40 Ways to Read Like a Detective: Supporting Text-Centered Instruction

English Language Arts Section
North Carolina Department of Public Instruction

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Text-Centered Instruction

ELA NCSCoS:

- focus on short texts worthy of rereading which places a high priority on the close, sustained reading of complex text.

- are emphatic about students reading text of an adequate range and complexity.

- focus intently on students reading closely to draw evidence from the text itself.

- require students to read increasingly complex texts with increasing independence as they progress towards career and college readiness.

What is Text?

The term "text" refers to anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more.

<u>Strategy:</u> Close Reading

<u>Description:</u> Close reading brings the text and the reader close together.
1. Read with a pencil in hand, and annotate the text. Mark the big ideas and skills.
2. Look for patterns in the things you've noticed about the text – repetitions, contradictions, similarities.
3. Ask questions about the patterns you've noticed – especially how and why.

<u>Instructional Activity:</u> One strategy for guiding students through a close reading is to have them look for instances where authors repeat a word or phrase, an image, or event. Choose a rich and worthy text. Follow the steps above to closely read portions of the text (Teacher may also read aloud). When you notice something that happens over and over again, stop and ask yourself: Why do you think the author repeats this word(s)? The answer will most likely tell you something about the character, the plot, or the theme.

<u>Research/Resources:</u>

How to Do a Close Reading, Patricia Kain, for the Writing Center at Harvard University

Notice & Note: Strategies for Close Reading, Beers & Probst

Reading for Understanding, RAND Education

NCSCoS: **CCR.R.1**

Strategy: Collaborative Annotations (Say Something)

Description: Annotating is a writing-to-learn strategy experienced readers use to make sense of complex texts. It is an interactive process between the reader, text, and peers. This strategy provides students with time to grapple with the text and articulate their thoughts in writing prior to engaging in small and whole group discussion. The use of this strategy increases level of student engagement and classroom participation.

Instructional Activity: In groups of 3, students individually read and annotate a text using metacognitive sentence starters provided by the teacher to prompt thinking (e.g., I think the author ___ because ___). Students pass their annotated text to the person on the right. Each student responds to original reader's annotations. The next time the papers pass, each individual adds his/her notes to both of the previous readers' responses. This process engages students in one rich text multiple times and serves as a springboard for group dialogue.

Research/Resources:
Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension, Carol Porter-O'Donnell

When Kids Can't Read, What Teachers Can Do, Kylene Beers

NCSCoS: **Teacher sets the purpose for annotating (evidence, structure, etc.), CCR.SL.1**

40 Ways to Read Like a Detective: # 3

Strategy: Zoom In (See-Think-Wonder)

Description: This strategy focuses on looking closely at an image/text and making interpretations. Onlyportions of the image are revealed at a time, so each time, the student reassesses his or her interpretation in light of the new information. This strategy engages students with material in a way that seeing the whole image at once sometimes does not. It focuses on the importance of being open-minded and flexible enough to change your mind as new and conflicting information is revealed, thus making the original hypothesis no longer true.

Instructional Activity: Choose a text or an image (examples might be a section of a complex painting, a photograph, a historic document, graph, chart, or poem). Look closely at the small bit of image that is revealed. What do you see? Based on what you are seeing, what do you think it means? Reveal more of the image. What new things do you see? Does this change your hypothesis or interpretation? If so, how? Has the new information changed your previous ideas? Now, what are you wondering about that is not observable in the text or image? Continue the process of revealing and questioning until the entire image has been revealed. What other questions are you wondering about?

Research:
See, Think, Wonder, www.artsintegration.com, Central Connecticut Writing Project

Making Thinking Visible, Ritchhart, Church, & Morrison

NCSCoS: CCR.R.1

40 Ways to Read Like a Detective: # 4

Strategy: Sustained Silent Reading

Description: Sustained Silent Reading develops fluent readers by providing time during the school day for students to select a book and read quietly. Hiebert & Reutzel, 2010, offer 4 conditions that improve the practice of silent reading in the classroom: 1) student self-selection of reading materials, 2) student engagement and time on task during silent reading time, 3) accountability of students, and 4) interactions among teachers and students around text.

Instructional Activity: With teacher guidance, students select an appropriate text that is interesting and draws from a variety of genres and topics. 1) Students silently read the passage. 2) With a partner, students discuss each passage. 3) Record 3 main ideas in the text or in your notes.

