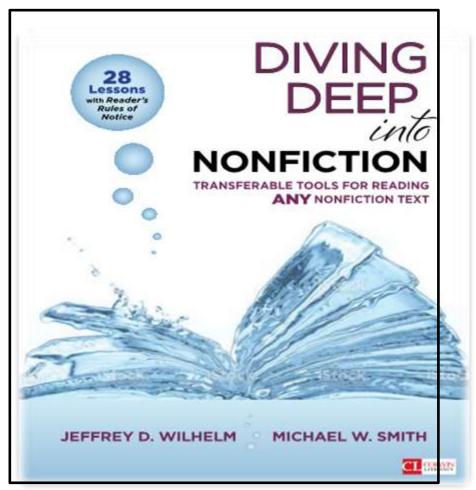
Diving Deep into Non-Fiction:
Using Readers' Rules of Notice for
Expertise and Equity

Focus on Reading to notice topics and key details, and how they express main ideas

Facebook:
jeffrey.d.wilhelm
Twitter:
@ReadDRJWilhelm

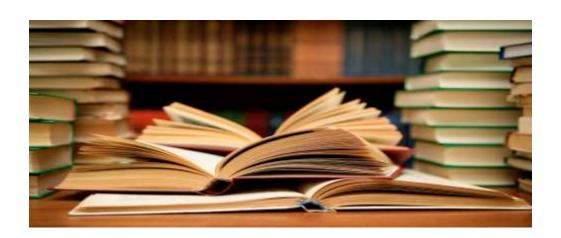


Jeffrey D. Wilhelm Boise State University

Teaching with a sense of URGENCY: For over 34 years I've dedicated my teaching and my research to helping struggling students to productively struggle, particularly striving readers



Yes, I am saying that motivation and engagement are of prerequisite importance (You GOTTA BE the Book), that we need to get kids reading a lot, that choice is important, that exciting materials matching kids' interests must be immediately available, and teachers/peers must provide repeated invitations for engaging matches.



BUT I'm also saying MUCH MORE than this! That reading is a civil right. And that we must consciously and actively and explicitly teach students HOW to read if we want our students to access this civil right!



"Reading Don't Fix No Chevys"

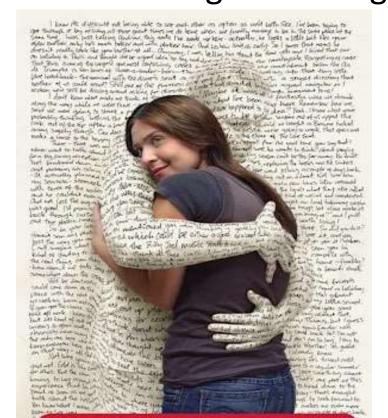
Competence is the linchpin of all motivation.

"I just want to be good at it!"

Functional application

Visible signs of accomplishment

Assistance through the struggle



The Power of Pleasure: the British Cohort Study, 2013

- Following the lives of more than 17,000 people born in England, Scotland and Wales in a single week of 1970
- Analysis establishes that reading in youth has the most EXPLANATORY impact on future educational attainment, job and life satisfaction, and social mobility, in part because reading actually "increased cognitive progress over time." MUCH more significant than parents' education or socio-economic status

Creating a culture of literacy: These 8th grade students are engaged in multiple levels of inquiry

- Are learning the English language, and speaking, listening, reading and composing in English – sometimes as a 4th or 5th language
- And they are doing it through inquiry that connects current events (e.g. European refugee crisis) and literature and nonfiction to their personal lived experience THAT REQUIRES CONTINUAL READING, WRITING, SPEAKING AND LISTENING – and inquiring into expert reading, and how texts work for meaning and effect.
- Our essential question: How can we best navigate struggle?

Inquiry as Cognitive Apprenticeship



Requires us all to inquire together into issues, problems and challenges that affect and require all of us to address *Democracy as complementarity



Teaching is a transitive verb: It takes both a direct and indirect object, i.e. You teach something to somebody. Socioculturalism/Apprenticeship: What is learned, must be taught



YOU must address the specific human beings before you

 Here is the point of inquiry: HELP KIDS MAKE SENSE OF the world/the discipline and the text while helping them make sense of their own LIVED EXPERIENCE!

