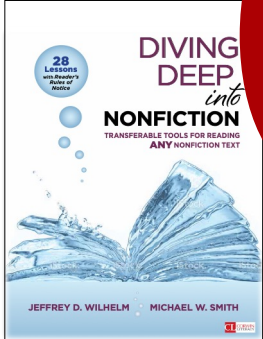


Diving Deep into Reading: Using Readers' Rules of Notice

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

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1


IN THIS WORKSHOP, WE WILL CONSIDER

SOME OF THE MAJOR CHALLENGES with student reading and the kind of teaching required to address these challenges.

- What Expert Readers Do
- Using Rules of Notice to help in Noticing the Conversation
- Using Rules of Notice to help in Noticing key details
- The curricular path towards helping learners read more like experts

2

WHAT ARE YOUR PROBLEMS AT HAND? THE CURRENT CHALLENGES THAT KEEP NIGGLING AT YOU?



3

The Problem, NAEPs results October 2019

- Only 35% of US 4th graders and 34% of 8th graders are reading at proficient level
- That means almost 2/3^{ds} of American students are below grade level
- Boys, minorities, kids in poverty or marginalized in any way are doing worse
- ISSUE OF EDUCATIONAL EQUITY – GIVING LEARNERS WHAT THEY NEED WHEN THEY NEED IT: ROBUST TIER ONE INSTRUCTION AS WELL AS TIER 2 AND 3
- Achievement is stagnant since 1992 while the demands of school and workplace have increased

4

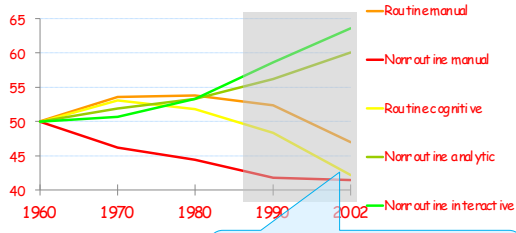
One problem at hand

- Since 1992, only 6% of American high school seniors can identify the main idea of a complex text or data set and justify that main idea with evidence from across the text or data set
- Only 6% can see complex implied relationships of details in a text or data set – i.e. they cannot notice and connect related key ideas to figure out meanings and effects
- VS. reading literally

5

How the demand for skills has changed

Economy-wide measures of routine and non-routine task input (US)



The dilemma of schools:
The skills that are easiest to teach and test are also the ones that are easiest to digitise, automate and outsource

6

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



7

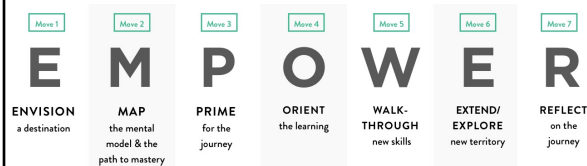
And then apprentice learners into knowing and doing those expert things



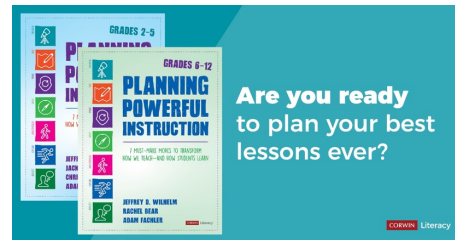
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THE SOLUTION: Teach through guided inquiry as cognitive apprenticeship



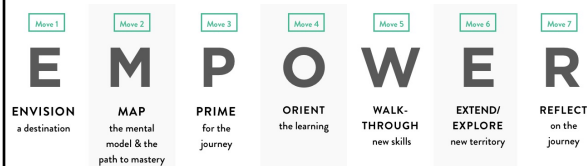
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10



PRIMING OUR TIME TOGETHER: You will see the must-make moves of cognitive apprenticeship at play in the teaching featured in this presentation