Research/Resources:

The Book Whisperer, Donalyn Miller

Building Student Literacy Through Sustained Silent Reading, Steve Gardiner

Revisiting Silent Reading: New Directions for Teachers and Researchers, Hiebert & Reutzel

Website: *Literacy TA*

NCSCoS: CCR.R.1,2; CCR.SL.1,4

Strategy: Think-Aloud

Description: A think-aloud is a metacognitive practice that builds independence in reading. When you think aloud, you stop the reading from time to time and share how you're negotiating the text and constructing meaning. Think-alouds provide the opportunity for students to see how an expert reader returns to the text to understand more fully what is happening in the text. Think-alouds focused on texts use the processes of read alouds and shared readings.

Instructional Activity: 1) Choose a short section of text. 2) Select a few strategies (activating prior knowledge, predicting, visualizing, monitor comprehension, use fix-up strategies to address confusion and repair comprehension). 3) State your purpose for reading and tell the students to focus their attention on the strategies you are using. 4) Read the text aloud to students and model the chosen strategy as you read. 5) Have students annotate the text by underlining the words and phrases that helped you use a strategy. 6) Brainstorm what cues and strategies were used. 7) Ask students to reflect on the strategies they are using and think about how they could be used in other reading or real life situations. 8) Follow-up lessons may be needed to reinforce the think-aloud strategy.

Research/Resources:

Improving Comprehension with Think-Aloud Strategies, J. Wilhelm, Ph.D.

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

www.readwritethink.org

NCSCoS: CCR.R.1

40 Ways to Read Like a Detective: # 6

Strategy: Read-Aloud

Description: A strategy that models reading for deep understanding of text. Reading aloud to students should include think-aloud or interactive elements and focus intentionally on the meaning within the text, about the text, and beyond the text (Fountas & Pinnell). Use read aloud to build vocabulary, build knowledge, understand story structure, teach the reading process in a meaningful context, model fluency, and motivate students to read. An additional part of the process of read aloud is the teacher providing opportunities for students to respond to the text.

Instructional Activity: Read Aloud can be used to begin a class. The teacher chooses a selection that is above the instructional level of the students and is appropriate to their interests, developmental, social and emotional levels. Teacher previews and practices reading the selection. The teacher reads the selection fluently. This sets the tone for the class and provides a model of good writing for students. After reading, a brief discussion about the vocabulary, phrases, and/or author's word choice that stood out to students can be discussed.

Research/Resources:
The Art of Slow Reading, Thomas Newkirk

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, Fountas & Pinnell

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

NCSCoS: CCR.SL.4

Strategy: Making Inferences (Second Draft Reading)

Description: Reading complex texts requires students to reread to move beyond surface-level comprehension. Reading closely, skilled readers can make inferences in a multitude of ways. Examples include: recognizing the antecedents for pronouns, using context clues, identifying intonation of words, recognizing author's biases, etc.

Instructional Activity: Teacher Modeling: 1) Following a first reading of a complex text, the teacher makes inferences in the margins. 2) The teacher explains how he/she used the text to make inferences and describes the different types of inferences skilled readers make using the text (Think-Aloud). Guided Practice: 3) During a second reading, students read a text and make inferences in the margins. 4) Students must be able to articulate how the inferences are drawn based on evidence in the text. 5) During a whole group discussion, students generate a list of what experienced readers do to make inferences. Independent Practice: 6) Students create bookmarks with prompts for making inferences.

Research/Resources:
When Kids Can't Read, What Teachers Can Do, Kylene Beers

Deeper Reading, Kelly Gallagher

NCSCoS: CCR.R.1, CCR.R.10

Strategy: Speak the Text

Description: Use a speech to analyze the impact of certain words, meaning, and tone.

Instructional Activity: Using a speech, have students insert line breaks anywhere they would naturally pause when speaking the text and underline or highlight words that should carry emphasis. Then, have students reconfigure the highlighted words and line breaks, thus placing emphasis in different places to see how it changes the tone of the text. Discuss the subtle differences when you change which words are emphasized. How do you think the speaker intended to deliver the speech?

Research/Resources:
http://mannerofspeaking.org/ (Click on Speech Analyses)

http://speakanddeliver.blogspot.com/

NCSCoS: **CCR.R.4, CCR.L.3, CCR.SL.4**

Strategy: Skim, Scan, Peruse, or Browse

Description: Guide students in giving a text the once-over before committing to it. Though concerns arise when students attempt to scan a text as a deep-reading methodology, the task of scanning a text to obtain the gist can certainly have value.

