DIANE STEPHENS, JEROME C. HARSTE, AND JEAN ANNE CLYDE
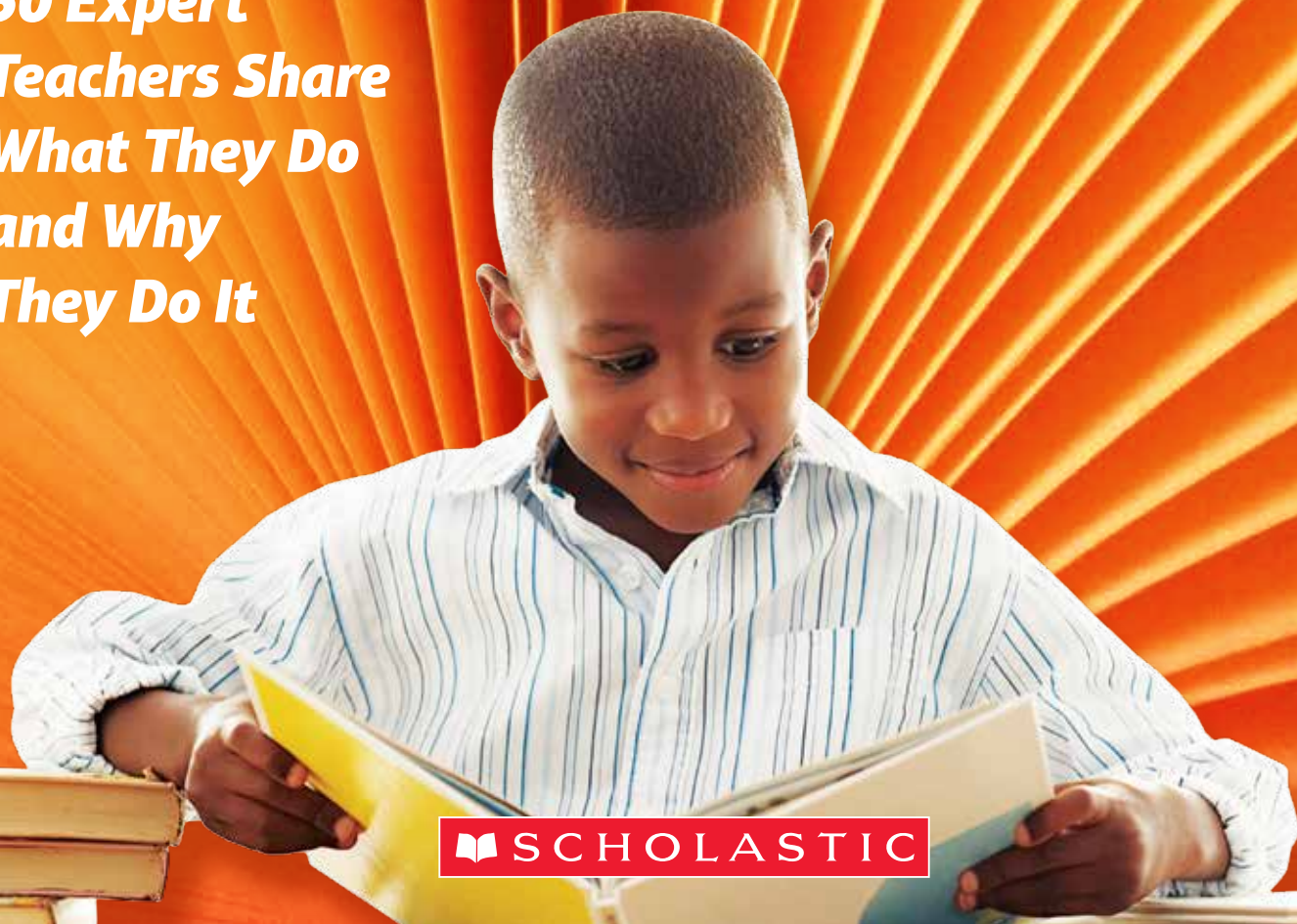
Foreword by Ernest Morrell

READING REVEALED

50 Expert Teachers Share What They Do and Why They Do It

SCHOLASTIC

"The 'thought collective' that comes together in *Reading Revealed* is here to remind us of what is foundational. The contributing authors revive essential, time-proven approaches to knowing our kids as readers, and they share exciting new practices that engage and support young readers. Grounded in theory and rich in context, this book clears the way for smart, reflective teaching."

