CREATING THOUGHTFUL READERS

PREPARED FOR THE
READING & WRITING FOR CRITICAL THINKING PROJECT

GUIDEBOOK VIII

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This guidebook is intended as supplement to an interactive course. It is not intended for general distribution without an accompanying course presentation. It is intended as a guide for educators participating in the RWCT project who are being prepared to deliver workshops/courses to fellow educators.

CONTENTS

INTRODUCTION

This guidebook has several purposes. The first to introduce a way of conceptualizing literacy in general and reading in particular, which allows us to think of literacy and reading as tools for critical thought rather than subjects to be studied. The second purpose is to present readers' workshop and other approaches to reading that fully engage readers in the reading process. Readers' workshop is primarily a method of teaching reading or literature that involves extended silent reading as well as sharing and responding in a systematic and well-orchestrated approach. Readers' workshop will be presented here as both a format for understanding a critical reading process and an instructional model. A third purpose is to describe and model how a critical reading process can be applied to content area instruction in order to enhance student engagement and reading comprehension.

First, a brief discussion will be offered to clarify the role of reading as a tool for thinking and learning. Following this discussion, readers' workshop will be modeled and discussed. Then, example applications of the readers' workshop model to content area studies will be presented. Finally, Questioning the Author (QtA), a reading procedure used with content area readings and Literature Circles, a discussion strategy, will be presented. It is important to understand that the instructional model, readers' workshop, is designed primarily for reading and literature teachers. However, the understandings about the reading process that support readers' workshop are essential to the effective application of the reading process to content area studies. Therefore, it is important for all teachers to experience readers' workshop and engage in the ensuing discussion before applying it to content areas.

Readers' workshop is a comprehensive approach to reading instruction, which can be implemented in classrooms independent of the framework we are using for the Reading and Writing for Critical Thinking Project. However, it readily fits within the three-stage framework, and the application of the reading process to content areas is enhanced when considered within the various stages of the framework. Consequently, discussion also will be presented placing applications of the reading process within the framework.

This course is about the reading process, and the underlying assumptions are as follows:

- Reading is a primary medium through which people are exposed to new information throughout their lives.

- Learning how to read is not enough. Students must learn how to read thoughtfully.

- Reading is a tool for thinking and learning and not simply a subject of study.

- Reading and responding to reading are avenues of critical analysis.

- Content area study typically requires considerable independent reading; therefore, understanding the reading process can enhance comprehension and analysis in content area study.

- There is a powerful link between reading and writing. Understanding the reading-writing connection enhances learning.

Expected Outcomes

At the conclusion of this course participants will

(1) understand the role of reading as a tool for thinking and learning,

(2) be able to implement readers' workshop in the classroom,

(3) apply the reading process to content area studies,

(4) be able to implement Questioning the Author and Literature Circles in the classroom, and

(5) understand the role of reading, of engagement in the reading process, and the difference between reading comprehension and reading for thinking.

Course Structure

Part I Review

Like the previous courses, this course should begin with discussion about what the participants have been implementing in their classrooms since the last course. This discussion should include issues that have arisen during the monthly meetings. Participants should be encouraged to share successes and difficulties.

Part II Discussion of a Thoughtful Reading Process

This phase of the course involves interactive activities that use the strategy Paired Reading/Paired Summaries, which was presented in *Guidebook V.* These activities will lead to a discussion of what defines a thoughtful classroom and how teachers' and students' thoughts about and approaches to reading can determine how thoughtful students will be as they read.

Part III Presentation of Readers' Workshop

This phase of the course presents readers' workshop. Participants will be asked to participate in a readers' workshop class. They will experience the process, engage in thoughtful reading tasks, and discuss their readings.

Part IV Analysis and Elaboration

This phase of the course involves both an analysis of the readers' workshop experience and an elaboration of readers' workshop activities and structure. This phase should include discussion of the readers' workshop process and how it relates to the creation of thoughtful classrooms. Discussion should also address how the various components of readers' workshop fit within the three-stage framework for teaching and learning of the RWCT project.

Part V Content Area Application

During this phase of the course, participants will divide into content area groups and discuss how to incorporate all or component parts of readers' workshop in their content area instruction. Ideas will be shared and discussed within the group as a whole.

Part VI Questioning the Author

During this phase, the procedures Questioning the Author and Literature Circles will be presented. Examples will be provided and partic-

ipants should discuss how to apply these procedures to their content area reading.

Part VII Planning for Implementation

Participants will develop actual lesson plans based on their own curricular content, which will incorporate thoughtful reading process in their classroom. These plans should be developed in small groups with a number of them shared with the whole group.

Part VIII Planning for Year 2

In most instances, this will be the final course of Year 1. It is important that the plans for Year 2 be reviewed so participants are aware of and can prepare for the coming year. Volunteers and participants will have received a document describing Year 2 activities, which should be reviewed and discussed.

Part IX Course Evaluation

During this phase, both the current course and the first-year course of RWCT will be evaluated. Distribute the evaluation forms and describe evaluation procedures, including free writes or other evaluation procedures you may wish to employ. Since this is the final course of Year 1, participants should complete two evaluation forms. The first form is to evaluate the RWCT program over the entire year. Ask participants to do a free write on their experience in the RWCT program this year. The second form is to evaluate the fourth course.

Reminder: Ask participants to respond to the three informational questions at the end of each day. It takes approximately 5 minutes to fill out the index cards responding to the three questions:

1. What were the most important ideas or concepts discussed today?

2. What questions do you have at this point in the course?

3. Please make any general comments about how the workshop is going for you.

Participants do not have to sign their names, although it is helpful to have names if they ask questions that are not clear. With a name on the card, it is possible to ask for clarification. Explain that there are no right or wrong questions or answers, and the purpose of the cards is to collect feedback, which will make the course better, answer questions, and guide course direction. Time should be taken each day to respond to the questions on the cards. Responses need not be lengthy, but the resulting discussion can be quite informative.

Course Timing

This course involves more direct instructional time than previous courses. It also offers opportunities for active involvement of participants and implementation planning time. The estimated time to complete all the activities in this guidebook and allow for discussion is 12 hours.

Materials Required

Videotape of a classroom modeling readers' workshop
Videotape player/recorder
Television monitor
Overhead projector, blank overheads, and markers
Each participant must bring two texts: (1) a textbook from which the participant is currently teaching, and (2) something the participant currently is reading for enjoyment or professional development.
Chart paper and markers
Tape
Index cards for daily monitoring
Course and program evaluation forms
Articles: Leafy Sea Dragons by Paul Groves (see Part VI)
Reading, Writing, and Thinking by Nancie Atwell (Appendix A)

PART I DISCUSSION OF PREVIOUS PROGRESS

Since the previous workshop, participants will have tried some of the techniques that were introduced and will have shared the results of these trials during one or more interim meetings. They may be eager to discuss the results, any problems encountered, or unanswered questions from the interim meetings.

The discussion about previous implementation can be structured in a number of ways depending upon group size and geographic disbursement of the participants. Some participants hold monthly meetings by region, so it may be interesting to divide the large group and mix the participants geographically so the sharing will be among participants who did not attend the same monthly meetings. Another format would be to group participants by grades or content areas.

Once the groups are formed, invite them to share their experiences with implementation. Encourage them to discuss successes and failures and to describe any modifications they may have made to the strategies they implemented. Allow 20–30 minutes, then encourage sharing among the whole group. Ask one or two participants to share briefly implementations that they consider successful. Ask one or two to share an implementation experience that was not as successful as they had hoped. Finally, it is important to invite and answer as many questions as possible that may have been unanswered during the monthly meetings.

PART II DISCUSSION OF A THOUGHTFUL READING PROCESS

B egin by explaining that this course is about the reading process and its contribution to thoughtful classrooms. Then ask the group to form pairs and consider the following:

> It has been suggested that learning is about thinking and doing. If this is true, then classrooms must be thoughtful, active places. What must teachers understand and do to make classrooms thoughtful, active places?

Allow 7 to 10 minutes for paired discussion and indicate that you will want to hear specific responses from pairs to the above statement. When discussion is concluded, ask for some response and discussion. List responses on chart paper. Discuss the various points to ensure clarity of the ideas presented. Point out any contradictions or competing ideas for discussion.

Hand out copies of the article by Nancie Atwell (Appendix A). Explain that participants should continue working in pairs because they will be using the Paired Reading/Paired Summaries strategy presented in *Guidebook V*. The article has been divided into two sections, so the pairs must decide who the reporter and the responder will be. Participants should read the article with the understanding that they will share with the whole group what the article means to them and how it relates to their earlier thinking about thoughtful classrooms.

Allow ample time for discussion before moving to a lesson about the role of the reading process in a thoughtful classroom. Share a few additional ideas about the reading process before the participants begin readers' workshop.

Reading Thoughtfully a Brief Presentation

Talk about a few ideas concerning reading, reading comprehension, understanding, engagement, and knowing. Throughout the series of RWCT courses, major emphasis has been placed on incorporating teaching practices into classroom instruction that actively engage students in the learning process. The reasons for this have been elaborated on throughout the course. One reason is that to be a critical thinker one must be actively involved in the learning process. A second reason is that learning is a life-long endeavor. To be effective life-long learners, students must learn how to learn, and they must take responsibility for their

own learning and not rely on others to teach them "what they need to know." Finally, students need to become thoughtful learners.

Contrary to popular opinion about the positive impact of television and other technology on learning, the medium we most depend on for sharing information and through which we learn is reading. Whether reading from textbooks, journals, manuals, or other written text, people wishing to be better informed, better trained, and more aware of issues that effect their lives must read. Yet for some students, reading from text or other written sources does not always transfer into new knowledge, new understandings, or new ways of doing something. In fact, Beck and Dole (1992) reported on a number of studies, which demonstrated that even for good students, reading new information in science and social studies texts did not result in altered misconceptions, misunderstandings, or erroneous beliefs despite direct presentation of information in the text, which conflicted with their previously held notions and beliefs. In other words, readers are often "unaffected" by their reading.

Further, as teachers, we may be encouraging students to stay disconnected from the reading process by focusing on low level "comprehension" of written materials. Beck and Dole (1992) suggest that "reading comprehension" often is considered in classrooms to be simply a matter of understanding the details of what an author has written. Consequently, if a student is able to recite what the author has said, the student is rewarded for understanding the text, when in fact, this may not be true at all. If by understanding we mean that a student can recall the text, then one who recites the information presented in the text can be said to understand it. However, if by understanding we mean that a student has incorporated the ideas of the text into his or her own context and knowledge base about the topic or content, dealt with any contradictions, and is able to apply the beliefs, information, and ideas to his or her life when necessary, appropriate, or so inspired, then mere recall is not understanding. And, if all we ask of students is to recall and recite, then we will not know if any higher level comprehension has occurred, and we will not know if students truly understand the text.

James Voss, describing the Beck and Dole work in regard to the distinction between reading for low level comprehension verses reading for thinking, wrote:

> The importance of this orientation distinction should not be underestimated. Literacy is a function of the person and the context. A political scientist reading an editorial, typically, will evaluate the article's contents virtually as the reading takes place. A novice will focus on what the writer is saying. Because

there has been so much preoccupation in teaching with the idea of comprehending what is written, we have neglected the study of how what is written can be interpreted by different individuals. What is written...is...an opportunity for a person to provide an interpretation of meaning to what is read. (p. 1)

It is not enough then to read the printed words and recall them. For reading to be useful beyond the next examination, readers must read for interpretation. They must read in order to know differently, to understand differently, or to be able to do something differently than before they read. This requires readers to be actively engaged learners. It means they will need to be connecting what they are reading to what they already know or are already able to do. Readers must be thinking about the message of the author in terms of their own ideas and actions.

