____	religion
_____	_____	Hecate
_____	_____	black cats
_____	_____	burning, beating, drowning

Generalizations and Conclusions

John Smith's beliefs and practices angered others and cost him his life.

Conclusion

He believed all property should be owned communally.

evidence

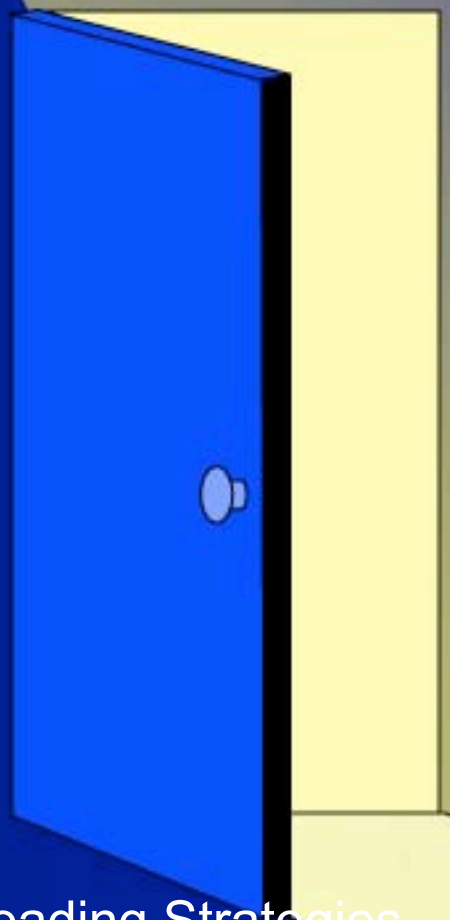
He believed a man should have more than one wife in one's life.

evidence

He was killed by an angry mob.

evidence

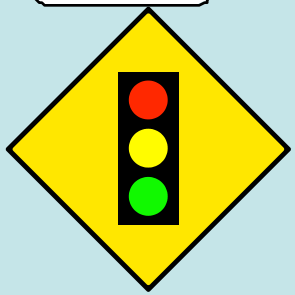
Steps to Effective Strategy Instruction



1. Demonstrate how to use the strategy.
2. Explain when and why to use it.
3. Show students how to use the strategy flexibly and selectively.
4. Show students what to do if they have difficulty using the strategy.

CLASS:_____ DATE:_____

EXIT SLIP



NAME:_____

Text Comparisons
From the Perspective of Children and Adolescents

Characteristics of Narrative Text (Aesthetic Text)	Characteristics of Expository Text (Efferent Text)
• Familiar plot patterns: largely sequential, chronological organization	• Unfamiliar organizational and structural patterns: dominantly hierarchical organizational patterns (main idea + supporting ideas), causal patterns, and problem solution
• Generally short, simple sentences	• Longer sentences; complex syntax
• Vocabulary is supported by ample context or is not critical to meaning	• Contains technical vocabulary determined by content/topic
• Pictures illustrating, supporting, or explaining content	• Tables, charts, diagrams elaborating or extending content
• Readers' prior knowledge is commonly adequate for content. Topics and concepts are familiar	• Readers seldom possess adequate prior knowledge for easy access to topic or concepts
• Narrative texts are commonly associated with aesthetic reading, pleasure, and leisure	• Expository texts are commonly associated with assignments, work, tests, and so forth

Describing Readers

Good Readers	Struggling Readers
• Tap or build their background knowledge on the subject.	• Start reading without knowing anything about the subject
• Know their purpose for reading.	• Do not know why they are reading
• Approach the task confidently.	• Do not feel they will be successful
• Focus their attention on the reading by asking questions, taking notes, and summarizing.	• "Call" words without understanding.
• Monitor their own comprehension.	• Keep reading even if comprehension fails.
• Use a fix-up strategy when comprehension fails.	• Don't know any strategies to use.
• Discuss and apply what they have read.	• Do not summarize or use the information because comprehension did not occur.

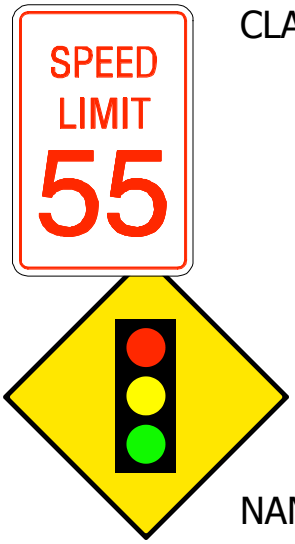
Strategic Reading and Writing

Directions: Record the strategies from this workshop in the correct categories. Add your own favorites to the list as well.

	Pre	During	Post
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Handout 3

ADMIT SLIP



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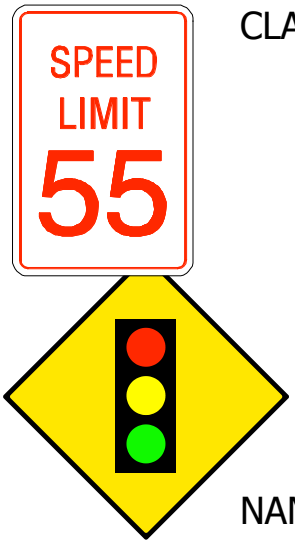

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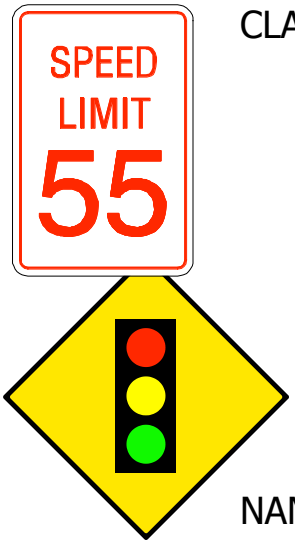

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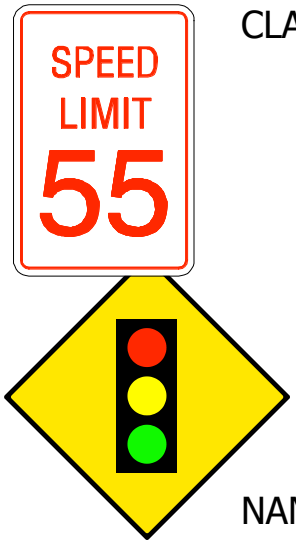

