

**The Power of Partnerships to Integrate Reading and Writing
across the Content Areas: Rethinking the Way We Teach
Adult Education Summer Institute, Indianapolis, IN
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PPT #2. Objectives

By the end of this session, participants will be able to

- A. Identify similar content and processes in reading and writing and key research recommendations for integrating reading and writing instruction;
- B. Outline 8 cognitive strategies that help students construct meaning from text before, during, and after reading;
- C. Suggest ways to connect writing to each of the 8 reading strategies;
- D. Discuss ways to encourage partnerships with other teachers to develop a plan for integrating reading/writing across the content areas; and
- E. Set one goal for their own professional growth as teachers.

**PPT #3. To Meet with Success in College and Career, Our Student will
Need to Learn to...**

- Read like a detective, and
- Write like a reporter

Implication: We Must Teach Both Reading and Writing—Integrated

PPT #4. Thinking about Writing to Learn: Quick Self-Assessment

Quick Poll

1. Do you teach all content areas (ELA, Science, Social Studies, Math)?

OR

2. Do your students attend classes with other teacher(s)?

If #2 above, do you collaborate with the other teachers to plan instruction for your students? Please describe how you collaborate.

Do you use/assign writing tasks to support reading? ___ yes / ___ no

Do you use/assign writing tasks to support learning? ___ yes / ___ no

If 'yes,' do you explicitly teach students how to use writing for these purposes?

Please share with an elbow partner any strategy/strategies that you have used successfully.

PPT #9. Traits of Proficient Readers

- Visualize what they are reading
- Self-question as they read
- Have a variety of strategies they can use to make sense of the text
- Make connections between text and prior knowledge
- Determine importance of various elements of the text
- Make inferences about the text; check and revise these inferences as they continue reading
- Synthesize what they are reading
- Know what is separating them from success with the text
- Monitor their own comprehension and make adjustments to strategies, as needed, to fix the problem

PPT #10. Traits of Proficient Writers

- Focus on the writing goal (main idea and purpose for writing)
- Gauge audience and use register appropriate to the audience
- Take time to plan and structure what they want to communicate
- Follow general organizational plan as they write
- Let their ideas flow onto paper (draft) and then revise after they get their ideas down
- Get and use feedback
- Revise their work (willingly and efficiently) and make as many revisions as needed

PPT #11. Consider the Following...

Readers seek information, and Writers want to give information—
So...metaphorically, readers and writers **meet at the text**.
Good readers think about writers (authors); Good writers think about readers (audience).

PPT #12. What's the Research?

- Learners are more likely to derive benefits from reading and writing when they understand that a connection exists.
- Each skill contributes to the other.
- Both reading and writing...
 - ❑ Enhance reasoning and critical thinking.
 - ❑ Draw on common knowledge of language structure and use the same cognitive processes. Therefore, improving writing skills results in improved reading skills—and vice versa.
 - ❑ Are predictors of academic success.

“The evidence is clear: Writing can be a vehicle for improving reading.”

~ Graham, S., and Hebert, M. A. (2010).

Writing to read: Evidence for how writing can improve reading.
Washington, DC: Alliance for Excellent Education.

PPT #13. Similar Content/Processes

READING	WRITING
Decoding	Spelling
Vocabulary	Vocabulary
Text organization	Text organization
Reading fluency	Writing fluency
Previewing/Predicting	Planning/Prewriting
Reviewing prior knowledge	Reviewing prior knowledge
Revising interpretations	Revising text

PPT #14. How Do You Define Close Reading?

PPT #15. First, Look at What Close Reading is Not...

Andrea and Gilberto passed an ice cream shop every day when they walked home from school. Every Friday they brought money to _____ and stopped at the ice cream _____ to buy a double-dip ice cream _____. One _____ Gilberto forgot to bring _____ money and when they got to _____ ice cream shop, he said, "Oh no. I can't buy an ice cream _____ today."

PPT #16. According to Experts, Close Reading is...

- ➔ "An intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means." ~ Tim Shanahan
- ➔ "Focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge." ~ Pearson

PPT #17. Close Reading Means...