—**Nancie Atwell,** co-author of *The Reading Zone:*
How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers, Second Edition

"***Reading Revealed*** is a gem for its vast collection of ideas and instructional practices. 50 educators with diverse backgrounds contributed to this stellar collection of culturally responsive literacy strategies, complete with vignettes, videos, and student work samples. The informal assessment section supports and guides instruction—the key to successful teaching and learning."

—**Vân Truong**, Ed.D., former Interim Assistant Superintendent,
Teaching and Learning, Portland Public Schools, vanhtruong.com

"In these pressure-filled days of expecting more, raising standards, ignoring developmentally appropriate guidelines for children, together with an increasing emphasis on testing, it is easy to understand why teachers may skim over the 'why' and rush to the 'how.' The best teaching is responsive—knowing both why and how to shape instruction to address the needs and strengths of children. This volume draws together the thinking of a lineage of great teachers, grounded first in 'why,' who help us to trace and understand the theoretical roots of the work they share."

—**Lester L. Laminack**, author of *The Ultimate Read Aloud Resource:*
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DIANE STEPHENS, JEROME C. HARSTE, AND JEAN ANNE CLYDE

READING REVEALED

50 Expert Teachers Share What They Do and Why They Do It

*To great teachers
everywhere*

Acknowledgments

Dozens of people worked hard to make this book a reality. First, a round of thanks to the authors who contributed engagements, photos, videos, and vignettes to *Reading Revealed*. You generously gave your time and put in considerable effort. The book wouldn't exist without you. Thank you so very much.

An additional round of thanks to the teachers whose classrooms are featured in the vignettes and videos. It was wonderful that you "opened your classroom door" and allowed us to experience such great teaching. We appreciate what you do and your willingness to share.

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And, last but not least, thanks to family and friends who read, edited, proofread, and offered advice, and whose support helped us keep the end in sight.

Our deepest thanks to all.

Introduction

Diane Stephens

This book is based on the premise that no matter how long we have been teaching, no matter how good we are as teachers, we can always do a better job tomorrow than we did today. We can always tune in a little more, think a bit more deeply, make a more effective instructional move, and ask more questions, such as, "Are we doing our best for all our students? For each of them individually? Do we sometimes lump them together into groups, forgetting we are responsible for each and every one of them as individuals? How are each of our students doing? Could we be doing more to help them as people, as readers, as learners?"

Our collective ideas about how to continuously improve are grounded in four foundational ideas. We need to:

1. know our kids as people and as readers.

2. reflect on what we know and use that to inform instructional moves.

3. do both of those things in a setting in which kids are actively engaged as readers, writers, and learners.

4. engage in real conversations when talking to kids about reading and themselves as readers.

All of the contributors to this book were either students of Jerry Harste and Carolyn Burke or students of their students. We consider ourselves a thought collective. Together, we have spent thousands of hours in classrooms with children, read hundreds of books, talked often, agreed and disagreed, and come to many shared understandings. There are four parts to this book. Part I contains an overview of our thinking about the reading process and a visit to a second-grade classroom. We suggest you read the overview first as it provides background information that might enrich what you learn from subsequent sections. Then, spend some time with Tim O'Keefe's second graders. Tim, an award-winning teacher, takes us inside his classroom and shows us how the understandings of our thought collective play out in practice. He shares how he carefully notices and listens to his students and how he uses what he learns to inform instruction. We learn how he talks to kids and to parents.

In Parts II and III, more than 30 other teachers open their classroom doors to us. In Part II, Knowing Readers, they describe ways they get to know their students as people and as readers. In Part III, Engaging Readers, they focus on how they help their students engage as readers. In the first two sections of Part III, teachers share how they help their students fall in love with and talk about books. In the third section, teachers focus specifically on young children and detail ways to engage students who are just beginning to understand the

conventions of reading and writing. In Section Four, they focus on helping students understand disciplines such as math, science, and history as ways of knowing.

Part IV, Knowing the Language to Use, focuses on the artfulness of teacher talk. It details what teacher talk looks like and sounds like when teaching is a responsive conversation.