TEACHING WITH A SENSE OF URGENCY:

SEIZE THE MOMENT – EACH INTERACTION
 WITH A KID, AND A KID WITH A TEXT, AND A
 KID WITH OTHER KIDS IS A POTENTIAL
 GROWTH OPPORTUNITY AND LEVER POINT.

This workshop focuses on how expert readers understand nonfiction texts by using 4 different kinds of "rules of notice" to attend to 4 different facets of texts, and a curricular path to teach students.



What Expert Readers Do



Using Rules of Notice to help in Noticing the Conversation



Using Rules of Notice to help in Noticing key details



A Path towards teaching rules of notice to promote expert reading

Our job as teachers is to make public those secret things that expert readers know and do . . .



And then to assist and support students in taking on those same stances and strategies

To do this we must make strategies explicit, visible and available – and then help students learn how to employ the strategy in contexts of real use – giving them practice, practice, practice to develop their expertise!

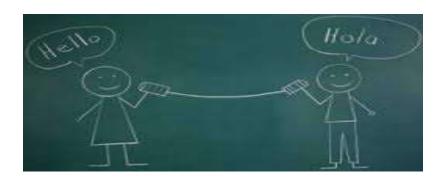


And the more non-mainstream, marginalized or damaged the learner identity the more important it is

- to recruit the cultural resources of the learner.
- to engage in explicit, situated teaching, and to give practice and support over time.
- to embrace and express the growth mindset and provide procedural feedback that specifically describes what the learner has done, the meaning and effect, and what might be tried next.

Culturally relevant pedagogy: Gloria

Ladson-Billings: We must make teaching and learning relevant and responsive to the languages, literacies, and cultural practices of students across categories of difference and (in)equality.



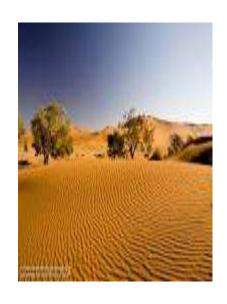
Culturally sustaining pedagogy: Django

Paris: We need instruction that supports the value of our multiethnic and multilingual present and future. Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling.



Reading a complex non-fiction text is like being dropped into unfamiliar terrain, especially for kids





When you're in a unfamiliar place, what do you do?