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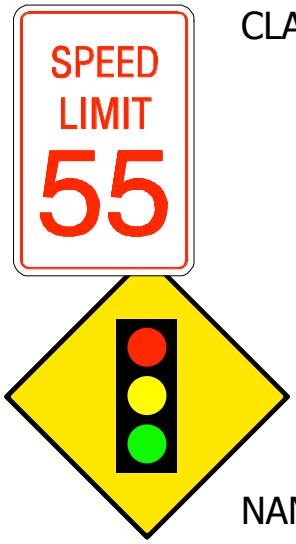

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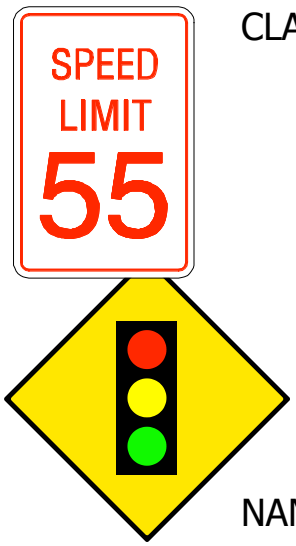


CLASS:_____ DATE:_____

NAME:_____

P. B. P. + or –

Preview/Brainstorm/Predict/+ or -

Directions: In the Predict column, write predictions you have about the content of the text you are about to read. As you read, think about whether or not your prediction is accurate. While you are reading, put a + if it is accurate or a – if it did not appear in the text. After you have read, write any corrections, comments, or connections in the last column.

Predict	Accurate +/ Inaccurate -	Connections/Corrections/Comments

Handout 5

K – W – L

K What we know	W What we want to find out	L What we learned
Before reading the material, ask the students what they know or what they think they know about the topic of the unit, chapter, or lesson.	Ask the students what they want to find out while reading the material.	After reading the material and before completing the L column, confirm or deny the predictions in the K column. Complete the L column by writing the answers to the questions from the W column. After answering these questions, enter other pertinent information students have learned from the reading.

Ogle, 1986

K – W – L

K What we know	W What we want to find out	L What we learned

Ogle, 1986

K – W – W – L

K I know	W I want to learn	W Where I can learn this	L I have learned

K – W – L – ?

K I know	W I want to learn	L I have learned	?

Sample Anticipation Guide

An anticipation guide consists of a series of teacher-generated statements about a topic that students respond to before reading about that topic. These statements should reflect major concepts and avoid isolated details. The response format is usually agree/disagree and can also include a column for after reading. Statements should not be so factual that a student's limited background knowledge will prevent him/her from having an opinion.

Homework

Before Agree/Disagree		After Agree/Disagree
_____	1. All students should be given homework routinely.	_____
_____	2. Homework increases student achievement.	_____
_____	3. Students with jobs should be excused from homework.	_____
_____	4. Teachers need training in creating homework assignments.	_____
_____	5. Homework should never be given on weekends.	_____

Think-Aloud Directions

A Think-Aloud is a Teaching Procedure to Model Reading Strategies

Another approach to helping students develop the metacognitive strategies that are essential for comprehending is to use a think-aloud approach. A think-aloud is a teaching strategy that makes the ***invisible*** process of reading ***visible***. It is an attempt on the part of the teacher to model the thinking process that any good reader engages in when reading.

Demonstrate metacognition by reading aloud

In the think-aloud procedure, the teacher reads aloud to the students while they follow along with their own copy of the selection. During the oral reading, the teacher models her own reading by describing what is going on in her head as she reads. The teacher merely tells the students what she is thinking about as she reads.

These "think-alouds" may include such things as predicting what will happen next, conjecturing about what a scene or character looks like, changing predictions as the information or events develop, relating background experiences and knowledge that enhances meaning, relating what is being read to similar texts or events, rereading when information becomes confusing, using clues to predict, and delaying decisions when you are unsure. In brief, you are showing the students, through your talking, how you read and how you construct meaning.

Here are some suggestions that will make the think-aloud more effective:

- It is best not to prepare the piece ahead of time. Read as you do the first time. Of course, you will have to exaggerate some of the strategies.
- Enjoy the piece. Let your mind go. Get involved.
- Use the strategies but don't label them as you use them.
- Remember, what you are trying to do is think aloud so the students will be able to think along.

Have students identify metacognitive strategies

After you have read the piece aloud, ask the students if they enjoyed the piece. Ask them to tell you the kinds of things you were doing as you read. As the students describe the things you were doing, write them on the board using their own words. Students from the primary grades through the high school are able to identify these strategies. You don't need to tell them that they were identifying metacognitive strategies. All they need to know is that these are things that you

do when you read—and that doing these things makes the reading more interesting and helps you to understand.

Here are the kinds of things that students identify when a teacher demonstrates a think-aloud:

- guessing the meaning of words
- using things you already knew to tell about the story
- changing your mind about what was going to happen next
- telling about things you knew about
- telling what you thought it looked like
- not deciding right away
- rereading some parts and going back when you forgot something
- getting excited about the story

The list is not meant to be exhaustive of all the possible strategies that you may use or students may identify. Different groups of students identify different strategies, and they use different phrases to convey their ideas. The point is that students are able to identify the metacognitive strategies a good reader uses.

The next step is to take the list of strategies and make a copy for each student to use the next time you use the think-aloud approach. You can have the students make check marks after each of the strategies you use as you read a second story. Following this second session, you should have the students discuss the things they have checked on the list. You can then discuss with the students whether they do those things when they read.

Get students to demonstrate the strategies

The next step is to call on students to volunteer to read aloud as you did and to use the think-aloud procedures to make the text interesting and to share with the class what they are thinking about as they read. Students can listen for strategies and discuss the strategies that were used.

It is easy to move from this activity to paired reading where students can read aloud to each other and use the strategies. Students can also read to tape recorders and then listen to their reading to see how many of the strategies they are using.

The most important point about the use of the think-aloud strategies is that students can't identify or use the think-aloud strategies unless they are comprehending the text.

The goal of the think-aloud procedure is to get the students to internalize the process so they will use it when they read silently. The oral modeling of the process is to help them understand how good readers actually read.