Throughout the book, we present *engagements*—ways to help students *engage* with texts. We reserve the word *strategies* for actions that students take to make sense of texts. Each engagement begins with information about which students might benefit most from it, and then a detailed lesson plan, including information about what the teacher might say. We do not intend for you to use those plans word for word, but rather as starting points.

At scholastic.com/Reading RevealedResources, the digital companion to this book, you'll find vignettes and videos that show engagements in action.

I remember when Nancie Atwell's *In the Middle* (1987) first came out. I was working in a fifth grade classroom with a friend and former student, Jennifer Story, and we wanted to try out reading workshop. I can't count the number of times when, trying to figure things out, we went to *In the Middle* to "see what Nancie did." We didn't end up copying what Nancie did or said; we figured things out for ourselves. But, through her book, she sure was great to think with. We hope the way we have presented the engagements will be similarly helpful to you.

Our deep hope is that we have put together a helpful book that provides some foundational ideas, suggests some ways to get to know each of your students, gives you a helpful lens on familiar ideas such as read-aloud and independent reading, and introduces potentially helpful new engagements such as Disconnections; Look, Think, Pass; and That's Not Fair! In that way, come Monday morning, we can all be one step closer to being the teachers we want to be.

Knowing Reading

What Reading Is

Diane Stephens

To help children progress as readers, we as teachers need an explicit set of beliefs about what readers need to know. To do that, we need to read widely, observe systematically, talk with others, and try things out. We also need to have an understanding of the reading process—of what individuals do as readers to make sense of print. We can then use our beliefs and knowledge to guide our inquiry into students' reading processes and to guide our instructional moves.

What Children Need to Progress as Readers

The What Matters List (Stephens et al., 2012) reflects a set of beliefs about what children need to progress as readers. There are five characteristics that matter most in order for children to progress as readers. When children have the first three characteristics, we refer to them as having a *generative theory* because we believe they are positioned to grow as readers. Children who have a generative theory almost always stop reading when something does not make sense. When they stop, adults can learn about the skills and strategies children already have—perhaps they read ahead, reread, look at the pictures. When we name those strategies for children, we help them become aware of their *strategicness*—of what they already do that helps them as readers.

We also have the opportunity to help children expand their problem-solving skills and strategies. For example, if the child tends to try to sound out letter by letter, often producing words that do not make sense, we can respond, "Try covering up that word and think about what would make sense." This kind of responsive teaching provides an opportunity for the child to try predicting based on what would make sense and sound right. Our response provides an opportunity for the student to inquire and learn.

> **What Matters List**
>
> Children need to:
> 1. Understand that reading is a meaning-making process that requires thinking.
> 2. Believe in their ability to make sense of text.
> 3. Choose to read because they find it both purposeful and pleasurable.
> 4. Self-monitor for meaning.
> 5. Have a repertoire of skills and strategies to problem-solve for meaning.

Reading Is a Meaning-Making Process

In our initial work with children, my colleagues and I focused on skills and strategies. We did not realize that if children did not already hold a generative theory, they could not use what we were trying to teach. For example, if students think reading is getting the words right and/or do not believe they are good at reading and/or are not choosing to read, they rarely self-monitor for meaning. They don't stop because they do not perceive there is a problem with meaning. And because they do not experience a problem with meaning-making, they have no use for the problem-solving skills and strategies their teachers might suggest. However, when children understand that reading is a meaning-making process, believe they can make sense of texts, and are choosing to read, they almost always stop when something does not make sense. They then are poised to problem-solve meaning and appreciate the help their teacher or a knowledgeable other can give them. Once we understood this, we began to collect information on each of the items on our What Matters List. We used the items as questions, e.g., "Does this child understand that reading is a meaning-making process?" "Believe in their ability to make sense of text?" "Choose to read?" "Stop when something does not make sense?" "Have a repertoire of skills and strategies?" If the answer to a question was "Yes," we proceeded down the list. The first time the answer was "Not yet," we knew we had determined our instructional focus.

For two years, we collected data on instructional focus. That first year, 41 percent of students in intervention did not yet understand that reading was about making sense of print. The next year that percentage was also high: 28 percent. In contrast, the number of students who needed help with skills and strategies was relatively low: 4 percent and 13 percent, respectively.