As teachers, then, a primary task is to help students develop the capacity to become engaged, thoughtful, and reflective readers. We must teach them how to read for enjoyment, how to connect with text, and how to respond to text. We must teach them how to move beyond naive recall to complex consideration of text.

Readers' workshop is a method, a grand strategy if you will, by which readers come to understand how to connect meaningfully with text. It incorporates a variety of structures in response to research about reading and thinking. Its intention is to move students beyond low level reading skills to a level where reading becomes a complex tool that learners can apply to stimulate andto engage them in higher level thinking. Readers' workshop, as described here, is implemented fully in reading class, literature class, and in more advanced language classes. However, critical elements of readers' workshop can and should be applied to all content areas and courses where reading from text is a central means of conveying content. As in writing, the reading process requires three basic elements: time, ownership, and response.

Time

Students must be provided adequate time to read, but it is often the one thing students are not given in reading class. In the United States in 1987, the actual time allowed for reading in school averaged about 6% of the school day. Since research is clear that the best way for readers to become better readers is to read, more time must be provided to read in school. Until students experience reading as a joyful, social, self-rewarding

act, they will not want or like to read and will not decide freely to read. By providing time for reading in school, expecting students to read, and providing rewarding reading experiences, students will come to think of themselves as readers. Time devoted to readers' workshop should be consistent and dependable, so students can anticipate and plan for reading.

Ownership

So often students are handed textbooks and told what to read, how many pages to read, and by when. They seldom have a choice about what they read, or when, or for what purpose. When we demand that students read only what is decided for them, they fail to develop personal connections with reading. They are not reading for themselves but reading for someone else or some other purpose. This is a prescription for disengagement. Students can choose good literature, and they can choose to investigate their own topics in science, history, and math. They are willing to explore a variety of genre, but they will not voluntarily unless they are given some choice or some voice about their reading.

Once students have a choice about what they read, they can and do begin to take ownership of their reading. Ownership is the first critical step readers make in becoming engaged readers. Ownership of the reading process means students are reading for their own purpose, a text of their own choosing, about a topic of interest. We have spoken previously about the impact of purpose and interest and how it drives comprehension and furthers inquiry. Knowing this, it is hard to imagine not giving students choices about what they read.

Response

Typically reading has not been considered a social act. Usually it is regarded as an individual process of learning the skills of reading followed by engaging in the isolated chore of reading an assignment for later recitation. The closest reading comes to a social act is in round robin reading, when each student takes a turn reading orally a paragraph while the teacher listens for mistakes. Round robin reading is, of course, no more social than standing quietly in line for shoes not knowing if you can afford them when you finally get to the front of the line. It is also no more responsive to readers than getting to the head of the shoe line

only to learn that, in fact, you do not have enough money. Yet reading is a social act; it represents a conversation between the author and the reader. But this conversation can and should be extended to include other readers sharing their experiences and responding to the text and to each other. Students need the opportunity for genuine response to what they read, so they can begin to internalize their understandings from text and modify, evaluate, and locate those understandings in a viable, memorable, and utilitarian context. They need to respond by telling others about what they have read and what it means to them. Students need to hear about what others have read and react to each others' literary activities. As adults we delight in telling friends about the good books, interesting articles, and informative pieces we have read. It is a way of sharing, recalling, and putting new ideas into our own words. In this way, we also learn about new sources of ideas, new ways of thinking about the world, and new ways of discovering the unknown. Adults do this spontaneously as do young good readers—but often only outside of school. Classrooms need to provide opportunity for responding to reading, so students can express what they have read in their own words and make their reading experience personal.

PART III READERS' WORKSHOP

Now we will work through a readers' workshop experience. Each participant should have available something they want to read. Allow 20 minutes for everyone including the presenters to read silently. Before reading, however, explain that after the reading they will write a response to what they have read. Responses will be shared and discussed in small groups of three or four. There are several important things to keep in mind about their responses:

- Each response is a personal reflection on their reading, not a retelling.

- Responses should reveal what the reading means to the reader; that is, it should interpret the reading meaningfully in terms of their own experiences or beliefs.

- Responses should be thought of as the beginning of a dialogue with listeners and not a lecture.

- Responses should include some evaluative statements such as " I like this book because...," or "this article is effective because it clarified for me," or "I do not think I agree with the author because...."

Some sample responses from students may help.

Samantha (Grade 8) wrote:

This book was hard to put down because something was happening all the time. I could relate to the main character because she is a lot like me. What I liked most though is that all the characters are real to me. No one is too weird or has some superpower or something stupid like that. I could just get into all of the characters.

Bryan (Grade 6) wrote:

It was sad when the boy died in the story. I guess I knew he was going to die but still I did not want him to. I wanted someone to find a cure even though I knew it wouldn't happen. I think everyone did the best they could to help, even Michael Jackson. Ryan was brave—everyone should read this book.

Peter (Grade 7) wrote:

I do not quite understand how Steve and John got into so much trouble. I don't think the author did such a good job of explaining how that could happen. It kind of ruined the story for me because it just seemed stupid all the time that they were in trouble when they didn't need to be. I thought about read-

ing the first part over to see if I missed something but then said no. Now, cause I am writing this I think I should read it again. That might help me like the book more or maybe make me just start a new one I'd like more.

Be sure everyone has paper to write their reading response, then have them begin reading for 20 minutes. The presenters should read during this time as well. When the reading time is over, ask everyone to take about 5 to 8 minutes to write their reading response. Then have participants form groups of three or four and allow time for sharing their responses within the groups. First, though, explain that since this is the first readers' workshop sharing, their colleagues will not know the reading material being shared by their group mates. Therefore, each reader should provide a brief context for the reading such as the title, author(s), and a few words about the topic or story line and then share their written responses.

Quick Reflections

Take a few minutes to discuss what the participants have just experienced. Share either in small groups or in the whole group. Ask participants to think about and share their thoughts or their reading experience. Ask them to think about the following:

- How they approached their reading knowing they would be sharing their thoughts with others,

- how they felt about the sustained reading time,

- what they experienced in the sharing groups—how it went and what they learned, and

- how they felt when sharing their own reading with others.

The Four Components of Readers' Workshop

This portion of the course involves additional presentation. Readers' workshop is composed of four primary activities:

Minilesson

Reading

Conferencing

Responding

Minilesson

While we want students to read as much as possible, there are many things we want and need to share with our students. The minilesson format is the mechanism through which much of this instructional material is communicated.

Minilessons are short, targeted lessons that address a particular idea or topic about which we want to make students aware. Minilessons typically come at the beginning of the class and last from a few minutes to 10 or 15 minutes. The inspiration for minilessons can originate in a number of ways. There are minilessons that explain readers' workshop so students will know how to proceed; that share important ideas about reading and writing; that evolve from students' expressed interests, which may have emerged from student-survey results or may relate to something the teacher has noticed about student reading activities. For example, a teacher might observe that students are selecting only one reading genre. A minilesson about different genres and their structure and importance may be an appropriate response.

There are two main types of minilessons: Procedural minilessons, which tell students how readers' workshop will be conducted in the classroom, and literacy minilessons, which address the elements of books and the process of reading. Literacy topics include presentations about authors or writing techniques, but also may include reading aloud to the class.

The list of possible minilesson topics is lengthy and may include lessons on the structure of readers' workshop, elements of writing, or something in particular the students should look for as they read: the use of adjectives, whether a book is written in the first or third person, plot twists, character development, or other ideas. At the beginning of each year or semester, minilessons are quite frequent, becoming less frequent throughout the course.

Usually the school year begins with a minilesson describing how the class will be structured, what the rules are for readers' workshop, and what the expectations are for the students and the teacher. Evaluation procedures are discussed also so students will understand how their work will be assessed. It is common also for teachers to survey their

students about reading to learn, how they feel about reading, and what they know about books and authors. (See Appendices for sample reader surveys.)

Since readers' workshop sometimes involves writing about reading, a minilesson on writing responses to reading should be delivered early in the school year. Students not familiar with readers' workshop will not know what or how to write about their reading. Students will have to begin to experience reading in different ways. They will not be describing what happened, what the author said, or presenting the basic facts. They will be writing about how the reading affected them; what they noticed about the writing, story line, or characters; what they liked about the book or author and why; or how the content relates to what they already know. They will need examples of responses and some modeling. Other minilessons may focus on such topics as how to select books of interest, kinds of writers, discussion about a particular author, and how to use the library or Internet to access reading material.

Reading

The best way to promote active reading by students is to provide opportunities for sustained silent reading. Students come to value what we value. When reading is an add-on activity, when it is the thing you do sometime later, something to do away from school and away from learning, then students value it less. They begin to expect less from their reading experience, and they benefit less as a result. Readers' workshop should allow dependable, predictable opportunities for sustained silent reading. Students should be able to anticipate reading time, be prepared for reading, and know that reading is expected for the entire planned time.

Time for reading is 15 minutes in the beginning. As students grow accustomed to reading independently, this time is gradually increased to 30 minutes or more.

Conferencing

Explain what conferencing is, how it is managed, and model a student conference using one or several of the suggested conference questions listed.

Reading conferences are dialogues that take place between a teacher and an individual student. A conference always includes discussion about the book or article the student is reading and the student's reactions to his or her reading. It may include reading orally part of the text when the student is beginning something new. This is done to check difficulty level or to assess fluency. Through conferences, teachers demonstrate interest in student reading, provide encouragement, expand student awareness of literary elements, and assess student reading comprehension. Comprehension may be checked by asking students to respond to what they have read or by asking other relevant higher level questions.

Suggestions for questions include the following:

- Why did you choose this book?

- How is it going?

- Tell me about the book. What part do you like best? Why?

- Tell me more about it. Read the part that is most exciting.

- What parts are unclear?

- How did you feel when this happened?

- What did you think when this happened?

- How can you find out more about your topic?

- What have you learned from this book?

- What problems are you having? What problems did you have?

- How do you feel about the book?

- What questions would you like to ask me? How can I help you?

- What is the story problem of this book? How is it being solved?

- Do you know any other books by this author?

- Were there any words that were unfamiliar? How did you handle them?

Conferencing takes place during silent reading time. Each classroom handles conferencing differently according to the number of students and the physical arrangement of the classroom. Conferences usually last

3 to 5 minutes, allowing the teacher to meet with 3 to 5 students during readers' workshop.

One method of managing readers' workshop is for the teacher to move about the classroom with a chair and select students for conferencing. The chair is for the teacher to be on the same eye level as the students and keep the conference relaxed. Keep in mind that a readers' workshop conference is not an evaluation of the student nor is it a grilling of what the student is doing. It is a dialogue between two readers about reading, with the student doing as much talking as the teacher.

Another way to conference is to have the student come to the teacher's desk or other designated place in the classroom. This may be less disruptive than the teacher moving around the classroom. If the student comes to the teacher's desk or a table in a corner of the room, the student should sit beside the teacher rather than across from the teacher. This maintains the relaxed nature of the conference and establishes a sense of partnership.