Instructional Activity: Select a text for students that has an obvious layout/organization that is approximately 1-2 pages long. Give students 2-3 minutes to skim through the text. Following this, have students break into small groups and briefly discuss their thoughts about the text. It is recommended that teachers avoid "reading check questions" (questions asking students to look for discrete pieces of information) for this activity.

Research/Resources:
Reading for Understanding, RAND Education

NCSCoS: CCR.R.10

40 Ways to Read Like a Detective: # 10

Strategy: Beyond "Right There" Questions

Description: The first reading standard focuses on students' ability to read closely to determine what a text says explicitly and to make logical inferences from it. Rather than asking students questions about their prior knowledge or experiences, this standard expects students to wrestle with text-dependent questions. This type of question can only be answered by referring explicitly back to the text.

Instructional Activity: The teacher creates text-dependent questions that ask students to:

- Analyze paragraphs, sentences, and words
- Investigate how meaning can be altered by changing key words
- Analyze arguments, ideas in informational texts, and key details in literary texts
- Question why the author chose to begin and end when he/she does
- Consider what the text leaves uncertain or unstated

Research/Resources:
http://www.achievethecore.org/ela-literacy-common-core/text-dependent-questions/

NCSCoS: CCR.R.1

40 Ways to Read Like a Detective: # 11

Strategy: Student-Generated Comprehension Questions

Description: Text-dependent questions keep reading and writing grounded in evidence from the text. These questions are typically generated by the teacher. Using this strategy, students take ownership of their learning by developing questions as they read the text closely.

Instructional Activity: 1) Choose an excerpt from a text that is complex and is worthy of rereading. 2) The teacher reads the text aloud as students follow along. 3) Students reread the text silently and mark places where they are confused, have doubt, or wonder about something. 4) Ask students to reread the selection, stop at the marked spots, and create questions. 5) Teacher collects and displays the questions. 6) In pairs, students look at the questions they find most important. 7) Teacher facilitates whole group discussion around the questions collected.

Research/Resources:

Questioning the Author, Isabel L. Beck

Notice & Note: Strategies for Close Reading, Beers & Probst

Make Just One Change, Rothstein & Santana

NCSCoS: **Teacher sets the purpose for annotating (evidence, structure, etc.)**

Strategy: Ask About It

Description: A number of researchers have argued and demonstrated that including discussion as part of a lesson leads to higher literacy performance. Giving students a chance to make inquiries of the text, the teacher and students can foster engagement and bolster literacy skills.

Instructional Activity: Have students read, view, or listen to a text. Ask them to write down, for later discussion, three focused questions relating to: 1) something they found confusing, 2) something that connects to another discipline or current event, and 3) something they wish to hear someone's view on. Have students pose their questions to the class, making sure to ground them in the text itself, for a whole group discussion.

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

What's the Big Idea, Jim Burke

NCSCoS: CCR.R.1, CCR.SL.1

40 Ways to Read Like a Detective: # 13

Strategy: Discuss It

Description: Ask students to answer thought-provoking, text-centered discussion questions. "High-quality discussion and exploration of ideas—not just the presentation of high-quality content by the teacher or text-are central to the developing understandings of readers and writers" (Applebee, Langer, Nystrand, & Gamoran, p. 688). One important factor to keep in mind when creating discussion questions is that questions must be both answerable and discussable; questions that have a "right answer" lose discussion power very quickly. Consider this question: What is going on in the first paragraph? Once a student correctly identifies the goings-on of the first paragraph, "discussion" stops. Now consider this question: Why do you think [character] decides to [action]? Discussion may continue because of various interpretations, rationales, and inferences.

Instructional Activity: Have students read silently for approximately 10 minutes. If the text is a narrative piece, begin the discussion with this question: Why do you think [character] decides to [action]? What evidence is there to support your response? If the text is informational, begin the discussion by asking this: To what degree does [topic/issue] impact the average [citizen/teen]? Would the author agree with you?

Research/Resources:
Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, Applebee, Langer, Nystrand, & Gamoran

NCSCoS: CCR.R.1, CCR.SL.1

40 Ways to Read Like a Detective: # 14

Strategy: Tentative Talk (Grand Conversations)

Description: Students engage in open-ended exchanges that allow them to build on each other's thoughts as they talk about text-related ideas. This helps teachers create scaffolded, text-centered discussions.

