

Reading is **STILL** Fundamental

Proficient readers possess

- **CONTENT KNOWLEDGE**
- **STRATEGIES FOR READING**
- **MOTIVATION**

How can we help more students acquire these characteristics?

Strategies for Providing Knowledge

- A. Providing and activating **Content Knowledge**
—building on what students know; providing SCHEMA

SCHEMA is a “rich set of understandings around a particular topic” (Wilhelm, 2001).

FRONTLOADING is the teaching that occurs before the students read in order to build schema.

1. Help students make personal connections to the text. Ask students to discuss or freewrite about a question that bridges the text to real life.
 - Write about a time when you . . . ?
 - If you had to choose between . . . and . . . , what would you choose and why?
 - Do you agree . . . ? Why or why not?
2. Provide some background information to inform their reading. Show a map, picture, cartoon, or website that helps provide some context for what they will read.
3. Create a **K-W-L** (know-want to know-learned) chart to assess students’ prior knowledge and build interest and purpose for the reading.

What I KNOW	What I WANT to Know	What I’ve LEARNED

4. Provide students with a preview of the reading, so that they can make predictions and hear a little about the text before they read it.
 - a. **Tea Party:** Type a number of short quotations from the reading (enough for each student to have a different quotation) and cut out the quotations to separate them from the others. Randomly distribute the quotations to the class. The students get up and share their quotations with others in the room. At certain points, ask that students stop to make a quick, one-sentence prediction about the reading based on the quotations they've read so far. Repeat the process a few times, and then ask students to make one final prediction. Share.
 - b. **Probable Passage:** Create a chart, organized by relevant categories from the reading. Students then place terms/concepts from the reading, listed below the chart, into these categories. Last, students make a prediction about the reading. Discuss the results.

Important Theorists	Important Theories	Major Questions
Important Terms	Characteristics of Adolescent Novels	Predictions

- | | | |
|------------------------------|----------------------------------|-------------------------------------|
| 1. authorial intent | 5. Robert Scholes | 9. subjective synthesis |
| 2. Louise Rosenblatt | 6. developmentally appropriate | 10. New Criticism |
| 3. Reader Response | 7. What is the role of the text? | 11. Transactional |
| 4. relevant themes for teens | 8. schema | 12. What is the role of the reader? |

Other possible categories: characters, important places, important events, important times/dates, conflicts, arguments, counter arguments, symbols.

- B. Providing **Linguistic Knowledge**—expectations/conventions of reading in any content area, such as vocabulary and the language conventions of various genres, structures, and types of writing
 1. Provide students with a list of important or challenging vocabulary words/concepts and their definitions before they read.

2. Help students become familiar with the language conventions of the field.

- What are the conventions of your readings?
Fiction vs. non-fiction
Genre expectations: review, analysis, satire, romance
Argumentative logic
Data/research reports—statistics, hypotheses, findings, implications
Organization of information in the field—chronology, classification of facts with subtopics, theories, case studies

- How can you help students see these conventions and anticipate them?

Talk about an excerpt or previously read article and make these conventions transparent for students.

Strategies for Reading

A. Cognitive Strategies—summary, prediction, visualization, connections, synthesis, inference, evaluation

1. Ask students to write a response (e.g., summary, critique) to what they read. So that students know what you expect, share a model of an appropriate response.
2. Visually map the logic of the text. Ask students to create a visual representation or concept map to accompany their reading. Graphic organizers are helpful structures to guide students' toward seeing the logic of the text. Here's a good website for ideas:
<http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm>

CEI: Claim, Evidence, Interpretation

Claim: What is the author's main argument?

Evidence: Provide 2 quotations or textual references that support this claim.

1. _____

2. _____

Interpretation: Provide an explanation and/or analysis of this evidence.

Making Inferences

What the text says:

What the text implies:

What the text says:

What the text implies:

What conclusions can you draw about your inferences and the author's purpose?

B. **Metacognitive Strategies**—knowing what to read for (identifying a reading purpose), questioning the text, self-monitoring comprehension, re-reading for clarification. Metacognitive strategies help students become more aware of their thinking process while reading.

1. **Talking with Text**—a strategy to encourage open-ended responses to reading. By noting their thinking while reading, students slow down the reading process and become more active readers.

Text goes on this side of the page,
and then you leave the opposite side
of the page open for student responses.
It helps to model this process and show
students some response possibilities:
ask questions, connect text to a personal
experience/opinion, connect text to another
text or other media, rewrite ideas in your
own words to clarify understanding . . .

2. Create a **Reading Protocol**, a reading guide that directs students to certain features or ideas in a text and encourages their responses in certain categories. Reading Protocols help establish a clear purpose for the reading, so students know what to look for. It also helps if a professor can explain how students will ultimately be assessed or held accountable for the reading. Knowing this should help develop what categories of information you'd like students to attend to in the reading.

Active Reading Protocol

As you read the texts for this class, please keep notes to inspire your thinking for our discussions in class.

