

# Diving Deep into Reading: Using Readers' Rules of Notice

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

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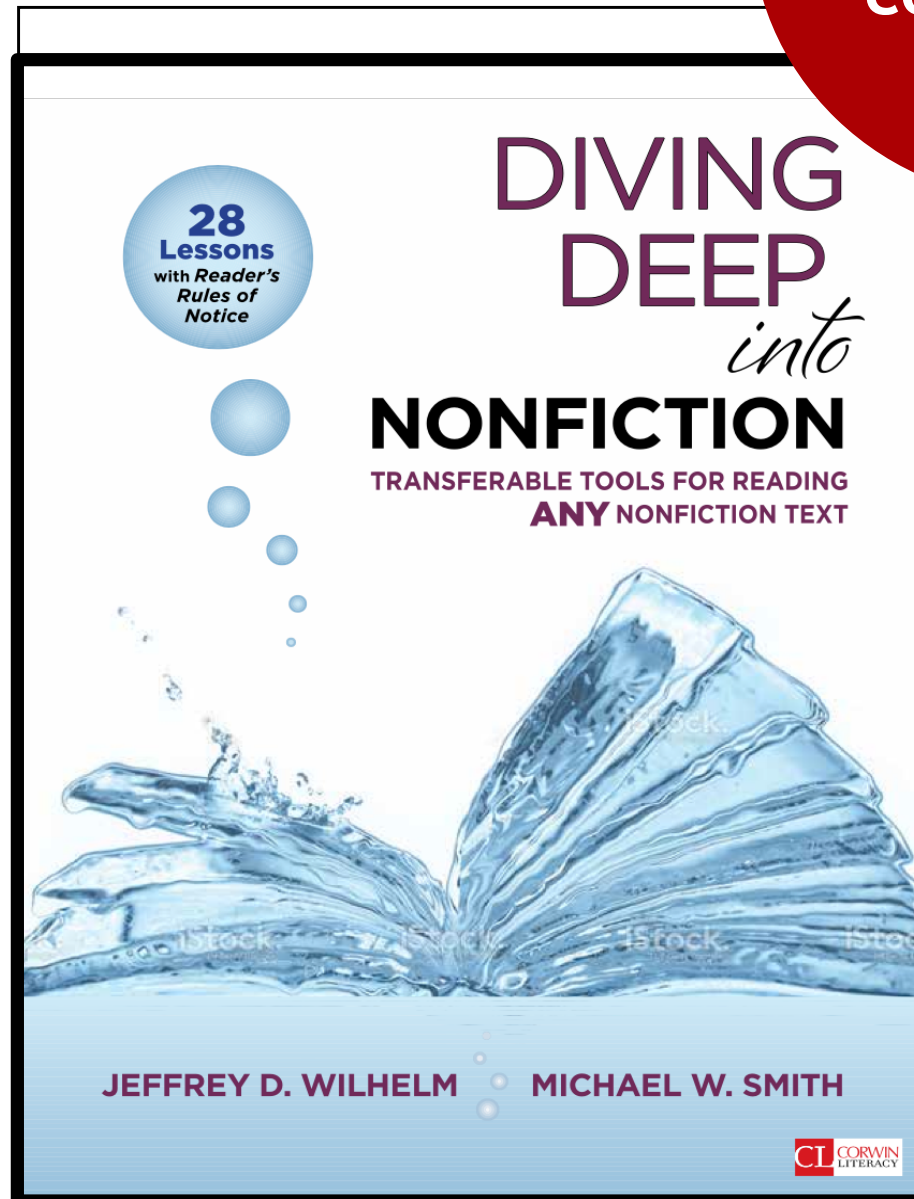
[jeffrey.d.wilhelm](https://www.facebook.com/jeffrey.d.wilhelm)

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# Essential Question:

How can we plan and implement instruction that engages, supports, challenges, and inspires our students to expertise in reading (and composing) nonfiction texts ?





# Learning Targets:

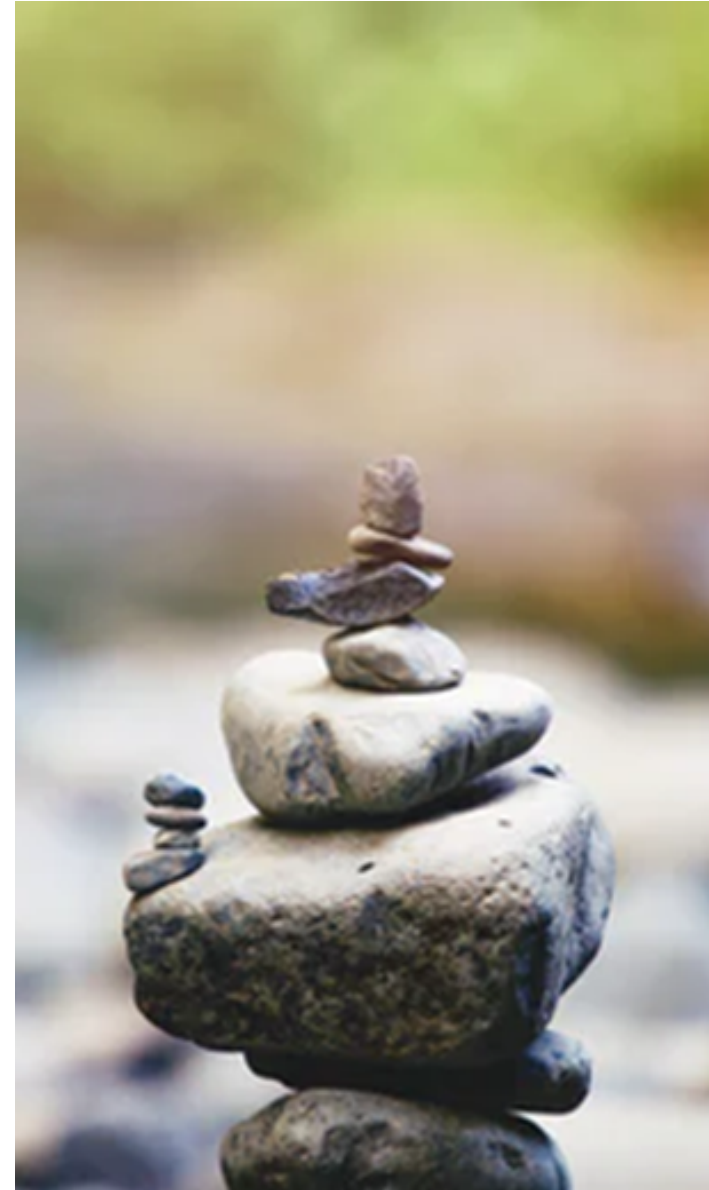
Educators will...

Understand a general mental model for expert reading and how to use it as a teacher and a reader

Understand how expert composers code texts with cues to help **readers notice and interpret** meaning.

Explore ways to help students “notice” and “interpret” details in nonfiction texts of all kinds

Brainstorm ways to use what you are learning in your planning and instruction.



**IN THIS WORKSHOP, WE WILL CONSIDER SOME OF THE MAJOR CHALLENGES** *with student reading and the kind of teaching required to address these challenges.*



Some seminal insights about reading including Challenges Students Face, Understanding What Expert Readers Do, and 2 major goals to bridge the gap