Instructional Activity: It is important to allow students to have informal discussions about the text and their ideas. Teachers can scaffold discussions and return students to the text by using questions such as: I am wondering if ___. Can you share more about ___? If what you said is true, then why would ___?

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Reading to Learn: Lessons from Exemplary Fourth-Grade Classrooms, Allington & Johnston

Grand Conversations: An Exploration of Meaning Construction in Literature Study Groups, *Research in the Teaching of English*, Eeds & Wells

NCSCoS: CCR.R.1, CCR.SL.1

40 Ways to Read Like a Detective: # 15

Strategy: Section It

Description: This approach provides students with a structure for a text-based discussion. It provides questions readers can use to grapple with difficult texts in meaningful ways. This strategy can be used with literary and informational texts.

Instructional Activity: Choose texts that incorporate complex ideas and concepts that will promote discussion and debate. Texts can include excerpts from opinion papers, newspaper articles, scientific reports, scholarly articles, personal essays, etc. Have students divide their papers into three or four sections. The teacher then provides the headings for each section that will frame the discussion. Invite students to read the selected text. After reading, students return to the text using the section headings to guide their reading and later discussion. Some examples for section headings might be: Ideas: What ideas do you think are the most important in the text? Importance: Why is this important in history? Opinion: In my opinion... (Student takes a position that is backed by examples and evidence). Identify: What passages in the text can you identify with and why? The teacher begins a discussion with the critical questions. Students engage in the discussion using their text-based evidence.

Research/Resources:
Making Thinking Visible, Ritchhart, Church, & Morrison

Academic Conversations, Zwiers & Crawford

NCSCoS: CCR.R.1, CCR.SL.1,2,3,4

40 Ways to Read Like a Detective: # 16

Strategy: Summarize It

Description: Summarizing is a strategy in which readers identify main ideas and supporting details, then organize and combine the ideas to allow the understanding of the text to unfold.

Instructional Activity: Students write a summary of the material read using these steps:

1. Identify or select the main information;
2. Delete trivial information;
3. Delete redundant information; and
4. Write a short synopsis of the main and supporting information for each paragraph.

Additional ways to write summaries include: using only one sentence, using an outline; locating and using the main idea in each paragraph; using graphic organizers such as GIST (Generating Interactions between Schemata and Text).

Research/Resources:
Writing to Read: Evidence for How Writing Can Improve Reading, Graham & Hebert

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

NCSCoS: **CCR.R.2**

Strategy: Dictogloss

Description: Dictogloss is a strategy that improves students' knowledge of text structure and grammar within an authentic context (Van Patten, Inclezan, Salazar, & Farley). The collaborative nature of Dictogloss allows all learners, but especially second-language learners and striving readers, to examine an exemplary narrative passage and discover how the author created it.

Instructional Activity: Choose a rich, short, cohesive text. Read the text to the students once through at normal speed, students listen but don't write anything. Read the text again at normal speed, pausing after each sentence to give time for students to take brief notes. Then, ask the students to expand their notes. Next, in pairs or groups, the students collaborate to produce their own version of what they heard (The aim is not to reproduce the text word-for-word, but to convey the meaning and style of the text as closely as possible). Pairs or groups then compare their texts with the original text in order to justify the differences between them.

Research/Resources:

Dictogloss: A Multi-Skill Task for Accuracy in Writing Through Cooperative Learning, K. Smith

Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners, Antonacci & O'Callaghan

Processing Instruction and Dictogloss. Foreign Language Annals, Van Patten, Inclezan, Salazar, & Farley

NCSCoS: CCR.R.2,10

Strategy: Notice

Description: Notice "the how" and contemplate "the why" in texts in order to dig deeply into author's craft.

Instructional Activity: More than cause-effect, have students notice how events, individuals, and ideas develop and then contemplate the why: why did the author choose to do it this way? Have your students complete this sentence three times after reading a text: "Notice how the author ___. I think the author did it this way because ___"

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Notice & Note: Strategies for Close Reading, Beers & Probst

NCSCoS: **CCR.R.3**

Strategy: Side by Side

Description: Compare two texts on the same topic.

Instructional Activity: Have students analyze how two texts address a similar theme or topic in order to build knowledge or compare the approaches the authors take. Use the Top Hat graphic organizer or develop one as a class that uses a set of criteria for comparison.

Research/Resource:
Top Hat Graphic Organizer (available online)

Strategy: Writer's View (Map the Text)

Description: Using collaborative discussion to evaluate a writer's (or speaker's) viewpoint offers students an opportunity to practice speaking and listening skills while closely examining a text and offering text-dependent support of their arguments.

