AVID Reading for Disciplinary Literacy:

A Schoolwide Approach

DEVELOPED BY:

David Allen, Lead Writer

Michelle M. Duffy, Ed.D.

Dr. Michael B. Garcia

Stephanie Chippeaux

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DEVELOPED WITH SUPPORT FROM:

Project Lead:
Shannon McAndrews, Ed.D.

Instructional Strategist:
Jennifer Nagle

Contributors:
Subject Matter Experts:
Maxie Gluckman
Terri McKee
Robin Perry

Cross-Functional Team:
Lori Curtis
Debra Shapiro, J.D.
Louisa Urbani
Stacie Valdez, M.A.Ed.

Editor:
John Ciccarelli

Proofreader:
Megan Zid

Graphic Designer:
Tracy Castle

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How to Use This Book

AVID Reading for Disciplinary Literacy: A Schoolwide Approach was developed to provide educators with the tools and strategies necessary for teaching students how to read rigorous texts across all content areas. The objective of this book is to equip educators with the foundational knowledge, skills, and confidence to teach students how to read like mathematicians, scientists, historians, journalists, or any other content expert. This resource—along with the supplemental resources online and professional learning opportunities—focuses on a balanced approach to disciplinary literacy and incorporates instructional practices that can be used in every content area and grade level.

Chapter Structure

Chapter 1 of this book is an introduction and rationale for reading as an essential skill for students to master in every content area. The chapters that follow include objectives, pre- and post-reading reflection questions, and guiding principles for the concepts within the chapter. The chapters also include instructional practices, which educators can implement in their classrooms to support all students, and an AVID Site Team Connection, which can be used to promote chapter concepts within a campus Site Team and across a school.

Chapter and Section Introductions: These introductory pages provide background information about the instructional practices and strategies developed within the chapter or section, the research that supports their efficacy, and how they connect to the mission of preparing all students for college readiness.

Instructional Practices: Each instructional practice includes an overview of the practice, instructional goals for students, overviews of the strategies within the practice, required materials and preparation steps, and instructional steps. Extension and variation options for increasing scaffolding or increasing rigor are available with each instructional practice. Where applicable, directions to supplemental resources available on the MyAVID website (my.avid.org) are provided within the instructional practices or strategies. Educator and student resources found within this book are also available on the *AVID Reading for Disciplinary Literacy: A Schoolwide Approach* curriculum webpage on MyAVID.

Exercise Your Agency: Educators do not always have a choice in regard to the texts from which they are required to teach. Within Chapters 2–7, there will be reminders to *Exercise Your Agency*. These are best practices for how to make required texts relevant, accessible, or engaging to students and serve as a reminder that the educator in the classroom has agency to influence and empower learning outcomes for all students.

AVID Site Team Connections: The Site Team instructional practices at the end of each chapter offer an opportunity for campus Site Teams or schoolwide groups to collaborate and incorporate concepts from the chapter into their classrooms in a robust way. This practice can be a key element in circulating high-leverage strategies and core beliefs that improve students' literacy across a campus.

Digital Resources

A digital, interactive version of this book is available via the *AVID Reading for Disciplinary Literacy* webpage on MyAVID. The webpage offers additional supporting materials and resources.

AVID History and Philosophy

HISTORY

What started with just one dedicated teacher and 32 students is today the largest college-readiness system in the nation, impacting nearly 2 million students annually in 45 states and across the U.S., plus schools in DoDEA, Canada, and Australia. With more than three decades of research, AVID proves that students from low-income families with limited educational backgrounds in their homes, communities, and schools can succeed at the highest levels when given support. The first AVID class assembled in 1980—led by English teacher Mary Catherine Swanson—is a testament to the efficacy of teachers everywhere. In the fall term of 2016–2017, 71% of the 2016 AVID high school graduates enrolled in either a two- or four-year college immediately after high school, compared to a national rate of 69%. This is exceptional considering that AVID students come from low-socioeconomic-status households at a rate almost two times higher than the nation overall. Because AVID is a system of "best teaching," its practices resonate with all students and teachers, creating impressive schoolwide results.

Beginnings/Origin

The impetus for the creation of Advancement Via Individual Determination (AVID) was federal court-ordered integration of the San Diego Unified School District after the courts ruled that 23 San Diego area schools were "racially isolated." When the mandate took place, Swanson was the English Department Chair at Clairemont High School, which had a highly academic, upper-middle income, mostly Anglo student body. In 1980, a largely ethnically diverse group of 500 students from low-income families were bused to the campus, creating the illusion of disruption for many teachers at this suburban, middle-class school. Not wanting to deal with the problems they foresaw with the incoming students, many students and teachers fled to a brand new high school, leaving Clairemont in upheaval. Teacher expectations were low for these new students. Many assumed that they lacked parental support, motivation, and study habits to qualify for college, and most assumed that they would need watered-down curriculum to graduate. Swanson thought differently. She believed that with individual determination, hard work, and support, capable—but underachieving—students could succeed in rigorous curriculum and in college. From that belief, and despite resistance and doubt from her colleagues, AVID was born.

Swanson started her teaching career in 1966, teaching both remedial and advanced English classes. Her experience taught her that there was "less a difference between students' abilities, than differences in their experiences at home and at school." In her 1977 master's thesis, she outlined what she believed were the practices that would support student acceleration and would later become the foundation of AVID: "a non-traditional classroom setting meeting the academic and emotional needs of individual students; the teacher as advisor/counselor/student advocate; emphasis on objective data; students

at the center of decision making regarding educational goals; student contracts outlining a willingness to work and setting learning goals; student support from teachers and skilled, trained tutors; a rigorous curriculum emphasizing academic reading and writing; and reliance on the Socratic process."

With the help of her colleague and mentor, Jim Grove, Swanson created a program where underachieving students in the academic middle could succeed. In the fall of 1980, Swanson recruited a diverse group of 32 low-income students in the academic middle and enrolled them in college preparatory courses and the first AVID Elective class. They agreed to work hard and enroll in the most rigorous curriculum that the school offered. The AVID Elective included development of study skills, a curriculum focused on reading and writing for learning, and tutoring in collaborative study groups. The AVID signature tutorial groups incorporated writing for learning, inquiry, collaborative learning, organizational skills, and academic reading—later dubbed WICOR. In a letter to the superintendent of schools, the original AVID students wrote, "We have almost every minority group represented within our program, and we all [have] become really close, because we are all striving for the same goal— academic excellence. This is the key to AVID; we are like a supportive family where there is concern for us both academically and as people. We are proud to be AVID students and wish that students everywhere could have a program such as ours." In 1984, 30 of Swanson's original AVID students graduated, with 28 enrolling in four-year universities and two in community colleges.

The AVID strategies were so successful that one teacher accused the original AVID students of cheating, assuming "those kids" were capable of only D's and F's. Angry, the teacher demanded that the students retake the test, and Swanson and her students readily acquiesced. To the teacher's surprise, the students passed again with flying colors. She not only apologized to the students, but she went on to become one of the most vociferous champions of AVID at Clairemont High School, telling other teachers, "You can't believe what these kids can do!"

Early Vision of Schoolwide and AVID Curriculum

Following the cheating accusation, Swanson realized that she needed to educate teachers about AVID so they would know that it wasn't an elaborate cheating scheme, but a sound educational strategy. This realization led to the formation of the first AVID Site Team. Swanson knew that once teachers saw the strategies in practice and heard the testimonies of the students, they would support it. With help from Swanson, students led the Site Team meetings, explaining to teachers what worked to help them learn and what hindered their learning.

Teachers began to share methods and lessons based on the Site Team discussions. College professors of freshman courses were invited to join the Site Team, and together, the educators developed a compendium of materials based on the AVID tutorial practices. These content-specific materials were used for the first California statewide direct assessment of writing exams and became the basis for AVID's curriculum.

Building off of the elective core curriculum, the curriculum expanded and focused on academic reading and writing for language arts–based classes and writing about science and mathematics through explanations of mathematical and science processes, clarifying that students understood the underlying tenets of the courses. Since teachers schoolwide used AVID strategies and curriculum with all of their students, in 1986, the San Diego Unified School District's Testing and Evaluation Department found that Clairemont High's schoolwide standardized test scores had improved 46% in language arts and 35% in mathematics—an increase higher than any of the other 16 high schools in the district. AVID was on its way to changing the face of education in America.

Growth

Since AVID was so successful at Clairemont High School, the California Department of Education gave Swanson money to disseminate AVID throughout San Diego County in 1986. By 1987, 30 sites were implementing AVID, serving over 14,000 students. It wasn't until 1991—when AVID was thrust onto the national stage—that the program would expand beyond California's borders. News of AVID's success had traveled to the Charles A. Dana Foundation in New York, and in 1991, Swanson was awarded the $50,000 Dana Award for Pioneering Achievement in Education, making her the only public school teacher ever so recognized. The award received publicity in *The New York Times,* as well as many other publications, and states across the nation began clamoring for AVID in their schools. AVID soon spread throughout the nation and to the Department of Defense Dependents Schools overseas. This rapid growth led to the establishment of the associated nonprofit organization, AVID Center, in 1992.

Focus on Quality and Fidelity

As AVID expanded, Swanson realized the importance of maintaining program quality and fidelity to ensure that wherever AVID was in place, the teaching methods and outcomes were the same. The first way that she accomplished this was through professional development to ensure that all teachers were properly trained in AVID strategies and given the support that they needed. Starting in 1986, AVID coordinators would gather monthly, delve into research that supported AVID, and share practical classroom issues that were then solved collaboratively. Site Teams met to work on WICOR strategies specific to their curriculum. When California state monies for professional development— which paid for substitutes—dried up in 1989, Swanson began AVID's first Summer Institute, which would allow teachers to attend professional development without having to miss school. The first Institute lasted six days and was attended by approximately 260 educators. Today, AVID trains more than 40,000 educators each summer and countless more throughout the year, while continuing to provide world-class professional development opportunities to teachers across the nation.

The second way that Swanson assured fidelity to the AVID model was through the development of a certification process—which was called "Validation" in 1987. Ten "Essentials" for implementing the program were in the study (an

eleventh, active Site Teams, was added later). The two most important points of data were increasing the percentage of all students enrolling in college preparatory curriculum, and increasing the number of students enrolling in college. In both categories, schools involved in AVID increased their success by more than 100%. At present, the certification process continues to provide schools with an annual opportunity to assess the effectiveness of their AVID Elective classes and monitor progress toward schoolwide implementation. It allows AVID schools to achieve student results, measure those results, and institutionalize successful methodologies throughout the school community.

Today, through decades of quality professional development and fidelity of implementation, AVID has grown into the largest, most comprehensive college-readiness system used by schools to improve the academic preparation and performance of all students, especially those who are underrepresented in higher education institutions. What began in one high school classroom now spans elementary through higher education and impacts nearly one million students all over the globe. AVID is not just another program; at its heart, AVID is a philosophy. Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

Focus on All Students

At the core of AVID's mission is the belief that all students can successfully achieve when they are held to high expectations and properly supported. Woven throughout AVID's curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, hold high expectations, empower student voices, engender self-advocacy, respect experiences, and build on assets. Together, these practices help foster a learning environment that is safe and empowers students to grow intellectually. In addition, all of AVID's curriculum incorporates a wide variety of English Language Learner (ELL) strategies to purposefully support English language acquisition and promote the utilization of academic language in order to develop literacy and ensure college readiness.

THOUGHT LEADERS

Although AVID was developed through the teaching experiences of founder Mary Catherine Swanson, an early and ongoing research base for AVID testifies to the excellence of its practices.

Early Influences

An early influence for Swanson was William Glasser. In *Control Theory in the Classroom*, Glasser (1986) advocated for learning teams that allow students to work together to achieve a goal, rather than working in isolation. According to Glasser, learning groups satisfy the four basic psychological needs for students: belonging, power, freedom, and fun. Learning groups are successful because students know that they are no longer alone in their struggles, and they often perform better for their peers than for their teachers. Glasser's work supported the collaborative work that was, and still is, the heart of the AVID classroom.

Another early influence was Dr. Philip Uri Treisman, a mathematics professor at University of California, Berkeley. Swanson met Treisman in 1986 and learned that he, too, experimented with collaborative study groups. Treisman was struck by the high rate at which African American students failed his calculus classes and the high rate at which Chinese students excelled at the same coursework, so he set out to determine why. What Treisman (1986) discovered was that while Chinese students worked collaboratively—studying together and critiquing each other's work—the African American students worked in isolation for fear of being thought of as unintelligent. They also maintained a sharp distinction between their academic and social lives. As a solution, Treisman developed a pilot math workshop, through which students worked in collaborative groups where they struggled with difficult calculus problems.

His results paralleled Swanson's: When students work together to clarify understandings, they conquer coursework. Treisman became a founding board member of AVID Center in 1992.

As AVID grew, it continued to evolve its practices based on research.

Growth Thought Leaders

Learning to think and thinking to learn are both key concepts in the AVID classroom. Arguably the biggest influencer of the inquiry method at AVID is Dr. Arthur Costa, professor of education emeritus at California State University, Sacramento. Costa's Levels of Thinking range from lower order thinking skills (Level 1: gathering information) to higher order thinking skills (Level 2: processing information and Level 3: applying information). According to Costa (2001), "Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Knowledge is a constructive process rather than a finding" (p. 12). To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask questions with higher levels of inquiry. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented. Higher-level questions are at the heart of the AVID tutorial because they prompt inquiry—a process that enables students to

become independent thinkers who master their own learning. With the help of Costa's Levels of Thinking, AVID is able to develop students who are fluent in the thinking process—students who know not just *what* to think, but *how* to think.

In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offer nine categories of effective instructional strategies that produce "the highest probability of enhancing student achievement for all students in all subject areas at all grade levels" (p. 10):

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

These best teaching practices are embedded and incorporated throughout the curriculum and across the AVID System.

Current Thought Leaders

Today, AVID is highly influenced by the work of Carol Dweck, one of the world's leading researchers in the field of motivation and professor of psychology at Stanford University. Her research focuses on why people succeed and how to foster success. In *Mindset: The New Psychology of Success,* Dweck (2006) posits that we look at the world with either a "fixed mindset" or a "growth mindset." The former is characterized by the belief that talents and abilities are fixed, and no amount of work can change them. The latter is characterized by the belief that talents and abilities can be developed through hard work and education. She argues that students can, and should, be taught that effort can lead to positive changes and success; students will rise to the challenge if they know that success is not the province of the naturally gifted, but is available to all through hard work and individual determination. Dweck's work supports AVID's central philosophy that *all* students—no matter their backgrounds—have not only the right, but the ability to succeed.

AVID began with a strong research base and continues today to strengthen and validate its practices with research-based strategies and theories from today's best and brightest minds in the arena of education and brain research.

For a more complete list of AVID's thought leaders, visit www.avid.org.

AVID SCHOOLWIDE

What began decades ago with one teacher in one classroom preparing students for the rigors of postsecondary education quickly outgrew the confines of just one class. The successes of that teacher drove the expansion of the AVID Elective into a model of systemic reform that empowers schools to prepare more college-ready students on their campuses.

How It Works

AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. By focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits of AVID are widely experienced.

Instruction

It is instruction that incorporates the cornerstones of AVID's foundational tools—Writing, Inquiry, Collaboration, Organization, and Reading. When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment where all students are equipped to tackle complex issues, problems, and texts.

Systems

AVID Schoolwide works to implement or reform systems that open access to the most rigorous courses in order to support college readiness beyond the AVID Elective. Data collection and analysis, opportunities for teachers to learn and refine their instructional practice, master schedule development, and student and parent outreach are examples of systems touched by AVID Schoolwide.

Leadership

Leadership sets the vision and tone that promotes college readiness and high expectations for all students in the school. The principal and a calibrated leadership team—including representatives from the AVID Site Team—work together to ensure that the school's mission and vision statements align with AVID's philosophy of open and equal access to rigorous courses and that resources are allocated to promote college readiness and high expectations for all students.

Culture

It is evident that AVID Schoolwide transforms a school when the AVID philosophy progressively shifts beliefs and behaviors, resulting in an increase of students meeting college-readiness requirements. A site builds this intentional culture by engaging parents, students, and teachers; focusing on community support; and establishing a mindset that all students can benefit from rigorous and challenging coursework.

Outcomes

When implemented with intentionality and fidelity, the AVID Schoolwide approach results in a number of favorable outcomes. Short-term outcomes include an increase in: the number of students completing rigorous courses, student attendance, and the educational aspirations of students. Long-term outcomes include an increase in: high school graduation rates, the completion of college entrance requirements, the number of seniors applying to college, the number of students enrolling in college, and the number of rigorous courses. AVID Schoolwide provides a high-quality, equitable education for all.

WICOR

Throughout the decades since AVID's founding, through a continual cycle of improvement, the curriculum framework has been expanded and enhanced to ensure success for all students. One of the products of these decades of research is AVID's foundational strategies for helping students succeed: writing to learn, inquiry, collaboration, organization, and reading to learn—WICOR®. Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schemata to create new neural pathways. Pathways are only built if the brain has an opportunity to "wrestle" with new information—to figure out how the new fits with the old. This "wrestling" is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information, there is very little cognitive wrestling and critical thinking, and therefore, very little long-term learning—new pathways are unlikely to be formed. The AVID Center curriculum and learning team continues to review, improve, and refine the WICOR framework to support educators in reaching all students.

W: Writing to Learn

As an English teacher, Swanson firmly believed that writing was essential to help students process and retain their learning and that if students couldn't explain something in writing, they didn't know it well enough. Today, AVID is still a proponent of "writing to learn," which allows students the opportunity to use writing—be it Cornell notes, learning logs, or quickwrites—to make sense of information.

I: Inquiry

The process of inquiry is also at the heart of the AVID class. Inquiry is "the question" that moves the learner to action, whether that be an explicit question or implicit questions that drive the process of working through ideas to a solution. Students uncover their understanding by asking critical questions. The goal is for students to analyze and synthesize materials or ideas to clarify their own thinking, probe others' thinking and work through ambiguity. The key is for teachers to establish an environment where it is safe for students to engage in authentic inquiry—where wondering, questioning, and hypothesizing are fostered, and students recognize how to push each other's thinking to higher levels.

C: Collaboration

Collaboration was central to AVID from the beginning, when Swanson replaced all of the rows of desks with wide cafeteria tables to allow students to work in groups. Collaboration in AVID is about developing positive interdependence, working with others toward a common goal or goals, and tapping into the social, mammalian side of the brain in efforts to increase motivation and attention to rigor.

O: Organization

The very first AVID students were required to carry binders to keep their class work organized. Today, the AVID binder is one of the cornerstones of the AVID class. However, organization is not just about the ability to organize and manage "stuff"; it is also the ability to organize and manage learning and self. Teachers can teach organizational skills by helping students find systems for recording homework and organizing their materials in a binder, in their backpack, and online. AVID's primary focus, however, is teaching the more implicit organizational skills that help students see how their brains work, how they make sense of and organize information, how they apply specific strategies and monitor their outcomes, and how they take control of their learning.

R: Reading to Learn

To develop the necessary college-readiness skills, students have to practice close and critical reading. The goal is to help students read for meaning, versus reading for identification, and to strategically gain meaning, understanding, and knowledge from print and other media.

AVID DIGITAL LEARNING FRAMEWORK:
The 4 A's™
Adopt, Adapt, Accelerate, Advocate™

Using digital tools for writing instruction supports students to deepen their understanding and skill with the writing process by allowing practice within authentic experiences that engage the students. Creating authentic digital writing experiences for students acknowledges the integral part technology plays in their lives. These experiences offer students an opportunity to collaborate, process their thinking, and gain new perspectives from a diverse audience beyond their classroom.

To support teachers to use digital tools with their students, AVID has developed a digital learning framework referred to as *The 4 A's*. AVID's *Adopt, Adapt, Accelerate, Advocate* framework provides educators with a pathway toward meaningfully integrating digital tools and WICOR instructional practices to differentiate instruction and increase students' ownership of their learning.

Adopt	The adopt level focuses on **instructor modeling** of digital tools.
Adapt	The adapt level focuses on **student collaboration** using digital tools.
Accelerate	The accelerate level focuses on **student choice** of digital tools from a menu of options defined by the instructor.
Advocate	The advocate level focuses on **student selection** of digital tools and strategies to best accomplish the task at hand.

The 4 A's allow for flexibility in the application of technology. An educator may embrace the Adopt level for one activity and the Accelerate level for another. As you consider ways to implement the instructional practices in this book, use *The 4 A's* as a lens to evaluate how the use of digital tools affects students' learning and to provide a vision of where you might go next in your use of technology in the classroom.

https://my.avid.org/curriculum

Introduction and Research

Visit the *AVID Reading for Disciplinary Literacy* webpage
on MyAVID for additional materials and resources.

Literacy: A Schoolwide Approach

The evolution of the 21st century classroom and teaching practices means that educators face greater challenges and expectations than in decades past. It is no longer enough to just be purveyors of content; today's educators are asked to teach literacy, thinking skills, digital competency, and academic language to more than 50 million students attending kindergarten through 12th grade in the United States every year (National Center for Education Statistics, 2015).

Even with these ever-increasing responsibilities and expectations, educators are working at one of the most exciting times in education. The development and growth of instructional technology, the vast amount of resources that are a mere click or internet search away, and an ever-growing research base around the components needed for rich learning experiences to happen make this a crucial time for the profession. Raised expectations provide the opportunity to reinvent and repurpose what it means to be an educator. The role of educator has moved from being the person in front of the room—imparting knowledge gathered through years of studying specific content—to that of the facilitator of learning, working alongside students. We are preparing the students of today for a world that is hard for us to imagine. Thus, it is more important than ever that educators recognize the skills needed to thrive in the 21st century and beyond.

Many educators can clearly remember the moment they first fell in love with their content area or discipline. Maybe it was sitting at a wooden table in the library as a college freshman, reading *Democracy in America* by Alexis de Tocqueville, and feeling shocked that someone could write something in 1831 that still resonated across centuries. Maybe it was discovering Tennenbaum's proof in a book about the power of mathematics and feeling slightly giddy that there was such a clever, elegant way to prove that irrational numbers exist. Or maybe it was reading *Where the Sidewalk Ends* by Shel Silverstein until the cover of the book fell off and knowing that teaching students to read, to find books they love so they, too, can read them until the covers fall off, is how you were meant to spend your days. It is likely that every educator's love story for their content started with a piece of text—that in grappling with new information, there was a desire to know more. Reading unlocks content; the act of reading immerses the reader in ideas, places, times, and new ways of looking at the world unlike anything else does.

This book provides educators with the necessary tools for developing a reading routine that allows students to take charge of their own learning through the successful navigation of rigorous texts, and, because of that, it is the road map to an educational revolution. Intentional scaffolding, multiple reads, purposeful reading, and rigorous questioning provide rich opportunities for educators to rediscover the enthusiasm they first had for their content as they guide their students' educational journey through that content.

Students experiencing success with rigorous texts in every discipline area is at the heart of this book. Embedded within each instructional practice is the core belief that when students are given proper scaffolding and support, they can comprehend and interact with challenging texts. The philosophy behind the gradual release of responsibility instructional model (Fisher & Frey, 2008)— multiple reads, checking for understanding, working with partners, working in larger groups, and grappling with challenging texts individually—is all directed toward this purpose.

Developing Content-Expert Readers and Thinkers

Understanding how to plan for 21st century skills begins with determining which skills are critical for students to develop. Academic thinking skills are universal skills used across all content areas, though the language and application of these skills will differ based upon the subject. Throughout this book, four academic thinking skills comprise the foundation of the cognitive processes that students develop while reading to learn: apply, analyze, evaluate, and synthesize. These academic thinking skills were culled by analyzing the Advanced Placement® (AP) History Disciplinary Practices and Reasoning Skills, the Common Core Standards for Mathematical Practice, and the *Next Generation Science Standards* Science and Engineering Practices and identifying the prominent skills that overlap in each discipline (College Board, 2018; Common Core State Standards Initiative, 2018; National Science Teachers Association, 2014).

Apply: Students Use the Content From Their Learning

As content experts, practiced readers bring a variety of academic tools, knowledge, and life experiences to every text they read. The background information that these experts already know informs how they approach a text, helps build initial conclusions, and sets a framework for their interaction with the text. As students begin to approach new and increasingly difficult texts, they need to build the same skills and frameworks that enable expert readers to engage in the nuances and complexities of what they are reading.

From why and how paragraphs are numbered, to the use of note-taking to interact with a text, to what questions expert readers first ask a text, students need encouragement and guidance to apply what they already know to develop a richer understanding of the text.

Analyze: Students Examine the Content From Their Learning

When asked what critical thinking skills are being used when reading a text, most students will tell you that they are analyzing the text. If asked to explain how or why they are analyzing the text, very few students can explain exactly how or why they are practicing analysis. *Analysis* is a commonly used term and is also one of the most ambiguous words used on campuses. If students are to analyze a text and write about their analysis, they need instruction as to what that looks like in every content area or discipline.

Analysis, at its core, is questioning. It is the search for rich and deep understanding. What questions do readers ask? Why do they ask them? How do they respond to their own inquiry while reading? Skillful and direct questioning is at the heart of analysis, and a goal for educators is developing students' understanding of what analysis looks like in different content areas.

Evaluate: Students Assess the Content From Their Learning

Progression toward proficiency can be marked by how well students evaluate the texts they are reading and what they are learning. Building upon application of prior knowledge and analysis of new information, evaluation is where burgeoning experts begin to test and apply their knowledge. Hopefully, students are questioning what they are reading. When questioning is combined with academic thinking skills to assess the validity of arguments and create

hypotheses based on new information, students are able to demonstrate their understanding of rigorous texts.

Evaluation is not necessarily a summative act or the culmination of several read-throughs of a text. As students begin to chunk a text, they are evaluating the weight of arguments and the importance of one transition to another. Evaluation asks students to start a new conversation about the text based upon their own experiences and prior knowledge; this can take place at varying points in the reading process.

Synthesize: Students Create New Content From Their Learning

Synthesis is the most difficult academic thinking skill, as it requires students to employ the other thinking skills across two or more texts. When selecting multiple texts for students to read, interact with, and compare, educators should consider the importance of students seeing diverse and competing perspectives. As emerging content experts, students need to be exposed to different ideas and the complexities of the discipline. Only then can they predict new outcomes, create new ideas, and engage in rich discourse with the content.

Content experts are not just those who know a lot; they are individuals who build upon the works of others to provide new insight into the world. The goal of learning that must be articulated to students is that the reason behind their effort and knowledge is to prepare them to enter the real world with the ability to change it for the better. Nurturing and refining the academic thinking skills required to create and innovate is what it means to develop college- and career-ready students.

Objectives of This Resource

This resource will prepare educators to:

- Incorporate reading as a core function of learning in their classroom.

- Have the necessary tools for teaching students to think, question, and respond to texts as content experts.

- Apply the gradual release of responsibility instructional framework to reading to ensure that all students can access rigorous text.

- Exercise their agency when choosing both the texts and strategies that will best serve the needs of their students and align with the demands of their content.

- Employ high-engagement Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies to empower student learning.

The Three Phases of the Critical Reading Process

AVID's critical reading process has three phases, with some phases containing multiple components. It is important to note that vocabulary building happens throughout the entire critical reading process and does not have to be tied to any one particular phase, even though it is included in the "engage" phase within this book. When teaching the critical reading process, educators should use the reading purpose to guide the process and help in the selection of strategies at each phase. It is also crucial that educators model strategies for students throughout the entire critical reading process and follow the gradual release of responsibility model until students can confidently use the critical reading process independently.

Activate	**Planning for Reading.** Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning, as does identifying how a "content expert" would read the text.
	Selecting the Text. Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.
	Pre-Reading. Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.
Engage	**Building Vocabulary.** Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the "engage" portion of the critical reading process, vocabulary building can happen at any point.
	Interacting With the Text. Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.
Extend	**Extending Beyond the Text.** Utilize the text to complete the assigned academic task. "Extend" strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.

An Overview of the Chapters

The chapters of this book are organized to provide seamless guidance for educators as they strategically incorporate critical reading into their various disciplines. The chapters are designed to help educators lead their students through the phases of the critical reading process, starting with Planning for Reading and Selecting the Text, moving into Pre-Reading and Building Vocabulary, and ending with Interacting With the Text and Extending Beyond the Text. Each chapter begins with a list of objectives, pre-reading reflection questions, and guiding principles and ends with a list of post-reading reflection questions. A brief overview of each chapter is provided below.

Chapter 2: Planning for Reading

Success begins with careful planning, since planning maximizes learning. This chapter encourages educators to start with the end goal in mind and incorporates the consideration of four important questions that encompass the entire reading process:

- What is the academic task?
- What is the best way for students to access the content to complete the academic task?
- What do students need to be able to do to complete the academic task?
- What types of scaffolding and/or differentiation are necessary for ensuring the content is accessible?

Chapter 3: Selecting the Text

In some cases, educators are given the freedom to choose their texts, but in other cases, texts are chosen as a set part of the curriculum. In cases where there is little flexibility in *what* text is chosen, educators can still exercise some freedom in *how* the text is presented to students and in the selection of complementary texts that can be paired with required reading.

This chapter is organized around the concept of the "ideal text," which incorporates six criteria for educators to consider. An ideal text is:

- Challenging but manageable
- Culturally relevant or of high interest
- Balanced in perspectives or consisting of multiple viewpoints
- Appropriate for interaction, whether digital or traditional
- An appropriate length for the purpose
- A valuable way to learn important content through the use of academic thinking skills

Chapter 4: Pre-Reading

A primary goal for pre-reading is to become familiar with the text, understand the text structure, and draw on background knowledge. In this chapter, the pre-reading strategies have been organized into two broad categories: outside the text and inside the text. Outside-the-text strategies help students connect to a text by asking them to enlist their prior knowledge and activate their

schemata. Examining photographs of icebergs and polar ice caps before reading a text about global warming is an example of an outside-the-text strategy. Inside-the-text strategies ask students to engage with the text to make predictions. Previewing a text by reading the headings and examining graphical callouts, including charts and graphs, is an example of an inside-the-text strategy.

Chapter 5: Building Vocabulary

Building vocabulary is crucial to developing learners who can read proficiently and interact with a text using academic thinking skills. Students need practice with both content-specific vocabulary and general academic vocabulary if they are to become proficient in the language and content of the discipline. It is crucial that educators in every discipline build students' vocabulary. Vocabulary development occurs throughout the entire reading process and can be addressed before reading, during reading, and after reading. This chapter focuses on two crucial components of building vocabulary:

- How educators determine what words in a text are important for students to know when reading the text
- Effective strategies for helping students develop vocabulary in each phase of the reading process

Chapter 6: Interacting With the Text

Educators need to be able to, in a safe community of practice, reflect on their will and skill in teaching students how to read and comprehend rigorous texts. Do the educators on a campus or in a department have the tools and strategies necessary for teaching students how to engage with, read, and comprehend rigorous texts? If educators are lacking tools and strategies, how do they advocate for professional learning opportunities, instructional coaching, and the grace to try new ideas that might fail the first few times they are attempted in a classroom?

This chapter outlines the skills needed by educators and learners alike to read like content experts. Through using foundational strategies like writing in the margins and questioning the text with the guidance of the gradual release of responsibility instructional model, educators in every discipline will be able to empower their students to be independent and effective readers.

Chapter 7: Extending Beyond the Text

This chapter focuses on strategies that help students extend beyond the texts they read. Although texts can be an excellent source of knowledge, most academic tasks involve the act of doing something with the information gained while reading or after reading. In academia, we read so that we can do something with the information or new knowledge gleaned from reading. Because the process of extending beyond the text can be challenging for many students, it is important that educators meet students where they are and carefully consider where students need support as they are learning this skill set. This includes the use of the gradual release of responsibility instructional model. Deciding how extending beyond the text will be scaffolded is as important as deciding how to scaffold reading the text itself.

Foundational Instructional Practices

Any veteran of the critical reading process understands that there are foundational practices that create a common framework for all students and teachers to activate learning and engage with texts. From selecting a text, to numbering the paragraphs, to chunking the text, the instructional practices described in this book are written with the goal of transferring ownership of the critical reading process to students so that they can begin to make those informed decisions for themselves.

Gradual Release of Responsibility

"Gradual release of responsibility" is a phrase that has been used in education for over 30 years to describe the control or ownership of a strategy moving from teacher to learner (Pearson & Gallagher, 1983). More recently, Douglas Fisher and Nancy Frey (2008) emphasized the importance of working with peers for the sake of knowledge building, incorporating the idea of "we do it together" as part of guided instruction before releasing students to independent learning, or "you do it alone." AVID has modified this framework even further, because we recognize that if students are to get to the place of independent learning, collaboration with their peers is crucial. And the educator in the room continues to play an incredibly important role. In a Socratic Seminar or Philosophical Chairs activity, students are working together to make meaning of content and ideas, with their teacher present—monitoring, guiding when necessary, differentiating, supporting, and scaffolding.

- **"I do":** In this phase, the educator is doing approximately 100% of the work, while students pay close attention to the modeling being done. For example, this is where the educator "thinks aloud" as they model the thinking and questioning of a text.

- **"We do":** In this phase, the educator is doing approximately 70% of the work as they read with students. The students are doing approximately 30% of the work as they engage and collaborate with the educator and the instructional routine. The educator guides students in their questioning and interactions with the text, possibly taking volunteers or differentiating by inviting students who have mastered a particular skill or strategy to share their thinking and understanding with the rest of the class.

- **"We do together":** Students work within collaborative structures (i.e., smaller groups or partnerships). The educator guides and monitors large or small groups while continuously checking for understanding to determine whether students are ready to be released to work independently. The educator is doing approximately 30% of the work, as they are checking in with small groups, while students are now doing 70% of the work as they work within structured collaborative groups.

- **"You do":** Students independently practice and apply what they have learned. The students are doing 100% of the work or learning in this phase.

A Gradual Release of Responsibility Model

"You do"

0% Educator / 100% Students

Students have demonstrated that they can do the work independently.

Student Responsibility

Increased Rigor

"We do together"

30% Educator / 70% Students

Students work in structured collaborative groupings while the educator closely monitors understanding, pulling the group back to "We do" if necessary.

Teacher Support

"I do"

100% Educator / 0% Students

Educator is modeling through a Think-Aloud while students observe.

"We do"

70% Educator / 30% Students

Educator leads the learning while students take notes and volunteer their thinking.

Digital Integrations

One of greatest challenges for educators is deciding how and when to use digital texts. Several considerations should be made before introducing a digital text to students. The following questions provide a starting point. These questions are intended to serve as an aid as educators become more familiar with the use of digital texts in the classroom.

Digital Texts and Critical Reading: Questions While Planning for Reading
Why are you using a digital text?
Will it change the learning outcomes?
What structures do you have in place to facilitate critical reading (e.g., comments for annotation, highlighting tools, use of symbols and images)?
Will use of a digital text increase student collaboration?
How will the reading strategies change because of the digital text?
What is your classroom's experience with digital texts?
Can students read together using the same document?
How do your device and technology platforms affect which strategies you can use?

Digital Texts and Critical Reading: Best Practices
Create a consistent format for the text and questions embedded in the text.
Decide as a school site or professional learning community which tools will be used to interact with the text and how they will be applied for consistency across disciplines and grade levels.
Model how to use the tools.
For purposes of equity and access, provide ample time for students to complete digital work outside of class.
Use digital texts as an opportunity for increased collaboration.

Exercise Your Agency

Often, educators do not have a choice in the texts they are required to use or the activities associated with curriculum. How do educators find their voice and adapt mandated resources so that they are meaningful and applicable to their content and for their students?

Each chapter of this book will have "Exercise Your Agency" callouts that are designed to empower educators and remind them that they have far more power than they might realize. These callouts provide ideas for how educators can use their knowledge and expertise to make adjustments to the set curriculum in order to best meet the needs of their students.

The following examples provide some considerations for educators faced with assigned texts that may not be the most ideal ones to use with their students.

Differentiation of Texts and/or Activities

Educators might need to consider differentiation when deciding on how to use an assigned text. Depending on the reading abilities of your students, texts might need to be modified or the literacy strategies used to read the text might need to be differentiated. Generally, it is AVID's position that literacy strategies that are good for most struggling readers are actually good for all readers, so educators may not need to differentiate strategies as often as they might think.

Modification of Text

There are many reasons why educators might want to modify a text. In some cases, educators may want to modify due to language barriers. In other cases, educators might modify a text based on the reading abilities of their students. There are a variety of approaches for adjusting texts, many of which are addressed in Chapter 3: Selecting the Text. There are even internet resources that will automatically modify texts based on reading level.

Some general strategies that educators might try when modifying texts include:

- Simplifying or defining complex vocabulary (especially jargon and colloquialisms)
- Chunking texts into manageable sections
- Providing summarized versions of text sections where appropriate
- Adding visual aids or other comprehension aids in the margins of the text

Meeting the Needs of Diverse Students Through Collaborative Strategies

If there is a need to differentiate literacy strategies for students at various ability levels, strategies that are collaborative in nature are recommended. Collaborative strategies allow all students to use their own strengths while also benefiting from the help or modeling of others who can augment any individual weaknesses.

WICOR Connections

When planning for reading, there is more to the process than simply planning for the "R" (Reading) in WICOR. In any effective WICOR-ized lesson, the elements of WICOR are intentionally included in alignment with the learning purpose. When students are expected to complete complex academic tasks, WICOR provides the support structures that help set them up for success. Successful lesson planning requires scaffolding for student success and identifying the level of differentiation needed for students to achieve the learning outcomes. Thoughtful planning and reflection are critical to developing lessons that ensure all students are engaged and learning. The chapters in this book incorporate strategies that span WICOR instructional methodologies to maximize students' engagement and learning.

Reading and Writing

Throughout the critical reading process, writing is used as a tool for activating learning and engaging with texts. Quickwrites, annotations, note-taking, and reflections all require students to express themselves in writing. Moreover, formal writing is frequently grounded in a thoroughly analyzed book or texts. Students' ability to develop insights and synthesize ideas from multiple sources is a skill necessary for college and career success. The skills that students develop in the critical reading process, including building their comfort level with crafting questions while interacting with a text, are the foundation for new ways of viewing a problem and expressing that learning in writing.

Reading and Inquiry

Content experts know more than just the content of their discipline; they also have the ability to apply their knowledge to new learning and challenging texts. When students are reading to learn, they are fully engaged in a process of inquiry. How well they can interpret, dissect, or evaluate a text is strengthened by the academic thinking skills they have developed. Educators need to model how to question a text and develop the intellectual curiosity of their students.

Reading and Collaboration

Reading has often been viewed as an individual and solitary learning strategy. However, students who read together benefit from each other's learning and insight. A key phase of the gradual release of responsibility model is for students to read together in pairs or small groups. Developing structures and routines for students to share in the interaction with text provides them with the opportunity to learn from each other and practice academic dialogue in a low-stakes setting.

Reading and Organization

How students approach a new text, question what they are reading, and learn new ideas in the process are rooted in structures and routines developed in the classroom. The organization of reading has often been in the hands of educators; however, teaching students how to read a text like a content expert means that educators are, in fact, teaching students to decide how many times they will read a text and understand what they will do each time they interact with the text. The critical reading process itself is an organizational approach to reading that students need to internalize so that they can guide themselves through difficult texts in college and beyond.
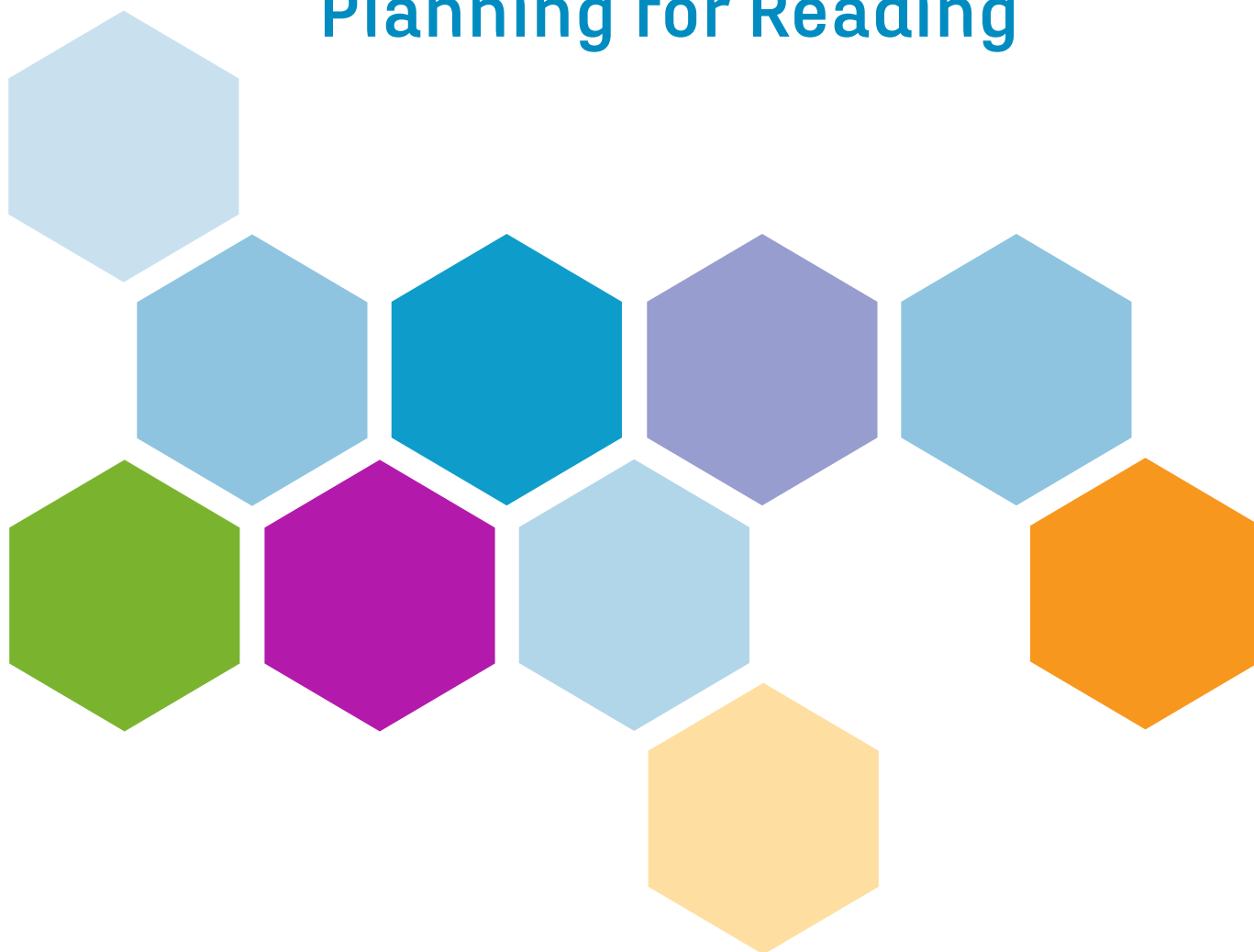
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Planning for Reading

Visit the *AVID Reading for Disciplinary Literacy* webpage on MyAVID for additional materials and resources.

CHAPTER **Introduction**

Success begins with careful planning. Every educator has experienced both the struggle of attempting to work through a lesson that was just not well planned and the success that comes with taking students through a well-planned lesson. Planning maximizes learning for students. Integrating texts into our classrooms and content areas to teach content and develop disciplinary literacy skills also requires careful planning. Much like any other planning process, planning for reading includes thinking about the purpose for reading, determining an outcome, and designing the learning experiences and instructional steps that will make that outcome possible. Wiggins and McTighe (2005) supported the concept of intentional lesson design and emphasized that teaching should be viewed as a means to a well-defined end. When planning, educators should have a clear learning purpose in mind and plan with intentionality (Goodwin, 2011; Tomlinson, 1999; Wiggins & McTighe, 2005).

To illustrate the value of careful planning, consider this exchange between Alice and the Cheshire Cat from Lewis Carroll's *Alice's Adventures in Wonderland* (1865):

> "Would you tell me, please, which way I ought to go from here?"
>
> "That depends a good deal on where you want to get to," said the Cat.
>
> "I don't much care where—" said Alice.
>
> "Then it doesn't matter which way you go," said the Cat.
>
> "—so long as I get SOMEWHERE," Alice added as an explanation.
>
> "Oh, you're sure to do that," said the Cat, "if you only walk long enough."

For far too many students and educators, reading is not an easy component of the learning process, particularly as texts become more complex and comprehension becomes more dependent on reading as a means for understanding content. The reading process does take time and intentional planning. Teaching students to become successful readers is not a mystery; it starts with asking the right questions.

- What is the academic task?
- What is the best way for students to access the content in order to complete the academic task?
  - How much of the text will be used?
  - What type of text could be used (e.g., primary source, article, infographic)?
  - What text format is most appropriate (e.g., hard copy, digital alternatives)?
- What do students need to be able to do in order to complete the academic task?
  - What "activate," "engage," and "extend" strategies make sense?
  - What vocabulary needs to be considered, and how will it be explored?
- What types of scaffolding and/or differentiation are needed to make sure the content is accessible?

Chapter 2 Objectives

As a result of interacting with this chapter, educators will be able to:

- Establish a reading purpose—aligned with an academic task—with an intentional balance of developing key content and academic skills among students.
- Analyze and create academic tasks.
- Align intentional reading strategies and academic thinking skills that allow for differentiation and scaffolding while facilitating the reading process.

Pre-Reading Reflection Questions

- How do I plan for reading when my students must read a text?
- How do I establish a purpose for reading?
- How do I meet the diverse reading needs of my students?
- How do I identify the academic thinking skills necessary for students to read competently and confidently in my content area?
- What is my method for intentionally identifying reading strategies that will help students successfully accomplish the purpose for reading?

K–2 Pre-Reading Reflection Questions

- How do I build context to plan for reading a text?
- How do I use pictures or previous knowledge to make the reading of a text more accessible?
- How will I plan to model my thinking strategies as a selected text is read?

Guiding Principles

- The reading purpose provides the blueprint for every other stage of the reading process.
- Educators should consider both the content and the academic thinking skills that students need to develop as they plan for reading.
- Strategies for reading should be chosen with intentionality to align with the reading purpose.
- Students must develop the strategies that skilled readers use when they read, and educators must model these strategies through the gradual release of responsibility model.
- Educators should develop reading prompts and reading tasks that are intentionally connected to the academic task.
- Reading strategies that educators choose should engage students in texts through multiple reads.
- All components of WICOR are involved in the critical reading process, especially inquiry. The reading prompt provided to students should lead them into directed inquiry.
- Building vocabulary happens throughout the entire reading process.
- Digital texts should engage students in the critical reading process while also maximizing the added value that electronic tools can provide to the reading of texts. These features might include digital collaboration, the inclusion of web media (such as hyperlinks, images, and videos), the use of different fonts and text formats, and digital annotation features.

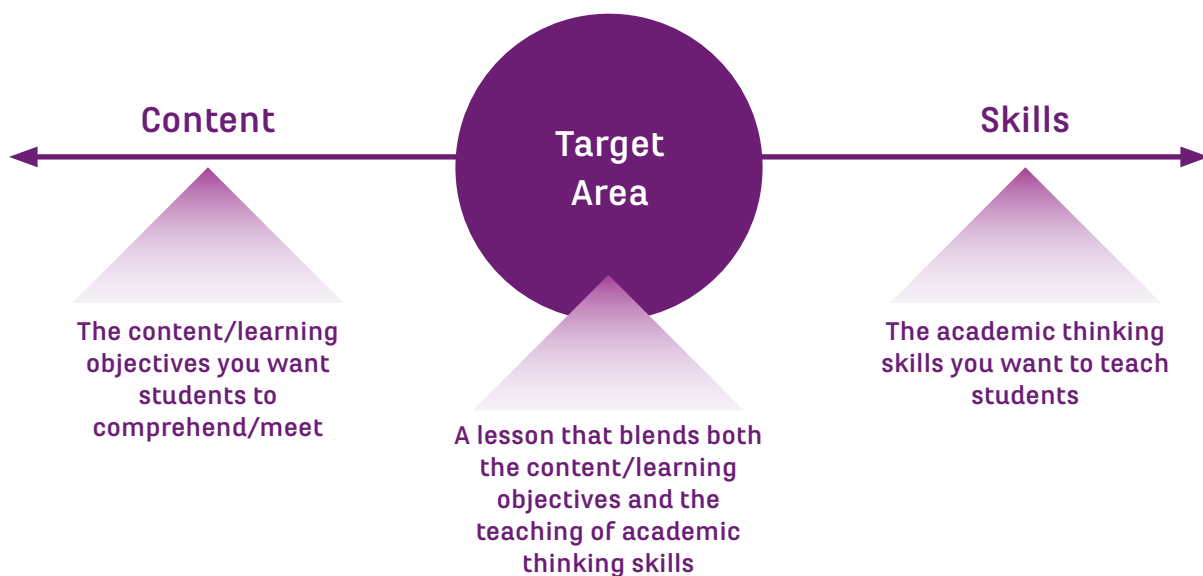# What Is the Academic Task?
Establishing a Purpose for Reading

When planning for reading, educators need to have a clear purpose in mind before selecting texts and determining what students will do with the texts. The purpose for reading any text is usually tied to specific learning objectives within a content area. Within each learning objective, there is also an expected outcome, or academic task, that students will perform. It is crucial that the choices made in the planning phase be grounded in the lesson or unit outcome.

Additionally, both key content and academic thinking skills—as introduced in the previous chapter—should also be considered when planning. Traditionally, educators within a given discipline focus on teaching content before skills. However, when looking at what 21st century learning skills require of educators, there is a need to balance both content and skill if students are to be successful in college, in their careers, and as contributors to their community.

Conley (2012), a leading education expert on college and career readiness, emphasized this point by suggesting that learning content knowledge alone is not enough to truly prepare students for academic success in college and careers. From Conley's perspective, educators must attempt to balance the delivery of key content and key academic skills if they are to truly prepare students for academic success. Although individual educators are certainly stewards of particular discipline-driven content, all educators on a campus must also be conduits of academic skills, including disciplinary literacy skills.

Schleicher (2010) argued that content is being created faster than educators can teach it. Schleicher claimed that a generation ago, it was reasonable for educators to expect that what they taught would last a student's lifetime. However, today, the pace of economic, social, and technological change requires that schools focus on also preparing students for careers, technologies, and problems that are not even in existence yet. The daunting task facing educators is that they are preparing students today for a world that really can't yet be imagined.

Both Conley (2012) and Schleicher (2010) painted a picture of the changing landscape in education and the paradigm shift that educators need to consider. The key is finding the delicate balance between important discipline-specific content and academic skills that will empower students to become lifelong learners. The Content–Skills Continuum illustrated below is designed to help educators think more deliberately about that balance of content and skills when planning.

Content ← | → **Skills**

Target Area

The content/learning objectives you want students to comprehend/meet

A lesson that blends both the content/learning objectives and the teaching of academic thinking skills

The academic thinking skills you want to teach students

Exercise Your Agency:
Is it the content that matters, or the skills taught through content?

Sometimes, we don't have a choice in the content that students are expected to learn. However, an educator who is diagnostic is in a position to effectively determine the skills that will be taught through the required content. Use the educator and student resources within the following instructional practice to spark your thinking as you identify the skills that your students need to become proficient in if they are to truly think, speak, read, and write like content experts.

The Content/Skills T-Chart provides both educators and students with the opportunity to think about how key content and skills are developed over the course of engaging with a text. Educators can use the T-chart to brainstorm the key content and academic thinking skills that students will develop when reading texts, while students can use the T-chart as a tool for metacognition. While populating the T-chart with ideas, keep the balance between content and academic thinking skills in mind.

Instructional Goals

- Educators will use the Content/Skills T-Chart—a tool used prior to selecting texts for students to read—to brainstorm the key content and academic thinking skills that will be involved while reading the text.
- Students will use the Content/Skills T-Chart as a form of metacognition to reflect on how they developed both an understanding of key content and academic thinking skills over the course of reading a text.

Resources

- *Educator Reflection Questions* (Educator Resource)
- *Content/Skills T-Chart* (Student Resource)

Preparation for Instruction

- Plan for reading by incorporating the critical reading process (activate, engage, extend) with one or more texts.
- Determine the course, unit, lesson, standards, and learning objectives/Essential Question associated with the overall learning experience.
- Become familiar with the four academic thinking skills.
- Identify when it is appropriate for students to reflect on their learning from a metacognitive standpoint and clarify with students why metacognition is important for learning.