Using Rules of Notice to help in Noticing the Conversation



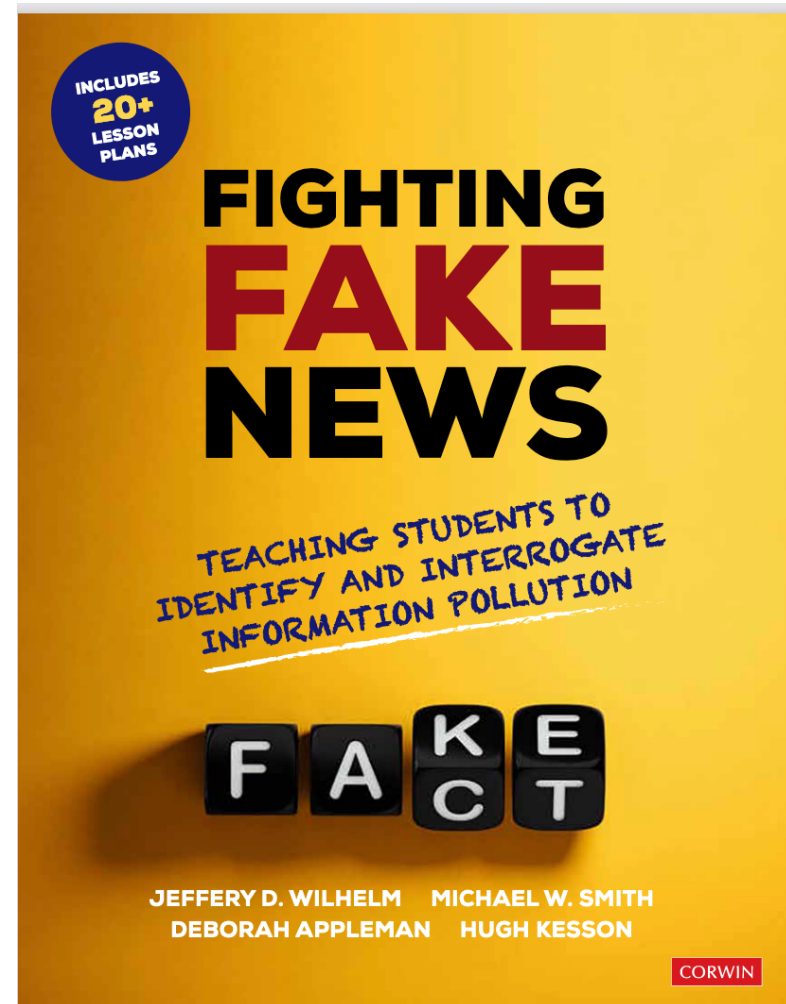
Using Rules of Notice to help in Noticing key details



The curricular path towards helping learners read more like experts

We need first to comprehend a text the way it was written to be understood, then evaluate whether we should go along.  
“Nonfiction is true” vs. Nonfiction, like fiction

- Can express meanings that run on a continuum of “true” to “false”
- Is written by somebody who wants to manipulate you into knowing, believing, feeling and/or doing something.
- Think of nonfiction editorials, op-eds, PSAs
- So we better think about who this author is, and be able to notice how they are manipulating us, what they are asking us to notice and how they are asking us to make meaning, what that meaning is, and whether we want to go along



# Ericsson on how to achieve expertise

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

3000 hours for competence in a complex domain; 10,000 hours to achieve expertise

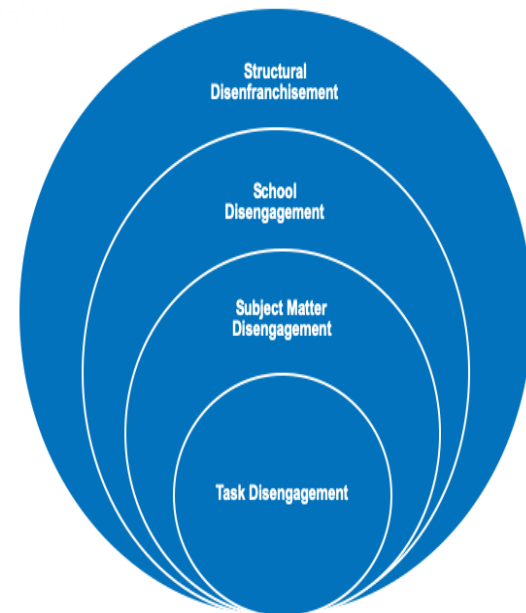




And the more non-mainstream, marginalized or damaged the learner identity **the more important it is**

- 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.
- To promote and celebrate growing competence

### The Progression of Disengagement (Trajectory of Marginalization)



# THE CHALLENGE OF GETTING STUDENTS TO READ. BECAUSE READING VOLUME MATTERS!!!

## Patterns of Reading Study

Students who read for an hour per day for pleasure increased their reading level by 2.66 grade levels in one year.

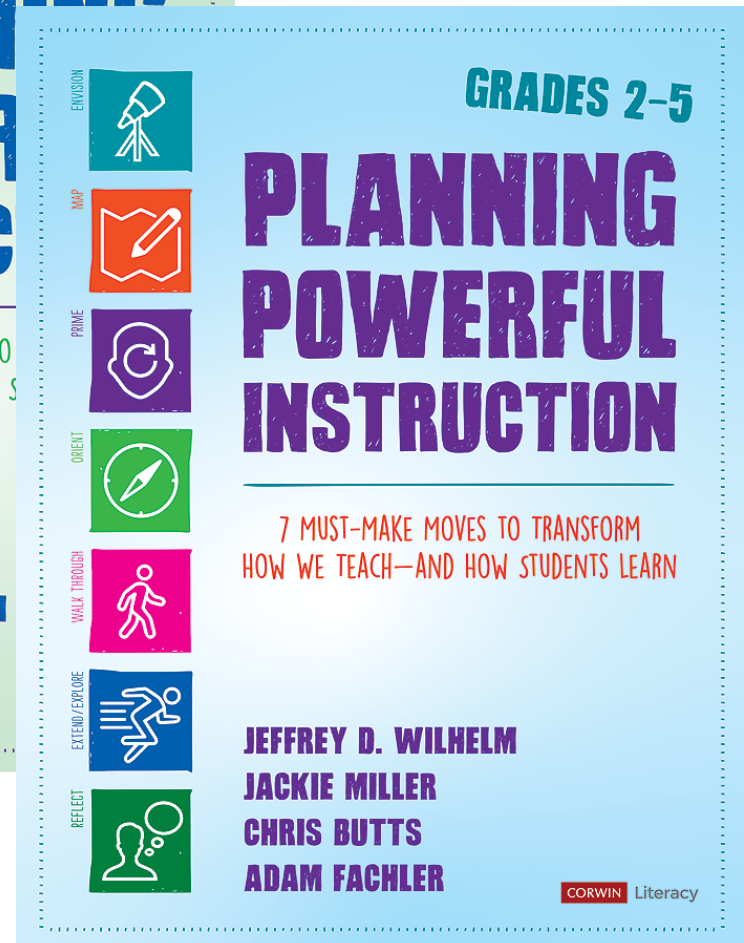
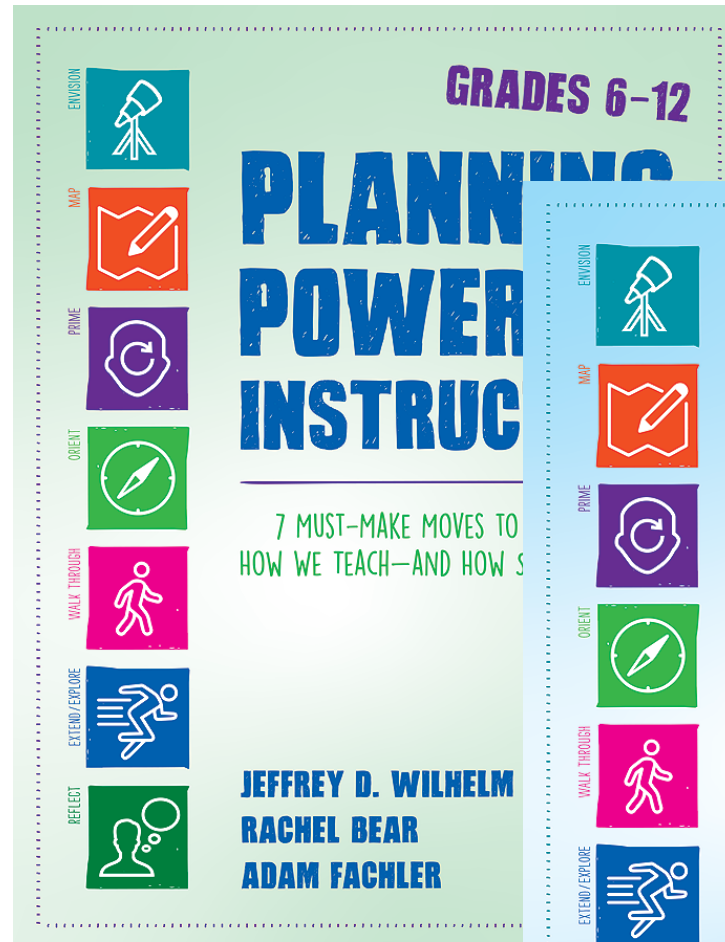
Reading topped out in 4th/5<sup>th</sup> grade at 12 minutes a day.