- ➔ Reading a text multiple times
- ➔ Digging deep into a small portion/excerpt
- ➔ Being able to identify the author's purpose for writing: to persuade, inform, entertain, etc.
- ➔ Analyzing and interpreting the text
- ➔ Close reading helps readers to...
 - Answer text-based questions
 - Make claims/statements about a text
 - Gather evidence for claims made based on a text

"Every book has a skeleton hidden between its covers. Your job as an analytic reader is to find it." (Adler and Van Doren, 1940/1972)

The reader must "X-ray the book" to locate its arguments.

PPT #18. Reading Critically: What Conclusions Can You Draw?

Review this chart from a NYC police report. With a partner, make some observations about the data (e.g., patterns of targets fired at, patterns in rate of success at each target). What conclusion can you draw about the officers, their behavior, and their aim?

Target	Number of Shots Fired	Number of Hits
Perpetrators	928	173
Dogs	155	111
Accidental Discharge	43	17
Protecting Other Officer	18	10
Officer Intoxicated	10	0
Suicide	8	8
Into Locker	6	0
Vehicle	5	0
Girlfriend	3	3
Attempted Suicide	3	2

Now discuss with a partner:

How can you create a lively but focused discussion about this topic, particularly in light of recent news events related to police apprehension of alleged criminals? How can you encourage students to consider both sides of the issue?

What are some prompts you can use to ask students to take a stand (pro or con) and construct an argument response?

PPT #19. Steps to Conducting a Close Reading with Your Students

1. Read text (or students read it silently)
2. Re-read—identify main idea(s)—chart 3-4 on board
3. Set purpose/focus for reading; read again (Look for vocabulary, main idea, author's purpose, etc.)
4. Discuss deeper meaning
5. Do a connected writing, citing evidence from text

Another Way to View the Steps to Close Reading:

First Read: Get the Gist

- What's the main idea?
- Can you summarize the text?
- What jumps out at you?
- What questions do you have?

Second Read: Dig a Little Deeper

- What text structures and text features were used?
- What is the author's purpose?
- How does the author feel about the subject?
- Why did the author use particular words and phrases?

Third Read: Put it All Together

What inferences can you make?

How does the author support key points?

How does this relate to other texts you've read?

How does this relate to your life?

Now—Write about it!

PPT #20. How Students Can Do a Close Reading

- ➔ Read with a pencil in hand – annotate the text
- ➔ Look for patterns in the text – repetitions, contradictions, similarities, key ideas and details, central message, character traits, etc. (Whatever the teacher asks students to look for)
- ➔ Ask questions about the patterns– especially how and why

PPT #21. Annotation

- ➔ A note of any form made while reading text.
- ➔ Slows down the reader in order to deepen understanding.
- ➔ It is digging deeper into the text.
- ➔ “Reading with a pencil.”
- ➔ Not highlighting

To avoid having students do excessive highlighting, ask them to look for specific things in the text as they read.

PPT #22. Read with a Pencil—Annotate Text

NOTE: Be sure to **model** for students how to annotate text!

Show students how to mark anything that is

- Interesting
- Confusing
- Surprising

Or how to make a note of

- A connection that you can make
- A question that you have

Model how to...

- ➔ Number the paragraphs to find information easily
- ➔ Underline major points
- ➔ Circle key words or phrases that are confusing or unfamiliar to you
- ➔ Write margin notes restating the author's ideas
- ➔ Use symbols to remind yourself of certain things:
 - * - Something important
 - ? – something that raises a question or that you're unsure of
 - ! – Something that surprises you

PPT #23. Example of Annotated Text

*Tone = Whistful?
nostalgic?*

Who is the speaker?

Why not taken?

Where does the road go?

The Road (Not) Taken

Is it autumn?

Two roads diverged in a yellow wood,
And sorry I could not travel both regretful
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Hmm...

Can't know

So, are the roads the same?

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;

at that point - but still, similar.

Though as for that, the passing there
Had worn them really about the same.

not so different

And both that morning equally lay
In leaves no step had trodden black.