Text/Chapter/Page	This concept or theory is new to me.	I wonder . . . ?	I need to remember this!

Strategies for Motivating Reading

Choice or intrinsic value Challenge Control Collaboration
(Nist & Holschuh 2000)

- Provide a purpose for the reading—create a **Reading Protocol** (a method for reading and response), or simply tell students what to pay special attention to and how they will apply this information or be evaluated later.
- Capitalize on student-centered opportunities for collaboration.
 - Think-Pair-Share**—before discussing the reading, give students a few minutes to freewrite about an issue from the reading, another few minutes to pair up and share their responses with a partner, and then pull the large group together for the more formal discussion.
 - Reading Response Groups/Literature Circles**—Place students in small groups (3-5). Before reading, each group member chooses a different “reading role” to play for the group. Each role requires students to respond to the reading using a different technique, which produces a “product” (a reading response) to share with the group. The sharing of these products allows students to experience the reading in various ways, opening up the reading to different perspectives.

Reading Response Groups/Literature Circle Roles

The roles and descriptions below come directly from or are adaptations of the work in Sandra Okura DaLie's article "Students Becoming Real Readers: Literature Circles in High School English Class" in Ericson, B. O. (Ed.). (2001). *Teaching reading in high school English classes*. Urbana, IL: NCTE.

Role 1: Discussion Director

Job Description: "Your job is to develop a list of questions that your group will want to discuss about the reading. Through your questions, you must help people recognize important ideas in the book. You must control the conversation so that everyone has a fair chance to express his or her opinion" (DaLie 88).

Qualifications: You must "have leadership abilities . . . [and] a good understanding of the book in order to ask questions that will evoke thoughtful discussion" (88). Good attendance is also a must.

Responsibilities: "You must provide at least five questions at each meeting of your literature circle. You must make sure that everyone in your group has an opportunity to speak" (88).

Role 2: The Visual Translator

Job Description: Your job is to help your group members see what's going on in the book by "represent[ing] key scenes from the reading" (DaLie 89). Your artwork—whether it's literal or symbolic—will draw upon another intelligence (visual/spatial) by allowing the written word to come alive.

Qualifications: You must like to draw, create collages, and other visual artwork. You must use your imagination often and be able to "translate" what you see in your head onto paper. You must also have access to art materials and be capable of finishing the projects you begin.

Responsibilities: For each meeting, you must come with one visualization inspired by the reading assignment and be prepared to explain its significance. You should also be open to using your artwork as a way to generate discussion and invite the opinion of others.

Role 3: The Connector

Job Description: Your job is to see "relationships between the book and the real world" (DaLie 90). You may find connections between the characters' personalities and lives, and the personalities and lives of people you know. You may also find connections between events in the book and events at school, in the news, or from music, movies, and other pieces of literature.

Qualifications: You must be "with it"—know what's going on in your school, community, and the world. Your role demands a knowledge of popular media—magazines, news shows, the Internet, music, and TV. Being well read will also help, so you can connect previously read works with what you're reading currently.

Responsibilities: For each reading assignment, you must come prepared with two connections to the real world. Be prepared to share your connections to inspire new connections in others.

Role 4: Literary Luminary

- Job Description:** Your job is to love language, because you're doing some pretty intense and careful reading to do this job—you must pull out the parts of the book that you think deserve special attention for their importance. These might be words, lines, quotations from characters, or whole paragraphs that you think really nail what the writer was trying to say, are simply beautifully worded, confusing or puzzling, or are passages that no one should miss if s/he were to be reading this book.
- Qualifications:** You must really love language and be a careful reader with an eye for detail. Nothing gets by you, and you enjoy reading parts over and over again to “get” what they are trying to accomplish for the writer.
- Responsibilities:** You must come to each meeting with three passages to share with others. You should come prepared to discuss why you feel these passages are important, confusing, or simply awesome, and be open to discussing what others think of them.

Role 5: The Investigator

- Job Description:** You must love to snoop around in ask.com. Your job is to seek out some interesting background information that will make the reading of this book more intriguing. You must want answers that will help others understand more thoroughly what they are reading. Topics might include sharing information about the time and place of the book, the author's life or intent, or any other events, objects, or lesser known facts that the novel assumes the reader knows.
- Qualifications:** You must be naturally curious and have access to a library or computer, so you can do some research on topics related to the book. You must also know how to snoop around resources to find answers to the questions you raise.
- Responsibilities:** For each meeting of the group, you must share at least two facts about topics related to the reading. You may continue researching bigger, more complex topics as you read through more of the book.

Role 6: The Summarizer

- Job Description:** You must narrow down the happenings of a reading assignment and emphasize the major points in order to help others keep track of what's going on in the reading. You have to share the big picture to clear up any confusion about the book.
- Qualifications:** You must be a good reader with a good memory and a discriminating eye for separating what's important from what is not.
- Responsibilities:** At every meeting, you will share a short summary of what transpired in the day's reading assignment. You must also have an eye on the big picture, helping others see how the smaller events come together to communicate some kind of theme or intention of the author.