Instructional Strategies

- Have students collaborate in small groups to complete a rapid brainstorm of the activities that were completed during the "activate" (before), "engage" (during), and "extend" (after) stages of the reading process.
- Ask students to classify the key content that was learned and the academic thinking skills that were developed with each activity.
- Share the standards that were addressed and the learning objectives with students. Ask students to add any new ideas to their list after considering these additional components of the lesson.
- Continuing in small groups, ask students to organize their learning in *Student Resource: Content/Skills T-Chart* by identifying the content that was learned as well as the academic skills that were developed throughout the reading process.
- Display selected reflection questions on a whiteboard, in a PowerPoint presentation, or within a shared collaborative technology space and then ask students to complete the reflection questions, either as a group Think-Aloud or individually in their own writing, depending on where students are within the gradual release of responsibility cycle.

Educator Reflection Questions

Educators can use the questions below to refine their thinking as they consider the balance of content and skills in their current instructional practices.

1. What personal philosophies influence your teaching of *content* vs. the teaching of *skills*? How do these philosophies shape your instruction?

2. Take a moment to visualize a typical day of instruction. At first glance, do you tend to lean more toward the content side or the skills side? Why do you think that might be?

3. If you lean more toward one end of the spectrum, what learning opportunities might students be missing?

4. Choose three to five of the state or national standards within your discipline. Within each standard, what do you notice about content and/or skills? Are your standards emphasizing content, skills, or both? How might this further inform your planning?

5. Think about a lesson within your discipline. What might that lesson look like if students were developing a balance of both key content and academic thinking skills?

6. To create a balance between content and skills in your instruction, what first steps might you need to take?

7. What texts do you currently use that lend themselves to both content and skill development? What are the features of these texts? Why are they good for teaching both content and skills?

8. What further resources might you need, and where can you find them?

Content/Skills T-Chart

This chart supports metacognitive reflection, helping you to understand the connection between the academic thinking skills you develop while learning the content from the text. When populating the Content/Skills T-Chart, you should reflect on not only the key content that you learned from the text but also the academic thinking skills that you developed through the process of reading the text.

Key Content	Academic Thinking Skills

Reflection Questions

1. What key content needs to be learned?

2. What academic thinking skills are being developed?

3. How does this content, as well as the related skills, contribute to future learning?

Determining and Developing an Academic Task

Every discipline requires students to successfully complete a wide variety of academic tasks throughout the course of a semester or school year. These can range from minimal tasks, such as creating a visual aid for a presentation, to high-stakes assessment tasks, such as essay responses on an AP exam or in a capstone course. For the most part, academic tasks become more complex as students move through the educational system. It is crucial that by the time students reach college, they are able to confidently and competently analyze a complex academic task and make critical decisions on the academic work needed to complete that task.

Before that can happen, students will likely have to follow a procedure similar to the one below:

- **Analyze the academic task and identify all required components.** *What do I have to create/produce as the final product?*
- **Plan for purpose-driven reading of the associated texts.** *What will I have to read, and what will my purpose be as I read?*
- **Decide on an intentional focused note-taking system.** *How am I going to organize the information that I encounter as I read?*
- **Plan for the final product**. *How will I end up using what I read? How am I going to organize the information from the texts and sources into my final product?*

Notice that each task in the above procedure is accompanied by some critical questions that successful students will need to ask as they encounter the academic task. Students at all levels will need explicit instruction in each area, particularly in the areas of analyzing the academic task and using focused note-taking as a tool to aid in the purpose-driven reading of associated texts. Analyzing academic tasks relies on the use of the gradual release of responsibility model, with the educator modeling a crucial component that can't be skipped. However, educators must keep in mind that students should eventually be able to do this independently so that when they encounter complex academic tasks in the future, they are much more prepared to successfully complete them.

In our current educational system, academic tasks are often already developed for educators. However, there are times when educators need to create their own academic tasks for students. Designing academic tasks can be challenging at first, but with some practice, it gets easier.

INSTRUCTIONAL PRACTICE:
Deconstructing an Academic Task

The ability to successfully deconstruct an academic task is a crucial skill that students need to practice to be successful, independent learners. Careful deconstruction of an academic task helps students identify each element of the task so that each can be addressed when creating the final product.

Instructional Goal

- Students will be able to deconstruct an academic task by responding to critical questions regarding the task.

Resources

- *Critical Questions to Ask About an Academic Task* (Educator Resource)
- *Tips for Developing an Academic Task* (Educator Resource)
- *Developing an Academic Task Template* (Educator Resource)

Preparation for Instruction

- To aid in the development of academic tasks, educators should refer to the suggested tips in *Educator Resource: Tips for Developing an Academic Task* and the provided template in *Educator Resource: Developing an Academic Task Template*.
- Determine the academic tasks that students will be deconstructing.

Instructional Strategies

- Provide students with the academic task.
- In small groups, instruct students to read through a selected academic task and use *Educator Resource: Critical Questions to Ask About an Academic Task* to answer the important questions about the selected academic task.
- Instruct student groups to pair up with another group and present their answers to the critical questions.
- Groups will provide each other with constructive feedback.
- Debrief by having some groups share their responses to the critical questions with the whole class and asking students to reflect on why this process is useful.

Variations

- This can be done individually, but at first, it is likely to be more successful in small groups.
- Model this process as necessary when it is "new" to students.
- Include academic tasks from a variety of sources (e.g., high-stakes assessment released questions, performance tasks, AP released test items, college syllabi).

Extension

- To add rigor to this activity, have students create their own academic task for one of their classmates to deconstruct.

Critical Questions to Ask About an Academic Task

Many of the academic tasks assigned to students can be complicated and consist of several components. The following critical questions can assist students in deconstructing a given academic task to aid in maximizing their ability to successfully fulfill its requirements. The subsequent chapters address how educators might facilitate students' transition from deconstruction of the academic task to interacting with the reading and beyond.

A **Analyzing the Academic Task**	• What prior knowledge am I expected to have or do I need to have to be successful? • What academic thinking skill is being asked of me? • What type of product am I being asked to create? • What other activities besides reading would help me complete the task? • What information am I expected to include in this product? • What content or academic vocabulary is necessary for completing this task? • Who is my audience?
S **Selective and Purpose-Driven Reading**	• What type of text/source do I need to read? • What is my purpose for reading? • How much of the text/source do I need to read? • How do I need to read the text/source? • Will I read this in digital or print form?
F **Focused Note-Taking**	• Are there clues in the academic task that will help me organize my notes or product? • What note-taking format will I use so that I can organize information in a way that makes sense for the learning outcome?
I **Integrating Sources**	• What do I need to do with the knowledge gained from the text? • How will I integrate the source material from the text and my notes into the final product? • What content-specific or academic vocabulary do I need to incorporate into my product?

Tips for Developing an Academic Task

The following tips will aid your efforts to develop academic tasks:

1. Identify the learning objective that students need to accomplish with the planned task. Using state or national standards is an excellent starting point. Identify the academic thinking skills that students will develop and use throughout the task. The academic thinking skills will determine the purpose and format of the task.

2. Well-developed academic tasks are inviting to students. They build on the context of the larger ideas in the curriculum and stimulate inquiry. Incorporating choice makes the task more relevant and pushes the thinking to the next level of *The 4 A's* framework.

3. Good academic tasks clearly outline what is expected of students, with little to no ambiguity.

4. Good academic tasks are clear and easily understood. Often, the academic tasks are broken down into chunks that build from lower-level to higher-level thinking skills. Essentially, the larger task is scaffolded with a series of smaller, more achievable tasks.

5. A good academic task will also identify the texts/sources that students will need to read and what they will need to do with those texts or how they will read them.

6. Draft your initial academic task with the texts and the SOAP method in mind:

   Subject: information regarding what the final product is about

   Occasion: the situation or context for the intended product

   Audience: the envisioned audience for the intended product

   Purpose: clarification around the purpose of the academic task (i.e., how it ties into the overall curriculum and/or academic thinking skills)

7. If further directions or guidelines are needed for more complicated academic tasks, add those to your description.

AVID's digital learning framework—**Adopt, Adapt, Accelerate, Advocate**—provides educators with a pathway toward meaningfully integrating digital tools and WICOR instructional practices to differentiate instruction and increase students' ownership of their learning. For more information on **The 4 A's**, refer to the AVID History and Philosophy section of this book.

Developing an Academic Task Template

Brainstorming

1. What standards/objectives does the academic task need to meet?

2. What academic thinking skills are students going to develop (e.g., apply, analyze, evaluate, synthesize)?

3. How does this academic task fit into the bigger picture? How can you connect this task to the context of your students' overall learning?

4. What texts or sources will students need to use/read to complete this task? How will they read the texts?

5. What is the **SOAP** for this academic task?

   Subject:

   Occasion:

   Audience:

   Purpose:

Drafting

I.   Start by inviting students into the task by building intrigue and connecting the task to the larger context of learning.

II.   Clarify the purpose/objectives of the academic task. This is where you want to clarify the **S, O,** and **P** of your **SOAP** information. Why is it important for students to complete this kind of work?

III.   Clarify what the final product will be and the scope of the product (e.g., length, format). You will clarify your **A** of **SOAP** here.

IV.   Introduce any texts or sources that will need to be read in preparation for the academic task and *how* students should approach accessing and reading them.

V.   Break the task into manageable "chunks," with clear actions for each "chunk."

VI.   Add any assessment criteria if necessary.

VII. Clarify anything else that needs further directions.

Final Academic Task

Put the pieces together and edit/revise as needed so that the academic task is clear and well defined. Make sure that the academic task clearly expresses your intended purpose and product for students.

Accessing Content to Complete an Academic Task and Planning for Success With Academic Tasks

Selecting Texts

After educators have carefully thought through the purpose for reading, including the key content and academic thinking skills that students need to develop or hone, it is time to select the texts that will help accomplish that purpose. Educators will need to determine whether one text or multiple texts will be needed to accomplish the purpose.

When selecting texts, the educator should make several considerations. In general, the following criteria can help in the selection of appropriate texts.

The text:

- Develops key content and/or academic thinking skills.
- Is challenging but manageable (rigorous).
- Is culturally relevant or of high interest.
- Contains a balance of perspectives or multiple viewpoints.
- Is formatted in a way that allows for interacting with the text.
- Is of an appropriate length for the purpose.

This list serves as an overview for now. The next chapter, Selecting the Text, provides more detailed explanations on choosing ideal texts.

When planning for reading, the remaining steps in the planning process depend on having a text or multiple texts in mind. Before moving on to the next phase of planning, educators will likely want to have the selected texts available as a reference.

Structure and Format Considerations

Text structure refers to how the information given in the text is organized. The selected text may need to be broken down into smaller pieces, or "chunks." There may also be nonlinguistic elements to the text, such as figures, data, images, or headings, to which students will need to make connections. Lastly, educators need to consider what academic language the students will need to be able to use in order to comprehend the chosen text.

When planning for the "engage" phase of reading, educators may consider using a digital text instead of a traditional text on paper. Refer to the Digital Integrations section on p. 12 for guidance when considering whether a digital text or traditional text should be used.

Identifying Intentional Strategies for Reading

After the reading purpose is established and the academic task is developed, it is time to identify intentional strategies that will help guide students through each phase of the critical reading process: activate, engage, and extend.

For further details on the strategies themselves, see the Pre-Reading ("activate"), Interacting With the Text ("engage"), and Extending Beyond the Text ("extend") chapters.

Selecting "Activate" Strategies

When selecting "activate" strategies, educators need to think carefully about what students will need to do prior to reading in order to activate prior knowledge, or a *schema* (i.e., a framework or structure). Educators will also want to keep in mind that the "activate" strategies chosen should be in alignment with the academic thinking skills that they want students to develop. (See *Student Resource: Content/Skills T-Chart*, p. 25.)

For a deeper dive into "activate" strategies, readers can refer to Chapter 4: Pre-Reading, where a comprehensive list of pre-reading strategies is explored.

Identifying Key Vocabulary

Students learn and retain vocabulary through regular practice and immersion. When planning, educators need to preview their selected text for potential vocabulary with which students will need to be familiar in order to access the content required for completing the academic task. Rather than making a list of the many vocabulary words that students may not know, educators should make intentional decisions as to which words should be a focus.

How can educators do this? Here are some ideas for selecting vocabulary in the Planning for Reading stage:

- **Content-Specific Vocabulary:** These consist of relatively low-frequency words, discipline- or domain-specific words, or phrases used to engage with and understand the content. They refer specifically to concepts, ideas, or processes being studied in class, terms that will appear a number of times in textbooks, or passages connected to a class or discipline. For example, the words *addition* and *subtraction*.

- **Academic Vocabulary:** These are vocabulary words or phrases that are used in every content area or discipline across a campus. For example, the words *analyze* and *apply*.

Specific strategies for the development of vocabulary are addressed in Chapter 5: Building Vocabulary. When planning, be sure to refer to the Building Vocabulary chapter to select the strategies that will best fit the reading purpose.

Exercise Your Agency:
How do I have students engage with boring texts?

The strategies we select to engage students in reading the text make all of the difference with the reading experience. Collaboration can make the most boring task engaging; incorporating collaborative structures into the lesson will increase engagement and make learning fun. Also, practicing Think-Alouds while reading sections of the text provides an opportunity for you to make connections to the cultural background of your students, honoring the diversity in the room.

Selecting "Engage" Strategies

Assigning intentional interaction, or "engage," strategies to this phase in the reading process helps students focus on the reading purpose and engage with the text as active readers. Intentional "engage" strategies also aid in comprehension, as students are asked to interact with the text in very specific ways. Asking students to interact with a text in multiple ways is important; it supports students along their journey toward becoming independent readers. Eventually, the responsibility of engaging with texts by using intentional interaction strategies will be placed on the student. However, in the early phases of instruction, educators should also model the process of interacting with texts and use Think-Alouds to make explicit the choices that one makes as an active reader.

The details on "engage" strategies can be found in Chapter 6: Interacting With the Text, where a comprehensive list of "during" reading strategies are described in great detail.

Selecting "Extend" Strategies

In this phase of the Planning for Reading process, educators will want to consider how students will use the information and content learned from reading. Generally, what students will do with information is directly tied to the academic task, academic thinking skills involved, and learning objectives from the lesson or unit.

It is in the "extend" phase where the application of the reading process happens. In most academic situations, this is where the purpose of reading is met. It is rare for the "extend" phase not to include writing, whether it be a quickwrite, paragraph, blog post, data chart, or reflection on a Socratic Seminar or Philosophical Chairs discussion. Writing is how learning is best captured and recorded, providing rich opportunities for metacognition and reflection.

Not all academic tasks need to involve writing an essay. For example, in a science class, students may be asked to apply their reading by designing and conducting a lab experiment or writing a lab report. There are multiple ways to assess reading comprehension and use academic thinking skills in the "extend" phase of reading. Extending beyond reading relies upon writing, and the *AVID Writing for Disciplinary Literacy* book is a companion resource to this book full of strategies, resources, and instructional practices for extending beyond the text that work with every content area and grade level.

For more specifics on "extend" strategies, refer to Chapter 7: Extending Beyond the Text, where a comprehensive list of "extending beyond" strategies are explored in great detail.

Connecting to Prior Knowledge: Activating Schemata

When planning, educators need to consider how the academic task connects with what students have learned previously and to the larger instructional unit as a whole. These connections are vital in helping students construct a schema for their learning. If an academic task is not connected to specific learning objectives and content previously taught, students will struggle to see the relevance and lose interest.

Without appropriate planning for pre-reading, opportunities to maximize student learning and understanding are likely to be missed. The concept of activating prior knowledge as part of the reading process is included in most seminal modern theories of reading comprehension (Anderson & Pearson, 1984; Paul, 2014; Spivey, Richardson, & Gonzalez-Marquez, 2005; Woloshyn, Pressley, & Schneider, 1992). This is because prior knowledge provides what reading experts call a schema, which helps students think about new information in a specific way. The schema supplies important context for the successful completion of a task. This very critical context is often assumed by the educator, but it may not be known to the student unless it is made explicit.

For example, think about the following Robert Francis poem, "The Base Stealer":

> Poised between going on and back, pulled
>
> Both ways taut like a tightrope-walker,
>
> Fingertips pointing the opposites,
>
> Now bouncing tiptoe like a dropped ball
>
> Or a kid skipping rope, come on, come on,   5
>
> Running a scattering of steps sidewise,
>
> How he teeters, skitters, tingles, teases,
>
> Taunts them, hovers like an ecstatic bird,
>
> He's only flirting, crowd him, crowd him,
>
> Delicate, delicate, delicate, delicate - now!   10

What if readers, without knowing the title of the poem, were now asked to explain to a group of their peers what this poem was about? How many different explanations might there be? Is the poem about a circus act? …A tug-of-war? …Children playing a game of tag? Although all of those could be plausible, none of them are correct. In many cases, reading occurs in this way. Students are asked by educators to dive right into a text before activating critical prior knowledge.

Now, let's presume an educator seeking to teach this poem planned more carefully for pre-reading. The steps might be:

1. Ask students to first analyze the title of the poem, "The Base Stealer," as a method of activating prior knowledge. What does the title mean? What could the poem be about?

2. Share a technical manual of baseball rules, with the idea in mind that the baseball rules would provide some important pre-text to this more challenging poem.

3. Show a highlight reel of some of the best base stealers in baseball history.

The level at which readers will comprehend the poem is likely going to be dramatically different based on this access to prior knowledge, or schema.

The same concept applies when students need to read and understand new texts in any discipline. Therefore, as educators are planning for reading, they should always be thinking, *"How am I going to help students connect this new learning to their prior learning so that they have the appropriate context to understand the new content?"*

Exercise Your Agency: How do I build background knowledge?

How to activate schemata by bringing in outside pieces to help students connect a new text or idea to something with which they are already familiar is a crucial decision that you will make as an educator. Putting thought and attention into the images, music, video clips, or other realia that will be brought in to activate students' schemata around an important topic makes all of the difference when it comes to students engaging with the text in a way that will maximize their comprehension and understanding.

INSTRUCTIONAL PRACTICE:
Brainstorm: Connecting to Prior Knowledge

The intent of connecting to prior knowledge is to "activate" schemata so that deeper connections can be made with texts. To achieve the goal of students eventually becoming independent, highly skilled readers, it is important for educators, and eventually students, to learn how to activate prior knowledge before engaging in the reading of new texts.

Instructional Goal

- Students will use this instructional routine to think about how selected texts relate to the larger context of their learning, the learning objectives, academic thinking skills, academic tasks, and/or other texts.

Resource

- *Brainstorm: Connecting to Prior Knowledge* (Educator Resource)

Preparation for Instruction

- Determine which questions should be answered by the instructor when planning to build prior knowledge for reading and which questions should be answered by students as part of the gradual release of responsibility for the Planning for Reading phase of the critical reading process.
- Have a clear learning objective for the overall lesson and specific academic thinking skills that will be drawn upon in the reading of the text.
- Identify previous content material and/or texts that have been read so that a connection to these texts can be determined.
- Identify where students are in the gradual release of responsibility for Planning for Reading as well as whether this instructional practice will be modeled with the entire class, in small groups, or with students reflecting on planning individually.

Instructional Strategies

- Respond to the selected prior-knowledge brainstorming questions and think about how the chosen texts fit within the broader context of the instructional unit.
- Select the pre-reading strategies from Chapter 4: Pre-Reading that will work best to connect the new texts to prior texts and other prior knowledge.
- Determine key content-specific or general academic vocabulary that is critical to know prior to reading or that will be developed while reading the texts. (See Chapter 5: Building Vocabulary for some ideas for how to develop vocabulary.)
- Using the gradual release of responsibility model outlined in Chapter 1, take students through the predetermined brainstorming questions using "I do," "We do," "We do together," and "You do."

Variations

- Educators can add brainstorming questions as they see fit.
- Students can generate some of their own questions that will help them consider how new texts connect to prior knowledge or fit into the broader scope of the learning experience.

Brainstorm: Connecting to Prior Knowledge

Thoughtful preparation for pre-reading on the part of the educator can help ensure that appropriate considerations have been made to help students activate prior knowledge and connect the chosen texts to the larger context of the learning experience. The following questions can be used after a text has been selected to provide guidance to students in connecting new texts to prior knowledge and the overall instructional unit. As students become proficient with this skill, these questions can be answered by students working with partners, in small groups, or independently. Scaffolding this process through the use of word banks, response frames, and academic thinking skills is recommended.

1. What new texts need to be read to build background knowledge?

2. How do the texts fit into the overall instructional unit or overall learning experience?

3. What are the learning objectives associated with the new texts? What are students supposed to be able to do with the texts?

4. Which academic thinking skills will students develop while reading the texts? How will they do so?

5. What academic tasks are associated with reading the texts?

6. What previously taught content and/or prior knowledge is connected to the new texts? How so?

7. What pre-reading strategies are needed to activate prior knowledge so that the text can be understood at a deeper level? (See Chapter 4: Pre-Reading for suggestions.)

8. What key content-related or general academic vocabulary do students need to know prior to reading the texts?

INSTRUCTIONAL PRACTICE:
Read Like a Content Expert

Reading context really matters; readers who don't have the appropriate context established will approach texts in dramatically different ways depending on their perception of the purpose for reading. The reading strategies that a skilled reader chooses to use are highly dependent on the purpose for reading and the disciplinary lens they are reading through. This activity is designed to help students brainstorm how they might approach strategic reading from various lenses. In other words, they will analyze what it means to "read like a content expert."

Instructional Goal

- Students will be able to identify the disciplinary literacy lens and strategies needed for approaching a text.

Resources

- *Literacies Within the Disciplines* (Educator Resource)
- *Read Like a Content Expert* (Student Resource)

Preparation for Instruction

- Review *Educator Resource: Literacies Within the Disciplines* for a refresher or develop talking points around how mathematicians, or historians, or scientists, or authors read, write, and think.
- Determine groups of four to six students and prepare materials (e.g., markers, handouts).
- Determine the "content expert" lens that will be used for this activity. In a content-specific classroom like math or science, students will practice reading like a mathematician or scientist. In a multiple-subject elementary classroom, students will practice reading like a content expert as determined by the content that they are studying (e.g., history, art, literature).

Instructional Strategies

- Hand out copies of *Student Resource: Read Like a Content Expert* or have students create their own version.
- Students will work together in groups of four to six, brainstorming ideas for what it means to "read like a content expert." They should record these ideas on notepaper or in a digital format. Examples may include mathematician, scientist, writer, historian, or critic/peer reviewer.
- In elementary classrooms, students will use the blank outline of a person on *Student Resource: Read Like a Content Expert* (or on their own paper) to demonstrate what it means to "read like a content expert." Students can add text, images, or any other features that help them clearly demonstrate their thinking. Students may complete this individually or in groups.

- After they have created the visual, have elementary students collaborate to generate a written reflection on what it means to "read like a content expert." This can go on the bottom of the handout or on a separate sheet of paper. The reflection can be also be used in secondary and higher education settings as a guide when studying different disciplines.
- Ask groups to present their ideas of what it means to "read like a content expert" while the educator creates a master list on the whiteboard or on chart paper. These ideas will become the foundation for the lens that students will use as they approach reading texts as a "content expert" within the chosen discipline.

Extensions

- Younger students can keep their notes from this instructional practice in the cover of their binders or notebooks as a reminder of the skills and strategies needed for reading within a particular content area or discipline.
- Post the class definitions of what it means to "read like a content expert" as a regular reference for students.
- Post student work around the learning environment as a reminder for future reading assignments.

Exercise Your Agency: What does it mean to read, write, and think like a content expert?

There is content that we are required to teach as part of grade-level standards, to align with district-adopted curriculum, and to prepare students for high-stakes tests. However, one of the most important things we can do as educators is teach students how to speak, read, write, and think like content experts. We might not have a choice in the curriculum that we are required to teach; however, we can use the content and curriculum that is required as an opportunity to exercise our agency as we teach students to engage with texts as content experts.

Literacies Within the Disciplines

What are literacies within the disciplines? The following lists for each of the major content areas, while not comprehensive, can act as a starting point through which communities of teachers can begin to think in terms of disciplinary literacy.

	Read	**Write**	**Think**
Science	*When scientists read, they…* • Ask "Why?" more than "What?" • Interpret data, charts, and illustrations. • Seek to understand concepts and words. • Determine validity of sources and quality of evidence. • Pay attention to details.	*When scientists write, they…* • Use precise vocabulary. • Compose in phrases, bullets, graphs, or sketches. • Use passive voice. • Favor exactness over craft or elaboration. • Communicate in a systematic form.	*When scientists think, they…* • Tap into curiosity to create questions. • Rely on prior knowledge or research. • Consider new hypotheses or evidence. • Propose explanations. • Create solutions.
History	*When historians read, they…* • Interpret primary and secondary sources. • Identify bias. • Think sequentially. • Compare and contrast events, accounts, documents, and visuals. • Determine meaning of words within context.	*When historians write, they…* • Create timelines with accompanying narratives. • Synthesize information/ evidence from multiple sources. • Emphasize coherent organization of ideas. • Grapple with multiple ideas and large quantities of information. • Create essays based on argumentative principles.	*When historians think, they…* • Create narratives. • Rely on valid primary and secondary sources to guide their thinking. • Compare and contrast or ponder causes and effects. • Consider big ideas or inquiries across long periods of time. • Recognize bias.
Math	*When mathematicians read, they…* • Use information to piece together a solution. • Look for patterns and relationships. • Decipher symbols and abstract ideas. • Ask questions. • Apply mathematical reasoning.	*When mathematicians write, they…* • Explain, justify, describe, estimate, or analyze. • Favor calculations over words. • Use precise vocabulary. • Include reasons and examples. • Utilize real-world situations.	*When mathematicians think, they…* • Consider patterns. • Utilize previous understandings. • Find connections. • Estimate, generalize, and find exceptions. • Employ mathematical principles.
English Language Arts	*When students of English read, they…* • Understand how figurative language works. • Find underlying messages that evolve as a theme. • Assume a skeptical stance. • Pay attention to new vocabulary or words used in new ways. • Summarize and synthesize.	*When students of English write, they…* • Engage in a process that includes drafting, revising, and editing. • Use mentor texts to aid their writing craft. • Pay attention to organization, details, elaboration, and voice. • Rely on the feedback of others. • Avoid formulaic writing.	*When students of English think, they…* • Reflect on multiple texts. • Ask questions of the author. • Consider research or others' ideas. • Discuss ideas and themes. • Argue both sides of a point.

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Read Like a Content Expert
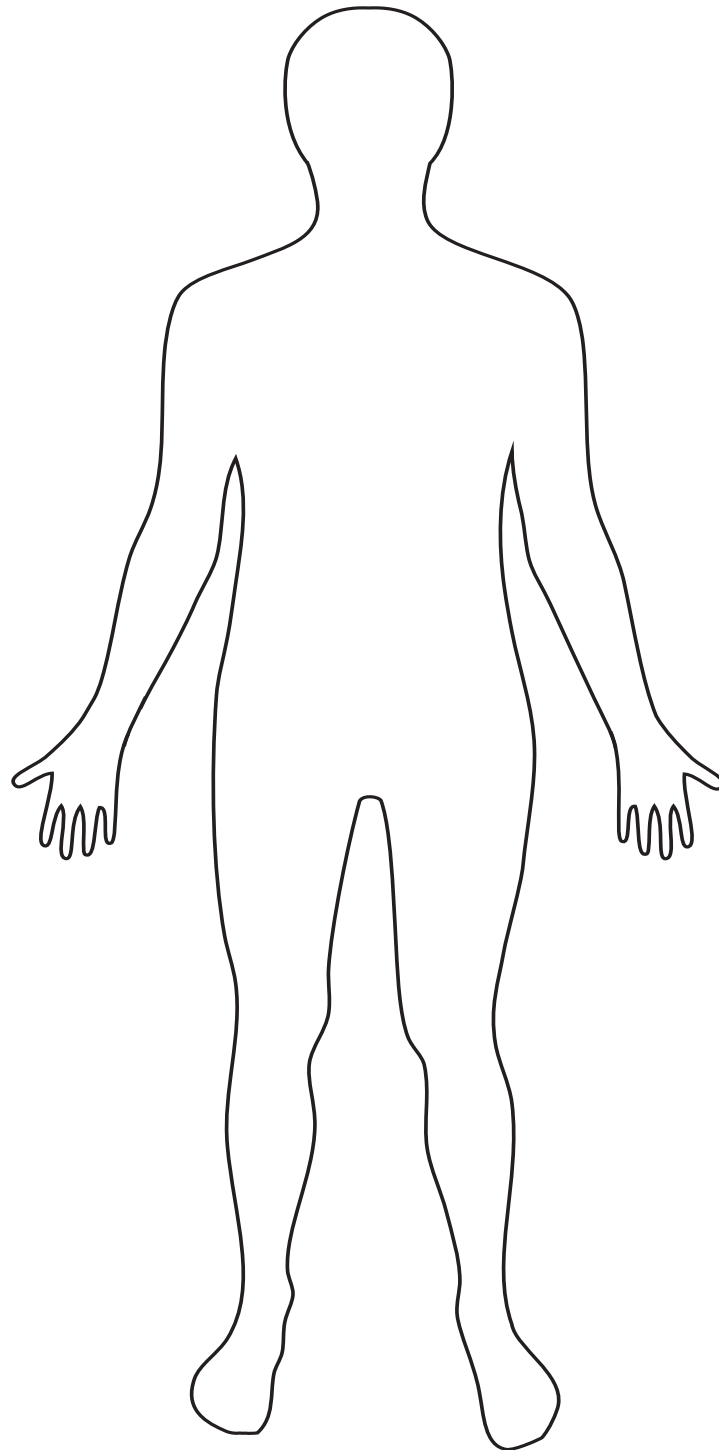
Reflection: What does it mean to "read like a _____"? What should a _____ circle? What should a _____ underline? How should a _____ write in the margins? What other strategies should a _____ use while reading?

AVID Site Team Connection: Applying *Planning for Reading* Schoolwide

Educators need opportunities for collaboration and input from colleagues. The AVID Site Team is one of the key elements in circulating high-leverage strategies and core beliefs across a campus. When a Site Team unites around the importance of planning for reading as step one of the critical reading process and sees the power in teaching students how to become proficient in this skill—while also building collaboration opportunities into scheduled meeting times and supporting one another in assigning value to planning a strategy for reading being taught within each content area or discipline—there is no limit to the positive outcomes that are possible on a campus.

INSTRUCTIONAL PRACTICE:
Collective Commitments

Critical reading strategies should be used by all educators on a campus as a means of developing the literacy skills that students need within each given discipline. This schoolwide practice can help campuses deliberately align the critical reading strategies that students will learn across disciplines.

Instructional Goal

- Educators will collaborate to create cross-grade and/or cross-discipline alignment of critical reading strategies used across an entire campus.

Resource

- *Cross-Grade or Cross-Discipline Collective Commitments Template* (Educator Resource)

Preparation for Instruction

- Have representation from all grade levels and/or departments where articulation work is being done.
- Keep the end results of the expected student skills/attributes in mind.
- Commit to approaching this work with the thought *"What is best for students during their education at our school?"* and not *"What is most comfortable/familiar for me as a teacher?"*
- Be willing to adjust or alter some personal processes and systems when a more consistent (i.e., holistic) system can be put in place to make skill development smoother for the students from year to year.
- Work to make sure that each grade level begins with the skills from the previous grade level and knows what skills will need to be in place for the next grade level.
- Trust that the teachers in the previous grade levels or other departments have been doing their part, and will continue doing so, in student preparation.
- Have rigorous but realistic goals about what skills can be developed in each level/department.
- Think of systems and processes that will make students' transitions from year to year and department to department easier.
- Try to move skills and strategies to the lowest levels where they can realistically be accomplished, keeping in mind what is developmentally appropriate and differentiated for all students.

Instructional Strategies

- Gather a team of educators who represent each grade level or discipline on your campus.
- Become familiar with the intent of *Educator Resource: Cross-Grade or Cross-Discipline Collective Commitments Template*.

- Decide whether skills will be articulated by grade level or discipline. Use the corresponding format to create your team's collective commitment.
- Determine the critical reading skills that will be a schoolwide focus. Place these skills in the header of each column.
- If using the cross-grade-level articulation model, begin by determining the expectations for the highest grade level and then work backward to vertically articulate expectations for each of the lower grades. If using the cross-discipline articulation model, determine the expectations within each discipline.
- Share a draft of your collective commitments with key stakeholders and ask for constructive feedback. Revise as necessary.
- Publish/share the collective commitment with all educators on the campus to clarify expectations for teaching critical reading strategies.

Variation

- The models provided are examples of how a collective commitment might look. Sites should modify the format in whatever way necessary to meet their own needs.

Cross-Grade or Cross-Discipline Collective Commitments Template

The guiding concept behind this tool is that critical reading strategies are practices that all educators on a campus will commit to using. This collective commitment should be thoughtfully developed by representative educators for their campus.

Sample Cross-Grade Collective Commitment

Specific skills will need to be identified by the stakeholders creating this commitment. The skills listed in this table are merely examples and are not intended to dictate the skills your Site Team should identify as essential. Although educators will likely teach other skills, the skills that appear in this collective commitment should be viewed as the "nonnegotiable" skills that all educators on a campus will teach.

Start with where you would like the highest grade level to be, then work backward.

Grade	Skill 1: Marking the Text	Skill 2: Developing Vocabulary	Skill 3: Summarizing Texts	Skill 4: Writing in the Margins	Skill 5: Citing Evidence
6th	Students will independently decide how to mark a text to fit a particular reading purpose.	Students will independently use their resources to identify and define unfamiliar words encountered while reading. Students will independently keep a vocabulary journal of unfamiliar words.			
5th	Students will collaboratively decide how to mark a text to fit a particular reading purpose.	Teachers will model inside/outside strategies for defining unfamiliar words encountered while reading. Students will begin to work independently to use inside/outside vocabulary strategies for defining unfamiliar words. Students will have guided practice in keeping a vocabulary journal.			
4th	Teachers will model the decisions that readers make when choosing particular marking strategies for a particular reading purpose. Students will participate in guided practice of marking the text and making their own marking decisions.	Teachers will model inside/outside strategies for defining unfamiliar words. Students will work collaboratively to practice inside/outside vocabulary strategies with texts. Students will use three-column notes to keep track of unfamiliar words.			

Grade	Skill 1: Marking the Text	Skill 2: Developing Vocabulary	Skill 3: Summarizing Texts	Skill 4: Writing in the Margins	Skill 5: Citing Evidence
3rd	Teachers will model the practice of marking the text with predetermined reading tasks. Students will participate in guided practice of marking the text using the predetermined reading tasks.	Teachers will model how to identify unfamiliar words and how to use resources to define unfamiliar words. Students will begin logging unfamiliar words in two- or three-column notes.			
2nd	Teachers will model the practice of isolating key information with the use of one or two marks or highlighting. Students will participate in guided practice to make one or two marks or highlights in texts.	Teachers will identify potentially unfamiliar words for students and model how to define the words. Some definitions might be provided for students. Students will use the Frayer Model to define words and create word walls to keep track of relevant vocabulary.			
1st	Teachers will model the practice of isolating key information with a highlighter. Students will participate in guided, often collaborative, practice in highlighting some key information in texts (images are okay, if appropriate).	Teachers will identify and define unfamiliar words that students might encounter in a text. Students will work collaboratively using the Frayer Model to define key words and create word walls to keep track of relevant vocabulary.			
K	Teachers will model through discussion the practice of identifying key information in an image. Students will work collaboratively to isolate key information from images.	Teachers will model the spelling and writing of key vocabulary, and students will practice the writing and spelling of key vocabulary. Sometimes, students may highlight key letters, numbers, or words in texts.			

Sample Cross-Discipline Collective Commitment

Specific skills will need to be identified by the stakeholders creating this commitment. The skills listed in this table are merely examples and are not intended to dictate the skills your Site Team should identify as essential. Although educators will likely teach other skills, the skills that appear in this collective commitment should be viewed as the "nonnegotiable" skills that all educators on a campus will teach.

Think about how students will experience these learning opportunities from a schoolwide perspective. Schoolwide doesn't mean that everyone is required to teach everything. However, you should ask, *"As students move throughout their day, are they being exposed to a complementary set of strategies appropriate to each department?"* Also notice that the column for "Skill 1: Marking the Text" differentiates the strategy by content where appropriate. However, all departments, except for world languages, can commit to the same goal for "Skill 2: Developing Vocabulary" due to the universal nature of the skill.

Discipline	Skill 1: Marking the Text	Skill 2: Developing Vocabulary	Skill 3: Summarizing Texts	Skill 4: Writing in the Margins	Skill 5: Citing Evidence
English Language Arts (Read Like a Writer)	At least once per week, students will mark literary and nonfiction texts in order to isolate key information related to an author's choices, such as claims, evidence, and rhetorical devices.	Educators will model inside/outside vocabulary definition strategies for unfamiliar words. Students will keep a journal (digital or paper) of unfamiliar vocabulary words related to the content area. The Frayer Model will be used to create unit-based vocabulary word walls for key terms within a unit.			
Social Studies (Read Like a Historian)	At least once per week, students will mark historical texts in order to isolate key information related to specific analytical purposes, such as understanding sequence, cause and effect, and historical context.	Educators will model inside/outside vocabulary definition strategies for unfamiliar words. Students will keep a journal (digital or paper) of unfamiliar vocabulary words related to the content area. The Frayer Model will be used to create unit-based vocabulary word walls for key terms within a unit.			
Physical Sciences (Read Like a Scientist)	At least once per week, students will mark scientific texts (such as research articles, textbooks, news articles, graphs, charts, or tables) to isolate key information related to specific analytical purposes, such as interpretation, evaluation, and justification.	Educators will model inside/outside vocabulary definition strategies for unfamiliar words. Students will keep a journal (digital or paper) of unfamiliar vocabulary words related to the content area. The Frayer Model will be used to create unit-based vocabulary word walls for key terms within a unit.			

Discipline	Skill 1: Marking the Text	Skill 2: Developing Vocabulary	Skill 3: Summarizing Texts	Skill 4: Writing in the Margins	Skill 5: Citing Evidence
Math (Read Like a Mathematician)	At least once every week, students will mark mathematics texts (such as textbooks, data displays, word problems, or news articles) in order to isolate key information related to specific analytical purposes, such as understanding and summarizing processes, interpretation, comparison, evaluation, and justification.	Educators will model inside/outside vocabulary definition strategies for unfamiliar words. Students will keep a journal (digital or paper) of unfamiliar vocabulary words related to the content area. The Frayer Model will be used to create unit-based vocabulary word walls for key terms within a unit.			
World Languages (Read Like a Linguist)	At least once per week, students will mark texts in languages other than their Language 1 (L1) in order to isolate key information related to specific analysis purposes, such as identification of parts of speech, identification of key vocabulary words, and interpretation of meaning.	Educators will help students build key vocabulary within the context of learning a language. Students will keep a journal (digital or paper) of unfamiliar vocabulary words related to the content area. The Frayer Model will be used to create unit-based vocabulary word walls for key terms within a unit.			
CTE/Fine or Performing Arts (Read Like a _____)	At least once per week, students will mark texts in relation to appropriate topics in order to isolate key information.	Educators will model inside/outside vocabulary definition strategies for unfamiliar words. Students will keep a journal (digital or paper) of unfamiliar vocabulary words related to the content area. The Frayer Model will be used to create unit-based vocabulary word walls for key terms within a unit.			
Elective Classes (Read Like a _____)	At least once per week, students will mark texts in relation to appropriate topics in order to isolate key information.	Educators will model inside/outside vocabulary definition strategies for unfamiliar words. Students will keep a journal (digital or paper) of unfamiliar vocabulary words related to the content area. The Frayer Model will be used to create unit-based vocabulary word walls for key terms within a unit.			

Post-Reading Reflection Questions

- Do the texts that students read align to the academic task?

- How will I plan for reading when students must read a text?

- How will I plan to meet the diverse reading needs of my students?

- How will I identify the academic thinking skills necessary for students to read competently and confidently in my content area?

- How did I refine my method for intentionally identifying reading strategies that will help students successfully accomplish the purpose for reading?

K–2 Post-Reading Reflection Questions

- Does the text selected align to the academic task?

- Do I consider my students' prior knowledge when planning for reading?

- What steps will I take as I plan for reading?

- How do the academic task and selected reading fit into the larger instructional unit?

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Selecting the Text
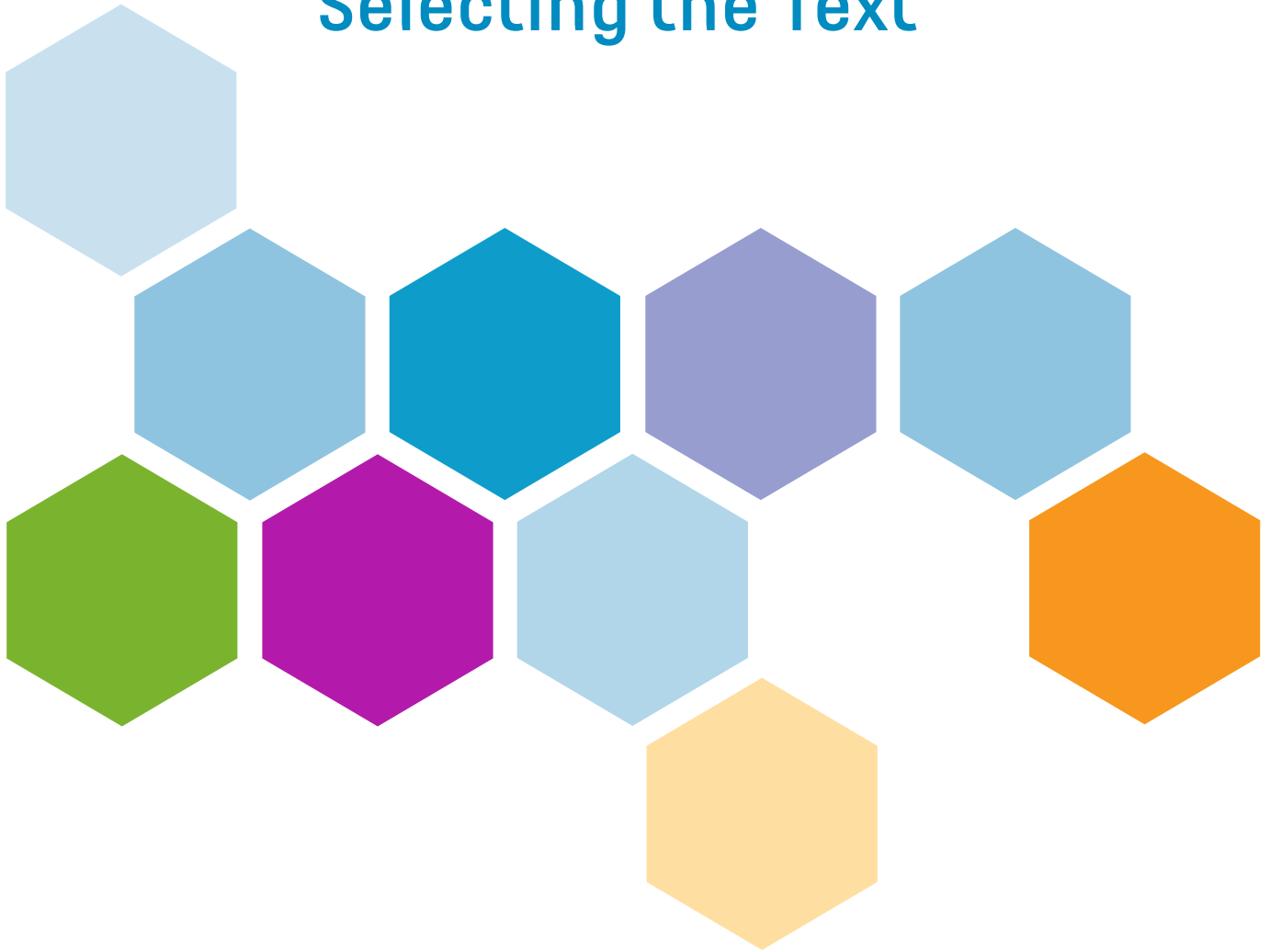
Visit the *AVID Reading for Disciplinary Literacy* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

Most educators, at some point in their career, have had their students ask, "Why do we have to read this?" This is an opportunity to model thinking, kickstart the inquiry process, and begin the slow journey toward students' purposeful selection of text. In an analysis of more than 2 million data points from across the nation, learning sciences researchers looked at the frequency with which educators used specific instructional strategies. Of the observed lessons, 58% were focused on helping students interact with new content, 36% focused on helping students practice and deepen knowledge, and less than 6% were devoted to the highest level of cognitive complexity, including examining errors in reasoning, engaging in cognitively complex tasks involving hypothesis generation and testing, examining similarities and differences, revising knowledge, and elaborating on new information (Marzano & Toth, 2014). The texts selected by educators to introduce and deepen students' understanding of new content are paramount to learning. However, we can't discount the importance of selecting texts that accomplish all of the above. When educators invite students into the text-selection process—teaching them how to do so in a way that aligns with disciplinary literacy in math, science, or any other content area—the move from teacher-centered instruction to classrooms where the teacher steps back to the role of skilled facilitator occurs. As educators guide students to take ownership of their own learning, creating a learning environment where students wrestle with new content and build stamina to reach higher levels of thinking, the question "Why do we have to read this?" is answered by the students.

This chapter is organized around the concept of the ideal text. As illustrated in the graphic below, the ideal text incorporates six criteria for educators to consider before selecting the appropriate text.

- Text is challenging but manageable (**rigorous**)
- Text is **culturally relevant** or of high interest
- Text develops **key content** and/or **academic thinking skills**
- Text contains a **balance** of perspectives or **multiple viewpoints**
- Length of text is appropriate for the purpose
- Whether digital or traditional, the format allows for **interacting with the text**
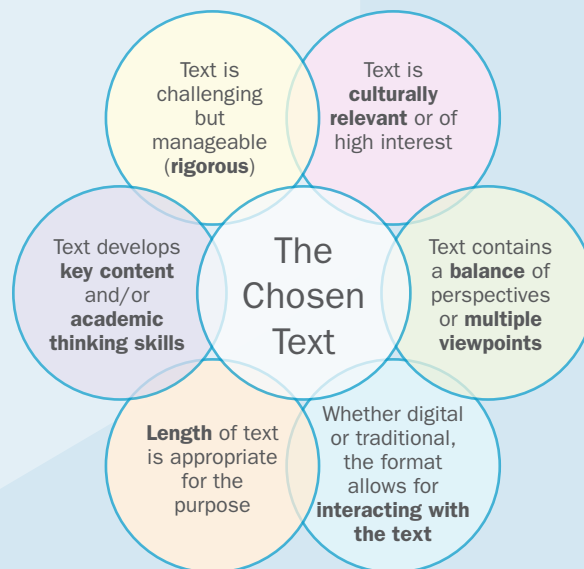
The Chosen Text

The Ideal Text

This graphic represents the features of the **ideal** chosen text. We know that every text can't meet all of these criteria; however, a text should meet at least three or four of these areas if an educator plans to use it with students. If the educator has no choice in the text they must use, they should think about other texts or resources that can fill in the missing areas as complementary texts.

If educators want students to be interested in the content for which they have a passion, they need to possess the tools to answer that aforementioned question: "Why do we have to read this?" Clearly defining valid reasons for using a selected text will help make the answer to this question simple and relevant to students.

It is understood that in some cases, educators are given the freedom to choose their texts, but in other cases, texts are chosen as a set part of the curriculum. In cases where there is little flexibility in what text is chosen, educators can still exercise some freedom in how the text is presented to students and in selection of other complementary texts that can be paired with the required reading. We refer to this as **exercising your agency** and include recommendations for doing so throughout the chapter. In both situations, the six areas reflected in the graphic on the previous page indicate the factors to take into consideration while selecting a text. This chapter outlines classroom instructional practices to help educators contemplate the six areas of the ideal text prior to assigning a reading, as well as strategies to help educators engage their students in the process of text selection.

Chapter 3 Objectives

As a result of interacting with this chapter, educators will be able to:

- Identify criteria for selecting appropriate content-related texts and teach the skill of text selection to students through modeling and the gradual release of responsibility.
- Match the abilities of students with the rigor of the chosen text and purpose for reading, keeping the Zone of Proximal Development in mind.
- Empower students to select texts as part of building inquiry and as a foundation for lifelong learning.
- Exercise their agency to enhance students' engagement when confronted with required texts.

Pre-Reading Reflection Questions

- How do I ensure that the texts my students read are rigorous?
- When selecting texts, how do I choose ones that connect to prior and future content, while also reflecting on the purpose of the text?
- When selecting texts, what considerations do I make regarding the reading skills that will need to be modeled for students and then gradually released?
- How do I empower students to be curious readers who will eventually select texts based on their own interests?

K–2 Pre-Reading Reflection Questions

- How can the selected text be used to model what good readers do?
- When selecting a text, how do I use students' interests and experiences to make reading meaningful?
- How can young students be taught to select texts that are within their Zone of Proximal Development?

Guiding Principles

- Student success comes from challenging students with rigorous texts and then providing the right scaffolds for accessing the content.
- Through explicit instruction and modeling of content-expert thinking, students can appropriately select texts as content experts.
- Students need access to culturally relevant texts and texts that provide differing perspectives to build their global awareness.
- Students need exposure to digital texts and to learn how to successfully engage with them.
- Educators always have agency, including when texts are selected for them, and should exercise that agency.

Selecting a Rigorous Text

One of the first considerations to be made when choosing an appropriate text is the level of rigor, or whether the text is appropriately challenging for your students. Research shows that for students to continually grow, they need to be pushed beyond their current abilities into what is called the Zone of Proximal Development (ZPD; Vygotsky, 1978).

Vygotsky, an education researcher, explained the ZPD as follows:

> The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (p. 86)

Essentially, the ZPD is the "sweet spot" just outside the realm of what students can already do on their own. For math teachers, it might be easier to think about the ZPD in terms of a simple expression. If x equals what students can already do, then the ZPD would be $x + 1$, or what students can already do independently *plus* one level higher.

Another way to think about the ZPD is in terms of the Goldilocks effect (Trenchard-Seys, 2010). Just like Goldilocks in "Goldilocks and the Three Bears" having to continually choose between not having enough, having too much, or having just the right amount of something, the ZPD can be thought of as having "just the right amount" of rigor.

Zone of Proximal Development
(Learner can do with guidance)

Learner can do unaided

Learner cannot do
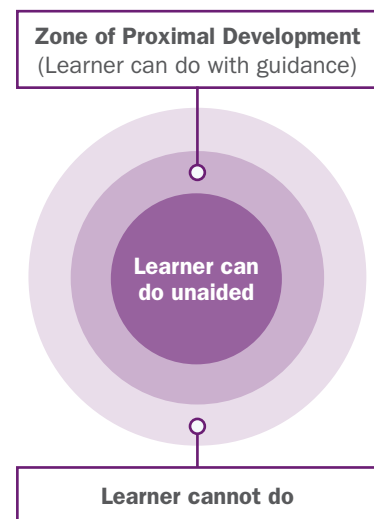
As important as it is to find the right balance of rigor in text selection, students ultimately need to be challenged. As Marzano and Toth (2014) stated:

> Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways. (p. 15)

Educators need to reflect on their practices and determine if the texts they select for their students are rigorous or if they have selected easier texts because students struggle with reading. If students are not challenged, they will not grow. When the right text appears too rigorous for the class, appropriate scaffolds are necessary for students to struggle but ultimately achieve academic success through reading. A far more powerful gauge for students' engagement with rigorous texts is for students to understand the challenges that they face in reading and what the next level of rigor looks like for them. The following instructional practice and resources are the first step toward empowering students to develop ownership of their growth as readers.

> " *What a child can do with assistance today, she will be able to do by herself tomorrow.* "
>
> Lev Vygotsky

Exercise Your Agency:
What if the required text is not challenging enough?

Often a required text is not challenging enough for students; if so, consider making the task that students complete with the text more challenging. For instance, if students are required to read a lab safety manual in chemistry, but the manual is written at a fifth-grade level, have students create their own version of a manual to share with future students in the course. Students can conduct research on other safety manuals in the field and use that information to develop an even better manual.

In addition, consider adding supplemental texts that are more challenging. Using the example above of a chemistry lab safety manual, augment the safety manual reading with an article or a historical account of a major preventable disaster. Students can analyze the situation to determine "what went wrong" (e.g., the Chernobyl disaster of 1986, as discussed by the United States Nuclear Regulatory Commission). They could then use the supplemental text to create an action plan ensuring that the "disaster" would never happen again while still making connections to workplace safety and its importance.

Selecting a Rigorous Text

Student selection of texts begins with empowering students to reflect on their own reading development and providing them with the tools needed to choose a text appropriate for their learning and reading level.

Instructional Goal

- Students will be able to distinguish between different levels of a text to select a challenging, but manageable, text for themselves.