? means stepped on

Oh, I kept the first for another day!
Yet knowing how way leads onto way,
I doubted if I should ever come back.

He knows once he picks, he'll never get the chance again.

TRUE - ONCE HE PICKS, IT'S DONE

I shall be telling this with a sigh
That won't happen

will always wonder what might have been

Literal Level:
A person is walking in the wood and comes to a fork in the road. Tries to look down the road, but can't see where it leads. Both road = same, but knows he'll never know what lies down the other and knows that he will always wonder.

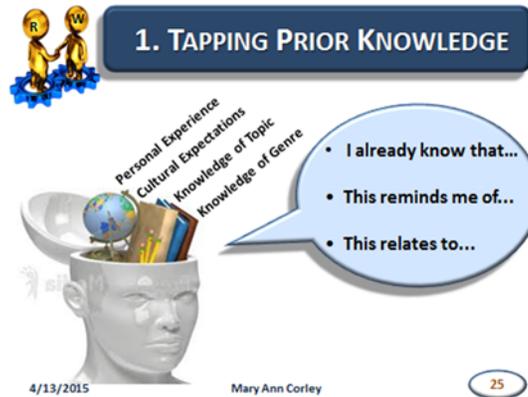
Figurative Level:
In life, there are choices where neither is so great that it jumps at you. You have to pick, so you do. And then that choice leads to specific people and experiences different from the other choice.

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PPT #24. Eight Cognitive Strategies Underlying Both Reading and Writing

1. Tapping Prior Knowledge
2. Visualizing
3. Making Connections
4. Asking Questions
5. Making Predictions
6. Inferring
7. Summarizing
8. Self-Monitoring (of Reading and Writing)

PPT #25. Strategy 1. Tapping Prior Knowledge



The resources a student brings to a reading affect how he/she comprehends the information contained within the text. In fact, **background knowledge is a better predictor of comprehension than IQ.**

PPT #26. Title This Passage...

Title: _____

With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. "Your eyes deceive," he had said. "An egg, not a table, correctly typifies this unexplored planet."

Now three sturdy sisters sought proof. Forging along, sometimes through calm vastness, yet more often over turbulent peaks and valleys, days became weeks as many doubters spread fearful rumors about the edge. At last, from nowhere, welcome winged creatures appeared signifying momentous success.

"Effects of comprehension on retention of prose." Dooling, D. James & Lachman, Roy.
Journal of Experimental Psychology, Vol. 88(2), May 1971, 216-222.

The above passage exemplifies the importance of background knowledge and having a frame of reference for understanding text

PPT #27. What Background Knowledge Do You Bring to This Story?



PPT #28. K-W-L-H+ Strategy for Tapping Prior Knowledge

What We <u>Know</u>	What We <u>Wonder</u>	What We <u>Learned</u> & Still Need to <u>Learn</u>	<u>How</u> We Find What We Still Need to Learn

PPT #29. Strategy 2. Visualizing



2. VISUALIZING

Seeing images created by the words in the text



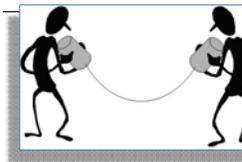
- I can picture...
- In my mind I see...
- If this were a movie...

Connecting to Writing:
Ask students to describe in writing what they see in their minds as they read the text.

PPTs #30 & 31. Strategy 3. Making Connections



One of the cognitive strategies readers use to understand what they are reading—it's where comprehension begins, not ends.



- This reminds me of...
- I experienced this once when...
- I can relate to this because...

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Text to Self	Text to Text	Text to World
A connection between the text and something in your own life experience	A connection between the text and another story you have read	A connection between the text and something occurring in the world

PPT #32. What Connections Can You Make to This Story?

PPTs #33 & 34. Text to Self

Ask students, “How does the text relate to you personally?”