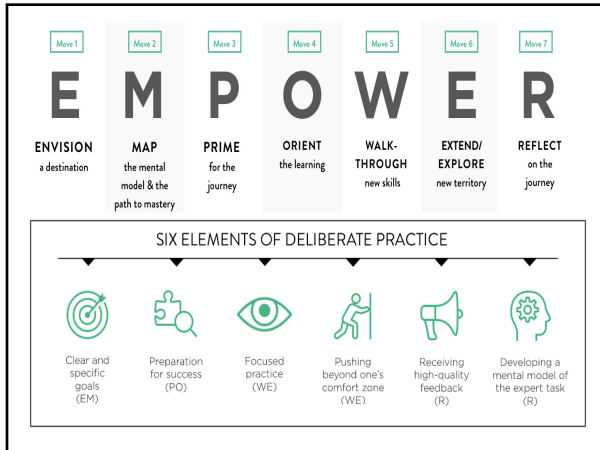
11

Ericsson on expertise

- a highly conscious and articulated mental representation of a task and how to complete it
- **deliberate practice:** mindful focused practice aligned with “correspondence concept”



13



14



Key Insight

~~EMPOWER~~ ~~TEACHING~~

If you lack a **mental model** for a task, you **cannot get better** at that task.

15

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

17

17

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

18

Think of a time that you had to learn a new and unfamiliar task? How did you get oriented? How did you get started learning? What resources and support did you seek out?



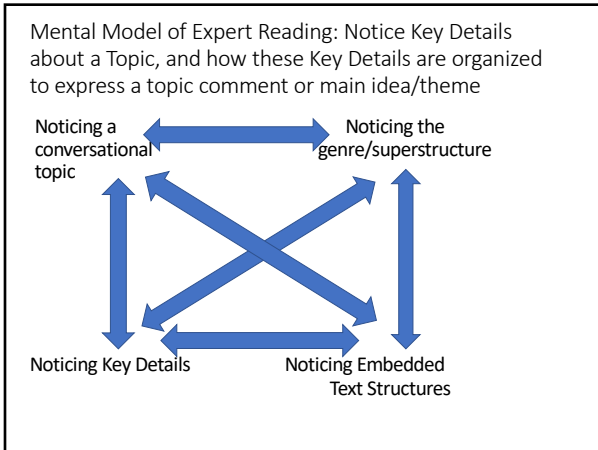
19

EMPOWER 1
Principle

ENVISION: Your goal is what students can do *independently* by the close of the unit.

READ FOR MAIN IDEA AND JUSTIFY THAT MAIN IDEA WITH TEXTUAL EVIDENCE and REFERENCES TO TEXT CONSTRUCTION

20



21

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 effect

22

EMPOWER Principle 2 **MAPPING THE PATH:** Planning means going the way, knowing the way, and showing the way.

23

A Sequence Designed to Enact These Principles
PRIMING AND ORIENTING: Introducing the Strategy with Visual Texts

24

A Sequence Designed to Enact These Principles
PRIMING AND ORIENTING: Introducing the Strategy with Visual Texts
WALKTHROUGH:
 Practicing in Miniature: That is, we provide repeated DELIBERATE practice in consciously applying a strategy in short texts that we have written or selected to DEVELOP CONSCIOUS COMPETENCE.

25

A Sequence Designed to Enact These Principles
WALKTHROUGH/ EXTEND AND EXPLORE:

- Thinking-aloud
- Casting Students as Writers and Respondents
- Applying a Questioning Heuristic
- Searching and Finding

REFLECTING THROUGHOUT AND AT THE END: Putting it All Together – integrating strategies for transfer

26

EMPOWER Principles

3

4


PRIME: All learning proceeds from prior learning.

ORIENT: All learning is directed by purposes and payoffs

27

Reading for main idea or theme: 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




28

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

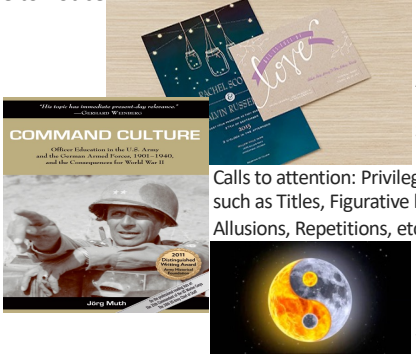
Top Down: Identifying the topic or general subject of the ongoing conversation

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



29

Mental Model for Rules of Notice: There are three general classes of rules of notice used by authors signaling what we are to notice and interpret!




Explicit Announcements/
Direct Statements

Calls to attention: Privileged Positioning such as Titles, Figurative language, Allusions, Repetitions, etc.