Resources

- *Selecting a Rigorous Text Template* (Educator Resource)
- *Selecting a Rigorous Text Reflection Questions* (Student Resource)

Preparation for Instruction

- Select three texts that each deal with the same content but are written at different levels of difficulty. Prior to selecting texts, refer to *Educator Resource: Selecting a Rigorous Text Template* for guidance.
- Identify what criteria is important for students to consider when reading each of the texts. This may include vocabulary (academic and content-specific), content-specific thinking applied to the text, length of text, validity of information, or publication date.

Instructional Strategies

- Provide students with information outlining the details that they should be looking for in each text.
- Using the identified criteria for text selection, conduct a Think-Aloud to model interacting with the text.
- Have students read each of the texts and track the use of the various identified criteria for each text.
- Pass out *Student Resource: Selecting a Rigorous Text Reflection Questions* to students and have them review the posed reflection questions.
- Students then select and write a reflection on which text is most appropriate for them, through the lens of the questions from the resource.

Selecting a Rigorous Text Template

Before students can select an appropriate text, the instructor needs to reflect on what information is appropriate for the lesson and the students. Educators can use the following questions to determine what they find appropriate for their students and what criteria they want their students to reflect on as they read each text.

1. What academic vocabulary is used in the text?

2. What content-specific vocabulary is used in the text?

3. What prior knowledge is needed to comprehend the text?

4. What academic thinking skills are applied in reading the text?

5. How valid is the information in the text?

6. What evidence is provided in the text?

7. What is the source of the text?

8. When was the text published?

Criteria	Text One	Text Two	Text Three

Considering the information gathered for each text, which text is most appropriate for your class and this assignment?

Selecting a Rigorous Text Reflection Questions

Whether you are charting text criteria on a handout or marking each text, you should be mindful of the following questions.

1. What vocabulary did I struggle with?

2. What content vocabulary was new to me?

3. Was the text confusing because I was unfamiliar with the material?

4. What new things did I learn?

5. Do I need to reread the text to explain it to a classmate?

6. How would an expert in this field use this text?

Selecting Text Through Content and Academic Thinking Skills

Academic thinking skills are the heart of disciplinary literacy, and the development of these skills through the critical reading process is essential. There is a shift within 21st century classrooms to no longer view educators as repositories of knowledge but rather as builders of skills. To this aim, determining which academic thinking skills are relevant to a text, when to introduce the skills, and how to apply them throughout a unit of study are critical components of text selection.

Approaching each text as a content expert and reflecting on the merits of the text through the lens of disciplinary literacy are vital if students are to become proficient readers within a discipline. When reflecting on the selected text, educators should ask:

- What thinking skills are required for engaging with the text?
- What thinking skills can be applied to the text?
- What thinking skills have students developed toward becoming content experts?
- Do the thinking skills most appropriately applied to the text match the Extending Beyond the Text activities?

Reflecting on the text as a content expert will help ensure that the most appropriate text is selected, but more importantly, instructors should pass this practice on to their students. A scaffolded approach to understanding text through the lens of a content expert will also help students master those skills and become content experts themselves.

Exercise Your Agency:
What if the required text does not go deep enough into the content?

One way to exercise your agency and provide an opportunity for students to further develop disciplinary literacy is through the addition of supplemental texts that help students dive deeper into content. If the required text does not go deep enough to provide students with sufficient knowledge of key content, then finding complementary texts may be necessary. For example, textbooks are notorious for "glossing over" very complex ideas and concepts. In a history class, supplement the reading with a primary source document that provides an alternative perspective or account for the complexity of historical events; this is an essential practice for ensuring that students develop their ability to read like a historian. Math textbooks tend to be problem-based and disconnected from how a math concept can be applied in the real world. Consider bringing in real-world examples of mathematical concepts in action.

Integrating multimedia texts that explore the content in greater depth is another way to exercise your agency. A text can be represented in a multitude of mediums; incorporating images, graphs, documentaries, music, or audio recordings to provide deeper context and multiple perspectives can be of great benefit to the class.

Finally, consider having students critique the text as a content expert. Teach students to challenge the assumptions, question the language, and identify biases in the text as they assess the content of the reading.

INSTRUCTIONAL PRACTICE:
Text Purpose Audit

An assessment of a document through the lens of academic thinking skills is the first step toward incorporating the skills in a meaningful way. Start with a simple assessment tool to ask how each of the four academic thinking skills (apply, analyze, evaluate, and synthesize) relates to the text. If the unit of study requires multiple texts, connect the lessons to see if a synthesis of ideas leads to deeper understanding of the subject.

Instructional Goal

- Students will be able to select appropriate texts by assessing a text's effectiveness as a learning tool through the lens of a content expert.

Resource

- *Academic Thinking Skills Assessment Tool* (Student Resource)

Preparation for Instruction

- Determine what academic thinking skills are necessary for the unit of study as well as the level of competency students have in applying these skills to the course content.
- Select a text that is appropriate for the course or grade level and that also demonstrates academic thinking.
- Review the text and determine what academic thinking skills apply to the text and to what extent they are each used.

Instructional Strategies

- Introduce *Student Resource: Academic Thinking Skills Assessment Tool* to the class by having students review what it means to apply, analyze, evaluate, and synthesize as a content expert.
- Introduce the Essential Question: *Would a content expert choose this text to learn more about class content?*
- Engage students in a class discussion around what a content expert would be looking for in an ideal text.
- Begin by reading a portion of the text with the class, using a Think-Aloud to model analysis of the text and how to respond to the questions in S*tudent Resource: Academic Thinking Skills Assessment Tool*.
- Students work in small groups or with partners to review the remainder of the text and complete *Student Resource: Academic Thinking Skills Assessment Tool*.
- Student groups decide why they would or would not use the text and provide a written reflection for their decision based upon their understanding of the text's effectiveness as a learning tool through the lens of a content expert.

Academic Thinking Skills Assessment Tool

Academic Thinking Skills: Text Assessment		
Apply	Who is the author?	
	What is the context of the text?	
	What is the purpose?	
Analyze	What is the central idea?	
	What evidence is given?	
	How credible is the evidence?	
Evaluate	What are the strengths of the argument and ideas?	
	What are the weaknesses of the argument and ideas?	
	How effective are the argument and ideas?	
Synthesize	How does this text compare to other texts?	
	What conclusions can be drawn?	
	What is the significance of the text in relation to the unit of study?	

Length of Texts:
Determining When to Read the Whole Text Versus Excerpts

Using Reading Excerpts Appropriately

Reading text excerpts is appropriate when the whole text is either too long or there are sections of the text that are not relevant to the reading purpose for the text. For example, do students need to read all of *Frankenstein* to get a sense of Victorian cultural views on science and theology? A few key passages may be all that students need to study. If students are learning about Napoleon, is it necessary for them to read all 1,200 pages of *War and Peace*? Again, probably not. A short excerpt is probably enough.

If a text is too long in its original form, it is likely going to take more time to read than the available class time allows. Since it is important to use class time efficiently, previewing the text and selecting only the excerpts of the text that convey the most essential content is crucial. These sections can then be studied in more depth, providing students with the key content from the text while simultaneously offering a more efficient use of time. If other contextual information is needed, brief summaries of sections that were not read in their entirety can be supplied.

Additionally, consider using excerpts of a text when the text contains large portions or sections that are not relevant to the purpose for reading the text. In this case, provide students with only the sections of the text that are directly relevant to the purpose in that they contain content that is connected to the learning outcome and, therefore, is the focus of learning.

Reading the Whole Text

Reading the whole text is appropriate when the length of the text is manageable or when student learning objectives can only be met by reading the text in its entirety. If the text's length is only a few pages, it is likely that reading the entire text is going to be appropriate. However, if the length of the text begins to extend beyond 10 pages or so, consider whether reading the entire text is necessary.

Determining the length of texts to read is directly tied to the purpose for reading and the associated learning objectives. If the objective is for students to build confidence in long-term sustained reading, then reading a longer text in its entirety is important. However, if the purpose is for students to glean a few key ideas from a text, then providing excerpts can accomplish that objective efficiently.

INSTRUCTIONAL PRACTICE:
Whole Text Versus Excerpt

Just as an instructor balances the demands of the content with instructional time when deciding how much of a text is read, it is also important that students develop their selective reading skills. A proficient reader in any discipline has developed techniques to filter out superfluous information, but students often become bogged down rereading a lengthy text, unable to determine what passages are critical. Whether students are reading a textbook, reviewing a lab report, or reading an article, they need instruction and guidance in developing their ability to selectively choose the most important excerpts in a text.

Instructional Goal

- Students will create a reading lesson by assessing a lengthy text, selecting the most important passages of the text, and creating both an Essential Question and text-dependent questions for the text.

Resource

- *Text Selection: Student Lesson Template* (Educator Resource)

Preparation for Instruction

- Model the thinking behind the selection of text excerpts that are used in the classroom throughout the school term.
- Select a text that is challenging but manageable for students without several scaffolds.
- Determine the grouping of students (e.g., pairs, triads, quads) and specific roles, if necessary.
- Determine how students will present their lesson to the class (e.g., delivering a small presentation to their peers, assigning another group to complete the created assignment).
- If digital copies of the text are available and approved, it will enable students to easily manipulate and work with portions of the text.

Instructional Strategies

- Have the class engage with the text through the critical reading process.
- If available and approved, distribute digital copies of the text and lesson plan template to student groups. (See *Educator Resource: Text Selection: Student Lesson Template* for an exemplar.)
- Students decide what portions of the text are most essential to understanding the entire text and copy those chunks onto a new digital document.
- Students remove any unnecessary sentences within paragraphs so that the selected text is no more than two thirds of the page.
- Students create an Essential Question for the text and text-dependent questions that reflect the use of content-specific thinking skills.
- Students provide a model answer for each question and the summary.
- Students present their lesson to the class.

Variations

- Provide the groups with more than one text so that the lessons reflect multiple perspectives.
- Divide the class in half and have each half read a different text. After completing the lesson, groups will have to complete each other's assignments.

Text Selection: Student Lesson Template

Title of Text:

Question	Response
Apply:	
Analyze:	
Evaluate:	
Synthesize:	

Summary

Interacting With Traditional and Digital Texts

After selecting the text for students to read, consider the best format in which to present the text. Think through the lens of, *"Is the format of the text going to allow students to easily interact with the text?"* For example, are there adequate spaces in the margins where students can write annotations? Is there space between paragraphs? Is the text consumable? When using nonconsumables, it will be necessary to get creative for students to interact with the text. In addition, considering the format in which the text is presented is especially important when using digital texts. When using digital texts, consider additional resources or software that allow for text interaction.

Research has shown that students who read digital texts directly on a website have a lower retention of information (Jabr, 2013). However, this is most directly caused by the distraction associated with embedded links and flashing advertisements. Student and adult learners alike are challenged to maintain focus on the text when faced with distractions. Digital technology can enhance students' abilities to do more as they interact with texts; however, the text needs to be presented in a digital format that is conducive to easy interaction. This feat is mainly accomplished by utilizing various software or applications that allow for editing, manipulating, or "writing" on digital texts. There are dozens of available options, but the best ones allow for interaction that treats the text like a virtual "piece of paper," granting students the freedom to do with the digital text what they would with a traditional "paper" text.

As students access digital texts, keep in mind the digital format of the text (i.e., is it best to give them the text as a digital picture, a PDF file, a Word document, or by other means?). It all depends on the software that students have available to them for interaction with the digital text, as some software works best with certain formats over others. Consultation with the school or district's educational technology experts to determine the best options is recommended.

When configuring the text for student interaction, it is important to provide clear and consistent formatting. Questions to consider include: How and where are questions placed in the document? Do students have a place to respond to the text? Is the format going to stay consistent throughout the school year? Clarity and consistency help both students and educators more easily interact with documents. If increasing collaboration is an important aspect of using digital texts, then student work should be displayed in a similar format across classrooms.

A text is **consumable** when students can write on or otherwise modify the physical or digital copy. A text is **nonconsumable** when students are not allowed to mark it up or modify it.

Exercise Your Agency: What if students do not have access to technology outside of the classroom?

The following dilemma is not uncommon: A digital classroom assignment runs too long, and students need to complete the assignment as homework. Keeping in mind that not all students have access to computers or the internet at home brings up the question of equity. Providing access to technology outside of the classroom for students requires planning both by individual educators and by the school community.

At the beginning of the school year, students and parents alike should be made aware of the likelihood of an occasional digital assignment requiring completion outside of the classroom. First, establish a classroom policy that students will have two to three days to complete digital assignments so they can make arrangements to complete their homework. If all else fails, be flexible and allow a paper version of the assignment to be submitted.

Second, a school site should ensure that technology is made available for students outside of the classroom. This might involve opening the library before and after school or keeping the library open during lunch hours. Another solution is working with the community's public library to provide students and their families with information regarding the resources available at the library.

INSTRUCTIONAL PRACTICE:
Formatting Texts for Reader Interaction

When considering the format in which to present the selected text to students, think about how students will need to interact with the text. In general, there should be enough working space around the text for students to easily interact with it, both within the body of the text and in the margins.

Instructional Goal

- Students will examine texts and determine the best formatting for interacting with the text according to the purpose for reading and how the content will be used.

Resources

- *Working With Textbooks and Other Nonconsumables* (Educator Resource)
- *Text Overlay: Making Selected Texts Work* (Educator Resource)
- Texts with a variety of formats (e.g., an article printed off the internet, a section of text from a textbook, a digital PDF)

Preparation for Instruction

- Identify a purpose for reading and select an appropriate text.
- Think through the best way for students to interact with the text and prepare Think-Aloud talking points to use with students.
- Determine how students will work with the text (e.g., as a whole group, in small groups, with a partner, independently).

Instructional Strategies

- Present students with the purpose for reading a selected text.
- Think aloud about what interaction will look like (e.g., marking, annotating, focused note-taking, using a graphic organizer).
- Identify a way of reformatting the text that will make interacting and curating the learning from the text possible, explaining why.
- Have students work in small groups, with a partner, or independently to determine the best way to format the text according to how they will interact with and use the information. Being able to explain or justify the reasoning behind their choice is crucial.

Working With Textbooks and Other Nonconsumables

Often, excellent textbooks and other course materials are only available as traditional nonconsumable, hard-copy texts. The problem is that students are not allowed to write in them. This is where educators need to get creative. Consider the format of an article pulled from the internet. Instead of simply printing the article directly from the internet and distributing it to students, an educator can copy and paste the article into a word processor, increase the font size, reformat the body to remove unrelated matter, and widen the margins and spaces between lines to make it easier to read the text.

The extra blank space allows for more interaction with the text as well as ease of reading. Taking the time to make a text more reader friendly also means that students can write in the margins, draw pictures, ask questions, and mark the text because there is ample space for them to do so. When selection of formatting is possible, it is always a good idea to think about what students will need to do with a text while reading it.

A few ideas to consider when using hard-copy textbooks and other nonconsumables are noted below.

1. *Can critical passages be photocopied so that students can practice interacting with the discipline-specific text?*

    Although K–12 students may not have the ability to write in the textbooks directly, when they are in college, they will likely own their textbooks. Developing the skills for interacting with texts in various disciplines will help them better prepare for interacting with similar texts in higher education.

2. *Can students interact with the text indirectly by taking focused notes?*

    Although students might not be able to write directly on provided texts, they can still carry over many of the same concepts into their focused notes. For example, if students need to write in the margins, circle key words, and underline main ideas, they can simply transfer these concepts into their notes as they read the text. Teaching students how to take two- and three-column notes while reading, so that there is a space for page and paragraph numbers, is crucial.

3. *Can students use text overlays to interact with the text?*

    Those thin sheets of paper used to grab doughnuts out of the plastic bins at the grocery store also make excellent tools for interacting with nonconsumable texts. The same is true for those clear sheet protectors found in many student binders or the boxes of overhead-projector transparency sheets that might be gathering dust in a supply closet. Educators can use any of these as "text overlays," enabling students to interact with nonconsumable texts.

For more information on note-taking and the various note-taking formats, visit the Core Strategies: Focused Note-Taking webpage on MyAVID (Curriculum tab → Core Strategies).

When using this method, it is critical that students correctly label their overlays with the text's title and page numbers, so that when they return to the reading, they can easily remember where to reinsert the overlays. It also helps if students mark the top corner of the page so that they can visualize where to align the overlay. Finally, teaching students to transfer what they learned to their notes before cleaning off the overlay is also crucial.
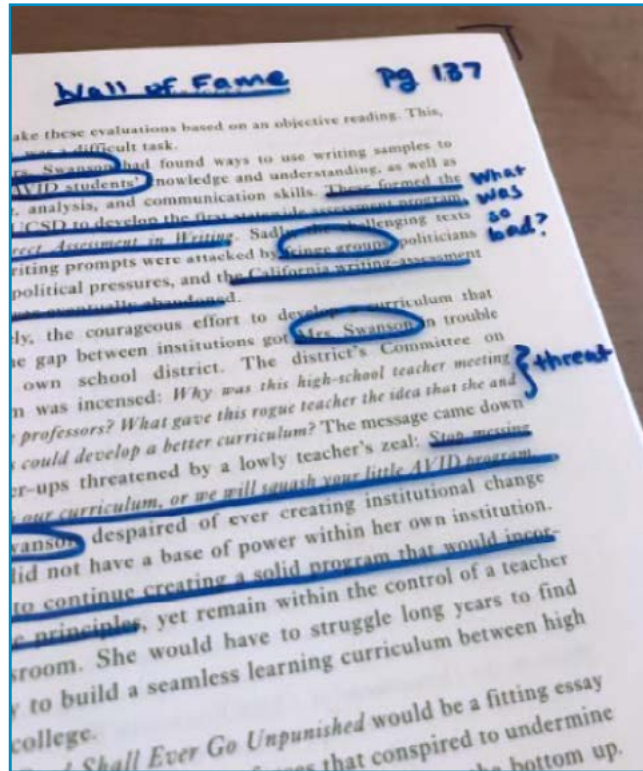
An example of "text overlay" with an overhead-projector transparency. Notice that the top corner of the page is marked and that the name of the text and page number are labeled. After students are done, the sheets can be wiped clean and reused.

4. *Can students create a digital copy of the text with which to interact?*

   Sometimes, an easy fix to interacting with nonconsumables is to create digital copies of the text that allow for digital interaction. Educators or students can simply take a digital photo or scan of the text and then use one of the dozens of applications available that allow for digital interaction with texts.

Text Overlay: Making Selected Texts Work

Type of Text	Objectives (Examples)	Ideas for Interaction
Argumentative	Identify the argument (author's claim and reasons).	Underline the claim. Number reasons. Circle ambiguous language.
Descriptive	Trace the storyline and determine major events.	Number the paragraphs. Underline action words or key events. Circle unknown vocabulary.
	Describe the main character.	Circle the main character's name. Underline distinguishing features. Star actions that illustrate the character's personality.
Expository	Understand how to solve a mathematical equation.	Circle action words. Number steps. Label operations.
	Determine the key points in an essay.	Use marking the text strategies. Double-underline the main idea. Underline supporting details. Circle key terms.

Balancing Perspectives and Providing Multiple Viewpoints

> *We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community—and this nation.*
>
> Cesar Chavez

Another consideration to make when selecting texts is the balance of perspectives within them. It is possible, and even likely, that multiple viewpoints might not be included within required texts. Providing a balanced perspective in the texts that students read might mean integrating additional texts and resources to provide multiple viewpoints.

Exercise Your Agency: What if the required text provides a one-sided or biased perspective?

If balance cannot be achieved with the required text, consider incorporating additional texts to achieve a balance. If perspectives are limited in the texts selected for students, perhaps multimedia texts can supplement to expose students to different perspectives or viewpoints. Consider the following:

- Is there a documentary that explores the issue from multiple viewpoints, and if so, can a few clips from it be used to complement the required text?
- Are there videos on the web that offer differing perspectives?
- Can images be used as texts to provide students with a broader context or other perspectives?
- Are there audio recordings of events or interviews that can help provide multiple perspectives?
- Are there podcast transcripts available on the topic?

Being Conscious of Bias in Texts

The truth is, all texts carry some level of bias with them, because they are created by humans who are inherently biased and bring varied life experiences that will differ from those of their readers. For example, one analysis of texts presented to high school students found that 90% of the authors of the history and literature texts were white men of European descent (Landsman, 2008). This means that these students are predominantly hearing one group's perspective or account of the world. It raises an important question: Is this a fair and equitable approach to teaching students to function in a global society full of diversity?

The first step in addressing this issue is being aware of the personal biases that can influence the selection of texts. Sadker (1997) presented "Seven Forms of Bias in Instructional Materials," a resource that can assist in understanding some of the common forms of bias—often unintentional—and the effects that these biases may have on students. Examples of these biases are omitting voices of whole groups of people, stereotyping, providing limited perspectives, and painting an inaccurate picture of groups or historical events.

Considering Culturally Relevant and High-Interest Texts

As educators, it is important for us to realize that teaching and learning go beyond standards and objectives. Providing opportunities for students to experience texts as tools and resources for expanding both personally and intellectually is just as important. For students to connect and grow as individuals, they need to engage in reading about people who are similar to them and people who are different from them. Race and ethnicity are not the only types of representation that matter—religion, socioeconomic class, gender, and other issues of diversity are also real and important concerns when selecting texts.

For more information on the creation of a culturally responsive classroom, refer to *AVID Culturally Relevant Teaching*.

When choosing texts to use with students, consider texts that validate the voices and experiences of students in the classroom. This is one powerful way to make the curriculum more culturally relevant and more engaging for students. Also, consider building in choice for students by allowing them to choose their own texts. However, if providing students with a choice in the texts that they are required to read is not feasible, ensure that all students have a voice within a safe classroom environment. Using small-group discussions or partner shares can allow students to safely share their thoughts, and this is foundational to a culturally responsive classroom environment.

One of the most motivating factors for students' reading efforts is simply interest in the topic or concept. Most people do not pick up a text and read it unless they have some level of interest in learning about the topic or content it contains. The struggle for educators is to find that balance between required content and student interest when selecting a text. Educators must keep student interests in mind when selecting texts.

Another consideration to make when selecting texts is how the texts can relate to the inquiry process. As has been demonstrated, students are more likely to be successful and highly engaged in texts that pique their curiosity. According to Rasinski and Padak (1996), "instruction should be aimed at maximizing learners' successful, satisfying, and authentic reading experiences." It is likely that selecting the right texts will increase students' satisfaction with reading to learn within the designated discipline. This success will likely encourage students to engage in more reading experiences of the same type, which can then lead to greater levels of competence in the discipline.

Bandura (1986) suggested that motivation, or lack thereof, is the result of students' self-efficacy related to a task. In other words, if students believe that they are going to be successful, they are more likely to put forth more effort and persist when they encounter difficulty. On the other hand, if students have had negative experiences, they might be less likely to power through challenges when it comes to reading. What this research suggests is that choosing texts of high interest can contribute to more than simply helping students learn content. Successful reading experiences can have a cumulative effect on the general self-efficacy of students as readers and learners.

INSTRUCTIONAL PRACTICE:
Investigating Perspectives

This instructional practice encourages students to examine the perspectives and voices behind the texts that they are reading. Ultimately, students need to be engaged in experiences that help them acquire skills and knowledge to become successful, contributing members of a global society.

Instructional Goals

- Students will assess either a required or self-selected text, specifically focusing on the points of view or voices behind the content.
- Students will determine whether the text provides a balanced perspective of the content.
- Students will determine additional perspectives that should be examined to have a balanced view of the content.

Resources

- *SOAPSTone Graphic Organizer* (Student Resource)
- *Investigating Perspectives: Assessing for Balance* (Educator Resource)

Preparation for Instruction

- Select a text that can be used to investigate perspective. The text can either be selected by the student or by the instructor as required reading for the course.
- Provide copies of *Student Resource: SOAPSTone Graphic Organizer* and model how to use the resource.

Instructional Strategies

- Provide copies of the selected text. If it's nonconsumable, consider providing text overlays and whiteboard pens so that students can mark on the text (see *Instructional Practice: Formatting Texts for Reader Interaction*, p. 72).
- Have students read through the text and mark essential elements, such as the main idea, events, mentions of time, or interesting word choices that show emotion.
- Have students complete *Student Resource: SOAPSTone Graphic Organizer.*
- After completion, have students pair up and compare their work. This should include discussion and editing of the student resource or the use of focused note-taking.
- Review the graphic organizer responses as a class, focusing on the author's voice and the other voices presented in the text.
- Use *Educator Resource: Investigating Perspectives: Assessing for Balance* to start a conversation about balance and the voices represented as well as missing perspectives.
- Depending on the intent or desired learning objective, students can work individually, in pairs, or in small groups to consider the questions posed about the balance of perspectives.
- Complete the lesson by charting student responses to the questions posed about balance: Was it present? What was missing? How could it be supplemented, if necessary?

Variation

- Start with a classic reading, such as *The Three Little Pigs* by Paul Galdone (1984), charting the voices heard in the story. Who is telling the story? What are the major events? Then, read *The True Story of the Three Little Pigs* by Jon Scieszka and Lane Smith (1996), charting the perspectives given. How did the change in perspective change the story? This experience can be used as a springboard into discussing perspectives present (or not present) in other texts.

Extensions

- Have students develop a One-Pager on why it is important for content to have a balanced perspective. Consider doing this digitally so that students can reference it from home and at school, or develop an anchor chart that is visible in the classroom.

- If the selected text is not balanced, create an opportunity for students to research and find additional texts that provide alternative perspectives. Have students work through *Student Resource: SOAPSTone Graphic Organizer* for the new texts, reflecting on whether the addition of new perspectives alters their view of the events being discussed.

SOAPSTone Graphic Organizer

	Text: Author:	
Speaker	Who is the speaker, and what do we know about the life and views of the writer (real or ficitional) that shape this text? • The voice that tells the story; in nonfiction, the author	
Occasion	What is the occasion? • The time and place of the piece and the current situation or context that gave rise to the writing or speech	
Audience	Who is the audience? • The group of readers to whom the piece is directed—may be one person, a small group, or a large group	
Purpose	What does the speaker, writer, or filmmaker want the audience to do, feel, say, or choose? • The reason behind the text—referred to in literature as the "theme" of the piece	
Subject	What is this piece about? • The general topic, content, and ideas contained in the text	
Tone	What is the tone of the piece, and what attitudes or characteristics are present in the text? • An examination of the text's word and language choices	

Adapted from Morse, *SOAPSTone: A Strategy for Reading and Writing*, The College Board.

Investigating Perspectives: Assessing for Balance

Text:

Author:

Using your SOAPSTone Graphic Organizer, complete the following:	
Whose voices were present in the text, and what were they speaking about?	

Speakers	Events

Looking back at the text, whose voices or perspectives are needed to have a complete, unbiased view of the story or events?

Does the text provide a balanced perspective? If not, why is it important to entertain the missing voices?

If the point of view of a certain population is not included, how might those voices be heard? What types of text are needed to provide a balanced perspective?

The chart above does not need to be used as a traditional worksheet. Rather, once students have completed the *SOAPSTone Graphic Organizer*, these questions can be discussed in groups and then posted around the classroom on chart paper or in a shared collaborative digital space so that students can respond and discuss.

INSTRUCTIONAL PRACTICE: Text Inquiry

This instructional practice demonstrates one way in which you can use inquiry-based teaching to motivate students to engage with the texts you select. A 1998 study by the Canadian Book and Periodical Council (cited in Rog & Kropp, 2004) noted the top six reasons that students gave for why they chose to read a specific text:

1. The text was recommended by peers
2. Interest in the topic
3. Interest in the author
4. Visual elements on the text (pictures, cover, etc.)
5. The text was displayed somewhere in an intriguing way
6. The text was tied to a television show or movie

With all of this in mind, it is reasonable to acknowledge that it is not always possible to select texts that are going to be of the highest interest for students. However, educators should aim to maximize student interest in selected texts by keeping these suggestions in mind. Review required texts and consider areas that could be supplemented to increase student curiosity.

Instructional Goal

- Students will use an inquiry process to engage in research as they read a text.

Resource

- *Text Inquiry* (Student Resource)

Preparation for Instruction

- Decide on a topic, concept, or issue that students will be asked to investigate.
- Provide students with the selected text either digitally or in hard copy. The text should be related to the topic and provide information and evidence about the concept. Keep in mind that something debatable without a clear answer lends itself best to inquiry.
- Make *Student Resource: Text Inquiry* available to students, either by having them capture it in their notes, making a digital version available, or providing it as a handout.

Instructional Strategies

- Explain to students that they will be engaging in "inquiry" connected to a topic or concept being studied.
- Arrange students in small groups and have them brainstorm research questions that they would like to investigate regarding the given topic or

concept. Essentially, what it is that they would like to know more about?

- As a group, students then narrow down their questions to one or two final research questions that they will investigate as they read the text.

- Once they have decided on their research question, they need to generate a hypothesis, or a statement explaining what they anticipate finding as the "answer" to their research question. They should then justify their reasoning and explain why they expect this hypothesis to be likely.

- As students read the text, they gather evidence for the two questions, using *Student Resource: Text Inquiry.* The evidence they gather will be evidence that either supports accepting or rejecting the original hypothesis for each question.

- After reading, groups analyze the evidence that has been presented in the text. Groups will need to decide whether or not their original hypothesis can be accepted or must be rejected, based on the evidence presented in the text.

- Finally, students write a summary explaining their findings and any further implications they have. Students might also suggest topics or concepts for further exploration.

Extension

- Have students investigate related topics and share their findings with the class.

Text Inquiry

Title of Text and Author Name(s)	
Possible Research Questions *Brainstorm as a group.*	
Final Research Questions *Choose one or two only.*	
Hypotheses and Reasoning *Include one per research question.*	

Evidence *Record evidence that would lead to you accepting or rejecting your hypotheses.*		**Accept**	**Reject**
	Hypothesis #1		
	Hypothesis #2		

Summary *What do you conclude from analyzing the evidence? What other implications might this evidence suggest? What further exploration might be needed?*	

Student Text Selection Through Gradual Release of Responsibility

Educators recognize that every student who passes through their classroom will eventually be on their own as a learner. In college, in their careers, or as citizens, students will be inundated with texts that have varying degrees of research and verifiable facts. Within this context, appropriate text selection is a skill set that is as important as any other for 21st century learners. Teaching students how to select texts aligned to content, developing their disciplinary literacy, and providing them with the information needed to engage in academic discourse are crucial. Our classrooms need to be places where students wrestle with new content as they build their stamina for reaching new levels of thinking. Handing students texts to read and interact with offers nowhere near the same level of rigor as providing students with the tools to select texts aligned to the reading purpose, determine whether there should be any reformatting done to make the text easier to interact with, and then build their knowledge around a particular topic or concept from a text they have selected as being the most appropriate for the task at hand.

INSTRUCTIONAL PRACTICE:
Student Text Selection Through Gradual Release of Responsibility

This strategy is an application of the various Selecting the Text strategies presented in this chapter and intentionally used throughout a term of study for students to demonstrate mastery of text selection. Implicit in the instruction is the gradual release of responsibility with each individual instructional practice throughout the course of the year.

Instructional Goal

- Students will apply various text-selection practices to independently choose the appropriate texts for a culminating learning activity.

Resource

- *Text-Selection Planning Chart* (Educator Resource)

Preparation for Instruction

- Determine the culminating activity students will complete at the end of the term that will incorporate the use of one or more challenging texts.
- Consider what text-selection skills students will need to have mastered by the end of the term to successfully complete the assignment.
- Chart a course of instructional practices throughout the term that will build students' mastery of and independence in text selection.
- To aid text-selection efforts, use *Educator Resource: Text-Selection Planning Chart* and identify which criteria will be focused on or taught with this particular piece of text.

Instructional Strategies

- **"I do"**: Intentionally develop students' engagement with text selection by modeling the thinking behind choosing the selected text.
- **"We do"**: Build students' understanding of text selection through engagement with text-selection instructional practices.
- **"We do together"**: Before students are released to independently select their own text, they work together on a collaborative project that involves the use of multiple texts.
  - Begin with a list of approved texts from which the students can choose. Select three or four strategies for students to use to justify the selection of their text.
  - After demonstrating thoughtful articulation of the selected text, students complete the collaborative project.

- **"You do"**: Assign a culminating text-dependent class assignment that students will complete individually. The assignment should involve multiple texts.
  - Have students select one or two texts from an approved reading list and justify their selection through the use of at least two instructional practices introduced within the course.
  - Have students select one or two texts independently and justify their selection through the use of at least three instructional practices introduced within the course.

Variation

- Apply the instructional plan within an individual unit of study. Students use several Selecting the Text strategies on separate occasions before they are released to select their own texts for research, writing, or other project purposes.

Extensions

- As an AVID Site Team, professional learning community (PLC), grade-level team, or school site, use collaboration and meeting times to vertically align practices that will develop mastery of these skills over time.
- For those sites where students don't have as much freedom in selecting texts, consider how you might still model the process of selecting texts for academic purposes to students within the confines of your curriculum.

Text-Selection Planning Chart

Instructional Practice	Unit 1	Unit 2	Unit 3	Unit 4
Rigorous Text				
Thinking Skills				
Length of Text				
Digital Text				
Multiple Perspectives				
Culturally Relevant				
Purpose of Instructional Practice —Reflection				

AVID Site Team Connection: Applying *Selecting the Text* Schoolwide

Educators need opportunities for collaboration and input from colleagues. The AVID Site Team is one of the key elements in circulating high-leverage strategies and core beliefs across a campus. When a Site Team unites around the importance of selecting texts that are rigorous, culturally relevant, and engaging and sees the power in teaching students how to become proficient in this skill—while also building collaboration opportunities into scheduled meeting times and supporting one another in assigning value to selecting texts being taught within each content area or discipline—there is no limit to the positive outcomes that are possible on a campus.

INSTRUCTIONAL PRACTICE:
One Book, One Campus

This instructional practice provides a cross-campus learning experience that takes a single text schoolwide, to be used in a variety of disciplines and content areas within a community of learners.

Instructional Goals

- Educators will collaborate to select a text that can be applied to a variety of disciplines, either in its entirety or through selected excerpts and activities.
- Students will be part of a community of readers and learners, benefiting from the cross-campus usage of a selected text for learning in various disciplines.

Resource

- *Assessing a Text* (Educator Resource)

Preparation for Instruction

- Enlist a representative committee of educators from across the disciplines who are interested in selecting one text to be implemented throughout the campus to varying degrees.
- Committee members gather a list of texts that they feel would capture students' attention and are versatile enough to be used in a variety of disciplines.
- Make copies of *Educator Resource: Assessing a Text*, which can be used to determine if the text addresses factors that students say motivate them to read.
- Schedule meeting dates for the committee to review and evaluate the predetermined list of recommended texts.
- Assemble committee members and provide copies of *Educator Resource: Assessing a Text* and the compiled list of recommended texts.
- Using the educator resource, walk through an assessment of each recommended text to see how it matches up with the factors identified by students as being motivations for reading.
- Use the results to sift through the recommended texts and determine the ones that best meet the interests of students.
- Ideally, the committee would settle on a list of three to five possible all-campus reads, and a survey with brief storylines could be sent to all instructors for a vote.
- Once an all-campus text is selected, ideas for how to plan for reading and implement discipline-specific approaches need to be investigated.

Variation

- Start small and work with the willing. Teaming up with another department or discipline and determining a text that could be used across the two (or more) disciplines is a wonderful starting point.

Extensions

- Cross-curricular departments can collaborate on possible instructional activities or projects based on the selected campus text.

- A task force of interested faculty can work to identify and select key passages or excerpts that touch on the overall message as well as key events in the text and could be used in classes where teaching the whole text is not possible.

Assessing a Text

Factors That Motivate	Does This Apply to This Text?	Ideas for Arousing Curiosity
The text was recommended by peers		
Interest in the topic		
Interest in the author		
Visual elements on the text (pictures, cover, etc.)		
The text is displayed in an intriguing way		
The text is tied to a television show or movie		

The above chart is based on student motivating factors as determined through a 1998 study done by the Canadian Book and Periodical Council (cited in Rog & Kropp, 2004).

Post-Reading Reflection Questions

- How will I ensure that selected texts will be rigorous for students, at the appropriate Zone of Proximal Development (ZPD) level?

- How will I apply the use of academic thinking skills when selecting texts?

- What scaffolded approach will I use so that students can master the skill of text selection as a content expert?

- How will students interact with the multiple perspectives in the texts they encounter in the classroom?

- How will I ensure that the texts I select are culturally relevant or provide cultural context to what my students read?

- How will I exercise my agency to make required texts accessible and relevant for my students?

- How will the gradual release of responsibility model impact how I approach text selection and teaching text selection to my students?

K–2 Post-Reading Reflection Questions

- How will I model the actions of good readers?

- How will I select balanced texts or supplement my texts, keeping the interests of my students in mind?

- How will I create scaffolding strategies and/or extension strategies to make sure that my students are accessing texts within their ZPD?

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Pre-Reading

Visit the *AVID Reading for Disciplinary Literacy* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

Anyone who has ever taken a road trip has experienced the "return trip effect." It is the strange phenomenon where the first time we journey to a destination feels longer than the return trip home. However, the more familiar we become with the trip and the more often we take the journey, the more the difference between coming and going disappears—which anyone can attest to with their commute to and from work. For many students, being handed a new piece of text feels like a car ride to nowhere; they don't have markers to show progress, and they are unsure of how long it will take to finish. A primary goal of pre-reading strategies is to help make that first interaction with the text feel as natural and familiar as walking to school each morning.

There are two broad categories that organize the variety of pre-reading strategies included here: "outside the text" and "inside the text."

The outside-the-text strategies help students connect to a text before they even encounter it. Outside-the-text strategies also help educators diagnose what students already know about a text before reading it. Reading comprehension is not a skill that exists in a vacuum between readers and the text immediately in front of them; it also hinges on the accumulation of knowledge from the many texts and experiences that have come before (Rosenblatt, 2003). Competent readers link prior knowledge to the new information they are about to obtain (Frey & Fisher, 2013). Outside-the-text strategies ask students to activate these prior experiences and anticipate how they might help inform an understanding of the new text.

The inside-the-text strategies ask students to pre-read using the text itself. Deeper understanding of content is achieved through the use of inside-the-text strategies (Groenke & Youngquist, 2011). These strategies may include helping students understand how a text is structured, making connections between visuals and the surrounding text, previewing some of the text and making predictions, or even creating a reading plan.

As content experts, educators understand how their own background knowledge can pique interest in a title or how a review of headings can set expectations of the author's argument. Guiding students through pre-reading strategies will build their academic thinking skills and develop their disciplinary literacy skills, so that they are successful readers, writers, and thinkers in every content area.

Chapter 4 Objectives

As a result of interacting with this chapter, educators will be able to:

- Model what good readers do as content experts before they read a text, including what they look at (preview the text), what they think (activate schemata, consider the purpose of reading), and other choices that they make (connect visuals, analyze structure, create a reading plan).
- Select appropriate outside-the-text pre-reading strategies for their content that maximize students' interest, engagement, and comprehension of a text.
- Select appropriate inside-the-text pre-reading strategies for their content that maximize students' interest, engagement, and comprehension of a text.

Pre-Reading Reflection Questions

- How do my pre-reading strategies assist my students toward a higher level of engagement and comprehension of the text?
- How do I select pre-reading strategies to encourage student comprehension of texts?
- How do I model pre-reading strategies for my students?
- How do I select pre-reading strategies that generate interest so that my students are more engaged in the texts?

K–2 Pre-Reading Reflection Questions

- How do I prepare my students for the exploration of new texts?
- How do I model pre-reading strategies that match my students' reading skills?
- What strategies do I use to increase my students' desire to read for personal interest and to learn?

Guiding Principles

- Students learn best when they are interested in the content and find value in what they are learning.
- When students connect new information to what they already know, comprehension improves, and learning becomes easier.
- Learning is a mutually constituted social, cultural, and historical process that is mediated by language and interaction (Larson & Marsh, 2005). Pre-reading helps students access their prior knowledge to promote learning.

Pre-Reading Outside the Text

Just as there are valuable ways that educators can prepare students to read a text by using portions of the text, its structure, and predictions about the text, there are also many options for educators to use resources outside the selected text to create interest in the reading and help students access prior knowledge of content. Tangible items, video clips, and visual images are just a few of the readily available items that educators can use to stimulate students' interest and excitement about an upcoming reading. The following section provides a variety of instructional strategies to jumpstart student learning before tackling the selected text.

Using Nonlinguistic Representations to Pique Interest

One way to access students' prior knowledge is to use nonlinguistic texts, such as images, videos, or physical objects, to encourage students to start making connections to a text. For example, if a text is going to teach students about the recycling process, the instructor can present students with several images of bottles, cans, and other recyclable materials. Even better, the instructor can bring those objects into class. If students are going to read a text about photosynthesis, the instructor may show students a green leaf and a dried-up brown leaf from the same tree to prompt thinking about the life cycle of a tree and allow students to progressively discover the basic content of an upcoming text. Another example might be to show a short video that prompts thinking about a key concept or idea in the text.

Writing to Engage

A quick writing prompt can be a nice way to engage students and get them thinking right from the start. As the name implies, quickwrites are a quick, effective way for students to recall and understand what they already know about a topic. Quickwrites are generally a two- to five-minute writing exercise designed to help students activate prior knowledge and begin to articulate what they already know about the text that they are about to read.

Generally, you will want to craft your quickwrite prompts with the purpose of the reading in mind; however, here are some question types that you might want to consider as a starting point:

- What personal experiences have you had with the topic?
- What personal observations can you connect to the topic?
- Where have you read or heard about the topic?
- What questions do you have about the topic?
- How do others feel about the topic?

Building Curiosity

Students at every level benefit from opportunities to read critically, interpret what they are reading, and support their claims with evidence. Traditional question-and-answer activities are not all created equal; the questions that students are asked to engage with prior to reading build a schema and provide the disciplinary literacy lens through which they will read the text. Anticipation guides can help instructors pique students' interest and serve as motivators to engage students in actively considering the key ideas of the content they are

For more information about quickwrites, visit the _AVID Writing for Disciplinary Literacy webpage_ on MyAVID (Chapter 2: Learning Through Writing).

learning. Additionally, anticipation guides can be used with any content and at any level of learning to assist students as they develop reading comprehension and academic thinking skills that will serve them in many aspects of their lives.

Duffelmeyer (1994) suggested that educators take the following steps while considering the creation of anticipation guides:

- Identify the key concepts presented in the text.
- Consider the various beliefs that your students might have about the key concepts.
- Ask students to respond to the statements with either a positive (agree) or negative (disagree) response.

Using Inquiry to Build Historical or Rhetorical Context

The Random House Dictionary defines *inquiry* as "a seeking or request for truth, information, or knowledge" and "seeking information by questioning." The process of inquiring begins with gathering information and data through applying the human senses: seeing, hearing, touching, tasting, and smelling. Moreover, useful application of inquiry-based learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry-based learning produces knowledge that can be widely applied. A WebQuest—which will be explored later in this section—is an ideal vehicle for getting students interested and engaged in learning about an upcoming concept before reading a related text.

Collaborating as a Means of Engagement

Gardner (1983) posited that students need to take an active role in what they're studying, learn to ask questions, and recreate the ideas in their own mind in order for them to make sense. Otherwise, the ideas just disappear. Collaboration encourages students to ask questions, think, and talk about a topic in a safe, nonthreatening way. Collaborative pre-reading activities are a fantastic way to honor what students may already know about a topic and encourage supportive dialogue.

Using Inquiry to Engage

For more information about Philosophical Chairs, visit the Core Strategies: Philosophical Chairs webpage on MyAVID (Curriculum tab → Core Strategies).

Philosophical Chairs is another collaborative method for activating prior knowledge before students engage with the text. For example, if students needed to "read like a mathematician" and study an article on the reliability of polling statistics in their math class, an educator could pose some statements for them to consider (e.g., "Polling is a reliable way to gauge public opinion") as part of a pre-reading discussion.

Students could then engage in pre-reading debate using the Philosophical Chairs strategy to discuss why they either agree or disagree with the statement posed. After the discussion, it would be important to debrief and make connections between the issues brought up in the discussion and the ones that will appear in the text.

Exercise Your Agency: What if students have limited background knowledge?

Sometimes, students just don't have the background knowledge about content or a particular topic to make connections or activate schemata. Don't discount the power of realia, visuals, video clips, or nonlinguistic representations to provide students with just-in-time support for better understanding of a topic. Textbook authors and curriculum developers don't know your students, the region of the country that they live in, or the amount of background knowledge that they possess. This is why your students have you as their teacher and why they need you to be diagnostic of what they know, as well as what they need to see or touch or experience, to be able to fully access the content within a particular text.

INSTRUCTIONAL PRACTICE:
Interpreting and Analyzing Nonlinguistic Representations

Nonlinguistic representations, such as images, charts, photos, or short video clips, are ideal materials to aid in the building and activation of prior knowledge before engaging in the reading of a selected text.

Instructional Goals

- Students will become familiar with the topics and concepts central to an upcoming reading.
- Students will access their prior knowledge and begin to engage in questions about the text's concepts.

Resources

- *Costa's Levels of Inquiry* (Educator Resource)
- *Practicing Inquiry With Nonlinguistic Texts* (Student Resource)

Preparation for Instruction

- Choose a nonlinguistic representation that connects to the overall main ideas in the text that students will be reading (e.g., image, video, physical object). The more senses that the nonlinguistic representation can appeal to, the better.
- Select a means for sharing the nonlinguistic representation with students (e.g., projector or document camera, multiple physical versions, digital versions).
- Preview *Educator Resource: Costa's Levels of Inquiry* to determine the level of inquiry that students will access in the lesson and develop questions to use during the lesson.
- Examine *Student Resource: Practicing Inquiry With Nonlinguistic Texts* and determine a couple of sentence stems that could be used during a Think-Aloud or while modeling the process for students.

Instructional Strategies

- Ask students about the nonlinguistic representation using questions from *Educator Resource: Costa's Levels of Inquiry*, such as:
  - What do you see?
  - What do you think about when you see this?
  - How would you describe what you see to others?
  - What is happening? How do you know?
  - How does this connect to your own experiences?
  - What would change if _____?
  - Imagine this _____ was something that you created. Why would you have created it?
- Have students reflect on their responses to your questions before making predictions about how the nonlinguistic representation might connect to the text that they are about to read.
- Students can share their predictions with partners, in small groups, or with the whole class using *Student Resource: Practicing Inquiry With Nonlinguistic Texts* for support with academic language.

Variations

- Give students a theme and have them select photos or other nonlinguistic representations to share with the class.
- Allow students to work in groups to come up with predictions about the content of the text.

Extensions

- After sharing the text's title, have students search for a nonlinguistic representation that could be used to pique interest in the text.
- For each new text, give a small group of students the task of selecting nonlinguistic representations to share with the class to introduce the new text.

Costa's Levels of Inquiry

Inquiry is an important aspect of curriculum. Inquiry-based learning focuses on the student as a learner developing and becoming adept with open-ended questioning skills. Being able to recognize different levels of questions is beneficial for all students and areas of learning. Understanding Costa's Levels of Thinking and Questioning, explored below, is critical for student success.

Level One Questions (Text-Explicit)
Readers can point to one correct answer right in the text.

Question Starters

Words found in these questions include:

- Define
- Observe
- Describe
- Name
- Identify
- Recite
- Note
- List

Example Prompts

- Define *irony*. (English)
- Identify the starting date of the American Revolution. (History)
- Define *tangent*. (Math)
- Define *photosynthesis*. (Science)

Level Two Questions (Text-Implicit)
Readers infer answers from what the text implicitly states, finding answers in several places in the text.

Question Starters

Words found in these questions include:

- Analyze
- Group
- Synthesize
- Compare and Contrast
- Infer
- Sequence

Example Prompts

- Compare and contrast Mr. Frank and Mr. van Daan in *Anne Frank: Diary of a Young Girl*. (English)
- Analyze the causes of the American Revolution. (History)
- Analyze the coordinates on the temperature graph. (Math)
- Diagram and order the stages of photosynthesis. (Science)

Level Three Questions (Experience-Based)
Readers think beyond what the text states. Answers are based on readers' prior knowledge/experiences and will vary.

Question Starters

Words found in these questions include:

- Evaluate
- Judge
- Apply a Principle
- Speculate
- Imagine
- Predict
- Hypothesize

Example Prompts

- Predict how Charlie Gordon will change after his operation in *Flowers for Algernon*. (English)
- Imagine that you were a soldier fighting in the Civil War. How would you feel? (History)
- Apply the Pythagorean theorem as if you were a firefighter trying to reach a window. (Math)
- Diagram the stages of photosynthesis and predict how long each one takes. (Science)

Practicing Inquiry With Nonlinguistic Texts

Examine the assigned text. Use the following sentence stems to engage in a conversation with a partner.

<table>
<tr><td colspan="1">

Level One: Gathering Information

In the image/text/chart/graph, I see…

This image makes me think about…

If I were to describe this to someone else, I would want them to notice/understand/see…

</td></tr>
<tr><td>

Level Two: Processing Information

The image/graph/text/chart shows/depicts that _____ is occurring.
The reason for this occurrence is…

This reminds me of/makes me remember/causes me to think about…

</td></tr>
<tr><td>

Level Three: Applying/Evaluating Information

Changing _____ would mean…

If this were something that I created, I would want people to know…

One reason for creating/developing this is _____ because…

</td></tr>
</table>

INSTRUCTIONAL PRACTICE:
Image Walk

An "image walk" is a method for activating prior knowledge by using several images to encourage students to anticipate the content that they will encounter in a text. For example, in a text about the Civil War in a history class, students might encounter unfamiliar key terms or concepts such as "bayonet," "entrenchment," or "skirmish." Helping students become familiar with these terms and concepts before the reading will help them develop relevant schemata to aid in deeper comprehension.

Instructional Goal

- Students will activate their prior knowledge by using a series of images and inquiry skills to predict key concepts in an upcoming reading.

Preparation for Instruction

- Identify several images that represent key terms or concepts that students will encounter in the text. These can be pictures of objects themselves, historical photographs or pictures, or other relevant images. Do not yet label these images.
- Place these images in various areas of the room and number each one so they can be easily identified at a later point.

Instructional Strategies

- Tell students that they will be engaging in a pre-reading activity where they will be encountering images that represent key concepts from the text that they will be reading.
- Break students into small groups and have each group begin at one of the images around the room.
- For the first round, the small groups of students study the images, attempt to identify a key term or concept that the image represents, and then record their thoughts in their notes. Repeat this step until students have recorded their predictions about each of the images.
- For the second round, reveal the name of the key term or concept for each image. Then have students revisit the image with this named key term or concept in mind. Ask them to think about how this key term or concept might relate to the text and record their predictions in their notes. Students will revisit each image and repeat this step.
- Debrief by having some of the groups share their thoughts about each of the images.
- Post the images and names of the accompanying key concepts for students to refer to as they encounter these concepts in the text. Seeing these images again as they read will deepen their level of comprehension due to the fact that they are now familiar with these concepts.

Extension

- After the image walk and subsequent reading of the text, have students find or suggest other images that could hint at the topic or concept of the reading.

INSTRUCTIONAL PRACTICE: Anticipation Guides

Anticipation guides are used before the reading of a text to activate students' prior knowledge and build curiosity around a new topic. Many educators use anticipation guides as a pre-reading strategy, since the guides launch students into the exploration of key concepts by engaging them in critical thinking about the concepts prior to reading. In most cases, educators will want to create their own anticipation guides based on the text that students will be reading.

Instructional Goal

- Students will activate prior knowledge about a key concept, become engaged in the text, and practice critical thinking skills.

Resources

- *Anticipation Guide Sample* (Educator Resource)
- *Anticipation Guide Template* (Educator Resource)

Preparation for Instruction

- Select a text and determine the key points on which students should focus.
- Write out three to five statements that students need to take a position on and use *Educator Resource: Anticipation Guide Template* to create an anticipation guide. (Refer to *Educator Resource: Anticipation Guide Sample* to view a sample guide.)

Instructional Strategies

- Present students with the anticipation guide for the provided text. They may work individually or in small groups. Inform students that they will be discussing the reactions they have written the anticipation guide after completing it.
- After students have finished reacting to the various statements on the guide, have students discuss their reactions within a whole-class discussion. While listening, ask students follow-up questions to get them to dig deeper into their critical thinking about the key concepts.
- Have students read the text with their anticipation guide responses in mind. They will use the anticipation guide to record places where the text either supports or challenges their initial thinking.
- After reading the text and giving students a chance to compare their initial thoughts to their post-reading thoughts, have another class discussion where students express their newfound opinions. Encourage them to use direct evidence from the text to support their claims.

