



Reading and Writing for Academic Purposes

First Literacy

March 8, 2010

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Do Now: Think and Write

- Reflect on your own reading life. What kinds of reading do you do? Is there anything you'd like to change about your reading habits or reading process? (You don't have to share these thoughts with anyone!)



Welcome

- Nuts and Bolts
- First Literacy Resources online
- <https://firstliteracy.org/resources/for-educators/>
- Introduction of presenters

Intros – Show of Hands

- How many people teach ESOL?
- How many teach ABE?
- How many Transitions to College?
- Other positions?



Our Focus

Basic Reading:

- Vocabulary building
- Literal comprehension

Academic Reading

- Strategies to make meaning from challenging texts

Reading as Meaning Making

- Reading is the act of constructing meaning—first, foremost, and always. Whatever is done in reading should be done with that end in mind whether it is on the pre-school, primary, elementary, or secondary level. One needs. . . to ask "Am I helping readers enjoy the plateau of meaning or am I requiring them to struggle through the underbrush of words?"

Psycholinguistics Applied to Reading Instruction
Sterl Artley

Activity - What Do Experienced Readers Do? Part 1

You will have about 15 minutes, so please plan your time accordingly.

- Review the pieces of text in front of you.
- Think about why you would (or would not) read each one.
- Select one piece that you would be interested in reading thoroughly.

Report Back: What and Why

- How did you approach this task?
- What did you notice FIRST?
- Which piece of text did you pick?
- Why did you pick it?
- What would be your purpose in reading it?



Reading with a Purpose

Establishing **why** you are reading something will help you decide **how** to read it, which saves time and improves comprehension.

How Does This Relate to Our Students?



READING FOR PLEASURE	READING FOR LITERAL UNDERSTANDING	READING FOR ANALYSIS, INTERPRETATION, AND APPLICATION
Text based on interests	Answers basic who, what, when, where questions	Engages critical thinking skills through questioning and reflection
Multiple and easy connections to prior knowledge	Establishes vocabulary and basic concepts in the subject	Considers stated and implied ideas
Satisfies intellectual stimulation and/or emotional pleasure		Speculates on how concepts can be applied to new situations

Some Purposes for Reading

- to relate new content to existing knowledge
- to write something (often depends on a prompt)
- to critique an argument
- to learn something
- for general comprehension
- To retain information for GED and HiSET tests or to pass tests

What are your students' purposes?

How We Read

How we read depends on our purpose for reading.

*Making this explicit to students can help them with comprehension
So they can distinguish what is most important to focus on.*

Activity - What Do Experienced Readers Do? Part 2

- Read the article “When Does Intelligence Peak”
- Be aware of not only **what** you are reading but **how** you are reading it
- When you are done, write a BRIEF summary that will fit on the index card.
- With a partner, talk aloud about what you learned and compare your summaries.

Report Back: What Strategies Did
You Use?

Prereading

- Think about what you already know to establish a scaffold.
- If the reading seems clearly too difficult, and you lack the appropriate background knowledge to understand it, read an easier text on the same subject or look up an easier article online. This is not cheating!
- Review all chapter headings and subheadings; turn subheadings into questions and read to answer the questions
- Glance over any pictures, charts or graphs in the section you'll be reading.
- Read any bold or italicized words and make sure you understand them. If not, look them up
- Read the chapter summary first so you have an idea of the main point before you read. This is not cheating
- Review any end of chapter questions.

Read

- Read the summary first. This is not cheating! It gives you a scaffold and main idea before you read.
- Look for answers to the questions you created in pre-reading
- Read difficult passages aloud. This helps some readers increase comprehension.
- Use sketches, charts, illustrations to create visual representations of your understanding
- Have a conversation with the author and yourself as you read-use the “think aloud” protocol. Write questions, comments in the margins as though you are having a dialogue with the author
- Read first time through **without highlighting**~ use the highlighter the second time around

Review

- Talk about what you read with a partner. Recount what you read and describe what you learned.
- Test yourself about the main concepts/facts to see if you understood them (index cards work well)
- Focus re-reading on sections where you are weakest.
- Chunk re-reading and review over time to retain information (Frequent retrieval moves information from short to long term memory)

S

1. Survey

Scan the text and pay attention to:

- Layout;
- Chapters;
- Sections;
- Graphs;
- Pictures;
- Highlighted words;

Q

2. Question

Ask yourself questions about the text.