Our documentation of children's instructional needs helped solidify our commitment to ensure that all children held a generative theory. Then, when they spontaneously self-monitored, we helped them name and/or expand their repertoire of problem-solving skills and strategies. In so doing, we helped make meaning-making easier for them. This was a considerable shift for us. However, we found that when we made this shift, we were better able to help children grow as readers. On average, the children we worked with in intervention settings achieved two months of growth for every one month of support, as assessed by their oral reading of passages from the *Dominie Reading and Writing Assessment Portfolio* (DeFord, 2014).

Using What Matters as a framework, the third part of this book focuses on engaging students as readers. Part four focuses on talking with readers. Both engagements and talking create the conditions under which students can develop, sustain, or extend a generative theory.

Reading Process: The Basics

From a reading process perspective (Goodman, 1967), readers draw on four language cueing systems to make sense of print as they read:

- semantics is the meaning system
- syntax refers to the grammatical structure of a text
- graphophonics is the rule system for the relationship between sound-letter relationships
- pragmatics is the system for the ways in which language is used and shaped by social and cultural influences

To understand how readers rely on these language systems to construct meaning, consider this example:

"When Tomas was walking down the sidewalk, he tripped over a _____ and fell."

When asked for a word to fill the blank, nearly every one of us will suggest something that could be on a sidewalk and presents a tripping hazard. Perhaps we will think about stones or cracks in the pavement, or a tree branch, or perhaps even a child's toy. All of these ideas make sense; they are meaningful. When we make meaning-based predictions, we are using the semantic cueing system. All of our proposed ideas also sound right; they are the right part of speech. They happen to be nouns; however, children can figure out what sounds right long before they know the word *noun*. When a word sounds right, it is, in linguistic terms, syntactically correct.

What Ken Goodman (1967) showed all of us is that readers predict using semantics (meaning) and syntax (grammar). They also pay attention to pragmatics—the context in which the text is found. Seeing a word on a door to a bathroom or on a box of cereal provides clues to its meaning. Having made these predictions, readers look at the word to confirm or disconfirm their prediction. If I predicted "bicycle" in the sentence above but the word was *stone*, I would be able to change my prediction based on the graphophonic/sound-symbol information—on what looks right. Readers, however, do not always self-correct—nor do they need to do so. If meaning is maintained, we simply keep reading. Imagine, for example, that the missing word in the sentence above was *tricycle* and the reader said "bicycle." *Bicycle* makes sense. There is no need for the reader to self-correct and disrupt the flow of reading. Later, the teacher can write the two words side-by-side, point out the graphophonic differences, and help the reader understand the meaning of "bi" and "tri."

Goodman (1967) referred to unexpected responses from readers as miscues, and argued that when we examine them, they provide a window into a person's reading process. He also realized that all readers produce miscues. See the following chart for miscue examples from a fourth-grade student.

Examples of Miscues From a Fourth-Grade Student

Text	Student Miscue	Teacher Comments
Ghouls	"ghosts"	Made sense; right part of speech; graphophonically similar.
Steam	"stream"	Didn't make sense; right part of speech; graphophonically similar. Reader self-corrected.
Wallowed	"splashed around"	Made sense; right part of speech, not graphophonically similar. Reader paused when she got to the word, commented she didn't know the word in the text but thought it meant splashed around, so that is what she said.

Looking at patterns of miscues across a text helps us understand the reading process of individuals. The teacher listens to a student read and marks on a copy of the text all the miscues the student makes. He or she then analyzes those miscues to determine if the student is paying equal and high attention to semantics, syntax, and graphophonics, or if he or she is privileging one cue system over another. See examples below.

Examples of Cue System Use

A child privileging semantics/meaning might substitute words or phrases that make sense but do not match the print:

> street
> **"When Tomas was walking down the sidewalk he tripped over a ball and fell."**

A child privileging graphophonics (sound-symbol relationships) frequently might substitute words or phrases that do not make sense but look like the print:

> drown
> **"When Tomas was walking down the sidewalk he tripped over a ball and fell."**

A child privileging syntax (grammar) frequently might substitute a word or phrase that was the right part of speech but did not make sense:

> through
> **"When Tomas was walking down the sidewalk he tripped over a ball and fell."**

Once the teacher understands what a student is and is not paying attention to, he or she is able to customize instruction based on the student's strengths and needs. He or she can then respond in ways that can help each child develop a balanced use of cues, using semantics, syntax, graphophonics, and pragmatics to make sense of print.