Instructional Activity: Select a short informational text for students to read (or listen to) silently. Ask students to note the ways the author conveys his/her point of view. Students annotate using the following steps: 1) Circle statements that reveal the author's viewpoint/opinion. 2) Draw arrows to statements that convey or support each circled viewpoint. 3) Next to each arrow, explain whether or not the opinion/stance is appropriately presented or supported (through the use of diction, figurative language, organization, etc.). After students have had time to read and annotate, have them break into small groups to discuss their annotations.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Applying Toulmin: Teaching logical reasoning and argumentative writing. *English Journal*, Rex, Thomas, & Engel

NCSCoS: **CCR.R.6, CCR.R.8**

Strategy: Frame the Argument

Description: Frame the Argument serves as a scaffolding tool for students learning to read and write arguments using open ended sentence frames. Teachers provide students with sentence frames to guide and frame their thinking after reading an argument text or when preparing to write an argument.

Instructional Activity: Ask students to complete one of the following sentence frames:

- In discussions about___, one issue has been ___. People who believe ___ claim that ___. On the other hand, those who believe ___contend that ___. My own view is ___.

- When it comes to the topic of ___, most of us would agree that ___ . Where this agreement ends, however, is on the question of Whereas some are convinced that___, others maintain that ___. My own view is that ___.

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

The Art of Argumentation. *Science and Children*, Ross, Fisher, & Frey

NCSCoS: CCR.R.8, CCR.W.1

Strategy: Is this Legit?

Description: For this strategy, students explore the evidence in a speech. One way in which teachers can help students understand how to support their own arguments is to have them explore the validity of the evidence that others use. Have students: 1) identify the evidence, 2) determine the type of evidence (logical, emotional, persuasive, etc.), and 3) discern the credibility of the evidence.

Instructional Activity: Find two audio recordings of speeches (of no more than 7 minutes each) wherein the speakers take opposing sides (e.g., presidential or gubernatorial debate). Ask students to just listen the first time through. As the speeches play a second time, ask students to take note of what evidence the speakers use to support their points. Following this, have students break into small groups to discuss the types of evidence used and to discern the credibility of the evidence.

Research/Resources:
Making Thinking Visible, Ritchhart, Church, & Morrison

NCSCoS: **CCR.SL.3**

Strategy: Title It

Description: Remove the title and headings from a text, so students rely on the text only — without making any assumptions or superficial summaries of a text. Provide students with multiple opportunities to engage with the text prior to creating a title based on evidence in the text.

Instructional Activity: 1) Teacher chooses a rich text worthy of rereading and provides multiple opportunities for students to engage in the text (Read Aloud, Read Silently, Rehearsal or Partner Reading, Chunking, and Annotating the Text). 2) Provide students with a double-entry journal with pertinent phrases from the text that could unveil its title. 3) Students use the journal to take notes as they read. 4) Ask students to create a title for the text and write an explanation or rationale using evidence found in the text.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Assessing Reading, J. Charles Alderson

NCSCoS: CCR.R.2

Strategy: Headlines

Description: This strategy asks students to reflect and synthesize as they identify the big ideas and important themes in what they have been reading.

Instructional Activity: After students have read a text (literary or informational), 1) Ask them to consider the core ideas. 2) Write a headline for the topic or issue that captures an important aspect or core idea. 3) Students share the headline with a partner or small group, including the story and reasoning behind their choices. 4) Teacher creates a class collection of the headlines that documents the group's thinking.

Variation activity: Exploring Literary Themes with "Headlines"
1) Choose a rich literary text for students to read. 2) After reading, ask students to name songs that would best capture a central theme from the novel they are reading, explaining and justifying their choices. 3) Class listens to the mix of song selections and reflects on how they portray the central theme.

Research/Resources:
Making Thinking Visible, Ritchhart, Church, & Morrison

Action Strategies for Deepening Comprehension, J. Wilhelm, Ph.D.

NCSCoS: CCR.R.2

Strategy: Paragraph Shuffle

Description: More than just putting the paragraphs in order, students reflect on the structure of a text by moving paragraphs around to notice the impact on the text as a whole.

Instructional Activity: Take a section of text, cut it apart, and have students reconstruct it in the same way the author wrote it. Then, shift paragraphs around. What happens to the overall effect (suspense, point of view, development of ideas)?