Ruptures: Any surprises or shifts

30

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



31

Some Sample Rules of Notice, see also the provided resource

Direct Statements

- Explicit statements of meaning, principle, generalizations, judgments or evaluations
- Direct statements of theme, application or of takeaway

Ruptures

- Surprises/shifts in topic, trajectory, continuity, expectations
- Events or ideas that change relationships or offer different perspectives on a topic
- Discoveries or revelations

Calls to Attention

- Titles, headers, covers
- Introductions, climaxes, conclusions
- Questions, implications, reference to pre-text or other texts or other ideas
- Figurative language

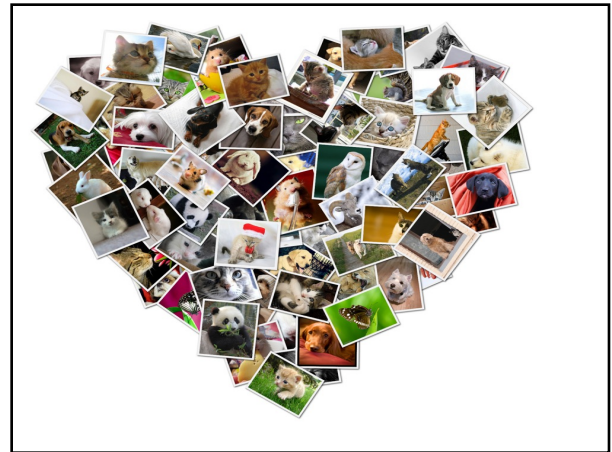
Reader’s Response

- Activation of prior knowledge and interests—
- Intense questions that come up and make you stop and pause—
- Intense intellectual responses to anything in the text—

32



33



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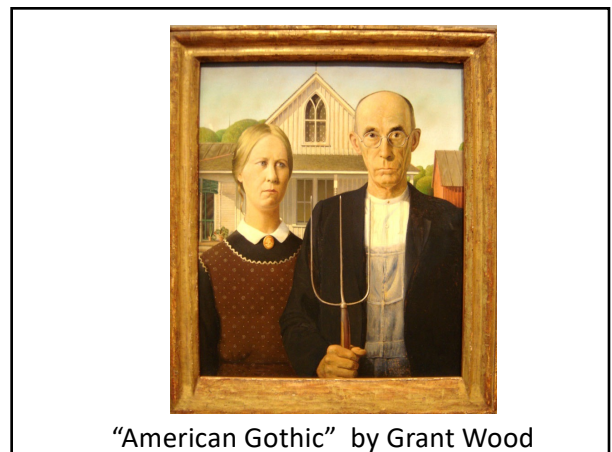
35



36

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

37




"American Gothic" by Grant Wood

38

Keep practicing the “topic-comment” strategy


The topic comment strategy:
 STATE THE TOPIC, THEN MAKE A COMMENT ABOUT THE TOPIC. BE PREPARED TO EXPLAIN HOW THE PATTERNING OF KEY DETAILS EXPRESSES THAT COMMENT ABOUT THAT TOPIC

Relationships are . . . Can be . . . Demand . . .
 Gender roles require/ have the effect of . . .
 Farm life is . . .