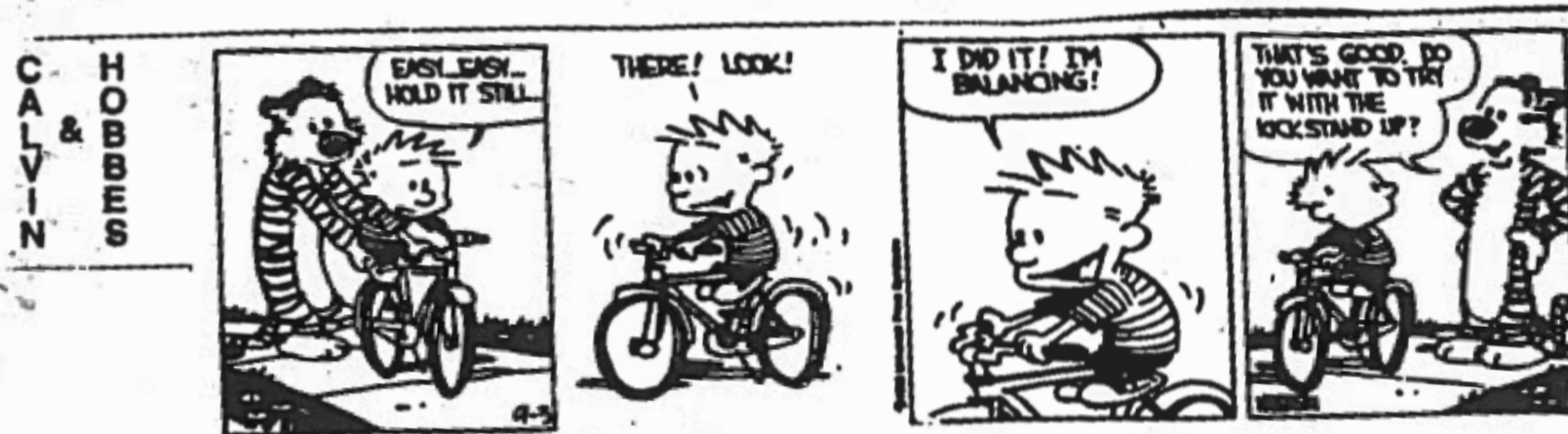
Paul, T. *Patterns of Reading Practice*, 1996

# And then to deliberately practice the strategies and stances of experts in the context of real reading.

EXPERTISE is developed over time by the conscious practice of the strategies of experts over time in real contexts of use. Hillocks, Fred Newman studies, Anders Ericsson Expertise studies, Czikszenmihayi studies of optimal experience, etc. etc. THIS IS WHY GUIDED INQUIRY AND COGNITIVE APPRENTICESHIP APPROACHES ARE CRUCIAL TO TRANSFORMATIONAL TEACHING



Two Messages: Read More; Apprentice Readers into Deliberate Practice with more expert strategies!





# CHALLENGES: NAEPs results October 2019

- Only 35% of US 4<sup>th</sup> graders and 34% of 8<sup>th</sup> graders are reading at proficient level

That means almost 2/3<sup>rds</sup> of American students are below grade level

- Boys, minorities, kids in poverty or marginalized in any way are doing worse

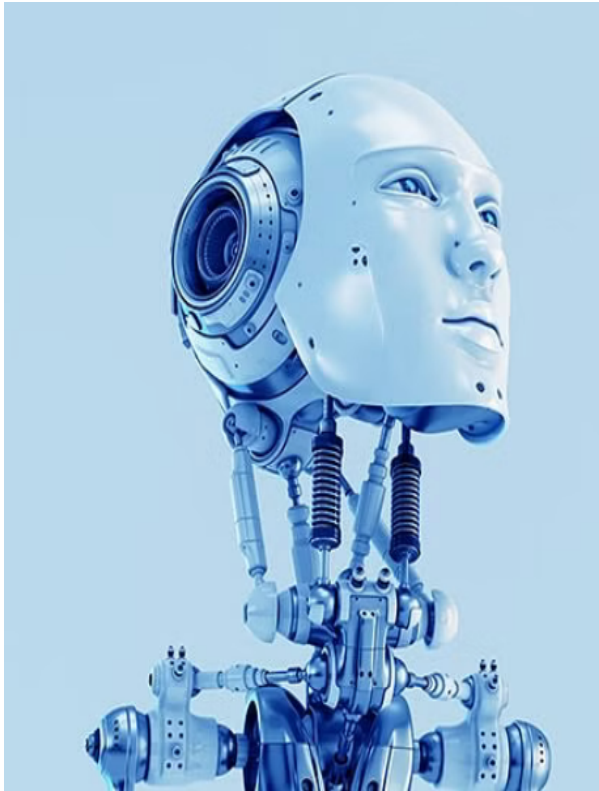
ISSUE OF EDUCATIONAL EQUITY - GIVING LEARNERS WHAT THEY NEED WHEN THEY NEED IT: ROBUST TIER ONE INSTRUCTION AS WELL AS TIER 2 AND 3

- Achievement is stagnant since 1992 while the demands of school and workplace have increased

# SPECIFIC PROBLEMS OF INFERRING AND GENERALIZING

- 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

# The Challenge of AI



And meeting it through guided inquiry

- Make all reading and composing meaningful - and a way to solve problems, stake identity, create knowledge
- In a context of guided inquiry with immediate applications
- Teach the process and give class time to deliberately practice all aspects of the kind of reading (strategy/genre) and composing that you are teaching

SO, THE Latest NAEPs and PISA results tell us . . . That students need help with

- Identifying topics
- Identifying patterns and gaps in key details
- Inferring to fill the gaps or interpret connections
- Genre Knowledge
- Reading for main idea or theme: which is a topic comment SO requires identifying topics, key details and how they are arranged for meaning and effect



If you can only read literally

A man came inside and sat down in the very last booth. He ordered and ate bacon, eggs, and wheat toast. One hour later he finished his third cup of decaffeinated coffee. He left, but forgot his umbrella and the morning's copy of *The Wall Street Journal*. He left a big tip, smiled at the waitress, and said goodbye to her.

- Where was he?
- What did he order?

If you can only read literally

A man came inside and sat down in the very last booth. He ordered and ate bacon, eggs, and wheat toast. One hour later he finished his third cup of decaffeinated coffee. He left, but forgot his umbrella and the morning's copy of *The Wall Street Journal*. He left a big tip, smiled at the waitress, and said goodbye to her

- Why did he come here?

If you can only read literally?

A man came inside and sat down in the very last booth. He ordered and ate bacon, eggs, and wheat toast. One hour later he finished his third cup of decaffeinated coffee. He left, but forgot his umbrella and the morning's copy of *The Wall Street Journal*. He left a big tip, smiled at the waitress, and said goodbye to her

- What was the weather like when he came?  
Departed?
- What kind of person might he be?

Latest NAEPs and PISA results tell us . . . Even HS seniors struggle with inferencing, i.e. seeing (noticing) complex implied relationships and then interpreting them

A man came inside and sat down in the very last booth. He ordered and ate bacon, eggs, and wheat toast. One hour later he finished his third cup of decaffeinated coffee. He left, but forgot his umbrella and the morning's copy of *The Wall Street Journal*. He left a big tip, smiled at the waitress, and said goodbye to her.



Dear J\_\_\_\_\_,

I c\_\_\_\_'t m\_\_\_\_\_ y\_\_\_\_\_.

I d\_\_\_\_'t l\_\_\_\_\_ y\_\_\_\_\_ a\_\_\_\_\_.

I l\_\_\_\_\_ y\_\_\_\_\_ br\_\_\_\_\_.

(or be\_\_\_\_\_ f\_\_\_\_\_.)