Tips for Successful Reading Conferencing

1. Students must have reading material of interest and at an appropriate reading level. Interest can be generated by knowing your students and their interests and selecting books that you think they would like. Do book talks and let students select their books from the library or other sources.

2. During readers' workshop, the room must be quiet with no disruptions and no talking—only reading. Establish strict rules about this and enforce them.

3. Everyone in the class must read. Even the most reluctant readers will read if they have a book that they have selected and enjoy and can read independently. Even students who are resistant in the beginning begin to look forward to the reading and conference time.

The most rewarding outcome of individual reading conferences is the warmth and understanding that can develop between the teacher and students. The students' interests, reading needs, and beliefs about themselves as readers will become apparent to the teacher through this interaction. Insights gained from conferences enable teachers to teach with greater knowledge of their students' specific interests and needs.

Climate for the Conference

Conferences should be relaxed and informal. While the other students are reading, it is important to speak quietly. Students should un-

derstand that their teacher is interested in what they are reading and in their understandings about their reading. Interruptions and disruptions during conference time should be strongly discouraged. Students should be instructed to ask questions during the break between conferences.

Conducting the Conference

The dialogue between the teacher and the student depends on where the student is in his or her reading. When the student begins a new book, have the student read the book to check the difficulty level. Some students like to have a conference each time they read. Be flexible and schedule the conference times according to the students' and teacher's interests and needs. Be sure to keep notes on a conference card. This will be helpful in deciding what to discuss in subsequent conferences. Conference cards can take brief form that documents the content of the conferences, topics covered, student responses, and reading selections.

Arranging Conferences

Use a section of the chalkboard to list those students who will have reading conferences that day. Schedule them on the basis of

interval between conferences,

book completion,

student request, or

teacher interest in a particular student's reading activities.

On another section of the chalkboard list those students not scheduled but who wish to have a conference for their own reasons. After the scheduled conferences and as time permits, meet with the students who have signed up. Any students who wanted a conference but did not have one because of time constraints can be scheduled the following day.

Responding

Responding to reading is the part of the reading process most often forgotten, yet it is the part by which readers become thoughtful readers. Just as students need time for reading, they need time to respond to what they have read. They need time to integrate what they have read into

what they have already thought or believed. Students must be allowed time to understand and savor their literary encounter. This is certainly important for literature study but even more important for content study, especially when teachers rely on student reading as a primary means of changing student thinking or increasing awareness about a topic.

There are many ways students can respond to reading. Later in this guidebook two other approaches to responding to readings, Questioning the Author (Beck, McKeown, Hamilton, & Kucan, 1997) and Literature Circles (Short & Kaufman, 1995), will be presented in detail. To be consistent, we will look first at reading class activities and then examine content area reading. Conferencing is one means of providing students with opportunities to reflect on and respond to their reading. However, conferences are brief and can include many other agendas that limit opportunities for responding. Responding to reading provides opportunities for sustained dialogue, which can be oral or written and can be student-to-teacher, student-to-student, or within groups .

Dialogue Journals

One method of responding to student reading is for students to keep dialogue journals in which students write reactions to their reading. After they have written something in their dialogue journal (which should occur frequently), they pass their journal to the teacher, who reads and responds to what has been written. In this way, an ongoing conversation is maintained about the students' reading. The purpose of the dialogue journal is to stimulate student thinking about their reading and encourages them to share their thoughts about reading constructively . It also informs students that thinking about their reading is important, not only to themselves but to others including the teacher. Dialogue journals may also be shared with other students or between pairs of students who write to each other.

Both students and teacher have to decide what to write about in the dialogue journals. Because we do not often respond to reading in this way, students may not know how to begin and maintain such dialogues. Without guidance, student responses may be too brief or superficial. Further, teachers without alternative ideas for responding can make the dialogue process a series of test-like questions instead of engaging the student in a two-way conversation.

The following questions and prompts are simple topic suggestions to use in initiating dialogue-journal conversations with students.

- What did I like about the book?

- What did I dislike about the book?

- How did it make me feel? What did I think about?

- How did the book begin?

- Was the lead effective?

- How did the book end?

- Was the ending satisfying?

- Did I notice flashback (or some other writing style or technique)?

- What important words did the writer use? Was I affected by powerful language? Where? In what ways?

- Did the author repeat images or memorable phrases? How did this deliberate use of words help the story?

- Can I think of three words to describe the author's style?

- Can I write a sentence or two in this style?

- What is the conflict (problem)?

- Was I concerned about the outcome? Why? How did the author make me care?

- How did the author keep me interested?

- What did the author reveal about life?

- What did I really like about this book?

- What made sense to me?

- Was it what I expected? Why or why not?

- What new thoughts or ideas do I have after reading this book?

- In what ways have I become a better reader after reading this book?

- What was the book's central force?

- In what ways did any of the characters change during the story? Why?

- What effect did these changes have on the other characters?

- What would I do differently if I exchanged places with one of the characters?

- Would I have responded the same way as the main character to any of the problems?

- Could I identify with the characters? Did any of the characters remind me of people I know, or myself? In what ways?

- What did I learn from the ways the characters acted or thought?

- Were the characters believable? Why or why not?

- Would I want to read another book with these characters in it? Why or why not?

- Did any details make the setting distinctive?

- How did the author make the setting clear?

- How important was the setting to the story? Was it special? In what ways?

- Which character in this selection did you like best? What kind of person was this character and why did you like that person?

- What questions do you hope to have answered as you read more of this selection?

These prompts suggest personal responses to reading. Some prompts do ask for lower level descriptive information, because it is important to know what the characters are up to and the sequence of events. What is important for readers to understand is that knowing the answers to these lower level questions is not the end point of reading but the beginning where the real exploration of reading begins.

Literacy Letters

Student-to-student responding can occur on several levels. Another way for students to have a dialogue with someone is through *literary letters*, which are brief, personal, thoughtful responses to reading that students share with each other. Literary letters are intended to stimulate dialogue and replies between two readers. Students will often send letters to introduce a book to friends, to others reading the same book, to others reading about the same topic, or to others reading books by the same author.

The following is an example of an exchange between two eighth-grade boys:

Durf,
The book I'm reading is starting to get better Mike. Tib said it was one of those fantasy books. Even if it is why should he care, right? He's not reading it. I am. How's *Tuned Out* coming?

<div align="right">The Drum</div>

Drum,
I don't think Tib has the right to call it a fantasy book. If he's not reading it he shouldn't say anything even if it is. I've heard a lot about that book from Chad and he said it was a very good book. And *Tuned Out* is coming along good. It just started to pick up.

<div align="right">Durf</div>

Durf,
How is it going? I mean the book you know, *Tuned Out?* My book is starting to get excellent. This man the elves haven't seen for a long time comes to see them. The elves were looking for some place called Safehold. All along the man said he would look in their history. Well, when he got to the castle he was attacked and he shot this blue flame from his fingers and killed all the demons. Isn't that excellent!

<div align="right">The Drum</div>

Important note: These literary letters are often spontaneous and reflect students' thoughts immediately after they read. They often contain spelling and grammatical errors, and because they constitute writing for thinking and are not intended for wider publication, spelling and grammatical errors are not considered important but simply a reflection of the early writing process.

Book Talks

Another method of responding to reading is a format called *book talks*. Book talks are usually short explanations given by a student or the teacher about a particular book. It is a group activity involving the entire class and is a way to introduce a new book or author to the group telling why it might be of interest to other readers. Book talks are frequently scheduled at the end of readers' workshop and should take about 10 minutes, which allows time for the student to say something about their reading and time for members of the group to respond.

Book talks are an excellent way for students to hear about books their peers are reading and enjoying. They create excitement about reading and provide students with language to express what they like, what they understand, how they connect, and how to express their own feelings about what they are reading. It also helps create a community of

readers who understand, appreciate, and apply the reading process when they read. It helps students to understand that the reading process is not completed when they have finished reading; rather it is completed when they have thought about their reading and expressed their thoughts in some form.

When holding book talks, there are a few things to remember about the roles of the participants, which can be shared with the students in a minilesson. These roles are (1) the sharer, and (2) the audience or listener. The sharer is the person who will provide the book talk, and the audience includes the students' classmates and the teacher.

The sharers should be prepared to

- tell the title/author,

- briefly tell about the book or story explaining what happens,

- pick important parts to share,

- choose a favorite part to read or share,

- tell why they chose the book, and

- tell why they like the book or a particular character, topic, line, quote, or idea from the book.

The audience or listeners should be prepared to

- listen,

- raise their hand to speak,

- say the person's name, and

    – tell what they liked about how and what the sharer talked about,

    – ask what kind of book it is,

    – ask why it was chosen,

    – ask to hear more about it, and

    – tell what it made them think of (some other book; something that has happened to you), and

- use "I like what you said…," or "What I found interesting…"

Book talks are usually delivered to the whole class gathered in a circle (if possible). In elementary grade classrooms, the students sit in a large oval on the floor while the sharer sits in a chair at the end of the oval. In others the students bring their own chairs to the circle, or where seating is on benches, students arrange themselves so everyone can see each other.

Keep Track of Reading

An important part of readers' workshop involves students monitoring their own reading activities and progress (see Appendices for sample monitoring forms). Self-monitoring and self-evaluation are important steps for students to take as they become independent learners. They can become proficient, insightful, thoughtful, realistic appraisers of their own development if they are given the opportunity and the means for self-evaluation. This does not mean teachers forsake their responsibility for assessing student progress. In fact, providing honest feedback to students about their academic development is a crucial role for teachers.

Sample Self-Monitoring Goals

- Keep track of books read.

- Read new kinds of books.

- Start at least one good book per week.

- Read longer books.

- Read chapter books.

Summary of Readers' Workshop

In readers' workshop we expect that any student can be a reader and read well. To become good readers, students must be given chunks of time to read. To be a good reader means to be a thoughtful reader, which requires readers to understand and use the reading process.

We can create a thoughtful reading environment by providing a variety of books for self selection, opportunities for responding to readers,

and by modeling our own love of literature. We encourage students to take ownership of what they are reading by allowing them to make their own selections and expecting them to be responsible for their own record keeping. Readers' workshop is organized and structured with the teacher actively involved in monitoring the progress of the students.

Often readers' workshop begins with a minilesson that is intended to meet the needs of the students or address issues important to the class. Examples include workshop procedures, selection of literature, and instructing in grade level skills and strategies. Students respond to their reading through conferencing with the teacher, writing literacy letters, book talks, or other means of sharing their reading experiences.

There are rules that guide readers' workshop, which should be shared with students or posted in the classroom, so students will be clear about expectations.

Readers' Workshop Rules

1. You must read the entire time.
2. You may not disturb anyone.
3. No bathroom breaks or drinks are permitted.
4. Choose a book or reading material before readers' workshop.
5. Listen during minilessons.
6. Be ready to share when asked.
7. Sit anywhere you are comfortable.

PART IV ANALYSIS

At this point, discussion has already occurred regarding readers' workshop. Stop now and review the process just described. It is likely that more discussion is needed about how readers' workshop actually looks and feels, so it might be useful to run a videotape of a demonstration readers' workshop. This tape will demonstrate procedures by showing students reading as expected and engaging in various types of responding and will demonstrate conferencing, so participants will have a clearer picture of what can be done in class.