39

- 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

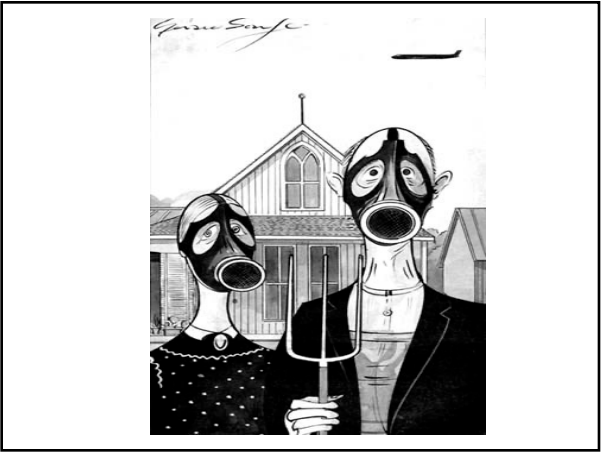


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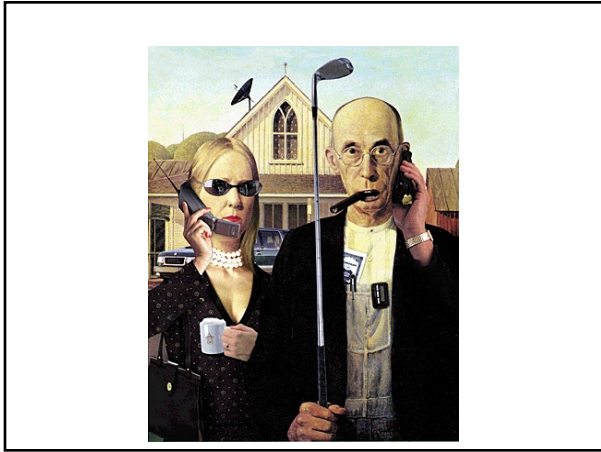
Practice with Parodies: Changing key details changes topics and comments

- Which is why you have to notice all the key details and their patterning in context . . .
- CHANGING a detail can change the topic and/or change the comment
- The topic-comment strategy is hugely helpful to kids in reading for main idea and theme!

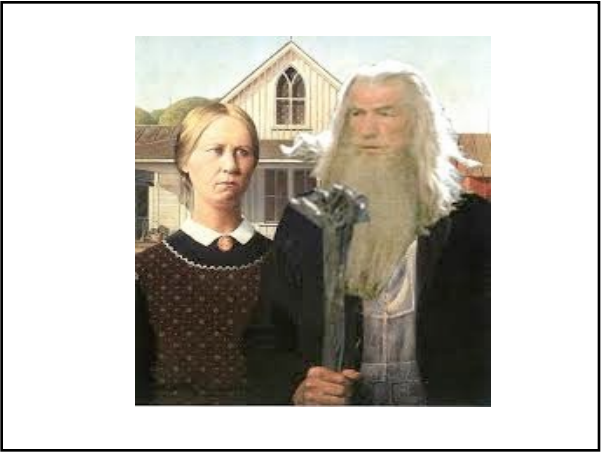
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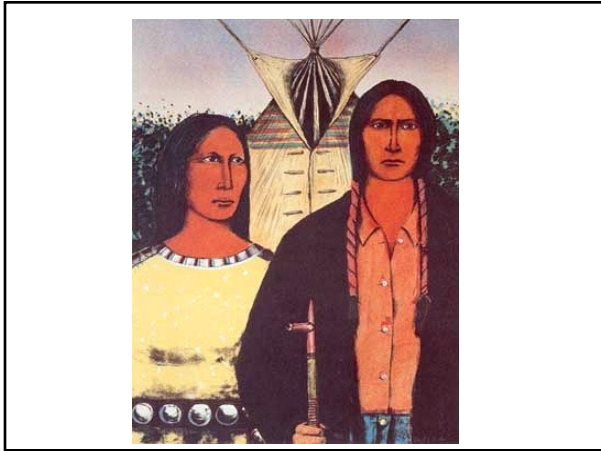
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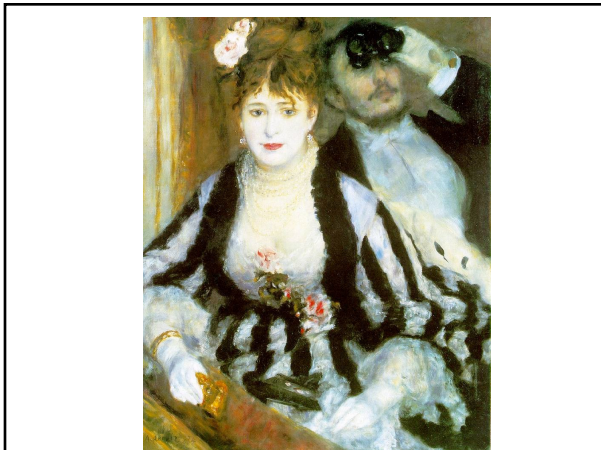
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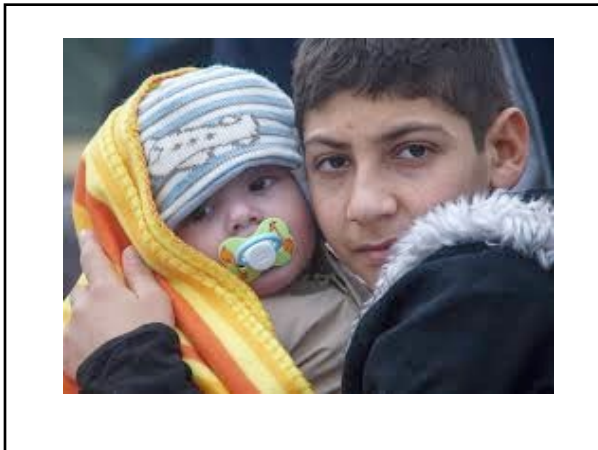
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50