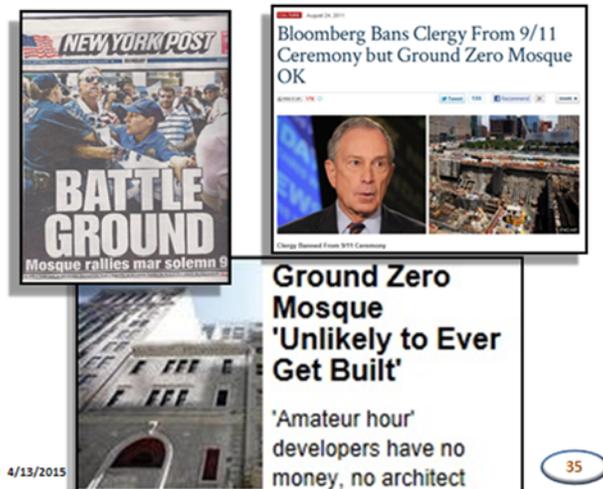
- What were you doing when you first heard the news?
- Have you had similar experiences or experienced similar conflicts?
- Do any of the people in this story remind you of yourself or of someone you know?

How can you connect this to writing? What might you ask students to do to make the connection of text to self?

Example:

“We had someone from our town killed at the Pentagon on 9/11. I still remember the pain of that experience and the horror of watching the news unfold on television in real time. It is something I will never forget, no matter how much time elapses.”

PPT #35. Can You Make Connections Among Various Articles on the Same Story?



PPTs #36 & 37. Text to Text

Ask students, “How does this text relate to other texts you have read?”

- What other text(s) have you read or viewed about the same or a similar topic?
- Do you see similar settings, conflicts, or characters?
- Have you read another text by the same author?

How can you connect this to writing? What might you ask students to do to make the connection of text to text?

Example:

“The New York Post story describes the angry crowd protesting the proposed building of a mosque at Ground Zero. But I read in the New York Times that the owners of the property near Ground Zero are open to selling the property, if they can get enough money for it. So, if they’re willing to move, why cause all the fuss in the first place?”

PPTs #38 & 39. Text to World

Ask students, “How does the text relate to current issues of big ideas?”

- What, if any, current events does the text relate to?
- What, if any, events/issues from the past does the text relate to?
- What connections, if any, to controversial issues or big thematic ideas do you see?

How can you connect this to writing? What might you ask students to do to make the connection of text to world?

Example:

“Clashes between different religious groups have been around forever. Even in Biblical times, the first Christians clashed with Greeks and Romans. As long as there are different religions, there will always be controversy. And some people are willing to die for their beliefs.”

PPT #40. A Caution about Making Connections

Students should return to the text for evidence or reference when writing.

If they do not return to the text, students can fall into the trap of going on a personal journey...

PPT #41. Strategy 4. Asking Questions

4. ASKING QUESTIONS

Internally debating with the author and asking questions about what one is reading

- I wonder why...?
- What if...?
- How come...?

Text to Self **Text to Text** **Text to World**

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PPT #42. Text-Dependent Questions for Close Reading

- What do you know from the title?
- What can you glean from the illustrations or photos?
- What is the author’s purpose for writing this? What is the author trying to tell us?
- What are the author’s most basic concepts? What assumptions is the author making in her/her reasoning? Can you show where that is found in the text?
- What is the evidence for the author’s claim?
- What do you think _____ means?
- Do the context clues help us to identify the word’s meaning?

PPT #43. Sample Self-Questions

When Reading	When Writing
<ul style="list-style-type: none"> ➔ <i>Is this text literary or informational?</i> ➔ <i>If informational, how is it organized, structured?</i> ➔ <i>If literary, who is the main character? What is the problem? What are the attempts to solve the problem? What is the resolution?</i> 	<ul style="list-style-type: none"> ➔ <i>What is my main idea or thesis?</i> ➔ <i>Who are my readers?</i> ➔ <i>What points do I want to make to help my readers understand my idea?</i> ➔ <i>What examples can I use to help my readers understand each point?</i> ➔ <i>What evidence do I have that each point is true and/or valid?</i>

How can you encourage students to use self-questioning while writing? Any suggestions or success stories?

