Reading and College Writing: Enhancing Academic Literacy

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Outcomes

By the end of this Webinar, participants will be able to

• Describe the Reading Apprenticeship Framework.
• Describe at least two processes for engaging students in metacognitive conversations about reading.
AGENDA

• Introductions
• Warmer
• Reading Apprenticeship (RA) Overview
• Early routines (norms, personal literacy history) overview
• Capturing our Reading Process (taste)
• Mini Case Study
  – Think Aloud overview
  – RA Video
    • Context and reading: “Health-related variables”
    • Evidence/interpretation notetaker with College First-Year Seminar (TA model and pair practice)
• Resources for learning more
• Reflection/questions
Warm up reflection

• What challenges do you believe your students have with reading and problem-solving?
RA Overview

- **Metacognitive conversation** for disciplinary thinking and problem-solving
- **Confusion/difficulty valued**
- **Collaborative inquiry and critical, reflective stance:**
  - **Visible to Ss:** Disciplinary process/knowledge
  - **Visible to Ts:** Ss’ ability/motivation/understanding/misunderstanding
  - Knowledge, strategies, dispositions of **powerful readers/writers in disciplines**
- **Professional learning community** for reflection and support
Early routines--Norms

Building a learning community

Generating Our Norms
Think about your past experiences in any learning situations—classrooms, teams, families, hobby groups, among friends. Make notes about practices and norms that support your learning. “What conditions would maximize our work together?”
“When students reflect on and share their personal reading histories, they have an opportunity to view themselves and their classmates more generously, as ‘readers in progress,’ with reader identities they can understand and change.”
Capturing your Reading Process

CtRP: Noticing how you commonly read challenging text and employ strategies in making sense

Open “Father’s Butterflies” (packet, p. 7-10)
Capturing your Reading Process

• Read the text silently as you normally would when you want to understand something. Pay attention to what you do as you try to make sense of text.

• You’ll have about five minutes to read, and then we’ll do a short writing piece afterward.

• Please re-read if you finish early.
Capturing your Reading Process

This is a five-minute individual reading activity.

• Read the text silently as you normally would when you want to understand something. Pay attention to what you do as you try to make sense of text.

• You’ll have about five minutes to read, and then we’ll do a short writing piece afterward.

• Please re-read if you finish early.
Capturing your Reading Process

• Locate the Notetaker (p. 11-12)

Individual Think-Write:
• Reflect on your process in making sense of the text:
  – Strategies/ approaches to engage
  – Text confusion; what you did to make sense
  – Problems remaining
Capturing your Reading Process

This is an individual 3-minute writing activity.

• Locate the Notetaker (p. 11-12)

Individual Think-Write:
• Reflect on your process in making sense of the text:
  – Strategies/ approaches to engage
  – Text confusion; what you did to make sense
  – Problems remaining
Strategies and debrief

What did I do?
Where did I do it?
How did that affect my reading and understanding?
What did you notice about your or someone else’s reading that is new or surprising?

Sample Metacognitive Bookmark

Predicting
I predict...
In the next part I think...
I think this is...

Visualizing
I picture...
I can see...

Questioning
A question I have is...
I wonder about...
Could this mean...

Making connections
This is like...
This reminds me of...

Identifying a problem
I got confused when...
I’m not sure of...
I didn’t expect...

Using fix-ups
I’ll reread this part...
I’ll read on and check back...

Summarizing
The big idea is...
I think the point is...
So what it’s saying is...
Think Aloud

Verbalizing thinking process as you read aloud and engage with strategies to problem solve text.

**BOX 4.7 Using a Metacognitive Bookmark**

**PURPOSE**
When teachers first model metacognitive conversation with a Think Aloud, many give students a bookmark for keeping track of the common kinds of thinking processes the teacher will be demonstrating.

Students can use this same bookmark as a scaffold for their own metacognitive conversations when practicing with a partner.

As a scaffold, its use should fade as students become more comfortable with metacognitive conversation routines.

**PROCEDURE**
- Give each student a copy of the bookmark and briefly review students’ understanding of the various categories and examples.
- Explain that as you Think Aloud, you will model many of these. Ask students to listen for examples.
- Think Aloud, modeling metacognitive conversation.
- Invite students to describe some of the thinking processes you used.
- Let students know that they can use the bookmark whenever they practice metacognitive conversation on their own and with classmates.

Sample Metacognitive Bookmark

- **Predicting**
  I predict...
- **In the next part I think**
  I think this is...
- **Visualizing**
  I picture...
  I can see...
- **Questioning**
  A question I have is...
  I wonder about...
  Could this mean...
- **Making connections**
  This is like...
  This reminds me of...
- **Identifying a problem**
  I got confused when...
  I’m not sure of...
  I didn’t expect...
- **Using fill-ins**
  I’ll remind this part...
  I’ll read on and check back...
- **Summarizing**
  The big idea is...
  I think the point is...
  So what it’s saying is...

Note: The bookmark is a sample only. Please adapt and revise it according to your subject area and student needs.
Think Aloud process

– Whole group
  • Teacher models thinking aloud (very brief--a line or two)
  • Ask students what strategies they notice as you Think Aloud to make sense of the text (very brief--a line or two)
  • Ask students to share their strategies on another line or two
– Pair practice
  • One partner -- Think Aloud first half of text (2 min)
  • Switch roles using second half (2 min)
  • Pairs share what you noticed--similarities/differences (2 min)
– Whole group--Ask what reading processes students observed/experienced. (add to strategies)
Preparing to watch: Context

The reading:
“Health-related variables” (p. 14)

The class:
College 1 (first-year seminar), Spring semester 2015, Pasadena City College
Preparing to watch: Context

This is an individual 3-minute reading activity.

The reading:  
“Health-related variables” (p. 14)

The class:  
College 1 (first-year seminar), Spring semester 2015, Pasadena City College
Observing and noticing

As you watch and listen, take notes on the evidence/interpretation notetaker (p. 16)

What details do you notice?

What wonderings, connections, questions, thoughts arise related to those details?
College First-Year Seminar

https://readingapprenticeship.org/video/college-first-year-seminar/
Add the strategies you noticed Shelagh using to the chat.
College First-Year Seminar (cont’d)

https://readingapprenticeship.org/video/college-first-year-seminar/
Evidence/interpretation sharing

What strategies did you see students using?
Evidence/interpretation sharing

What strategies did you see students using?

What did you observe about students’ process/learning?
Evidence/interpretation sharing

What strategies did you see students using?

What did you observe about students’ process/learning?

What are some of the benefits and challenges of doing Think Aloud with your students?
A Progression for Building Metacognition in Shared Class Reading

In this model sequence of metacognitive reading experiences that build students’ reading independence, the first three activities occur once, and the others recur in increasingly refined or increasingly expansive iterations.

- Use Think Aloud, Talking to the Text, and Metacognitive Logs to practice new strategies
- Practico Double-Entry and other Metacognitive Logs
- Integrate disciplinary and other new strategies into Talking to the text
- Revise and update Reading Strategies List
- Practice Talking to the Text
- Integrate disciplinary and other new strategies into Think Aloud
- Revise and update Reading Strategies List
- Practice Think Aloud
- Create Reading Strategies List
- Capture the Reading Process
- Personal Reading History
- Student Reading Survey

STUDENT GROWTH OF INDEPENDENCE OVER TIME
Resources for learning more

California Community College Success Network (3CSN)
http://3csn.org/

Reading Apprenticeship Web site (publications, research, professional development opportunities, video content)
https://readingapprenticeship.org/
Reflection/questions