51

How are we doing on Next Generation standards?

Meeting Anchor Standards for Reading

- 1: explicit codes and inferencing
- 2: determine central ideas and development; summarize
- 3: Analyze interactions and interrelationships of events, details, etc.
- 4: Interpret textual constructions, words and phrases and their effect
- 5: Analyze structure, parts to whole
- 7: Multimodality
- 8: Delineate and evaluate claims and reasoning
- 9: How different texts treat the same issue
- 10: Wide reading and comprehension of complex texts

52

Next generation of standards

Meeting Anchor Standards for Writing

- 1-3: narrative, informational, argument
- 4: Production
- 5: Planning
- 6: Multimodality; collaboration
- 7: Short research
- 9: Evidentiary reasoning
- 10: Compose routinely in different genres, including short informal composing

53

EMPOWER 5 **WALKTHROUGH AND EXTEND EXPERTISE.**

Principle

Deliberate practice yields proficient performance.

54

THE WALKTHROUGH

Practice in Miniature: Transferring the strategy to texts is key, and lots of deliberate practice is crucial

55

MENTOR TEXT

56

MENTOR TEXT

57

MENTOR TEXT

58

Introductions

- Are another call to attention that signal the conversational topic and the direction that key details will take.
- Introductions have a privileged position – along with conclusions, climaxes/turning points

59

- It is already understood that technology has a huge effect on shaping the human brain and changing how it functions, but the effects of cell phone use while driving is an especially scary case (based on Richtel, 2014).

On the basis of this sentence, what do you think is the subject of the text from which it was taken? What rule/s of notice helped you?

How do you expect this text to fit in with the on-going conversation about this subject? What makes you think so?

Please complete the following sentence frame based on the prediction you made above.

- Although we already know that _____, the author of this statement argues that the problem is extended and exacerbated when _____.

60

- “There are many men who have argued over the ages that women don’t have enough mental strength to become morally good on their own: they need the guidance of men.” (Wollstonecraft, 1792).
- On the basis of these sentences, what do you think is the subject of the text from which they were taken? What rules of notice helped you?
- How do you expect this text to tie in with the ongoing conversation about this subject? What makes you think so?
- Please complete the following sentence frame based on the prediction you made above.

Although throughout the ages men have contended _____, the author of this statement argues _____.

61

Questioning Strategies: Using the QtA

- Introduce six key questions and have a student record them on chart paper that can be seen by everyone in the class.
 - What topic is the author addressing?
 - What are the most salient key details about the topic?
 - What is the author’s comment on that topic?
 - What other comments on that topic are possible?
 - What does the author do to convince you that his or her comment is the best one?
 - How did the rules of notice help you in this process?

62

How does the QtA and the rules of notice help you to navigate and interpret this poem?


MY Rules
By Shel Silverstein

If you want to marry me, here's what you'll have to do.
You must learn how to make a perfect chicken dumpling stew.
And you must sew my holey socks.
And soothe my troubled mind.
And develop the knack for scratching my back.
And keep my shoes spotlessly shined.
And while I rest you must rake up the leaves.
And when it is hailing and snowing you must shovel the walk... and be still when I talk.
And... hey, where are you going?