Thus, Miscue Analysis is not a system for assessing whether kids say every word as written or for teaching words, but instead is a system for understanding a reader's process. What is paramount is that children make sense of the text.

For example, if the word is *gigantic* and the child reads "big," the miscue is considered a high-quality miscue because meaning is maintained. Based on their instructional focus, the teacher may or may not comment on a high-quality miscue. If the teacher's focus was to help the student learn to predict using meaning and syntax, after the student has finished reading and the teacher and student have talked about the book reader-to-reader, the teacher might say, "One of the things I noticed about you as a reader today is that you make predictions based on what makes sense and sounds right. Let's look at page [X]. Here you predicted that the dog was big and you were absolutely right. This dog was big, really big. The word the author used here is *gigantic*. It means just what you predicted—big, really big."

Practice Follows Beliefs

It takes a while for even experienced teachers to name what they believe students need to know in order to progress as readers. The point is not to have a list that is "right"—but to have a list. Name what you believe students need to know, then read about reading. Systematically notice what your students do, and talk about what you read and notice with others. Continue this until you have a theory that, when enacted, helps each and every one of your students grow as readers. Use that theory to guide your instruction, knowing that it takes time to grow one's knowledge base in this manner and to stay current. As you learn, share what you know and, as you bring the ideas of others into your classrooms, make your ideas become parts of other people's classrooms. In this way, everyone becomes an informed kidwatcher who collaborates to make wise instructional decisions to ensure that students get a consistent message about what reading is and what readers do.

Knowing Readers
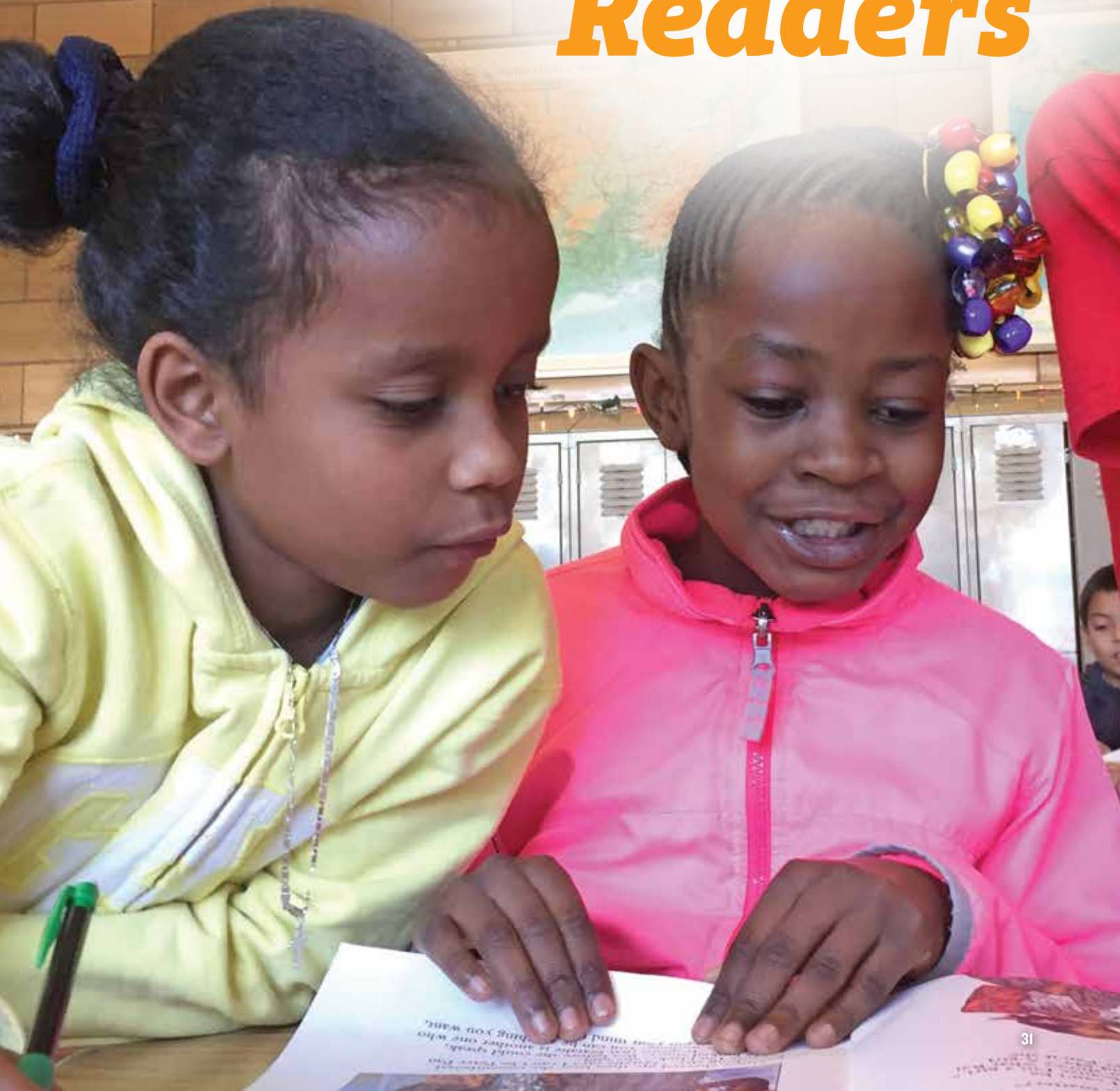
Why Knowing Readers Is Important