PPTs #44—46. Strategy 5. Making Predictions



5. MAKING PREDICTIONS

Making educated guesses about the text and what might come next; it requires that readers use what the author provides and integrate that with their background knowledge and experience



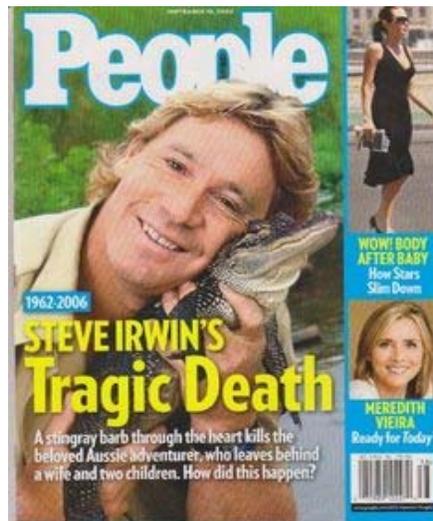
- I'll bet that...
- I think...
- If _____, then...

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As students view this magazine cover, ask them to discuss the connotations of the word “tragic.” If they don’t have prior knowledge about Steve Irwin, ask what they think happened based on the headline.



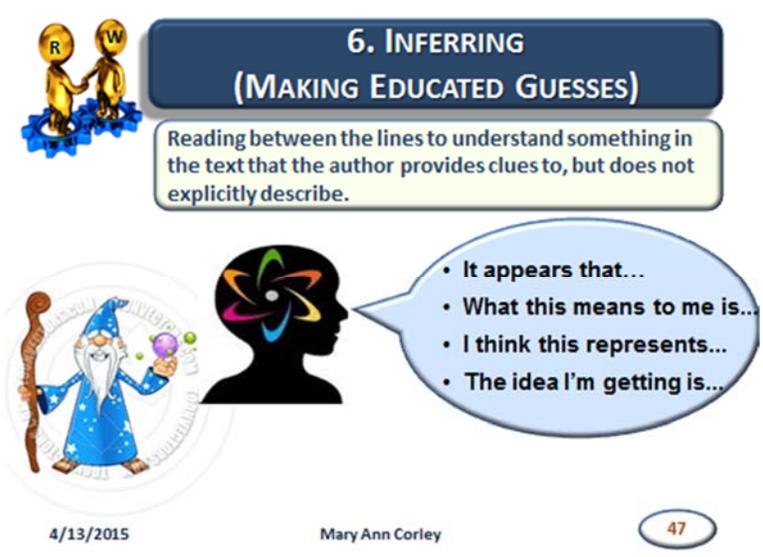
Source: Booth Olson, *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*, Third Edition (Copyright © 2011, Pearson Education, Inc.)

As you view the following photo, what predictions can you make about the content of this magazine article?



For making predictions, what writing activities can you assign students to connect the reading to writing?

PPTs #47 & 48. Strategy 6. Inferring (Making Educated Guesses)



**6. INFERRING
(MAKING EDUCATED GUESSES)**

Reading between the lines to understand something in the text that the author provides clues to, but does not explicitly describe.



• It appears that...
• What this means to me is...
• I think this represents...
• The idea I'm getting is...

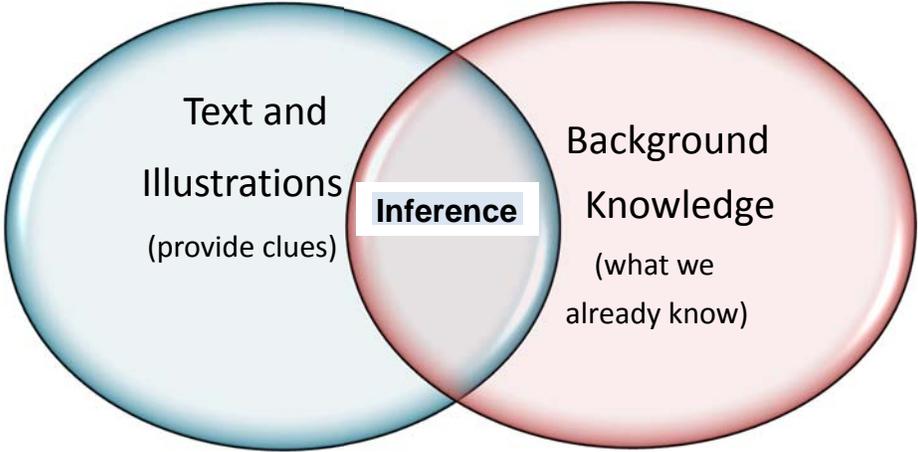
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Inference is a "foundational skill." It is a prerequisite for higher-order thinking and 21st century skills (~Marzano, 2010))