63

Questioning Strategies: Using the QtA

- Introduce six key questions and have a student record them on chart paper that can be seen by everyone in the class.
 - *What topic is the author addressing?*
 - *What are the most salient key details about the topic?*
 - *What is the author's comment on that topic?*
 - *What other comments on that topic are possible?*
 - *What does the author do to convince you that his or her comment is the best one?*
 - *How did the rules of notice help you in this process?*



64

The Shark, By John Ciardi


My dear, let me tell you about the shark
Though his eyes are bright, his thought is dark.
He's quiet, that speaks well of him
So does the fact that he can swim

And though he swims without a sound
Wherever he swims he looks around
With his two bright eyes and his one dark thought
He has only one, but he thinks it a lot

And that one dark thought he can never complete
Is his one dark thought of something to eat
Most anything does, and I have to add
That when he eats his manners are bad

He's a gulper, a snatcher, a ripper, a grabber
Yes, his manners are bad, but his thought is drabber
That one dark thought he can never complete
Of something, somewhere, somehow to eat

Be careful where you swim, my sweet.



65

- **Several lines in the poem develop the topic**
- of the shark's keen eyesight
- sharks' dark thoughts about things to eat
- sharks' capacity to swim without making a sound

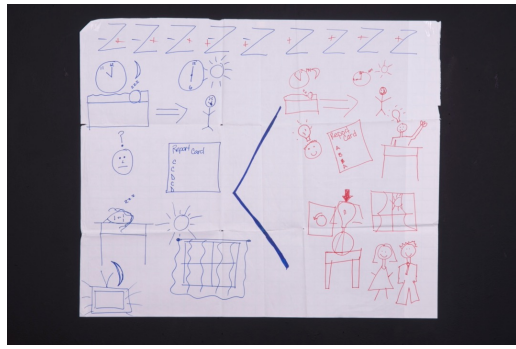
- **The central focus/main idea of the poem . . .**
- sharks have terrible manners
- The bright eyes of the shark increase its ability to see its enemies or prey
- Swimming is dangerous
- Watch out when swimming in shark infested waters because the shark has a voracious appetite.

66

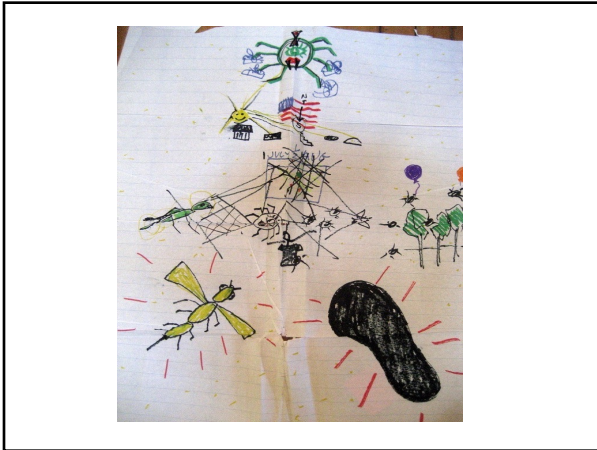
PICTURE MAPPING DIRECTIONS

- Identify the topic of your reading - symbolize the topic with a visual (no words allowed!)
- As you read, mark or list each key idea about the topic
- Symbolize each key idea with a picture or a symbol - do this as simply as you can!
- Show the relationships and the patterns of the key details
- Show the central focus and/or implied actions that follow from this trajectory of these details

67



68



69



70

Questioning: KEEP!

- K: What **kind** of text is this?
- E: What are the **essential** features of this kind of text?
- E: How did the author **employ** these features?
- P: What was the author's **purpose** in employing this genre and the features of this genre in that way?
- I: What **meaning and effect** did the author want to achieve through her choice of genre and use of genre features?

71

I've color coded the genre "moves" of the following two texts

- Work with a partner to name the moves –
- Why each move is important
- How we ought to unpack/interpret the move



72

Letters to the editor: what are the genre moves?

To the Editor:

I have been a nutritionist for twenty-nine years. I can't believe the furor caused and letters to the editor generated by reporting on the new healthier school lunches! In an article published in the *Baltimore Sun* on 9/28/14, I read this: "Traditionally, the USDA had used the National School Lunch Program as a dumping ground for surplus meat and dairy commodities. Children consumed animal fat and sugary drinks, to the point where one-third have become overweight or obese. These early dietary flaws became lifelong addictions, raising the risk of diabetes, heart disease, and stroke."