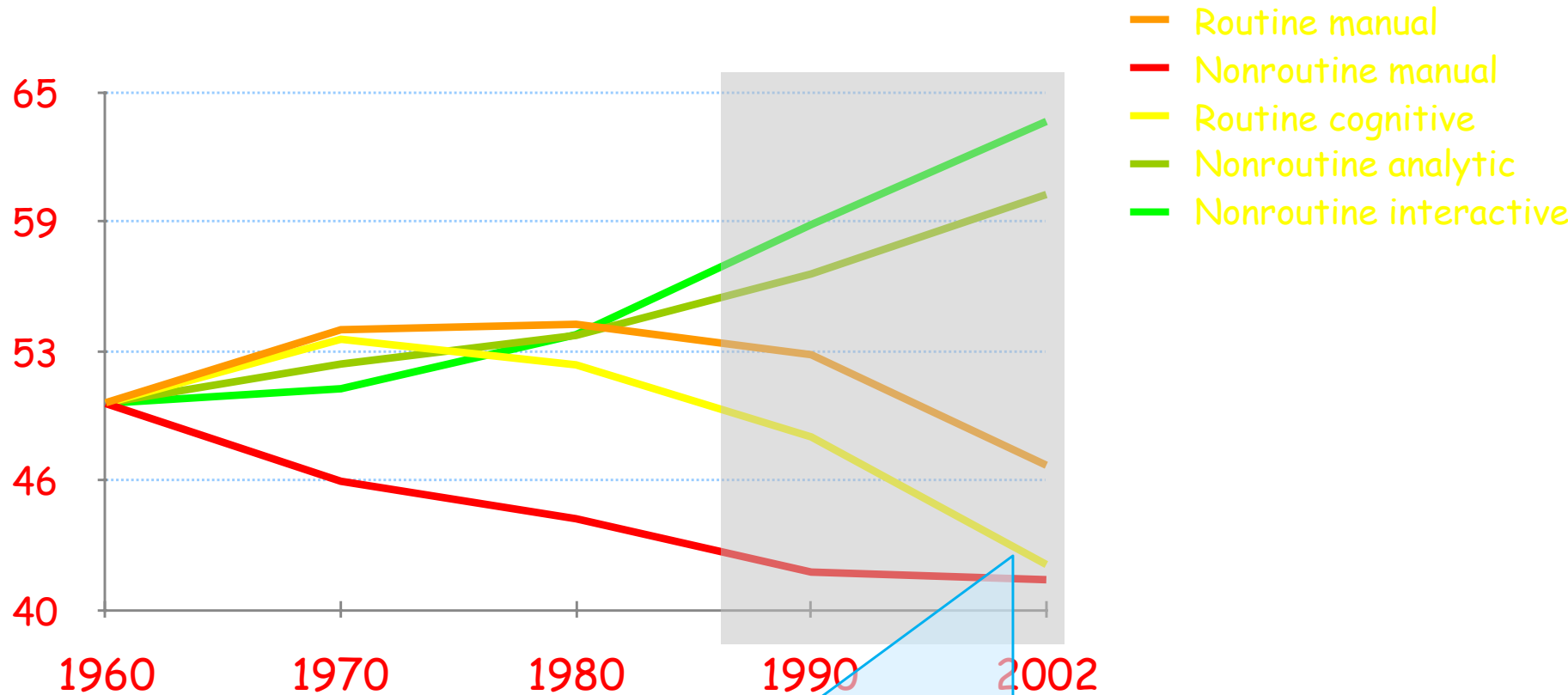
(or bo\_\_\_\_\_.)

S\_\_\_\_\_,

J\_\_\_\_\_

# 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

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

. . .



And then apprentice learners into knowing and doing those expert things





## PRIMING OUR TIME TOGETHER:

You will see the must-make moves of cognitive apprenticeship at play in the teaching featured in this presentation

Move 1

# E

**ENVISION**  
a destination

Move 2

# M

**MAP**  
the mental  
model & the  
path to mastery

Move 3

# P

**PRIME**  
for the  
journey

Move 4

# O

**ORIENT**  
the learning

Move 5

# W

**WALK-  
THROUGH**  
new skills

Move 6

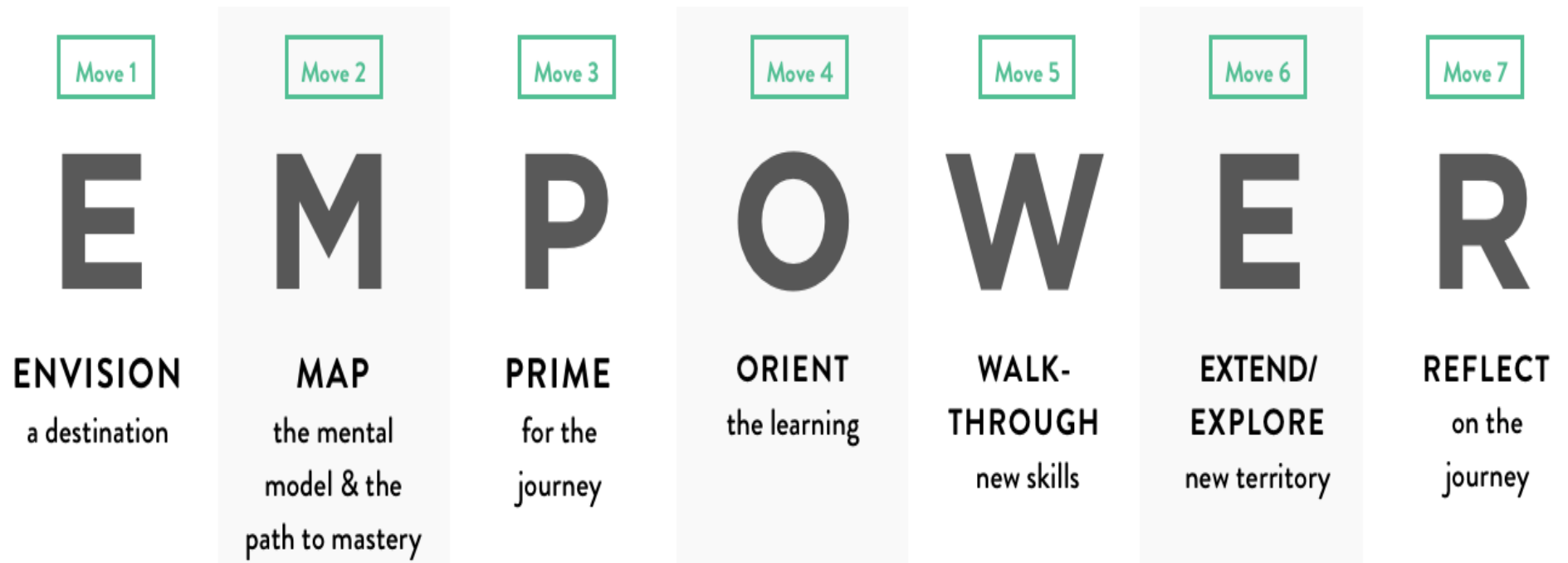
# E

**EXTEND/  
EXPLORE**  
new territory

Move 7

# R

**REFLECT**  
on the  
journey



## SIX ELEMENTS OF DELIBERATE PRACTICE



Clear and  
specific  
goals  
(EM)



Preparation  
for success  
(PO)



Focused  
practice  
(WE)



Pushing  
beyond one's  
comfort zone  
(WE)



Receiving  
high-quality  
feedback  
(R)



Developing a  
mental model of  
the expert task  
(R)