Outcomes of the think-aloud approach

Teachers who have used the think-aloud approach to develop metacognitive strategies have found that:

- Students change their view of reading. After becoming familiar with the approach, they see reading as a purposeful activity. They are more involved in actively building their comprehension.
- Verbalization skills increase. Students are more likely to engage in discussion about a particular story or article without the aid of written questions from teachers' manuals.
- Students have more opportunities for cooperative learning where they are developing an understanding of how to help each other in the learning process.
- Students become more independent as readers. They rely less on the teacher and more on their own thinking. Comprehension monitoring increases, and students are reassured that asking oneself questions while one reads is not only acceptable but is essential to real reading.

Adapted from Farr, 1992

Report to the Massachusetts Legislature

Setting the stage after traveling to several places where the mentally ill were kept, Dorothea Dix wrote a report describing conditions she had discovered. In 1843, she presented her report to lawmakers to alert them to the horrible treatment of the mentally ill. This report has been called "the first piece of social research ever conducted in America."

Primary Source

Gentlemen…I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the conditions of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane, and idiotic men and women. I come as the advocate of the helpless, forgotten, insane, and idiotic men and women; of beings sunk to a condition from which the most unconcerned would start with real horror of beings wretched in our prisons, and more wretched in our almshouses.

I proceed, gentlemen, briefly to all your attention to the present state of insane persons confined within this Commonwealth, in *cages, closets, cellars, stalls and pens, chained, naked, beaten with rods, and lashed into obedience.*

I offer the following extracts from my notebook and journal.

> Springfield: In the jail, one lunatic woman, furiously mad, a state pauper, improperly situated, both in regard to the prisoner, the keepers, and herself.
>
> Lincoln: A woman in a cage.
>
> Medford: One idiotic subject chained, and one in a close stall for seventeen years.
>
> Pepperell: One often doubly chained, hand and foot; another; violent; several peaceable now.
>
> Brookfield: One man caged, comfortable.
>
> Granville: One often closely confined, now losing the use of his limbs from want of exercise.

Besides the above, I have seen many who, part of the year, are chained or caged. The use of cages is all but universal. In traversing the state I have found hundreds of insane persons in every variety of circumstance and condition, many whose situation could not and need not be improved; a less number, but that very large, whose lives are the saddest pictures of human suffering and degradation.

I give a few illustrations, but description fades before reality

[1] idotic-someone who is mentally ill
[2] almshouses-homes for poor people

Men of Massachusetts, I beg, I implore, I demand pity and protection for these of my suffering, outraged sex…

Become the benefactors of your race, the just guardians of the solemn rights you hold in trust. Raise up the fallen, succor the desolate, restore the outcast, defend the helpless, and for your eternal and great reward receive the benediction, "Well done, good and faithful servants."

Creating America
McDougal Littell, 2002.

Report to the Massachusetts Legislature

Setting the stage after traveling to several places where the mentally ill were kept, Dorothea Dix wrote a report describing conditions she had discovered. In 1843, she presented her report to lawmakers to alert them to the horrible treatment of the mentally ill. *(Dorothea Dix must have been a very determined woman because it was rare that females were allowed to address any all male body of legislators in 1843--Using prior knowledge)*

This report has been called "the first piece of social research ever conducted in America." *(Social research means that it was research conducted with people rather than library resources so she will probably provide examples and anecdotes--Prediction based on prior knowledge)*

Primary Source *(A primary source is a document written in first person at the moment in history. It is like an eye-witness account and can give us great insight into an historical period--Using prior knowledge)*

Gentlemen*…(it's an all male group, as I thought--Confirming a prediction)*

I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the conditions of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane, and idiotic[1] men and women *(now let's look at the footnote. "idiotic" in 1846 meant someone who was mentally insane, not "stupid" as we use the term now-so let me read that phrase again--Using resources, Rereading)*

I come as the advocate of the helpless, forgotten, insane, and Idiotic men and women; of beings sunk to a condition from which the most unconcerned would start with real horror *("start" here means "react" or "respond" with horror--Using context clues for multi-meaning words)*

of beings wretched in our prisons, and more wretched in our almshouses[2]. *(Using the footnote, I see that an almshouse is a home for poor people. It must not be a nice place because she says "wretched" twice--Using resources, Context clues, Noticing author's style)*

I proceed, gentlemen, briefly to all your attention to the present state of insane persons confined within this Commonwealth, in <u>cages, closets, cellars, stalls and pens, chained, naked, beaten with rods, and lashed into obedience.</u> *(She wrote this with underlining to emphasize their condition. The way she describes it makes the mentally insane peoples treatment sound worse than animals in the worst of conditions--Noticing author's style, Making personal connections)*

[1] idotic-someone who is mentally ill
[2] almshouses-homes for poor people

I offer the following extracts from my notebook and journal. *(This is the social research aspect of examples--Connecting to prior knowledge)*

Springfield: In the jail, one lunatic woman, furiously mad, a state pauper, improperly situated, both in regard to the prisoner, the keepers, and herself.

Lincoln: A woman in a cage.

Medford: One idiotic subject chained, and one in a close stall for seventeen years. *(Let me reread that. "Close" must mean small—Using context clues, rereading)*

Pepperell: One often doubly chained, hand and foot; another; violent; several peaceable now.

Brookfield: One man caged, comfortable.

Granville: One often closely confined, now losing the use of his limbs from want of exercise. *(The use of the list is simple and effective because it is so matter of fact—Noticing author's style)*

Besides the above, I have seen many who, part of the year, are chained or caged. The use of cages is all but universal. In traversing the state *(I think "traversing "means traveling)*

I have found hundreds of insane persons in every variety of circumstance and condition, many whose situation could not and need not be improved; a less number, but that very large, whose lives are the saddest pictures of human suffering and degradation. *(Yes, it means "traveling" because she went all over the state--Confirming context clues)*

I give a few illustrations, but description fades before reality *(she means that she has tried to describe the people and their conditions, but that her words can't truly describe the reality—Restating in your own words)*

Men of Massachusetts, I beg, I implore, I demand pity and protection for these of my suffering, outraged sex…*(I'm confused. Is she talking only about women in this situation?—Asking yourself questions)*

Become the benefactors of your race, the just guardians of the solemn rights you hold in trust. Raise up the fallen, succor the desolate, restore the outcast, defend the helpless, and for your eternal and great reward receive the benediction, "Well done, good and faithful servants." *(She uses that list of verbs: "raise, succor, restore and defend" effectively to call the men to action and ends with a benediction from the Bible which would have been effective at the time.--Commenting on author's style)*

Metacognitive Reading

Plan Before Reading

- What is this text about?
- What do I know about this? the author?
- How is this organized?
- What am I supposed to learn?
- What are some key words about this?
- What reading strategy should I use?
- How much time should I spend on this?

