During Reading: Strategies for thinking, connecting, and understanding.

Modules 4-6
PRE-READING STRATEGIES

• Question Wheel
• Flip Strip
• Anticipation Guide
• Graffiti Write
• Four Corners
• Splash-Sort Labels
• RAFT
• Philosophical Chairs
• Human Chain
• Alphabet Brainstorming
• Target Brainstorming
• Demonstrations
• Response to Visual Images
• Picture Books
• Videos
“READING WITHOUT REFLECTING IS LIKE EATING WITHOUT DIGESTING.”

- EDMUND BURKE
ACTIVATOR: Think-Pair-Share
How do we know our students are:

• Reading,
• Thinking about what they’re reading,
• Understanding what they’re reading, and,
• Connecting to the text?
POSSIBLE ANSWERS:

- Students must show their thinking
- Students must talk about their thinking
- Students must display their connection to the text
- Student must do more of the work during reading
- Students must be held accountable for the reading
We know what’s best for students, but what do most classrooms look and feel like?

Research from over 1000 classrooms revealed that the dominant activity for content teachers involves the “teacher standing in front of a class imparting knowledge.” And, assign and tell practices increases steadily from primary to high school. In fact, teachers tend to outtalk students 3-1. (Vacca and Vacca, 2002)
“Contrary to what many think, the round-robin strategy of reading instruction is one of the least effective ways of building students’ reading skills.”
(Tankersley, 2005)

“...reading aloud on demand is just torture – not only for those who are reading, but also for those who are listening.
(Miller, 2009)

Round-robin reading does not improve fluency or comprehension, because students just read small, specific passages. When the teacher moves on, the reader is no longer held accountable for the reading.”
(Eldredge, Reutzel, and Hollingsworth, 1996)
Emphasis is on awaiting your turn, not on comprehension, summarizing, or fluency.

“The popcorn popper continues, readers burn out one by one, and comprehension breaks down for everyone in the room.” (Miller, 2009)

“Unrehearsed oral reading was the single most negative experience reported by adolescents about their entire school experience.” (Cope, 1997)
American students have the heaviest and thickest textbooks in the world.

Textbooks are created primarily for Texas and California, the two most lucrative textbook markets. “These two states’ standards have become our *de facto* national textbook standards.”

“Textbooks are reference books. School textbooks belong in the same category with encyclopedias, dictionaries, and thesauruses. They are giant storage systems for information.”

“When we rely upon a single source for all of a course’s content, we are teaching kids to accept one view, one authority...” “That’s not the way that smart and free people read.”

“That’s why mature readers use multiple sources to get a balanced view, to hear alternate theories, to make up their own minds.”

*(Daniels and Zemelman, 2004)*
1. Remember that you’ve read the textbook probably ten times and are an expert in your field. It may seem easy to a teacher, but it’s often foreign to students.

2. Don’t leave students alone with textbooks. Learning is social. Utilize pairs, groups, discussions, debates, etc.

3. Make selective and strategic reading choices. Assign fewer pages that are critical.

4. Supplement with rich resources. (Daniels and Zemelman, 2004)
Who should be doing the work?

Using a paper plate:
Create a pie chart detailing your last lesson.
1. Divide the pie chart into sections of the lesson
2. Identify the parts of the lesson
3. Add brief explanations for each part...who’s doing what?
4. Post
INSTRUCTIONAL FRAMEWORK

- Hook
- Teacher Time
- Student work
- Summarize
In your groups create a chart that describes the difference between active and passive literacy.

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<thead>
<tr>
<th>PASSIVE</th>
<th>ACTIVE</th>
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**Some Differences Between the Two...**

**Passive**
- Silent reading
- Reading alone
- Eyes moving across the page
- Not doing it at all
- Lack of purpose
- No connection
- Little thought
- Spoon-fed bits of morsels

**Active**
- Student collaboration
- Mixture: Teacher, paired, collaborative, and independent
- Laser-like purpose
- Connecting to text
- Synthesizing reading
- Multiple sources
- Student accountability
- Students doing!
“Reading, writing, drawing, talking, listening, and investigating are the cornerstones of active literacy...”

“We can’t read kids’ minds but one way to open a window into their understanding is to show them how to surface their thinking by talking and writing about it.”