Research/Resources:
http://www.una.edu/writingcenter/programs-and-resources/writing-resources.html

NCSCoS: **CCR.R.5**

Strategy: Sentence-Phrase-Word (Text Rendering)

Description: Sentence-Phrase-Word is a method of deconstructing text by strategically choosing a sentence, phrase, and word after careful analysis of the overall structure of the text. This practice serves as a formative assessment tool to determine how the students comprehend the text. The teacher can adjust discussion to ensure that misconceptions are quickly addressed, allowing more time for discussing the central ideas or themes.

Instructional Activity: The teacher reads aloud as the students read/follow silently. Students reread the text silently and underline or highlight the following: 1) A sentence that they feel captures a theme or central idea of the text and/or is meaningful to understanding the text; 2) A phrase that demonstrates powerful language — author's craft; 3) A single word the author chose that they found particularly effective. In small groups, students share, discuss, and record their choices. Students explain why they chose their sentences, phrases, and words. In a whole group discussion, students reflect by identifying commonalities, differences, and what was not captured in their choices.

Research/Resources:

Making Thinking Visible, Ritchhart, Church, & Morrison

Text Rendering Experience, National School Reform Faculty

NCSCoS: CCR.R.5

Strategy: Table It

Description: Reading a text is one thing. Being able to understand, explain, and even utilize the information contained therein is another. Converting the data presented in prose allows students to read deeply for relevant information while exploring various methods of presenting an argument or message.

Instructional Activity: Ask students to find a text in which the author presents quantitative information primarily through prose. Pair students and have them share their resources with each other, ultimately choosing one text for their work. Working together, they should decide how best to present the quantitative information tabularly (i.e., what sort of table, diagram, or other graphic to use). After completing this, have students briefly present their conversions to the rest of the class, justifying their choice of graphic (how it adds to the understanding of the information being presented).

Research/Resources:
The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures, Dona Wong

NCSCoS: CCR.R.7, CCR.SL.5

Strategy: Present It

Description: One of the best and easiest ways teachers can integrate Speaking and Listening Standards and encourage students to read deeply is to set aside time for students to give presentations on various topics throughout the school year.

Instructional Activity: Ask students to select topics of their choosing that are relevant to current local, national, or global events. Students will choose, explore, and synthesize a minimum of five credible sources (preferably from varying media) pertaining to their chosen topics. Have students prepare presentations (of at least five minutes) on the topics where they 1) explain the topic, 2) synthesize resources, 3) offer their own points of view, 4) utilize technology to enhance their presentations, and 5) knowledgeably answer questions from the audience.

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Well Spoken: Teaching Speaking to All Students, Erik Palmer

NCSCoS: **CCR.W.2, CCR.W.4, CCR.SL.4**

Strategy: Mode Translation (Text Reformulation)

Description: Various researchers have asserted that the skill of translating one form of text into another (e.g., translating poetry into painting) is the most valuable skill that students can learn because they must delve deeply into the text and fully understand all aspects of it before they are able to properly reformulate or "translate" it.

Instructional Activity: First, choose a pair of texts: one that is a reformulation/translation of another. For example, The Lady of Shallot (poem by Tennyson and two paintings by Waterhouse). Have students examine and discuss the texts. After students have had an adequate amount of time to explore the example, have them try it out. Give the students a short prose piece and ask them to translate/reformulate the text. They should be allowed to choose the reformulation mode (e.g., pictures, song, music, dance, etc.). In elementary grades, students could discuss the connection between the story and its illustrations. Also, elementary students could create their own illustrations to add to the meaning of a story.

Research/Resources:

Media Education: Literacy, Learning and Contemporary Culture, David Buckingham

When Kids Can't Read, What Teachers Can Do, Kylene Beers

Pictures & Words Together, Paul Johnson

NCSCoS: CCR.R.7, CCR.W.6

Strategy: Recast Your Text (Story Recycling)

Description: Recasting your text is a strategy that requires students to transform a text into a different genre. Students can turn informational texts into narratives, speeches into editorials, or short stories into picture books.

Instructional Activity: After students have a strong grasp on the overall meaning of the text, ask students to convert it into another genre. The new text should reflect the author's point of view and intent of the original text. Recasting requires students to read for a purpose and to identify important details (main idea, relationships, or sequencing) that will inform how to write the new text in a different genre.