## Key Insight

EMPOWER YOUR TEACHING

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

**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**



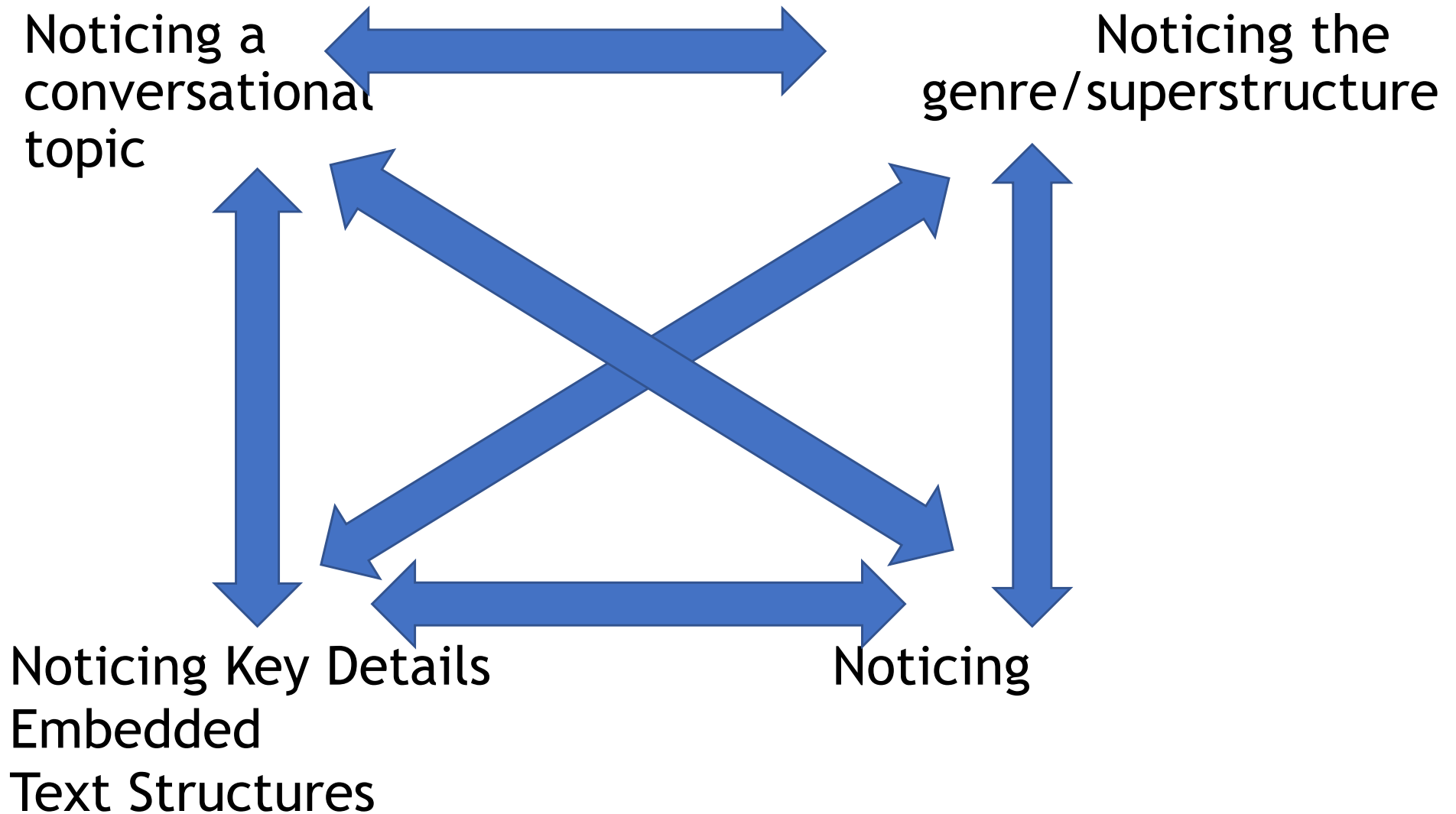
**Pay attention to the details  
of the immediate situation**

# 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

Mental Model of Expert Reading: Notice Key Details about a Topic, and how these Key Details are organized to express a topic comment or main idea/theme



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



# EMPOWER Principle 2

## MAPPING THE PATH:

Planning means going the way, knowing the way, and showing the way.



# A Sequence Designed to Enact These Principles

**PRIMING AND ORIENTING:** Introducing the Strategy with Visual Texts



# 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**.



# 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





# EMPOWER

## Principles

### 3

### 4

**PRIME:** All learning proceeds from prior learning.

**ORIENT:** All learning is directed by purposes and payoffs

# 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.



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

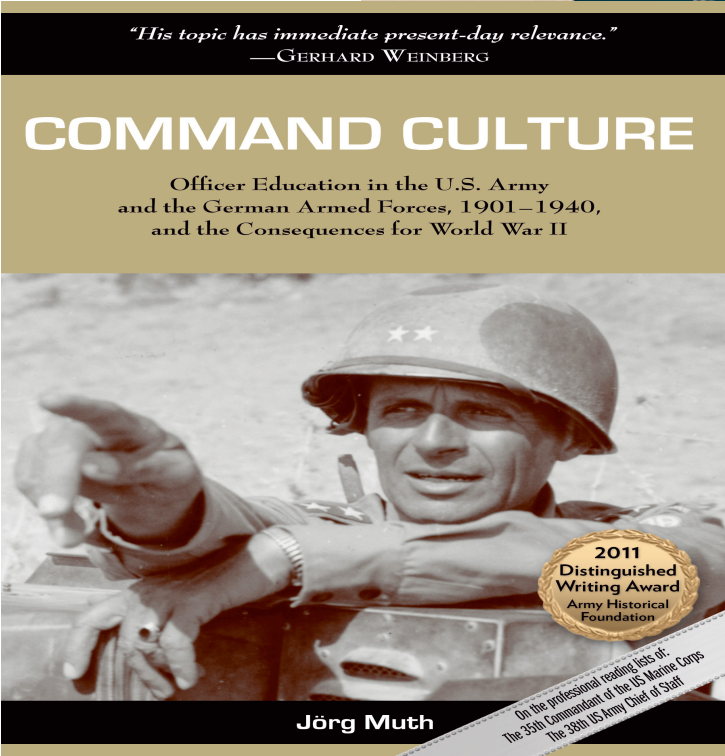
Top Down: Identifying the topic or general subject of the ongoing conversation

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





# 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

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



## **RULES OF NOTICE:**

The “codes” Authors Count on Readers noticing as they decide what to attend to

### **Calls to Attention/Attention grabbers**

1.

#### **Ruptures/Twists**

### **Direct Statements/ Statements and Demands**

### **Reader Response/ The Vibe**

# 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—
- Intense emotional responses





Wesley D. Torcun

Mike Noddy Photo









"MIRROR  
MIRROR"  
Susan Noll AGE 15  
Honors Art 2









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







“American Gothic” by Grant Wood

# 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 . . .



- 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, his askance
- Readers Response:???
- Genre: Double portrait
- Salient text structure: Comparison

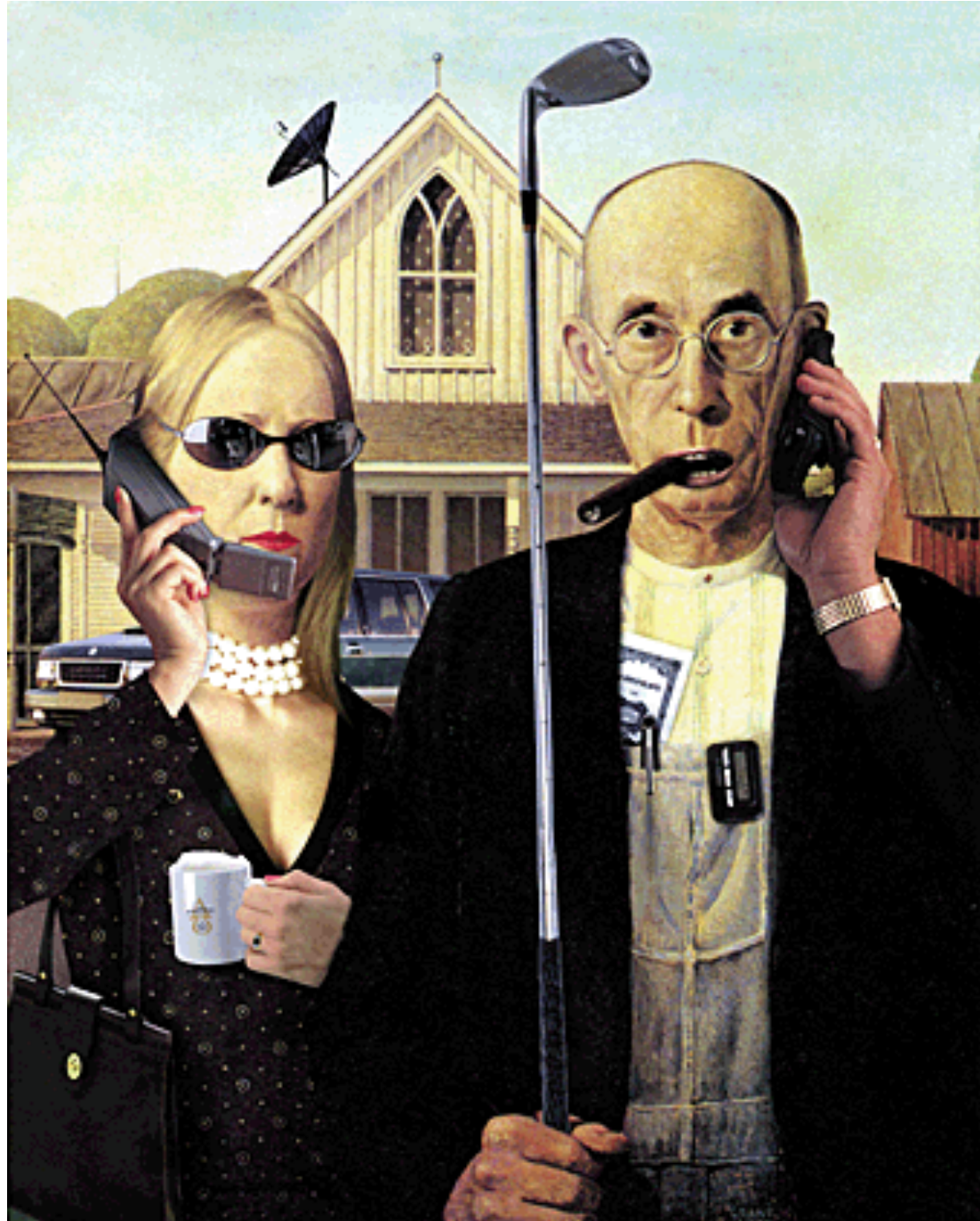




# Practice with Parodies: Changing key details changes topics and comments

- 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!