Examples of Inferences:

- ➔ ***The moon sure looks bright.***
What time is it?
a. Morning
b. Night
- ➔ ***I'm starving!***
What will I do?
a. Drink something
b. Eat something

PPT #49. Inference: The Intersection of Background Knowledge and the Text



PPTs #50—53. What Can You Infer from the Following Illustrations?

For each illustration below, what is the evidence for and against your inference? How does your background knowledge help you here?

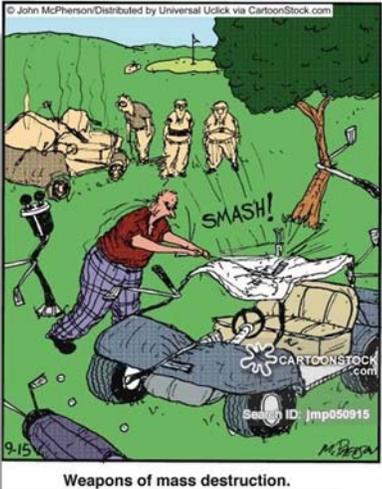
PPT #50



PPT #51



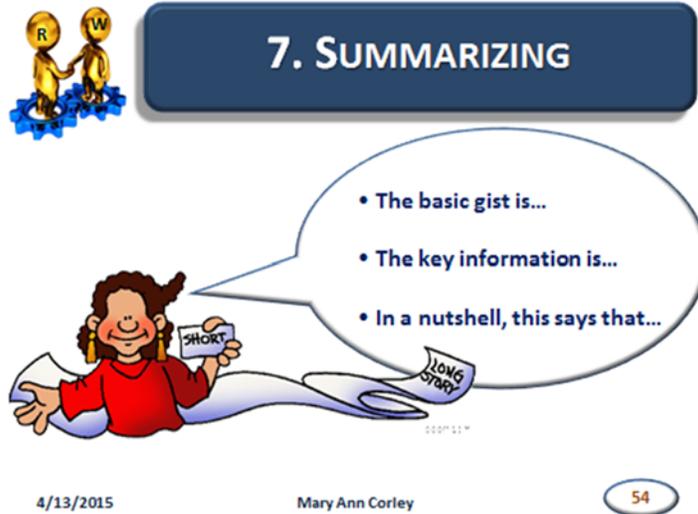
PPT #52



PPT #53



Who is the child in the photo on the left? When and where are these photos from? For making inferences, what writing activities can you assign students to connect the reading to writing?



What is Summarizing?

- Restating key points or the gist of a text or a lesson in as few words as possible or in a new, efficient manner
- The distillation, condensation, or reduction of a larger work into its primary notions (Webster's)
- One of the most underused teaching techniques we have
- One of the top nine effective teaching strategies in the history of education [Marzano, Pickering, Pollock (2002) *Classroom Instruction that Works*]

Steps in Summarizing

- Identify/invent main idea sentences
- Underline important details
- Combine these across paragraphs
- Delete trivial and redundant information
- Substitute superordinate terms for subordinate items (e.g., pigs, cows, and horses = farm animals; kicked the bucket = died) to make generalizations
- Check summary against original text upon completion

PPTs #57—58. Strategy 8. Self-Monitoring

When students monitor their understanding as they read, they are checking that they comprehend what they are reading or learning.



8. SELF-MONITORING

Knowing when one has lost meaning and needs to do something about it; the reader must reread the text and determine where meaning was compromised



- I got lost here because...
- I need to reread the part where...
- I know I'm on the right track because...

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Self-Monitoring Involves

- Directing the cognitive process
- Regulating the kind and duration of activities
- Confirming reader/writer is on track
- Signaling the need for fix-up strategies
- Clarifying understanding

How can you encourage students to monitor their progress while writing and to make adjustments, as needed?

