

FACULTY INTEREST GROUP (FIG)

INQUIRY APPRENTICESHIP

Lesson: "Beyond Close Reading"

Effective Learning, EL115, chpt. 8: "Learning from College Textbooks"

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TEXTBOOKS/MATERIALS/LAB SUPPLIES, etc.

Reference text for Reading Apprenticeship:

Schoenbach, Greenleaf, Murphy. *Reading for Understanding; How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. 2nd ed. Jossey-Bass: WestEd. 2012.

Featured pages/materials from this text:

- Chapter 4: “Metacognitive conversation: Making Thinking Visible,” specifically,
 - Box 4.2, page 93, “Students Practice Thinking Aloud”
 - Box 4.6, page 105, “Introducing Think Aloud,” and
 - Box 4.7, page 106, “Using a Metacognitive Bookmark”
 - Box 4.9, page 109, “Talking to the Text”

Effective Learning text:

Wong, Linda. *Essential Study Skills*. 7th ed. Wadsworth CENGAGE Learning. 2012.

Featured chapter: 8, “Learning from College Textbooks,” specifically,

- “Active Reading Strategies,” pages 221-223 summarized in Figure 8.1, page 223, “Essential Active Reading Strategies” which include our focus:
 - Interact with printed materials
 - Verbalize and visualize information
 - Ask questions to control your attention
 - Adjust your reading rate
- Review of chapter 1, “learning styles” and the terms “annotation,” and “close reading,” “universal themes,” and “poetry”

Enlarged class copies and transparency of an entire poem for close reading. Instructor may also wish to copy individual stanzas, enlarged, on which students teams can practice Reading Apprenticeship skills. These web sites list poetry classics and some modern poetry now in the public domain:

<http://www.bartleby.com/verse/>

http://www.rainsnow.org/csh_poetry_in_the_public_domain_contents.htm

OPTIONAL: instructor may wish to have additional materials to present, in visual and or kinesthetic ways, how to get more meaning out of texts and what happens when you work for it. Two items were used in this lesson: several “magic eye” pictures. Look here for images and information on magic eye pictures:

https://www.google.com/search?q=magic+eye+pictures&espv=210&es_sm=93&tbm=isch&tbo=u&source=univ&sa=X&ei=Vh0WU77cCcKhogT2jIGIBA&ved=0CCYQsAQ&biw=1680&bih=949&dpr=1

And “pin art” such as the one below, or some other kind of graphic/kinesthetic, or visual representation of “doing the work” to get the main idea or deeper meaning. Explanations of how these were used, follows.



Photograph accessed from

https://www.google.com/search?q=pin+art&oq=pin+art&aqs=chrome..69i57j0l5.751j0j7&sourceid=chrome&espv=210&es_sm=93&ie=UTF-8#q=pin+art&tbm=shop

LEARNING GOALS

- Students will use Reading Apprenticeship skills (Think Aloud, Talk to the Text) to analyze a poem for meaning, author's purpose, and structure.
- Students will strengthen study skills and strategies related to understanding college texts.
- Students will read college texts with care and purpose "focusing on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us" (Douglas Fisher, featured here on a video describing this reading standard:
<http://www.mhecommoncoretoolbox.com/close-reading-and-the-ccss-part-1.html>

LIKELY STUDENT PRIOR MISCONCEPTIONS/KNOWLEDGE:

- Misconceptions:
 - One read through is sufficient for meaning, purpose, and structure.
 - Poetry (our text, as a sample of college level reading/comprehension) is designed to be hard to understand and few readers can do so.
 - Only really smart people can understand poetry.
- Prior Knowledge
 - In previous chapters, students will have already learned how to annotate a text for key information.
 - Students will have already been introduced in the Effective Learning text to the importance of finding out about and maximizing one's "learning styles" (audio, visual, kinesthetic) to make learning easier and will have completed some prior assignments related to this.

EXAMPLE LEARNING ACTIVITY-FORMATIVE ASSESSMENT

- Instructor will explain the “close-reading,” Reading Apprenticeship ideas and skills
- Instructor will model the method
- Students will “practice” the skills in teams

SUMMARIVE/FORMATIVE ASSESSMENT QUESTION (for quiz or test or assignment in or outside of class)

- Students will demonstrate close reading/Reading Apprenticeship skills in analyzing a poem for meaning and author’s purpose

INSTRUCTION EVALUATION COMMENTS: how to change or adjust the lesson, results, samples, etc.

- The RA method takes a lot of practice! I found that instead of purely “showing” the methods of Talking to the Text, Thinking Out Loud, etc., I inserted explanations of what I was doing in the middle of it, as in also “telling.”
- It has been recommended by RA designer to spend about 90 seconds only modeling the skills. This instructor modeling period took about ten minutes for the above reason.
- I feel that this is such a paradigm shift in teaching that it will take time to develop and become accustomed to. I would recommend starting slowly and working up to inserting the method into more and more lessons.
- The students LOVED the opportunity to do this and to share their product. It proved to be one of the more energetic classes on this topic!
- Results of the students work are included on pages 9-12.