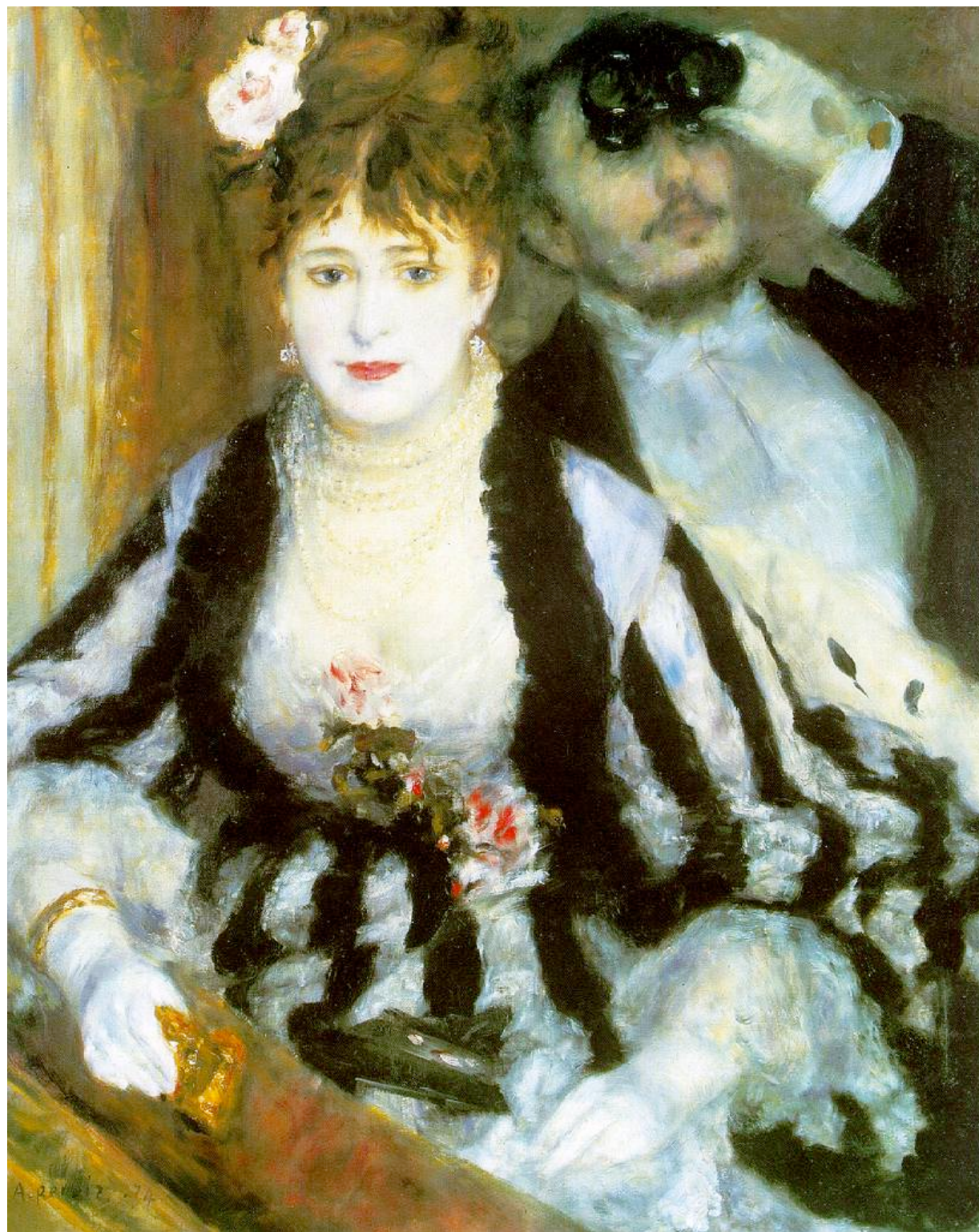


















# Now we can move on to to even more complex texts

- Beer Street and Gin Alley, by William Hogarth
- Noticing Titles is a kind of rule of notice called a "call to attention"
- (Headers, captions, call-outs, etc. are other text feature calls to attention like this)
- What do we already know about the topic of the engraving, even before seeing it?
- (Of course, we will be making the topic more specific, but we are already in the game)



*How happy Freedom of the Press  
Can every Strength impart,  
And waisted with Fatigue and Toil  
Can cheer each weary Heart.*

*Liberty and Art upheld by Them  
Successfully advance,  
We quaff the happy Juice with Glee  
And Water leave to France.*

*London of Health, the grateful Taste  
Rejoice the Cup of Joy,  
And warm our English generous Brims  
With Liberty and Loye.*



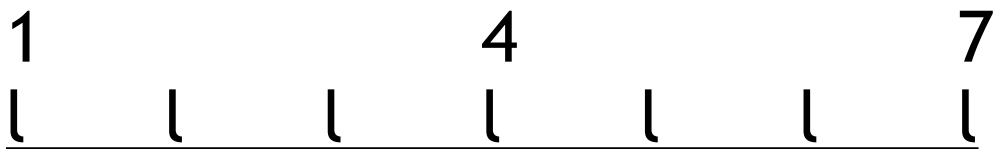
*How sweet the Food, with their Strength  
And warm our Brims with Joy,  
And waisted with Fatigue and Toil  
Can cheer each weary Heart.*

*Liberty and Art upheld by Them  
Successfully advance,  
We quaff the happy Juice with Glee  
And Water leave to France.*

*London of Health, the grateful Taste  
Rejoice the Cup of Joy,  
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# Scales scaffold sense-making

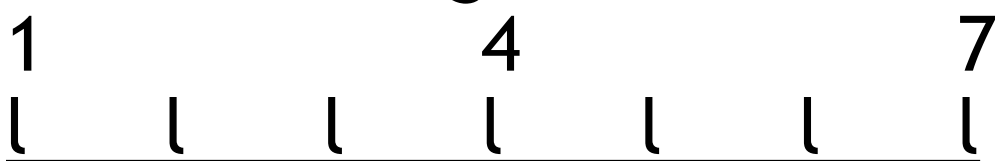
How does Hogarth feel about Gin Lane? How do you know?



Positively

Negatively

How does Hogarth feel about Beer Street? How do you know?



Positively

Negatively



What details in the engraving support your judgments? Think about 2-3 details you could change if you wanted to communicate a different attitude toward Beer Street and Gin Lane.

The Situation: What must have been going on at the time to motivate Hogarth to make his engraving?

# 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

# 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

# EMPOWER **5** Principle

## WALKTHROUGH AND EXTEND EXPERTISE.

Deliberate practice yields  
proficient performance.