Variation

- Instead of having students respond in written or oral form, have them stand and get in line, with the front of the line representing "strongly agree" and the back of the line representing "strongly disagree." After reading, have students get back in line to visualize whether there was a change in their position.

Extensions

- Anticipation guides can be revisited after reading to evaluate how well students understood the material and to correct any misconceptions.
- Students can do a quickwrite to explain why their position changed or did not change after reading the text.

Anticipation Guide Sample

Text and Author: _"Infinity Explained" by Dr. Albert Gebra_

Topic: _Infinity_

Read each statement and decide whether you agree (A) or disagree (D) with each. Record why you agree or disagree and be prepared to share.

Statement	Before Reading Agree (A) or Disagree (D)? Why?	After Reading Agree (A) or Disagree (D)? Why?
1. _Infinity is one of the most important concepts in mathematics._	_(D) There are many important concepts in math. This is just one of them._	_(A) The article made the case the infinity is one of the most important concepts in mathematics because it tells us that some functions are never-ending. There are many answers to one "solution."_
2. _There are more whole numbers in infinity than numbers with decimal points._	_(D) I think there are the same amount of whole numbers and numbers with decimal points in infinity._	_(D) Georg Cantor proved that there are more numbers with decimal points in infinity than whole numbers._
3. _There is NEVER a biggest number._	_(A) You can always add one in infinity._	_(A) My original idea was on point. You can double infinity, add to it, etc. It can always get bigger than one can imagine._
4. _You can subtract infinity from infinity to get zero._	_(A) Any number subtracted from itself is zero._	_(D) Since infinity is not a real number, infinity minus infinity is undefinable._
5.		
6.		
7.		
8.		
9.		
10.		

Anticipation Guide Template

Text and Author:_____

Topic: _____

Read each statement and decide whether you agree (A) or disagree (D) with each. Record why you agree or disagree and be prepared to share.

Statement	Before Reading Agree (A) or Disagree (D)? Why?	After Reading Agree (A) or Disagree (D)? Why?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

INSTRUCTIONAL PRACTICE:
Pre-Reading Research (WebQuest)

A WebQuest is an inquiry activity in which most or all of the information found by students comes from the web. WebQuests can be used to help students gather important contextual information about the topic of a text before engaging in the reading of the text (Dodge, 1995). WebQuests promote high-level thinking, develop problem-solving skills, and provide an avenue for seamlessly integrating technology into the curriculum. Many online resources are available to walk you through the process. According to Dodge, the six building blocks of a WebQuest are as follows:

- **Introduction:** Orients students and captures their interest.
- **Task:** Describes the activity's end product.
- **Process:** Explains strategies that students should use to complete the task.
- **Resources:** The websites that students will use to complete the task.
- **Evaluation:** Measures the results of the activity.
- **Conclusion:** Sums up the activity and encourages students to reflect on its process and results.

Instructional Goals

- Students will use technology to investigate and think critically about a specific topic and will also use knowledge acquisition and integration of prior knowledge to respond to a research question.

Preparation for Instruction

- Clarify the research question for the WebQuest (i.e., what line of inquiry will students be researching on the web?).
- To encourage the inquiry process, be sure to use open-ended questions that will lead to rich research experiences. Examples include:

    - *What are the characteristics of "war-torn" countries? How do these characteristics affect the people who live there?*

    - *What have been some of the most important philosophical mathematics debates throughout history? Why?*

    - *What are three of the most important ways that chemistry has changed the world? Support your claims with multiple sources.*

Instructional Strategies

- Present students with the research question and group them into teams of three to five. Collaboration while researching is important, because in the working world, a great amount of research is collaborative.
- Using the web, students will find sources (as many as needed to have an adequate answer) that will help them inform the research question.

- Students will then create a Claim, Evidence, and Reasoning report of their findings to discuss with the class. In the report, they should include:
  - A claim in response to the research question
  - Supporting evidence from many sources to support the claim
  - A short discussion of the possible implications of their findings
- Students then present the results of their WebQuests using a presentation format of their choice (e.g., essay, slideshow, video, podcast, blog, website).
- Debrief the activity by having the class summarize the key points from each presentation and predict how those key points might connect to the study of the upcoming text.

Variation

- Lead students through the steps of a WebQuest while emphasizing how technology can provide access to background information on topics relevant to the selected reading.

Extension

- Once the selected text has been read, have students design a WebQuest or research websites that can extend the concepts learned in the text.

30-Second Expert

In the 30-Second Expert strategy, students form pairs and take turns sharing what they know about a particular topic. This activity can be used to introduce material or review a supplemental text that has already been read. It gets students thinking about texts or topics in a nonthreatening way.

Instructional Goal

- Students will engage in a brief collaborative learning experience to introduce a text.

Resource

- *30-Second Expert* (Student Resource)

Preparation for Instruction

- Determine how students will engage with *Student Resource: 30-Second Expert*. Will it be projected? Will students have a copy? Is this something that they can develop in their notes using the two-column note-taking format?

Instructional Strategies

- Begin by giving students several minutes to brainstorm what they already know about a certain topic related to the text that they will be reading.
- Ask students to form pairs. One student will be Partner A and one student will be Partner B.
- Partner A begins by sharing their thoughts or ideas for 30 seconds. Partner B is instructed to just listen.
- Partner B then has the chance to paraphrase what they just heard in 30 seconds, while Partner A listens.
- Students then reverse roles and repeat the process.
- Ask students to return to their seats and add any new knowledge or understanding to their original brainstorm.

Variation

- Students can work in pairs to brainstorm what they know about a topic and then report out to a different pair. The listening pair can add new information to their notes and briefly summarize what they heard. Then roles are reversed, and the other pair shares while the first team listens, takes notes, and then summarizes. Afterwards, the teams can collaborate in reviewing the unique pieces of information that were shared.

Extension

- Assign topics related to the upcoming reading so that students can do some research before presenting their ideas.

30-Second Expert

To complete this activity, take a few minutes to fill in the left column, "What do I know about this topic?" Once you have written all that you know about the topic, follow the steps below.

Step 1:   Stand and find a partner. Stay standing.

Step 2:   One person shares their thoughts while the other listens. You have 30 seconds to share. Begin by saying, "I am an expert on this topic because I know…"

Step 3:   The listener will summarize what they have heard. Begin your summary with "According to" (insert name) and summarize what you heard. After your summary, ask, "Did I get that right?"

Step 4:   Reverse roles. The speaker becomes the listener, and the listener now speaks.

Step 5:   Be sure to thank your partner when you are finished.

Step 6:   Record any new knowledge in the right column.

Topic or prompt: _____

Partner's name: _____

What do I know about this topic?	What new knowledge or understanding have I gained from listening to my partner?

INSTRUCTIONAL PRACTICE:
Concept Attainment

This instructional practice offers a fast way to have students engage with a new idea prior to a deeper exploration of the concept. It requires students to form a hypothesis and use their understanding of academic and content-specific language to develop their ideas.

Instructional Goal

- Students will engage with a new idea or deepen their understanding of a concept through collaboratively engaging in the concept attainment strategy.

Resource

- *Concept Attainment Example for "Collaboration"* (Educator Resource)

Preparation for Instruction

- Determine the specific concept that students will be learning.
- Create a presentation with several examples and non-examples of that concept.
- Refer to *Educator Resource: Concept Attainment Example for "Collaboration"* to review a finished product using the concept of "collaboration."

Instructional Strategies

- Begin by informing the students that they will be shown several images. Some of the images will be examples of the concept to be learned, and others will be non-examples of the concept. Do not yet share with them what the concept is.
- Inform students that the first image is an example of the concept, and the second image is a non-example.
- After the initial two examples, students then provide responses for the remaining images, classifying them as either examples or non-examples with a thumbs-up or thumbs-down, respectively. At the same time, they will be thinking about what specific concept the examples are promoting.
- As the examples and non-examples are shown, have students secretly write down several words that may capture the concept.
- Before revealing the concept, have students narrow their list to one concept and write a short reflection on why they chose that word. Students can share their hypothesis with other students before the concept is revealed.
- Reveal the concept to the class and introduce the Essential Question for the upcoming text.

Extension

- Once students feel like they have discovered the concept being represented, they can find another example and non-example to show that they have figured out what concept will be introduced in the reading.

Concept Attainment Example for "Collaboration"

Example	Non-Example

Exercise Your Agency: What should I consider when looking for images to use in the classroom?

Concept attainment provides a rich opportunity for integrating visual images or ideas that not only strengthen students' understanding of the concept but also integrate diversity and the community or culture of students into the concept. When looking for images to bring in, ask yourself the following questions:

- Do the images that I am choosing provide diverse perspectives?
- Are my students and their cultures represented?
- What does this concept look like in action within the culture or community that my students come from?
- Do these images make the concept more engaging for my students because they are connected to things that matter to them?

Pre-Reading Inside the Text

As discussed in the introduction, when students are pre-reading inside the text, they are working with the text itself. This can mean that students are looking at specific text features, examining the text's visuals, or making predictions about the text. Marzano and Toth's (2014) work around increasing rigor within our classrooms and schools examined more than 2 million data points from classroom observations and found that previewing new content occurs less than 10% of the time. In addition, processing new information occurs less than 6% of the time. Building schemata around content through intentional instruction in how to make connections to what's inside the text sets students up for success when accessing rigorous content. Students who simply pick up a text and begin reading without previewing its features, examining graphics found in the text, or making predictions about what the content will be and how it will connect to the purpose for reading are starting the reading process already behind in maximizing their understanding and comprehension of the text.

Making Connections Within a Text

Students who are making connections while reading are able to gain a deeper understanding of the text itself. Proficient readers don't just read left to right; they are constantly making connections back to previously read material and questioning what they read through personal connections or connections to the larger world. Simply put, there are many connections that students can make within a text.

Text-to-Text, Text-to-Self, Text-to-World

As discussed, proficient readers draw on prior knowledge, or schemata, to help them understand what they are reading. Keene and Zimmerman (1997) concluded that students comprehend texts at a higher level when they make these three different kinds of connections:

- Text-to-Text
- Text-to-Self
- Text-to-World

Text-to-Text: These connections are made when the reader is reminded of other texts that they have read, perhaps by the same author, from a similar genre, or on a similar topic.

Text-to-Self: These connections are highly personal connections that a reader makes between a text and their own experiences.

Text-to-World: These connections are more generalized connections to the world outside the classroom, often going far beyond personal experience.

To use this strategy as a pre-reading strategy, educators should spend some time first modeling for students how to preview a text and make meaningful connections in this way. For example, if the students are presented with an article on the topic of "penguin habitats," a teacher might say something like:

- "This picture of a penguin reminds me of the time I saw penguins in the St. Louis Zoo. What does it remind you of?" (Text-to-Self)
- "The topic of this article also reminds me of the time I saw a documentary about penguins surviving in the Arctic. Their lives were very difficult in the extreme weather. Have you ever seen any other texts or films about penguins?" (Text-to-Text)
- "I also find myself wondering how the arctic habitat is shifting due to climate change. What other world issues might affect penguin habitats?" (Text-to-World)

After sufficient modeling, students can then use this strategy independently to activate prior knowledge as they preview various texts. Additionally, the student resources found in *Instructional Practice: Analyzing Text Structure*, pp. 124–127 in this section, provide tools for developing the skills students need to access their prior knowledge about how, for example, an expository text might be structured within a textbook versus an article full of infographics or a data chart in a math classroom. Recognizing that texts are structured similarly within disciplines and using that knowledge to connect to prior knowledge are things that proficient readers do without even being aware of the connections they are making. *Instructional Practice: Three-Stage Main Idea Predictions* offers another way to develop students' skills around making predictions, with additional scaffolding and opportunities for collaboration embedded in the process.

Exercise Your Agency: How do I make meaningful connections?

Modeling text-to-self, text-to-text, and text-to-world connections provides a perfect opportunity to think aloud about text connections through the perspective of your students in a way that honors the diversity in your classroom. Bringing in connections to the larger world—music they are interested in, current events, or other current cultural hot topics—makes the most traditionally unengaging text feel more appealing. This is a perfect time to get creative and have fun with your content and the students you work with as you involve them in pre-reading and making connections to the text that will stick.

Connecting Graphics to Accompanying Text

Many texts contain graphical images in the form of charts, graphs, photographs, political cartoons, diagrams, or sketches that aid in the reading process. Most of the time, students are not taught to explicitly think about these images as they read. Furthermore, it is not enough to simply skim over the graphics in a text. Some graphics require examination and analysis of how they connect to the surrounding text. Students can deepen their understanding of a text by connecting graphical images to the surrounding text before and during their reading. As students preview graphics, they will want to think about what the graphic is representing and how it connects to its surrounding text.

Instructional Goal

- Students will analyze a graphical image in order to make connections to the surrounding text.

Resource

- *Connecting Graphics to Accompanying Text* (Student Resource)

Preparation for Instruction

- Determine what text will be read. This text must have a graphical or nonlinguistic component for students to analyze.

Instructional Strategies

- Instruct students to scan the assigned text, including the graphics.
- Ask them to fill out *Student Resource: Connecting Graphics to Accompanying Text.*
- Have shoulder partners share their responses, adding any new ideas or thoughts from the conversation to *Student Resource: Connecting Graphics to Accompanying Text*.

Connecting Graphics to Accompanying Text

Prior to reading, look for graphics that accompany text. For every such graphic, complete one of the following tables.

Recreate the graphic.	What information is the graphic conveying?
	What is the importance of the graphic?

Recreate the graphic.	What information is the graphic conveying?
	What is the importance of the graphic?

INSTRUCTIONAL PRACTICE:
Making Connections Through Language

This is a pre-reading strategy that asks students to use their prior knowledge to make connections among key terms within a text. Asking students to think about key terms in the text, or about key concepts, themes, or historical events surrounding the text, will help them build the mental framework necessary to understand the text.

Instructional Goal

- Students will use their prior knowledge to make connections with key terms.

Preparation for Instruction

- Choose 8–10 key terms related to the main idea of the text or select them directly from the text that students are about to read.

Instructional Strategies

- Present the key terms to students in a random order.
- Then, ask students to individually or collaboratively create one coherent sentence using as many key terms as possible by making connections among the key terms.
- Have students share some examples of their sentences and lead a discussion on the possible connection between the key terms and the text that students are about to read.
- Instructors may want to post students' sentences around the room for reference as students encounter these key terms in the text.

Variation

- Make this strategy a bit more challenging by telling students that they may not modify or change the words in any way, but they still must make one sentence.

INSTRUCTIONAL PRACTICE:
Text-to-Text, Text-to-Self, Text-to-World

Text-to-Text, Text-to-Self, Text-to-World is yet another strategy to help students connect the text to their prior knowledge so that they can better comprehend what they are reading.

Instructional Goal

- Students will activate their prior knowledge in three different ways so that they can then successfully engage with the text.

Resource

- *Text-to-Text, Text-to-Self, Text-to-World* (Educator Resource)

Preparation for Instruction

- Spend some time first modeling for students how to preview a text and make meaningful connections in this way. (Examples are provided in the *Pre-Reading Inside the Text* section introduction.)
- After sufficient modeling, students can then use this strategy on their own to activate prior knowledge as they preview various texts.
- Refer to *Educator Resource: Text-to-Text, Text-to-Self, Text-to-World* for sample prompts while preparing text-to-text, text-to-self, and text-to-world questions for a selected text. The provided language scripts can be offered to students to guide their responses.

Instructional Strategies

- Instruct students to jot down their responses to the text-to-text, text-to-self, and text-to-world questions as a quickwrite.
- Have students share their responses and connections with an elbow partner. After allowing a couple of minutes for sharing, ask or call on students to share aloud.

Extension

- Select a text, have students pair up, and instruct students to create their own text-to-text, text-to-self, and text-to-world questions. Students will then exchange questions with another pair and use the questions to make connections to the text.

Text-to-Text, Text-to-Self, Text-to-World

The following chart provides ideas for prompting students to reflect on a text before reading.

Language Scripts to Describe Connections	• This text reminds me of… • This text makes me feel… • I can relate to _____ because one time… • I find myself wondering… • I've seen this before when…
Prompts: Text-to-Text	• What does this remind me of in another text I have read? • How is this text going to be similar to other texts I have read? • How is this text going to be different than other texts I have read? • Have I read texts about this topic before?
Prompts: Text-to-Self	• What does the topic of this text remind me of in my life? • What about this topic is connected to my own life? • Have I ever experienced anything related to this topic? • What are my feelings when I see this topic?
Prompts: Text-to-World	• What does this topic remind me of in the real world? • How is this text going to relate to things that happen in the world? • How is this text going to relate to the world around me? • What other topics are related to this text?

INSTRUCTIONAL PRACTICE:
Analyzing Text Structure

This pre-reading strategy asks students to identify the various features in a text to reflect on how these text features will help aid them in the reading of the text. When students are first learning to read texts of a particular form (e.g., expository, narrative), they also need to become familiar with how these types of texts are usually structured. This instructional practice and the one that follows it constitute two activites that this book offers to aid students in identifying and analyzing text structure.

Instructional Goal

- Students will be able to identify text features in order to aid them in reading comprehension.

Resources

- *Analyzing Text Structure* (Student Resource)
- *Common Text Features by Form* (Student Resource)

Preparation for Instruction

- Determine the text that will be read.
- Become familiar with *Student Resource: Common Text Features by Form*.
- Complete *Student Resource: Analyzing Text Structure* prior to assigning it to your students so that your copy can serve as a guide.

Instructional Strategies

- Using the text chosen as well as *Student Resource: Common Text Features by Form*, students will answer the guiding questions in the left column of *Student Resource: Analyzing Text Structure* to determine the features of the text they are about to read.

Analyzing Text Structure

Use the questions in the left-hand column to guide your pre-reading. Record your responses in the right-hand column.

Text Form • What is the form of the text you are reading?	
Text Features • What are the features you see in this text? Use the *Common Text Features by Form* handout as a guide.	

Analyzing Text Features
 	
• For each text feature, explain the following:
  • Why is this text feature included?
  • How might this text feature help readers understand the text?	

Summary of Analysis • What did you learn after previewing the text features in this particular text? • How will this information help you read this text more successfully?	

Common Text Features by Form

Although all texts differ in structure, there are similar patterns of organization among most texts within the same text form. Therefore, when you become familiar with a particular form, you can learn to identify these text features. Identifying these organizational signals will help break a text down into more manageable chunks. The text features themselves can function as "reading aids."

Use the following table as a resource to help with identifying the various text features that may be present based on the text's form.

Text Form (Physical Forms and Functions)	Common Text Features (Design/Presentation)	
Narrative (fiction or nonfiction) *Stories told in poetry, novels, short stories, or picture books*	• Title • Prologue/epilogue • Chapters • Table of contents • Headings (larger, bold and/or italic) • Plot features (rising action, climax, falling action)	
Recount (fiction or nonfiction) *First-person accounts such as diaries, journals, short stories, memoirs, or personal narratives*	• Title • Topic (usually one topic per entry) • Photos • Timelines • Quotations • Footnotes • Episodic organization • May or may not have a beginning, middle, and end	
Procedure *Recipes, rule books, directions and maps, "how to" texts, experiments, or research designs*	• Title • Table of contents • Index • Headings (larger, bold and/ or italic) • Lists • Numerical organization • Footnotes	• Pull quotations • Sidebars • Images or figures • Tables, graphs, or charts • Glossary • In-text citations • References
Exposition *Essays, position papers, articles, or advertisements*	• Title • Introduction • Body • Conclusion • Works cited/references • In-text citations	• Headings (larger, bold and/ or italic) • Images • Footnotes • Tables, graphs, or charts

Text Form (Physical Forms and Functions)	Common Text Features (Design/Presentation)	
Explanation *Textbooks*	• Table of contents • Index • Titles and topics • Headings (larger, bold and/or italic) • Preface and/or foreword • Footnotes • Captions	• Glossary • Bibliography • Layout includes text and images or figures • Timelines • Maps • Diagrams • Tables, graphs, or charts
Report *Magazine and newspaper articles, letters, editorials, critical reviews, essays, lab reports, or research synopses*	• Title • Headings • Captions • Layout includes text and images or figures • Diagrams • Tables, graphs, or charts • Bibliography, works cited, or references • Introduction • Body • Conclusion	
Electronic Text *Multimedia texts, email, blogs, websites, webcasts, or social media communications*	• Video • Images • Audio • Hyperlinks • Pull-down menus • Color	
Functional Text *Lists, memos, notes, pamphlets, brochures, flyers, infographics, advertisements, announcements, programs, business letters, scripts, or minutes of meetings*	• Title • Topic • Headings • Bullet points or numerical organization • Images • Diagrams • Tables, graphs, or charts • Greeting/salutation • Contact information • Date and time	

INSTRUCTIONAL PRACTICE:
Three-Stage Main Idea Predictions

This activity is similar to the *Analyzing Text Structure* instructional practice; it is another variation that asks students to make predictions about what they will read in a text in three different stages as they preview various components of the text.

Instructional Goal

- Students will make predictions about what they read using text features in order to increase reading comprehension.

Resource

- *Predicting the Main Idea* (Student Resource)

Preparation for Instruction

- Prepare a collaborative activity—such as Give One, Get One or Conga Line—for the portion of the instructional practice where students share predictions.

Instructional Strategies

- Ask students to look at the title of the text and make a prediction about the main idea.
- Ask students to scan the text, noting the visuals and vocabulary words or reading headings. Then, ask them to make a second prediction about the main idea.
- Ask students to read the first and last paragraph in the text. They will then make their final prediction.
- Have students share their predictions in small groups or with the entire class.
- Remind students that as they read, they can revisit their predictions to see how close they were to the actual content in the text.

Visit the Core Strategies: Collaborative Structures webpage on MyAVID for more information about these strategies as well as other collaborative structures (Curriculum tab → Core Strategies).

Predicting the Main Idea

Good readers scan the text and make predictions before they read in order to get a sense of what the reading is about. The table below makes transparent the types of decisions a reader will make while predicting the main idea. Each step asks readers to make a new prediction as they learn new information about the text. By the fourth step, readers are ready to make a final prediction. During this process of discovering the main idea, cross out predictions that are not accurate and transfer your accurate ideas to the next step.

Title of the Text: _____

Author: _____

What are the key words or phrases in the title and subtitles?

_____

Step 1: Read the title and make some predictions about the main idea.	
Step 2: Scan the text, reading headings, visuals, vocabulary words, and other aids, and make a few more predictions about the main idea.	
Step 3: Read the first and last paragraphs, and make some new predictions.	
Step 4: What is your prediction? What is this text probably going to be about?	

AVID Site Team Connection: Applying *Pre-Reading* Schoolwide

Educators need opportunities for collaboration and input from colleagues. The AVID Site Team is one of the key elements in circulating high-leverage strategies and core beliefs across a campus. When a Site Team unites around the importance of pre-reading and sees the power in teaching students how to become proficient in this skill—while also through building collaboration opportunities into scheduled meeting times and supporting one another in assigning value to pre-reading being taught within each content area or discipline—there is no limit to the positive outcomes that are possible on a campus.

INSTRUCTIONAL PRACTICE:
AVID Core Strategies

More often than most educators would like to admit, they have a chance to observe a great new strategy, but they feel confined by their content and are just not able to invest the time needed to implement yet another new strategy. Many of the AVID core strategies are placed in the context of large, culminating Extending Beyond the Text activities that will take a class period to complete. However, with minor modifications, many of these strategies are effective pre-reading tools. Using one of these strategies within a PLC, grade-level team meeting, Site Team meeting, or staff meeting provides the opportunity for a safe community of practice to be established, where educators can build up their comfort level and expertise with the strategy before attempting to try it with students.

Instructional Goal

- Educators will work collaboratively within grade-level teams, their PLC, or the Site Team to use a core strategy as a pre-reading strategy to both build their expertise with core strategies and make connections to how the strategy allows for engagement with texts.

Resources

- *Core Strategy Checklist* (Educator Resource)
- *Cross-Grade or Cross-Discipline Collective Commitments Template* (Educator Resource), located on pp. 46–49 of Chapter 2: Planning for Reading
- Site-prepared collective commitment statements

Preparation for Instruction

- Identify a piece of text with which to practice using one of the core strategies as a pre-reading strategy. AVID Weekly® articles, data charts from high-stakes state assessments, or any other piece of text that will be relevant to educators and work well with the core strategy can be used.
- Determine whether the text will be read in a digital format or on paper. Ensure that all participants have access to or copies of the articles.
- Identify which core strategy will be used with the text.
- Identify the appropriate resources needed for educators to understand how the core strategy works and how to modify it to be a pre-reading strategy.

Instructional Strategies

- Distribute the text that will be used by participants digitally or as a hard copy.
- Provide an overview of the selected core strategy using resources from the related Core Strategies webpages on MyAVID and Chapter 6: Extending Beyond the Text in this book.

- Have educators work together using the provided core strategy resources, *Educator Resource: Core Strategy Checklist* and *Educator Resource: Cross-Grade or Cross-Discipline Collective Commitments Template*, to identify how to modify the selected strategy to be a robust pre-reading strategy.
- Engage in the core strategy as a pre-reading strategy in the manner determined by the team.
- After working through the core strategy as a group, debrief how the strategy worked as a pre-reading strategy by having educators discuss what worked well and what they would change or modify when doing this with students.
- Decide as a group whether this core strategy will be added to the site's collective commitment statements as a strategy to use. (These statements were developed in *Instructional Practice: Collective Commitments*, pp. 44–49 of Chapter 2: Planning for Reading.)

Core Strategy Checklist

For resources and support with not only the core strategies listed here but also many others, visit the Core Strategies webpages on MyAVID (Curriculum tab → Core Strategies).

Core Strategy	Pre-Reading Modification
Philosophical Chairs	Create a speed-formation Philosophical Chairs. Ask questions that will unlock background knowledge on the reading topic and create interest in the upcoming text.
Socratic Seminar	In a mini Socratic Seminar of five to six students, have students create questions regarding the Essential Question or reading prompt and spend 10 minutes discussing what they know about the topic.
Collaborative Study Groups	If students regularly use Collaborative Study Groups (CSGs) to prepare for exams, have them use the same structure to prepare for a reading assignment. Use the CSGs to help them recall information or review content-specific themes that they may need to have a good understanding of to best access the upcoming text.

Post-Reading Reflection Questions

- How will I select pre-reading strategies both outside and inside the text to encourage students' comprehension of selected texts?

- How will I model pre-reading strategies for my students?

- How will I select pre-reading strategies that generate interest so that my students are more engaged in the texts?

K–2 Post-Reading Reflection Questions

- How will I select strategies to encourage my students to explore a selected text?

- What strategies are appropriate for maximizing my students' prior knowledge and making the selected text accessible?

- What strategies will pique the interest of my students and make them eager to dive into the selected text?

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Building Vocabulary
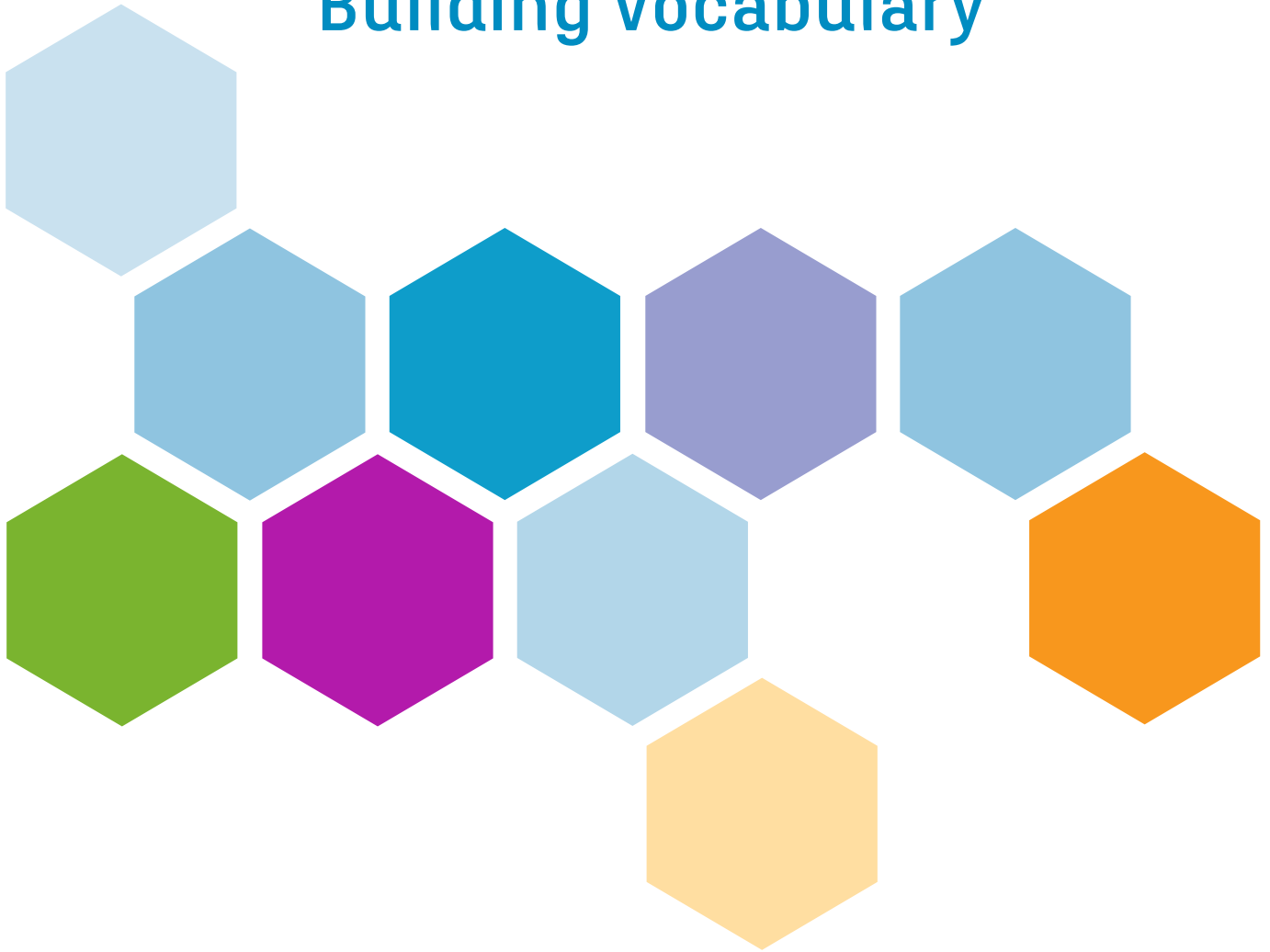
Visit the *AVID Reading for Disciplinary Literacy* webpage on MyAVID for additional materials and resources.

CHAPTER **Introduction**

When reading, students need practice with both content-specific vocabulary and general academic vocabulary if they are to become proficient in the scholarly language of a campus and within content areas or disciplines. This means that learning vocabulary does not happen in English classes alone; students must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become content-area experts in those disciplines (Fang, 2012). All disciplines within a campus play a role in developing student vocabulary.

With that in mind, most educators would probably agree that vocabulary building is essential to the reading process, yet it can often be challenging to teach. How does an educator determine what words in a text are important for students to know when reading? Additionally, once those words are identified, how does an educator go about helping students learn them in the most effective way possible? To address these questions and more, this chapter outlines some of the most useful strategies for educators as they embark on the journey of helping students develop vocabulary as part of the critical reading process.

Content-Specific and General Academic Vocabulary

This chapter will discuss two different categories of vocabulary: *content-specific* and *general academic*. Both are important for educators to consider as they are planning for vocabulary development as part of the reading process. Since this book is written for schoolwide use, content-specific vocabulary is addressed first, so that educators within each discipline can select strategies relevant to teaching specific content. General academic vocabulary is then discussed from a schoolwide perspective, as this is vocabulary that crosses all disciplines.

- **Content-specific vocabulary** consists of words utilized within specific disciplines, such as mathematics, social studies, science, or literature. These words are unique within their own discipline or have content-specific applications. These are the vocabulary words that students would need to know in order to read, write, and speak like content experts within a given discipline. For example, the word "product" holds an entirely different meaning in the discipline of mathematics versus economics. As teachers of disciplinary literacy, educators will want to consider content-specific vocabulary development as it is relevant to the texts that students encounter.

- **General academic vocabulary** consists of words that can be used across disciplines. These are vocabulary words that are used across a campus and in general within scholarly environments. These words appear with high frequency in English-language academic texts. To view a comprehensive academic word list by Dr. Averil Coxhead, visit https://www.victoria.ac.nz/lals/resources/academicwordlist.

  General academic vocabulary can be understood to be words like *analyze*, *data*, *factor*, *principle*, *thesis*, etc. Additionally, some general academic vocabulary may have multiple meanings. The word *factor*, for example, is general academic vocabulary in the sense of "an influence" but is also content-specific when referencing the "factoring" of polynomials. Helping students understand these nuanced differences is part of teaching general academic vocabulary.

Stages of Vocabulary Development

Another tricky aspect of vocabulary development is that it occurs throughout the entire reading process. Vocabulary can be developed during each of the "activate," "engage," and "extend" phases of reading. Therefore, this chapter provides strategies for each phase of the reading process for both content-specific vocabulary and general academic vocabulary.

As an added note, the post-reading stage can be incredibly important in helping students learn vocabulary. It is often after reading, when students are asked to extend beyond the text, that the application of key vocabulary takes place (Alvermann & Phelps, 1998). It is during this stage that the depth of knowledge of key vocabulary can be demonstrated through rigorous writing and speaking activities.

Chapter 5 Objectives

As a result of interacting with this chapter, educators will be able to:

- Identify both content-specific and general academic vocabulary necessary for understanding the text while planning for reading.
- Integrate vocabulary building throughout the entire reading process as a means of supporting literacy.
- Provide students with intentional scaffolds for developing both teacher- and student-identified vocabulary.
- Develop schoolwide vocabulary-building strategies.

Pre-Reading Reflection Questions

- How have I developed my vocabulary as a reader?
- How was I taught to learn vocabulary in school? Were those methods effective? Why or why not?
- How is developing vocabulary connected to the reading process?
- How do I deliberately plan for the development of both content-specific and general academic vocabulary?
- What strategies do I use to scaffold students' vocabulary building during the activate, engage, and extend phases of reading? Why do I use those strategies?
- How does my school site develop academic vocabulary across all disciplines?

K–2 Pre-Reading Reflection Questions

- How developed is the vocabulary of the students in my class?
- Do I deliberately plan vocabulary instruction throughout the stages of reading?
- How can the vocabulary in the selected text be connected to my students' prior experiences and background knowledge?
- How do I incorporate the content-specific and general academic vocabulary my students need to be familiar with to access the text?

Guiding Principles

- Helping students develop vocabulary while reading is essential for deeper comprehension of texts.
- Students need to learn both content-specific and general academic vocabulary.
- Vocabulary building happens throughout the critical reading process.
- Using vocabulary words in contexts outside of the text deepens understanding and contributes to fluency when reading.
- A language-rich classroom is crucial for teaching students how to use both content-specific and general academic vocabulary in thinking, speaking, reading, and writing.
- Articulating vocabulary building schoolwide is essential for reinforcing general academic vocabulary.

Building Content-Specific Vocabulary

The strategies in this section can be used to deepen students' understanding of content-specific vocabulary. As mentioned in the chapter introduction, content-specific vocabulary consists of words that are specific to a particular content area or discipline. Content-specific vocabulary differs from general academic vocabulary in that the words have their own specific meanings within a particular discipline. These might be words used outside of the discipline that hold a content-specific meaning within the discipline. An example of such a word is *slope*. Outside of mathematics, one might think of the word *slope* and visualize pictures of skiers speeding down snowy banks atop a mountain. However, when framed in the context of mathematics, *slope* takes on a very different and specific meaning. Learning content-specific vocabulary also contributes to students' understanding of how to read through different lenses, as content experts across a variety of disciplines. This section outlines some key concepts related to the development of content-specific vocabulary within a given discipline.

Identifying Content-Specific Vocabulary

For educators in most disciplines, content standards, course textbooks, and other discipline-based texts are going to be the source of most content-related vocabulary. Each discipline is likely to have its own canon of essential vocabulary, so educators will want to refer to relevant sources to determine the words of greatest importance within the reading purpose. No matter the source of the text, it is critical to preview the text during the Planning for Reading stage and identify key content-specific terms that will help students successfully comprehend a given text.

When identifying vocabulary within a text, educators may also want to use a Vocabulary Knowledge Scale (VKS; Stahl & Bravo, 2010). To use a VKS, follow these steps:

- First, preview the text and make a list of words that could be considered key content-specific vocabulary.
- Enter the words into the leftmost column of a table like the one on the next page, which is adapted from Wesche and Paribakht (1996).
- Assess the level of students' previous exposure to such words in content-related texts and rate the words using the VKS table accordingly.
- Based on the assessment, note the words that fall into columns 1–3. These are the vocabulary words that will likely need extra attention as students attempt to comprehend the text.

Potential Vocabulary Words	1	2	3	4	5
	Students probably haven't seen this word before.	Students might have seen this word before but don't know what it means.	Students have seen this word before but only somewhat know what it means.	Students know this word.	Students can use this word correctly in their speaking and writing.

By using a VKS such as the one suggested above, educators can plan more strategically for high-yield vocabulary words to maximize student comprehension.

Exercise Your Agency:
What does being diagnostic have to do with teaching vocabulary?

We might not always have the ability to choose a particular piece of text to use with our students; however, the words that we identify as focus words from a text we are using with students might matter more than the text itself. Educators who are diagnostic, meaning that they listen to how their students talk about the content, are educators who have an easier time determining which words to focus on within a text because they have formative assessment data that guides their planning and thinking. Providing opportunities for students to talk about content with partners or small groups allows educators to listen to the words that students use when talking about content. Great educators use this diagnostic data to identify new content-specific words that students should add to their vocabulary as a way to strengthen their students' understanding of content.

INSTRUCTIONAL PRACTICE:
Vocabulary Awareness Chart

The Vocabulary Awareness Chart is a diagnostic tool that allows students to assess their knowledge of the pertinent content-specific vocabulary in a text through conversation and notes. Research demonstrates that there is a direct correlation between students' own perception of their vocabulary knowledge and their actual knowledge of vocabulary within a text (Wesche & Paribakht, 1996). The Vocabulary Awareness Chart allows students to track their understanding of vocabulary at various times during the reading to promote a growth mindset.

Instructional Goal

- Students will use the Vocabulary Awareness Chart to assess their knowledge of vocabulary words before reading a selected text.

Resources

- *Vocabulary Awareness Chart—Prior to Reading* (Student Resource)
- *Vocabulary Awareness Chart—Tracking During Reading* (Student Resource)

Preparation for Instruction

- Preview the text that students will read and use a Vocabulary Knowledge Scale to identify 5–10 words from the text that students will need to learn in more depth.
- Using the templates provided in *Student Resource: Vocabulary Awareness Chart—Prior to Reading* and *Student Resource: Vocabulary Awareness Chart—Tracking During Reading*, prepare a note-taking structure that includes space for the selected words and opportunities for students to track their knowledge level throughout the reading process. Provide a few extra lines for students to add their own words, as needed.
- Determine how students will use the selected Vocabulary Awareness Chart(s) to monitor and track their vocabulary knowledge. This might be a digital resource, integrated into their focused note-taking practice for the class, a section in an Interactive Notebook, or a handout.

Instructional Strategies

- Have students create the note-taking structure or provide them with either *Student Resource: Vocabulary Awareness Chart—Prior to Reading* or *Student Resource: Vocabulary Awareness Chart—Tracking During Reading*, which contain a structure. If students will be tracking their vocabulary knowledge throughout the reading process, have them fill in the "Activate" column in *Student Resource: Vocabulary Awareness Chart—Tracking During Reading* at this time.
- In small groups or with a partner, have students compare their charts, discuss word meanings, develop authentic definitions, and write their questions, as needed. They may not all have definitions at this point.
- Lead a whole-class discussion wherein students discuss the "no clue" words, make predictions about possible definitions, share words in the "Heard or seen it before" column, and ask their written questions.

- Have students add their predictions on the line below the chart and then share their ideas with a partner or group.
- Have students read the text and add to or revise definitions as word meanings become clearer. They should also add other words that they do not understand. If students are tracking their knowledge using *Student Resource: Vocabulary Awareness Chart—Tracking During Reading*, have them fill in the "Engage" column at this time.
- Revisit the charts after reading. Students should review or revise their definitions based upon their reading, engaging in a whole-group discussion around the words that are providing the most difficulty. This is a wonderful opportunity to model using the dictionary and to provide a Think-Aloud about how the dictionary definition connects to what the text is saying. If students are tracking their knowledge throughout the reading process, have them fill in the "Extend" column at this time.

Variations

- The Vocabulary Awareness Chart templates provided can be modified to meet the specific purpose for reading.
- For additional scaffolding, model how to use a thesaurus for unfamiliar words. If students are struggling with the meaning of a word, sending them to a dictionary can be incredibly frustrating, as the definition they find there is usually of very little help. Synonyms and antonyms of unfamiliar words build a schema and help with access to prior knowledge around the meaning of an unfamiliar word.

Extensions

- Have students track vocabulary across an entire unit or semester of learning.
- Add columns for "examples" and "non-examples" and have students fill out these columns as they read.
- Add a column where students can draw a visual/symbolic representation of the word.

Vocabulary Awareness Chart—Prior to Reading

Use this template as guide before you engage with the text. It can be modified as needed to meet the reading purpose.

Vocabulary for: _____

Word	Know it well– can explain it	Heard or seen it before	No clue	Notes/Definitions

Questions I want to ask:

Predictions I am making:

Vocabulary Awareness Chart—Tracking During Reading

Use this template as guide at each phase of the critical reading process: activate, engage, and extend. It can be modified as needed to meet the reading purpose.

Vocabulary for: _____

Word	Activate	Engage	Extend	Notes/Definitions

+ = know it well; can explain it   ? = uncertain/may know something   – = no clue

Questions I want to ask:

Predictions I am making:

INSTRUCTIONAL PRACTICE:
Teacher-Provided Definitions and "Code Words"

Sometimes, there just isn't enough time for in-depth vocabulary study when reading a text. Additionally, not all texts require an in-depth study of vocabulary for students to successfully read the text. When students do not necessarily need to retain text-specific vocabulary words for the long term, simply defining the words for students prior to reading can still contribute to better comprehension. Furthermore, if students take some time to become familiar with a word by activating prior knowledge, they are more likely to understand the word when they encounter it in a given text.

Instructional Goal

- Students will take teacher-provided definitions and employ "code words" to help them remember the meaning of words found in texts.

Preparation for Instruction

- Preview the text and identify words that may be unfamiliar to students reading the text for the first time.
- Create a word bank of the identified words and include concise but clear definitions of the words for students (e.g., *matter*: a physical substance; *unicellular*: single-celled).

Instructional Strategies

- Before reading the text, provide students with the word bank of vocabulary words that they will encounter when reading the text.
- Read each word and have students give a "fist to five" (fist = never seen or heard the word before; five = very familiar with the word) to convey their prior knowledge of the word.
- Using one of the words with which students are most familiar, model how to invent "code words" to aid in memorizing the word's meaning. A "code word" is a word with which students are already familiar and that can help them recall the meaning of the new word. "Code words" work as an association with the vocabulary word and use prior knowledge to assist students in learning the meaning of the new word.
  - For example, the "code word" for *stalagmite* might be *mite*. Since mites are bugs that crawl, and stalagmites are rock formations that rise from the floor of a cave, this association might prompt students to remember the definition of *stalagmite* when reading. For the word *archipelago* (a group of small islands), a "code word" might be *pelican*. Since a pelican is a type of seabird and a portion of the word *archipelago* sounds like *pelican*, this association might help students remember that an *archipelago* is a group of islands in the sea.

- After modeling the process of creating "code words," ask students to work in pairs or small groups to invent "code words" for each of the vocabulary words provided in the word bank. They should record these "code words" next to the original words in their notes.
- Finally, tell students that they will encounter these words as they read the provided text. When they do, they should think of their "code words" to help them remember the meaning.

Variation

- For younger learners, educators could provide the "code words" as well as the definitions of the words in the word bank.

Extension

- To increase rigor, students could write an explanation of the rationale behind their chosen "code words."

INSTRUCTIONAL PRACTICE: Frayer Model

The Frayer Model is a graphic organizer that can be used to develop both general academic vocabulary and content-specific vocabulary (Frayer, Fredrick, & Klausmeier, 1969). It requires students to establish connections to prior learning and define vocabulary by creating a definition in their own words, generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed in an organizer divided into four sections, with the word in the center. The Frayer Model is a good strategy to use when students will be frequently encountering a key vocabulary term throughout their reading within a discipline. For high-frequency vocabulary words, the time taken to help students build a more solid foundation of understanding is time well spent.

Instructional Goal

- Students will create a visual chart of word attributes, such as definitions, characteristics, examples, non-examples, and synonyms, based on the reading purpose.

Resources

- *Frayer Model Samples* (Educator Resource)
- *Frayer Model Template* (Student Resource)

Preparation for Instruction

- Determine how the four quadrants in the Frayer Model will be defined for students. The following is a common way to use the quadrants:
  - Upper-left: definition of the word in a complete sentence
  - Lower-left: examples and connections to the word (i.e., prior knowledge)
  - Upper-right: drawing or other visual representation of the word's facts and characteristics
  - Lower-right: drawing or writing about what the word does not mean (i.e., non-examples)

The quadrants can be used in other ways depending on the purpose or academic discipline.

Instructional Strategies

- Present a sample Frayer Model with each quadrant filled in for the vocabulary word or concept. Leave the vocabulary word section blank.
- Ask students to determine what the word might be based on the clues in the quadrants.
- With a partner or in small groups, students discuss their predictions and then share the answers with the whole group, justifying their thinking.
- Reveal the actual word.
- Choose a relevant new vocabulary word and model how to complete the Frayer Model graphic.
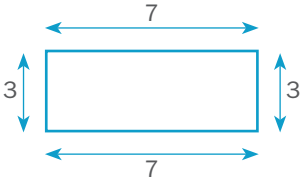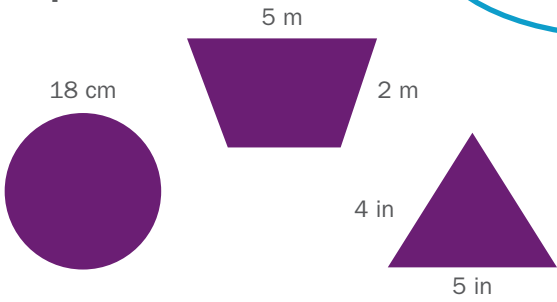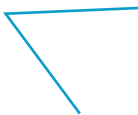
- Begin by filling in the new academic vocabulary word in the center circle of the graphic.
- Model the completion of the four quadrants.
- Select another new academic vocabulary word.
- Divide students into pairs and ask them to complete the Frayer Model for the new vocabulary word.
- Have each pair join with another pair to form a quad and compare ideas.
- Debrief with the whole class and ask partners or groups of four to share their models.
- Let students explain their work through a whole-class share-out.
- Correct any misconceptions that arise.
- Display the completed Frayer Models, representing different ways to depict the vocabulary word.
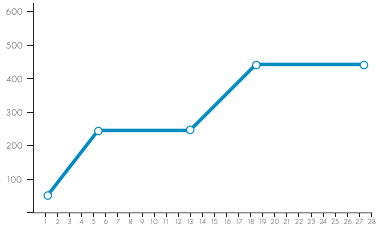
Variations

- Students can create Frayer Models on index cards to use for review.
- Students can create digital Frayer Models.
- Change the quadrants to fit the purpose of the overall learning objective or discipline. For example, in a history class, the quadrants might be *who*, *what*, *where/when*, and *why.*
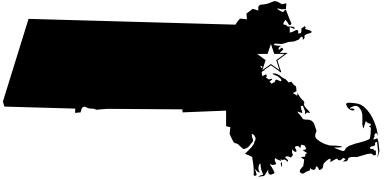
Frayer Model Samples

Definition

The distance around a closed figure or the outline of an object.

Common distance units include: cm, m, km, in, yd, mi

Facts/Characteristics

- $C = \pi d$ or $C = 2\pi r$ (circumference)
- Add the numbers outside the shape
- Lengths/widths outside a shape are added together

7

3   3

7

Perimeter

Examples

18 cm

5 m

2 m

4 in

5 in

Non-Examples

- $V = L \times W \times H$
- $V = \pi r^2 h$

- No perimeter, because it isn't a closed figure.
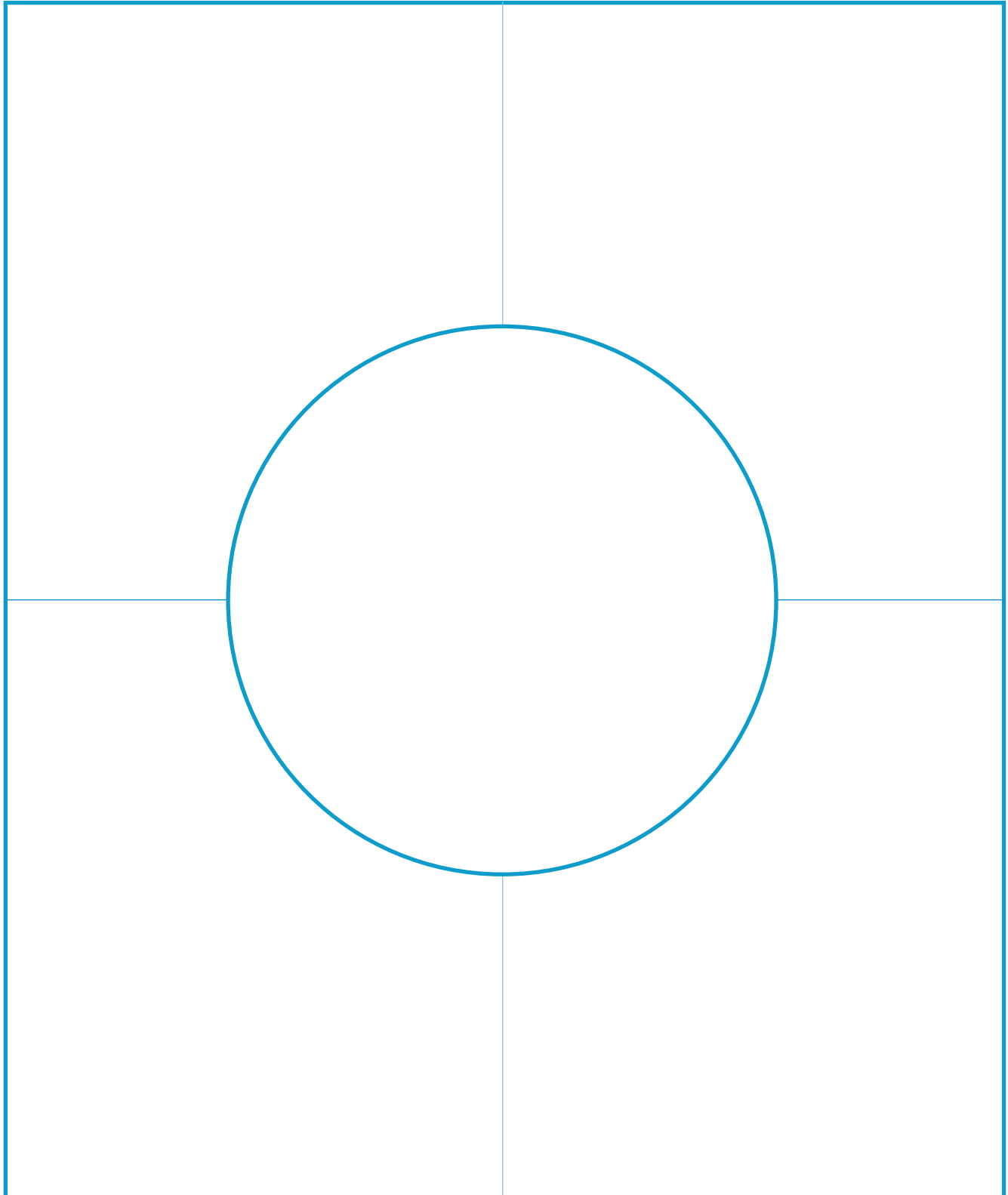
Definition

Facts, figures, and other evidence collected in an experiment/study.

(quantitive and qualitative are two forms)

98%

Data

Facts/Characteristics

- Record data carefully
- Observe everything possible
- It is an account of what happened in an experiment

Examples

- Descriptions
- Measurements
- Data tables and graphs
- Statistics
- Numbers
- Observations

Non-Examples

- Problem
- Inference
- Hypothesis
- Research question

?