Ask yourself what you already know about the text and what your goal is.

Try to understand what it is that the author wants to convey.

3

3. Read

Read the text actively while keeping the previous steps in the back of your mind. Write down additional questions and try to answer asked questions.

4. Recite

Repeat (aloud) in your own words what you have read. Ask your self questions about the text, explain to someone what you have read and try to write a summary.

5. Review

Read all the relevant parts again. Go through your notes and questions again. Pay extra attention to the parts you find difficult.

R

How Can We Apply These Principles to Students?

- Give students a variety of kinds of reading so they can set purposes and use different strategies that will help them with more complex texts.
- Try to vary genres: fiction, narratives, scientific texts, social sciences, history
- Develop higher level question sets that use inference and analysis, not just comprehension questions
- Connect each reading sample with a writing activity (session 2)

Two levels of one article

Indigenous Peoples Day

Katie Moody

BEFORE YOU READ: Discuss the meaning of “Indigenous.” Name some synonyms.

I learned about Christopher Columbus in school. My teachers said he was a hero. He “discovered” the “New World.” My teachers did not say much about the people who lived here before he came. Because of Columbus, many of these people died.

The U.S. government also says Columbus was a hero. In the U.S., we have a holiday to celebrate him. In 1934, Congress made a holiday called Columbus Day. It is on the second Monday of October.

When I was a child, I asked myself if Columbus was really a hero. I thought about the people who lived here before he came. I read books by Indigenous peoples. I learned about the pain and loss that they feel. If we want to heal from the past, we should listen to what they say.

Many people want to change the name of Columbus Day. They don’t want to celebrate settler colonialism. They say that we should have a holiday that celebrates Indigenous people. I agree we should change the name of the holiday. It is a start. It would help us change how we tell U.S. history.

The first city to make the change was Berkeley, California. They started celebrating Indigenous Peoples Day in 1992 – 500 years after Columbus invaded this land. Since then, more than 100 cities and states have changed the name of the holiday.

I wish we had Indigenous Peoples Day when I was a child. Maybe I would have learned more about the real history of this land. I hope children in the future will learn a more accurate history than I did!

Katie Moody is an interfaith minister and hospice chaplain living on the seacoast of New Hampshire. This is an adaptation of her original piece, which appeared in the Indigenous Peoples issue of The Change Agent.

AFTER YOU READ:

1. Find out whether your state or city celebrates Columbus Day or Indigenous Peoples Day. Write a letter to your city or state government and say how you feel about the holiday.
2. How did Katie Moody educate herself about Indigenous peoples? How could you?
3. When “people” is the plural of person, it does not have an “s” at the end. However, when “people” describes a group, then you do need an “s” if you are talking about more than one group. Try saying and writing sentences that use “people” and “peoples.”



Indigenous Peoples Day

Katie Moody

I learned about Christopher Columbus in middle school. I don’t remember exactly what I learned, but I know that it was all positive. He was an Italian explorer. The Spanish kingdom hired him to sail to India and return with riches. Instead, he landed in the Caribbean, which became known as the “New World.” That’s it! My teachers did not mention how Columbus brought genocide to the Native Americans who lived here before he “discovered” it.

It wasn’t just the history books that gave me a warped idea of Christopher Columbus. In the United States, we have a federal holiday to celebrate him. In 1934, the U.S. Congress made the second Monday of October a national holiday. This

I wonder how my school years would have been different if we had Indigenous Peoples Day instead of Columbus Day.

just reinforced my limited understanding of Columbus; in his honor, I got a day out of school!