PPT #59. Cognitive Strategies Sentence Starters

Strategy	Sentence Starters	
Tapping Prior Knowledge	<ul style="list-style-type: none"> ➤ I already know that... ➤ This reminds me of... ➤ This relates to... 	
Asking Questions and Making Predictions	<ul style="list-style-type: none"> ➤ I wonder why... ➤ What if... ➤ How come... 	<ul style="list-style-type: none"> ➤ I'll bet that... ➤ I think... ➤ If _____, then...
Summarizing	<ul style="list-style-type: none"> ➤ The basic gist is... ➤ The key information is... ➤ In a nutshell, this says that... 	
Self-Monitoring (of Reading and Writing)	<ul style="list-style-type: none"> ➤ I got lost here because... ➤ I need to reread the part where... ➤ I know I'm on the right track because... 	

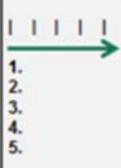
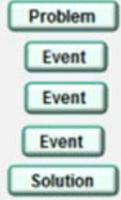
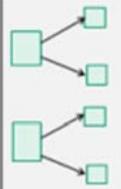
PPT #60. Questions for Consideration

- How do we face the reality of basic readers who have scant resources upon which to draw for meaning-making?
- What can we do to help smooth the space between student ideas that come from discussion and their actual drafting?
- After students' words are down on paper, what can we do to address over-commitment to their first words as the only words? How can we help them see options for how to say what they want to say?

PPT #61. Text Structures for Informational Writing: Organizational Patterns

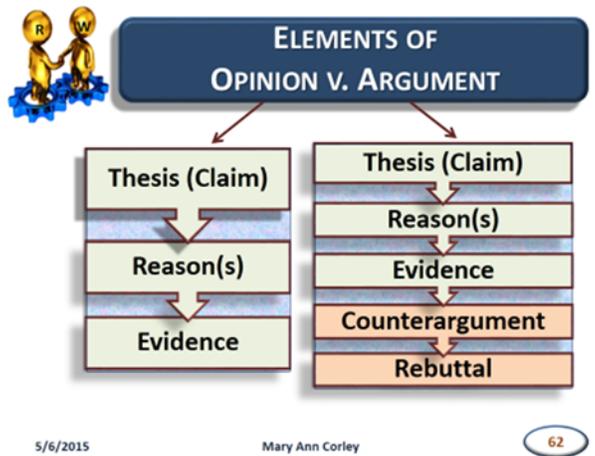


TEXT STRUCTURES FOR INFORMATIONAL WRITING: ORGANIZATIONAL PATTERNS

SEQUENCE	PROBLEM/SOLUTION	CAUSE/EFFECT	COMPARE/CONTRAST	DESCRIPTION
Writer lists items, events, or steps in specific order.	Writer states a problem and poses one or more solutions.	Writer lists one or more causes and resulting effects.	Writer explains how two or more things are alike or different.	Writer lists characteristics, features, details.
				

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PPT #62. Elements of Opinion v. Argument



PPT #63. Determining Credibility of Evidence

- ➡ Turn and Talk (5 minutes)
- ➡ Assume that your students are writing responses to a newspaper article on corruption in sports:
 - Identify as many ways (criteria) as you can in which you might assess the credibility of a piece of evidence used in these responses.

PPT #64. Evidence Includes...

- ➡ Quotes from experts or famous people
- ➡ Facts, numbers, and statistics
- ➡ Research findings
- ➡ Examples and anecdotes

PPT #65. Final Question: The “Biggie”

What can you do within your own instructional setting to encourage collaboration with other content area instructors so that reading and writing are taught as integrated skills across all subjects?

PPT #66. Set One Goal to Enhance Your Own Professional Growth)

1. What strategy do you want to try?
_____.
2. How will you do it? How often will you use it?
_____.
3. How will you monitor your progress and your students' progress—i.e., how will you know whether your new strategy is having an effect on student learning?
_____.

PPTs #67—68. Questions/Comments?

Thanks for your interest and support!