Definition	Facts/Characteristics
Ser (to be) **Irregular verb**	• Different groups of verbs are conjugated differently • Irregular verb, doesn't follow normal patterns • Should memorize conjugations

"To Be" Verbs

Examples	Non-Examples
yo soy = I am tú eres = You are él/ella/ello/uno es = he/she/one is usted es = you are nosotros somos = we are	tener haber hacer ir venir decir

Who	What
Sons of Liberty (colonists who protested against British control of the colonies)	Colonists boarded East India Company ships and tossed 342 crates of tea overboard into Boston Harbor.

Boston Tea Party

Where/When	Why
December 16, 1773 Boston, MA	To protest Britain's newest tea tax and demonstrate against "taxation without representation."

Frayer Model Template

Name: _____ **Date:** _____

INSTRUCTIONAL PRACTICE: Inside/Outside/Outside

This strategy helps students use information found within a word (e.g., affixes, roots) as well as context clues to determine its meaning while reading. Context clues include definitions, examples, synonyms, or signal words in the sentence or paragraph around a word that help students infer the word's meaning. The Inside/Outside/Outside strategy helps students learn to define words without solely relying on dictionaries.

Instructional Goal

- Students will use the Inside/Outside/Outside strategy to determine word meanings as they encounter unfamiliar words in texts.

Preparation for Instruction

- Before students engage in this activity, make sure that the purpose for reading has been clarified and students have conducted a "first read" to become familiar with the text.

Instructional Strategies

- After the first read, ask students to return to the text to identify words that are unfamiliar to them. They can highlight or circle these words.
- Model for students how to use the Inside/Outside/Outside strategy to develop their understanding of unfamiliar words.
    - **Inside:** Students first practice "inside the word" strategies, including examining word parts, such as prefixes, suffixes, roots, bases, cognates, and word families.
    - **Outside:** If students need further clarification, they explore "outside the word" for context clues. Based on the context clues in the sentence or paragraph, students make an educated guess about what the word means.
    - **Outside:** If the word or phrase is still impeding students' comprehension, as a final step, students search "outside the text" again using additional resources, such as dictionaries, thesauri, glossaries, or the internet, to figure out the meaning of the word.
- Reinforce the importance of employing the first inside/outside vocabulary strategies before seeking definitions from outside sources.
- If necessary, model how to use outside resources effectively to find a definition.

Variation

- Students can annotate their copy of the text with their definitions for unfamiliar words.

Extension

- Create a community word bank on a poster or bulletin board in the classroom where students can add unfamiliar words as they encounter them in texts.

INSTRUCTIONAL PRACTICE: Vocabulary Log

New vocabulary is experienced throughout multiple texts within a unit or across units. Sometimes, this vocabulary is jotted into students' notes or written in the margin of a text without any meaningful context to help students truly understand the words. A vocabulary log provides students with a systematic and consistent way of organizing new vocabulary as they encounter it over a long-term period while also providing a way to study the vocabulary later.

Instructional Goal

- Students will keep a log of vocabulary words as they encounter them throughout a wide variety of sources.

Resource

- *Vocabulary Log Structures* (Educator Resource)

Preparation for Instruction

- Review *Educator Resource: Vocabulary Log Structures* and determine which structure you would like students to use or provide students with a choice of structures to use. Students will recreate one of these structures in their notes.

Instructional Strategies

- Instruct students to create the chosen vocabulary log format in their notes or in another location that will be easily accessible at a later time.
- As students encounter vocabulary words as they read texts or through classroom instruction, they should take the time to record each term and its meaning, as well as the other sections of the chosen vocabulary log structure.
- As with any form of note-taking, students should add to and review these notes regularly. A common way that student can add to notes is to share their vocabulary log with other students for comparison. Students can add more to or change information in their notes based on the notes of others.

Variations

- Students can work with study partners to use these vocabulary logs to study for quizzes and/or exams.
- Add or adjust columns within the chosen vocabulary log format to fit the academic purpose; the provided structures serve as samples.

Vocabulary Log Structures

These are sample variations of how students might organize their vocabulary logs. These can be adjusted based on the academic purpose. The key, however, is that students keep track of vocabulary as an ongoing practice over time.

Sample Structure 1: Source-Based

Term	Meaning	Source, Including Page Number

Sample Structure 2: Visual/Verbal

Term	Meaning	Visual Representation	Examples/Notes

Sample Structure 3: Detailed

Term and Visual/Symbolic Representation	Meaning
	Meaning
	Synonyms/Antonyms
	Other Word Forms
	Use It in a Sentence

INSTRUCTIONAL PRACTICE: Vocabulary Bookmarks

Vocabulary bookmarks can be used as a way to keep track of vocabulary, or anything else that fits the academic purpose, throughout the reading of a lengthy text. The benefit of using the vocabulary bookmarks is that they can be inserted directly into the book itself.

Instructional Goal

- Students will use vocabulary bookmarks to keep track of vocabulary as they encounter unfamiliar words or key terms in books.

Resource

- *Vocabulary Bookmarks* (Student Resource)

Preparation for Instruction

- Print *Student Resource: Vocabulary Bookmarks*, ideally on cardstock paper.

Instructional Strategies

- Provide students with a copy of *Student Resource: Vocabulary Bookmarks*.
- As students engage in reading from a text, they will use these vocabulary bookmarks to track either unfamiliar vocabulary or other key terms as defined by the educator.
- If reading is occurring independently, build in some class time for students to collaborate with other students to share their vocabulary bookmarks.
- Encourage students to add new bookmarks based on their collaborative conversations.

Variations

- Students can work with study partners to use these bookmarks to study for quizzes and/or exams.
- This strategy can also be used with *Instructional Practice: Vocabulary Log*.
- Add or adjust the format as needed to fit the academic purpose.

Exercise Your Agency: How do I decide which words matter?

Educators take students on journeys that last a school year, and sometimes, we lose sight of the fact that our time with students is actually a continuation of a journey that they began before they met us and will continue long after they leave us. It is crucial that we know where they came from and where they are going as we engage with an academic year of content, particularly when identifying the words that we want to focus on over the span of time they are with us. If the content that we teach is held together by language, then thoughtful attention to the words we want our students to use when speaking about the content we teach is crucial. Mapping out the language that we will introduce, teach, have students use, and curate is one of the most important considerations that any educator can make to maximize student learning.

Vocabulary Bookmarks

Use these vocabulary bookmark templates to keep track of vocabulary while reading a book. This format can also be created on your own paper.

Term:	**Term:**	**Term:**	**Term:**
Definition:	**Definition:**	**Definition:**	**Definition:**
Text:	**Text:**	**Text:**	**Text:**
Page Number:	**Page Number:**	**Page Number:**	**Page Number:**
Notes/Description/ Illustration:	**Notes/Description/ Illustration:**	**Notes/Description/ Illustration:**	**Notes/Description/ Illustration:**

INSTRUCTIONAL PRACTICE:
Vocabulary Concept Mapping

Concept maps can be utilized in a variety of ways to help students organize their thinking around complex texts and topics. When students are asked to contextualize knowledge within broader events, developments, or processes, creating concept maps for vocabulary words can help them begin to understand connections and patterns in texts that may not have been obvious otherwise. When students are asked to contextualize words as a result of an academic task, concept maps provide them with a useful scaffold before publicly presenting their thoughts to others through writing or speaking.

Instructional Goal

- Students will use vocabulary concept mapping to make connections to key vocabulary in a text and enrich their understanding of both the text and vocabulary.

Resource

- *Concept Map Questions and Formats* (Educator Resource)

Preparation for Instruction

- Select the main term or concept from the text, as well as other important terms that students will need to use.
- Determine how students are to identify their terms by importance on their map (e.g., a circle around the most important terms, a square around supporting terms, a diamond around a detail term).

Instructional Strategies

- After students conclude their reading, begin the concept map with the class by identifying the key concept and then brainstorming a list of terms or ideas associated with the concept by using some of the questions in *Educator Resource: Concept Map Questions and Formats.*
- Choose one of the associated terms or ideas and conduct a Think-Aloud to explain why the term is associated with the key concept.
- In small groups or duos, release students to create their own concept maps for the term. After students work together for a few minutes, have them stop, and call on students to share their maps. If the class is not in alignment with the terms identified before the lesson, go back and redirect the maps.
- After students have shown mastery of the concept map with a partner, they can finish the map they've created individually.
- After completing the map, students will write a summary of the text using the terms they identified in their concept map.

Variation

- Provide students with two or three key concepts from the text and have them work on a web of terms until the two concepts are connected. Students then complete their map with a summary of how the terms are connected.

Concept Map Questions and Formats

Consider these questions as possible brainstorming ideas when creating concept maps. There are many ways that concept maps can take shape, but thinking ahead about these relationships might help students get started.

Definition: *What is the "thing"?*

Categorization: *What type of "thing" is this key concept?*

Properties: *What smaller attributes make up this particular key concept?*

Examples: *What are some examples and non-examples of this key concept?*

You might also consider these formats as students are learning to create their own concept maps.

Concept Definition Map

Use this type of map when students need to think more generally about defining a key concept.
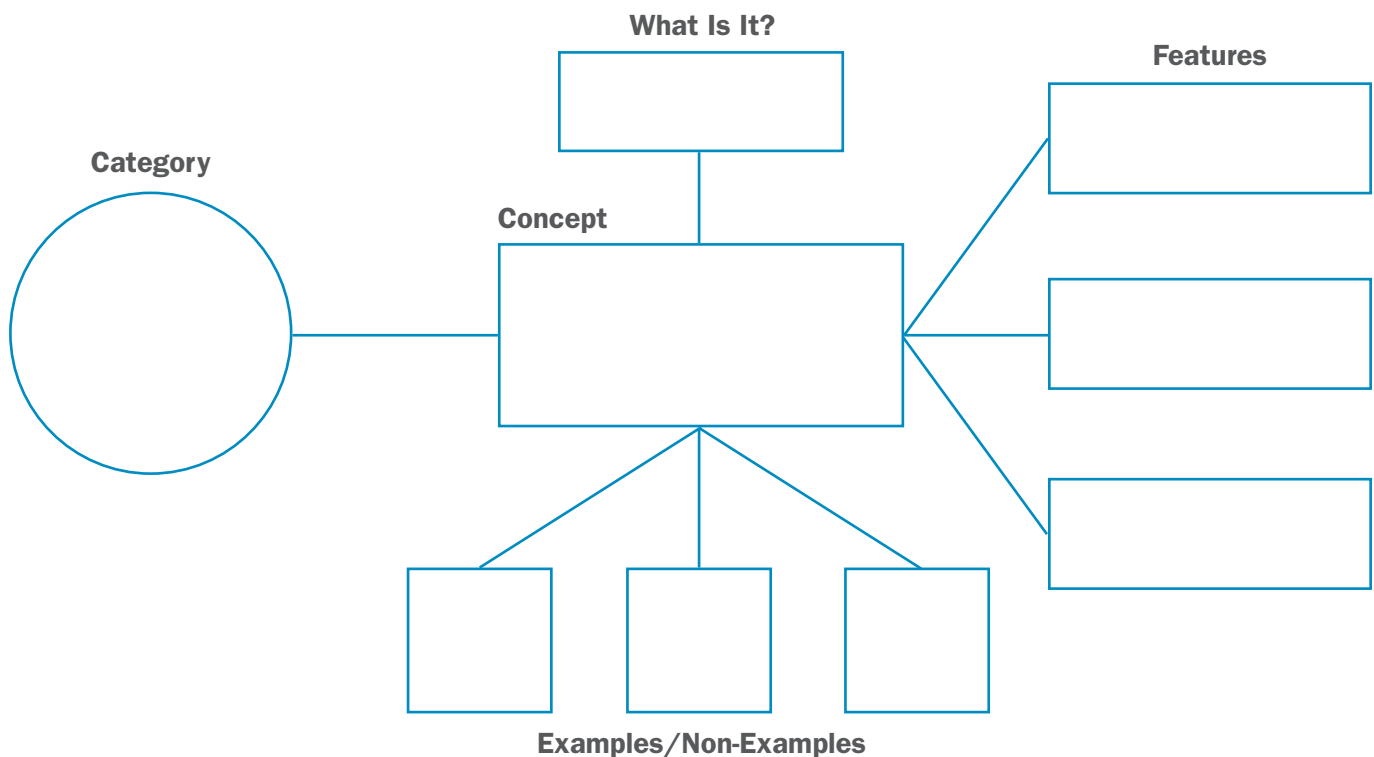
Hierarchical Concept Map

Use this type of map when students need to break down a larger concept into its constituent components.

Detail — Categorization — Detail — Property — Property — Concept — Detail — Definition — Detail
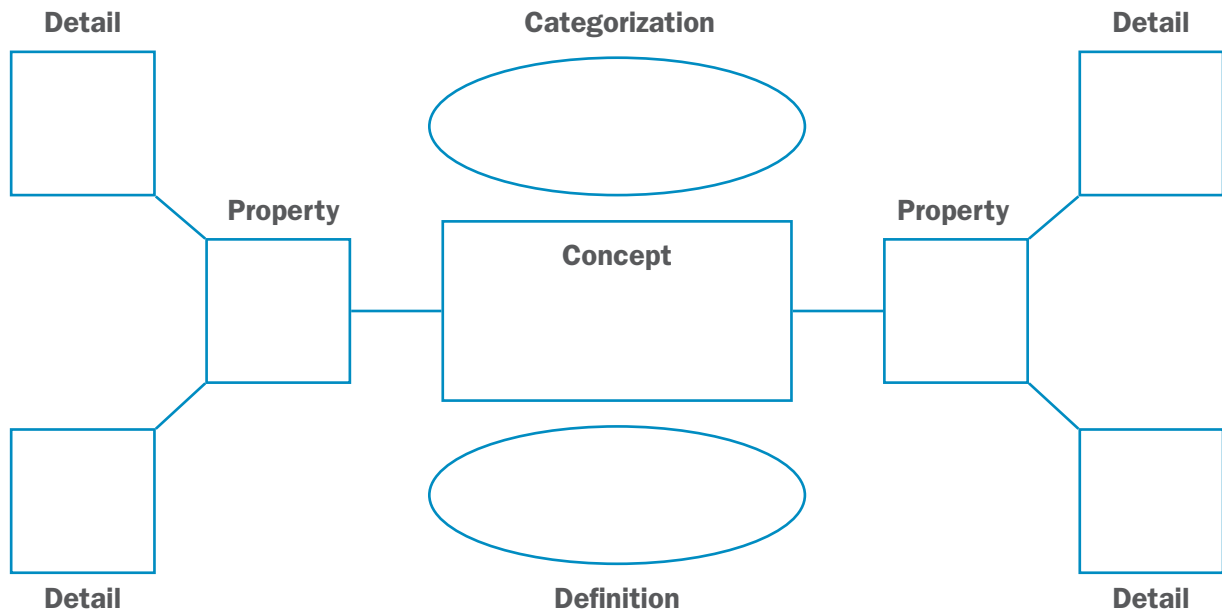
The "Detail" boxes can expand as needed to continue to break the concept down into smaller components. Also, "Property" boxes can be added as needed.

Detail — Categorization — Sub-details — Property — Property — Detail — Concept — Detail — Definition — Detail
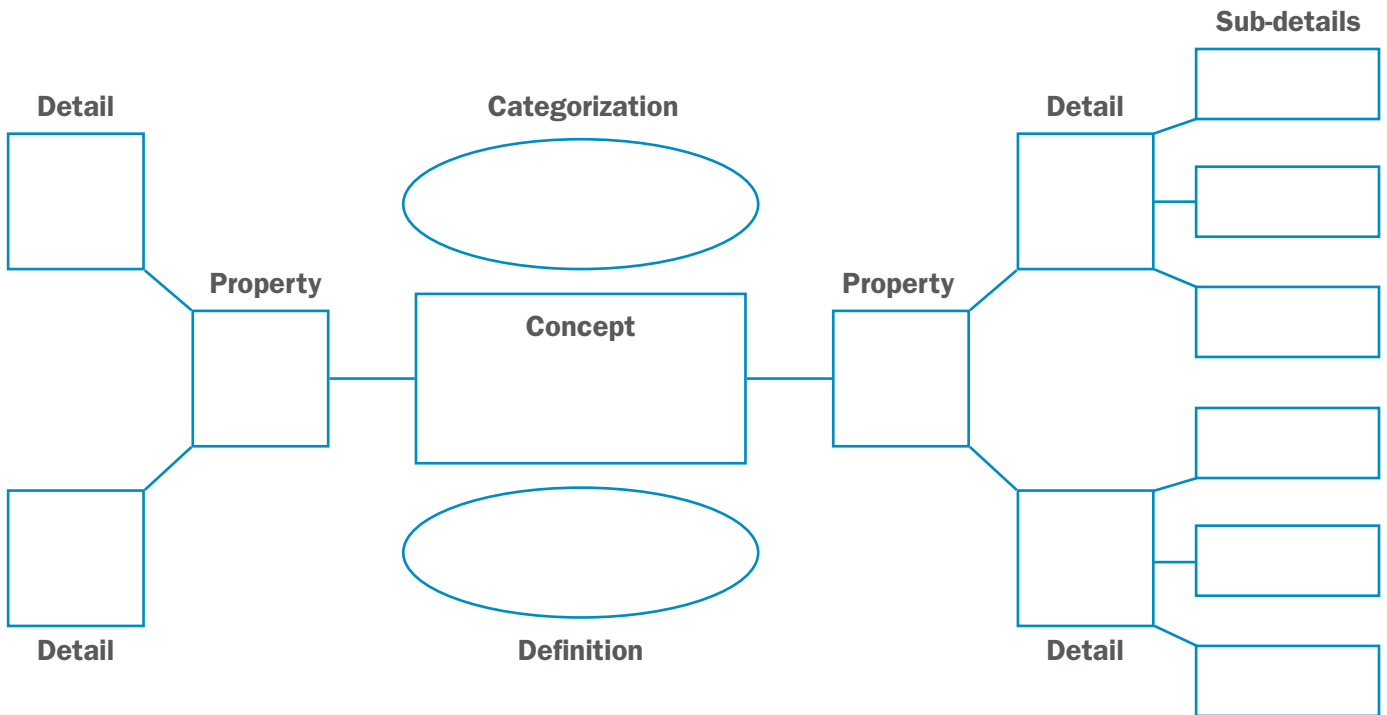
INSTRUCTIONAL PRACTICE:
Key Terms Bar Chart

This instructional practice provides students with the opportunity to identify key terms within a text and visually display the class's thinking about these terms. The visual representation of the classroom data can be used to reinforce larger concepts of data collection and analysis within the content.

Instructional Goal

- Students will use key terms bar charts to collectively identify the most important terms in a text.

Preparation for Instruction

- Preview the selected text to identify its key terms and, if possible, rank the terms by importance.

Instructional Strategies

- As students read the selected text, instruct them to identify key terms that they encounter within it.
- After they have finished reading, instruct students to work with a partner to select the three most important words or concepts used in the text. They should be prepared to justify their claims.
- Direct student pairs to write their key terms on sticky notes—one term per sticky note.
- Ask students to place their sticky notes on the wall or board and categorize them by "like terms."
- To further categorize, read the terms out loud and ask students if any terms are similar enough to be placed together.
- Using these terms, create a bar chart to demonstrate which terms were identified more frequently by the class.
- Call on students to identify patterns or trends in the bar chart to analyze what this data means in regard to the student-identified key terms in the text.
- Call on a few students to identify the top three key terms in the text and justify their reasoning based on the classroom data.

Variations

- Identify groups within the bar chart and define categories for the different terms.
- Identify terms that were posted but may be supporting terms to the key terms.

Extension

- Students can use the identified terms from the bar chart as the foundation for their key concept map, discussed in the previous instructional strategy.

Extended Definition Paragraph

An extended definition paragraph is an "extend" strategy that encourages students to stretch their understanding of key concepts beyond the text itself. For this activity, students select an abstract concept from the text to be defined in greater detail. The explanation of the concept should include ways to define it, connections to the larger content, and personal connections to the word. The term should be directly related to the academic task or learning objectives for the unit.

Instructional Goal

- Students will develop a comprehensive understanding of an abstract key term by constructing an extended definition paragraph.

Resource

- *Extended Definition Paragraph: Guiding Questions* (Educator Resource)

Preparation for Instruction

- Identify one or two abstract concepts from the text and plan reading strategies to support investigating this term throughout the text.
- Preview the questions in *Educator Resource: Extended Definition Paragraph: Guiding Questions* and decide which questions to use as a means of guiding students as they write their extended definition paragraphs.

Instructional Strategies

- Introduce students to the key concepts you have identified.
- Using the educator-selected guiding questions and a key concept, students create a concept map as a brainstorming strategy to collect their thoughts around the definition and use of the term.
- Ask students to write a paragraph that addresses the designated guiding questions.

Extension

- If students are reading multiple texts during a unit, the extended definition paragraphs can be edited and reused as the foundation for a larger essay on the major themes of the unit.

Extended Definition Paragraph: Guiding Questions

Consider these questions as possible brainstorming ideas when helping students create their concept maps for the extended definition paragraph.

Define	- How is the term used? - What is an example of the term in use? - What is a non-example of the term? - What is the background of the term? - What is the word structure?
Content Connection	- How is the term used in the text? - How does it apply to previous learning? - Why is it important for understanding the current unit? - What does the term mean outside of this content or discipline?
Personal Connection	- What personal connection do you have to the term? - How has the term impacted you, your family, your school, or your community? - Why should your classmates care about this term?

Building General Academic Vocabulary

General academic vocabulary is vocabulary that is frequently found in academic texts across disciplines. Learning how to use general academic vocabulary in thinking, speaking, reading, and writing means that students feel comfortable navigating scholarly environments, particulary as they encounter similar words across a variety of disciplines. These would be words such as *analyze*, *theory*, and *interpret*.

Also, a profound educational shift in the development of general academic vocabulary lies in the sharing of responsibility across a campus as a way to develop disciplinary literacy schoolwide. This responsibility can't live solely under the domain of English language arts instructors, and it is critical for students' success in their academic work, from tasks such as creating lab reports to taking college entrance exams. Building general academic vocabulary requires all teachers to develop the use of academic language throughout their curriculum. The following instructional practices can be used together throughout a lesson or independently to help students develop general academic vocabulary.

Identifying General Academic Vocabulary

To identify general academic vocabulary, one recommendation is to consult common academic word lists, such as Coxhead's (2000) "A New Academic Word List" (AWL) and select words that will have the most value when developed schoolwide. The AWL contains word families that are divided into 10 subsets, each containing 60 of the most common words within each subset.

Visit the *AVID Reading for Disciplinary Literacy* webpage for more information and links to a variety of research-based vocabulary lists.

To assemble the AWL, Coxhead conducted an analysis of academic journals, textbooks, course workbooks, lab manuals, and course notes. The resulting list was compiled following an analysis of over 3.5 million words of text. The words selected for the AWL were the words that appeared most frequently in a wide range of disciplines. Whether or not the AWL or other predetermined lists of words are consulted, schoolwide consensus on a final list is recommended so that students are exposed to similar words throughout their academic experiences across an entire campus.

Exercise Your Agency:
What matters more: content or academic thinking skills?

The content we teach is a vehicle for teaching skills that matter, and there is no better person in the room to teach students how to apply, evaluate, analyze, or synthesize what they have learned in mathematics than the one with a degree in math. The same is true for science, or history, or any other content area or discipline. We teach content in order to teach students how to apply academic thinking skills to the content that they are learning. Our students will sit in lots of different classrooms, but the only classroom where we have any real control over what is learned is our own. Determining the balance between the content that we teach and how academic thinking skills are integrated within the teaching of content is something every single educator needs to think through and decide for themselves.

INSTRUCTIONAL PRACTICE:
Academic Thinking Skills

For students to feel empowered to use academic thinking skills, they need practice applying them in different content areas. The following instructional practice is designed for students to practice creating questions and answers corresponding to specific academic thinking skills in order to better develop their use of the vocabulary and terminology.

Instructional Goal

- Students will create questions and answers to a content-specific text to demonstrate understanding of each academic thinking skill.

Resource

- *Academic Thinking Skills: Question and Answer Stems* (Student Resource)

Preparation for Instruction

- Select an article or textbook section that is moderately challenging but can also be read multiple times in 20 minutes.
- Identify reading strategies that students are familiar with so that the focus of the lesson is on the thinking skills.

Instructional Strategies

- Have students complete a first read and a second read of the text.
- After the second read-through, place students into groups of three or four.
- Explain to students that they will be creating questions from the text that correspond to each of the four academic thinking skills.
- Distribute eight sentence strips to each group so that they can write two questions for each thinking skill.
- Before the groups begin writing their questions, model for the class what an *apply* question would look like for the text.
- Have each group write one *apply* question. After each group has written their question, have a student from each group stand and share their question with the class, checking to see that each group has understood what an *apply* question looks like.
- Before releasing students to write their remaining questions, instruct them not to use the specific academic-thinking-skill words but to instead create questions that apply the meaning of those words.
- If students are struggling to write questions correctly, refer them to the academic thinking skills word bank or question stems to prompt original ideas.
- After students have completed their eight questions, have groups exchange their questions with another group.
- First, have groups arrange the questions into their thinking-skill pairs. Once each group feels like they have accurately paired the questions, they will answer the questions on the back of the sentence strip.

- To conclude the lesson, have groups explain their thought process behind the groupings and their answers to those questions.
- Finally, have different groups select the best question that they answered and have a student from each group share that question with the whole class.

Variation

- If introducing the academic thinking skills for the first time, start with just one skill and build up to all four over the course of reading multiple texts.

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Academic Thinking Skills: Question and Answer Stems

Apply (utilize)
- Contextualize the ideas, themes, and concepts in the text to broader areas of study.
- Use concepts from a text to implement an action.

	Question Stems	Answer Stems	Word Bank
English	• How do the themes in the story…? • How do the events in the story contribute to…? • How does the author use description to…?	• …is used to illustrate… • …in the story can be traced back to… • …is connected to…	• relate • relevant • pertinent • integral • connect • branch • link
History	• How does the event fit into the…? • How is this individual a product of their…? • Why can we understand this idea as a part of…? • Where does this argument fit into…?	• …is integral to understanding… because… • This idea connects/ branches/links to…	
Math	• What are the ways that I can represent…? • How does this relate to…? • What is an example of…? • Does it make sense to…? • What is…?	• The method I used to solve this problem is… • My solution is reasonable because…	
Science	• Can you recall…? • When did … happen? • What is…? • Can you select…? • How would you describe…? • Who discovered…? • How does the development of … affect…?	• …is important because… • One idea I notice is… because…	

Analyze (examine)

- Analyze the use of evidence in texts or critique reasoning.
- Analyze the structure of texts and/or how an author's choices create a central theme, idea, or other meaning in texts.
- Identify patterns of continuity or changes in texts.
- Analyze errors in texts or processes.

	Question Stems	Answer Stems	Word Bank
English	• How does the author support…? • What reasons are given for…? • Why does the author…? • How does the author create a case for…?	• The author uses … to create… • …are examples of… • Through description of…, the author…	• build • connect • develop • associate • change • alter • adapt • modify • refine • transform
History	• How does this idea build upon…? • Why has … changed over time? • How does … affect the historical development of…? • How does the … of the author affect…? • Why does the author choose…?	• This … builds/connects/rejects … because… • …has changed/evolved/adapted by… • The author's bias/background/philosophy is evident because…	
Math	• What if I had started with… instead of…? • What if I could only use…? • What does … mean? • Is it right that…? • Why is…?	• The patterns of mistakes that I see are… • The mistakes are being made by… • A common way to avoid this error is… • The reason I used this method is because…	
Science	• Can you explain how … affected…? • How would you compare/contrast…? • How would you classify…? • What steps are needed to edit or refine…? • How would you estimate…?	• This suggests… • This describes how… affects…	

Evaluate (assess)
- Assess cause and effect relationships within texts.
- Compare ideas or perspectives found in texts.
- Assess the validity of arguments in texts.
- Justify reasoning found in texts.
- Make a judgment based on information.
- Categorize ideas, events, themes, and data by relevant characteristics.

	Question Stems	Answer Stems	Word Bank
English	• Does the author support…? • Do I have enough … to form a conclusion? • Does this fit with other …? • Did the author justify…?	• …can be compared to… • The is a … correlation/relationship between … and… • …strengthens the argument. • …makes me question the author's credibility. • …is similar to… • …supports the previous work by…	• consequence • outcome • repercussion • aftermath • ramification • justify • explain • describe • predict • evaluate • gauge • appraise • estimate
History	• What is the relationship between … and…? • How did … lead to…? • How can … define the time period? • Why did … cause…? • What can be concluded from…?	• An effect/consequence/outcome of … was… • A result/impact/consequence of … was… • The text implies/suggests/insinuates…	
Math	• What would happen to … if … was increased or decreased? • How would you describe the sequence of…?	• My solution is reasonable because… • The formula/data I chose to use was significant because… • My results are/are not reliable because…	
Science	• How is … related to…? • What conclusions can you draw from…? • How would you test…? • Can you elaborate on the reason for…? • What would happen if…? • How would you test…? • Do you feel the … experiment is ethical?	• I agree/disagree with the results because… • My data was affected by…	

Synthesize (combine/condense)

- Synthesize ideas across multiple texts to create new insights, predict future outcomes, draw informed conclusions, generalize from facts, or argue new ideas.

	Question Stems	Answer Stems	Word Bank
English	• What are the commonalities between … and…? • What can be taken from … and combined with … to form a stronger argument? • How can … and … be combined to…? • How could … and … inform future research/policy/actions?	• Based on … from … and … from …, I conclude… • After reading … and …, it can be determined that…	• compare • contrast • interpret • conclude • combine • compound • create
History	• How does this argument compare to…? • What connections can be made between … and…? • What conclusions can be drawn from…? • How would … react to…?	• The similarities between … and … suggest/indicate/reveal… • The differences between … and … suggest/indicate/reveal… • Comparing … and …, we can conclude/predict/interpret… • Between … and …, it is evident/clear/indicative…	
Math	• Predict what will happen to … as … is changed. • Using a principle of math, how can we find…? • What would the world be like if…?	• The events that may occur are… • I created … based on my results.	
Science	• What information can you gather to support your idea about…? • What conclusions can be drawn from…? • How can I design an experiment to show…?	• My conclusions lead me to believe… • I prioritize my findings by…	

INSTRUCTIONAL PRACTICE:
Bell Work With Word Banks

Prior to engaging with a text, students can build their academic vocabulary. This strategy uses an academic word bank to aid with students' written responses as a pre-reading activity.

Instructional Goal

- Students will build confidence in their use of academic vocabulary by using terms in written and oral responses prior to reading a text.

Resource

- "The Academic Word List" by Dr. Averil Coxhead, available online at https://www.victoria.ac.nz/lals/resources/academicwordlist

Preparation for Instruction

- Prior to engaging with a text, craft a prompt that will activate prior knowledge and spark students' curiosity about the selected text.
- Create a word bank of five to six words from "The Academic Word List" (AWL). Some of these words should be in the upcoming text, but others could be words that are well suited for responding to the prompt.

Instructional Strategies

- Introduce the writing prompt and the terms from the word bank to the class.
- Have students define the terms with a partner. While they are defining, walk around the classroom and clarify the use of any confusing words.
- Students will draft their responses to the pre-reading question using a minimum of three terms in their response, highlighting the terms that they used.
- Have students share their responses with their partner, then select students to read their responses to the class.
- Have the class quietly respond to their fellow students as they read their responses by snapping their fingers each time they hear an academic word employed in the response.

Variation

- Provide students with sentence stems, writing templates, and/or academic language scripts to assist them in the writing or speaking portions of this instructional practice.

INSTRUCTIONAL PRACTICE:
Identifying and Defining Academic Language

This strategy helps students build their awareness and command of commonly used academic words that they will encounter in the text by identifying academic words and defining these terms with a partner.

Instructional Goal

- Students will be able to identify and define the academic language used in a text, as listed in "The Academic Word List."

Resource

- "The Academic Word List" by Dr. Averil Coxhead, available online at https://www.victoria.ac.nz/lals/resources/academicwordlist

Preparation for Instruction

- After selecting an appropriate text, identify and record its academic language by scanning the text for AWL words.

Instructional Strategies

- Students read the text and highlight the academic language employed in the reading.
- With a partner, students compare and define the highlighted terms.
- Next, have students compare their highlighted terms with the academic language that you identified from the AWL during the preparation for instruction. Display or share the AWL with the class.
- Encourage students to ask for clarification around any misunderstood terms.

Variations

- Students can begin the year by reviewing texts for academic language from a specific sublist of "The Academic Word List." As their mastery of vocabulary increases, students can review the text for multiple sublists of words or remove the list altogether as they review the document.
- Other vocabulary development strategies from this chapter can help students further define identified academic words, if necessary.

INSTRUCTIONAL PRACTICE:
Speaking and Writing With Academic Vocabulary Through Lines of Communication

This strategy allows students to confidently use the academic language employed in the text by writing an academic response and then sharing that response with a partner.

Instructional Goal

- Students will be able to effectively employ the academic language used in a text via the summary statements they write and share with a partner.

Resource

- "The Academic Word List" by Dr. Averil Coxhead, available online at https://www.victoria.ac.nz/lals/resources/academicwordlist

Preparation for Instruction

- After selecting an appropriate text, educators will identify academic language to focus on by identifying AWL words it employs.
- Create a writing prompt for the students and provide sentence frames that will allow students to use the academic language in their writing.

Instructional Strategies

- Students identify and define academic language during their initial read-through of the text.
- Students read the text a second time for content.
- Students use sentence starters or sentence frames to answer a writing prompt or the Essential Question.
- Students highlight the academic words from the text that they used when writing their responses.
- After students have completed their summaries, have them form two lines facing one another.
- Students will practice active listening while their partner is speaking, repeating the AWL words that they heard their partner include in their summary and then adding those words to their notes.
- Give each partner the opportunity to be both the active listener and the speaker.
- Rotate the lines and repeat the process.

For more information or examples of sentence frames, refer to Chapter 3 of *AVID Academic Language and Literacy* or Chapter 4 of *AVID Writing for Disciplinary Literacy*.

Variation

- To provide a larger audience for students to practice speaking, form groups of five or six and have each student speak for about a minute. Students read to their group while their groupmates actively listen. After a student finishes reading their response, their groupmates each compliment the reader on their use of vocabulary, articulation, ideas expressed, or for reading with confidence.

AVID Site Team Connection: Applying *Building Vocabulary* Schoolwide

Educators need opportunities for collaboration and input from colleagues. The AVID Site Team is one of the key elements in circulating high-leverage strategies and core beliefs across a campus. When a Site Team unites around the importance of building vocabulary as a robust component of both disciplinary literacy and engaging with academic content and sees the power in teaching students how to become proficient in this skill—while also building collaboration opportunities into scheduled meeting times and supporting one another in developing strategies for fostering students' proficiency with content-specific and academic vocabulary within each content area or discipline—there is no limit to the positive outcomes that are possible on a campus.

INSTRUCTIONAL PRACTICE: Academic Word Walls

As content experts, educators understand the specific language and thinking skills necessary to excel in their subjects. However, across all disciplines, there is common academic language essential to understanding complex texts and effectively communicating the ideas within them. To build literacy across a campus, school sites need to strategically develop academic language in all classrooms so that all students are college- and career-ready. Word walls have been employed with great success to develop content-specific vocabulary in content classes. As school sites are looking to increase the academic vocabulary used across campus, general academic word walls can be used so that students are consistently using the same vocabulary in each of their classes.

Instructional Goal

- Students will be able to effectively read, write, and say a variety of academic words by strategically being exposed to the same vocabulary words in all of their content classes.

Resource

- "The Academic Word List" by Dr. Averil Coxhead, available online at https://www.victoria.ac.nz/lals/resources/academicwordlist

Preparation for Instruction

- As a school site, determine how classes will be grouped. Will the common terms be selected by grade level (e.g., all ninth-grade core classes use the same vocabulary) or department (e.g., all science classes use the same vocabulary)?
- Determine how the words will first be introduced and used by each class.
- Determine how many terms will be used at a time and for how long they will be used before rotating to a new set of terms.
- Select a common method for assessing schoolwide progress.

Instructional Strategies

- Create a word wall with 10–15 academic words for each grade level on campus.
- Within the first week of introducing the words, each discipline will interact with the vocabulary through specific instructional practices.
- For the remainder of the month, use the word wall as a word bank for bell work and ticket-out-the-door responses.
- Incentivize students' use of the academic words when speaking in class discussions by having the class snap their fingers in response.
- At the end of the month, designate a discipline to assess the terms and then repeat the process with a new set of academic words.

Variations

- Begin the implementation of academic word walls within the AVID Elective class and schoolwide.

Post-Reading Reflection Questions

- How will I integrate vocabulary building into the entire reading process?

- How do I now see vocabulary connected to the reading process?

- How will I deliberately plan for the development of both content-specific and general academic vocabulary?

- What strategies do I plan to use to scaffold student vocabulary building before, during, and after reading? Why will I choose those strategies?

K–2 Post-Reading Reflection Questions

- How will I assess my students' background knowledge of content-specific and general academic vocabulary?

- How will I integrate vocabulary building throughout the reading process?

- What steps will I take to ensure that I am helping my students gain vocabulary skills that will assist them in the future?

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CHAPTER SIX

Interacting With the Text

Visit the *AVID Reading for Disciplinary Literacy* webpage on MyAVID for additional materials and resources.

CHAPTER **Introduction**

When we reflect on the evolution of the 21st century classroom and teaching practices, it is apparent that educators face greater expectations than in decades past. No longer just purveyors of content, they are now asked to teach literacy, thinking skills, digital competency, and academic language. Despite the mountain of new responsibilities, educators are working at one of the most exciting times in education. Raised expectations provide an opportunity to reinvent and repurpose the position of educators in the classroom. Instead of simply imparting all of the knowledge they have gathered through the years, educators are now empowered to design rich learning experiences that will provide access to and mastery with challenging content, along with the role of the educator becoming that of a facilitator of learning. The development of 21st century learning skills relies upon students being afforded opportunities to develop and practice authentic literacy—purposeful reading, writing, and discussion—in every discipline or content area (Schmoker, 2011). Consistent practice with authentic literacy provides students with the skills necessary to take charge of their own learning.

This chapter is the roadmap to an educational revolution, because it provides educators with the necessary tools for developing a reading routine that allows students to take charge of their own learning through the successful navigation of rigorous texts. Intentional scaffolding, multiple reads, purposeful rereading, and rigorous questioning provide opportunities for educators to design rich and engaging learning experiences for their students. As discussed throughout this book, the gradual release of responsibility (Fisher & Frey, 2013) is also at the heart of this chapter. Embedded within each instructional practice is the core belief that students can comprehend and interact with challenging texts when proper scaffolding is provided and opportunities for modeling and collaboration are interwoven into instruction before students are expected to interact with the text independently. This philosophy is behind strategies like multiple reads, checking for understanding, working with partners, working in larger groups, and grappling with challenging texts individually—all are directed toward developing students' independence with the reading process.

No matter the industry, leaders in their field always define success through the passion for their work. This chapter provides tools for completely changing how educators view their classroom, their teaching practices, and the expectations of their students.

Chapter 6 Objectives

As a result of interacting with this chapter, educators will be able to:

- Teach students how to apply the appropriate lens to read like content experts as they use intentional reading strategies to increase comprehension and academic literacy across a variety of print and digital texts.
- Assist students in the process of isolating key information in texts, thinking metacognitively about texts, and identifying how chunks of texts connect to create meaning.
- Use the gradual release of responsibility to empower students to independently identify and utilize appropriate strategies to accomplish the academic task and engage in the targeted academic thinking skills.

Pre-Reading Reflection Questions

- How do I determine the reading purpose as I plan for students to interact with texts?
- Do I plan for multiple reads of a selected text?
- How do I choose strategies for students to interact with texts, and do I communicate to students why I chose them?
- How do I support students as they interact with rigorous texts, and do I do so with the intent of eventual student independence?

K–2 Pre-Reading Reflection Questions

- How do I plan for students to successfully interact with texts?
- Do I plan for multiple reads of a selected text?
- How do I select strategies that align with the reading purpose?
- How do I scaffold learning experiences so that students can eventually employ the strategies independently?

Guiding Principles

- The reading purpose provides the guidance needed to choose appropriate interaction strategies.
- Educators should consider both the content and academic thinking skills when choosing what strategies to use to aid students in their interaction with the text.
- Students must develop the strategies that skilled readers use when they read, and educators must model these strategies through a gradual release of responsibility model.
- Reading strategies that educators choose should engage students in texts through multiple reads.
- All components of WICOR are involved in the critical reading process, especially inquiry. The reading prompt provided to students should lead them into a directed inquiry.
- Building vocabulary happens throughout the entire reading process.
- Digital texts should engage students in the critical reading process but should also maximize the added value that technological tools can provide to reading texts. These features include digital collaboration; the inclusion of web media, such as hyperlinks, images, and videos; the use of different fonts and text formats; and digital annotation features.

Foundational Practices for Interacting With the Text

Foundational instructional practices are designed to teach students the necessary skills for interacting with the text in any content area or discipline. Mastering these skills means that students know how to navigate and comprehend rigorous texts, preparing them to practice authentic literacy in college, careers, and their community.

This chapter aims to provide all educators with both a set of tools and a philosophical approach to teaching reading within their content area. There are a myriad of strategies and instructional practices to engage students as they interact with the text; however, there are foundational practices within the critical reading process that give educators and students alike a common language and approach to critical reading that is cross-curricular. These foundational practices include numbering paragraphs, circling key terms, underlining main ideas, purposefully rereading the text, and chunking the text. These instructional practices are foundational practices because they can be used in every content area and with a wide variety of texts. Although there will be variance in what instructors choose to do with each read-through, how they chunk the text, or what they establish as the purpose for reading, all students need to have mastered these foundational practices in order to read and comprehend rigorous texts.

The instructional practices are framed within the core belief that students need multiple interactions with the text to fully engage and apply what they are reading to the content they are studying. These strategies have been categorized by first read-through, second read-through, and purposeful rereading, though many of the strategies can be used in any context.

Finally, by using these foundational strategies along with others throughout this chapter, schools can build a common framework for reading that provides a consistent set of practices and expectations for students, no matter the classroom or content area. As students master these foundational practices, educators are able to push learning to new levels of rigor.

Exercise Your Agency: Why am I being asked to teach students how to interact with texts?

The types of texts we ask students to read vary greatly from content area to content area. In math, students are asked to read diagrams, graphs, charts, and data tables. In a social science class, they may look at letters, photographs, speeches, diaries, reproduction maps, and textbooks. Poetry, plays, journals, short stories, novels, and persuasive editorial pieces are just a few of the types of texts read in an English language arts class. Disciplinary literacy involves reading these texts differently depending on the content area, and it also means that we interact with the texts differently. The key terms we highlight on a chart in a social science textbook are different from the key terms we would highlight on a chart in a math textbook. Foundational instructional practices can be used in every content area, and they will be used differently in each. That is why we need content experts to teach students how to use these foundational practices for interacting with texts across grade levels, content areas, and campuses.

First Read-Through

In the first read-through, students are asked to read through a text with the sole purpose of extracting the main point. It should be understood that students will prepare for this first read by participating in a pre-reading activity to activate their prior knowledge and build curiosity. Additionally, students' ability to understand every word is not essential to their overall understanding of a text. Struggling readers often lose comprehension when focused on deciphering the meaning of each word. When taught to read for the overall main idea, or gist, students learn to make connections to what they know in an attempt to understand and make sense of new information. Finally, when students know that they will have multiple chances to interact with a text, the first read-through becomes more of a foundational read and less threatening to students who are concerned with understanding the meaning behind each word.

FOUNDATIONAL INSTRUCTIONAL PRACTICE:
Reading for the Gist

A first read of a text is an opportunity for students to read with a simple purpose in mind: to determine the gist. The gist is essentially the main idea, or the "who" and "what" of a text. Because getting the gist asks students to identify the main idea, a pre-reading activity is needed to provide the background and foundation for this reading. Additionally, in the first read, educators need to emphasize to students that extrapolating all the details is not the point. Getting the gist is more about understanding the big picture of the reading rather than the minute details and implications. Future readings will allow for deeper comprehension strategies. This instructional strategy helps readers learn to determine the main idea of a text as they read.

Instructional Goal

- Students will identify the gist (i.e., main idea) of a text.

Resource

- *Reading for the Gist Template* (Student Resource)

Preparation for Instruction

- Choose an appropriate text and chunk the sections based on the reading purpose.
- Create individual copies of the selected text for students.
- Lead students through a pre-reading exercise to give them a foundation for the topic and prepare them for reading.
- Make copies of *Student Resource: Reading for the Gist Template*.

Instructional Strategies

- Remind students about the difference between active and passive reading. Passive readers pass over the words without really thinking about what they mean, while active readers are thinking about the text and actively working to construct meaning.
- Distribute copies of *Student Resource: Reading for the Gist Template* and have students complete the top portion.
- Walk students through the template and explain that after they read the text independently, they will be asked to record what they recall about the 5 W's (who, what, where, when, why) and the H (how). Emphasize that remembering everything is not the goal. Getting the gist is about understanding the "big picture" of the reading.
- Instruct students to actively read the text.
- After providing time to read, have students record what they remember.
- Pair up students or put them into small groups to talk through what they got from their first read. Allow students to add missing information to their templates.
- Review the 5 W's and the H aloud.
- Ask students to review their recordings and write a sentence or two that sums up the gist of the text.

Variations

- For longer text selections, educators can have students complete the activity for chunks of text before determining the overall gist.
- For less experienced readers, educators should walk students through this instructional practice by conducting a Think-Aloud. Continued practice with reading for the gist will eventually lead to students be able to explicate the author's main point(s) on the first read without using a template.

Reading for the Gist Template

Name: _____   **Date:** _____

Author(s): _____

Title: _____

1. **Active reading:** Think about the 5 W's (who, what, where, when, why) and the H (how) while reading through the text.

2. **Recording findings:** Determine the content of the text.

Who:

What:

Where:

When:

Why:

How:

3. **Summarizing:** Sum up the text in a sentence or two, including at least two of the above elements.

Second Read-Through

After establishing the main ideas and themes of the text, students are now ready to explore the text at a deeper level. The second read will challenge students to think critically, make decisions concerning the author's purpose, and explore broader contextual themes.

The second read-through is a bridge from students' initial reactions to the text and the deeper questioning that will follow. Whether reading individually or with partners, it is crucial that students are provided with the necessary scaffolds and checks for understanding by the educator. Although it can be tempting to begin questioning the text, making literary critiques, and having content-expert interactions with the text and other students, allowing students a second read-through for the purpose of thinking critically and identifying what the author is doing is essential before they move to the next level of text comprehension and rigor.

Exercise Your Agency: What if my students aren't allowed to write in their textbooks?

Working with a textbook or other nonconsumable source of text poses challenges for authentic interaction with text. If students can't write on the text that they are reading, work with colleagues on developing a schoolwide or department-based system for how students will interact with the text. Students can use sticky notes or focused note-taking to record their interactions. Also, look for digital sources of the same text and have students practice their digital text interactions.

FOUNDATIONAL INSTRUCTIONAL PRACTICE: Isolating Key Information

There are two foundational strategies that are easy for students to employ and that help them become engaged in a rereading of the text. The first is numbering the paragraphs or sections. Taking the time to preview a text and number its paragraphs or sections before reading it a second time is an essential organizational tool for efficient retrieval of information as students revisit the text for rereading or even for class discussion. Keep in mind, not all texts are in traditional paragraph form; sometimes, it is important to number sections instead. In such cases, it would be better to chunk the block of dialogue into one section and only assign it one number. Again, *how* the paragraphs or sections are numbered depends greatly on the format of the text.

In addition to numbering paragraphs, another simple way to help students begin to isolate key information is to have them circle key terms. A key term can be anything from content-related vocabulary to a phrase or word that relates to the argument. Again, what students circle will need to be determined before reading and will depend on the purpose for reading the text. As students are learning this process, it is important to guide them in creating an operational definition of key terms so that they know exactly what is meant when asked to circle them in the text. This is often necessary because students tend to confuse unfamiliar terms with key terms. Once students understand what key terms are, they can be directed to circle key terms within a reading according to the reading purpose. This instructional practice teaches students how to determine key terms.

Instructional Goal

- Students will number the paragraphs or sections of a given text and brainstorm appropriate key terms based on a reading purpose in order to become independent readers.

Resources

- *Frayer Model Sample* (Educator Resource)
- *Frayer Model* (Student Resource)

Preparation for Instruction

- Choose an appropriate text for the reading purpose.
- Identify areas in the text that may be confusing to number (e.g., quotations, callouts, graphs).
- Brainstorm a list of key terms that students need to understand in order to comprehend the text.

Instructional Strategies

- Inform students that they will be numbering the paragraphs of their text as a class with the teacher facilitating.
- Read the first two words of each paragraph and ask the students to call out the number of that paragraph. While they call out the number, they will also number that paragraph directly on their text in the margin.
  - For example, the teacher will say, "Revenge is…," and students will reply, "One." This is paragraph one. Then, the teacher will say, "That which…," and students will reply, "Two." This is paragraph two.

- Repeat this process for each paragraph of the text to ensure consistency in numbering the paragraphs.
- Place students in groups of three or four.
- Assign one student the role of scribe for each group. This student will need a writing utensil and a copy of *Student Resource: Frayer Model*.
- Each group will be given a reading purpose that is similar to reading purposes they will use in class throughout the year. Instruct them to add this reading purpose to the margin of their Frayer Model.
- Have students write the vocabulary word or "Key Terms" in the center of the Frayer Model.
- Remind students that key terms may vary depending on what the reading purpose is (what information they are trying to gather or the question they intend to answer).
- As a group, students will first discuss what a key term might be in reference to the assigned reading purpose. They will then brainstorm a list of what this key term may look like in the top-left corner of the Frayer Model.
- Once each group has created its key term examples, have students pass their Frayer Models clockwise to another group. In a different color of pen or pencil, the groups will write feedback in the top-right corner of the Frayer Model. The feedback should include two compliments and two suggestions for improvement. You can repeat this step as many times as necessary.
- After Frayer Models are passed back to their original group, give group members a few minutes to discuss the feedback. Then, instruct groups to modify their original lists accordingly.
- Next, in the bottom-left corner, students will craft a one-sentence definition for what they believe a key term may look like depending on the reading purpose.
- Have students work in groups to draw a picture representing what a key term may look like, sound like, or be described as in the bottom-right corner.
- Now that students have a clearer understanding of what a "key term" is within this content area or discipline, use this instructional practice to identify key terms in other texts read in the class as part of the gradual release of responsibility.

Variations

- Ask students to repeat this process with texts that have different features, such as a text with a nonlinguistic component, an infographic, or a poem.
- Choose key terms for the students, then use a similar process to ask them to explain why those words were chosen as key terms for that particular text.

Extensions

- Have students check for consistency by facilitating this same activity after asking them to independently number the paragraphs.
- Ask students to mark a text, identifying its key terms. Then, have them connect their chosen key terms to the description given in the Frayer Model.