Diane Stephens

Teaching is, indeed, a noble profession. As teachers, we get to know others as learners and use that knowledge to decide how best to support each and every learner. We reflect on the process by which we make and carry out decisions and also gather data about the impact of our decisions. We use our reflections and insights to inform our subsequent decisions. In that way, we help our students develop a sense of agency about the kind of reading lives they have and can have.

In Part II, six educators describe their ideas for collecting information about students and/or organizing reflections. In the first engagement, Jean Anne Clyde describes how to use Shoebox Autobiographies as a way for you and your students to get to know about one another's lives in and out of school. Kathy Short's Cultural X-Rays focuses on how to help students understand that each of them, and everyone else, is a cultured being, and how that knowledge impacts their immediate learning community and helps shape what we learn about other cultures. Barbara Gilbert then explains Donald Graves's (1994) ideas about how it is important for each of us to know all our students as readers, writers, and learners in the context of their homes and cultures, experiences, and interests.

The next six engagements focus on knowing students as readers. Diane DeFord explains the Show Me Books she developed as tools for accessing what students understand about texts. Barbara Gilbert shows how to use the Burke Reading Interview to access how students think about reading and themselves as readers. Diane DeFord describes running records with young children, which are designed to assess the cues and strategies five-year-olds use when reading. Diane Stephens and Yang Wang detail miscue analysis in three iterations: skinny miscue analysis (Stephens, 2005), formal miscue analysis (Goodman, Watson, & Burke, 2005), and retrospective miscue analysis (Goodman & Marek, 1996). All of these tools take you beyond what students say they do when reading to what they actually do. They reveal what cues in language students pay attention to and what strategies they use.

Diane Stephens next describes the Hypothesis-Test Process (Stephens & Story, 1990). Like the Responsive Teaching Cycle (Whitin, Mills, & O'Keefe, 1990), it is a framework for reflecting on data—a way of thinking and not a form to be filled out. Teachers explore "Could it be's?" and seek to understand the "conditions under which" students experience success.

All of these engagements are windows into knowing our students. When we know our students, we are in the best position to help them. Informed by our vision of what could be, we take steps to help all children experience success, grow as readers, and fall in love with reading. What could be better than that?

1. Shoebox Autobiographies

Jean Anne Clyde

Shoebox Autobiographies, originally developed by Carolyn Burke, invite children to assemble a collection of artifacts that showcase who they are and what matters to them.

Why?

Shoebox Autobiographies:

- help you recognize and appreciate the whole child, providing insights into his or her out-of-school learning life.
- showcase what matters most to kids.
- provide a safe venue for even the shyest of children to share.
- help you forge relationships with families.
- build classroom community by ensuring that every child can find at least one individual whose interests match his or hers.
- help new children connect with their new classmates.

Who?