Over time, I slowly began to question the real impact of Columbus’s arrival in the Americas. For example, I remember in 1976, a traveling history museum came to my town. My class went to visit it. I remember walking out of that museum and wondering why none of the exhibits mentioned the people and cultures that thrived here before the U.S. was established.

Later, I learned that the Indigenous people of the northeast were protesting in Plymouth, Massachusetts, on Thanksgiving Day. They were telling a very different story about Thanksgiving than the one I learned as a child. This new perspective piqued my interest. I started making an effort to read books – both fiction and non-fiction – written by Indigenous people. I got involved in efforts to promote and share Indigenous perspectives and

voices. We cannot heal from the past without listening deeply to the pain and suffering endured by so many.

For decades, many Indigenous people have been calling for an end to Columbus Day. They say that instead we should have a holiday celebrating Indigenous people. Re-naming the holiday would be a first step toward changing how we tell U.S. history. The first city to make the change was Berkeley, California. They started celebrating Indigenous Peoples Day in 1992 – on the 500th anniversary of Columbus invading the Americas. Since then, more than 100 cities and states have officially changed the second Monday of October to Indigenous Peoples Day.

I wonder how my school years would have been different if we had Indigenous Peoples Day instead of Columbus Day. Maybe I would have learned more about the survival, resilience, diversity, and strength of Indigenous peoples in the Americas. Hopefully, this shift to recognize Indigenous peoples will continue to spread, and future school kids will learn a more balanced and accurate history than I did!

Katie Moody is an interfaith minister and hospice chaplain living on the seacoast of New Hampshire. She served on the editorial board of this issue.

AFTER YOU READ:

1. Find out whether your state or city officially celebrates Columbus Day or Indigenous Peoples Day. Read more articles in this issue and consider writing a letter to your city or state government and say how you feel about the holiday.
2. How did Katie Moody and Sterlin Reaves (p. 34) educate themselves about Indigenous peoples?



LEV
EL 4

LEV
EL 8

Two Additional Sources

Work in pairs. Discuss:

- What strategies would you use with your students to approach these articles?
- Note: these are print-outs of online articles. What additional strategies might you need to help students make sense of them?

Sources: www.necn.com/news/new-england/Mashpee-Wampanoag-Tribe-Announcement-Columbus-Day-Indigenous-Peoples-Day-449803313.html
www.smithsonianmag.com/blogs/national-museum-american-indian/2018/10/08/indigenous-peoples-day-2018/

Academic Words

- Two lists to look at. There are others.
- Would you explicitly teach these? All? Some? None? Explain.
- Share your experience with word lists, vocabulary practice, Quizlet (and other strategies for memorizing).

From Letter Writing to Expository Writing

- Letter writing is a little more accessible than expository essay writing, so it's a good place to start.
- Has a clear audience of one (usually).
- Doesn't necessarily require sources.
- Uses first person, draws from personal experience, and a lot of present tense.
- How else might letter writing be more accessible than expository writing?

NOTE: Next workshop (April 9), we'll talk about transitioning from letter writing to essay writing.

Action Plan

- How could you apply these strategies in the coming weeks? Take time to write up a plan and share with the group if you like

One Idea: Have your students write a letter based on responding to an issue that is important to them or a reading you will be doing in class. Evaluate them using the rubric. If possible, have them write 2-3 over the next month. Bring a collection of them back for the next workshop; share what went well and what was challenging.

Write for *The Change Agent*

- Check out our “Call for Articles” The theme of our next issue is **Play**
- Students can write for a national magazine; their story will be read by peers; they will experience “the editorial process,” including revisions, etc.
- Next writing deadline is **May 3, 2019**.
- Students whose pieces are accepted receive \$50.
- When you submit, make sure to include contact information!

Download “Call for Articles” at:

<http://changeagent.nelrc.org/write-for-us/>