Frayer Model Sample

Name: _____ **Date:** _____
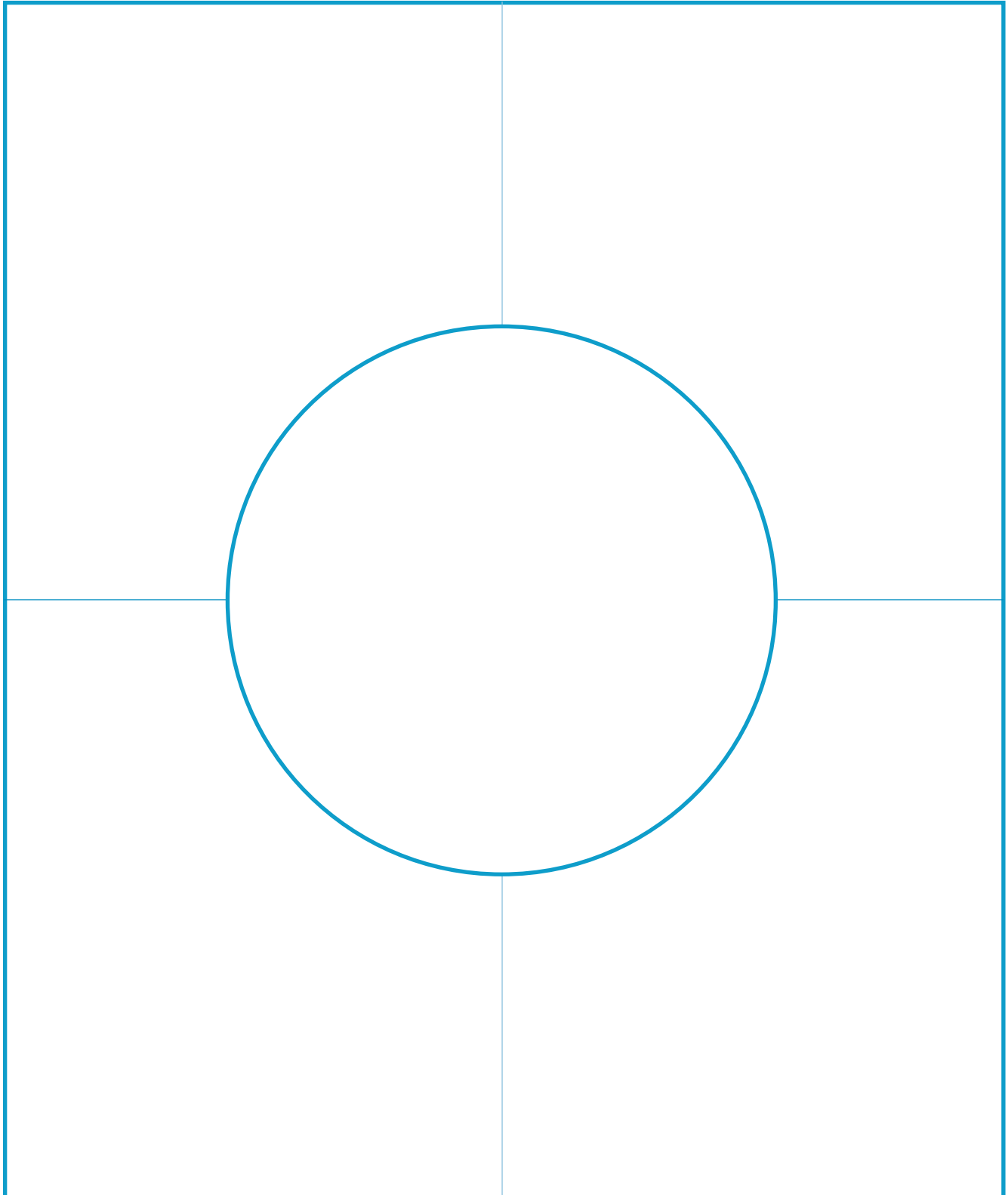
- *Words that evoke emotion*
- *Multiple perspectives*
- *Before & after*
- *Words that indicate patterns*

Feedback:
2 Compliments
2 Suggestions

Reading Purpose:
How did attitudes change toward

_____

during the 19th century?

Key Terms

When I am asked to analyze the change in attitude or perception, my key terms will be words that bring emotion and indicate patterns. I'll also want to look for different points of view from before the incident and after the incident.

Frayer Model

Name: _____ **Date:** _____

FOUNDATIONAL INSTRUCTIONAL PRACTICE:
Chunking the Text: Developing Students' Understanding of Structure

Breaking up a lengthy text into smaller, digestible sections, or "chunks," is an easy and straightforward approach to making a complex text more manageable for students. Experienced readers may naturally chunk a large text or chapter of a book as they notice themes emerging, changes in thought, or transitions to new arguments. Marking these sections of the text makes it easier for them to return to and more thoroughly explore ideas in different areas of the text. The following instructional practice develops students' inquiry process, assists them in recognizing different sections of text, and helps them to competently chunk their own text.

Instructional Goal

- Students will use their understanding of transitional words, shifts in tone, and the development of different arguments to effectively chunk a text.

Resource

- *Transitional Words and Phrases* (Student Resource)

Preparation for Instruction

- Select a text and and "chunk" it, noting transitional phrases, different ideas or themes, or changes in tone that demonstrate a different chunk of text.
- Account for different ways that a text may be chunked, noting the paragraphs or areas of text that are ambiguous or could fall into different chunks.

Instructional Strategies

- After numbering the paragraphs, students begin interacting with the text through an initial read-through, wherein they circle key terms and underline main ideas.
- Place students into pairs for the second read-through, wherein they will be chunking the text together.
- Through a Think–Pair–Share, ask students the following question: *Why do we chunk a text?*
- After soliciting responses and guiding the discussion, have students Think–Pair–Share about the following question: *How do you chunk a text?*
- After soliciting responses and guiding the discussion, inform students that they will be chunking the text with their partner.
- Explain that while there are many ways to recognize shifts in the text, they are often easily recognizable by transitional words and phrases. Ask students to share out common transitional words and phrases, then introduce them to *Student Resource: Transitional Words and Phrases*.
- Give students time to review the resource and ask questions regarding uncommon words and phrases.

- Return the students' attention to the text and inform them that you will be marking the first chunk of text with them. As you read through the first part of the text, pause and demonstrate your thinking and why you placed the first chunk where you did by writing a small response that shows either the change in idea, transition to a new argument, different evidence being introduced, or any other reason you decided to chunk that section of text.
- Next, have the student pairs begin reading and chunking the next section of text, writing in the margins why they chunked that area of text.
- Before students chunk the remainder of the text, use a quick Whip-Around to ask them to justify how they chunked the next section of text before releasing them to chunk the remainder of the text.
- After students have chunked the remainder of the text, have them interact with the text a third time with a strategy that requires them to use the chunks that they created.

Variation

- For more experienced readers, have them chunk the text as a part of their initial reading. Students can compare their chunks, review their reasoning, and calibrate based on any differences.

Transitional Words and Phrases

Transition Type	Word or Phrase		
Elaboration and Description	• Includes • To begin with • For instance • Also • For example • To illustrate • Another • First	• In other words • Such as • Furthermore • Reflects • Second • Most important • Associated with • Near	• Between • Characterized by • Explains • Shows • In fact • In addition • Among • Identified by
Claim and Evidence	• Among • Believe • Suggests • Reasons • For example • States • Position • Proposes	• Evidence • Asserts • Claims • Defends • The question is • One answer is • Therefore • Nevertheless	• Persuades • Opposes • Argues • Refutes • Against • Supports
Compare and Contrast	• Supports • However • But • Same as • -er, -est • Are similar • As well as • On the contrary	• As opposed to • Share common • Traits • Both • Unlike • Different from • -er than • Just like	• Have in common • Difference • Between • Whereas • On the other hand • Not only … but also
Cause and Effect	• Because • Therefore • As a result of • So that • Accordingly • Thus • May be due to	• For this reason • Due to • Since • Consequently • This has led to • Nevertheless • If … then	• Subsequently • In order to • Effects of • The cause was • This led to/caused
Sequence: Chronological, Process, and Plot	• First … second • Next • Later • Before • After • Beginning with • Initially • Eventually	• During • Since • Concluding • Subsequently • While • Now • Finally • Earlier	• Previously • Following • Prior to • Preceding • Meanwhile • For the past • Simultaneously • Then

FOUNDATIONAL INSTRUCTIONAL PRACTICE:
Marking the Text as a Content Expert

"Marking the text" is a strategy that helps students read closely for the purpose of identifying and isolating key information in a text. Marking the text is more intentional than "annotating," which can imply a wide variety of text interactions. When marking the text, students are given a specific set of predefined marks to use for their interaction with the text. These marks depend on the reading purpose and are often clarified by educators in the reading task given to students.

These marks are designed to mimic the less visible behaviors of skillful readers in a more explicit and concrete way so that students can see what skillful readers do when they encounter texts. The hope is that as students become more skilled and independent academic readers, they will also begin to internalize the marking of text. Since we eventually want students to become more independent when deciding how to mark a text, this activity is designed to walk students through the process of planning to mark the text before "reading like a _____" (fill in the blank with the discipline-specific lens).

Instructional Goal

- Students will be able to plan for marking the text within a specific discipline or for a specific academic task or reading prompt.

Resource

- *Mark the Text Like a _____* (Student Resource)

Preparation for Instruction

- Students will need access to the text and the corresponding academic task, or they can think more generally and complete this activity with the mindset that the finished product can be applied to a wide variety of texts within the chosen discipline. Students will also need access to *Student Resource: Mark the Text Like a _____*. This activity can be done in small groups or individually.

Instructional Strategies

- Distribute *Student Resource: Mark the Text Like a _____*. Either have students choose a discipline or select one for them. Examples include "Scientist," "Historian," "Literary Critic," "Philosopher," "Mathematician," etc.
- Next, if there is a specific reading purpose or academic task, have students define it in the space provided at the top of the handout.
- Then, based on the specific discipline or a specific text, have students brainstorm what they might need to do for each of the "Distinct Marks" as they "mark the text like a _____." In the "Explanation" column, they can add specific notes or details to clarify *how* they will utilize each distinct mark when they mark the text like a _____.

- After students have defined their distinct marks and explained them in more detail, have a few students model their examples to the rest of the class. As students view the examples from a few students, they should revise their original thinking.
- Finally, have students decide on the document's final form. They will then use this document as a reference when they encounter future texts within the discipline.

Variation

- Assign different groups the same text but a different discipline. Ask them to discuss why they chose different markings for the same text based on their discipline.

Mark the Text Like a _____

This is a customizable template for you to use as you think about how you might want to approach marking the text as a practicioner of a specific discipline.

Ultimately, what you mark in the text will depend on your reading purpose. What is your reading purpose (reading prompt or academic task)?

_____

_____

Distinct Marks	Explanation
1. **Number the paragraphs/sections** (Decide how best to chunk the text)	
2. (**Circle**) _____ _____ (Decide what you will circle within the text)	
3. **Underline** _____ _____ (Decide what you will underline within the text)	
4. **Additional Marks:** _____ _____ _____ (Add additional marks such as selective highlighting, bracketing, boxing, labeling in the margins, etc.)	

INSTRUCTIONAL PRACTICE:
Claim and Evidence

Critical thinking means being able to make good arguments. Forming an argument requires that students understand the elements that make up an argument and how an argument is constructed. Arguments are made up of claims backed by reasons that are supported by evidence.

Claims are statements about what is true, what is good, or what should be done or believed, and they are potentially arguable. Reasons, then, are the statements of support for the claim, which make those claims something more than mere assertions or opinions. The final component is the evidence. Evidence serves as support for the reasons offered and helps compel audiences to accept the claim. Evidence can vary from one academic field or subject to another. Evidence answers challenges to the claim and reasons given, building overall support for the argument.

Instructional Goal

- Students will understand the components of an argument and be able to identify them in a selected text.

Resource

- *Claim and Evidence Worksheet* (Student Resource)

Preparation for Instruction

- Introduce the elements of an argument and provide examples using a familiar text.
- Select a text that contains an argument, conduct a pre-reading activity to introduce students to the content, and give students the opportunity to make personal connections.
- Make individual copies of the text and gather sticky notes and chart paper.

Instructional Strategies

- Have students number the paragraphs for easy reference and then read through the text to uncover the main idea (author's claim) and become familiar with the overall organization.
- If students have a hard time locating the author's main point, have them look at the title of the text and reread the first and last paragraphs. Then pose the question, "What does the author want you to believe?"
- Ask students to share their conclusion of the author's main idea with an elbow partner before clarifying as a class. Remind students that the author's main idea is another name for the author's claim.
- Direct students to reread the selection more closely, looking for support for the author's main idea. This support can be in the form of reasons or evidence. Students can either highlight the support or annotate next to it.
- Instruct students to work with a partner to write each piece of support on sticky notes so that they can begin to work through determining which are reasons and which are evidence.

- Remind students that reasons are broad support for the author's claim, whereas the evidence is the specific facts, statistics, analogies, or testimonies that give additional support to the reasons.
- Have students work with their partner to decide which pieces of support are the reasons and place those sticky notes at the top of the chart paper.
- Then, ask students to work through the remaining sticky notes by placing the evidence pieces under the reason that they support.
- Have students share out how they deconstructed the argument and, as a class, come to a conclusion on what the author has used as reasons and evidence to support their claim.

Variation

- Select two readings that provide opposing arguments on the same topic. Divide the class in half and have each side deconstruct their assigned argument. Afterwards, invite students to share out the findings. This can be extended by having students then choose which perspective they agree with and write a reflective paragraph on why.

Extension

- Have students construct an argument in opposition to one that has been deconstructed by the class.

Claim and Evidence Worksheet

Arguments: Claims backed by reasons that are supported by evidence

Claims: Statements about what is true, what is good, or what should be done or believed; are arguable

Reasons: Statements of support for the claim, which make those claims something more than mere assertions or opinions

Evidence: Support provided for the reasons; helps compel audiences to accept the claim

Author's Claim (what the author wants you to know or believe):

_____

_____

_____

_____

_____

_____

_____

Support (the reasons and evidence that give backing for the author's claim):

_____

_____

_____

_____

_____

_____

_____

_____

INSTRUCTIONAL PRACTICE:
Depth and Complexity Thinking Tools

The "Depth and Complexity Thinking Tools" provide a powerful way for students to interact with the text as subject-matter experts. The 11 tools and their corresponding icons provide readers with both a visual cue and a road map for critical engagement with a text. Be mindful that the language connected to each of the icons is more important for students to understand than the icon itself. For example, when students mark the text with the "Across Disciplines" icon, it is crucial that they see how the information crosses into another discipline and can answer the thinking prompts: "What common theme connects the topics?" or "How is one topic like the others?"

Instructional Goal
- Students will interact with a text through the application of depth and complexity tools in a 3-2-1 Summary.

Resource
- *Depth and Complexity Thinking Tools* (Student Resource)

Preparation for Instruction
- Select a rigorous text that allows for deep inquiry and rich conversation.
- Review the tools in *Student Resource: Depth and Complexity Thinking Tools*, identifying one or two that allow for meaningful interaction with the text.
- Identify examples within the text that can be used to model where an icon would go and how the thinking prompt connected to the icon could be answered.
- Using the "Depth and Complexity" icons, determine the categories for the 3-2-1 Summary. An example might include three examples of vocabulary used within the text, two unanswered questions, and one pattern that emerged.

Instructional Strategies
- Students read the text initially for key terms and main ideas.
- Have students chunk the text in pairs or groups before the second read.
- Distribute *Student Resource: Depth and Complexity Thinking Tools* to students, and before the second read-through, inform students that they will be using the depth and complexity icons and their corresponding thinking prompts in the resource to obtain a deeper and richer understanding of the text.
- Identify one or two icons that students must use as they interact with the text a second time and have students draw the icons at the top of their paper.
- Inform students that they will need to apply at least one icon for each chunk of text and they will write a short description of why they used that icon, using the thinking prompt connected to the icon to guide their description.

- Model the use of one icon with the class on the first chunk of text, marking where in the text the icon belongs and using the associated prompt in a Think-Aloud.
- After finishing their second interaction with the text, students will create a 3-2-1 Summary using the Depth and Complexity Thinking Tools for their information.

Variations

- Use a Frayer Model to identify key points in a text to help students construct a summary paragraph.
- Have student groups select one or two depth and complexity tools that they will identify in the next reading. After this first read-through, use a quick Whip-Around of the room to hear what icons the groups selected and how they answered the thinking prompt associated with the icon. Then, proceed with second read-throughs and the creation of a 3-2-1 Summary based on the group discussion and Whip-Around.

Exercise Your Agency:
What does complex thinking look like in my content area and classroom, and how would my students or I represent this thinking visually?

Developing content-specific readers requires educators and students alike to develop an understanding of what it means to think as an expert in their field. Charting your own course of content-specific thinking tools with your class can deepen everyone's understanding of both the text and what it means to think as a content expert.

Depth and Complexity Thinking Tools

Across Disciplines	What common theme connects the topics? How is one topic like the others?
Big Ideas	What is the theme? Support opinions with evidence.
Details	Who? What? When? Where? Why? How?
Ethics	What is the conflict about? Who believes the behavior or action to be right or wrong? Why?
Language of the Discipline	What vocabulary is used? What tools are used? What methods are used?
Multiple Perspectives	Who agrees or disagrees? How do their opinions differ? Who believes what, and why?
Patterns	What pattern do you notice? Can you predict what will happen next? Why do you think the pattern exists?
Changes Over Time	What was it like in the past, what is it like now, and what might it be like in the future? What caused the change?
Rules	What are the rules? How is it structured?
Trends	Identify cause-and-effect relationships. What are some influencing factors?
Unanswered Questions	What words don't you understand? What is unclear? What information is missing?

These prompts were developed under a U.S. Department of Education Jacob K. Javits grant conducted by the California Department of Education in 1995.

INSTRUCTIONAL PRACTICE:
Selective Highlighting: Nonlinguistic Texts

Selective highlighting is similar to underlining main ideas; highlighting adds the option of using vivid color to help the selected text stand out as students are isolating key information. When reading digital texts, highlighting is a tool that is readily available to students and can help them organize a text visually. This tool can also be very beneficial when marking nonlinguistic texts. Selective highlighting can be useful for many different purposes; however, educators should be aware that beginning readers tend to "over-highlight." Because of this, modeling the process of highlighting for early readers might help them understand that highlighting should be used selectively for the purpose of isolating key information. Modeling is part of the gradual release of responsibility instructional model outlined earlier in this book.

When readers are unclear on the purpose for reading, they struggle to make decisions about how to approach a text. This is especially true for texts that are not written in paragraph form, such as data, charts, and pictures. Teaching students how to approach reading a nonlinguistic text will give them the power to question and analyze the connections being made.

Instructional Goal

- Students will read and mark a nonlinguistic text in order to comprehend what is being described and analyze the data.

Preparation for Instruction

- Choose data that are appropriate to your content area.

Instructional Strategies

- Ask students to highlight the title of the data, the independent variable, and the dependent variable in one color and make a prediction about what the data will be describing.
  - **Example Sentence Stem:** The data is describing _____.
- Next, ask students to highlight in a different color the maximum value and the minimum value being shown.
- Have them write a sentence describing what they chose and what it means using sentence stems.
  - **Example Sentence Stem:** The minimum value shown is _____, and the maximum value shown is _____.
- Instruct students to mark any "*a-ha!*" reflections with an exclamation mark and mark any questions that they have about the data with a question mark.
- Facilitate a Give One, Get One collaborative activity. Students will share their *a-ha!* reflections and questions with a partner.

Purposeful Rereading

The goal of providing students with tools and strategies for multiple interactions with a text is that they understand the gist of what they are reading, have organized the text for access and discussion, and are now ready for the complexities and nuances of the work before them. The third, but not necessarily final, read-through is the time for students to tackle the text as a content expert, questioning what they are reading, challenging their assumptions, establishing arguments, generating connections to their learning, and creating new ideas to be tested and debated.

As students move toward mastery of reading in each respective content area, they will be learning to establish why they are reading the text and how best to do so. A content expert is not only a competent reader but is also able to articulate which strategies they are employing and why those strategies are the most effective for the reading purpose.

This section explores the practices and strategies that educators can institute for students to use reading as the platform for disciplinary literacy. Through note-taking, writing in the margins, and academic and content-specific language scripts, critical reading begins to become the focal point of building disciplinary literacy in every content area and classroom across a campus.

FOUNDATIONAL INSTRUCTIONAL PRACTICE:
Purposeful Rereading

The belief behind interacting with text has always been grounded in the concept that students need to read a text multiple times to thoroughly understand and engage with the complexities of what they are reading. This instructional practice addresses the concept of purposeful rereading as a strategy for students to choose why and how to interact with a text. There are several reasons that students should purposefully reread texts, including deepening comprehension and retention, clarifying or summarizing information, connecting visual information to the surrounding text, organizing information, and increasing enjoyment of a text (Ebbinghaus, 1885; Faust & Glenzer, 2000; Millis & King, 2001).

Additionally, there are a variety of strategies that educators can employ for students to purposefully reread a text multiple times that don't feel monotonous. The strategies that are selected and the questions that are used are tied to the educator's understanding of the text and the desired learning outcomes for the students. What is missing in the equation is the students' understanding of why they are reading a text again and how the interaction they are being asked to make with the text during this reread will set them up for success with the reading purpose and learning objective.

The following strategies and materials are meant for students to explore why and how to read a text multiple times, gleaning new information and a deeper understanding with each read.

Instructional Goal

- Students will use their understanding of a reading prompt, writing prompt, or Essential Question to select which strategies to employ as they read a text a second and third time.

Resources

- *Rereading to Deepen Comprehension and Retention* (Student Resource)
- *Rereading to Clarify or Summarize Information* (Student Resource)
- *Rereading to Connect Visual Information to the Surrounding Text* (Student Resource)
- *Rereading for Greater Enjoyment of the Text* (Student Resource)
- *Reading to Gain a Stronger and Clearer Definition of an Abstract Concept* (Student Resource)

Preparation for Instruction

- Select a challenging text that will require students to read the text multiple times for a thorough understanding of the text.
- Create a reading prompt, writing prompt, or Essential Question that employs the use of content-specific thinking skills.

The internet is a powerful educational tool when employed correctly. Providing specific tasks helps students focus their search and use the internet to strengthen connections and deepen understanding. Are students searching for supporting evidence, exploring visuals that corroborate the author's claim, hyperlinking an article that supports or refutes the author's central question, or reacting to a text with their own emoji? Be imaginative and allow student creativity to flourish with guided practice.

Chapter 7: Extending Beyond the Text is filled with strategies for having students extend beyond the text, and there are even more ideas in the AVID Core Strategies webpages on MyAVID.

Instructional Strategies

- Introduce the text to the class and inform students that they will be using multiple reading strategies based upon the reading prompt, writing prompt, or Essential Question.
- Students work in pairs to analyze the prompt or Essential Question, including the context of the question within the unit of study, the academic thinking skill employed in the question, and a possible writing or speaking activity to be used after interacting with the text.
- Students read the text individually the first time, circling key terms and underlining main ideas.
- In the same student pairs, they then decide how they will read the text a second time and what instructional practice they will use to interact with the text by reviewing one of the student resources. The four listed below focus on multiple reads of one text:
  - *Rereading to Deepen Comprehension and Retention*
  - *Rereading to Clarify or Summarize Information*
  - *Rereading to Connect Visual Information to the Surrounding Text*
  - *Rereading for Greater Enjoyment of the Text*
- The remaining student resource allows students to explore three texts focusing on a single topic:
  - *Reading to Gain a Stronger and Clearer Definition of an Abstract Concept*
- Use a classroom Whip-Around to allow each student pair to share what strategy they will use for the second read-through and why they chose that strategy.
- After the second read-through, students find a new partner and discuss what they understand about the text and prompt. After doing so, they will choose another strategy and justify to the class why they are using that strategy during another Whip-Around.
- After the third read-through, students complete an extending activity associated with the text.
- Finally, students reflect on the assignment, the strategies they chose, and whether they were the most effective strategies to use to complete the reading assignment.

Variation

- If students are not familiar with multiple strategies, the educator can provide a limited number of options for students to choose from.

Rereading to Deepen Comprehension and Retention

Stages	Be Thinking...
First Read: Read for the Big Picture For the first read, put your pencil down and simply read through the text one time to get a sense of the "big picture."	• What is my reading purpose? Am I appropriately reading "as a _____"? • What is this text about? • What is the author saying? • What do I understand? • What don't I understand? (Identify these parts by writing a "**?**" in the margins.)
Second Read: Mark the Text For the second read, pick up your pencil and **Mark the Text**, using the text markings appropriate for the given text and discipline.	• What is my reading purpose? • What is the key information, and how am I going to isolate it? • What do I still not understand? (Identify these parts by writing a "**?**" in the margins.)
Third Read: Reflect and Connect For the third read, return to the text and analyze your text markings. Reflect on what the isolated key information is telling you and connect the main ideas to inform your understanding of a larger theme or thesis that the writer is trying to convey to the reader.	• What is my reading purpose? • How is the key information connected? • What does the key information tell me about the overall theme or thesis? • What do I still not understand? (Identify these parts by writing a "**?**" in the margins.)
Possible Fourth Read: Clarify If there are still sections of the text that you don't understand, you may want to go back for a fourth read. This would be a good time to use the **Writing in the Margins** strategy.	• What other resources can I use to help me understand the confusing parts? • Who can I ask to help me understand the confusing parts? • Once I clarify my points of confusion, how can I remember them in an easy way?

Rereading to Clarify or Summarize Information

Stages	Be Thinking...
First Read: Read for the Big Picture For the first read, put your pencil down and simply read through the text one time to get a sense of the "big picture."	• What is my reading purpose? Am I appropriately reading "as a _____"? • What is this text about? • What is the author saying? • What do I understand? • What don't I understand? (Identify these parts by writing a "**?**" in the margins.)
Second Read: Mark the Text For the second read, pick up your pencil and **Mark the Text**, using the text markings appropriate for the given text and discipline. Pay particular attention to parts that confuse you and identify those parts.	• What is my reading purpose? • What is the key information, and how am I going to isolate it? • What do I still not understand? (Identify these parts by writing a "**?**" in the margins.)
Third Read: Clarify For the third read, return to your text and begin to clarify the areas that you identified as confusing. This would be a good time to use the **Writing in the Margins** strategy.	• What do I still not understand? (Identify these parts by writing a "**?**" in the margins.) • What other resources can I use to help me understand the confusing parts? • What are the definitions of words that I don't understand? • Who can I ask to help me understand the confusing parts?
Fourth Read: Summarize For the fourth read, you want to have the concept of summarizing in mind. Now that you have clarified your points of confusion, summarizing will help you gain a deeper understanding of the main points in the text.	• Once I clarify my points of confusion, how can I remember them in an easy way? • If I were to write one sentence each to describe the *beginning*, *middle*, and *end* of the text, what would my three sentences be? • (If there was a particularly confusing part of the text, write another summary of that section to demonstrate your comprehension.) • Overall, what did I learn from this text?

Rereading to Connect Visual Information to the Surrounding Text

Stages	Be Thinking...
First Read: Read for the Big Picture For the first read, put your pencil down and simply read through the text one time to get a sense of the "big picture."	• What is my reading purpose? Am I appropriately reading "as a _____"? • What is this text about? • What is the author saying? • What do I understand? • What don't I understand? (Identify these parts by writing a "**?**" in the margins.) • What types of visual information am I noticing in the areas surrounding the text?
Second Read: Mark the Text For the second read, pick up your pencil and **Mark the Text**, using the text markings appropriate for the given text and discipline. You may want to draw arrows that begin to connect visuals to related text.	• What is my reading purpose? • What is the key information and how am I going to isolate it? • What do I still not understand? (Identify these parts by writing a "**?**" in the margins.) • How are visuals connected to the surrounding text? (Draw arrows to connect visuals to text.)
Third Read: Analyze Visuals For the third read, identify visuals that you want to understand further. You also want to think more about how they are connected to the main theme or thesis of the author. This would be a good time to use the **Writing in the Margins** strategy.	• What are the visuals that I need to focus on understanding? • What information is provided to help with understanding these visuals (captions, footnotes, etc.)? • Why did the author include this visual? • How does the information that the visual tells me differ from the information in the text? • How does the visual deepen my understanding of the text? • Can I create a similar visual or another version of it to help me remember it better?

Rereading for Greater Enjoyment of the Text

Stages	Be Thinking...
First Read: Read for the Big Picture For the first read, put your pencil down and simply read through the text one time to get a sense of the "big picture."	• Why did I choose to read this text? Am I appropriately reading "as a _____"? • What is this text about? • What is the author saying? • What do I understand? • What don't I understand? (Identify these parts by writing a "**?**" in the margins.) • What do I enjoy about it so far?
Second Read: **Create a Dialectical Journal** For the second read, you want to revisit the text and find parts of it that you would like to understand at a deeper level. Creating a dialectical journal will allow you to capture a broad range of ideas in reaction to the text.	• Why did I choose to read this text? • What do I hope to get out of this text? • What do I still not understand? (Identify these parts by writing a "**?**" in the margins.) • What questions do I have? • What am I thinking as I read this text? • What am I feeling as I read this text? • What stands out to me?
Third Read: Mark the Text For the third read, circle, underline, or highlight areas that you want to remember to return to in the text. These areas are often places that make you stop and think or cause a strong emotion in you as a reader. This might also be a good time to use the **Writing in the Margins** strategy.	• Why is this section of the text so powerful? • Why do you want to remember this section of the text? • What is the author doing (what rhetorical or literary devices are they employing) that makes this text enjoyable? • Should you talk to someone else about your reactions to this text? (Talking to other people about readings that you enjoy is part of the fun of academics!) • Are there other resources that will help you learn more about the topics or ideas that interest you?

Reading to Gain a Stronger and Clearer Definition of an Abstract Concept

Stages	Be Thinking...
First Text: **Written Explanation and Description of a Concept or Idea** For the first text, choose a written description or explanation of the concept. Try a textbook, primary source document, or newspaper article.	• Am I appropriately reading "as a _____"? • What academic language can I mark in this text to help me understand this concept better? • What is the author saying? • What evidence or examples is the author using? • What does this concept look like? • How can I logically organize my thinking and ideas around this concept?
Second Text: **Visual Explanation and Description of a Concept or Idea** For the second text, you will want something visual. Read an infographic or look for data that describes or addresses this concept. Are there images or artwork that can help you visualize this concept or idea?	• Am I appropriately reading "as a _____"? • What academic language can I mark in this text to help me understand this concept better? • What is the author saying? • What evidence or examples is the author using? • What does this concept look like? • How can I logically organize my thinking and ideas around this concept?
Third Text: **Auditory Explanation and Description of a Concept or Idea** For your third text, you will want to use something you can hear. Look up a video online that explains this concept or listen to a taped program or news report describing this idea.	• Am I appropriately listening "as a _____"? • What academic language do I hear that I can make note of to help me understand this concept better? • What is the author saying? • What evidence or examples is the author using? • What does this concept sound like? • How can I logically organize my thinking and ideas around this concept?

Questioning the Text

When Plato demonstrated the genius of Socrates in his *Symposium*, it was not through his great speeches but through the engaging, insightful, and searing questions with which Socrates plied his guests.

As a content expert, the well-versed reader brings a variety of academic tools, knowledge, and life experience to every text they read. What an expert already knows informs how they approach a text, builds initial conclusions, and sets a framework for their interaction with the text. As students begin to approach new and ever-increasingly difficult texts, they need to build the same skills and frameworks that allow expert readers to engage with the nuances and complexities of what they are reading.

Exercise Your Agency: What if the questions provided with the text are inadequate or ineffectual?

Often, the required texts assigned to courses are accompanied by guiding questions, writing prompts, and suggested activities. Working on the assumption that a textbook would not steer students astray, the temptation is to proceed with the given questions. However best intentioned, textbook editors most likely do not know the needs of individual students, and assuredly they did not write questions or activities based on the standards and skills emphasized in each class. Whether a text is found in an assigned textbook, reproduced from an insightful article, or highly recommended by a colleague, determining why and how students interact with that text is the responsibility of each educator and should be based upon the needs of their students.

FOUNDATIONAL INSTRUCTIONAL PRACTICE:
Questioning the Text as a Content Expert

The transition from "learning to read" to "reading to learn" is not a linear journey. Students at all stages of reading development encounter new strategies and ways of interacting with the text that they will struggle with. One of the final stages of reading development is learning how to explore new information as a content expert, through the lens of disciplinary literacy. The following strategies explore how students can use effective questioning of the text to interact with it as a content expert through application, analysis, evaluation, and synthesis.

Students begin their exploration of the text as a content expert by applying their background knowledge to the text and placing the main ideas and themes into broader categories of study.

As students grow in their understanding of content, analysis of a text can be demonstrated in a variety of fashions. Students can question what an author is saying or doing. They can also analyze the structure of the text or the evidence used to support a claim. The following instructional practice is designed for students to explore these ideas and others through the lens of a content expert.

Once students mature in their thinking as content experts, they need to develop the cognitive skills that will allow them to engage deeply with texts and rigorously question and evaluate the ideas, arguments, and conclusions made by an author.

Finally, synthesis is often the culmination of the interaction with several texts as well as the application of multiple thinking skills and learning strategies. Deeper thinking is most often born out of analysis, questioning, and academic discourse about competing ideas. The following instructional practice is designed for students to prepare themselves for rich dialogue as a content expert in an academic setting.

Instructional Goal

- Students will use effective questioning to understand how ideas and themes in a text apply to broader categories of study and use their questions to write a coherent summary of the text.

Resource

- *Academic Thinking Skills: Question and Answer Stems* (Student Resource), located in Chapter 5: Building Vocabulary

Preparation for Instruction

- Identify a text that allows students to engage with the information as a content expert.
- Prepare students with sufficient background knowledge to be able to question the text.
- Read through the text, chunk the text, and write one or two questions for each chunk of text that correspond to the selected category of thinking as a content expert ("Apply," "Analyze," "Evaluate," or "Synthesize") depending on the reading purpose.

Instructional Strategies

- Students begin with an initial, individual reading of the text, during which they determine its main ideas.
- In small reading groups, students will chunk the text and circle key terms.
- Introduce the appropriate chart in *Student Resource: Academic Thinking Skills: Question and Answer Stems* to the class.
- Before having students read in small groups, model the thought process by writing an initial question for the class using the approproate template ("Apply," "Analyze," "Evaluate," or "Synthesize").
- Have each group write another question stem that would be appropriate for the content and share it in a Whip-Around to determine whether they are ready to write questions within their groups or are in need of additional modeling and scaffolding.
- Instruct student groups to write a question for each chunk of the text.
- After completing the second read-through, have students partner with an individual from another group. Each student will share the questions that they wrote, and together they will answer those questions, writing short responses next to their questions on the text.
- Students complete the reading by using their questions and responses to craft a summary of the text.

Extension

- Require students to use terms from the word bank to craft their responses to their questions.

INSTRUCTIONAL PRACTICE:
Text-Dependent Questioning

Text-dependent questioning is a practice developed by Douglas Fisher and Nancy Frey (2012) that has teachers and students focus on questions that require textual evidence, both stated and inferred, to create deeper meaning and discourse in the classroom. The practice of text-dependent questions has six graduated layers of questioning that begin with questioning of part of a text and move toward a deeper questioning of the whole text. The practice of text-dependent questioning has traditionally relied upon the educator crafting questions for their student. This instructional practice is designed to foster student questioning of the text following the text-dependent questioning model. This practice can be used at any time throughout the school year, either in part or as a whole, depending upon the understanding that students have of the framework and their practice in using and answering text-dependent questions.

Instructional Goal
- Students will create text-dependent questions that build in scope in order to fully understand the text and challenge the learning of their peers.

Resource
- *Progression of Text-Dependent Questions* (Educator Resource)

Preparation for Instruction
- Select a text that makes claims supported with evidence.
- Review *Educator Resource: Progression of Text-Dependent Questions* before the overview with students and identify which category of questions students will be using for the text.
- Create sample questions for the text based on the categories for which students will be crafting questions.

Instructional Strategies
- Assign students into reading pairs, who will work together to deconstruct the text and craft questions for another reading pair to answer and discuss.
- Have each student individually read the text for the gist.
- Assign each reading pair two or three categories of questions to craft for a corresponding reading team. Each group can be assigned the same categories, or groups can be assigned different categories.
- Chunk the text with the class so that each reading group crafts questions for specific areas of the text.
- Model the process of creating a question with the first chunk of the text, ensuring that students understand why that question was crafted.

- For the following chunk of text, have student pairs create a question for one of the categories that they have been assigned. In addition to creating the question, each group should prepare both a direct answer for that question and the rationale for why they created that question.
- Select a few groups to share their question, answer, and rationale with the class. If the class is ready to move forward, release the groups to complete the questions for the text.
- Have student pairs write their questions on sticky notes and label the note with the corresponding paragraph number.
- After each pair of students has completed their sets of questions, they will trade their sticky notes with another group.
- Each pair will read the text a final time. Before answering the other pair's questions, they will identify and write down on the sticky note what category of question they are answering.
- Next, they will answer the other pair's sticky-note questions by writing in the margins of their text.
- Before students move on to an extending activity, have each group share the most effective question that was posed for them and why they felt that question was the best.

Variation

- As students progress in their mastery of the text-dependent questions, have them create an entire series of questions ranging in focus from "general understanding" to "opinions, arguments, and intertextual connections."

Progression of Text-Dependent Questions

Word
- Why does the author say/use (word choice) to illustrate their opinion/proposition/main idea/assertion?
- How does the author's word choice affect the mood or tone of the reading? What are some examples?

↓

Sentence
- Which sentence supports the author's position/main idea the best?
- Why does the author choose the first/last sentence to open/close the reading?
- What does the author mean by...?

↓

Paragraph
- Why does the author use statistics/quotes/anecdotes/data to support his/her proposition/main idea?
- Which paragraph has the most impact or makes the strongest impression? Why?

↓

Segments
- How does this segment connect to the author's purpose or the overall meaning of the text?
- Which segment of the text is the most important, and why? Justify your answer.

↓

Entire Text
- What is the position/main idea/proposition of the author? What evidence is given?
- How does the title connect to the main idea or author's proposition?
- Why does the author use this organizational pattern to communicate his/her position/main idea/assertion?

↓

Across Texts
- How does this text relate to other ideas or concepts that we are learning/have learned in this class or another?
- How does this text build or add to our knowledge of...?

INSTRUCTIONAL PRACTICE:
Reading Across Costa's Levels of Thinking

The following strategy employs Costa's Levels of Thinking and Questioning for students to explore and analyze rigorous chunks of text (Costa, 2001). Costa's Levels of Thinking and Questioning provide a span across the levels of thinking, from describing basic information found in the text (Level 1/nonrigorous) to higher-order thinking about the text (Level 3/rigorous). Students can use the content-specific *Costa's Levels of Thinking and Questioning* student resources as they begin the process and later build to independent questioning of the text.

Instructional Goal

- Students will rigorously analyze a text by interacting with it using Costa's Levels of Thinking and Questioning and creating a 3-2-1 chart.

Resources

- *Costa's Levels of Thinking and Questioning: English* (Student Resource)
- *Costa's Levels of Thinking and Questioning: Math* (Student Resource)
- *Costa's Levels of Thinking and Questioning: Science* (Student Resource)
- *Costa's Levels of Thinking and Questioning: Social Studies* (Student Resource)

Preparation for Instruction

- Select a rigorous text for students to read, create an Essential Question, and prepare different levels of questions to model for the class.
- Provide content-specific resources for each student.

Instructional Strategies

- Provide the relevant *Costa's Levels of Thinking and Questioning* resource(s) for each student and have the class review what each level looks like in a text.
  - **Level 1:** Answer is found directly in the text.
  - **Level 2:** Answer is found both inside and outside the text.
  - **Level 3:** Answer is found beyond the text.
- Have students individually read the text for key terms and main ideas.
- In small groups, have students chunk the text.
- With a partner or in a small group, students read the text a second time. Students will be creating a 3-2-1 chart, so instruct them to write three Level 1 questions, two Level 2 questions, and one Level 3 question.
- After students finish their reading and 3-2-1 chart, have them partner with a student from another group.
- Inform students that when the music starts, they will all stand up and begin mingling. When the music stops, they will turn to the student closest to them and share their three Level 1 questions.
- Start the music again and have students share their two Level 2 questions with another partner.
- Repeat the process for the Level 3 question that each student wrote.

Costa's Levels of Thinking and Questioning: English

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided?	• What would happen to you if…?	• Design a _____ to show…
• Locate in the text where…	• Would you have done the same thing as…?	• Predict what will happen to _____ as _____ changes.
• When did the event take place?	• What occurs when…?	• Write a new ending to the text.
• Point to the…	• Compare and contrast _____ to _____.	• Describe the events that might occur if…
• List the…	• What other ways could _____ be interpreted?	• Add something new on your own that was not in the text.
• Name the…	• What is the main idea of the text?	• Pretend you are…
• Where did…?	• What information supports your explanation?	• What would the world be like if…?
• What is…?	• What was the message in this piece?	• Pretend you are a character in the text. Rewrite the episode from your point of view.
• Who was/were…?	• Give an example of…	• What do you think will happen to _____? Why?
• Illustrate the part of the text that…	• Describe in your own words what _____ means.	• What is most compelling to you in this _____? Why?
• Make a map of…	• What does _____ suggest about _____'s character?	• Could this text have really happened? Why or why not?
• What is the origin of the word _____?	• What lines of the poem express the poet's feelings about _____?	• If you were there, would you…?
• What events led to…?	• What is the author trying to prove?	• How would you solve this problem in your life?
	• What evidence do they present?	

Costa's Levels of Thinking and Questioning: Math

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided?	• What additional information is needed to solve this problem?	• Predict what will happen to _____ as _____ is changed.
• What are you being asked to find?	• Can you see other relationships that will help you find this information?	• Using a math principle, how can we find…?
• What formula would you use in this problem?	• How can you put your data in graphic form?	• Describe the events that might occur if…
• What does _____ mean?	• What occurs when…?	• Design a scenario for…
• What is the formula for…?	• Does it make sense to…?	• Pretend you are…
• List the…	• Compare and contrast _____ to _____.	• What would the world be like if…?
• Name the…	• Give an example of…	• How can you tell if your answer is reasonable?
• Where did…?	• What was important about…?	• What would happen to _____ if _____(variable) were increased/decreased?
• What is…?	• What prior research/ formulas support your conclusions?	• How would repeated trials affect your data?
• When did…?	• How else could you account for…?	• Of what significance is this formula to the subject you're learning?
• Explain the concept of…	• Explain how you calculate…	• What type of evidence is most compelling to you?
• Describe in your own words what _____ means.	• What equation can you write to solve the word problem?	
• What mathematical concepts does this problem connect to?		
• Draw a diagram of…		
• Illustrate how _____ works.		

Costa's Levels of Thinking and Questioning: Science

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided?	• What additional information is needed to solve this problem?	• Design a lab to show…
• What are you being asked to find?	• Can you see other relationships that will help you find this information?	• Predict what will happen to _____ as _____ is changed.
• What formula would you use in this problem?	• How can you put your data into the form of a graphic?	• Using a scientific principle, how can we find…?
• What does _____ mean?	• How would you change your procedures to get better results?	• Describe the events that might occur if…
• What is the formula for…?	• What method would you use to…?	• Design a scenario for…
• List the…	• Compare and contrast _____ to _____.	• Pretend you are…
• Name the…	• Which errors most affected your results?	• What would the world be like if…?
• Where did…?	• What were some sources of variability?	• What would happen to _____ if _____(variable) were increased/decreased?
• What is…?	• How do your conclusions support your hypothesis?	• How would repeated trials affect your data?
• When did…?	• What prior research/ formulas support your conclusions?	• Of what significance is this experiment to the subject you're learning?
• Describe in your own words what _____ means.	• How else could you account for…?	• What type of evidence is most compelling to you?
• What scientific concepts does this problem connect to?	• Explain the concept of…	• Do you feel _____ experiment is ethical?
• Draw a diagram of…	• Give an example of…	• Are your results biased?
• Illustrate how _____ works.		

Costa's Levels of Thinking and Questioning: Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • When did the event take place? • Point to the… • List the… • Name the… • Where did…? • What is…? • Who was/were…? • Make a map of…	• What would happen to you if…? • Can you see other relationships that will help you find this information? • Would you have done the same thing as…? • What occurs when…? • If you were there, would you…? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to…? • What is the main idea in this piece? • What information supports your explanation? • What was the message in this piece? • Explain the concept of… • Give an example of…	• Design a _____ to show… • Predict what will happen to _____ as _____ changes. • What would it be like to live…? • Write a new ending to the event. • Describe the events that might occur if… • Pretend you are… • What would the world be like if…? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • Of what significance is this event in a global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not?

Writing in the Margins

Reading is an essential skill required for every college student. It is assumed that college students have mastered the skills necessary to read for understanding in every course and content area. Political science majors, engineering majors, and education majors alike have plenty of assigned reading to trudge through, and while college students are asked to read a lot, there is little instruction provided on how to read. The reading strategies that college students use are the ones they have brought with them from their K–12 education or that they have learned on their own in order to handle the rigor of their college course load.

One common strategy is writing in the margins. Many undergraduates have purchased a used textbook before and seen someone else's notes scribbled in pencil in the margins. This is because writing in the margins is an easy-to-apply and ubiquitous strategy. However, just because it is easy to apply doesn't mean that the strategy can't be improved and increase in importance when used with intention. It is the intentionality that makes this a successful strategy for reading for meaning.

When we dig into the intentionality behind this strategy, we see that writing in the margins is a method for teaching students a system of comprehension-monitoring strategies, or metacognition. When we teach students how to use the margins of their text to process their thinking while reading, we are teaching students how to do what skilled academic readers do naturally when they read.

FOUNDATIONAL INSTRUCTIONAL PRACTICE:
Writing in the Margins

Writing in the margins can assist students in understanding a text. Each of the six strategies that comprise this larger instructional practice (visualize, summarize, clarify, connect, respond, and question) should be taught individually, and students should be given time to reflect on them. Once students are familiar with the six strategies and how to use each to aid their understanding, they can then be given the choice to use the strategy that best fits their needs.

The "writing in the margins" strategy identifies and defines six common ways that highly proficient readers think about texts and their own reading process as they read. When thinking metacognitively about texts, students will want to think about which strategies will help them best process the information in the text. They will need to think about their own brains and how they best remember and think critically about information while choosing strategies. More than one strategy can be used at a time.

Instructional Goal

- Students will read a text using marking the text and writing in the margins strategies to aid in their comprehension and will rate their understanding using a learning continuum multiple times throughout the activity.

Resources

- *Writing in the Margins* (Student Resource)
- *Unpacking "Writing in the Margins"* (Educator Resource)

Preparation for Instruction

- Identify a text for students to read and determine a reading purpose.
- Use *Educator Resource: Unpacking "Writing in the Margins"* to identify which skill to work on with students, making note in the third column of how this might look for the chosen text or content area.
- Choose three or four markings for students to make that will aid in their comprehension of the text and reading purpose.
- Chunk the selected text into manageable sections.
- Create a "Learning Continuum" on the board in the classroom. This is a line drawn with intervals representing "Help me!" to "Getting there…" all the way to "I totally got it!"

Instructional Strategies

- Ask students to first independently read and mark the text.
- Have students write their name on a sticky note and place it on the "Learning Continuum" based on how well they feel they understand the text.

- Instruct students to work with a shoulder partner and discuss their markings. Encourage them to modify their markings as they see fit.
- Assign each individual student one of the six writing in the margins strategies. Using the predetermined chunks, have students write in the margins. (This can be done to all the paragraphs, depending on the length and complexity of the text.)
- Give students the opportunity to move their sticky note on the Learning Continuum based on how well they feel they understand the text after writing in the margins.
- Next, instruct students to join others in the class who had the same writing in the margins strategy. As a group, they will discuss what they wrote for each chunk and why they chose to write what they did.
- Give the students one last chance to move their sticky note on the Learning Continuum based on how well they feel they understand the text after discussing their markings with their group.
- Lastly, ask students to independently summarize the text using a Say, Do, Mean Summary:

  - *The text says _____.*
  - *I can do _____ with the information from this text.*
  - *This means _____.*

Writing in the Margins

This table provides six strategies that help readers understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your notes.

Visualize

Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.

When visualizing, ask:

- What does this look like?
- How can I draw this concept/idea?
- What visual and/or symbol best represents this idea?

Summarize

Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.

Summaries will:

- state what the paragraph is about
- describe what the author is doing
- account for key terms and/or ideas

Clarify

Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.

In order to clarify information, you might:

- define key terms
- reread sections of the text
- analyze or connect ideas in the text
- paraphrase or summarize ideas

Connect

Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.

While reading, you might ask:

- How does this relate to me?
- How does this idea relate to other ideas in the text?
- How does this relate to the larger world?

Respond

Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.

Readers will often respond to:

- interesting ideas
- emotional arguments
- provocative statements
- authors' claims
- facts, data, and other support

Question

Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.

While reading, you might ask:

- What is the author saying here?
- What is the author doing?
- What do I understand so far?
- What is the purpose of this section?
- What do I agree/disagree with?

Unpacking "Writing in the Margins"

Description	Academic Thinking Skills	Content Connections
Visualizing *Visualizing* is usually a strategy that helps students take more abstract concepts and reinterpret them in visual form by drawing in the margins. It is a metacognitive act, because students express a complex concept in a way that their brain sees it, forcing them to think about their thinking.	Compare ideas or perspectives found in multiple texts. Identify patterns of continuity or changes in texts. Synthesize understanding, interpret, justify reasoning, or make meaning of texts. Synthesize a summary or report on information from texts.	
Summarizing *Summarizing* is a strategy to use when trying to simplify text. Students need to first understand that summarizing is the process of finding the most important points made by the author and synthesizing those points into a condensed version of the original writing. When summarizing, students should first read through the entire text to get a general understanding of the main idea and supporting details. Then, paragraph by paragraph, students read and mark the text, isolating the most important parts of the paragraph (e.g., topic sentences and key terms). In this way, students determine the main parts of the reading, leaving out examples and minor details. Once they have marked the entire selection, they combine, or synthesize, the marked portions into a summary.	Compare ideas or perspectives found in multiple texts Identify patterns of continuity or changes in texts. Synthesize understanding, interpret, justify reasoning, or make meaning of texts. Synthesize a summary or report on information from texts.	

Description	Academic Thinking Skills	Content Connections
Clarifying When students need clarification of a text, writing in the margins helps them arrive at it through a process of analysis, synthesis, and evaluation. When *clarifying*, students read the selected chunks of text to define key terms, make connections among ideas in the text, analyze and evaluate the author's choices, and ask clarifying questions. In general, when clarifying, students view the text with a critical eye. Students need to be aware that the writing in the margins strategy is one they should use when they really need to be critical about a text.	Analyze the use of evidence in texts or critique reasoning. Synthesize an argument utilizing relevant evidence from texts. Compare ideas or perspectives found in multiple texts. Evaluate cause and effect. Synthesize understanding, interpret, justify reasoning, or make meaning of texts. Analyze and evaluate the structure of texts and/or how an author's choices create a central theme, idea, or other meaning in texts. Synthesize an error analysis based on texts or processes.	
Connecting *Connecting* involves activating prior knowledge or schemata. This strategy is one in which students think about personal connections that they have to the text, to other texts read, or to experiences "outside" of the text. This strategy should be used when making connections outside the text will deepen understanding of the concepts within the text. As they read, students ask questions of themselves, such as: • What do I already know about this? • What is my experience with this? • What do I believe about this? • Where have I heard this idea before? • How does this idea relate to other texts? • How does this idea relate to the world?	Compare ideas or perspectives found in multiple texts. Contextualize the broader historical, regional, national, or global significance of the texts. Identify patterns of continuity or changes in texts. Analyze and evaluate the structure of texts and/or how an author's choices create a central theme, idea, or other meaning in texts.	

Description	Academic Thinking Skills	Content Connections
Responding Some students interact with texts by reacting to the text. This is why *responding* to ideas within a text is also a good writing in the margins strategy. This strategy is about as simple as it sounds. As students experience various reactions when engaged in the text, they record these reactions in the margins. They might record reactions such as: • interesting ideas • familiar experiences • emotional responses • questions they have	Analyze the use of evidence in texts or critique reasoning. Compare ideas or perspectives found in multiple texts. Synthesize understanding, interpret, justify reasoning, or make meaning of texts. Synthesize an error analysis based on texts or processes.	
Questioning The writing in the margins strategy of *questioning* approaches the reading of the text from a perspective of critique and inquiry. This strategy is a good one for students who like to question everything. To apply this strategy, readers view the text with a skeptical eye and ask critical questions about the text by writing those questions in the margins. Questions can include: • Do I agree/disagree, and why? • Why is the author saying/doing this? • Where are the strengths and weaknesses in what the author is saying/doing? • How could the author's message be made clearer?	Analyze the use of evidence in texts or critique reasoning. Synthesize an argument utilizing relevant evidence from texts. Compare ideas or perspectives found in multiple texts. Identify patterns of continuity or changes in texts. Synthesize understanding, interpret, justify reasoning, or make meaning of texts. Analyze and evaluate the structure of texts and/or how an author's choices create a central theme, idea, or other meaning in texts.	

INSTRUCTIONAL PRACTICE:
Writing in the Margins as a Content Expert: Read, React, Respond

It is important for students to be able to read a text through multiple discipline-specific lenses. This activity allows students to respond in the margins in four different ways and then compare what they wrote with other content experts.

Instructional Goal

- Students will respond to a text as a content expert in order to analyze the text from multiple perspectives.

Preparation for Instruction

- Choose a text for students to read that will evoke an emotional response.