Research/Resources:

When Kids Can't Read, What Teachers Can Do, Kylene Beers

40 Things to Do with a Text, Braham & Gaughan

Recasting the Text, Claggett, Reid, & Vinz

NCSCoS: CCR.R.6

Strategy: Media vs. Media

Description: Evaluating and integrating the message presented in various media allows students to explore and analyze the ways authors present their messages, as well as to investigate the advantages and limitations of various media formats.

Instructional Activity: Identify a topic for consideration which is fairly arguable. Select three informational texts that explore the issue: 1) newspaper/magazine article, 2) short video clip, and 3) political cartoon. Have students read/view each piece, asking them to annotate and question the text. Once they have finished going through the three texts, have students transfer their annotations/thoughts to a three-column graphic organizer. Finally, ask students to either write a comparative analysis, write a speech integrating the information, or hold a critical discussion on the ways in which messages are conveyed through different media.

Research/Resources:

Reading the Media: Media Literacy in High School English, Renee Hobbs

Media Education: Literacy, Learning and Contemporary Culture, David Buckingham

Literacy in the New Media Age, Gunther Kress

NCSCoS: CCR.R.9, CCR.W.6

Strategy: Interview Me

Description: Having students generate interview questions for a person mentioned in a text assists them in exploring what is left unsaid in the piece and requires them to read deeply in order to determine the role, knowledge base, and bias of the person being "interviewed."

Instructional Activity: Select a short informational text wherein a topic of some debate is being explored/discussed (e.g., a newspaper article about a community issue or a magazine article about genetic testing). Ask students to read the piece silently, annotating the text as they read. Remind students to keep their purpose in mind as they read; annotations should indicate or lead to future questions. Once they have finished, ask them to pair with another student, share their annotations with each other, and create 5-7 interview questions. Following this, have students form small groups to share and justify their choices.

Research/Resources:
Beyond Question: Learning the Art of the Interview, Nankani & Ojalvo

What's the Big Idea, Jim Burke

NCSCoS: CCR.W.2

Strategy: Letter to the Editor

Description: One way to make a text relevant for students is to have them respond to it. Providing an audience other than the teacher or the rest of the class allows students to adapt to various audiences and affords them a bit of novelty in their writing tasks.

Instructional Activity: Have students read through various articles from a local newspaper. After reading and annotating them, students should choose one to which they will respond. Have students compose a letter to the editor (of the same newspaper the article came from) according to the editor's guidelines where they either 1) address and explain flaws and fallacies or 2) summarize and emphasize strengths and well-supported points in the original article. Elementary students should include their own opinions on the topic, supporting a point of view with reasons and information.

Research/Resources:

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Fifty Alternatives to the Book Report, *The English Journal*, Diana Mitchell

NCSCoS: CCR.W.1

Strategy: Problem Finding

Description: Students look for anomalies and gaps in the text. Problem finding has students question the text in a personal way that assists them when writing a thesis statement and learning to defend it. It is an essential part of slow reading.

Instructional Activity: Students read closely to create *problem questions*—questions that might not have answers, but create deeper thinking and richer insights. They pose possible answers to the questions they have created or exchange them with peers. Students discuss: Why do you think the author chose not to ___?

Research/Resources:

The Art of Slow Reading, Thomas Newkirk

Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

The Creative Vision, Getzels & Csikszentmihalyi

NCSCoS: CCR.R.1

Strategy: Step Inside (Circle of Viewpoints)

Description: This strategy helps students consider other people's viewpoints and perspectives around a topic in a text. It requires students to solely rely on information found in the text without making text-to-self connections. Stepping inside a person, character, or object, students analyze how point of view shapes understanding of events in a text.

Instructional Activity: Choose a person, character, or object (personifying it) in a text you are reading. Place yourself within the event or situation to view things from that perspective. Some questions to consider include: What do you now observe? What do you now know to be true? What do you now question? Ask students to provide evidence from the text to substantiate their responses.

Research/Resources:

Making Thinking Visible, Ritchhart, Church, & Morrison

Action Strategies for Deepening Comprehension, J. Wilhelm, Ph.D.

Circle of Viewpoints, *Visible Thinking*, Harvard Project Zero

NCSCoS: CCR.R.3, CCR.R.6

Strategy: Self Discovery

Description: Themes and topics uncovered in literary texts often connect to real life events and experiences. When a topic surfaces that is of interest to the students, let them conduct research in and outside of class. The intent is to provide students with time to investigate details, articulate initial ideas with new understandings, and to determine a focus for further inquiry about the topic.