Ask the participants to discuss with a partner anything that is not clear. If they cannot clarify something, they should ask of the larger group. Once the pairs have discussed the process, bring the whole group together for a discussion about the readers' workshop process.

Readers' Workshop and the RWCT Framework

The relation between readers' workshop and the RWCT framework should be discussed to ensure that participants are aware of the connection between the two. Ask the group to examine the readers' workshop process; that is, the activities, rules, and procedures and discuss the relation between the readers' workshop structure and the framework. They should note that the overall structure of readers' workshop parallels the framework. At a global level, the minilesson to begin the workshop serves as an evocation process. Whether procedural or literary in nature, it prepares students for the reading process. The sustained silent reading time is coincidental with the realization of the meaning phase, and responding to reading is a reflection-stage activity.

Beyond the general structure, there is much about the readers' workshop process that embodies the framework. Once students are actively engaged in readers' workshop, they are engaging continuously in the various stages of the framework. When students are sending literary letters to one another or completing their reading journals, they are engaged in the three stages of the learning framework. Their discussions take the form of both reflections and evocations. Reflections of their recent reading are transformed through dialogue into evocations about future readings. Their writing also becomes the content of valued thought-realizations of meaning—about which students must reflect and respond.

Student self-monitoring becomes a mechanism for monitoring how well, how frequently, and how actively they are engaging in various phases of the reading process. Students monitor how much reading they are doing, how often they are sharing their reading with others, what they are learning from others about new readings, and learn new ways of thinking about their reading.

This connection to the learning process should be apparent to the students. They should come to understand why they are asked to monitor certain activities. When students understand why something is important, they are more motivated to engage in the activity and more willing to set higher goals for themselves. By understanding how readers' workshop fits into the RWCT framework, the application of readers' workshop to content area studies becomes more apparent.

PART V APPLYING THE READING PROCESS TO CONTENT AREAS

Isabel Beck and Jan Dole (1992) wrote "thinking well about social studies and science content is more than simply comprehending the material. Rather thinking well is a matter of having a disposition toward making sense out of textual material" (p. 18). They further add that "A third critical factor in thinking well and learning subject matter text is a disposition to engage in the materials" (p. 19). (It is not enough to give our students textbooks and check for comprehension, we must establish an environment that permits students to engage in higher order thinking.)

An example of how thoughtless reading can become emphasizes the point. In the early 1970s in the United States, a chief executive officer of a large company complained at a meeting that although all of his staff could read, very few of them could actually *read*. He explained. It seems the company spent millions of dollars every year bringing people together in meetings to explain what the company had already explained in memorandums to the employees. He told the following story:

> A memo was sent to all staff handling shipping and receiving from the various subsidiaries about handling some transactions differently on a predetermined date. In addition, imbedded in the last paragraph of the memo was a request for each person to sign and return a copy of the letter indicating that he or she had received and understood the memo. Approximately 40% of the staff signed and returned a copy. When a sampling of the 60% who did not sign were called and asked if they read the notice, they all said yes but did not "see" the signature part. In other words, they read but did not put into action what they had read. Those who returned the form did not offer more than a few words for why they did not put into practice what they read. Typical responses were "I don't know," "I forgot," or "I wasn't sure that was what I was supposed to do."

It was clear that these readers were not thinking while reading in ways that connected their reading to their work or practice. Their reading did not influence their prior beliefs or behavior. These readers did not consider reading a medium for change for how they thought or acted.

Alvermann, Dillon, and O'Brien (1987) described five uses for text in content area studies. They suggested that the use of text varies according to what students already know and understand about the content, the objectives of the lesson, the coherence of the text, and the kind of text it is. The five uses of content area text are as follows:

1. *Verification* is used to substantiate or disprove prior held beliefs or understandings. Text for verification may also help students understand the differences between directly stated versus inferred information.

2. *Indirect reference* allows students to compare and contrast new and old information. Text for indirect reference helps students who can recall information but who may not be sure of the implications of the material.

3. *Refocusing* keeps conversation focused on the learning objectives by using the text as the central guide for discussion, which is the way text is used most frequently. However, its overuse can stifle discussion and inhibit students' activation of their own knowledge.

4. *Paraphrasing* ideas presented in text can develop greater confidence in students when responding to difficult material. Paraphrasing should be used in conjunction with other text usage to prevent students from relying on the text entirely.

5. *Closed books* requires students to recall text information rather than referencing it directly during discussion. This use also should coincide with other uses so students will not read simply for recitation.

Alvermann et al. suggest one additional consideration. When discussion is focused on a topic that is counterintuitive to students' prior thinking, then the portion of the text that presents this content should be identified. If a section of content is considered especially critical or pertinent for discussion, that section of text should be identified so students can vary their attention and reading rate to accommodate better understanding of that portion of text.

Reading in Content Areas—A Science Lesson

One of the most difficult aspects of planning for student reading of content text is determining the purpose for reading a selected text and the most important outcomes we want from student reading. Often we let students guess what is most important or what the teacher expectations are. This works well for students who guess correctly and who are self-motivated or who already have an interest in the topic. For others, this approach leaves them confused, unsure, or unmotivated. The first task we have as teachers is to prepare or set the stage for students for reading text.

- Have a content-based purpose for reading the text.

- Present essential vocabulary that may be unfamiliar.

- Encourage student predictions about the content.

- Activate students' prior knowledge of related content.

- Stimulate content-related discussion.

- Consider the concepts required for understanding the objectives of the reading task and check to see if students have sufficient prior knowledge to understand these concepts.

- Generate discussion and questions that will facilitate thoughtful reading.

- Through discussion, make connections and develop relations between this content and previous content or life experience.

- Explain clearly expectations and learning objectives for the reading task.

As we have discussed in previous guidebooks, questioning plays a central role in the thinking process. The kinds of questions students are asked influence the kinds of thinking students engage in about content. Often, questioning is used only for assessment. It is much more useful if it is used to guide the thinking process. In *Reading and Learning in Content Areas* (Ryder & Graves, 1994), the authors offer a series of question categories to guide students' content reading. They suggest questions that accomplish the following:

1. Highlight lesson content. Use questions or guides to direct student attention to specific text-based information.

   Example:
   In science—be sure you understand the process of homeostasis.
   In art—be sure you understand the differences among color, hue, and color saturation.

2. Integrate lesson content with previously learned material. Questioning should lead students to connections between previous content and their new reading material.

   Example:
   In science—understand the effects of aging on homeostasis
   In art—understand why the various levels of saturation evoke different types of emotional reactions.

3. Structure higher level understanding. Provide questions that lead students toward applications of the information to novel situations or contexts.

Example:
In science—how can our knowledge of homeostasis help us understand the functioning of the circulatory system?
In art—what colors would you select for a police station waiting area?

4. Promote integration of students' experiences, values, cultural backgrounds, and knowledge with the new learning experience. Ask questions and guide discussion that encourages students to build their own understandings of the text out of an acknowledged set of understandings.

Example:
In science—how is homeostasis influenced by geographic region, environment, and culture and how does that relate to your life and life style?
In art—certain cultures use different levels of color saturation in their clothes. What are the traditional ancestral colors of this region?

When promoting content-based discussion and asking guiding questions, keep a few things in mind. First, the conversation should stay focused. The teacher's task is to understand the main objectives of the lesson and what student outcomes are sought. Conversation should center around the main objectives. However, teachers must listen to their students to understand what is behind their thinking rather than considering only what is in their own minds. Too much teacher control will inhibit student thinking and prevent their thinking from coalescing around a topic. Students should be encouraged to engage in speculative thinking. Second, discussion is intended to elicit multiple ideas and perspectives and should include as many students as possible, and connections between student ideas should be pointed out. Third, adequate time should be allowed for students' questions and responses.

Using the following text on geology, have participants read and prepare a lesson by applying the four components of readers' workshop: minilesson, reading, conferencing, and responding. First, read the text and determine the objective of this lesson: what they want their students to know and be able to do after they have read the text, not only now but 5 years from now. Divide participants into small groups, at random and without regard to grade or content area. Allow 30 minutes.

Folds

(From a U.S., eighth-grade science textbook.)

You have learned how rocks crumble and decompose when exposed to air and water. The products of this weathering are transported by streams and other agents of erosion. Eventually, the fragments and solutions that result from weathering of old rocks are deposited as sediments. If these layers of loose materials are later cemented together, they become sedimentary rocks.

The best evidence of crustal movements is to be found in sedimentary rocks. Sediments are almost always deposited in horizontal layers. As a result, sedimentary rocks should be found in horizontal beds, or strata. Yet, layers of sedimentary rocks are often found tilted far from the horizontal. What could happen to rock layers to produce a fold?

It seems obvious that the rocks must have moved in response to pressure. You can model this for yourself by pushing from both sides of a stack of paper. The paper will adjust to the pressure by bulging up into a fold. Similar results are achieved by using clay or other materials that make a more realistic model of rock layers. In clay models, breaks and fault movements are often seen among the folds. Such faults are commonly found in folded rock layers.

Over a large area of land the layers are often crumpled into a series of folds. The layers rise and fall, much like a series of waves. The upfold is called anticline; the downfold, a syncline. A step-like fold is called a monocline.

You may be wondering how it is possible for a brittle solid, such as rock, to fold. You know from your own experience that you cannot squeeze rocks and change their shape. You have read, however, that rocks below the surface become warmer with depth. They are subjected to enormous pressure from the weight of overlying rocks. Under these conditions solid rock may react plastically (like putty) to pressure. Most folding apparently occurs in sedimentary rocks that are not fully cemented. The entire process, however, by which various kinds of rocks fold is not clearly understood and much research remains to be done.

Geologists once believed that folding was caused entirely by horizontal pressure, or compression. Recent experiments have shown, however, that all kinds of folds may develop in layered material around the edges of a rising mass as it pushes upward. When masses of heated rock below the surface expand and push up, overlying rock layers may fold and slip to the sides. Similar features form when masses of salt are

pushed up to form salt domes. Salt is a very light mineral. Under pressure at depths, a horizontal layer of salt may bulge and be forced up through the rocks like a bubble rising in water.

Many of the mountain ranges of the world are made up of tremendous thicknesses of sedimentary rock. In some mountains these rocks appear to have formed from a series of layers of sediments as much as 9 to 10 kilometers thick. Careful study of these rocks shows that the sediments must have been laid down in a large trough. Apparently, the bottom of the trough sank slowly at a rate of about 200 to 300 meters each million years. In most places, the water in the trough appears to have been less than 300 meters deep. Such troughs may be hundreds of kilometers long and tens of kilometers in width. The San Joaquin Valley (The Great Valley of California) is a modern example of such a trough. Such slowly sinking troughs are called geosynclines. Smaller folds are developed in the layers of a geosyncline as it sinks, dragging the rocks downward into the trough.

Once the small groups have developed their plans, have some of them share their lesson plans. The plans should include each of the four components. If not, ask the group to consider how they might incorporate any missing components. After sharing, present the following sample lesson using the "Folds" text.

Sample Lesson

As lesson objectives, students should know the following:

- what sedimentary rock is and how it changes shape,

- how pressure and heat cause rock to change shape to form different land masses, and

- how sedimentary layers are formed.