“In classrooms framed around active literacy, kids are doing interesting work, delving into important issues and ideas, asking questions, researching answers, and doing investigations.”

(Harvey & Goudvis, 2007)
BALANCED ACTIVE LITERACY INVOLVES VARIETY AND EVIDENCE OF CRITICAL THINKING/READING

Variety:
Independent Reading
Teacher Reading (for fluency & listening)
Paired Reading
Collaborative Reading
Station Reading
Multiple sources rather than single text
Passage length and difficulty

Critical reading:
Synthesize
Apply concepts
Create from multiple sources
Analyze (classify, compare, etc.)
Formulate and articulate opinions
Incorporate writing
Incorporate conversations
Weigh the critical nature of the standard with length & content of passages. Rather than assign passages whole-scale, select the most critical components.

Balance textbook with other sources.

Balance the weight of the standard with the product (ie., book report vs. discussion)
“Mark up the margins of your text with WORDS: ideas that occur to you, notes about things that seem important to you...this kind of interaction keeps you CONSCIOUS of the REASON and the PURPOSES your instructor has in mind.”

- “6 Reading Habits to Develop in your First Year at Harvard”

http://hcl.harvard.edu/research/guides/lamont_handouts/interrogatingtexts.html
What Are They Thinking?
Metacognitive, Active Reading Strategies

1. Think Aloud
2. Read Aloud
3. Sticky Connections
4. Technology and Reading
5. Coding passages
6. Guided Reading Procedure
7. Summarizing
8. Chain Notes/Silent Conversation
9. Paired Reading
10. Menus
11. Jigsaw
12. Newspaper/Front Page/Press Release
13. SCAN and RUN
14. SQ3R
15. Reading Stations

Reading comprehension is thinking, questioning, and organizing during reading.
THINK-ALOUD

- Models thinking during reading
- Demonstrates how prior knowledge connects to new information
- Shows how thinking/understanding can stop while reading & how to get back on track
- Questions text/author/character
- Demonstrates level of importance
  (Davey, 1983)
  (Harvey & Goudvis, 2007)
- Demonstrates connection to text
- TS/TT/TW
Wow! 1,400 available

What is Fragile X Syndrome and Duchenne Muscular Dystrophy? Let me keep reading to find out more.

Inherited Mutations? I think I saw a show on Discovery about this.

Cool! Decrease risk of illness. I’m always getting sick. Could testing prevent this?
With a partner:

a) Think-aloud to your partner as you read.
b) Connect to the text (This reminds me of...)
c) Provide feedback to you partner
When adults are asked about their most memorable times associated with learning to read, “Without a doubt, the number one answer ...is being read to – by a parent, a grandparent, primary-grade teacher, or other adult. Sometimes students report being read to by a middle or high school teacher. These instances may be rare, but they are also among the most memorable and most enriching reading experiences of older students.”

(Rasinski, 2003)
Integrated in small daily doses
Exposes students to higher vocabulary and concepts
Builds fluency in students
Students hear what a great reader sounds like
Model fix-it strategies (visualization, prediction, rereading, thinking aloud)
Students hear our thinking
Part of a balanced reading diet
We might not be able to write in our textbooks, but that doesn’t mean we can’t make notes. Using sticky notes make connections by responding to the prompts below:

- **Text to Self (Personal Experience)**
- **Text to Text (I’ve read something...)**
- **Text to World (I saw something on the history channel, heard about it, etc.)**

This reminds me of...
This makes me think about...
I saw something about this...
I’ve read something about this...
1. **Pre-Reading**: Take a short survey about your Internet habits. What does it reveal?

2. **During Reading**: While reading the article, “Removing the Curse of Internet Addiction,” by Gary Stern code your connection to the text (TS, TT, TW); jot down your thoughts on sticky notes; and place them near the referred section.

3. **After Reading**: What thoughts did you have about the article? What connections did you make while reading? (TS, TT, TW)

4. **Active Literacy Strategy**: You are a business owner who is about to address the staff about curbing non-work Internet usage. Construct a web that will be used to write the speech. (RAFT)
Today’s students are all natives of a digital world. The use of multimedia in regard to reading and writing has been linked to student motivation and achievement.