Instructional Activity: As students read, have them keep a journal of possible research topics. These topics are generated by students based on interest and inspired by texts they have read. On designated days, teachers allow students to review their journals and choose a topic that they would like to investigate further. Students may also fill out a graphic organizer called, "I'd Like to Know More About...". As data is collected, students begin to narrow their focus of inquiry. At the elementary level, students can write or draw questions and topics on index cards and store in a recipe box.

Research/Resources:
Write Like This, Teaching Real-World Writing Through Modeling and Mentor Texts, Kelly Gallagher

Inquiry Circles in Action, Harvey & Daniels

NCSCoS: CCR.W.5

Strategy: Grammar in Context

Description: Teaching grammar instruction in the context of the writing process improves fluency and comprehension (Graham & Hebert).

Instructional Activity: Using Mentor Texts to Teach Sentence Combining
1) Choose a rich piece of writing (mentor text). 2) Have students highlight or circle how the author uses punctuation to combine sentences and phrases. 3) Analyze the types of sentences the author uses (Are they simple, compound, complex, compound-complex?). 4) Using a piece of their own writing, students note and annotate their use of punctuation for effect and combine sentences. This activity could be repeated, highlighting other areas of need. Teachers choose mentor texts that provide excellent examples of grammatical concepts, study and discuss the mentor text as a model with students, and then have students practice with their own writing.

Research/Resources:
Writing to Read: Evidence for How Writing Can Improve Reading. A Carnegie Corporation Time to Act Report, Graham & Hebert

Grammar to Enrich and Enhance Instruction, Constance Weaver

NCSCoS: **CCR.L.1,2,3; CCR.W.1,2,3**

Strategy: Text Impressions

Description: This strategy helps students become familiar with discipline specific vocabulary (Tier 3 Words) by reading words and phrases the teacher strategically chooses from the text they are about to read. Students use the words and phrases to make predictions. Text Impressions helps students stay grounded in the text before, during, and after reading and uses informational texts only.

Instructional Activity: 1) Teacher makes a list of 8-10 words that are integral to the meaning of the text (List words in the order they appear in the text). 2) Students write a summary based on their predictions using all the words listed. 3) Then, ask students to "think silently" as they read, making comparisons with the reading and their initial predictions. 4) Engage students in a whole class discussion identifying similarities and differences with the text and their predictions. 5) Ask students to write a new summary, using the same list of words, sequencing the events described in the text.

Research/Resources:
Teaching Students to Read Like Detectives, Fisher, Frey, & Lapp

Journal of Reading, McGinley & Denner

NCSCoS: **CCR.R.4**

Strategy: Academic Vocabulary-Elementary

Description: Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as "relative," "vary," "formulate," "specificity," and "accumulate"), technical texts (words such as "calibrate," "itemize," and "periphery"), and literary texts (words such as "misfortune," "dignified," "faltered," and "unabashedly"). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

Instructional Activity: Teacher chooses a rich text and selects the Tier Two words. Refer to the rubric to determine which ones to teach. Now, follow this sequence: Read the text. Contextualize the word within the story. Have students say the word. Provide a student-friendly explanation of the word. Present examples of the word in contexts different from the story context. Engage students in activities that get them to interact with the words. Have students say the word.

Research/Resources:

Academic Vocabulary Rubric (available on the ELA Resources LiveBinder)

Bringing Words to Life, Beck, McKeown, & Kucan

NCSCoS: **CCR.R.4, CCR.L.4, CCR.L.6**

40 Ways to Read Like a Detective:

Strategy: Academic Vocabulary-Secondary

Description: Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as "relative," "vary," "formulate," "specificity," and "accumulate"), technical texts (words such as "calibrate," "itemize," and "periphery"), and literary texts (words such as "misfortune," "dignified," "faltered," and "unabashedly"). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

Instructional Activity: Relationships among words: Teacher chooses a rich text and selects 5-10 Tier Two words. Develop definitions for the words. Then, pair the words in a question format, so students have to consider how meanings interact in order to respond to the question. For example: Would you *suppress* a *profound* thought? Even though this can be answered with *yes* or *no*, accept either as long as it can be justified. By making these connections, students are better able to derive meaning from the contexts in which the words are used.

Research/Resources:

Academic Vocabulary Rubric (available on the ELA Resources LiveBinder)

Bringing Words to Life, Beck, McKeown, & Kucan

NCSCoS: CCR.R.4, CCR.L.4, CCR.L.6