

**BECOMING MEANING MAKERS:
WHAT WE OWE OUR STUDENTS AS
THEY COMPOSE THEIR
READING LIVES**

Dorothy Barnhouse
@dorobarn

QUICK WRITE

LOOK AT EACH PICTURE

WHAT DO YOU NOTICE?







WHAT DOES THIS HAVE TO DO WITH READING?

- When you focus on errors, you see errors (teaching from deficits)
- You learn by doing. The experience of observing helped you observe better (teaching the process, not the product)

UNDOING THE DEFICIT MODEL

Scenario #1:

1st grade student Reading *Silly Milly*



S: [struggling with the word 'butter']

T: Sound it out. B-b-b...Look at the picture.
What's she eating?

Scenario #2: Student reading *Junie B. Jones*

Then my eyes got a little bit wet. I wasn't crying, though. 'Cause I'm not a baby. That's why.

T: How do you think Junie B. is feeling right now?

S: [shrugs]

T: Let's look back. [Points to text.] Here, Jim is yelling at her. And here [points to text], she says the bus smells. So why do you think she's saying she isn't crying? Why do you think she says she's not a baby?

Scenario #3:

Teacher reading aloud from *Tuck Everlasting*. Stops throughout the reading to ask questions such as:

“What’s going on here?”

“Why did Winnie say that?”

“What does _____ mean?”

Scenario #4:
5th grade
student
reading *Harry*
Potter

T: Oh, Jonathan. You know what we talked about. You can read Harry Potter at home, but at school you need to choose books from the 'M' bins.

Scenario #5:

8th grade student reading *To Kill a Mockingbird*

- T: So remember how we talked about characterization last week? Can you tell me how the character of Scout has developed in this part?
- S: [Looks at the floor]
- T: Remember how we made charts about the characters? And we listed all the qualities of Scout and Jeb and Atticus and Dill?
- S: [Looks at the floor]
- T: So what were some of the qualities of Scout we put on that chart? Remember, we talked about her being a tom-boy and kind of sassy?
- S: [Looks at the floor]
- T: But here, is she being sassy? [Pause] No, she's not, is she? She's wearing a dress, she's drinking tea. So what do you think caused her to change in this scene?

*WHAT DO ALL THESE INSTRUCTIONAL
PRACTICES HAVE IN COMMON?*

They're all focused on *WHAT* the student was
comprehending – or not

THE LIMITATIONS OF *WHAT*

“The strongest thread in the warp of the dynamic-learning fabric is attention to processes, particularly causal processes.”

Peter Johnston, *Opening Minds*

Focus less on WHAT, or answers, and more on HOW, or processes

What does answer-driven instruction teach our students...?

About reading	About readers
<p>That books have a set meaning, an “it” that one gets or doesn’t get</p> <p>That ‘correct’ reading happens in a single pass</p>	<p>That there is a right and a wrong about what to notice and what conclusions to draw from what they notice</p> <p>That they are a right or wrong reader – or can wait for the answer (from the teacher or another student) or give up</p>

What *could* our instruction teach our students...?

About reading	About readers
<p>That meaning is constructed by an active process of noticing</p> <p>That reading is an active and on-going process of drafting and revising</p>	<p>That readers draw conclusions from what they notice</p> <p>That readers can notice and notice more</p> <p>That readers can revise their conclusions</p>

AGENCY

IN ORDER TO HELP STUDENTS
COMPOSE THEIR OWN READING
LIVES, WE HAVE TO SHIFT FROM
ANSWER-DRIVEN TO PROCESS-
DRIVEN INSTRUCTION

HOW?

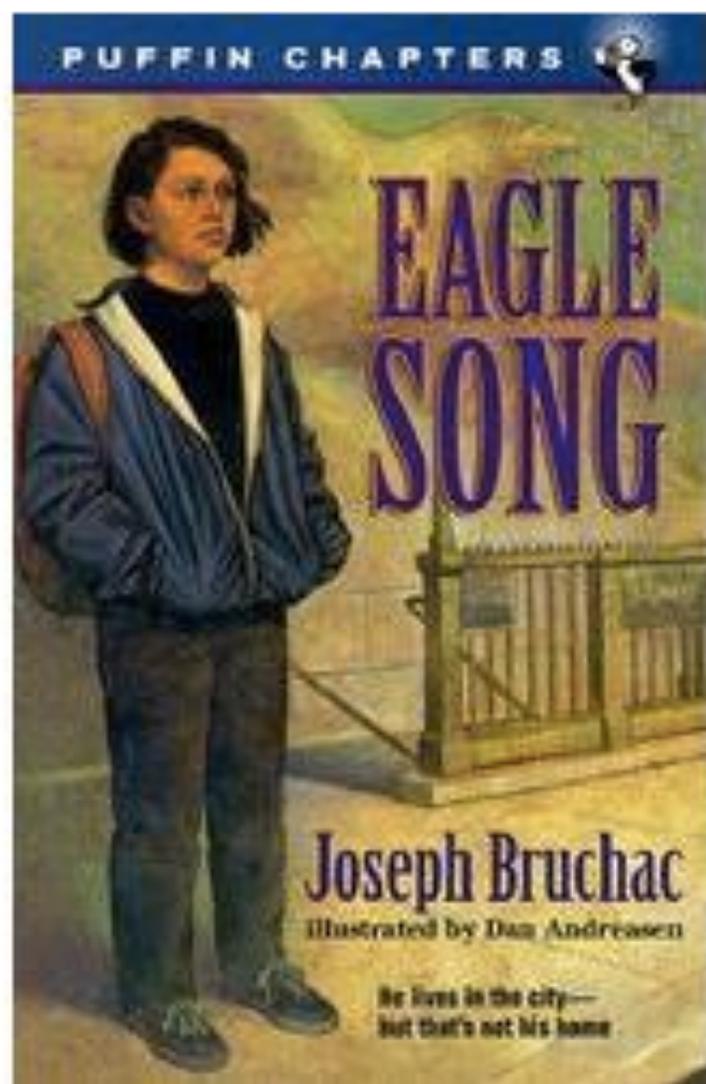
WHAT'S WRONG WITH THESE PICTURES?