Monitor During Reading

- Am I attaining my purpose?
- How do I know I'm learning what I'm supposed to learn?
- What are the important ideas? How do I know?
- How is this related to what I already know?
- If I'm not understanding, what should I do?

Reflect After Reading

- Did I learn what I was supposed to learn?
- Has what I knew about this before I started changed? How?
- Can I put what I've learned in my own words?
- How can I use what I've learned?
- Do I need to learn something else about this?
- How can I do this better the next time?

Handout 11

Patterns of Text Structure in Informational Texts

Text Pattern	Definition	Key Words
Description	Use language to help the reader form images or visualize processes	Descriptive details, words like *on*, *over*, *beyond*, and *within* Descriptive adjectives
Chronological Order	Present ideas or events in the order in which they happen	*First, second, before, after, finally, then, next, earlier, later, last*
Compare/Contrast	Discuss two ideas, events, or phenomena, showing how they are similar and different	*While, yet, but, rather, most, either, like and unlike, same, as opposed to, as well as, likewise, on the other hand, although, the same, similarly, opposites*
Cause and Effect	Provide explanations or reasons for phenomena	*Because, since, thus, so that, if…then, therefore, nevertheless, due to, this led to, as a result, then…so, for this reason, on account of, consequently*
Problem/Solution	Identify problems and pose solutions	*Propose, conclude, a solution, the problem or the question, research shows, the evidence is, a reason for*
Question/Answer	Factual subject broken down to a series of questions posed to the reader, followed by answers	*Who, what, when, where, how, why, which one, how many, will, can*
Categorical	Subject described by examining relevant parts (specific topics) of the whole	

Adapted from Beers, 1998; Fountas & Pinnell, 2001

Description Idea-Map

Topic:

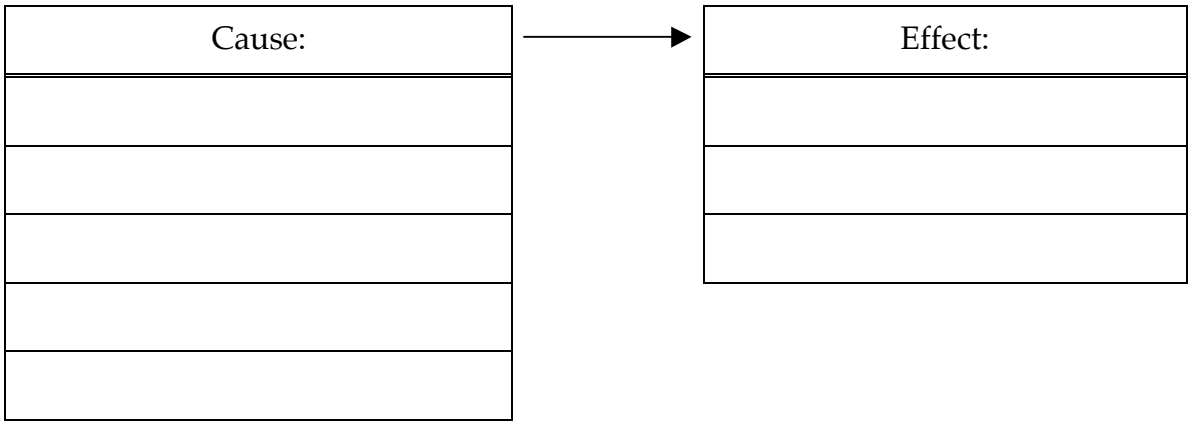
Sequence Idea-Map

Topic:
↓
↓
↓
↓
↓
↓

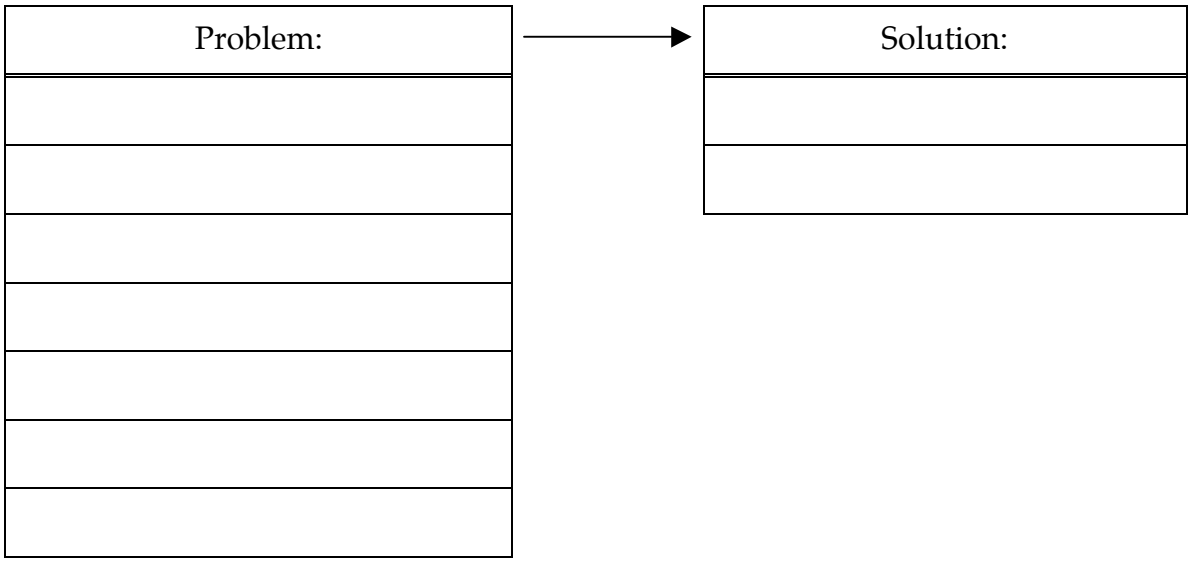
Compare-Contrast Idea-Map

Topic:		Topic:
	=	
	=	
	=	
	≠	
	≠	
	≠	

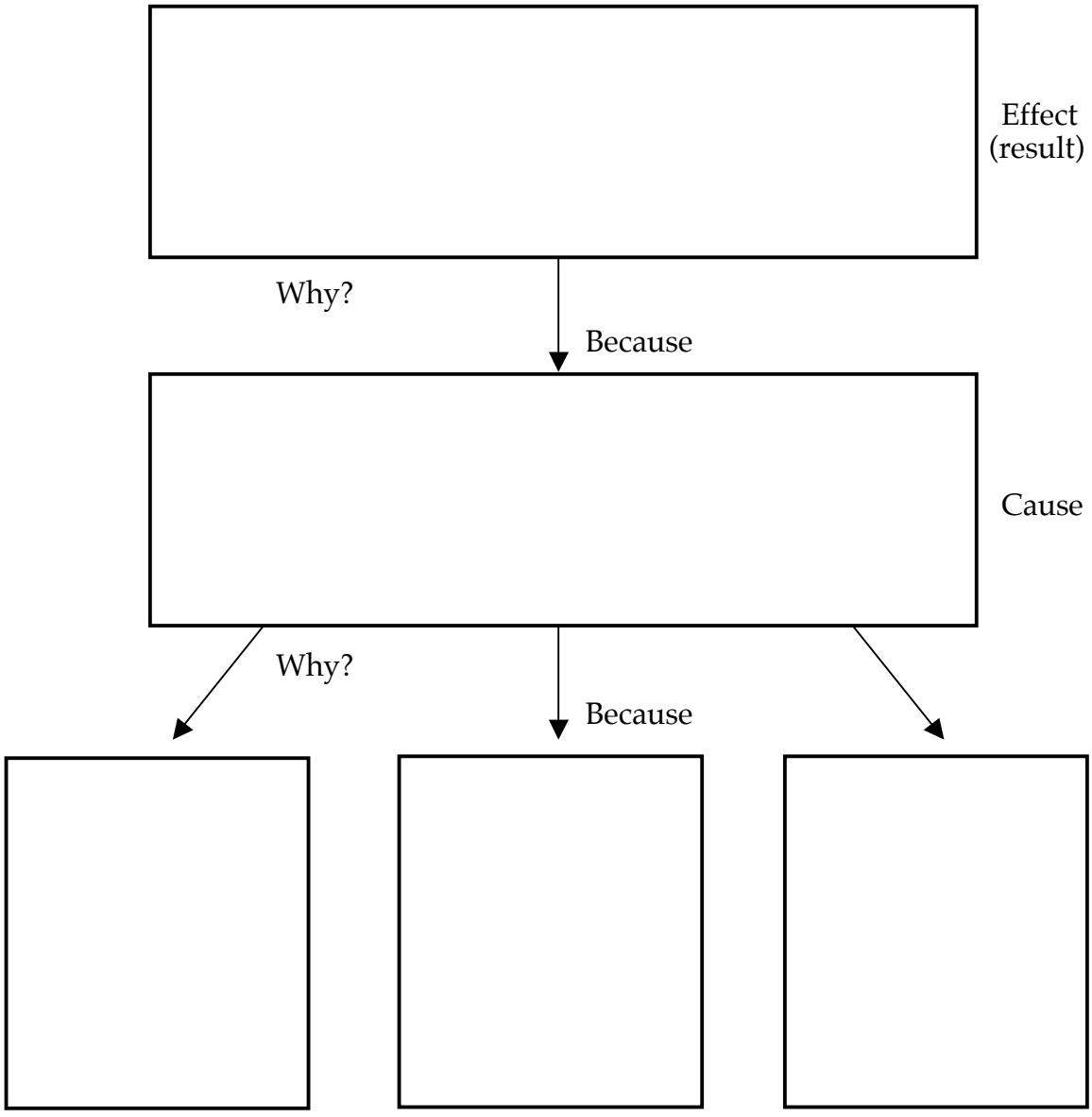
Cause-Effect Idea-Map



Problem-Solution Idea-Map



Cause-Effect Graphic Organizer



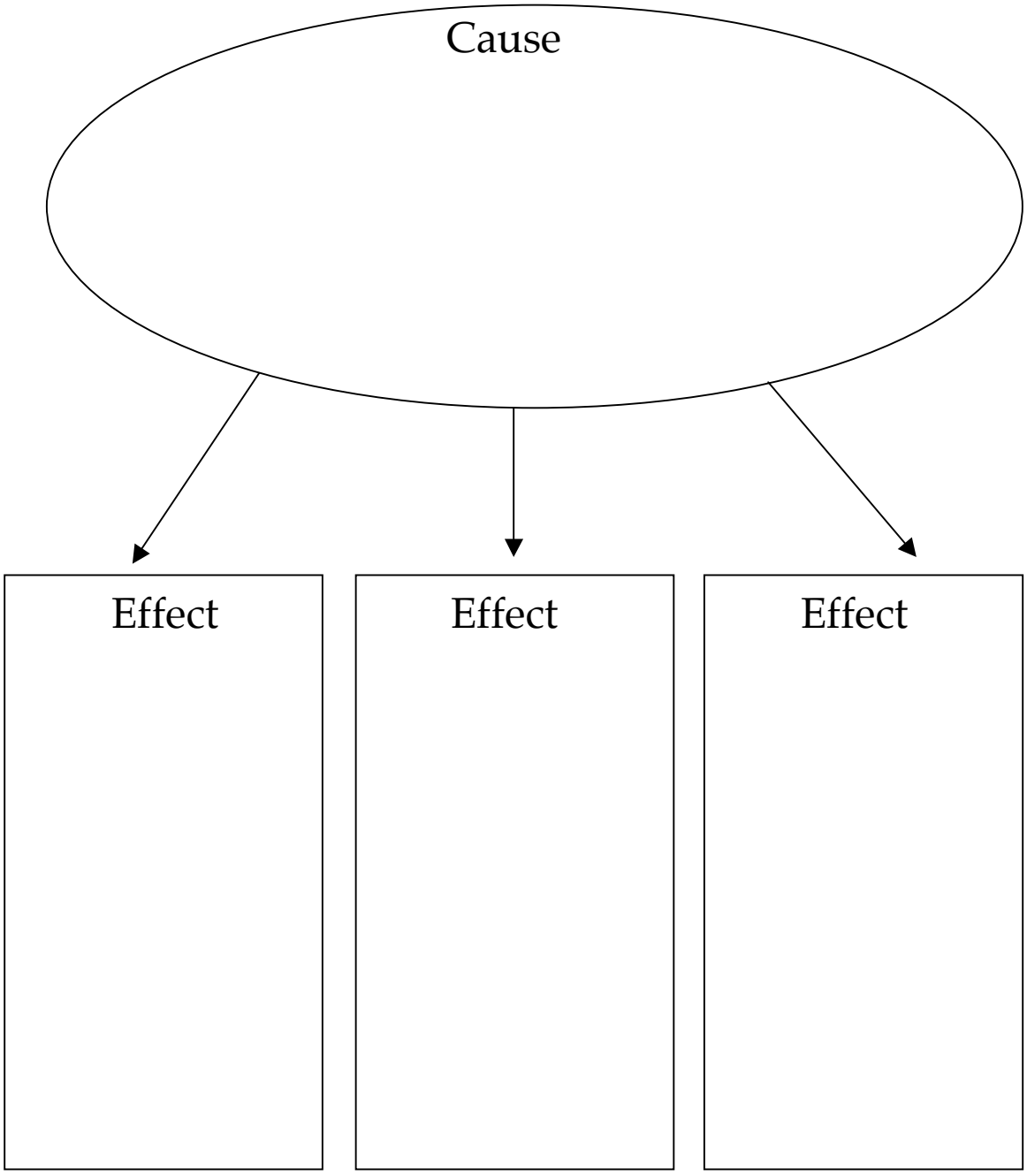
Summary

Description Table

A Serf's Life on the Manor

Quality of Homes	Amount of Freedom	Duties on the Manor	Food	Leisure Time

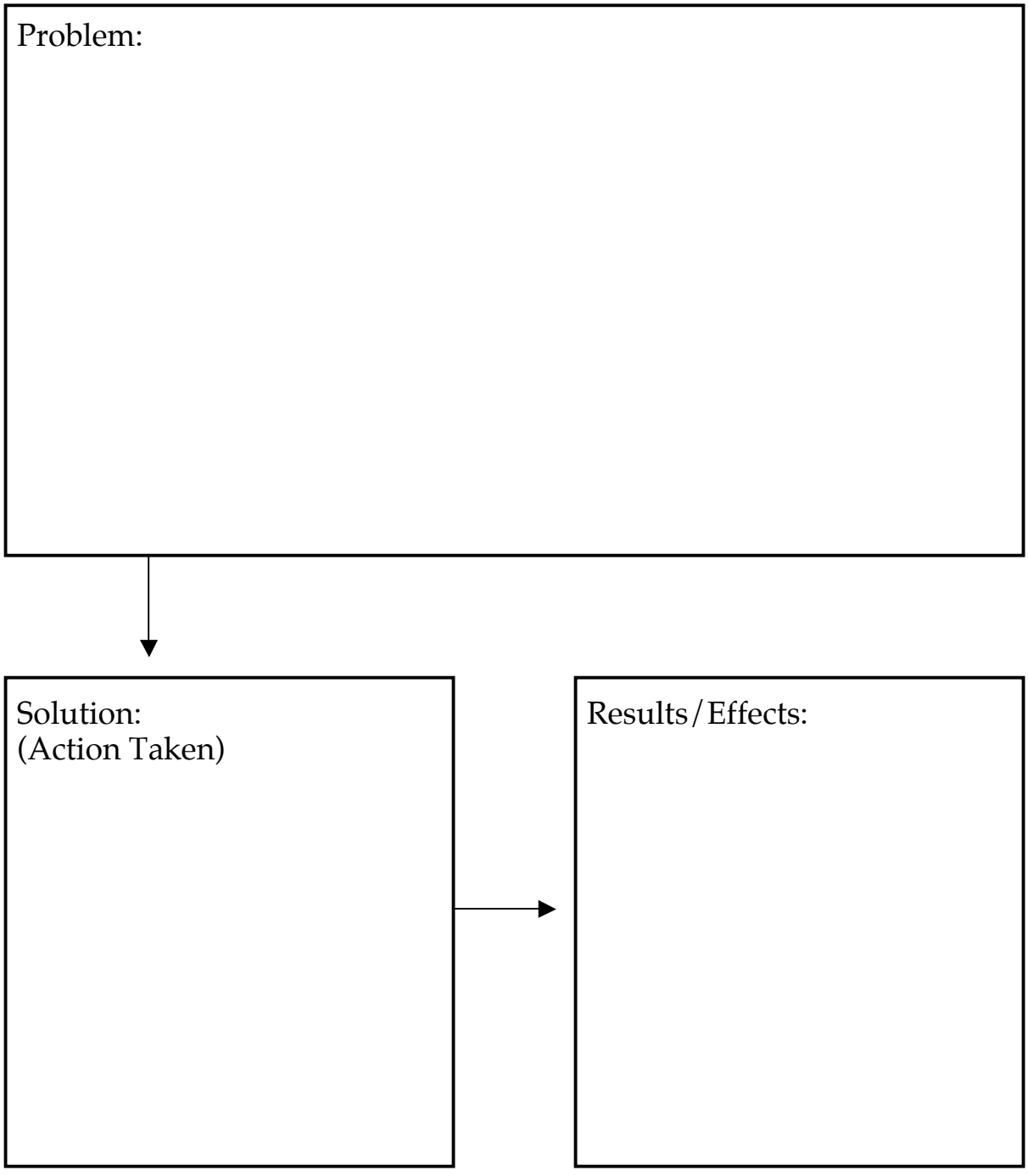
Cause and Effect



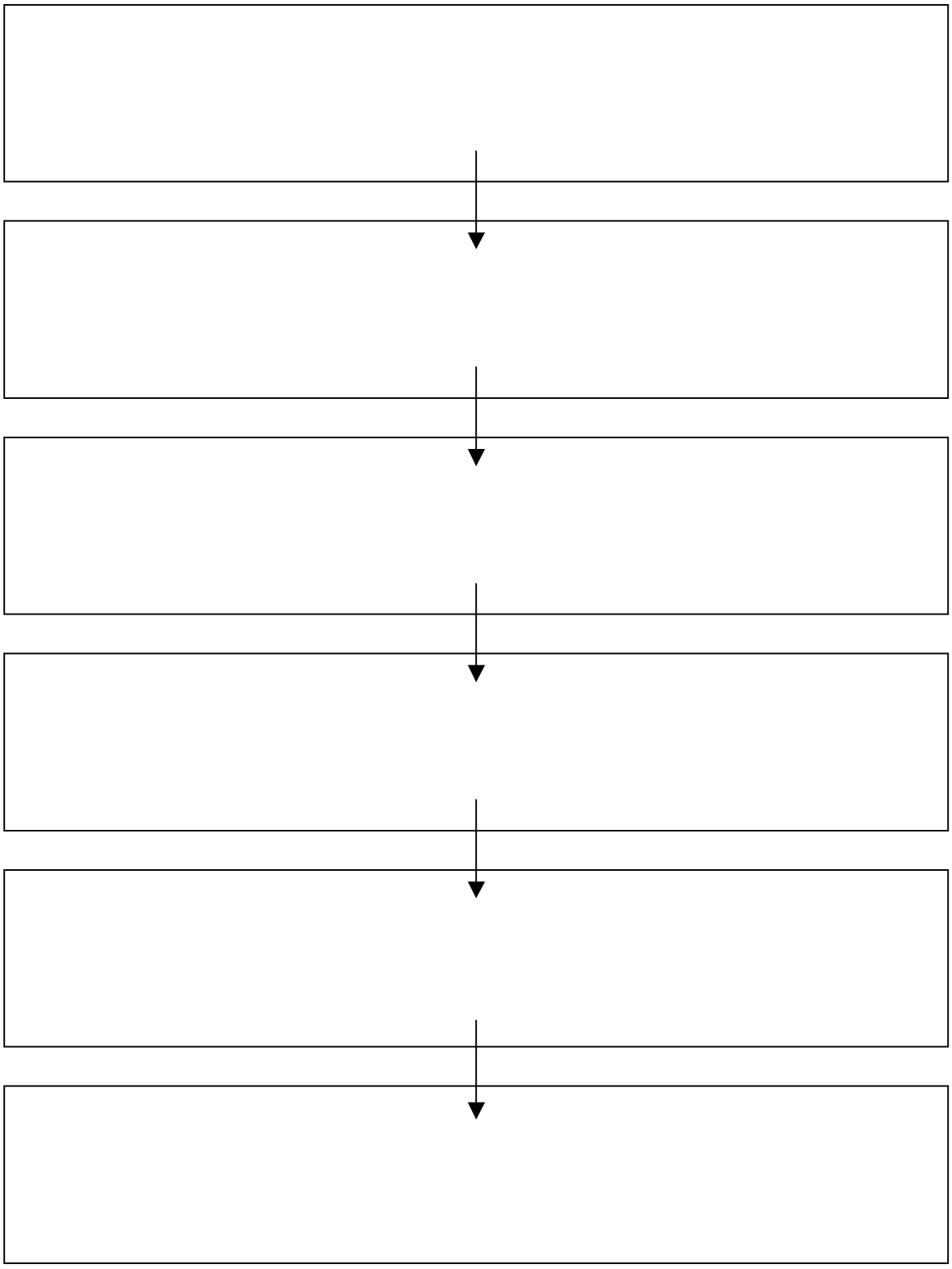
Compare-Contrast Matrix

	Schools in the Roman Empire	American Schools Today
Subjects Taught		
Ways of Learning		
Types of Rewards		
Types of Punishments		
Vacations		

Problem-Solution



Sequence



The Dialectical Journal

Dialectic<Gk *dialektike* – of conversation; (2a) a discussion and reasoning by dialogue as a method of intellectual investigation; (5a) any systematic reasoning, exposition, or argument that juxtaposes opposed or contradictory ideas and usually seeks to resolve their conflict; (b) an intellectual exchange of ideas; (6) the dialectical tension or opposition between two interacting forces or elements.