I am here to tell you that the new healthy school lunch initiative is a good one! Parents should work with school cafeteria managers to encourage consumption of healthy foods. Initiatives could include student recipe or poster contests, a student garden, and "Meatless Mondays." This will be better for learning in the short term and better for health in the long term.

73

Does this one make the same moves?

Dear Editor,

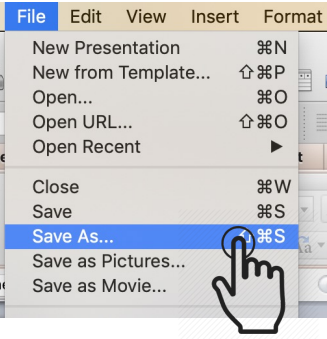
In your recent school lunch article I read that kids are still hungry after eating the new healthier school lunches. Several high school students are quoted in the article as saying the new food is not only unappetizing, but also served in too small portions. As someone with a school-age child, I agree that making school lunches healthy is important, but it doesn't help when the food is inedible or there is not enough of it. Contrary to what schools may think, reducing portion size is not the miracle fix for childhood obesity. Let's not overlook the side effects of reducing portion sizes. The article reports teachers are complaining about students falling asleep and getting distracted in class. I hope the voices of experts and concerned parents like myself will result in permanent, sustainable changes to school lunches—healthy AND adequate; healthy AND tasty!

74

EMPOWER **7**
Principle

REFLECT ON THE JOURNEY:
When you can name it, then you can tame it.

75




File Edit View Insert Format
New Presentation ⌘N
New from Template... ⇧⌘P
Open... ⌘O
Open URL... ⇧⌘O
Open Recent
Close ⌘W
Save ⌘S
Save As... ⌘S
Save as Pictures...
Save as Movie...

Reflecting is like clicking save...
If you don't do it, you lose your work.

76

Technique: Seek and Find



shutterstock

77



Water.
It's Part Of Your World.
Keep It Clean.
www.eco.org

80



READ YOURSELF INTERESTING
Rulpbooks.co.za

81

OH DEER
ITS HARD TO SPEL
WHEN YOUR HUNGRY
IF YOU KEAP MAKING TYPING MISTAKES
GRAB YOURSELF A SNIKKERS FAST



VISIT OUR FACEBOOK PAGE IF YOUR NOT SHAKING TO MUTCH 


82

What are your major takeaways?
What ideas can you immediately use?



83


Effective teaching is principled practice!



Give students LOTS of PRACTICE in using the mental models and in articulating the principles to cultivate TRANSFER!

84

Rules of notice: reading is about noticing - interpreting - applying
What were the most important things you noticed about key details, ideas and events and HOW did you know to notice these things?



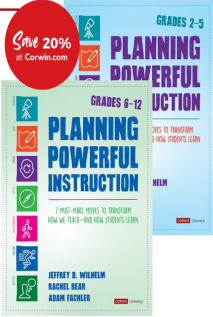
85

To find short texts and excerpts that can be layered at different reading levels

- Your library media specialist!
- Seek and finds from kids and friends
- Cartoons
- Daily newspaper
- Newsela
- Ctl

87

Planning Powerful Instruction
7 Must-Make Moves to Transform How We Teach—and How Students Learn
Jeffrey D. Wilhelm, Rachel Bear, Adam Fachler
Your go-to guide for transforming student outcomes through stellar instructional planning. Its seven-step framework—the EMPOWER model—gives you techniques proven to help students develop true insight and understanding.
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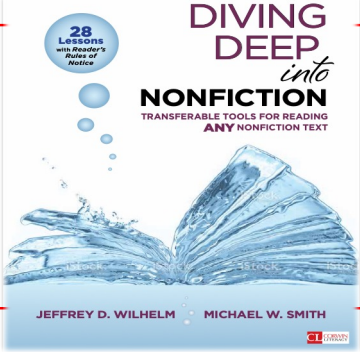
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DIVING DEEP
into
NONFICTION
TRANSFERABLE TOOLS FOR READING ANY NONFICTION TEXT

28 Lessons with Reader's Rules of Notice



JEFFREY D. WILHELM · MICHAEL W. SMITH

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89