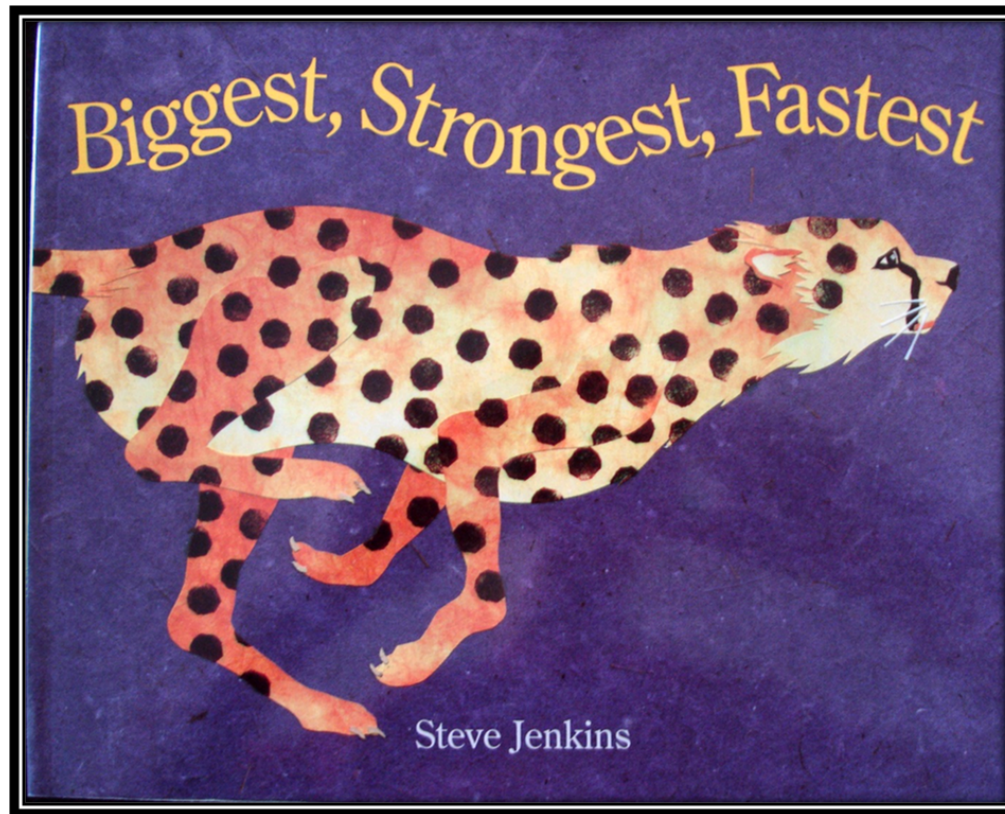


## THE WALKTHROUGH

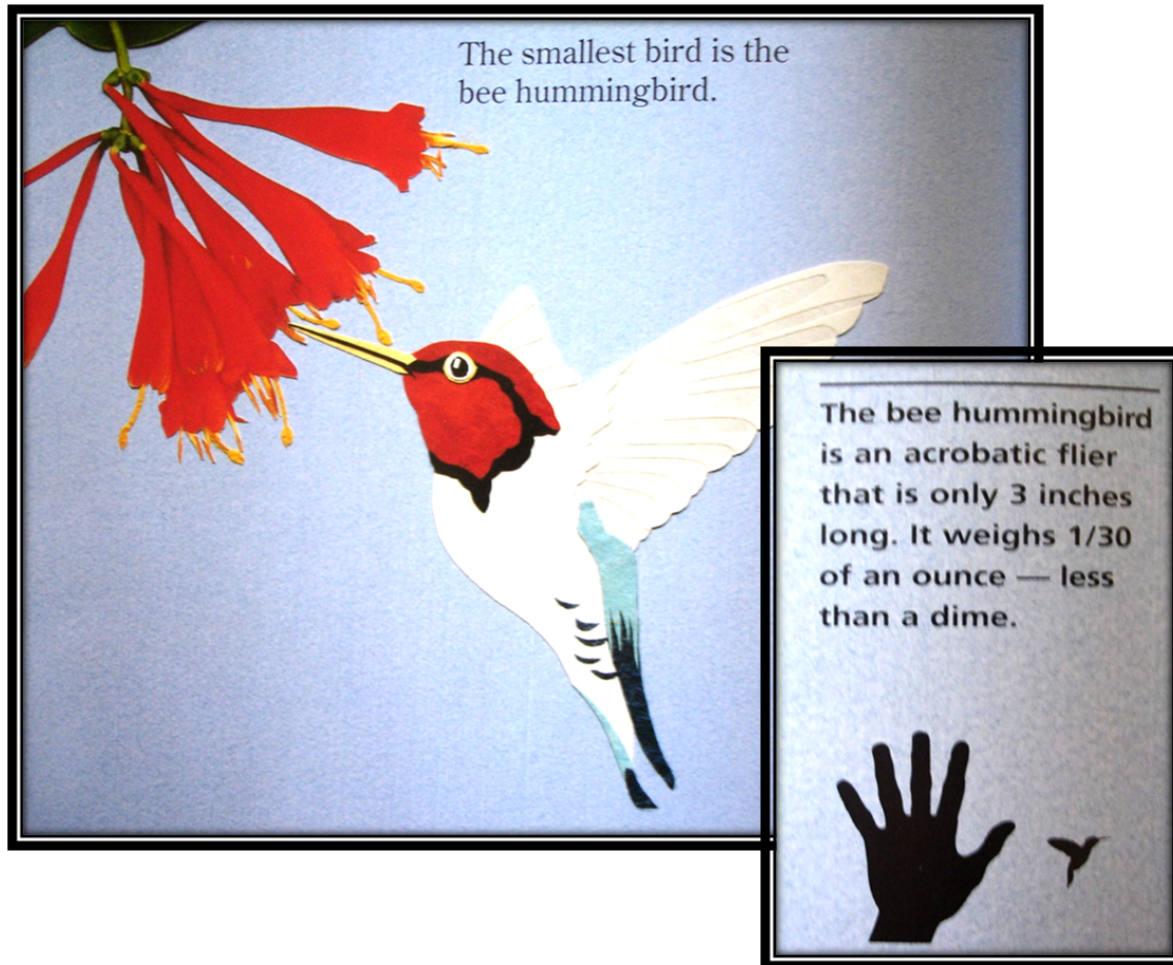
Practice in Miniature: Transferring the strategy to texts is key, and lots of deliberate practice is crucial



## MENTOR TEXT



## MENTOR TEXT



# MENTOR TEXT





# 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



- 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 \_\_\_\_\_

- “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

\_\_\_\_\_.

# 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?*



# 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?



# Questioning Strategies: Using the QtA

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  - \* *.How did the rules of notice help you in this process?*



## 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.



- **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

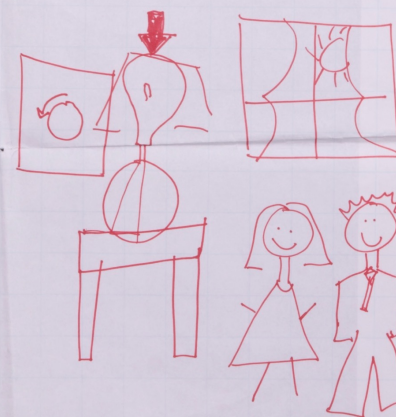
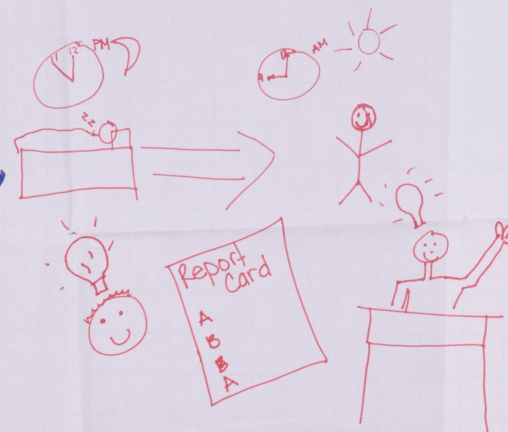
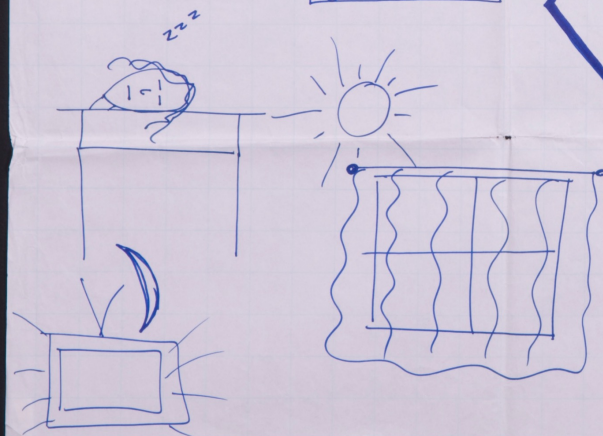
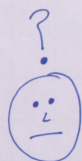
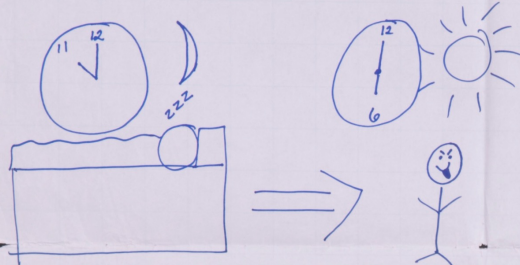
- **The central focus/main idea of the poem . . .**

- 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.