Minilesson

Share with the class the vocabulary words they will need to know to understand the text. This is often a difficult choice. Some teachers are inclined to choose the most difficult words or those specific to the content area—the technical terms. These words may in fact not be important to know at all. In the "Folds" passage, the vocabulary words most useful for the students to know before reading are

folds   layers   trough   crustal movement   pressure

This selection of vocabulary words may seem surprising, but three thoughts have guided the decision process. First, consider what we want students to remember about this lesson 5 years from now. What knowledge is most relevant to them? Second, select words that are foundations for the important concepts we wish to develop. Third, examine the text and determine which terms are clearly defined within the text. In the "Folds" text some might select sedimentary, anticline, syncline, monocline, and geosyncline. Yet, all these terms are clearly defined within the text. Further, these words are technical terms use by geologists. They are not terms people typically use to communicate their understanding about geology. For those who wish to become geologists, these terms are important, but will become part of their vocabulary later. For eighth graders, they are tangential only to long-term understanding.

Begin the minilesson by sharing with students photographs of various kinds of land formations: mountains, canyons, fault lines, or other large geological formations. Center discussion on how these land masses were formed. Review and discuss what students have learned already about this, and ask them to consider how the land formations represented in the text might have come to look as they do.

Encourage students to generate questions of their own before they begin reading. These questions and the identified and defined vocabulary words should be put on the board or chart paper. The groups should now begin reading the text.

Reading Conferencing

For this lesson, conferencing is handled differently from what is typical of readers' workshop. First, have students form small groups of four or five. As they read independently, move from group to group checking for understanding. Ask students in each group if they are having any difficulties with the text or if they have questions. One or more students might read a paragraph aloud to the group. The teacher should also begin to build on the model of crustal movement by asking about other ways the earth's motion causes land formations. Encourage students to think about various models that they could create to represent the formations discussed in the text. Since this kind of conferencing takes time and the text is short, students in the other groups should be instructed to begin responding to the text within their groups as soon as they are done reading.

Responding

Having been instructed how to proceed before they began reading, the groups should first discuss their thoughts and speculations before they read and how they coincided with the text or were contradicted by the text. They then should work together to develop a model on paper, which would demonstrate formation of one the geological structures described in the text. Encourage the students to respond in their content journal by writing responses to the lesson's objectives (provided at the beginning of the class) using the vocabulary terms identified. Responding in the content journal would end this lesson unless the results indicate confusion or misunderstanding. Reader responses can be extremely informative about student understandings. If confusion or misunderstanding exists or persists, then further discussion is warranted.

Reading in Content Areas—A Math Lesson

Many math teachers have the notion that computational practice and drill is the heart of math instruction. If students can compute, they know what they need to know in math. But many mathematicians are now declaring that computation, like knowing how to read, is only the beginning of the math process. Mathematics teachers are starting to see greater value in presenting students with complex mathematical problems, which are relevant to their lives and which solve real problems in concrete ways. They are also declaring that to know mathematics is to understand relationships between various mathematics concepts rather than merely being able to compute. Mathematics is viewed by many as a more useful language tool when students are given time to use it meaningfully, to share it with others, and when they make mistakes to explore their mistakes, and to understand the consequences in real world examples. Teacher and author Regie Routman (1991) suggests the following:

> ... mathematics needs to become relevant to children's lives by counting and manipulating real objects, measuring, estimating, graphing, classifying, and problem solving across the curriculum. Cooperative learning groups, teacher demonstrations, child-initiated problem solving, risk taking, and written and oral sharing need to be as much a part of the math curriculum as they are a part of the total language program. (p. 289)

Considering the reading process as a viable instructional model for mathematics class requires broadening our understanding of what we hope students will learn and be able to do as a result of their mathematical education. The United States National Council of Teachers of Mathematics (NCTM) has proposed a series of standards for mathematics instruction based on some reconsideration of what mathematics is and how it should be conceptualized in the classroom. They offer several recommendations:

Mathematics Is More Than a Collection of Concepts and Skills

The National Council of Teachers of Mathematics recommends new goals for all students:

To learn to

- value mathematics,

- communicate mathematically, and

- reason mathematically.

To become

- confident in their ability to do mathematics, and

- mathematical problem solvers.

They propose that mathematical experiences should foster

- the disposition to do mathematics,

- the confidence to learn mathematics independently,

- the development and application of mathematical language and symbolism,

- a view of mathematics as a study of patterns and relationships, and

- perspectives on the nature of mathematics through a historical and cultural approach.

They propose that mathematical tasks should

- integrate mathematical thinking with mathematical concepts or skills,

- capture students' curiosity,

- invite students to speculate and pursue their hunches, and

- test skill development in the context of problem solving.

NCTM also proposes consideration of four basic assumptions about teaching mathematics:

1. The goal of teaching mathematics is to help all students develop mathematical power.

2. *What* students learn is fundamentally connected with *how* they learn it.

3. All students can learn to think mathematically.

4. Teaching is a complex practice and hence not reducible to recipes or prescriptions.

Finally, they describe a revised computational model, which requires major shifts in thinking about mathematics and teaching. These major shifts promote

- classrooms as mathematical communities,

- logical and mathematical evidence as verification,

- mathematical reasoning,

- conjecturing, inventing, and problem solving, and

- connecting mathematics, its ideas, and its applications.

The following example of a Grades 1–6 math activity demonstrates how mathematics can be connected to real life experiences. While it is not a reading activity per se, the activity can be used easily as a reflective activity, following reading or a discussion about geometry or serve as an evocation activity prior to reading text about shapes, geometry, theorems, or Phythagoras. The activity also provides an example of how we can turn students from passive learners into researchers, investigators, and explorers, and into thoughtful readers with serious questions, looking for serious answers.

Geometry Walk

(From Nelson, G., & Ockenga, E. (1998). *Democratic practices in math in elementary school*. Bratislava, Slovakia: Orava Foundation for Democratic Education.)

Showing the relevance of a mathematical topic to real life can often motivate students and provide opportunities for applications. The study of geometry is a good example. Teachers have often used objects in the classroom to illustrate geometric terms and ideas. This can be extended by taking a geometry walk outside the classroom.

To promote greater awareness of geometry in the real world, encourage students to note that (1) an object's function or use may determine its shape, (2) aesthetics or appearance may determine its shape, and (3) the vocabulary of geometry may be helpful in describing shapes and spatial relationships. A projector screen, for example, is rectangular because the images displayed on it are generally rectangular, and a circular screen might be harder to roll up. A painting or sculpture may

emphasize a shape or use a combination of shapes, because the result is pleasing to behold. Furniture and buildings may be shaped by both function and aesthetics.

To prepare for a Geometry Walk, explore your school's neighborhood, note questions that will help direct students' attention to the large role that geometry plays in their lives, sketch a map of your planned walk, and mark on it where you will ask certain questions. Following are a few sample questions that you might ask students (with possible responses). Certainly, the level of the questions and the responses will vary depending upon your students' previous experiences.

Functional Shape:
1. *Why is each opening in the bicycle rack a long, narrow rectangle?*
   "So the wheel will fit right in."
   "To keep the wheel and bicycle from falling over."
   "If the openings were triangles, you couldn't fit as many bikes in."
2. *Why is a bicycle wheel shaped like a circle instead of a square?*
   "So it's easier to pedal."
   "It makes the ride a lot smoother."
   Pretend that you're riding a bicycle with square wheels. Show me how you would look.
3. *Why is that factory's smokestack cylindrical?*
   "Because you get a big smokehole with few bricks."

Aesthetic Shape:
1. *Notice the differences between the shapes found in that older building and the shapes found in this newer building. Which building looks more attractive to you?*
   "The older one. I like all those perpendicular line segments; it looks more solid."
   Which building would you prefer to draw?
   "The newer one, because all those triangles make it more interesting."
2. *Do you like the shape of that blue car parked over there?*
   "No, it's too boxy-looking."
   How would you redesign its shape to look better?
   "I'd make it lower in front and kind of slope it back more to make it look faster."

3. *Many of the office signs we've seen are rectangular, but this one is elliptical or oval-shaped. Why do you suppose the dentist chose this shape for her sign?*
"It catches your eye because it's different."
"Maybe it helps take your mind off your toothache."

Geometric Vocabulary:
1. *What kind of an angle is formed between this supporting wire and this pole?*
"An acute angle."
2. *From here I see a fairly large sign shaped like a regular octagon. What color is it?*
"It's the red stop sign at the corner."

Back in the classroom, discuss some of the examples of geometry that the class saw and provide follow-up activities.
1. Have students write in their journals or write letters to each other about the experience and what they saw and learned.
2. Have students read and discuss books related to shapes, which could range from young children's books about shapes to stories about Pythagoras or books about castle building in the Middle Ages.
3. Have each student draw the outline of a shape he or she observed on the walk. These can be shared and others can try to recall the same or a similar shape.
4. Have groups of students think of an object with a certain shape and how that shape affects the object's performance. Students can sketch the shape, its cross-section, or one or more of its faces, and then identify the object and and how the shape affects its usefulness. The shapes can be posted, and students can suggest other objects for which that shape would be well-suited. For instance, an acute isosceles triangle could represent not only the cross-section of a funnel, but also the outline of a windshield scraper, the head of a rake, or the top of a bicycle seat.
5. Students might also design a new and different fingernail file, doorknob, or telephone. They may come up with some function–shape relationships that already have been found to be useful—the triangle for rigidity, the circle for rolling and rotating, and the rectangle for tessellating or covering a flat surface.

6. Ask students to sketch a design for a piece of sculpture, furniture, or jewelry. Individual tastes can provide a variety of original creations that can be shared with the whole class.
7. Display several bottles with different shapes and ask students which shapes they prefer. Consider that if the bottles had the same capacity, why they would be shaped differently.
8. Have pairs of students go on a hunt. Provide a list of geometric terms and ask them to find examples of those terms at school or at home. A circle, for example, would be seen in the face of a clock.

PART VI QUESTIONING THE AUTHOR

Explain that a section of a zoology text will be read in order to model a reading strategy known as Questioning the Author (QtA) (Beck, McKeown, & Kucan, 1997). The reading will be done individually and group discussion will follow. As with previous strategy introductions, participants will first experience the strategy then it will be deconstructed for discussion.

Text Introduction

Inform the group that the title of the text is "Leafy Sea Dragons" by Paul Groves, and the section to be read is an excerpt from the full text. Explain that the subject of the text are sea creatures who are "masters of camouflage" and "fierce predators—and one of the few species in which the male becomes pregnant" (p. 85). Ask participants to turn to a partner and share what they think this article might be about, suggesting a bit of speculation about the "creature's" appearance, habitat, and diet. Allow 2 or 3 minutes for this.

Hand out the text or ask participants to turn to the appropriate page in this guidebook. Explain to the group that they will be reading the text in stages, which are marked with stopping points, and they should stop when they reach each stop indicator.

Explain the following:
1. Texts are written by imperfect people so texts are not perfect either. Issues may be unclear, or essential concepts omitted or not stated. Readers must question the author. Remind students of what happens in writer's workshop (Calkins, 1986; Graves, 1982; Temple, Nathan, Burris, & Temple, 1992). When classmates share their writing in writer's workshop, sometimes they do not tell enough about an idea, experience, or concept, or they describe something inaccurately. In writer's workshop we question the author to understand the writing better and make the writing clearer. In a QtA session, students also question the author but, since the author is not present in the classroom, the class will have to answer for the author.
2. Introduce the topic. It is important to build context for the reading. Always begin with an evocation activity to build anticipation, activate students' prior knowledge, and create interest through predictions.