WHAT is it? Researchers in the physical sciences have long used a double-entry note-taking process as a method of recording and responding to field notes. Recently, the method has been adapted in other disciplines. It provides the student with two columns which are in dialogue with one another, and allows him to develop a method of critical reading as well as the habit of reflective questioning.

HOW is it done? The student begins by drawing a line down the middle of his notebook paper. The left column is used for traditional note forms of direct quotations and citations or summaries. The right column is used for connecting to the left column of notes. As the student keeps taking notes, he/she should regularly reread previous pages of notes and comments, drawing any new connections from the right column and summarizing before starting another session of note-taking/note-making.

Sample page:

Note-taking	Note-making
Citation---------- ----------(p. *) Citation---------- ---------- ----------(p. *) Quote from another page------ ---------- ----------(p. *) Paraphrase ---------- ----------	Why did I include this? Why is this important? How does this relate to other readings we have done? Paraphrase this idea. Have I experienced anything like this? How is this meaningful to my own experience? How is the author confusing? Is this a contradiction? Where is the conflict?

WHY is this process important?

The student:

* learns to read more carefully and critically;
* becomes engaged with the subject matter—questions it, agrees with it, compares it to other issues and readings in the course, makes connections;
* begins to "own" the new material as a result of trying to put the ideas of the course into his own language;
* begins to personalize the material of the course;
* comes to see writing as a way of exploring and learning about a subject, rather than just a product to be judged;
* moves from merely summarizing material into interpreting and evaluating material;
* gets regular practice in sustaining and elaborating his thinking as he explores and builds on other students' perceptions;
* begins to build a bridge between the 'expressive' writing he may do for himself and the 'transactional' writing he must do for a larger, more objective academic audience.

Berthoff, 1982, 1988

Practice Dialectical Journal on _____

NOTE-TAKING (Reading notes, direct quotes, observed notes, fragments, lists, images. Include page numbers.)	NOTE-MAKING (Notes about your left hand column notes, summaries, formulations, revisions, editorial suggestions, comparisons, contrasts, inferences, judgments, and most important, QUESTIONS.)
" " (101).	