Instructional Strategies

- **(Read)** Ask students to read the title, the first paragraph, and the last paragraph of the text and make an oral prediction about what they think the text will be about with an elbow partner.
- **(React)** Next, ask students to read and mark the text using the following markings:
  - Number the paragraphs or sections.
  - Circle any key terms or phrases.
  - Underline any phrases that evoke a response or emotional reaction.
- **(Respond)** Instruct students to write in the margins and respond to the underlined phrases; explain that when they do this, however, they must respond like a content expert. They can either choose the type of expert themselves or be assigned one.
  - **Mathematician:** Look for patterns, ask questions, seek a logical explanation, and put pieces together to look for a solution.
  - **Scientist:** Ask "why," interpret data and charts if available, and pay attention to details.
  - **Historian:** Look at sources (primary versus secondary), identify any biased thinking, and compare and contrast different points of view.
  - **English Professor:** Look for the theme and supporting language to identify tone; summarize and synthesize.
- Next, tell students to move to the designated corner of the room with other like experts and discuss their markings. Encourage them to modify their markings as needed.
- Lastly, instruct the groups to summarize the text from the point of view of their expert area and share their summary with the class as a whole.

INSTRUCTIONAL PRACTICE:
Focused Note-Taking

There are a wide variety of ways to use focused note-taking to support the reading process. Focused notes often serve as the bridge between reading the text and the final product that students are asked to create in fulfillment of an academic task.

Focused note-taking also becomes useful in testing situations in which students have to read texts, either print or digital, and then incorporate information from those texts in their response to a prompt on an exam. As more and more exams go digital, teaching students to use focused note-taking as a way to engage with a text and organize critical information becomes very important. It is even more vital when the format of texts does not allow for direct interaction (e.g., nonconsumables, digital texts without marking features).

The following instructional practice focuses on both the selection of the note-taking format and the information that students should concentrate on as they read and take notes. Educators should be familiar with a variety of note-taking formats as well as which ones best fit the academic task. In addition, educators need to model and practice with students a variety of Interacting With the Text strategies so that students feel comfortable selecting from and applying multiple strategies as they interact with different texts.

Instructional Goal

- Students will use the Essential Question, reading prompt, writing prompt, and/or academic task to determine what type of note-taking format to use and what information to record.

Resources

- Visit the Core Strategies: Focused Note-Taking webpage on MyAVID (Curriculum tab → Core Strategies → Focused Note-Taking) for resources supporting focused note-taking in every content area and grade level.

Preparation for Instruction

- Select a text the students will read throughout the school year, often individually, such as a textbook.
- Write an Essential Question and either a reading prompt, a writing prompt, or an academic task that the students will need to complete on their own.
- Determine the best format of notes for the particular text and information on which students should focus.
- Visit the Core Strategies: Focused Note-Taking webpage for resources supporting the selected note-taking format.

Instructional Strategies

- Discuss with students the importance of reviewing the Essential Question and academic task prior to reading a text, as each of these will provide answers as to which type of note-taking format to use and what information needs to be recorded.
- Have students discuss the Essential Question and associated academic task for the text that they will be reading in small groups.
- First, have students determine what information they will need to record as they read based on the Essential Questions and academic task. It is important to know what information will be recorded, as that will help determine the note-taking format.
- Have a representative from each group share their findings with the class. If there are discrepancies between groups, mediate a class discussion on which information is most important for the academic task.
- Next, have the groups decide what type of note-taking format they will use for the reading—two-column, three-column, or Cornell—and why they will use that format.
- Follow the same process of having a representative from each group share their findings with the class. Again, if there are discrepancies between groups, mediate a class discussion on which format is most relevant for the academic task.
- After determining the most appropriate format, begin reading the first chunk or section of text with the students. The instructor must model their thinking as they take notes on that section of text.
- Next, have students work in pairs on the next section of text, monitoring groups and informally checking for understanding.
- Have students complete the reading individually in class or at home with their completed notes.
- Students should initially compare notes with a partner, adding information that was missed or correcting any mistakes. As students are interacting with their notes, the instructor can check the students' work to make sure that they completed the reading and note-taking appropriately.

Exercise Your Agency:
How do I connect focused note-taking to the reading process?

The purpose of educators exercising their agency is to develop agency in their students. Allowing students the opportunity to select the method and process of note-taking deepens their ownership of the task and builds a metacognitive framework for deeper content-specific inquiry.

Speaking

In terms of building literacy across a campus, the following speaking strategies embed structured academic and content-specific language into the interaction with texts so that students can verbally express themselves in both formal and informal discourse. The ability to confidently engage in academic discourse is essential for success in college, careers, and life. Preparing students to read and interact with rigorous text without also providing opportunities to talk about what the text says, what it means, and how they may disagree with the author and one another is a disservice. Being able to read, write, and talk in every discipline is what it means to be literate, and it is essential for college and career success (Conley, 2012).

> " *Just as reading generates virtual experiences in working memory, so, too, can language interaction—talking and listening to others.* "
>
> Robert J. Marzano

Think-Alouds and Structured Dialogue

Think-Alouds are a metacognitive strategy to help students think about their reading process while reading. While "thinking aloud," students select a short piece of text, anticipate the difficulties in the text, read the text out loud, and stop often to share their thinking with others along the way. For example, students might point out the words in the text that trigger their thinking (e.g., "When I read [words from the text], I am reminded of…," "When I read [words from the text], I wonder…," "I am confused when I read [words from the text]").

Instructional Goal

- Students will use Think-Alouds to identify points of confusion, areas of deeper inquiry, and new ideas, using *Student Resource: Academic Language Scripts* to structure their dialogue with a reading partner.

Resources

- *Think-Aloud Scripts* (Student Resource)
- *Academic Language Scripts* (Student Resource)

Preparation for Instruction

- Select a rigorous text for the class to read.
- Review S*tudent Resource: Think-Aloud Scripts* with the class.

Instructional Strategies

- Students individually read the text, circling key terms and underlining main ideas.
- Students are partnered together for the second read-through and designate one person as Partner A and the other as Partner B.
- As a class, review S*tudent Resource: Think-Aloud Scripts* and introduce *Student Resource: Academic Language Scripts* by modeling the structured dialogue for students.
- Partner A starts the dialogue by reading the first paragraph or chunk of text out loud. After reading, they use S*tudent Resource: Think-Aloud Scripts* to start the dialogue.
- Partner B responds to Partner A using S*tudent Resource: Academic Language Scripts*. They can ask a question or make a statement.
- Partner A responds back to Partner B using S*tudent Resource: Academic Language Scripts*.
- After finishing their dialogue, each student writes a short note about their conversation in the margins of the text.
- Students repeat the process with Partner B reading the next section of text aloud.
- Students then use their margin notes to craft a summary of the text.
- Students can share their summaries by participating in a structured collaboration strategy.

Variation

- As students become more comfortable with the structured dialogue, have them participate in larger groups and without the provided scripts resources.

Visit the Core Strategies: Collaborative Structures webpage on MyAVID for ideas and information (Curriculum tab → Core Strategies).

Think-Aloud Scripts

Strategy	Think-Aloud Starters
Apply	• When I read _____(words from the text), I am reminded of… • When I read _____(words from the text), I wonder… • I am confused about _____ when I read _____(words from the text). • How does _____(idea/evidence/argument from the text) relate to…?
Analyze	• How does _____(idea/evidence/argument from the text) support the claim…? • When I read _____(words from the text), I believe that… • Evidence from the text shows that _____ was caused by… • Due to the fact that _____, it seems evident that…
Evaluate	• Could _____(idea/evidence/argument from the text) connect to…? • Why does _____(idea/evidence/argument from the text) matter today? • The evidence suggests that _____ (idea/concept/argument) is true/right/false/misguided because… • (The author) justifies this position by _____(evidence from the text).
Synthesize	• How does _____(idea/evidence/argument from the text) relate to…? • Could _____(idea/evidence/argument from the text) compare to…? • Although _____ and _____ have similar characteristics, they are very different because… • Comparing _____ and _____, it is clear/I realized that/I learned that…

Academic Language Scripts

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do/write/draw/pronounce/solve...?

Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood _____. Could you please give us another example?
- So, do you mean...?

Probing for Higher-Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand _____, but I wonder about...
- How does this idea connect to...?
- If _____ is true, then...?
- What would happen if...?
- Do you agree or disagree with their statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion

- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

Building on What Others Say

- I agree with what _____ said because...
- You bring up an interesting point, and I also think...
- That's an interesting idea. I wonder, ...?
- I think _____. Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- _____(name) said that _____. I agree and also think...
- Based on the ideas from _____(name), _____(name), and _____(name), it seems like we all think that...
- That's an excellent point, and I would add...

Soliciting a Response

- Do you agree?
- _____(name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____(name), what did you understand from that answer?

Disagreeing

- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that _____ instead of...
- I have a different answer than you:...

Offering a Suggestion

- Maybe you/we could...
- Here's something you/we might try:...
- What if you/we...?

Classroom Reporting

- _____(name) explained to me that...
- _____(name) pointed out that...
- _____(name) mentioned that...
- _____(name) shared with me that...
- _____(name) brought to my attention that...
- _____(name) pointed out something interesting/intriguing/surprising:...

INSTRUCTIONAL PRACTICE:
Nonlinguistic Texts

Image analysis is when students derive meaning from images. These images could be artwork, pictures, political cartoons, or even visual media. Image analysis supports the need to develop an awareness of images through historical context and sharpen students' interpretive skills.

Instructional Goal

- Students will analyze an image and interpret its meaning.

Preparation for Instruction

- Choose an appropriate image for students that could lend itself to analysis. Images that work well reflect an opinion or point of view. The image can be displayed, or students can each be provided with a copy.

Instructional Strategies

- First, ask students to spend just one or two minutes looking at the selected image. Ask them to focus on texture, colors, backgrounds, and shapes.
- In the upper-left margin, students write down what they see, making no inferences as to the message being sent.
- Then, in the lower-left margin, ask students to write down any questions they may have about the image.
- Facilitate a Give One, Get One activity wherein students share their questions with someone else in the room and have a discussion.
- Lastly, in the right margin, ask students to interpret the meaning of the image, making connections to the information known about the image and the specific elements in the image itself.
- Ask several students to share their interpretations with the larger group.

INSTRUCTIONAL PRACTICE:
Reciprocal Teaching

Reciprocal teaching is an excellent strategy to use when a text is particularly rigorous, as it is a collaborative strategy that allows students to put their heads together as they analyze the same text from different perspectives and then discuss the text with each other. The reciprocal teaching strategy also allows for differentiation for students of various reading abilities.

Instructional Goal

- Students will use their reciprocal teaching roles to collaboratively analyze a text and synthesize their information.

Preparation for Instruction

- Select a lengthy text that would be too difficult for a single student to read in its entirety during the class period.
- Arrange student groups with a minimum of five students each.
- Establish an Essential Question and academic task for the groups to work toward.

Instructional Strategies

- First, give students an opportunity to spend some time reading the text with their pencils down. Ask them, "What do you notice?"
- Second, assign a specific role to each student in the group, as follows:
  - **Clarifier:**
    - Looks for new vocabulary or words that are confusing
    - Identifies unknown words or concepts
  - **Questioner:**
    - Creates Costa's Level 1, Level 2, and Level 3 questions from the passage or text
    - Asks questions about words or concepts that are unclear
  - **Summarizer:**
    - Creates a brief summary of the main ideas and concepts
    - Provides the main idea from the reading
  - **Predictor:**
    - Makes predictions about the next section of the text or topic
    - Justifies predictions based on facts in the current reading assignment
    - Checks predictions at the end of the reading assignment
  - **Visualizer:**
    - Draws the main idea with strong visual cues and images
    - Evokes the five senses (hearing, seeing, smelling, touching, tasting) and captures them in descriptions

- After each group member has had the opportunity to fulfill the assigned role, the group will collaborate to synthesize their findings and responses. They will need to prepare to present to the whole class about their assigned reading and responses. (Groups may use butcher paper, construction paper, notebook paper, etc.)
- This work can be shared through small-group presentations or as a Gallery Walk.
- Finally, provide an opportunity for individual reflection through a quickwrite, journal entry, or exit ticket.

AVID Site Team Connection: Applying *Interacting With the Text* Schoolwide

Educators need opportunities for collaboration and input from colleagues. The AVID Site Team is one of the key elements in circulating high-leverage strategies and core beliefs across a campus. When a Site Team unites around the importance of teaching students how to successfully interact with a wide variety of texts—while also building collaboration opportunities into scheduled meeting times and supporting one another in assigning value to text interaction being taught within each content area or discipline—there is no limit to the positive outcomes that are possible on a campus.

INSTRUCTIONAL PRACTICE:
Interacting With Reading Foundations

Each content area and each instructor has strategies that work best for their subject and their students. However, emerging readers benefit greatly from consistent practice across disciplines.

Instructional Goals

- Students will be able to appropriately complete the following for each content area: number the paragraphs, identify key terms, identify main ideas, chunk the text, write in the margins, and purposefully reread when interacting with the text.

Preparation for Instruction

- As a Site Team or instructional leadership team, determine a time schedule for the development of each strategy across the campus.
- Assess the training needs of each department in regard to the foundational strategies.
- Identify Site Team members or other trained content-area teachers who can facilitate the coaching and training of individual educators in each department.
- Have each department commit to teaching students two reading-strategy lessons that address the specific instructional goal for that quarter.

Instructional Strategies

- In the first quarter, educators will use *Foundational Instructional Practice: Marking the Text as a Content Expert* twice in each class.
- In the second quarter, educators will use *Foundational Instructional Practice: Chunking the Text: Developing Students' Understanding of Structure* twice in each class.
- In the third quarter, educators will use *Foundational Instructional Practice: Writing in the Margins* twice in each class.
- In the fourth quarter, educators will use *Foundational Instructional Practice: Purposeful Rereading* twice in each class.

Post-Reading Reflection Questions

- How will I now determine the reading purpose as I plan for students to interact with texts?

- How will I now choose strategies to facilitate students' interaction with texts, and how will I communicate to students why I chose them?

- How will I use the gradual release of responsibility model to support students as they interact with rigorous texts?

K–2 Post-Reading Reflection Questions

- How will I plan for multiple reads of a selected text?

- How will I emphasize to my students the importance of reading a text more than once with deliberate strategies in mind?

- How will I select strategies that align with the reading purpose?

- How will I scaffold learning experiences so that students can eventually employ the strategies independently?

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Extending Beyond the Text

Visit the *AVID Reading for Disciplinary Literacy* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

This chapter focuses on strategies that help students extend beyond the text in their reading. Although texts can be an excellent source of knowledge, students truly practice and deepen their knowledge when they extend beyond those texts (Marzano, Pickering, & Pollock, 2001). After all, what is the point of gaining knowledge if there is no intention to use it in a meaningful way? For most academic tasks, this involves the act of doing something with the information acquired while reading or after reading a particular text.

As previously stated in Chapter 2: Planning for Reading, the three phases of the reading process can be characterized as "activate," "engage," and "extend." For many students, learning to read and comprehend rigorous texts is difficult enough in and of itself, which is why the strategies in Chapter 6: Interacting With the Text are useful. Similarly, strategic support structures for what students will do after they read should also be in place, making this chapter equally valuable for educators' reference when planning for reading.

Because the Extending Beyond the Text process can be challenging for many students, it is paramount that educators strive to meet students where they are in their own process of learning and carefully consider where students need support as they are learning to extend beyond the text. This includes the use of a gradual release of responsibility model. Critical decisions must be made about how the reading process will be scaffolded after the reading of a text just as much as they would be scaffolded during the reading.

Academic Thinking Skills and Extending Beyond the Text

This chapter contains strategies to help educators scaffold the process that occurs after reading the text by providing a variety of possible instructional practices that align with the four academic thinking skills introduced in Chapter 1: Introduction and Research:

Apply. Students utilize the content from their learning.

Analyze. Students carefully examine the content from their learning.

Evaluate. Students assess the content from their learning.

Synthesize. Students create new content from the content of their learning.

The strategies in this chapter are grouped by the corresponding academic thinking skill to highlight strategies that pair well with each skill when asking students to extend beyond the text. However, it should be noted that many of these strategies can be adapted to involve all four academic thinking skills.

Chapter 7 Objectives

As a result of interacting with this chapter, educators will be able to:

- Choose Extending Beyond the Text strategies that align with specific academic thinking skills so that learning is explicit and meaningful.
- Use higher-order discussion techniques to scaffold students' understanding of rigorous texts, whether print or digital.
- Use a variety of organizational methods and templates as a means of scaffolding students' writing and/or speech about texts.

Pre-Reading Reflection Questions

- How do I assess students' understanding and application of texts?
- How do I utilize discussion techniques in relation to texts?
- What support do I provide for students to help them clearly express their thinking about texts?

K–2 Pre-Reading Reflection Questions

- How do I scaffold my instruction so that my students can begin to practice using these higher-level academic thinking skills as they extend beyond texts?
- How do I use the strategies to make application of academic thinking skills a component of my daily classroom teaching?
- How do I model my thinking as I integrate academic thinking skills into my use of texts?

Guiding Principles

- Extending beyond the text is tied to the four academic thinking skills: apply, analyze, evaluate, and synthesize.
- Reading academic texts is a "means to an end;" it is aimed at getting students to apply their learning from texts by extending beyond the text (McShane, 2005).
- Extending beyond the text is critical for assessing student comprehension and depth of understanding of texts.
- Writing and speaking are two powerful ways for students to demonstrate their understanding of texts (Freire, 1970).
- Collaboration while extending beyond the text is an essential support structure for this rigorous work (Chittooran, 2015).
- When students have to do something with the texts they read, they will learn the content at a deeper level.
- Students may need a variety of scaffolding strategies to take them from comprehending a text to writing and speaking about a text.
- Educators should model extending strategies with the gradual release of responsibility model in mind until students can master speaking and writing independently.

Extending Beyond the Text: Apply

The first academic thinking skill associated with extending beyond the text is *apply*. When applying, students are asked to:

- **Contextualize the broader historical, regional, national, or global significance of texts.**
  Contextualization requires using knowledge not found in the provided text to situate an argument within broader events, developments, or processes relevant to the academic task or prompt. Contextualization should consist of more than just a phrase or reference. True contextualization requires an explanation, typically consisting of multiple sentences or a paragraph.

- **Utilize concepts from texts to implement action.**
  Applying concepts from texts to implement actions can come in a variety of forms. Application occurs when the product accurately utilizes details from the text to justify why an action was taken or should be taken. Generally, this comes in the form of an argument that demonstrates a nuanced understanding of the concepts in the text, such as relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the argument.

This section presents strategies that can be useful to help students extend beyond the text in these ways.

Exercise Your Agency:
How do I teach students to actually use a text?

Helping students read a text and subsequently use that text to determine steps in a process is critical to teaching students to be able to eventually manipulate texts on their own. These types of exercises lend themselves to student inquiry and the discovery that sometimes there are different routes that can be taken to arrive at the same destination. A thoughtful educator can use this to help facilitate students' learning and exploration.

INSTRUCTIONAL PRACTICE:
Mind Maps

Mind maps can be utilized in a variety of ways to help students organize their thinking around complex texts and topics. When asked to contextualize knowledge within broader events, developments, or processes, students can create mind maps to help them begin to understand connections and patterns in texts that may not have been obvious otherwise. Mind maps also provide a useful scaffold for students to engage with before publicly presenting their thoughts to others through writing or speaking.

Instructional Goal

- Students will use mind maps to contextualize knowledge gained from reading a text.

Resource

- *Mind Map Characteristics* (Student Resource)

Preparation for Instruction

- Plan for the reading of the chosen text, including activities that will engage students in pre-reading and interacting with the text through multiple reads.
- Once students comprehend the chosen text, either ask them to determine its key concepts or define the key concepts for them.
- Become familiar with *Student Resource: Mind Map Characteristics* so that you can create a mind map model ahead of time to share with students.
- Provide sticky notes to students for brainstorming.

Instructional Strategies

- Ask students to develop an Essential Question for their mind map. This Essential Question will guide how the central concept from the text is explored through the mind map. Alternatively, the educator can provide an Essential Question.
- In partners or small groups, instruct students to refer to their text and begin to brainstorm ideas for the various concepts to include on the mind map. Each idea should be written on a separate sticky note.
- After students have had adequate time to brainstorm, ask them to sort their sticky notes into categories and subcategories.
- Students should then go back to the text to ensure that their organization accurately portrays the concepts as they relate to one another in the text.
- As students are working, check in on the groups and provide formative feedback if necessary.
- After students have brainstormed ideas, distribute the paper that groups will use to create their mind maps.
- Encourage students to think of a theme that might guide the creation of the mind map.

- Once a theme has been identified, instruct students to place the central concept in the middle of the map and to create subsequent "child" branches from the "parent" concept until all of their ideas have been placed in the appropriate place on the mind map.
- Finally, have students create a written summary of the central concept by answering their Essential Question, or ask students to present their central concept, using their Essential Question and mind map as aids for the presentation.

Variations

- Digital technology allows students to create digital mind maps.
- Have students create a mind map bulletin board around a central concept that will be a long-term focus.

Extension

- Conduct a Socratic Seminar wherein students are asked to elaborate on their chosen central concepts and justify the choices on their mind maps by referencing the text.

Mind Map Characteristics

Mind maps are diagrams that can be used to visually organize information. A mind map is hierarchical and demonstrates the relationships among increasingly smaller pieces of a larger concept. Mind maps are usually created around a single central concept, which is placed in the center of a blank page as the "parent." Then, associated "child" ideas, such as images and words, are added. Ideas can branch off as much as needed.

Other characteristics might include:

- An overall theme
- The use of images, shapes, and colors to make the mind map more visually stimulating
- More flexible formatting than a concept map would have
- Clarifying text (words and phrases)

Steps to Create a Mind Map

1. To begin, determine the Essential Question you are seeking to "answer" with the mind map.

2. Brainstorm ideas for the various categories and subcategories that could populate the mind map.

3. Determine an overall theme that will guide the creation of your mind map. The theme should be related to the central concept you are exploring.

4. Once a theme has been determined, place the central idea in the center of the mind map and begin branching out into the sub-concepts and their "child" concepts. Since the structure is hierarchical, any branch can divide into smaller branches if needed.

5. As you are creating your mind map, use images, shapes, color, and clarifying text to make sure that your ideas stand out clearly.

6. Finally, write a summary of your mind map, using it to answer your Essential Question. If the mind map does not contain enough information to answer the Essential Question, you may want to consider adding more to the mind map to fully express the concept.

Phase One

Central Concept

Phase Two

Central Concept

Sub-concept
Sub-concept
Sub-concept
Sub-concept
Sub-concept

Phase Three

Central Concept

Sub-concept
Sub-concept
Sub-concept
Sub-concept
Sub-concept
Sub-concept
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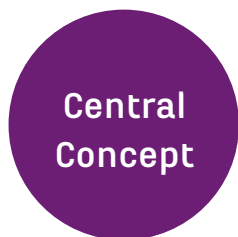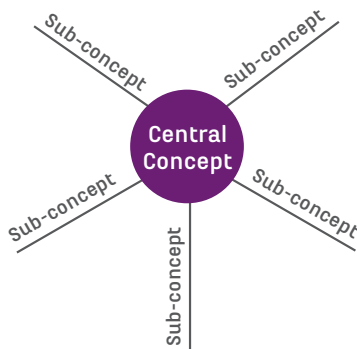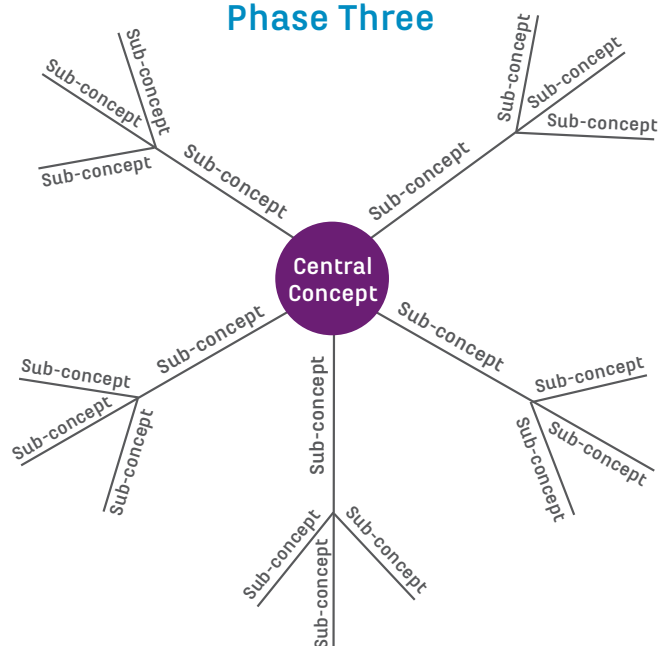
INSTRUCTIONAL PRACTICE: Mandala

The mandala instructional practice has a wide variety of applications and can be a useful Extending Beyond the Text strategy when asking students to *apply*. The concept of the mandala is drawn from an ancient spiritual symbol. The mandala is a circular shape denoting the integration of a number of elements to make a whole. The mandala strategy can be used to help students create a visual of the context surrounding a text.

Instructional Goal

- Students will use the structure of a mandala to organize contextual information surrounding a key concept.

Resources

- *Sample Mandalas Across Disciplines* (Educator Resource)
- *Mandala Template* (Student Resource)

Preparation for Instruction

- Plan for the reading of the chosen text, including activities that will engage students in pre-reading and interacting with the text through multiple reads.
- Once students comprehend the chosen text, either ask them to determine its key concepts or define the key concepts for them.
- Familiarize yourself with *Educator Resource: Sample Mandalas Across Disciplines* and *Student Resource: Mandala Template*.

Instructional Strategies

- Have students identify a key concept from the chosen text or choose a key concept for students to explore through a mandala.
- In partners or small groups, instruct students to first create a representation of the key concept in the center of the mandala.
- Then, instruct students to create contextual visuals in the surrounding areas of the mandala that support the key concept in the center. These contextual visuals should "situate" the key concept as it is addressed in the text. Students will need to make choices as to which critical information should contextualize the key concept.
- Finally, instruct students to create a written summary justifying their reasoning for including various elements on the mandala while encouraging them to draw from the text to do so.

Variations

- For younger students, you may need to model the creation of the mandala until responsibility can be released to students.
- Students can present their mandalas, drawing their justification from the text, instead of creating a written summary.

Extension

- Display students' mandalas in the classroom as a reference for key concepts.

Sample Mandalas Across Disciplines

In the center of the mandala, a main idea from the text is represented. Surrounding the center are contextual events, developments, or processes that influence the ideas represented in the middle and may be implicit or explicit in the text.

Prime Numbers

Exactly two factors, itself and 1.

2 *factors*

The largest prime number ever found is 2^(57,885,161) – 1, a number with 17,425,170 digits!

Prime numbers are the building blocks of all numbers!

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97

Number **4** is not a prime number, because it can be divided evenly by 4, 2, and 1.

Atomic Structure

Greek Theorist Democritus
Proposed all matter is composed of atoms, which can't be split into small portions.

Alchemy
air, earth, water, and fire

Bohr Model

Hydrogen
1.008
H
1

ELECTRON
NUCLEUS
PROTON
NEUTRON

Globalization

Identity Politics
People's politics are shaped by aspects of their identity

Disembedding
of value, time, and language

Mobility

Standardization
Distance is irrelevant.

Mandala Template

Center of the circle = Most important term or focus symbol

Around the circle = Supporting text or symbols
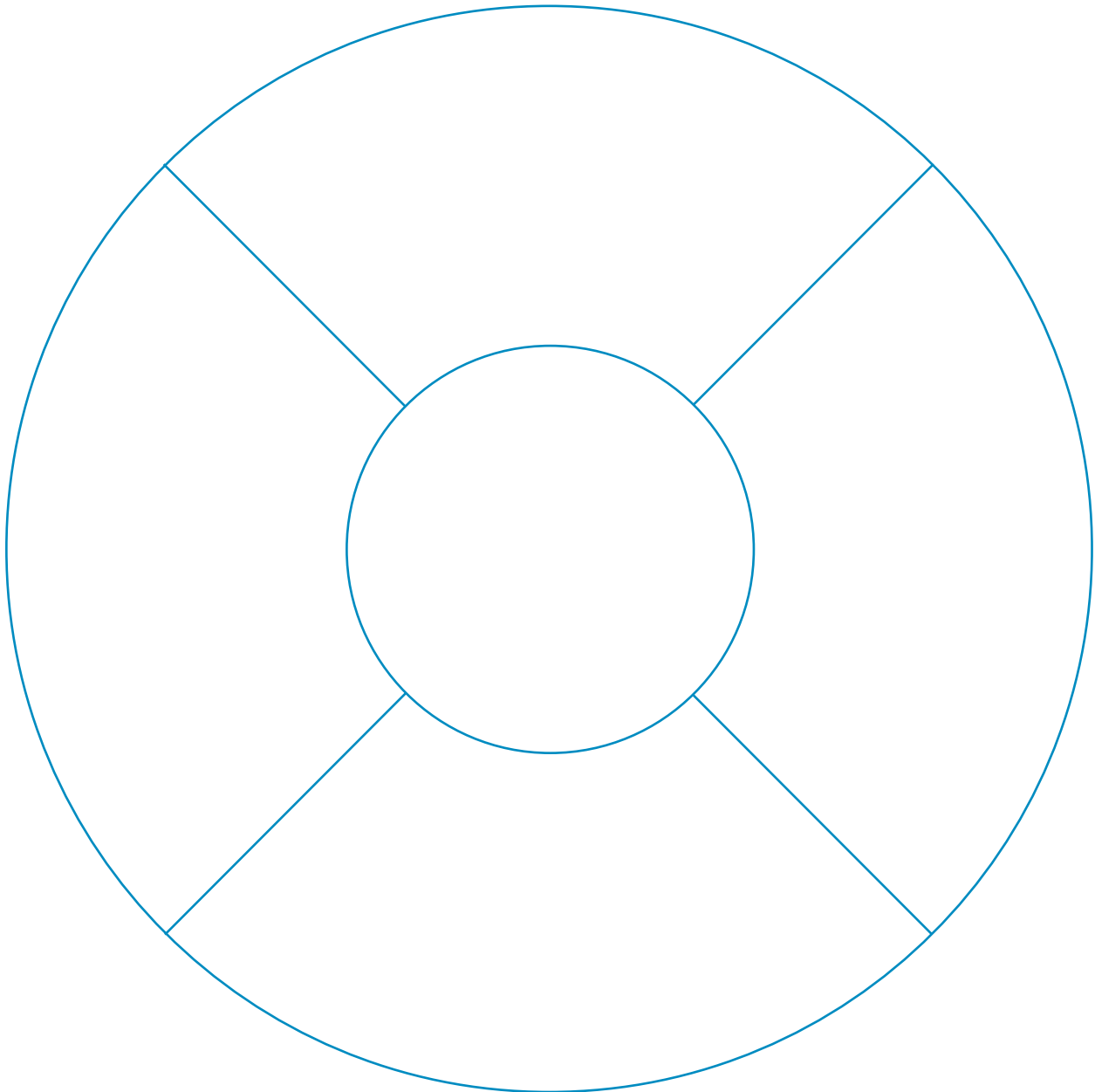
INSTRUCTIONAL PRACTICE:
Text-Based Process Description

Sometimes, texts describe the process for a particular action that students need to take. For example, in science, a text might describe the process for conducting a lab experiment, and in mathematics, a text might describe the process for writing a particular type of mathematical proof. In an English language arts class, students might need to understand the process of writing a research paper. When students need to take action based on the information read in a text, clearly articulating the actions that need to be taken in a detailed manner can help students plan for the intended action while also helping educators determine the depth of student understanding of how to apply the process.

Instructional Goal

- Students will articulate the steps of a process based on the information found in a text.

Resource

- *Describing a Process Template* (Student Resource)

Preparation for Instruction

- Determine the process that students will need to learn and select a text that addresses that particular process.
- Have students read the text, asking them to isolate key information related to the given process. At the very least, students will need to identify key vocabulary terms and critical steps in the process.

Instructional Strategies

- After students have read the text, ask them to work in partners or small groups to set up their notes, using *Student Resource: Describing a Process Template* as a guide.
  - Note that they will need to leave space for multiple steps in the "Intermediate Action Steps" subsection of the larger "Sequencing of Action Steps" section.
- Then, ask students to brainstorm a list of key vocabulary words to place in the "Word Bank." These will be key vocabulary words that students want to ensure appear in their process description.
- Ask students to articulate both a short definition of the process they are about to describe and the function of the process.
- Next, students will use the "Sequencing of Action Steps" portion of the template to draft action-step statements. Again, note that the "Intermediate Action Steps" subsection will have multiple steps.
- After students have drafted their action steps, ask them to trade action steps with another group who will then attempt to implement the process as it is literally described. If there are revisions that need to be made due to lack of clarity, the group will note those revisions.
- Finally, have each group share their proposed revisions. The original group will then create a revised version of the process based on that feedback.

Variation

- Have students initially draft the action steps on sticky notes so that they can easily move them around, add to them, or delete them as they are brainstorming steps.

Extensions

- Students can draft an extended response essay that elaborates on the process in more detail.
- Ask students to review the steps for appropriate use of academic language. In cases where precise academic language isn't used, students should revise the language.

Describing a Process Template

Use this template to set up notes for the description of the process. This is just a starting point. You will need to create your own format that expands on this starter template in your notes. Whatever format you create should be designed to meet your purpose. Your final product will need to be a fully articulated process that accurately describes each step so that others can easily apply it.

Title of Text: _____ **Author:** _____

Word Bank
What are the key vocabulary words you want to be sure to use as you describe the process?

Process Definition	
How would you define the process you are about to describe?	
What is the function of the process, or why is it useful? When do you use it?	

Sequencing of Action Steps	
Transition Words	**Action Steps** (complete sentences)
First, first of all, once, initially, before…	**Initial Action Step** (the first crucial step):
Then, next, soon after, second of all, during…	**Intermediate Action Steps** (multiple steps):
Finally, in the end, last, eventually, after…	**Concluding Action Step** (the final crucial step):

Extending Beyond the Text: Analyze

The second academic thinking skill associated with extending beyond the text is *analyze*. When analyzing, students are asked to:

- **Analyze the structure of texts and/or how an author's choices create a central theme, idea, or other meaning in texts.**

  Analysis of the structure of texts explains how an author's intentional choices influence how a theme, idea, or other meaning is received by the audience. The analysis might also explore organizational and rhetorical choices made by the author to influence the reception of the text (such as in a persuasive text).

- **Identify patterns of continuity and/or changes in texts.**

  Sometimes, analysis involves the identification of patterns of continuity and/or changes in a text. This form of analysis also goes beyond identification to explain the significance of such patterns as they relate to larger processes, themes, or contexts of the text. In many cases, these patterns might be observed across more than one text to gain a broad perspective of continuity or change.

- **Analyze errors in texts or processes.**

  Analyzing errors in texts or processes first involves the identification of those errors (such as linguistic errors in texts or mathematical errors in processes). An explanation that defines the error, provides possible reasons for the error, and offers a proposed solution to address the error would follow.

This section presents strategies that can be useful to help students extend beyond the text in these ways.

It makes sense to chunk texts by **microstructure** when the text consists of traditional sections and when it is important for each section to be analyzed carefully. In traditional texts, these "micro" sections might be paragraphs. In nonlinguistic texts, these "micro" sections might be specific text features such as footnotes for an image, multiple representations, or data or labels in a diagram.

In nontraditional texts (e.g., technical manuals, poems, political speeches), chunking the text in the traditional way would create more chunks than are manageable. Chunking the **macrostructure** broadens the range of text sections that can be grouped together in one "chunk" as appropriate for that particular text.

INSTRUCTIONAL PRACTICE: Says, Means, Matters

The Says, Means, Matters strategy scaffolds the analysis of text by walking students through what the author is saying and what it means, then providing the opportunity to offer an analysis that determines why it matters. This practice moves students beyond the identification of important ideas to interpreting what they mean and, finally, to understanding how much those statements matter. The process can be a student's first systematic approach to text analysis.

Instructional Goal

- Students will use the Says, Means, Matters structure to analyze an author's choices within sections of texts or a text as a whole.

Resources

- *Says, Means, Matters Structure* (Educator Resource)
- *Says, Means, Matters Template* (Student Resource)
- *Verbs for Text Analysis* (Student Resource)

Preparation for Instruction

- The text students will analyze should be one that they have already engaged with through multiple reads and interactions, including determining whether to chunk the text by microstructure or macrostructure.
- Using *Educator Resource: Says, Means, Matters Structure* and *Student Resource: Verbs for Text Analysis* as guides or mentor texts, work through analyzing the text selected for your students. Depending on where students are in the gradual release of responsibility process with text analysis, either complete the example row on *Student Resource: Says, Means, Matters Template* for their reference or be prepared to think aloud and model completing the example row while they fill in the row.
- Determine whether students will be given a digital or paper version of *Student Resource: Says, Means, Matters Template* and *Student Resource: Verbs for Text Analysis*.
- Review *Educator Resource: Says, Means, Matters Structure* to determine the appropriate level of scaffolding and differentiation needed.

Instructional Strategies

- Model the thinking behind what goes into each of the columns on the example row of *Student Resource: Says, Means, Matters Template* and verbs from *Student Resource: Verbs for Text Analysis* that could be used.
- Depending on where students are with the gradual release of responsibility model, work through the next row of the template together before having students work in small groups or independently to analyze the rest of the text.
- Ask groups to present their Says, Means, Matters statements to the class to provide a variety of models for how to approach this task.
- Debrief the process with students so that they understand how this analysis helps the reader understand the various moves that an author makes when writing and why the author makes those choices.

Variation

- Use the Jigsaw strategy to assign each group a different part of the text to analyze and then bring them together afterwards to share their results.

Extensions

- Students can complete an extended piece of writing that analyzes the text using the Says, Means, Matters structure as a method for analysis.
- Incorporate a "Does" column on *Student Resource: Says, Means, Matters Template* if teaching students to analyze the moves that an author makes. For example, if the text students are analyzing includes numbers and percentages and learning how to incorporate numbers into a piece of writing is a learning objective, this would be a good time for students to add a "Does" column to their focused notes or the template.

Says, Means, Matters Structure

Says, Means, Matters statements combine the following three components to provide a critical analysis of any chunk of text.

Says: *What does the author say in the text?*

Means: *What is the meaning of the author's statements?*

Matters: *Why is the statement significant or important? Why should the reader care?*

To demonstrate how this might work with a text, consider the "AVID Impact" text that follows.

1. First, the educator has chunked the structure of the text so that students have a clear understanding of which sections need to be analyzed.

2. Then, the educator would have students assess what the author is "saying" and the "meaning" of the text.

3. After completing the steps above, the student is ready to interpret the text by adding the "Matters" component, where they will add their interpretation of the importance of the text.

4. Finally, the "Says," "Means," and "Matters" statements can be combined to create an analysis of the given chunk of text.

Says + *Means* + *Matters* = Analysis

AVID IMPACT

AVID Works. How Do We Know This?
More students enroll in and persist in college.

1

For over 35 years, AVID (Advancement Via Individual Determination) has provided educators nationwide with a proven solution for systematically increasing academic rigor, creating engaging learning environments, accelerating the performance of underrepresented students, and delivering results schoolwide.

AVID Graduates:
Enroll in College at Higher Rates

2

In 2015, AVID seniors outpaced the national average of enrolling in either a two- or four-year college the first fall term after high school. This success is remarkable, considering AVID's population is largely comprised of students typically underrepresented in higher education.

69% U.S. Overall → **72%** AVID Seniors

AVID. (2015). *AVID senior data collection: AVID N = 38,520, U.S. N = 2,976,000* [Electronic Database].
U.S. Census Bureau. (2015). *Table 7. Enrollment status of high school graduates 15 to 24 years old, by type of school, attendance status, sex, race, and Hispanic origin: October 2015.* [Data File]. Retrieved from https://census.gov

AVID Class of 2015

3

38,520 HIGH SCHOOL GRADUATES

74% LOW SOCIOECONOMIC STATUS

58% HISPANIC
15% WHITE
14% BLACK
13% OTHER
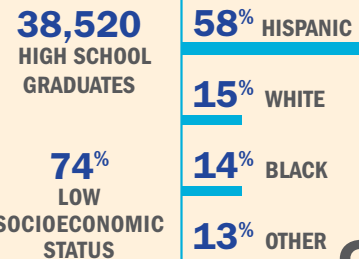
Persist Into Second Year of College (Fall 2015 to Fall 2016) at Higher Rates

AVID graduates "stick with it," applying the learning, study, and academic behavioral skills gained through AVID to succeed in rigorous college coursework year after year.

85% AVID Overall

78% U.S. Overall

College Persistence Into Second Year (Fall 2015 to Fall 2016) by Student Group

BLACK	HISPANIC	WHITE	OTHER	LOW SES
82% AVID / 67% U.S.	85% AVID / 73% U.S.	85% AVID / 79% U.S.	86% AVID / 68% U.S.	83% AVID
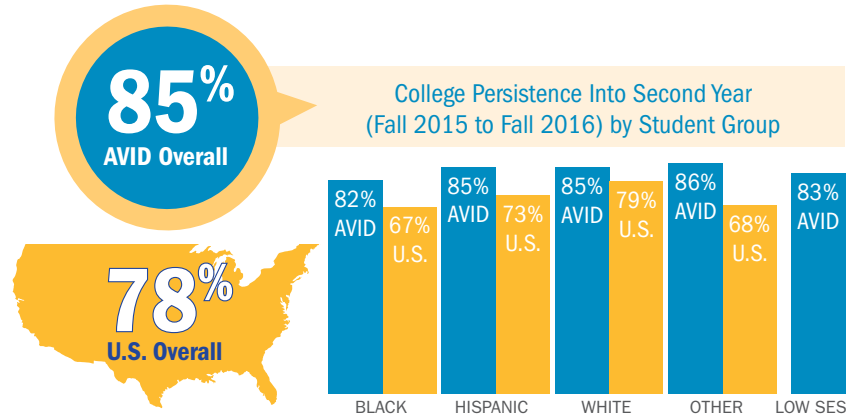
AVID is closing the achievement gap with equitable persistence among diverse groups of college students.

4

AVID. (2015). *AVID senior data collection: AVID N = 27,211, U.S. overall N = 2,992,180, U.S. student group N = 3,727,312* [Electronic Database].
National Student Clearinghouse Research Center. (2017). *Snapshot report — first-year persistence and retention.* Retrieved from https://nscresearchcenter.org/snapshotreport28-first-year-persistence-and-retention

AVID is a nonprofit organization that provides educators with proven, real-world strategies to accelerate the performance of underrepresented students so that these students and all students across the entire campus succeed in college, career, and life.

www.avid.org

Says, Means, Matters Example: "AVID Impact"

Paragraph or Chunk	Says What is the author saying?	Means Combine the "says" and "means" to create a statement describing the author's move.	Matters Why does the author say and do this to convey their meaning? Why is what the author is saying and doing significant?
1	The AVID program works.	The author introduces AVID as a program that is proven to help students be successful academically.	It is important for the reader to understand that the author is going to discuss AVID and how it impacts students' academic success.
2	AVID graduates enroll in college at higher rates.	The author shows a graphic illustrating how more AVID seniors (72%), who are typically from groups underrepresented in higher education, enroll in college than the national average (69% of seniors).	It is important for the reader to understand that AVID's success can be seen by the number of AVID graduates enrolling in college. This is significant since the number of AVID seniors enrolling in college outpaces the national average despite being comprised of groups that are typically underrepresented in higher education.
3	The AVID class of 2015 had 38,520 graduates.	The author breaks down the race of the 38,520 AVID graduates in 2015 and notes that 74% came from families with a low socioeconomic status.	It is important for the reader to know that AVID seniors in 2015 were predominantly from underrepresented groups, and the majority were from families with a low socioeconomic status. Combined with the information in Chunk 2, their outpacing of the national average of college enrollments is impressive.
4	AVID graduates persist in college at higher rates than non-AVID students across the nation.	The author illustrates in a chart how AVID graduates persist in college at higher rates than non-AVID students across the nation regardless of race or socioeconomic status.	It is important for the reader to understand that the AVID program is successful in helping all students persist and be successful in college and is closing the achievement gap among diverse groups of college students.

Says, Means, Matters Template

This template is a guide for how to set up your notes as you analyze what an author is saying and doing throughout a text. The "Matters" statements help to create an analysis of why this text matters as you examine the author's purpose for writing it and the purpose for reading it. Create as many rows as needed to encompass the entire text.

Paragraph or Chunk	Says What is the author saying?	Means Combine the "says" and "means" to create a statement describing the author's move.	Matters Why does the author say and do this to convey their meaning? Why is what the author is saying and doing significant?
Example:	*Example:*	*Example:*	*Example:*

Verbs for Text Analysis

While creating your Says, Means, Matters statements, use this verbs list to help you accurately select a verb that best explains what the author is doing in a paragraph or section. Use the spaces next to the verbs to write brief definitions or synonyms to help you select the most appropriate verb.

High-Frequency Text Analysis Verbs

Analyzing: _____

Arguing: _____

Asserting: _____

Clarifying: _____

Comparing: _____

Concluding: _____

Connecting: _____

Contrasting: _____

Debating: _____

Defining: _____

Developing: _____

Discussing: _____

Explaining: _____

Extending: _____

Illustrating: _____

Interpreting: _____

Introducing: _____

Listing: _____

Offering: _____

Proving: _____

Questioning: _____

Stating: _____

Suggesting: _____

Summarizing: _____

Medium-Frequency Text Analysis Verbs

Acknowledging: _____

Challenging: _____

Compiling: _____

Differentiating: _____

Distinguishing: _____

Establishing: _____

Generalizing: _____

Incorporating: _____

Justifying: _____

Predicting: _____

Qualifying: _____

Substantiating: _____

Use this space to add additional analysis verbs that are not listed above.

INSTRUCTIONAL PRACTICE:
Change, Same, Why

One strategy that can be used to help students analyze change or continuity over time is a "Change, Same, Why" organizer. This organizer can be applied to a variety of situations in which students must analyze how details relate to one another throughout a text or multiple texts.

Instructional Goal

- Students will create a Change, Same, Why organizer to analyze what changed and stayed the same over time within a text or multiple texts.

Resource

- *Change, Same, Why Organizer* (Educator Resource)

Preparation for Instruction

- Plan for the reading of the chosen text, including activities that will engage students in pre-reading and interacting with the text through multiple reads.
- Students will be looking for common transition words during this instructional practice. You may want to locate and share with students a list of common transitional words and phrases for their reference.
- Decide what the purpose for this activity will be. Will students use this information to engage in a discussion? Will they write an analytical essay? Will they create a one-page report? Essentially, this practice should be a stepping stone to another academic task.

Instructional Strategies

- In partners or small groups, have students return to a text that they have already read and interacted with for another read. For this read, students should focus on a particular concept or topic and highlight areas of the text where change occurs regarding that concept or topic. To do this, students should look specifically for transition words.
- Next, students should create their Change, Same, Why organizer. Using *Educator Resource: Change, Same, Why Organizer*, walk them through the set-up of this resource.
- Students should first add all of the identified changes over time in the left-hand "Changes" column of the organizer.
- After students list the changes, instruct them to engage in a discussion of what stayed the same (continuity) over time despite the changes that occurred. They should add these ideas into the middle "Same" column.
- Then, students should move to the right-hand column of the organizer to discuss why they believe there were changes or continuity over time. They should add their reasoning to this "Why" column.
- Ask a few groups to share some of their examples with the class and encourage groups to add new information to their own organizers.

- Debrief with a discussion about why it is important to think about how concepts, events, or other ideas change or stay the same throughout a text.
- After students complete their organizer, ask them to use this information to inform their work on the predetermined academic task.

Variation

- With fictional texts, this instructional practice can be used to analyze how characters change or stay the same throughout a text.

Extensions

- Students can create a timeline to visually depict changes and continuity over time.
- Students can engage in a Socratic Seminar to discuss their "Why" column. Why are these documented changes significant? Why should we care?
- Have students create a formal presentation to discuss their findings from the text.

Change, Same, Why Organizer

The first column asks students to consider what "changed" over time. The second column asks students to consider what stayed the "same" over time, despite any changes that may have occurred. The third column asks students to consider "why" there were changes or continuity over time. This last part is critical for the analysis of the change and/or continuity over time.

Change	Same	Why

Consider how the following sample table depicts the innovation of the automobile over time as an example of how this tool might be used.

Change	Same	Why
Leonardo da Vinci invents the self-propelled car (in concept only).	People still use other means of transportation popular at the time, such as horses.	The technology did not yet exist for the automated car to be fully realized.
Nicolas-Joseph Cugnot builds the first self-propelled road vehicle.	Most people still use other means of transportation popular at the time, such as horses.	This technology was only developed for the French army, and the car only moved 2.5 miles per hour.
Richard Trevithick builds a steam-powered road carriage.	This new design still does not take off. Follows same basic design pattern as earlier road vehicles.	There are limitations to steam-powered engines that prevent the success of this model.
Internal combustion engine is created.	Cars still remain like "horseless carriages" in design. The paradigm of horse-powered travel persists.	People replicate what they know based on previous models.
Continue…	Continue…	Continue…

Storyboards and Timelines

One strategy that can help students identify patterns in a text or across multiple texts is storyboarding. Creating a storyboard allows students to use both words and pictures to depict the sequence of important information in a text. Once the storyboard is created, students can then begin to use their visual depiction of the text as a tool to help them identify patterns of continuity or change within the text. Since storyboards "block out" sections, or "frames," they may make identifying these patterns easier than simply working within the text itself would.

Instructional Goal

- Students will create storyboards or timelines as a means for analyzing patterns of continuity or change over time.

Preparation for Instruction

- Plan for the reading of the chosen text, including activities that will engage students in pre-reading and interacting with the text through multiple reads.
- Have a purpose for this instructional practice in mind. Determine what students will do with the information after completing this activity. This instructional practice might only be a stepping stone to a larger academic task.
- If students will be using digital resources to complete their storyboards or timelines, consider spending time teaching students how to use the chosen applications before asking them to complete this task.

Instructional Strategies

- After students have engaged in the reading of the text, have them work in partners or small groups to return to the text and identify 5–10 critical concepts, events, or other ideas in the text.
- Then, instruct students to determine which concepts, events, or other ideas can be combined and which need to remain separate. If there is not a significant change between concepts, events, or ideas, they can likely be condensed.
- Instruct students to determine an appropriate title and subtitle for their storyboard or timeline. The title should accurately portray the intent of the product.
- For each concept, event, or other idea, students will then collaborate to create a "frame" (if using the storyboard method) or an entry (if using the timeline method). Each storyboard frame or timeline entry should include verbal and visual information. If appropriate, sources can be directly quoted and cited. Students should be sure that there is enough change between concepts, events, or other ideas to warrant creating a new entry.
- Students will continue this process until every concept, event, or other idea has been added to the storyboard or timeline.
- Somewhere on the storyboard or timeline, perhaps under the title, the students should create a short summary statement accurately captioning the purpose of the storyboard or timeline.

- Next, ask students to justify their choices by writing, on a separate sheet of paper, a rationale for their choices in the creation of the storyboard or timeline.
- Debrief by asking some groups to present their timelines to the class and justify their choices.

Variations

- Students can use digital tools to create storyboards and timelines.
- One variation that may make it even easier to organize and reorganize key information from the text is having students create digital storyboards or timelines using a slideshow application or physical storyboards using index cards. These tools will provide students with an easy way to manipulate the order of each frame of information.
- Use this strategy to assist students in summarizing or depicting a process, such as "how to simplify fractions" or "how to plant a garden."
- Display the final products in the classroom to provide visual support for an instructional unit.

Extension

- Students can engage in a discussion or formal presentation to speak about their ideas.

Extending Beyond the Text: Evaluate

The third academic thinking skill associated with extending beyond the text is *evaluate*. When evaluating, students are asked to:

- **Evaluate cause-and-effect relationships within texts.**
  Evaluation of cause and effect involves the explanation of the short-term or long-term causes and effects of events, developments, or processes. In addition, the assessment should include an evaluation of the relative significance of various causes and effects on the events, developments, or processes and distinguish between causation and correlation. Familiarity with signal words helps students identify what the cause is and what the effect is. Once identified, students can begin to evaluate the relationships.

- **Compare ideas or perspectives found in texts.**
  Comparing ideas or perspectives found in a single text or multiple texts involves identifying diverse perspectives regarding an event, development, or process and evaluating the similarities and differences in order to draw conclusions.

- **Assess the validity of an argument by justifying the reasoning in texts.**
  Assessing the use of evidence in texts requires an explanation of the author's claims and an evaluation of the argument that explains how it has been supported through relevant evidence. Assessing the validity of an argument in a text requires a careful evaluation of the usefulness, reliability, and limitations of evidence presented. An evaluation of the overall effectiveness of the argument should also be given. Justifying the reasoning in a text involves explaining how an argument follows sound logical conventions. Furthermore, justifying reasoning involves the identification of specific evidence, an evaluation of that evidence, and an explanation of how that evidence supports the claims of the author.