Read the text to the first stop.

Leafy Sea Dragons

Paul Groves

The water is clear, calm, and dark. As I drop off the rear of the boat with my fellow divers into the icy water, a chill runs up my spine— from both the cold and my growing sense of anticipation. We are night diving in the Southern Ocean off the southwest coast of Australia, in search of creatures that sound almost mythical. We are hunting for dragons—more precisely, leafy sea dragons. And for our breeding program at Underwater World Perth, we want to catch a male—a pregnant male.

The leafy sea dragon (*Phycodurus eques*) and its more common cousin, the weedy sea dragon (*Phyllopteryx taeniolatus*), are the only sea dragons in the world. Along with sea horses and pipefish, they are members of the family *Syngnathidae*, fish characterized by a hard external skeleton arranged as a series of rings around the animal's body and a long tubular snout with no teeth. Sea dragons are distinctive in that frond-like appendages branch out from their armor-plated bodies. As befits their names, the leafy sea dragons' appendages are broader and flatter than the more stringy ones of the weedy dragons. Both creatures are endemic to the southern Australian coastline. The waters off the islands of the Archipelago of the Recherché where we are diving are a favorite haunt for sea dragons. These huge, sparsely vegetated granite islands are a refuge for an amazing array of exotic animals, some of them found nowhere else in the world. Beneath the waves, the vertical granite faces plunge for hundreds of meters into the inky depths.

Stop 1

At this point begin a discussion with the group about the article. It should take the shape of a question and answer session with the author. As indicated earlier, since the author is not present, the class will serve as the author and any student can ask a question. It is helpful to model some questions but also ask the readers what questions they have for the author so far.

Ask: What is the author saying so far?

The author seems to be on a mission, did he state clearly what he was up to and why?

Does the author clearly state why he wants to catch a pregnant male?

The author shared with us his feelings about starting this adventure. Can you relate to his excitement? Why do you suppose he felt as he did?

Any other questions for the author? Anything unclear? Anything left out?

One question you may have is why search at night?

Continue reading to the next stop.

As I continue my descent, a shoal of prehistoric-looking boarfish, each about half a meter long, drift by as if in some sort of trance. At 15 meters down (about 50 feet), my torchlight picks up an algae-encrusted rock. Near the kelp and sargassum algae on the rock, I turn to shine my beam back into the open water. Nothing—all is still and quiet. I'm relieved: great white sharks make their home in these waters as well.

Once I point the light back onto the rocks, I quickly forget about the danger that may be lurking and concentrate on my search. It is much easier to locate sea dragons, masters of camouflage, at night in the narrow focus of a torchlight than during the day, when the abundance of marine life is distracting. After several minutes of searching, I spot a sea dragon. Once my heart returns to normal, I realize with dismay that the creature is only a weedy sea dragon.

After being submerged for an hour in the dark at 15 degrees Celsius (59 degrees Fahrenheit), my extremities are starting to go numb, and I am all but ready to give up. I decide to take one last look over a boulder ahead of me before returning to the surface for a nice hot shower. As I glide over the boulder, I suddenly spy what I came for: an adult male leafy sea dragon, roughly the size of a dinner plate, with a brood of eggs.

Stop 2

Begin the inquiry again by asking the groups if they have any questions for the author, or if there is anything unclear or incomplete. It may be helpful to continue modeling questions. Allow participants time to think and respond to the following questions and ask any others they wish.

The author seems to assume we know the geography of Australia pretty well. I don't, so where is the Archipelago of the Recherché?

Now that I understand that the author might get eaten by a great white shark, I am curious about exactly where he is.

What did the author mean about it being easier to search at night with his light than during the day? Does it make sense?

Read to the third stop.

Sea dragons and their relatives in the *Syngnathidae* family are unique in the fish world in that the male carries and hatches the eggs on the outside of its body. The eggs on the male I found were well developed, at least 3 weeks old, fixed firmly into cuplike indentations on the underside of its tail and covered in algae. Scientists believe that this type of breeding behavior evolved to hide the eggs from would-be predators.

Fortunately, this male dragon was in a relatively shallow 5 meters of water. If it had been any deeper, we would have had to bring it up to the surface slowly, giving the creature time to adjust to the decreasing pressure. This decompression process can put so much stress on a dragon that its eggs will be lost.

With the dragon safely on shore, we rushed home. After a 2-hour, specially chartered flight, we arrived at the quarantine facility at Underwater World Perth, the only aquarium in Australia that exhibits these amazing animals. Here we took all the usual precautions to prevent the dragon from becoming stressed. Even sudden changes in light can be fatal to a leafy. After a day, we placed in the tank some mysid shrimp, each only a few millimeters in length, and the dragon started feeding almost straightaway. Sea dragons mimic drifting seaweed so that they can ambush they mysid prey. They strike at mysids by quickly expanding a joint on the lower part of their snout, causing a suction force that draws the shrimp in.

After a week at the aquarium, the algae-encrusted eggs on the tail of the captured male began to hatch. First a small tail protruded from an egg, wriggling and squirming. A few twitches more and our first baby sea dragon appeared—a miniature replica of its parent. At birth, leafy sea dragons are around 20 millimeters (0.8 inch) long; when they reach maturity, between 12 and 18 months old, they can attain a length of 50 centimeters (nearly 20 inches). It took 10 days for all of the 210 eggs to hatch; in the wild, this feature would serve to distribute the newborn dragons over a wider area, offering them a better chance of finding food without having to compete with their siblings.

Stop 3

Again ask if there are any questions for the author.

Does the author explain why the dragon has such difficulty decompressing?

Does the author say enough about decompressing or does he assume too much?

Is the author assuming we know something about life underwater?

Does the author explain fully why the eggs are hatched over 10 days? Could there by another explanation such as protection from predators?

The group should try to answer or speculate about the questions or find in the text where the author has answered the question. Then, read to the end of the text.

Unfortunately, we lost 10 of the tiny newborns to a filter intake in the tank, but the rest survived and seemed to thrive in their new home. After several weeks, though, we found there was no way we could supply enough mysids to continue feeding all 200 dragons, so we arranged to return most to the spot where we found their father. Chances of survival in the wild for these dragons would be much greater than for most—the first few weeks of a sea dragon's life are particularly perilous, as young dragons are common prey to other fish. Our infant dragons were much larger and less fragile than when they were first born. Indeed, the biggest threat to them now would most likely be storms washing them ashore. Typically, leafy sea dragons live about 5 to 7 years.

Our goal for the breeding program at Underwater World is to be able to maintain our own population of leafys without harvesting from the wild. When feasible, we plan to return young hatched in captivity to the wild (to date, we have been able to do this twice). And of course, we would like to learn more about these beautiful and unusual creatures—about their entire reproductive cycle, for instance, as well as about their biology in general. Should the numbers of wild sea dragons begin to fall, perhaps we will be able to help repopulate the area.

Underwater World Perth helped to set up the Western Australian branch of Dragon Search, a joint program of various government departments and community groups throughout Australia. Initially, the goal of Dragon Search was to monitor wild populations of leafy sea dragons, but now it monitors sea horses and pipefish as well. As part of an ongoing preservation effort, we hope to learn more about these animals—where they live and how large the populations are—by compiling reports from divers, fishers, and beachcombers who find the creatures washed ashore. There is still much to learn about these magnificent animals, and we have only just begun.

Stop

Again ask if there are any questions for the authors, for example

What is the author trying to say to us in this section?

Why do you think the author ended the text the way he did?

What was he wanting us to think about and understand?

Other readings on this topic:

Dragons of the deep, Paul Zahl, *National Geographic, 153*(6), 838–845, June 1978.

Analysis of QtA and This Lesson

Now go back and deconstruct the lesson. What happened first? How did the lesson proceed? Ask the group to describe their experience going through the text and discussion. If the group does not, then mention how the structure of the inquiry is based on the RWCT thinking and learning framework. The three phases are evident. Discussion of the text begins with an evocation activity derived from the title and a summary statement about the topic. Realization of meaning is accomplished through the guided reading process. Reflection is accomplished with the closing questions to the author and the list of other resources for further study. Ask the group to respond to the lesson, thinking about their experience, their reading, and the ensuing discussions.

Source of QtA and Rationale

Isabel Beck and her colleagues concluded, after a decade of research, that content area textbooks often fail to live up to the purpose of helping students understand their subject matter. Sometimes the presentations are unclear, sometimes they lack adequate examples, and sometimes they assume that students have necessary background knowledge about the topic that they do not have. All too often, however, students conclude that their lack of knowledge is their own fault. Beck, McKeown, Hamilton, & Kucan (1997) developed a discussion strategy that, first, calls students' attention to the gaps and general need for clarification of texts, and second, leads them to question the texts in ways that result in deeper understanding.

Questioning the Author is similar to other guided reading approaches described earlier. What distinguishes this approach is that it directs the reader to consider the author throughout the reading. The intention is to engage the reader in an ongoing discussion with the author that takes two forms. One form is the actual reading. QtA encourages readers to see the reading process as a dialogue or conversation with the author or authors. The ensuing group discussion, the second form of dialogue with the author, is, then, an extension of the conversation begun during reading. By connecting readers with the author, several outcomes occur. First, reading as a social act becomes apparent; it becomes a means of connecting reader and author through text. Second, because it is social, reading becomes more personal. The reader is placed inside the

conversation as a participant in the discussion. Third, the reader, by being part of the conversation, cannot remain a passive onlooker but is actively engaged in a dynamic process. Fourth, the reader builds stronger connections between reading and writing and comes to understand the processes involved in using both tools for learning. Finally, the content comes alive as the reading experience comes alive. This enhances not just recall but genuine understanding of the messages of the text.

The Role of the Teacher in QtA

Earlier research by Beck, McKeown, and Gromoll (1989) suggested that the kinds of tasks teachers set and the kinds of questions they ask have a strong influence on how students approach the cognitive activity of comprehension. This influence can lead students in productive directions, or it can lead them toward passive and inefficient practices.

In QtA, the teacher is knowledgeable about what comprehension is and how it should be approached. The teacher understands that comprehension requires activity on the part of the students, so the teacher conducts discussions that require students to think and construct meaning. The teacher understands the difference between important ideas and details, so in the words of McKeown, Beck, and Sandora, teachers

> …ask questions that focus…on meaning rather than on locating text information; for example, asking, "What did Tony mean when he said that to his brother?" rather than simply "What did Tony say to his brother?" (1996, p. 114)

Preparing for a QtA Lesson

To prepare for QtA, the teacher should select a text that will sustain questioning for 20 to 30 minutes. Then the teacher should

1. Read the text in advance and identify areas of potential confusion and primary understandings that the students should develop through this text.
2. Plan stopping points in the text appropriate to the content that lend to understanding of the important ideas and inferences in the passage.
3. Develop probing questions to ask at each stopping point to use if students do not initiate the conversation with another.

Sample Queries for QtA

Initiating Queries:

What is the author trying to say here?

What is the author's message?

What is the author talking about?

Follow-up Queries

What does the author mean right here?

Did the author explain that clearly?

Does that make sense with what the author told us before?

How does that connect with what the author has told us here?

But does the author tell us why?

Why do you think the author tells us that now?

Narrative Queries

How do you think things look for the character now?

How does the author let you know that something has changed?

How has the author settled that?