# 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

Z Z Z Z Z Z Z Z Z











# 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?
- !: What ***meaning and effect*** did the author want to achieve through her choice of genre and use of genre features?

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





# 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.

# Does this one make the same moves?

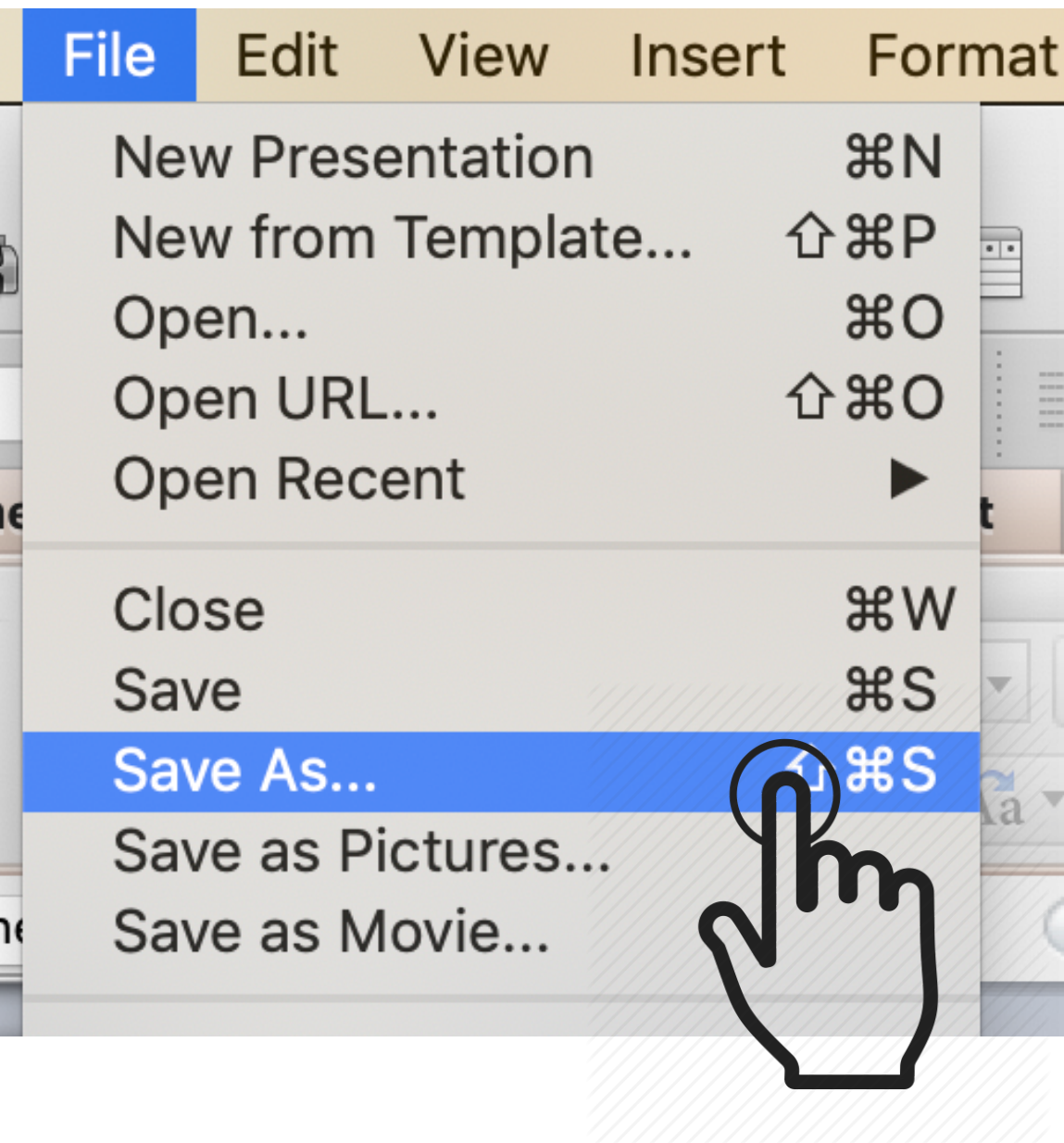
Dear Editor,

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!

# EMPOWER 7 Principle

## REFLECT ON THE JOURNEY:

When you can name it, then  
you can tame it.



Reflecting is like  
clicking save...

If you don't **do it**,  
you lose your work.



# Technique: Seek and Find





**Water.**  
It's Part Of Your World.

**Keep It Clean.**  
[www.ocean.org](http://www.ocean.org)







**READ  
YOURSELF  
INTERESTING**

**Pulpbooks.co.za**  
Let us recommend something.

# OH DEER ITS HARD TO SPEL WHEN YOUR HUNGRY

IF YOU KEAP MAKING TYPING MISTAKES  
GRAB YOURSELF A SNICKERS FAST



VISIT OUR FACEBOOK PAGE IF YOUR NOT SHAKING TO MUTCH





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



# Effective teaching is principled practice!



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

**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?**



# 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



# Planning Powerful Instruction

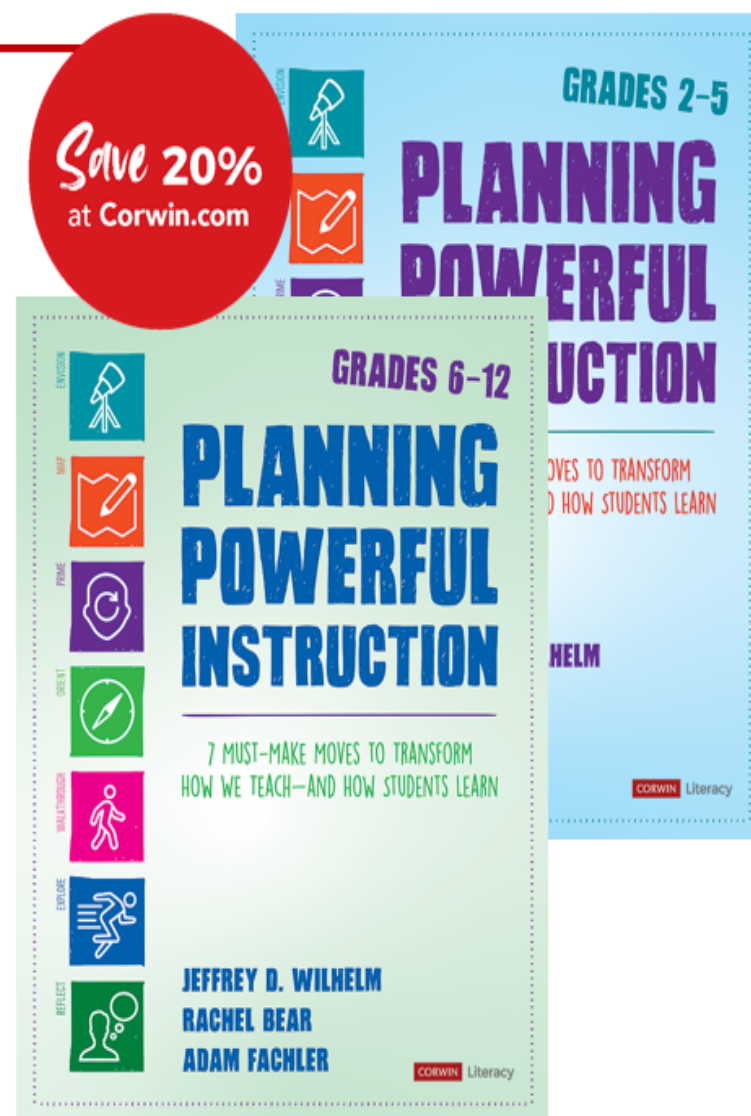
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