Shoebox Autobiographies are a terrific K–5 getting-to-know-you tool for the beginning of the school year or for when a new student joins your classroom community.

How?

Materials

- Your own Shoebox Autobiography to use as a model, containing one literacy-related item (such as a writer's notebook or a favorite book), personal artifacts (including photographs), and at least one sketch, in case some kids have no photos to share
- A note to families about how to help kids decide on items to include in their shoeboxes (see sample note at scholastic.com/ReadingRevealedResources)
- A box for each child, which he or she brings from home

- A sign-up sheet or calendar to schedule kids' sharing and to review whose turn is coming up
- A smartphone, tablet, or digital camera to photograph each child with his or her shoebox
- A document camera so kids can see details of the items in each box (optional)

Introducing Shoebox Autobiographies at the beginning of the school year

Say something like this to the class: "Kids, we're going to be together all year long, and we've got a lot of important work to do together. The good news is that we have so many good thinkers and learners in our class that we can help each other out. But first, we have to get to know one another.

"There are things you love to do, and things you're really good at. You have important people in your lives, and pets, and favorite games. Every person in our class is different, but we are also a lot alike. Our class is kind of like a big family. The more we understand one another, the more we can help one another, and the better friends we can be."

Introducing Shoebox Autobiographies midyear

Say something like this to the class: "Kids, I recently discovered some things about some of you that I think everyone should know. I just learned that Cortney is an expert at painting models! And I didn't know that Lucy was going to be a new big sister! It's really helpful when we know each other well. We have so many interesting people in our room! So, over the next couple of weeks, we're going to do something that will help us all get to know each other better. This is a chance to see what's special about each of us."

After the introduction

1. Gather students together so they can see your collection up close, or use a document camera. "I've brought in some special things from my house that I wanted to show you. I've put them in a box, and each item tells you something about me. Are you ready to think like a detective? My box is full of clues about me, and I've even drawn some clues on the outside. See if you can guess what each item tells you about me. Ready?"

2. Share the items one at a time. "This is a special brush [Hold up a pet brush with hair from each of the pets]. What do you notice? What are you wondering? Ah, you noticed that this hair doesn't look like mine! What are you thinking? Any guesses?"

3. Afterward, spread out all the items and ask kids what they noticed about the collection. "There are lots of ways I could show that I have pets. What are some other ways?" [Kids may say, "Photos, paw prints, pet toys, or treats."] "What if I love spending time with my grandmother? What could I put in my box to show that? How about if I liked to go fishing?"

4. Explain that kids will be creating their own boxes to share with the class. Encourage them to think about what they love and like to do. Post the sign-up sheet and ask kids to add their names. Review the schedule each afternoon to see who is scheduled to present next.

5. Send a note home to families explaining Shoebox Autobiographies.

6. As kids share, invite others to predict what each item reveals about the owner. This can develop into a lively discussion, leaving children feeling proud of who they are.

7. After each sharing session, help kids think about what they've learned about their classmates, and how that new information can be helpful to them. "Every time I learn something new about one of you, I realize how much we can help each other out. Today, I learned that Cortney is really great at model building. I'm thinking that when we go to build models in math, Cortney is going to be a classroom expert helping others do good work. Turn and talk to your neighbor. What's the most surprising thing you learned today about Cortney?" (Allow time for kids to share.) "How would this be helpful to our community?"

Students with their Shoebox Autobiographies

Tip: Photograph kids with their collections and create a display. This will serve as a celebration and a reminder of kids' interests and talents, helping to foster personal connections and to remind them of the rich resources they offer one another.

Closure/Stepping Back

When all shoeboxes have been shared, ask, "How do you think our class will be different now that we know so much about one another?" Insights gleaned about individual children will strengthen the sense of community, creating a context where every learner feels valued.

How's It Going? Informal Assessment

Your Shoebox Autobiographies photo gallery will be a terrific resource as kids come to know one another. Careful kidwatching will alert you to shy or quiet children who may need special support in forming friendships. Invite them to revisit the photos, and look for ways to make connections to what you've learned about the child. "Emily, you were looking for a new graphic novel yesterday, weren't you? Look, Mo loves those, too. I'll bet she might have some recommendations!" The gallery will bring comfort as kids realize there are classmates who share their interests. At the same time, it will quietly highlight each child's expertise. "Shaun, I can't wait till we study habitats! You are such an expert at creating habitats for all of your pets. We have so much to learn from you!"