Given what the author has already told us about this character, what do you think (the character) is up to? (Beck et al., 1997)

Literature Circles

Literature Circles (Short & Kaufman, 1995), Grand Conversations (Eeds & Wells, 1989), and Book Clubs (Raphael, Goatley, McMahon, & Woodman, 1995) are all terms for literary discussions in which students' curiosity about the text is allowed to play a directing role.

Typically, students in such discussions have read the same work, and that work may be a short text they have already read or heard, or it may be a longer work that is discussed while students are still in the middle of it. The choice of texts for Literature Circles is critical, since not all

works are equally successful in evoking interested responses. Those that do often have a core mystery or element that invites more than one interpretation and a demonstrable connection to issues that matter to the students.

These discussion groups at first may be conducted with the whole class until students have grown familiar and comfortable with the procedure. Then they may be conducted in smaller groups of four or five students meeting simultaneously. Literature Circles may be conducted several times a week or less frequently. Early in the year, they may last no more than 20 minutes, but as students gain experience and confidence talking about literature, they may run for up to 40 minutes, not counting the time it takes to read the text. Everyone is free to offer comments and questions in Literature Circles, and students are reminded and encouraged to address their comments and questions to other students, and not always to the teacher.

Literature Circles are structured discussion groups. The structure comes from the various roles members of the group perform during the discussion. The role of the teacher in a Literature Circle is mainly to be a spirited participant. The roles of the students are numerous and can change with each discussion circle. Some of the various roles are presented below. Martinez (Temple, Martinez, Yokota, & Naylor, 1998) points to four roles teachers play.

Roles for Teachers

1. *The teacher is a model.* The teacher may venture her or his own questions or responses to get a discussion going. The teacher is careful to speak as one seeking insights, and not as a lecturer. The teacher's statements might begin, "I wonder about...."

2. *The teacher helps students learn new roles in a Literature Circle.* While all students know how to have conversations, they may need reminding of ways to participate in conversations in a classroom. These include rules such as these:

Sit in a circle so that everyone can see each other.

One person speaks at a time.

Listen to each other.

Stay on the topic.

3. *The teacher moves the conversation forward.* Without dominating the discussion, the teacher may invite other students to comment on something one student has said. The teacher may ask a student to clarify an idea. Or the teacher may pose an interesting open-ended question that she or he has thought about in advance (such "interpretative questions" were discussed in *Guidebooks II & IV*).

4. *The teacher supports literary learning.* Lecturing about literature is not an adequate substitute for having students think and talk about it; nonetheless, it helps if teachers supply students with concepts and terms they can use to give form to ideas they are trying to express or insights they are struggling to reach. A student may notice that there is a point in a story where tension is highest because the main question in the story is about to be answered. The teacher instructs that this is called a "climax." Researchers have noted that students' discussions go deeper when they have literary terms available to them (Hickman, 1979, 1981).

Roles for Students

When conducting cooperative learning activities, students can be assigned particular roles to play in a group. As individual students learn to play the roles of encourager, timekeeper, facilitator, recorder, and summarizer, they eventually learn all of the aspects of a good participant in a group and that good participants may play many roles at once.

Literature Circles function better when students have particular roles to play. Also, by performing designated roles, students exercise many tasks that are carried out by an effective reader and discussant of literature.

Harvey Daniels and his colleagues at National Louis University have developed the following roles that students may play in a literary discussion:

Quotation-Finder: This student's job is to pick a few special sections of the text that the group would like to hear read aloud.

Investigator: This student's job is to provide background information on any topic related to the text.

Travel-Tracer: This student's job is to keep track of their movements, when characters move from place to place in a text

Connector:	This student's job is to find connections between the text and the world outside.
Question Asker:	This student's job is to write (in advance of the discussion) questions for the group to talk about or questions he or she would like to discuss with the others.
Word Finder:	This student's job is to find interesting, puzzling, important, or new words to bring to the group's attention and discuss.
Checker:	This student's job is to help participants work well within the group: to stay on the topic, take turns, participate, and work within time limits.
Character Interpreter:	This student's job is to think carefully about the characters and to discuss what they are like with the other students.
Illustrator:	This student's job is to draw pictures of important characters, settings, or actions, so that the other students may discuss the pictures.
Recorder:	This student's job is to take brief notes on the main points raised in the discussion.
Reporter:	This student's job is to report on the group's discussion to the teacher or to the whole class.

Four suggestions will make the use of these roles more successful:

1. Teach each role to the whole class. Read or tell a story and introduce one of the roles, for example, the Connector. Call attention to a connection between something in the text and something in real life. Invite several students to do likewise. Over several days, introduce the roles in this way, before students use them in an extended discussion.

2. Encourage students to ask questions from their roles, rather than to tell what they know. For example, the Character Interpreter might invite the other students to construct a character map or a character web about a character, offering his own ideas only after the other students have shared their own.

3. Choose only the most useful roles for a particular discussion. Sometimes four or five roles is sufficient.

4. Rotate students through the roles. Each student should play many roles over the course of several discussions; the accumulated experience of playing many roles adds dimensions to each student's awareness of literature.

If time permits Literature Circles can be experienced in combination with Jigsaw (see *Guidebook V*) by using the text of a Romanian folktale "Tailypo" (Appendix B). Begin by forming groups of 5 or 6 as you normally would in Jigsaw. However, the number of groups is determined by identifying 5 or 6 roles readers will play in the discussion groupings. Once everyone has their role assignments, they should read the text in their home group. After everyone has read the folktale, have them leave their home groups to form their role-specific groups. Each role group then discusses, given the text, how they will play their role in their home groups. Once all role groups have finished planning, everyone should return to their home group to participate in the Literature Circle. This is just one way to set up literature circles; there are a number of other ways to implement Literature Circles.

PART VII PLANNING FOR IMPLEMENTATION

PART VIII PLANNING FOR YEAR 2

Planning for Implementation

Application

    This part of the course provides opportunity for practical application of readers' workshop processes to participants' specific content area. Every participant should have a text from the content area he or she is presently teaching.

    First, divide the whole group by disciplines into groups of no more than four participants. Separate teachers into elementary school and secondary school groups as well. Lower elementary school teachers may decide what groups they would like to form; for example, content area of grade level groups. With everyone in small groups, ask participants to select a short section of text from one to the textbooks for the purpose of developing a lesson according to readers' workshop procedures.

Lesson Development

1. Develop a minilesson to prepare students for reading. Develop a series of questions to be asked to set the stage or raise awareness of issues that may have bearing on the content.
2. Identify the text students will read as part of the lesson, and explain what they should know and be able to do after the lesson. Also, describe some of the connections students will make between this text and previous course-related knowledge and experiences.
3. Describe how conferencing would be conducted while the students are reading. State the goals of conferencing for this lesson, if they are particular to this lesson, and whether to plan individual or group conferencing.
4. Describe the kinds of responding activities students would engage in. Encourage the use of all forms of responding such as dialogue journals or content learning logs, literacy letters, book talks, sharing reading within groups, or other response activities.

    Allow adequate time for the small groups to fully describe their plans. Encourage creativity. It is their curricular area so they should build from what they know and understand about their content and what they

believe to be most important for students to know and be able to do after the lesson and for the future. Allow approximately 20 to 30 minutes.

After the groups have completed their lesson plans, have several or all groups share their plans with the whole group. After each group shares their plans, the whole group should respond. Responses to the plans should also seek clarity. The plans should include all four elements of the readers' workshop process.

When the sharing is finished, presenters will have a good idea of how well the various content area teachers have managed to incorporate the reading process into their content area. Ask what problems the groups think they may encounter with implementation and what obstacles they may have to overcome.

Planning for Year 2

This has been the final course of Year 1. Planning has been underway for Year 2, and much discussion should have already taken place about Year 2 activities and expectations. Allow time at this point for discussion of Year 2 plans if needed. Participants who will be meeting before the Year 2 planning workshop will be discussing plans more tentatively. For those groups meeting after the Year 2 planning meeting, it will be possible to share more specifics about Year 2.

PART IX COURSE EVALUATION

Final Evaluation

At the conclusion of the workshop, set aside time for two kinds of evaluations: (1) a free write and (2) completion of an evaluation form.

Before beginning the evaluation process, review with participants the importance of evaluation, and explain that their responses are taken seriously and are an important part of the course. In this way, participants shape the future of the course so it will better address their needs and context.

Free Write

Distribute paper to the participants. Ask them to write for 10 minutes about the workshop they completed. Write on the chalkboard or transparency:

What is in your mind right now about the workshop you just completed?

Evaluation Form

Distribute the Evaluation Form on the next page and ask the participants to complete it.

Evaluation Form

Name of workshop: _____

Date and place: _____

Questions:
What in the workshop was most valuable to you?

To what extent did this workshop meet your expectations?

       1   2   3   4   5

very little   met all expectations

What would have made this workshop more meaningful?

What will change in your teaching as a result of this workshop?

What was your overall impression of this workshop?

       1   2   3   4   5

little value   great value

Please suggest topics you would like to see in future workshops.

Please make any general comments on the workshop.

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APPENDIX A

Reading, Writing, and Thinking

(From Atwell, N. (1991). *Side by side: Essays on teaching to learn.* Portsmouth, NH: Heinemann.)

Section 1

One morning in June in the midst of the rush and chaos of a junior high homeroom, I glanced up from the mess of forms and memos that land on a homeroom teacher's desk to see Kelli standing silently before me. Kelli is one of those kids who usually smiles, but today her face was a stone. Before I could speak, she reached into her pocket, pulled out a wad of folded paper, and held it out to me. She whispered, "Would you read this ? It's about *him*." I looked at her face a second longer, then unfolded and smoothed the page. When I looked up again, she was gone. But I knew now who *he* was and why Kelli wasn't smiling today.

The evening news programs had been filled with the bad news. A children's poet—whose books my students treasured, whose tricks they borrowed for poems of their own, whose annual readings at our school brought down the house—had been indicted on charges of child abuse. Of all my eighth graders, Kelli had been the most fanatical in her admiration. She had learned from him how to read poetry and how to write it. Now, worse than ever before, she was betrayed by an adult. Kelli's note to me was a poem, her response to yesterday's bad news.

Footsteps To Follow

What happened to all the Lone Rangers,
The heroes on their white stallions,
The knights in white armor who
Fought for our honor?
Where have all the good guys gone?
Whose footsteps are we to follow in now?
Whose shoes are we to fill?
Mine is the voice of the generation—
The voice of a thousand.
Do you hear our unanswered questions?
Are you so deaf that you cannot hear?

So what happened to you, Lone Ranger?
Each time you don't answer, a little
Part of us dies.

There is no neat or easy resolution here. Kelli knew that her questions would not be answered because she knows there is no answer. Asking the question is enough. Finding language that gives shape to her anger and uncertainty—imagining the metaphor that serves as a prism for her to explore her feelings—is more than enough. Kelli used writing to discover what she thinks about a subject that matters. For her, thinking and writing are inseparable. Both are essential to how she lives her life.

We need to know about language processes, about the wonderfully diverse, complicated, and idiosyncratic things that writers and readers actually do when they use language to make meaning. Second, we need to know the individual writers and readers in our classrooms. We need to know how to observe their experiences as learners and make sense of what we see in ways that will move a learner forward. We cannot know these things if our only perspective on students is through a tunnel of textbooks, workbooks, work sheets, and software.