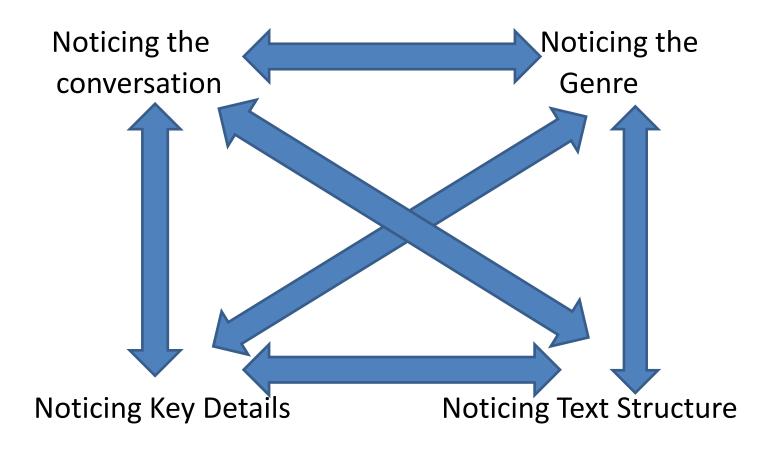




Get oriented in terms
Of the big picture

Pay attention to the details of the immediate situation

Generative Principle: Reading is Top-Down & Bottom-Up

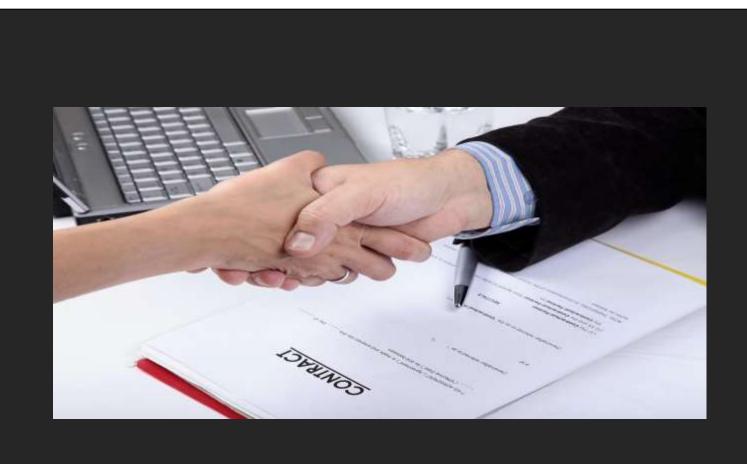


Generative Principle: Reading is a transaction

 How you notice and unpack/interpret is partly informed by your background and context and current interests and needs as a person and reader



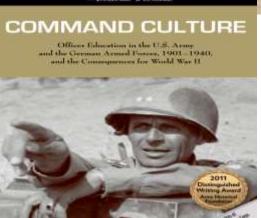
Principle: Reading is a conventional activity and contract



Principle: There are three general rules of notice used by authors signaling what we are to notice and interpret!



Explicit
Announcements



Calls to attention



Ruptures

And another one applied by readers: Rules of the Reader's Response – what gives us an emotional charge, makes us question, intense agreement, etc.



So, expert readers read along a 2 x 2 matrix: they read for how topics and key details relate and inform each other to make a comment about the topic/s; and they read for how genre and text structures interplay to structure and pattern the key details about the topic/s for meaning and



A Sequence Designed to Enact These Principles and Develop Expertise

- Introducing the Strategy with Visual Texts
- Practicing in Miniature: That is, we provide repeated practice in deliberately and consciously applying a strategy in short texts that we have written or selected to DEVELOP CONSCIOUS COMPETENCE.
- Thinking-aloud
- Casting Students as Writers and Respondents
- Applying a Questioning Heuristic
- Searching and Finding
- Putting it All Together integrating strategies for transfer

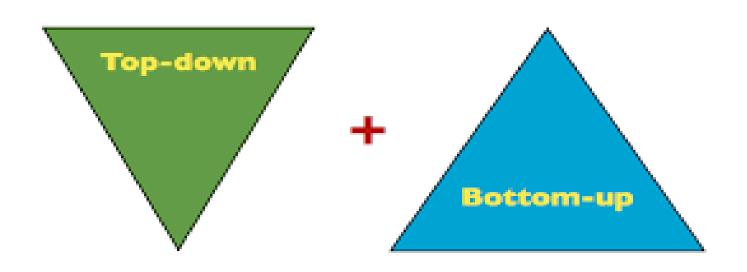
Do this work together, then students practice these strategies with small group and free choice reading



Getting Started with Topic (Top-Macro) and Key Details (Bottom-micro)

Top Down: Identifying the topic or general subject of the ongoing conversation

Bottom Up: Identifying Key Details in this text's turn in the conversation



Identifying the topic and key details allow us to understand main ideas

 Students need to learn how to notice the conversational topics of a text, and how patterns of key details are used to express "comments", i.e. main ideas or themes about that conversational topic





Shape collages – this is a subgenre. The shape helps to tip you off to the topic and the stance the artist wants you to take towards it



Real vs. ideal collage – embeds comparison and contrast



Then and now collage – my past and my present – who I was and what I've become











Now we can move on to more complex texts, continuing to practice the basic moves





- Direct Statement: Title: American Gothic these are American "types" with a repressed story
- Calls to Attention: pitchfork (front and center, and repeated), their expressions, clothing, the house, all comparison/contrasts, repetitions
- Ruptures: she stands behind him, she looks askance
- Readers Response:???
- Genre: Double portrait
- Salient text structure: Comparison