For more information on Shoebox Autobiographies, see:

- **Legacy Title:** "Shoebox Biographies" by Carolyn Burke (in *Creating Classrooms for Authors* by Harste, Short, and Burke) (1988)
- "Funds of Knowledge in Changing Communities" by Luis C. Moll, Sandra L. Soto-Santiago, and Lisa Schwartz (in *International Handbook of Research on Children's Literacy, Learning and Culture* by Hall, Cremin, Comber, and Moll, Eds.) (2013)
- *Literacy Essentials: Engagement, Excellence, and Equity for ALL Learners* by Regie Routman (2018)

2. Cultural X-rays

Kathy G. Short

This engagement encourages children to explore the concept of culture and recognize that every person has multiple cultural identities that include external characteristics and internal values.

Why?

Cultural X-rays:

- encourage a conceptual understanding of culture as ways of living and being in the world that are based on shared values, beliefs, symbols, interpretations, and perspectives within a group of people.
- recognize that each person has multiple cultural identities that grow out of identifying with various groups based on age, gender, religion, and so on, and that culture goes beyond just ethnicity and nationality.
- develop an understanding that culture is dynamic and evolving, playing out in complex and diverse ways within our lives and identities.
- raise awareness of how and why culture matters to each child and to people whose lives and values differ from his or hers.
- provide a concrete demonstration of a difficult concept and a safe space in which to explore our multiple identities.
- build community as children recognize and appreciate each other's identities.
- foster deeper connections to children's identities within broader communities.
- explore relationships with families by viewing a child's identity through the valuing of family practices and knowledge.
- delve deeply into the thinking, actions, and multiple identities of characters.

Who?

Cultural X-rays are useful for any grade level, either early in the year to establish community, or to frame an in-depth study of a specific global culture. The differences by age level relate to how much support children need to complete the X-ray and the depth and complexity of the cultural identities they can identify. Young children will often represent their understandings of different characteristics and values through their drawings instead of writing labels.

How?

Materials

- Culturally diverse picturebooks with characters engaged in cross-cultural experiences that inspire self-reflection on their identities (see recommended books at scholastic.com/ReadingRevealedResources)
- Crayons or colored pencils and a piece of chart paper for each child
- Hand mirrors for kids to share

Introducing Cultural X-rays at the beginning of the school year

Say something like this to the class: "It is important that we create a community in our classroom so that we can work together. To get to know each other, we need to understand who each of us is, what matters in our hearts. By sharing who we are, what is important in our lives, what we value, and why those things matter, we can understand each other better. These are all different parts of who we are as cultural beings."

Introducing Cultural X-rays for a unit on a culture that children know little about

Say something like this to the class: "We are going to engage in an inquiry about ____ (e.g., Japanese, Māori, Kurdish) people and need to understand why people believe and act in particular ways. To figure out how others think and act, each of us must first understand what we believe, what matters to us, and why we act in certain ways. We are going to explore who we are as cultural beings to help us understand people from another culture. It will also help us figure out the big idea behind the word *culture*, which is at the heart of our inquiry. Before looking at ourselves, however, we will look at some favorite characters in books to help us understand why people do the things they do and have the values they have, and then we will talk about the difference these things might make to their lives. Each character is a cultural being with multiple identities, just like you."

After the introduction

1. Read aloud a culturally diverse picturebook that involves characters engaged in a cross-cultural experience that encourages reflection on their identities.

2. After reading the book together as a class, select a main character and help children identify aspects of culture that influence that character's life and thought. For example, after listening to *Marisol McDonald Doesn't Match* (Brown, 2011), ask children, "What do we know about this character? Let's list everything we know." Once children list the obvious characteristics, ask, "What matters to her? Why do these things matter to the character? How can you tell? What does this character value in her heart? What makes you think that?"

3. Draw a large body shape with a heart inside on chart paper, and say, "An X-ray shows what is both inside and outside of us. Instead of the bones we would see on an X-ray, let's look at Marisol's cultural identities—what shapes how she thinks and acts." Ask, "What kinds of things do we know about Marisol by looking at her?"

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