People think about something. They think hardest and best when it is something that matters to them. In school, kids think in breathtaking ways when they have an investment—when there is something at stake—in what they are being asked to do and when what they are being asked to do makes sense. They do not acquire and transfer bits of grammatical trivia to their genuine writing and speaking occasions.

People learn in meaningful contexts. In the mother tongue and literature classrooms, students become thoughtful readers, writers, and speakers when they engage in tasks that are useful, interesting, complex, and significant. That is a tall order, one we are beginning to be able to fill, thanks to the work of an ever expanding group of teachers and researchers, and theorists—Glenda Bissex, Toby Fulwiler, Mary Ellen Giacobbe, Dixie Goswami, Donald Graves, Jane Hansen, Jerry Harste, Don Holdaway, Donald Murray, Thomas Newkirk, and Frank Smith. In the face of data that show teachers out talk kids by a ratio of 3 to 1 (Goodland 1984), this new body of work focuses on what happens when teachers turn over class time to students' writing, reading, and talk. In the face of data that show that instruction that invites open response—in other words, critical thinking—makes up less than 1 percent of our teaching (Goodland 1984), their work describes student-teacher conferences

in which students think aloud about their intentions, plans, and processes. In this other kind of classroom, students of all ages, kindergarten through college, can make astonishing cognitive leaps. Here, Donald Murray (1982) says, students have "the terrible freedom" to think and to act. Teachers have a terrible freedom, too: to stop teaching programs and start responding to what our kids are actually thinking and doing.

Section 2

No prescribed program could have elicited Kelli's poem "Footsteps to Follow." The occasion, form, voice, tensions, and metaphors are Kelli's own. As an English teacher, it took me a very long time to learn this. It took me an even longer time to discover and organize the elements that would re-create my classroom as a place where students could use language to think. This special place is a reading and writing workshop, and its central elements are time, choice, and response (Giacobbe 1986).

Kelli and her classmates had time every day to read and write in school. Their reading and writing replaced listening to me talk about reading and writing as the most important activities in the classroom. We know that fluent readers and effective writers are people who have practiced these skills in genuine situations. When we make time for these activities, we create the possibility that all of our students will read with understanding and appreciation and write with clarity and grace.

Kelli and her classmates made choices. They developed their own subjects for writing, their own purposes and audiences, and set their own pace. They selected their own books and read at their own pace. They made a personal investment every day in what they were writing and reading, and because they cared, they worked and thought hard.

Finally, Kelli and her classmates had opportunities for response before and while they read and wrote, not merely at the end, when it was too late for my advice to do them much good. I responded to them and they to each other in conferences: brief, frequent dialogues with writers and readers about what they have done and what they might do next.

Over the course of the school year these eighth graders finished an average of 20 pieces of writing representing many genres: poetry, editorials, short fiction, reviews, correspondence of all kinds, parodies, novels, computer programs, scripts, children's books, feature articles, time capsule lists, contest entries, original research, petitions, announcements, résumés, interviews, and eulogies. They read an average of 35 books

representing many authors: C.S. Lewis, J.D. Salinger, L.M. Montgomery, and S.E. Hinton; Robert Frost, Louis L'Amour, Robert Lipsyte, Susan Beth Pfeffer, Cynthia Voigt, Anne Tyler, Ursula K. LeGuin, Farley Mowat, and Jack London.

Student's thinking was at the heart of all of it. Any act of genuine authorship or genuine reading or genuine conversation is interwoven with and inseparable from genuine thought. In James Britton's phrase, language is nothing less than "exposed edge of thought." Recently I returned to my students' work to try to uncover how they think critically as readers and writers, to look at what shows up when kids are expected, and helped, to think for themselves in their English classes.

Students who are asked to read, write, and think about reading and writing go inside books where they actively engage, analyzing and evaluating rather than summarizing plot. Donald Murray has said that in a writing workshop we are really teaching our students to be readers. Writers in the workshop are probably the most critical of all readers, both of their own and other's emerging texts. The reverse also holds true. In reading workshop, I am teaching students to be writers. I hope that they will go beyond plot, stop letting stories happen to them, and start making decisions about what is and isn't working in pieces of their reading, this other kind of emerging text.

We are learning that across the disciplines, creative thinkers are less problem solvers than problem finders. I think that this should be our universal goal as teachers of English: to help our students, as writers and readers, find the problems that matter to them; to stop postponing the complex, interesting stuff in the name of "giving kids the basics" or "providing a foundation" and acknowledge that we learn the basics in pursuit of the interesting stuff.

APPENDIX B

Tailypo

(Adapted by Bucksnort Trout [1944] from "Tailypo," in B.A. Botkin (Ed.), *A Treasury of American Folklore* [pp. 679–680]. New York: Crown. Originally collected in rural Kentucky, USA, in the 1930s.)

Traditional

Once upon a time, way down in the big woods, there lived a man all by himself. His house didn't have but one room in it, and that room was his parlor, his sitting room, his dining room, and his kitchen, too. In one end of the room was a great, big, open fireplace, and that's where the man cooked and ate his supper. And one night after he had cooked and ate his supper, there crept in through the cracks of the logs the most curious creature that you ever did see, and it had a great, big, long tail.

Just as soon as the man saw that varmint, he reached for his hatchet, and with one lick, he cut that thing's tail off. The creature crept out through the cracks of the logs and ran away, and the old man, fool that he was, took and cooked that tail, he did, and ate it. Then he went to bed, and after a while, he went to sleep.

He hadn't been to sleep very long, when he woke up, and heard something climbing up the side of his cabin. It sounded just like a cat, and he could hear it scratch, scratch, scratch, and by and by, he heard it say, "Tailypo, tailypo; all I want's my tailypo.[1]"

Now this man had three dogs: one was called Uno, and one was called Ino, and the other one was called Cumptico-Calico[2]. And when he heard that thing he called his dogs, h'yuh! h'yuh! h'yuh![3], and the dogs came boiling out from under the floor and they chased that thing way down in the big woods. And the man went back to bed and went to sleep.

---

[1]Tailypo is a play on the word "tail." Perhaps you can find similar variation in your language.
[2]The dogs' names can be substituted for an funny-sounding names.
[3]H'yuh! is a colloquial form of Here! by which the man is calling his dogs.

Well, along about midnight, he woke up and heard something right above his cabin door, trying to get in. He listened, and he could hear it scratch, scratch, scratch, and then he heard it say, "Tailypo, tailypo; all I want's my tailypo." And he sat up in bed and called his dogs, h'yuh! h'yuh! h'yuh!, and the dogs came busting around the corner of the house, and they caught up with the thing at the gate, and they just tore the whole fence down, trying to get at it. And that time, they chased it way down in the big swamp. And the man went back to bed and went to sleep again.

Along about morning he woke up, and he heard something down in the big swamp. He listened, and he heard it say, "You know, and I know; all I want's my tailypo." And that man sat up in bed and called his dogs, h'yuh! h'yuh! h'yuh!, and you know that time the dogs didn't come. That thing had carried them way off down in the big swamp, and killed them or lost them. And the man went back to bed, and went to sleep again.

Well, just before daylight, he woke up and he heard something in his room, and it sounded like a cat, climbing up the covers at the foot of his bed. He listened and he could hear it, scratch, scratch, scratch, and he looked over the foot of his bed and he saw two little pointed ears, and in a minute, he saw two big round fiery eyes looking at him. He wanted to call his dogs, but he was too scared to holler. That thing kept creeping up until by and by it was right on top of that man, and then it said in a low voice, "Tailypo, tailypo; all I want's my tailypo." And all at once that man got his voice and he said, "I ain't got your tailypo." And that thing said, "Yes you have," and it jumped on that man and scratched him all to pieces. And some folks say he got his tailypo.

Now there's nothing left of that man's cabin 'way down in the deep woods, except the chimney, and folks that live in the big valley say that when the moon shines bright and the wind blows down the valley you can hear something say, "Tailypo...," and then die away in the distance.

APPENDIX C

Sample Literacy Letter

Title _____

Author _____

Write a letter from the main character to a good friend describing some
of the most interesting events that happened to him or her.

                                                  _____

                                                  _____

                                                  _____

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Name _____

APPENDIX D

Book List Form

BOOKS I'VE READ
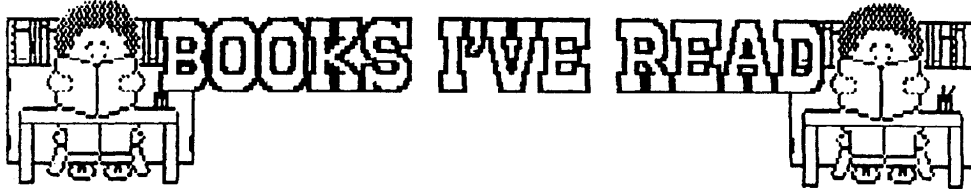
Name _____

Title/Author	Easy Medium Hard	Date Started	Date Finished

APPENDIX E

Reading Record Form

Reading Record for _____ Date_____

Name of Book	Date Started	Date Completed	Difficulty Level	Comment

APPENDIX F

Sample Reading Conference Notecard (5×8)

The teacher must develop a recording system for conferences that is easy to use and easily manageable in the classroom.

Conference Rules:
1. Two to four minutes in length.
2. Uninterrupted by other students.
3. Record kept of each conference.

Student's Name _____			
Date of Conference	Title of Book	Author	Comments or Observation

APPENDIX G

Student Conference Record for Reading

Date:_____

Student's Name:_____

What is the title of the book you are reading?

_____

Who is the author? _____

Have you read other books by this author? _____

Why did you choose this book? _____

Would you like to read another book by this same author? Why?

_____

Tell me something about the story.

_____

_____

What would you like to do when you finish this book? (Write a report, five an oral report to the class, write a letter to the author, or something else.)

_____

Teacher Response: _____

_____

APPENDIX H

Sample Reading Attitude Survey Grades 3–6*

Name _____ Date _____

1. How important is reading in your home? Check the following items found in your home.
   ❑ daily newspaper   ❑ atlas
   ❑ weekly magazine   ❑ almanac
   ❑ thesaurus   ❑ dictionary
   ❑ monthly magazine ❑ encyclopedia
   ❑ library books   ❑ family library
   ❑ your own personal library

2. How and when did you learn to read?
   _____
   _____

3. List the reasons why peope read.
   _____
   _____

4. What makes a good reader?
   _____
   _____

5. Check the types of book you like to read.
   ❑ myths and legends ❑ biographies
   ❑ historical fiction   ❑ poetry
   ❑ nonfiction   ❑ fairy tales
   ❑ folktales   ❑ mysteries
   ❑ realistic fiction   ❑ animal fiction
   ❑ science fiction/fantasy

6. How do you choose the book you read?
   _____

7. If you have ever re-read a book, list the title(s) here.
   _____
   _____

8. Do you read at home for fun?
   ❑ yes   ❑ no
   If so, what do you read?
   _____
   _____

9. List your favorite authors.
   _____
   _____

10. Would you like your teacher to read to the entire class?
    ❑ yes   ❑ no
    If so, what would you like to have read to you?
    _____
    _____

11. What other ideas do you have about reading?
    _____
    _____
    _____

*To be completed in September and again in April

(From Steele, J.L. (1992). *Working together—Growing together: Constructive evaluation of language learning.* Moline, IL: Moline School District.)