Technology:
 Allows for multiple sources at everyone’s fingertips
 Provides varying levels of reading (without others knowing)
 Addresses multiple learning modalities (visual, auditory, etc...)
 Provides a record of learning (web history, blogs, postings, etc...)
 Facilitates dialogue for those who are often “voiceless”
 Increases likeliness of note-taking (posting, blogging, email, etc...)
 Is performance-based
 Prepares students for the 21st Century workplace
"Simple exchanges of e-mail can get students writing and reading with the same intensity they bring to the most exciting video game."

"Receiving feedback from across the globe conveys to young children the power of reading and writing and demonstrates their ultimate purpose—to communicate across time and space."

Meyer and Rose (2000).
Even though students often can’t mark their text, you can definitely use this strategy when you use other content sources.

Use the coding guide below to code the passage:

- ! = Surprise
- ? = Question
- I = Idea
- K = Key
- T = Talk
- H = Huh?

In your group, discuss the items/passages that you coded. How does discussing the items you coded facilitate comprehension? How do such discussion help the teacher guide future instruction?
Utilized sparingly when close, detailed reading is paramount.

1. Pre-reading activity to prime prior knowledge pump, spark intellectual curiosity, and develop purpose (i.e. anticipation guide, four corners, flip strips, etc...)

2. Assign 5-10 minutes of reading. Read to remember all that you can.

3. Turn books over

4. Chart all that they remember

5. Re-read to fill in missing pieces

6. Organize into matrix or chart

7. Optional next step: Develop into a summary (Manzo, 1975)
1. Spend 5 minutes reading the Acids and Bases handout. While reading try to remember everything you can about ACIDS.

2. Turn the handout over and in your group brainstorm everything you can remember.

3. Share with the whole class.

4. Re-read the article to fill in the holes:

   What gives acids their characteristic properties?
   What are the properties of an acid?
   What are some of the most common acids?
   How are they used?
1. Cross out and Line through everything that is nonessential or redundant, such as lists. Example: The painter had many tools, including brushes, ladders, scrapers, and tapes.
2. Focus on first and last sentences
3. Delete trivial or unnecessary detail
4. Take note of key words
5. “Tweet” a summary in less than 20 words.
SILENT CONVERSATION/CHAIN NOTE:

CLONING

- Write your initials in the left margin.
- Write your response to the prompt next to your initials.
- Pass the paper to the person to your right.
- Read the comment(s) and respond.
- Continue until the paper returns back to the person who made the first comment.

Teachers: Collect this as an informal formative assessment!
Pre-Reading Quick Write: In science, what does it mean when we say something is a law?

Active Literacy-Paired Reading

In pairs,
- One person reads a section out loud
- The other person paraphrases and asks questions
- Roles Reverse with the next section and the process is repeated.

What other active literacy strategies might you include in this process? What could teachers and students do to document the learning taking place during this process?
Provide Focus (Pre-Reading)
Facilitate self-efficacy through choice
Increase student motivation
Allow of varying levels of difficulty
Appeal to different learning styles
Encourage self-assessment
Place more accountability on students’ shoulders
Ensure that the standard is mastered
SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.

a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each

b. Describe the rights of juveniles when taken into custody.

c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process.

d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences.
YOUR TEXT; YOUR TURN-DESIGNING A MENU

- Analyze one of your standards
- Jot down a preliminary menu
- Utilize the verbs and nouns of the standard
- Keep Bloom’s Taxonomy, Depth of Knowledge indicators and the Learning Pyramid in mind while developing your menu
BLOOM’S TAXONOMY (ORIGINAL AND REVISED)

Original

Knowledge
Comprehension
Application
Analysis
Synthesis
Eval.

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

Revised

Knowledge
Comprehension
Application
Analysis
Synthesis
Eval.

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating
**JIGSAW READING: WAVES**

Divide and conquer!

1. Divide the class by counting off 1-3.
2. Form 3 groups and have each group read an assigned section: 1 – Formation and Common Characteristics; 2 - Waves as Energy; 3- Parts of a Wave
3. Assemble new groups by having at least one member from each original group join members from the other two groups.
4. Have each member share the section they read.
5. Follow-up with whole class instruction.