NOTE: the poem used is from a copyrighted book by Billy Collins intended only for one class, one time. Websites for sources of copyright-free poems are included on the MATERIALS page, above.

NOTE: the categories were adapted from the “EXERCISE: Alignment” chart found at

https://www.google.com/search?q=exercise+alignment+adapted+from+handelsman%2C+miller+%26+pfund%2C+2007&oq=exercise+alignment+adapted+from+handelsman%2C+miller+%26+pfund%2C+2007&aqs=chrome..69i57.14712j0j4&sourceid=chrome&respv=210&es_sm=93&ie=UTF-8

LESSON PLAN

Topic: "Close reading" of a poem using Reading Apprenticeship method

Materials: (see texts list and other materials noted above)

Vocabulary: "Close Reading"

Reading college texts with care and purpose "focusing on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us" (Douglas Fisher).

Review of the terms "Learning Styles" and "Annotation," as needed

Learning styles refer to the three primary ways we glean information via visual, auditory, and kinesthetic means.

Annotation is "the process of highlighting, underlining, making marginal notes, or marking specific information in printed materials" (Wong 259).

Review of "universal themes": themes such as good conquering evil; love and loss; the hero's quest; here is a good listing:

<http://www.mychandlerschools.org/cms/lib6/AZ01001175/Centricity/Domain/963/universal%20themes.pdf>

Poetry (informal definition): talking about one thing in the language of another (metaphor).

Topics:

1. Optional pre-lesson activity for visual and kinesthetic presentation of the work it takes to glean the "big picture," or "larger meaning" of a work.

Instructor hands out "magic eye" pictures and invites students to try to "see" the 3-D pictures that "come out" of the picture as is when one relaxes one's eye muscles. Some can do this, others have a hard time, but as long as the answer key is nearby, this helps students understand that when they "do the work," that is, concentrate, focus, and take the time to "see" the "hidden picture" as a metaphor

for the deeper meaning that may not be readily apparent in a higher level text, they will enhance comprehension.

Other option for kinesthetic learners. Press one's hand in the "pin art" frame (as was done in the picture, above) or just show the picture and ask the student how they think this might relate to the work it takes to get at the "picture," or "main impression" (literally) of this art. Answers might include:

- Again, when one does the work (pushing the hand or other object through and carefully turning the pin art to see the impression) the (newly pressed) form appears.
 - All the levels of pins are necessary to make sense of the "top level" just as when in analyzing or "close reading" a difficult text, there are many levels of analysis needed (author's purpose, word meanings, relationships to other works, structure, etc.) to "see" the main idea or impression.
2. Instructor demonstrates RA techniques* for "close reading" of a poem (this class was in a learning community with a WR115 class. Some WR115 classes feature poetry or poetic structures. For the experimental class, a poem from a book was put on the overhead: "Schoolsville," by Billy Collins, Included in his books *Sailing Around the room: New and Selected Poems* and *The Apple that Astonished Paris.*) Students used the Metacognitive Bookmark questions as prompts to get started: <http://readingapprenticeship.org/wp-content/uploads/2014/01/RFU-ch-4-metacog-bookmark.pdf>
 3. Students were given enlarged stanzas to practice close reading/RA skills in teams of two. Students shared their annotated stanzas on the overhead. (See attached samples, some of which are easier to read than others.)
 4. Assessment: Students were given another poem to analyze using close reading/RA techniques as a (silent) quiz, "Thinking To Self," as it were, and Talking to the Text by annotating. By using this process they were asked to ultimately demonstrate understanding of the author's purpose and the meaning by writing a reflection on the poem.

*See video demonstrations of Reading Apprenticeship here by instructors and students:

<https://classes.lanecc.edu/mod/page/view.php?id=670440>

classroom
 Teacher?
 student?
 Schoolsville - ~~was~~? - did the narrator teach in the 80's?
 - Billy Collins
 is he remembering? - why is he glancing? - is he retired?
 Glancing over my shoulder at the past, - older
 I realize the number of students I have taught - Teacher!
 is enough to populate a small town. = Lots of students!
 I can see it nestled in a paper landscape, ^{same town?} taught 4 many years
 chalk dust flurrying down in winter, Lots of
 nights dark as a blackboard. teacher paperwork,
 Imagery related to classrooms + teaching } Midwest town. seasons? ↳ long time ago

(Instructor's demo)

very long amount of time?

3 The population ages but never graduates. worry/stress?
On hot afternoons they sweat the final in the park
and when it's cold they shiver around stoves
reading disorganized essays out loud. Get together... why?
A bell rings on the hour and everybody zigzags
into the streets with their books. ready for action?

Same schedule
reference to 9-5 job?

Who's I?

their?
Students?

their?
Students?

4

number of
a cousin-
maybe he's
older.

I forgot all their last names first and their
first names last in alphabetical order. - why is this important
But the boy who always had his hand up ← maybe a learner
is an alderman and owns the haberdashery ← setting or meeting
The girl who signed her papers in lipstick ← own a mens
leans against the drugstore, smoking. ← outfit shop
brushing her hair like a machine.

High maintenance ←
Adult

ex. of
someone
who doesn't
mentally graduate
matured?