- **Make a judgment based on information in texts by predicting and drawing conclusions.**
  Making a judgment based on information found in a text involves expressing a clearly articulated decision, supported by specific details, evidence, or quotations from a text. The decision should be accompanied by an evidence-based rationale that supports the decision logically.

This section presents strategies that can be useful in helping students extend beyond the text through evaluation.

Exercise Your Agency: How can I teach students to evaluate an argument while reading for content?

When students are presented with an argument within a text, they can learn to analyze and evaluate the quality of that argument. Educators can promote these evaluation skills by posing classroom or institutional issues for students to analyze. Applying these skills to issues that are personally meaningful and timely will encourage students to use the same skills outside the classroom and in other situations.

INSTRUCTIONAL PRACTICE:
The Five Whys

The Five Whys is an iterative interrogative technique used to explore the cause-and-effect relationships underlying a particular problem in a text or multiple texts. The primary goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?" Each answer forms the basis of the next question.

Instructional Goal

- Students will ask a series of five "whys" to dig deeper toward the root cause of an issue through the use of details from research or from the given text.

Resources

- *The Five Whys Sample* (Educator Resource)
- *The Five Whys Template* (Student Resource)

Preparation for Instruction

- Select a text with a cause-and-effect relationship to be explored.
- Use *Educator Resource: The Five Whys Sample* to develop examples that can be used as part of the gradual release of responsibility model for teaching this process to students.
- Determine the "big" question to be addressed and two or three subsequent questions.
- Decide whether *Student Resource: The Five Whys Template* will be a handout, projected for students to incorporate into their focused notes, or made available in a digital format.
- Plan on dividing students into groups of three or four.

Instructional Strategies

- Provide students with the "big" question or problem to be investigated and encourage them to ask questions to clarify the question. Background on the topic and area of inquiry may need to be front-loaded.
- Explain that the students will be investigating the question or problem through the process of inquiry, or question-asking, specifically using "why" questions.
- Ask students to brainstorm reasons "why" the big question or problem came about and list possible causes on the board.
- Review the list of causes provided by students and select two or three to investigate deeper.
- Using a "why" process of inquiry, walk students through investigating each response, modeling the thinking behind this step by providing a Think-Aloud for students.
- Once a response is given, continue asking "why" until it does not make logical sense to ask "why" again.
- Continue with each suggested cause until the clear root cause has been identified.

Variations

- When using this strategy with a text or multiple texts, it is also a wise idea for students to justify their claims with evidence from the text. This may not be applicable to all situations, but asking students to support their claims with evidence from the text adds more rigor to this process.
- Students can work in groups to determine the subsequent questions that should follow the initial question based on the answer found in the reading. This type of inquiry teaches students the questions they should be asking when analyzing and evaluating texts.

Extension

- This activity can be extended by asking students to find other research to support claims made during the process. Also, students can create additional questions that arise from the research they have found.

The Five Whys Sample

This sample of The Five Whys in action demonstrates how this strategy can be used to help students arrive at a root cause of a large problem.

Effect: Housing Market Crash of 2008 **Texts:** Denning (2011), Williams (2013), and Beattie (2017)	
Why: did the housing market crash in 2008? Support with evidence from the text(s).	**Answer:** *There was a real estate bubble.* **Support:** *"Rising home prices led to rampant real estate speculation, and also fueled excessive consumer spending as people began to view their homes as a piggy bank that they could extract cash from to fuel discretionary purchases" (Beattie, 2017).*
Why: was there a real estate bubble?	**Answer:** *More risky (subprime) loans were being given out than ever before.* **Support:** *"These private firms made nearly 83 percent of the subprime loans to low- and moderate-income borrowers that year" (Denning, 2011).* *"'Innovative' mortgage products were developed to reach more subprime borrowers" (Denning, 2011).*
Why: were more risky (subprime) loans being given out than ever before?	**Answer:** *Investors believed housing prices would continue to grow and the loans would turn profits.* **Support:** *"In 1998, banks got the green light to gamble: The Glass-Steagall legislation, which separated regular banks and investment banks was repealed in 1998" (Denning, 2011).*
Why: did investors believe that housing prices would continue to grow and the loans would turn profits?	**Answer:** *Financial institutions were lying about the level of risk to their investors (fraud).* **Support:** *"Fund managers relied on the ratings of the credit rating agencies and failed to do adequate due diligence before buying them and did not understand these instruments or the risk involved" (Denning, 2011).*
Why: were financial institutions lying about the level of risk to their investors?	**Answer:** *Financial institutions valued short-term profits versus the long-term health of the financial market (greed).* **Support:** *"Fannie and Freddie were chasing profits, not trying to meet low-income lending goals" (Denning, 2011).*
What do you believe is the root cause?	**Answer:** *Greed of those running financial institutions.* **Support:** *"Greed and shortsightedness were the two overarching causes" (Williams, 2013).*

As demonstrated in this table, asking The Five Whys enabled this student to get at a root cause for the housing market crash of 2008 through the iterative process of asking "why" questions multiple times. As each layer of reasoning unfurled, the student got closer to the root cause of the problem.

The Five Whys Template

Effect: Texts:	
Why: Support with evidence from the text(s).	**Answer:** **Support:**
Why:	**Answer:** **Support:**
Why:	**Answer:** **Support:**
Why:	**Answer:** **Support:**
Why:	**Answer:** **Support:**
What do you believe is the root cause?	**Answer:** **Support:**

INSTRUCTIONAL PRACTICE:
Argument Analysis Template

When analyzing an argument in a text, students may have a difficult time discerning the structure of the argument itself. In many higher-level texts, arguments are not necessarily linear or explicit, especially to beginning readers. Utilizing a strategy to approach the analysis of an argument, such as the argument analysis template that follows, can help students begin to break down an argument into its components as they assess the validity of the claims made by authors.

Instructional Goal

- Students will assess and evaluate an argument by identifying the author's claims and reasons followed by a judgment of the overall effectiveness of the argument.

Resource

- *Argument Analysis Template* (Student Resource)

Preparation for Instruction

- Ensure that students have an understanding of and can identify different parts of an argument, including but not limited to the author's conclusion (also called a position or contention), reasons, and evidence.
- Select a reading that presents an argument or issue for students to assess and evaluate.
- Provide students with access to *Student Resource: Argument Analysis Template*. This template can also be reproduced in students' notes or distributed to students electronically.
- Lead students through a demonstration of how to use the template and explain expectations for appropriate responses.

Instructional Strategies

- Distribute the selected text to students and have them mark the text as they read with the purpose of determining the author's conclusion.
- Instruct students to write the name of the text and author in the appropriate box near the top of *Student Resource: Argument Analysis Template* and then record the author's conclusion in the following box.
- Before moving to the reasons (i.e., support) for the author's conclusion, have students compare their responses as to what they believe is the author's overall point with their elbow partner. At this point, depending on the ability level of the class, the instructor could either do a class check to ensure everyone is on track or simply let students proceed to determining the reasons given.
- Direct students to locate the support for the author's conclusion and list three reasons in the next section.
- Once reasons are listed, ask students to reflect on the quality of the reasons and whether or not the author provides evidence to support each reason. Students should record their responses in the appropriate boxes.

- At this point, the author's argument has been identified (conclusion plus reasons), but in order to fully evaluate the argument students need to look at what is not said or purposely left out. A trick that students can use to determine omitted information is to put themselves in the role of someone who doesn't agree with the author and ask "why…" or "what if…" in regard to the reasons and evidence.
- Next, ask students to evaluate the conclusion based on their assessment of the reasons, evidence, and omitted information. Remind students that an argument is only as strong as its support.
- Have students critique the argument by listing its strengths and flaws.

Variation

- Students can work in pairs to analyze a selected article, with multiple articles being used throughout the classroom. Once the articles are analyzed, pairs can swap papers with another partner group and evaluate the quality of the reasons and evidence found in the other group's analysis.

Extensions

- Students can complete *Student Resource: Argument Analysis Template* on an assigned article and then research the opposing side to the argument.
- After students complete *Student Resource: Argument Analysis Template*, have them reflect on whether or not they agree with the author's position and do a quickwrite explaining their personal conclusion on the issue.

Argument Analysis Template

About Arguments	• An argument is *valid* if its premises necessarily lead to its conclusion. That is, <u>if</u> you accept that the premises are all true, you <u>must</u> accept that the conclusion is true. • An argument is *sound* if it is valid <u>and</u> you accept that all its premises are true. • A *good, convincing* argument is a sound argument. That is, since you accept all the premises are true, you must accept that the conclusion is true (because the argument is valid). • A *bad* argument is any other kind of argument.	
Text and Author		
Identify the overall "conclusion" or the point that the author is trying to make.		
Identify reasons or evidence presented to support this conclusion. What kinds of reasons or evidence are presented? Are they sound or bad reasoning? Why?	**Reason 1**	
	Sound or bad reasoning? Why?	
	Does this evidence demonstrate **causation** toward the conclusion or simply **correlation**? Explain.	
	Reason 2	
	Sound or bad reasoning? Why?	
	Does this evidence demonstrate **causation** toward the conclusion or simply **correlation**? Explain.	
	Reason 3	
	Sound or bad reasoning? Why?	
	Does this evidence demonstrate **causation** toward the conclusion or simply **correlation**? Explain.	
	...and so on, if necessary.	
Is there anything that is purposely left out of this argument? If so, what? Why do you think it was left out?		
Evaluate the "conclusion" based on the evidence presented. You may want to briefly outline the argument here. Does the evidence logically support the conclusion or not? Why?		
Critique the argument. What are its strengths? What are its flaws?		

INSTRUCTIONAL PRACTICE:
Evidence-Based Claim Organizer

In order to effectively form a judgment or claim about an author's argument, students first need to thoroughly understand it. A graphic organizer helps students visualize what the author is saying. An evidence-based claim organizer can be used to determine the author's argument in order to form a judgment.

Instructional Goal

- Students will isolate the details provided by the author and then connect those details to the author's conclusion before determining whether the author's argument is sound or not.

Resources

- *Evidence-Based Claim Organizer Sample* (Educator Resource)
- *Evidence-Based Claim Organizer Template* (Student Resource)

Preparation for Instruction

- Decide on the text that needs to be evaluated.
- Explain to students the purpose of the instructional practice.
- Have a sample ready to share so that students can see the intended final product.
- Have copies of *Student Resource: Evidence-Based Claim Organizer Template* available for distribution to students.

Instructional Strategies

- Distribute copies of the chosen text and lead students through an activity of marking the text to note interesting details.
- Instruct students to "find the details" by selecting three interesting and related details to add to the chart, referencing the page number or paragraph in which they appear.
- Next, ask students to "connect the details" by reflecting on and recording their thoughts about the details they have identified, paying close attention to how the details are connected.
- Once the "Connecting the Details" step is complete, have students share their thinking with another classmate.
- Finally, direct students to "make a claim" about the text. What conclusion can they come to using the evidence they have outlined from the text as support?

Variations

- Educators can use *Educator Resource: Evidence-Based Claim Organizer Sample* to model to the full class the appropriate inquiry and reflection techniques involved in employing the academic thinking skills of analysis and evaluation.
- Educators can scaffold this instructional activity for their students by gradually releasing the responsibility for students' independent completion of each section.

Extension

- Students can use *Student Resource: Evidence-Based Claim Organizer Template* to evaluate multiple texts that cover the same argument and then compare the results of their individual evaluations to see which text provided the best argument.

Evidence-Based Claim Organizer Sample

This chart provides examples of how students might apply this strategy in a literature course to form a judgment or claim about the reading using evidence (details) to support it. This student used details from the Walt Whitman poem "Song of the Open Road" to support their claim and interpretation that the poem demonstrates the journey of life toward heaven.

Text: *"Song of the Open Road"*   **Author:** *Walt Whitman*

Finding Details I find interesting details that are **related** and that stand out to me from reading the text.	Detail 1: *"The long brown path before me, leading wherever I choose."* Cite (*line 3*)	Detail 2: *"Afoot and light-hearted, I take to the open road"* Cite (*line 1*)	Detail 3: *"You road I enter upon and look around! I believe you are not all that is here"* Cite (*line 16*)
Connecting the Details I reread, think about the details, and **explain** the connections that I find among them.	What I think about Detail 1: *The long brown path is like an open road that he can walk down and go any way he would like.*	What I think about Detail 2: *The road is an open place where the man is content and happy.*	What I think about Detail 3: *He feels there is something more out there than just the road that he sees.*
	How I connect the details: *The road symbolizes a man's journey to an unknown place. The journey is life.*		
Making a Claim I state a conclusion that I have come to and can support with **evidence** from the text after closely reading and thinking about it.	My claim about the text: *In the free-verse poem "Song of the Open Road" by Walt Whitman, there is a depiction of life's journey, ending at the inevitable end: the afterlife, or heaven.*		

Evidence-Based Claim Organizer Template

Use this organizer to think through evidence-based claims.

Text: **Author:**

Finding Details I find interesting details that are **related** and that stand out to me from reading the text.	Detail 1: Cite ( )	Detail 2: Cite ( )	Detail 3: Cite ( )
Connecting the Details I reread, think about the details, and **explain** the connections that I find among them.	What I think about Detail 1:	What I think about Detail 2:	What I think about Detail 3:
	How I connect the details:		
Making a Claim I state a conclusion that I have come to and can support with **evidence** from the text after closely reading and thinking about it.	My claim about the text:		

Extending Beyond the Text: Synthesize

The fourth academic thinking skill associated with extending beyond the text is *synthesize*. Synthesis of information is the basis of creation. Whether designing an experiment, exploring a new mathematical model, or developing a new historical argument, students will need to bring together the new knowledge gained from critical reading and their own unique perspectives and experiences. Although synthesizing of information can be a part of a large culminating project, its application can also be a part of a short summary or ticket out the door. Through exploration of rigorous texts, insightful questioning, and the synthesis of information, we can expect our students to create unique, inspired, and original ideas.

When synthesizing, students are asked to:
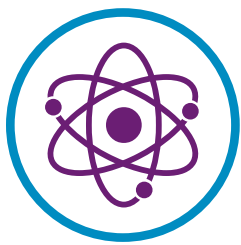
- **Combine ideas across multiple texts to create new insights, generalize, or argue.**
  Synthesizing ideas across multiple texts involves the ability to develop understanding of content within texts (comprehension) in order to make meaningful and persuasive connections between concepts and issues. Synthesizing can also cross disciplines, bringing in connected concepts from sources outside of a given discipline.

- **Combine information from multiple concepts or texts.**
  Synthesizing involves identifying key information or concepts within a text or across texts and efficiently combining and communicating those key ideas to an audience. The product should be enough to convey the key information while eliminating redundant or nonessential information.

This section presents strategies that can be useful to help students extend beyond the text in these ways.

INSTRUCTIONAL PRACTICE:
Responding to Document-Based Questions

> *Don't just think, ponder.*

Roy T. Bennett

Nearly every advanced-level course that students take asks them to synthesize information from various sources and create an original argument. The process of writing this sort of complex synthesis involves students' ability to first apply a variety of academic thinking skills to various texts and then to articulate their unique understanding of the content. Depending upon the content or the specific writing prompt, the questions that students answer may vary. Nonetheless, students need to practice quickly evaluating evidence from texts to produce a coherent and powerful argument in a limited period of time.

Instructional Goal

- Students will use *Student Resource: Document Assessment Table* and *Student Resource: Synthesis Venn Diagram* to organize their thinking about source information across various documents.

Resources

- *Document Assessment Table* (Student Resource)
- *Synthesis Venn Diagram* (Student Resource)

Preparation for Instruction

- Clarify the academic task and/or the end product for students. What will they be creating after they are informed by their sources?
- Before engaging in this instructional practice, students will need to have obtained access to the texts they will use to complete the academic task.

Instructional Strategies

- Involve students in the reading of each text by modeling appropriate "engage" strategies that will help them successfully interact with the texts as they read them.
- After the first read of each source, or during the first read if time is limited, have students use *Student Resource: Document Assessment Table* to take notes on each source.
- Once students have taken notes on each source using *Student Resource: Document Assessment Table* as a guide, instruct them to use the structure from *Student Resource: Synthesis Venn Diagram* to consider how each source informs the writing prompt or purpose of the final product.
- Using the ideas generated from *Student Resource: Synthesis Venn Diagram*, students can then move on to outlining their response to the writing prompt or another provided academic task.

Variations

- Have students collaborate as they practice this strategy.
- Modify this activity for timed-writing situations.
- Have students reflect on how they can use a similar process when time is limited.

Extension

- If time allows, ask students to present their Synthesis Venn Diagrams so that they can see various models.

Document Assessment Table

Use this table to organize your notes for each source. The structure is built around the academic thinking skills that you must employ as you analyze texts.

Academic Thinking Skills: Document Assessment	
Apply: Who is the author? What is the context of this document? What is its purpose?	
Analyze: What is the central theme/ idea? What evidence is given? How credible is the evidence?	
Evaluate: What are the strengths and weaknesses of the argument/ ideas? How strong/ effective are the arguments/ ideas?	
Synthesize: How does this text compare to other texts? What conclusion can be drawn? What is the significance of the text in relation to the unit of study?	

Synthesis Venn Diagram

After completing the Document Assessment Table for each source, use a multi-circle Venn diagram format to consider the converging and competing ideas across the documents.

Author, context, and competing ideas

Synthesis of ideas from documents

Author, context, and competing ideas

Synthesis of ideas from all documents

Synthesis of ideas from documents

Synthesis of ideas from documents

Author, context, and competing ideas

There is an ever-growing multitude of ways for students to present new learning digitally. It is impossible to know and teach students every new digital application; nevertheless, a college- and career-ready student needs the capacity to choose from a variety of methods to demonstrate mastery. It is also important for clarity of purpose to be aligned in every assignment so that students understand the learning outcome.

INSTRUCTIONAL PRACTICE:
One-Page Report

The one-page report is often used as a method of summarizing a single text, but it can also be used as an exercise in synthesizing information across multiple chapters of a text or across multiple texts. The one-page report can take on many forms depending on the purpose of the academic task; however, it typically includes both visual and verbal elements.

Instructional Goal

- Students will use a one-page report to synthesize information from multiple concepts or texts.

Resource

- *One-Page Report Guidelines* (Educator Resource)

Preparation for Instruction

- Review *Educator Resource: One-Page Report Guidelines* and, based upon the academic purpose of the report, determine the guidelines that students should follow in terms of design, content, and assessment.
- To complete this instructional practice, students will need to have already engaged in the reading of the texts that will be referenced to create the final product.

Instructional Strategies

- After students have read the various texts that will inform this instructional practice, clarify the guidelines of the one-page report for students.
- Provide students with the materials and time to create their reports individually, in partners, or in small groups.
- After students have completed their one-page reports, ask a few students to present to the class so that everyone can see a variety of models and interpretations of the texts.
- Debrief by asking students to reflect on how this process helped them deepen their understanding of the texts.

Extension

- The one-page report can be used as a scaffold for a larger assignment. In this scenario, students would use their work on the report to inform the creation of a more formal final product.

One-Page Report Guidelines

When using the one-page report as a synthesis exercise, it is important that students have first engaged in the reading of the various texts that will be used and have noted the key ideas they will include in their reports.

Design Guidelines

Clarify the design elements required in the one-page report. Below are a few common guidelines to provide some ideas:

- Use both visual and verbal elements to clarify ideas.
- Use color where appropriate.
- Organize ideas in a way that makes sense for the concepts being presented.
- Be creative.
- Determine whether the one-page report will be created on paper or in a digital format.

Content Guidelines

Clarify the content guidelines for the one-page report. Determine the content knowledge or competencies that should be demonstrated in the final product. The goal of the one-page report is to synthesize ideas from within a text or across texts. A few guidelines follow:

- Remember that the content should reflect congruities and incongruities within the text or texts.
- Include the titles and authors of the texts on the page.
- Summarize key claims and ideas.
- Include key vocabulary.
- List evidence that the author uses to advance their claims.
- Include key quotations, summaries, or paraphrases from the text that relate to the overall concept on the border of the one-page report. Cite sources appropriately.
- Address any Essential Questions.

Assessment

Clarify the assessment guidelines for the one-page report. Determine these on the basis of the standards, objectives, or other academic purposes for this instructional practice.

- Include a rubric if possible.
- Have students present their one-page reports to small groups or to the whole class.
- Require students to turn in their one-page reports for a grade.

INSTRUCTIONAL PRACTICE:
Found Poetry

"Found poetry" takes existing texts and refashions them, reorders them, and presents them as poems—the literary equivalent of a collage. In terms of synthesizing ideas from within a text or across texts, found poetry is a creative method of bringing ideas from various sources together to convey one cohesive message. Found poetry involves taking key information or language from within a text or across texts and using those "found words" to create a poem that expresses the overall theme of the various pieces.

Instructional Goal

- Students will create found poetry to synthesize information from multiple concepts or texts.

Resource

- *Sample Found Poems* (Educator Resource)

Preparation for Instruction

- Depending on the academic purpose of the found poem, determine the guidelines that students will need to follow.
- To complete this instructional practice, students will need to have already engaged in the reading of the texts that they will reference to create the final product.

Instructional Strategies

- In partners or small groups, asks students to determine a major theme or idea that stands out in the source texts. They should refer back to the texts to find supporting quotations to justify their choices.
- Then, ask students to reread the source texts and identify key words and phrases that help support this theme or idea. These will be the source words for their found poems.
- Ask students to make a list in their notes of all the words and phrases they collect from the texts.
- Next, students should cross out words and phrases that don't seem to fit into the overall theme or might be too "dull" for a poem. The goal is to try to cut the original list in half.
- Then, ask students to reexamine the remaining words to determine the overall tone of the poem. Students should make sure that the remaining text contributes to creating that overall tone and theme.
  - For example, if there is a theme of "love" in the poem, then remaining words and phrases should fit into that overall theme.
- Next, students should organize the remaining words and phrases in a way that makes sense according to their theme. They can change the order of each excerpt, but they can't change the original words themselves.
- Once the order of their poems is drafted, students should read their poem to ensure that the intended message is conveyed. If it is not, they can return to the text to find additional words and phrases to add.
- Have students then create a title for their poems that is more descriptive than simply "Found Poem."

Variation

- Create a whole-class found poem with ideas from a wide variety of groups.

Extension

- Ask students to write reflections that justify their choices in creating their found poems.

Sample Found Poems

There are many different approaches to creating found poetry. The key is to capture the tone or intent of the original texts in the new creative representation.

As in most poetry, lines should be short but impactful. They can also be organized by "stanza" (i.e., a poem paragraph).

Chemistry	Social Studies
"State of the Matter" Solid, liquid, gas. There are three states of matter. This matter, matters. A solid keeps its shape. Some are hard, some can break, Like a table or a roll of tape. A liquid's shape depends On the container it is in, Like a cup, bottle, or metal tin. A gas you cannot see. It's in the air that we breathe, Like helium, oxygen, or steam. There are three states of matter: Solid, liquid, and gas. Through each stage can matter pass. **Source:** A chemistry textbook	"Unlimited" I say to you today, my friend, Even though we face the difficulties of today and tomorrow, "What is your life's blueprint?" I still have a dream, A deep belief in your own somebody-ness. I have a dream. That someday, you achieve excellence in your various fields. I have a dream. That someday, you set out to do it well. I have a dream. That you go out and do such a good job that the living, dead, and unborn couldn't do better. You have worth. Rise up. Live out the true meaning of its creed, Unlimited significance. **Sources:** "What Is Your Life's Blueprint?" and "I Have a Dream" by Dr. Martin Luther King, Jr.

Extending Beyond the Text: Writing and Speaking Like a Content Expert

Often in the reading and writing process, educators lose sight of the fact that a primary focus of the classroom experience is to appropriately model and provide opportunities for students to combine new learning with their own insights and experiences to create new ideas and perspectives. As students apply, analyze, evaluate, and synthesize texts, they are developing the skills involved with writing and speaking about texts as content experts. Learning to respond to texts as content experts requires that students not only read texts but also learn to manipulate the language of the discipline so that their responses are more than simple regurgitation of facts.

When both the text and academic task are rigorous for students, it is important to consider providing scaffolds, such as writing and speaking templates, so that students can successfully speak and write about texts while they may still be struggling with the content. With the concept of the gradual release of responsibility in mind, these templates might be more heavily utilized in the earlier stages of writing and speaking ("I do" and "We do") but should be gradually removed as students become more competent writers and speakers ("You do").
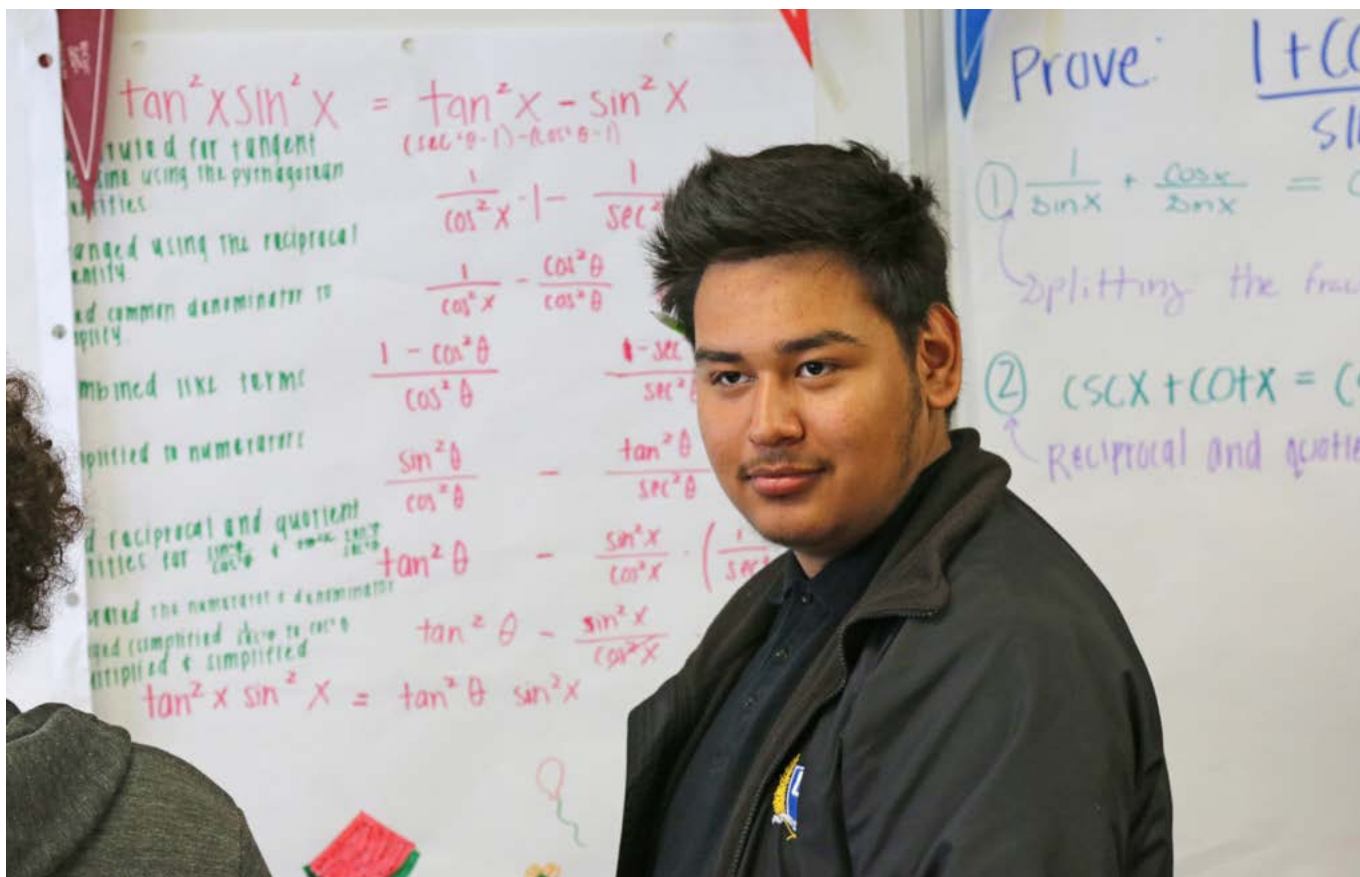
Socratic Seminar – Citation Circles

One way that students can apply information from a text is to write or speak about the text. Citation Circles can help scaffold the process of articulating thoughts about a text while integrating source material. This discussion technique stems from Socratic Seminar but is more particularly focused on helping students craft sentences that effectively integrate sources into their writing and speaking. This skill is particularly important for crafting an argument. Citation Circles should be introduced and continually practiced until students begin to have a strong grasp of integrating sources into their writing and speaking.

Instructional Goal

- Students will engage in Citation Circles to practice the action of correctly citing a text when speaking or writing about a text.

Resources

- *Citation Circle Observation Form* (Student Resource)
- *Sentence Templates* (Student Resource)

Preparation for Instruction

- Plan for the reading of the chosen text, including activities that will engage students in pre-reading and interacting with the text through multiple reads.
- Establish a prompt or a series of questions for students to respond to as they refer to the text. The questions should be based upon the purpose for reading the text. Students can also prepare questions for discussion.

Instructional Strategies

- Explain to students how *Student Resource: Citation Circle Observation Form* will be used as a means for recording information.
- Ask students to form an inner and outer circle. The inner-circle students will answer the questions posed by the educator or outer-circle students. The outer-circle students will use *Student Resource: Citation Circle Observation Form* to record information they hear.
  - In the first column, students should record the last name, followed by the first name, of inner-circle students or the author of the text.
  - In the second column, outer-circle students should briefly note what the inner-circle student said, which could be either their own opinion or on behalf of the author.
  - When all questions have been addressed in the Citation Circle, the outer-circle students should use *Student Resource: Sentence Templates* to write full-sentence citations based on what they heard the inner-circle students say.
- Next, ask the outer-circle students to share their full-sentence citations to cite the inner-circle students or the author they are representing.
  - Make sure that each inner-circle student is cited at least once.

- After each of the inner-circle students is cited by the outer-circle students, the inner-circle students respond, saying whether the citations were accurate reports of what they had originally said.
- Ask students from the inner circle and outer circle to switch roles and repeat the process.
- Finally, debrief with students about the process, focusing on how they were able to apply their thinking about the text by speaking and writing.

Variation

- Depending on the size of the class, multiple Citation Circles may need to be carried out at once.

Extension

- Students can collaborate to use their claims and citations to craft an extended response about the text.

Citation Circle Observation Form

Student or Author Name (Last Name, First Name)	Claim (Opinion, Point of View, Argument)	Full-Sentence Citation

Sentence Templates

Use these sentence templates to assist you as you write statements that integrate citations from sources.

Citing one source:

- _____(name) argues/maintains/insists/demonstrates that _____ _____.

- According to _____(name), _____ _____.

- _____(concept), _____(name) points out, is _____ _____.

- This text, by _____(name), is focused upon_____ _____.

- In this article/text/essay, _____(name) argues/claims/states/notes that _____ _____.

- The principal claim that _____(name) makes in this article/text/essay is _____ _____.

- As _____(name) notes, _____ _____.

- It can be argued, as _____(name) does, that _____ _____.

- Although _____(name) does not say so directly, he/she/they assume(s) that _____ _____.

Synthesizing and/or integrating material from more than one source:

- _____(Person A) and _____(Person B) agree that _____ _____.

- Until recently, it has been assumed by _____(Person A) that _____ _____. However, new research by _____(Person B) indicates that _____.

- Though _____(Person A) points out that _____, _____(Person B) argues _____.

- Although the article/text/essay includes little about _____, another article/text/ essay by _____(Person B) has a great deal to say about _____.

In the early stages of learning to write and speak like a content expert, it is important for educators to provide students with a structure for writing extended responses so that students can process the content of rigorous texts without also having to struggle with the format of their response. Writing templates are like the training wheels on a bike. Once students practice enough, the training wheels can come off. But until students are ready, templates can be a very useful support structure for student writing.

Instructional Goal

- Students will draw upon higher-order thinking techniques in their use of writing templates to create an effective response to a prompt.

Resource

- *Creating Writing Templates* (Educator Resource)

Preparation for Instruction

- Purposefully select a text that will fulfill the academic purpose.
- Identify information in the text that students will definitely need to know.
- Determine how students should read the text and the academic thinking skills that they must employ in order to learn from the text.
- Decide on how you want students to read, think about, and write about the text.
    - Will students apply, analyze, evaluate, or synthesize with their writing?
- Keep the purpose in mind during template creation. Be cognizant of what a respondent would say and how they would say it.
- Test the template draft to make sure that no supporting text needs to be added or deleted. Also, make sure that the template will lead to the desired product.
- Keep in mind that the "blanks" can expand as much as needed as students write. They are only meant to provide a structure and not indicate length of responses.

Instructional Strategies

- Once the writing template has been designed, its appropriate use will need to be modeled with students.
- Emphasize that the blanks are meant to guide students' responses, not limit them.
- Encourage students to expand on their writing in appropriate areas, such as where they are asked for their reasoning or support of a claim.
- Once students have attempted to complete a writing template, have them share their responses with each other and ask for volunteers to read theirs aloud.
- Facilitate a discussion on possible responses for blanks that lend themselves to expansion.

Variation

- Have students work in pairs to discuss and complete a writing template.

Extension

- After students have had several opportunities to use writing templates, have them attempt to create their own writing template based on the prescribed purposes for reading.

Creating Writing Templates

To give you an idea of what some templates might look like, one sample template per academic thinking skill is provided below.

Applying a Concept From a Text

In _____*(title of text)*, by _____*(name of author)*, the concept of _____ _____ is *(explained/introduced/explored)*. The key components of _____ _____*(concept)* are _____*(component 1)*, _____ *(component 2)*, and _____*(component 3)*. _____*(last name of author)* *(illustrates/demonstrates/clarifies)* the concept of _____ by _____ _____*(how the author demonstrates the concept)*. This concept is important for _____ _____*(whom)* to understand because _____ _____*(why)*. An example similar to the concept of _____ in my own life is _____*(example)*. The example from my own life *(correlates/connects/relates)* to the concept being explored because _____ _____. This is significant because _____ _____.

Analyzing a Text

In _____*(title of text)*, _____*(name of author)* frequently explores __ _____*(main idea or theme)* throughout the text. One of the first examples is evident in the excerpt "_____" *(direct quotation)* (____) *(page number)*. This example is significant because _____. Another example of _____*(main idea or theme)* is when _____*(last name of author)* *(states/claims/expresses)* "_____" *(another direct quotation)* (_____) *(page number)*. This second example furthers _____'s *(last name of author)* exploration of _____*(main idea or theme)* by _____ _____*(reasoning)*. Additionally, _____*(last name of author)* explores _____ _____*(main idea or theme)* by *(stating/claiming/saying)* "_____ _____" *(another direct quotation)* (____) *(page number)*. This is yet another example of _____'s *(last name of author)* overall point that _____ _____*(author's main point)*. In summary, it is very clear in _____*(title of text)* that _____*(last name of author)* *(feels/maintains/believes)* _____ _____*(main idea or theme)* is significant to the reader, due to the fact that _ _____*(reasoning)*.

Evaluating an Argument in a Text

In _____*(title of text)*, _____*(name of author)* *(asserts/claims/argues)* _____*(main claim)*. _____*(last name of author)* presents several sources of evidence in support of their claim, such as _____*(types of evidence presented)*. Some of the most cited evidence consists of _____ *(most frequent types of arguments and evidence presented)*. For example, _____*(last name of author)* cites _____*(indirect or direct quotation of evidence)* (_____) *(page number)*. This evidence suggests _____ _____*(statement of what the evidence suggests or its significance to the main claim)*. This evidence is *(effective/ineffective)* support of _____'s *(last name of author)* main claim because _____. A *(more/less)* convincing example of evidence might be _____ _____*(example)* (____) *(page number)*, because _____ _____*(reasoning)*. This is significant to the reader because _____ _____.

Synthesizing Information Across Texts

When considering the texts _____*(title of first text)*, by _____*(name of first author)*, and _____*(title of second text)*, by _____*(name of second author)*, it is apparent that _____*(main idea or theme)* is significant for the reader to consider. While _____*(last name of first author)* *(expresses/illustrates/conveys)* _____*(what first author says)* about _____*(main idea or theme)*, _____*(last name of second author)* adds _____ _____*(what second author says about main idea or theme)*. The similarities between the arguments of ___ _____*(last name of first author)* and _____*(last name of second author)* indicate _ _____*(what their similarities suggest)*. The differences suggest _____ _____*(what their differences suggest)*. Therefore, comparing _____*(title of first text)* with _____*(title of second text)*, it can be concluded that _____ _____*(assertion)*. This is significant to the reader because _____. Based on my own experiences, I would *(agree/disagree)* with the positions of _____*(last name of first author)* and _____*(last name of second author)* because _____ _____*(reasoning)*.

INSTRUCTIONAL PRACTICE:
Higher-Order Discussion Techniques

In many college courses, students are expected to speak like a scholar of content in addition to writing about content. This instructional practice includes instructions for how to use some of AVID's core discussion strategies, such as Socratic Seminar and Philosophical Chairs, to support students as they extend beyond the text to speak like a content expert.

Instructional Goal

- Students will use higher-order discussion techniques, such as Socratic Seminar and Philosophical Chairs, to rehearse how to speak like a scholar within a particular content area.

Resources

- *Academic Thinking Skills: Question and Answer Stems* (Student Resource), located in Chapter 5: Building Vocabulary
- *Academic Language Scripts* (Student Resource), located in Chapter 6: Interacting With the Text

Preparation for Instruction

- Plan for the reading of the chosen text, including activities that will engage students in pre-reading and interacting with the text through multiple reads.
- Familiarize yourself with the purpose of Socratic Seminar and Philosophical Chairs and determine which method of discussion is most appropriate for the academic purpose.
- If this is the first time that students are engaging in a Socratic Seminar or Philosophical Chairs activity, the process may need to be scaffolded.
- Prepare and post a word bank and sentence frames that students can use as they rehearse speaking like a content expert.
  - Refer to *Student Resource: Academic Thinking Skills: Question and Answer Stems* for ideas.

Instructional Strategies

- After students have read the text multiple times and are ready to discuss it, review the procedures for the chosen discussion technique.
- Provide students with an initial discussion prompt for the chosen discussion technique or have them create their own discussion prompts. For Socratic Seminar, the discussion prompt should be an open-ended question without a clear "yes" or "no" answer, since Socratic Seminar is not a debate. For Philosophical Chairs, the prompt should be a statement that leads to a clear debate of opposing viewpoints on the topic.
- Have students create in their notes an initial response to the prompt before engaging in the discussion. This will help all students prepare something to add to the discussion ahead of time.
- After students respond to the initial prompt in their notes, have them share their response with a partner to generate ideas for how they can add to their initial response.

- Next, frame the discussion by asking students to think about how they will be speaking "like a _____" (historian, mathematician, scientist, etc.). Encourage them to refer to the provided word bank and sentence frames as they engage in the discussion. You can also use *Student Resource: Academic Language Scripts* as a tool.
- Proceed with the discussion as outlined in the corresponding "rules of engagement" for the chosen strategy.
    - To view the rules of engagement, refer to the corresponding core strategy webpage—Philosophical Chairs or Socratic Seminar—available on MyAVID (Curriculum tab → Core Strategies).
- Afterwards, debrief the discussion by asking students to reflect on what went well and what could go better next time during the discussion. Also, ask them the reflect on how the activity helped them improve their skill with speaking like a scholar in the associated content area and why this practice is important.

Variation

- You can use a similar structure with other discussion strategies, such as 30-Second Expert, Take Five, World Café, and Four Corners.

Extension

- Prior to the discussion, have students create word banks and sentence frames to help them speak like an expert in the discipline that the discussion is centered around.

AVID Site Team Connection: Applying *Extending Beyond the Text* Schoolwide

Educators need opportunities for collaboration and input from colleagues. The AVID Site Team is one of the key elements in circulating high-leverage strategies and core beliefs across a campus. When a Site Team unites around the importance of extending beyond the text and sees the power in teaching students how to become proficient in this skill—while also building collaboration opportunities into scheduled meeting times and supporting one another in assigning value to extending beyond the text within each content area or discipline—there is no limit to the positive outcomes that are possible on a campus.

INSTRUCTIONAL PRACTICE: Extending Beyond the Text With Academic Thinking Skills

The integration of academic thinking skills provides a powerful "how to" for extending beyond the text within every content area or discipline. The application of academic thinking skills is different within content areas or similar disciplines and, sometimes, even within the same content areas. The academic thinking skill of *synthesis* draws on different content and skills when connected to an algebra class or a United States history class. It might also look different or draw on different skills in a geometry or calculus class. There are also developmental differences within grade levels—students learning how to extend beyond the text at the beginning of fourth grade by practicing the academic thinking skill of *applying* will do so in a way that is different from students at the end of fifth grade who have had consistent practice with using academic thinking skills to apply what they have learned about content as they engage in the reading of rigorous texts.

Instructional Goal

- Educators will analyze academic thinking skills, looking for similarities and differences within and between content areas or grade levels, and identify academic thinking skills that will be taught schoolwide.

Resources

- The instructional practices, educator resources, and student resources from this chapter

Preparation for Instruction

- Identify the academic thinking skill that will be focused on during the Site Team meeting and determine whether the resources will be shared with staff digitally or as paper copies.
- Determine whether the similarities and differences for the academic thinking skill will be captured digitally, on chart paper, or on a whiteboard and prepare the digital space or gather the appropriate resources and materials.

Instructional Strategies

- Have participants begin the session sitting in content-area groups.
- Introduce the instructional goal for the session.
- Using the Jigsaw collaborative structure, have participants number off from one to four throughout the room.
  - **Ones** will read the academic thinking skill description of *apply* and take notes on the description and instructional resources available within the chapter for teaching this skill to students.
  - **Twos** will read the academic thinking skill description of *analyze* and take notes on the description and instructional resources available within the chapter for teaching this skill to students.
  - **Threes** will read the academic thinking skill description of *evaluate* and take notes on the description and instructional resources available within the chapter for teaching this skill to students.

- **Fours** will read the academic thinking skill description of *synthesize* and take notes on the description and instructional resources available within the chapter for teaching this skill to students.

- After participants have taken individual notes, have them join their "expert" group of people that read and took notes on the same academic thinking skill. Their expert group should have representatives from each content area or grade level.

- Provide participants with 5 minutes to compare their notes and identify two or three components of their academic thinking skill that are important schoolwide because they align with school focus areas or a need on campus.

- Provide participants with an additional 2–3 minutes to determine which resources offer the best way to begin teaching the identified academic thinking skill to students.

- Have groups create a One-Pager on poster paper for their assigned academic thinking skill that captures what the academic thinking skill involves, resources to support it, and connections to content areas. Provide 10 minutes for this One-Pager to be developed.

- Give groups 2 minutes to determine talking points for their poster, as every group member will be responsible for explaining their One-Pager to people seeing the information for the first time.

- Place participants into new groups by having group members number or letter themselves off. It is important that each poster have someone in the group who can act as a "docent" and explain the poster to their new group.

- Engage in a Gallery Walk, with participants visiting each One-Pager, taking notes on the academic thinking skill outlined, recommended resources, and connections to their content or grade level.

- Debrief what a commitment to these academic thinking skills might look like as a schoolwide initiative and determine next steps.

For more information about One-Pagers, see the *AVID Writing for Disciplinary Literacy* webpage on MyAVID (Chapter 2: Learning Through Writing → Chapter Resources).

Post-Reading Reflection Questions

- How will I now use academic thinking skills (apply, analyze, evaluate, and synthesize) and the academic task to assess my students' understanding and application of texts?

- How will I use higher-order discussion techniques to scaffold students' understanding of rigorous texts?

- How will I use templates and graphic organizers to help students clearly express their thinking about texts?

K–2 Post-Reading Reflection Questions

- How will I scaffold my instruction so that my students can begin to practice using these higher-level academic thinking skills (apply, analyze, evaluate, and synthesize)?

- How can I use the strategies presented to make application of academic thinking skills a component of my daily classroom teaching?

- How will I model my thinking as I integrate academic skills into my use of texts?

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Resources

Visit the *AVID Reading for Disciplinary Literacy* webpage on MyAVID for additional materials and resources.

Glossary

academic language: The language students need to successfully navigate academic tasks. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices common to a specific content area or discipline.

academic task: What a student is expected to do or complete based on the learning objective and connected to the purpose for reading.

academic thinking skills: Universal skills (apply, analyze, evaluate, and synthesize) used across all content areas. The language and application of these skills will differ based upon the content area or discipline. These four academic thinking skills comprise the foundation of the cognitive processes that students should develop while reading to learn.

- **apply:** Use a concept in a new situation or use an abstraction unprompted. Apply what was learned in the classroom into novel situations in the real world.
- **analyze:** Separate a concept into component parts so that its organizational structure may be understood. Distinguish between facts and inferences.
- **evaluate:** Make judgments about the value of ideas, arguments, or content.
- **synthesize:** Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

Academic Word List: Developed by Dr. Averil Coxhead at the School of Linguistics and Applied Language Studies at Victoria University of Wellington. The list contains 570 semantic fields, which were selected because they appear with great frequency in a broad range of academic texts.

"activate" strategies: What students will need to do prior to reading in order to activate prior knowledge, or a schema (i.e., a framework or structure).

anchor chart: Serves as a central place to record strategies, processes, cues, or guidelines and offers a way to make thinking visible; used to "anchor" the learning for students and should be a record of the most important concepts in a lesson or unit.

Building Vocabulary: Understanding and connecting key academic and content-related vocabulary to aid in deeper comprehension of a text.

chunking the text: Breaking up a text into smaller sections. Experienced readers mark a text in sections, which makes it easier for them to return to a particular section to explore ideas more thoroughly.

concept map: A type of graphic organizer or diagram used to organize and represent knowledge. Concept maps include concepts, usually enclosed in circles or boxes, and relationships between concepts, indicated by a connecting line linking two concepts.

Content–Skills Continuum: Designed to help educators think more deliberately about the balance between teaching content (the learning objectives) and skills (academic thinking).

content-specific vocabulary: Consists of relatively low-frequency words, discipline- or domain-specific words, or phrases used to engage with and understand the content. These refer specifically to concepts, ideas, or processes being studied in class, terms that will appear a number of times in textbooks, or passages connected to a class or discipline. For example, *addition*, *subtraction*, and *quadratic function* are all terms specific to math.

critical reading process: "Activate," "engage," and "extend" are the three phases of AVID's critical reading process. This process can be used in any content area or discipline and with every text format to teach students how to read and comprehend rigorous texts. The six steps embedded in this process include Planning for Reading, Selecting the Text, Pre-Reading, Building Vocabulary, Interacting With the Text, and Extending Beyond the Text.

differentiation: Depending upon the reading abilities of your students, a text might need to be modified or the literacy strategies used to read the text might need to be customized. Generally, literacy strategies that are good for most struggling readers are actually good for all readers, so educators may not need to differentiate strategies as often as they might think.

disciplinary literacy: An emphasis on the shared ways of reading, writing, speaking, and thinking within a particular content area or academic field. Disciplinary literacy practices are cultural constructions that are not learned simply by observation, and it is AVID's philosophy that educators need to make explicit the discipline-specific literacy practices of their content area in order for students to know how to read, write, speak, and think like mathematicians, historians, scientists, and any other content expert.

Essential Question: Student- or teacher-generated questions based on the learning outcome or objective and appropriate to a particular lesson, unit, or concept; used by students to guide thinking and frame note-taking and summarization in order to accomplish an assigned task.

Exercise Your Agency: Opportunities or suggestions intended to remind educators how to use their knowledge and expertise to make required texts more accessible, meaningful, or culturally relevant for their students.

Extending Beyond the Text: How students will use the information and content learned from reading. Generally, what students will do with information is directly tied to the academic task, academic thinking skills involved, and learning objectives from the lesson or unit.

fixed mindset: Based on the research of Carol Dweck; the belief that talents and abilities are fixed and no amount of work can change them.

The 4 A's: AVID's digital learning framework, which provides educators with a pathway toward meaningfully integrating digital tools and WICOR instructional practices to differentiate instruction and increase students' ownership of their learning.

- **adopt:** An instructor understands the value of digital tools and begins to use them to enhance instruction and learning.
- **adapt:** An instructor modifies lessons to take advantage of digital tools and begins to change teaching practices to be more student-centered and collaborative.
- **accelerate:** An instructor promotes student ownership of learning to produce increased student engagement, authentic tasks, and advancement of teaching and learning practices.
- **advocate:** An instructor supports and champions transformative teaching and learning practices to produce outcomes that could not be achieved without the use of technology.

Gallery Walk: A structured activity for sharing group products, where students post their finished products around the perimeter of the classroom and then circulate around the room and analyze other groups' finished work, incorporating new ideas or examples into their notes.

general academic vocabulary: These are vocabulary words or phrases that are used in every content area or discipline across a campus (e.g., *analyze*, *apply*).

gist: The main idea, or the "who" and "what" of a text.

Give One, Get One: An interactive method for reviewing content, eliciting background knowledge, or processing newly taught information, whereby students write down ideas about a topic or question and then exchange an idea and receive one idea in return from a fellow classmate.

gradual release of responsibility: An instructional framework, which can occur over a short or long period of time and should be recursive as needed, that begins with demonstration or modeling by the educator and moves to autonomous practice by the students.

growth mindset: Based on the research of Carol Dweck; the belief that talents and abilities can be developed through hard work and education.

ideal text: Determining whether a text is "ideal" involves the following criteria: is culturally relevant, contains a balance of perspectives or multiple viewpoints, allows for interaction, is an appropriate length for the purpose, is challenging yet manageable, and develops key content and/or academic thinking skills. For a text to be considered "ideal," it should meet three or four of these ideal-text criteria.

inside-the-text strategies: These strategies ask students to pre-read using the text itself and may include helping students understand how a text is structured, making connections between visuals and the surrounding text, previewing some of the text and making predictions, or even creating a reading plan.

Interacting With the Text: A variety of strategies for processing information in a text as it is being read. Strategies include numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts.

marking the text: A strategy for reading a text closely for the purpose of identifying and isolating key information. The "marks" should be aligned with the reading purpose or academic task for the text (e.g., if reading to identify cause and effect, anything that is a "cause" would be underlined, and an "effect" would be circled).

nonlinguistic materials: Images, charts, photographs, or short video clips used to aid in the building and activation of prior knowledge before engaging in the reading of a selected text.

One-Pager: A student-created one-page collage that combines visual and textual elements that represent a student's processing and thoughtful response to a learning experience.

outside-the-text strategies: Strategies for making connections to a text before reading it. These strategies are also used to identify what students already know about a text and contribute to increasing their reading comprehension by activating background knowledge.

Philosophical Chairs: An inquiry-based strategy that is built on a prompt and to which contradictory positions exist; participants address these positions through deep, academic discourse in a structured, formal process.

Planning for Reading: Establishing a purpose for reading and then identifying the strategies needed to successfully read the text.

Pre-Reading: Strategies used to build background knowledge and maximize reading comprehension before actually reading a text. Pre-reading includes both outside-the-text and inside-the-text strategies.

reading purpose: The reason for the reading. Establishing a reading purpose is followed by identifying strategies that will be needed to successfully read the text.

scaffolding: A variety of instructional strategies used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

schema: Everything we know about a particular topic, which we use to put new information into a meaningful context. Numerous studies show that our brains learn by connecting new information to what we already know.

Selecting the Text: Strategies for choosing a text, or portions of texts, that will be read.

Socratic Seminar: A structured, collaborative dialogue focusing on a common text or resource, which students have analyzed and toward which they have prepared questions to spur the discussion.

text-to-self: These are highly personal connections that a reader makes between a text and their own experiences.

text-to-text: These connections are made when the reader is reminded of other texts that they have read, perhaps by the same author, from a similar genre, or on a similar topic.

text-to-world: These are more generalized connections to the world outside of the classroom, often going far beyond personal experience.

Think-Aloud: A method wherein educators verbally communicate the cognitive processes involved in an activity as a model for students so that they can "see" and "hear" the thinking and metacognition that occurs during the designated task or strategy.

Think–Pair–Share: An activity where students *think* about a question/topic and generate an answer or ideas, *pair* up with another classmate, and then *share* out their responses.

Whip-Around: A strategy wherein a question or prompt is posed by the educator and students gather in small groups to share their thoughts sequentially around the group in order to activate prior knowledge and quickly process information.

WICOR: Key methodologies used in an AVID classroom or at an AVID Schoolwide site; represents Writing, Inquiry, Collaboration, Organization, and Reading.

Zone of Proximal Development: The distance between the actual developmental level, as determined by independent problem solving, and the level of potential development, as determined through problem solving under adult guidance or in collaboration with more capable peers. In other words, the ZPD is the "sweet spot" just outside the realm of what students can already do on their own.

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Notes