Or, all students read the same text, but for different purposes. Example: a) Key vocabulary b) Processes c) Charts, Graphs, and Diagrams d) Connections to Previous Content.
Similar to the RAFT technique, this strategy provides students with a focus, (pre-reading, during reading, and after reading).

In collaborative groups with jobs, students mesh multiple readings to create headlines, leads, stories, editorials, advice column, etc.

Assign roles (luck of the draw or intentional)

- **Reporter** – everyone is a reporter and writes at least one article. In addition to being a reporter each member also has an additional role:
  - **Editor** in chief-team leader, manages work flow
  - **Editor**-reviews articles as they come in
  - **Graphic Designer**-types articles (if necessary), selects appropriate clip art, designs overall layout
  - **Materials Control**-gets articles and any needed materials

Don’t have the time for creating an entire newsletter? Create a Press Release instead. Press Releases are written in a Who? What? When? Where? How? format and are meant to catch the attention of the media.

Utilize: Publishing software, Windows, or pencil and paper

S.C.A.N. AND R.U.N

- **Survey/Skim** over the questions at the end and the article in general
- **Capture** the visuals—what information can you learn from them?
- **Attack** the Vocabulary—(Use a pre-reading vocabulary strategy)
- **Note** what you know—make a short list of the topics, ideas, and terms you already know (Make a connection)

- **Read** for Meaning—think about what each section is about; summarize each section in one sentence
- **Understand** what you Read—without looking back can you recall and explain what you read?
- **Notes** for later—review your notes. Do they provide a good overview of what you read?
**SQ3R (Francis Robinson, 1941)**

- **Survey**: Skim titles, captions, graphics, bold-faced items, introductions. Get a feel for the author’s purpose.
- **Question**: Turn subheadings into questions. Write these on the left hand side of your paper.
- **Read**: Read. Answer the questions on the right hand side. Discern important information from less critical details. Mark text as you read.
- **Review**: Go back over your questions and answers. Cover the answers: Do you know the answers?
- **Recite**: Can you answer the questions by memory? Reread areas as needed.
READING STATIONS:

- Require students to synthesize multiple sources
- Provide a clear focus on and end product
- Utilize videos to help fill in missing pieces and meet individual student needs
- Address multiple learning modalities: visual, kinesthetic, etc...
- Facilitate differentiation by using varying degrees of reading levels and a variety of sources
- Allow for collaboration - pairs work well
Purpose for reading: What is cloning? Should it be allowed or prohibited?

Pre-reading: “Think-Pair-Storm” a list of what you know already know about cloning.

Reading Stations: While circulating through the stations, formulate an opinion on cloning. Be prepared to defend your position in a discussion. Use an active reading strategy of your choice at each station.

- Pros and Cons of Cloning
- How Cloning Works

- [http://www.cbsnews.com/video/watch/?id=599994n](http://www.cbsnews.com/video/watch/?id=599994n)
Although a key part of reading stations is the kinesthetic component, sometimes the movement causes more problems than it’s worth. If this becomes the case, create stations that can circulate from table to table:

- Place stations in envelopes
- Include instructions and materials
- Number stations
- Rotate stations rather than students
YOUR TEXT; YOUR TURN

- Analyze your upcoming reading passages. Where could reading stations and/or paired reading contribute to critical thinking?
- Jot down a preliminary plan to share.
What are some other ways students can act on their reading?

- Turn and tell
- Invent a new character
- Write a poem
- Sketch
- Sticky note writing
- Post card
- Skit
- Interview
- Time line
- Comparison

- Letter to editor
- Web page
- Create a Facebook profile
- Create a power point
- Pie chart on Excel
- Design a bumper sticker
- Design a t-shirt
- Create a mnemonic
- Summarize on gum wrapper
- Group discussion
SELECT 5 STRATEGIES AND THE CONTENT DOMAINS FOR WHICH YOU PLAN TO USE THEM

1. Think Aloud
2. Read Aloud
3. Sticky Connections
4. Technology and Reading
5. Coding passages
6. Guided Reading Procedure
7. Summarizing
8. Chain Notes/ Silent Conversations
9. Paired Reading
10. Menus
11. Jigsaw
13. SCAN and RUN
14. SQ3R
15. Reading Stations