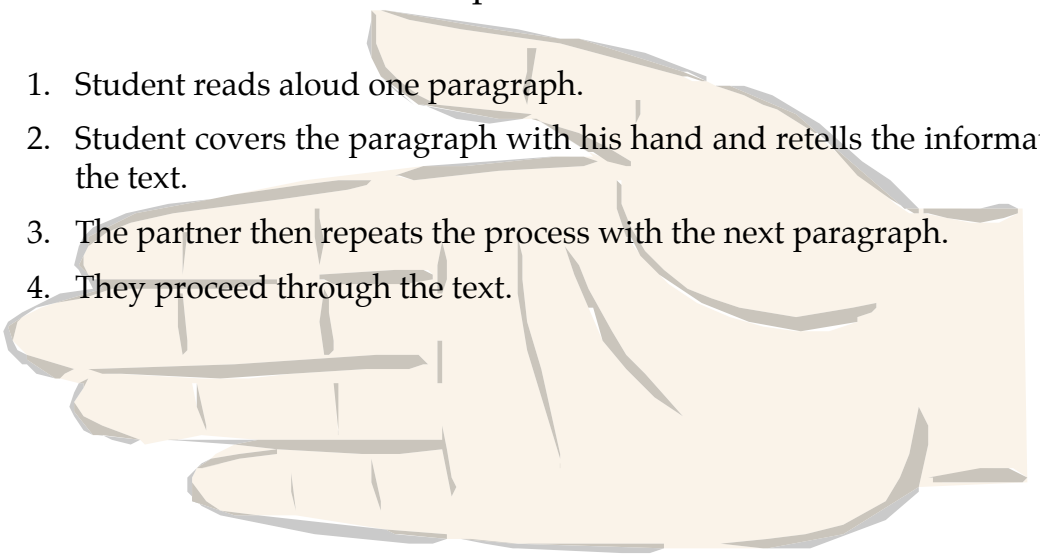
Directions for HOT ROD

A During Reading Strategy

Hand **O**ver **T**ext—**R**etell **O**n **D**emand

- Each student has a copy of the text.
- As partners, they decide on how they will take turns reading the text. With expository text, each should read no more than a paragraph at a time.
- The text is read aloud; the student who is not reading is listening and following the text.
- The teacher should model this process before asking students to read.

Steps in HOT ROD



1. Student reads aloud one paragraph.
2. Student covers the paragraph with his hand and retells the information in the text.
3. The partner then repeats the process with the next paragraph.
4. They proceed through the text.

Say Something
A Comprehension Strategy

1. Select a partner.
2. Get a copy or copies of the passage you will read.
3. Decide how much you and your partner will read (e.g., one or two paragraphs) before you say something about the passage.*
4. The first partner reads aloud to the designated stop and then says something about what he or she has read.
5. The second partner reads aloud to the designated stop and then says something about what he or she has read.
6. Continue with this procedure until entire passage has been read.
7. Discuss the text as a whole class or complete another post-reading strategy.

*Note: What you say may include a personal connection (e.g. this reminds me of…), a summary, or a question about the text. Your partner can and will respond to you. The teacher's role is to circulate and listen to responses.

Adapted from Harste, Short, & Burke, 1988

Learning Log Responses to Reading

Read and respond to one of the reflection prompts below in your learning log (teacher or student chooses one from list).

1. Any passage or item that puzzles you
2. Any passage or items that intrigue you
3. Three (two, one) things you (dis)agree with
4. Three (two, one) new concepts and your definition of them
5. How this reading relates to _____ (your life, what we've been studying, etc.)
6. Two things this reading has in common with _____.
7. What do you think it would be like to live in _____.
8. Your reaction to _____.
9. Three things you think are important enough to discuss in class
10. A cause/effect flow chart
11. How you can use this knowledge in your own life
12. Something the reading reminds you of
13. What you think it means and why you think that
14. Why _____ is important
15. How did the author of this reading make the passage easy or difficult to understand

In and Out Summary

1. After reading and discussing a text, ask students to skim text for the one word from the text that best summarizes text.

2. Write several responses on a board or overhead under a heading entitled "in." Do not critique responses.

3. Then direct students to write one word that is not in the text that best summarizes the text. Again, write several responses on the board under the "Out" heading. Do not critique responses.

4. Direct students to choose two words from the list or their own two words. Then explain why these two words summarize the text in a sentence or two.

5. Direct students to write a one-sentence summary of the text.

6. Compare summaries and discuss.

Example:

In	Out
prehistoric	survivor
armadillo	creature
armored	protection

Super Summary

Directions

Step I. After students have read a text selection (300 to 1000) words), ask them to record one or two important details on a sticky note. Ask for volunteers to put notes randomly on board

Step II. Ask students to read the text again and repeat the notes process, except this time, they add details.

Step III. Then begin to group the notes by moving them into categories. Add category headings as they become clear.

Step IV. Read the categories and supporting detail.

Step V. The instructor then models the writing of a summary statement for the first and second category.

Step VI. Allow students to work in pairs to develop the next category/summary sentences.

Step VII. As a group, review the individual summaries. Then the instructor leads the class in the development of a summary of the entire selection.

GIST

Directions: Read a passage carefully, and then divide it into four parts. Reread part one, identifying the main idea and put it into no more than 20 words. You may use fewer words, but no more. Repeat the process with section two except combine its main idea with that in section one. Use no more than 20 words. Repeat the process with each section until all four sections are combined into one statement.

1. _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
2. _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
3. _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
4. _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____
   _____ _____ _____ _____ _____

Cued Retelling

Directions: Construct a brief list of terms or ideas from the passage read. Students can read individually or in pairs; but after reading, one student in a pair is given the Cued Retelling sheet. The student without the sheet retells as much as possible from the selection in his/her own words. The student with the Cued Retelling sheet checks off the concepts mentioned in the Free column. When the answering student is finished and if the concepts remain, the prompter may read the remaining terms and check those the responder is able to discuss.

Free	Cues	
_____	_____	Quakers
_____	_____	critics
_____	_____	equality of men and women
_____	_____	persecuted
_____	_____	1681
_____	_____	Charles II
_____	_____	"Penn's woods"
_____	_____	Frame of Government
_____	_____	against warfare with Indians
_____	_____	"city of brotherly love'
_____	_____	Delaware River

Another version of this process has students write down everything they can remember immediately after reading. Then in pairs, one student reads his or hers aloud; the other student fills in details. Both revisit text to check accuracy of information.

Generalizations and Evidence

1. _____

_____
Generalization

_____ _____

_____ _____
Evidence Evidence

_____

_____
Evidence

2. _____

_____
Generalization

_____ _____

_____ _____
Evidence Evidence

_____

_____
Evidence

3. _____

_____

Generalization

_____ _____

_____ _____

Evidence Evidence

_____

_____

Evidence

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