We need to facilitate reading experiences where students don't just “know strategies” but can “act strategically.”

- Peter Johnston



Interest Level

Grades 3 - 5

Reading Level

Grade level

Equivalent: 4.8

Lexile[®] Measure:
680L

DRA: **40**

Guided Reading: **S**

HOMWORK

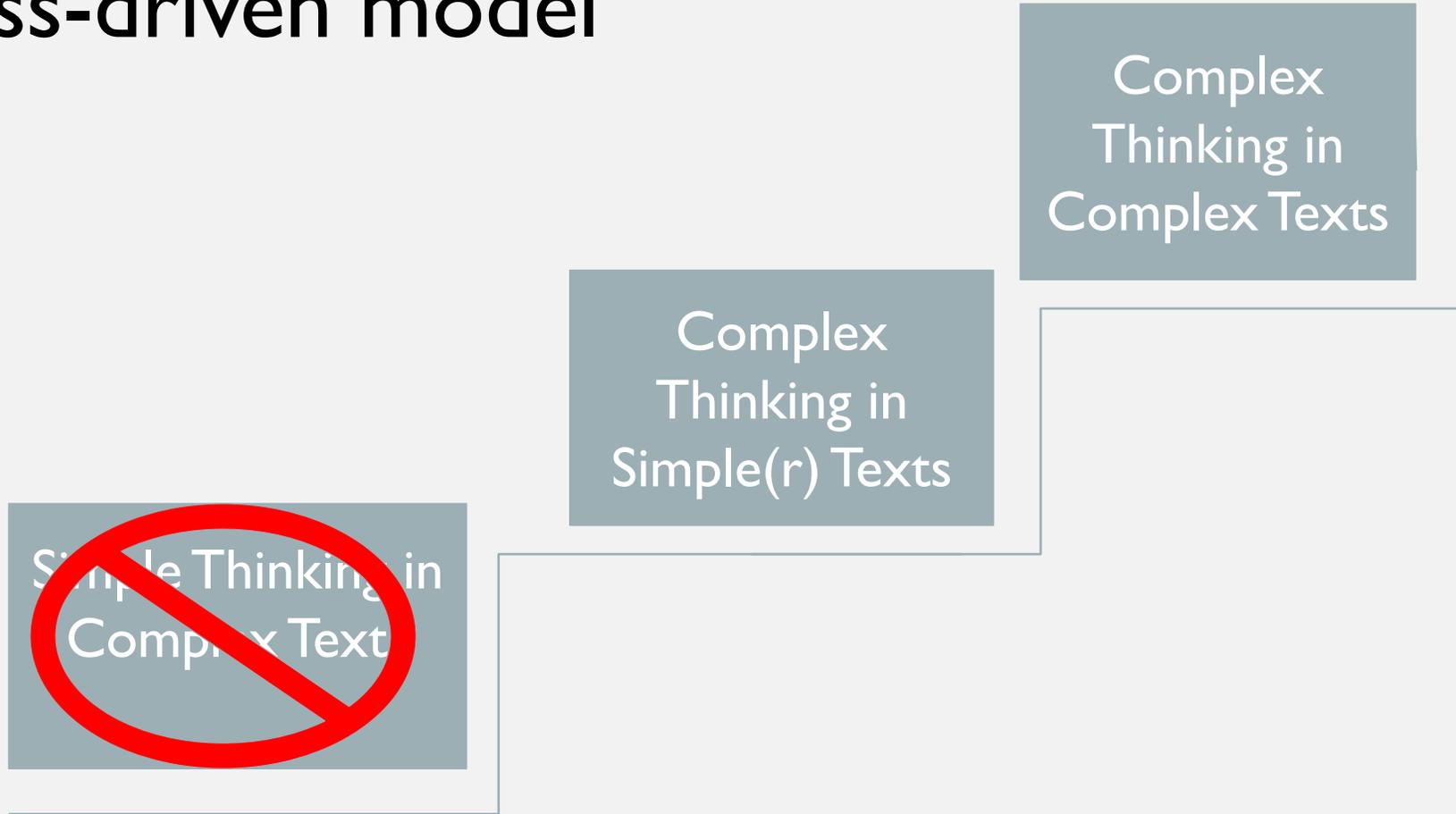
1. After his father's return, Danny thinks, "Why can't it be like this all of the time?" What does Danny mean by this? *Use specific details from the text in your answer.*

2. The title of this chapter is She':kon. What does She':kon mean? Why do you think the author chose this word for the title? *Use details from the text to support your answer.*

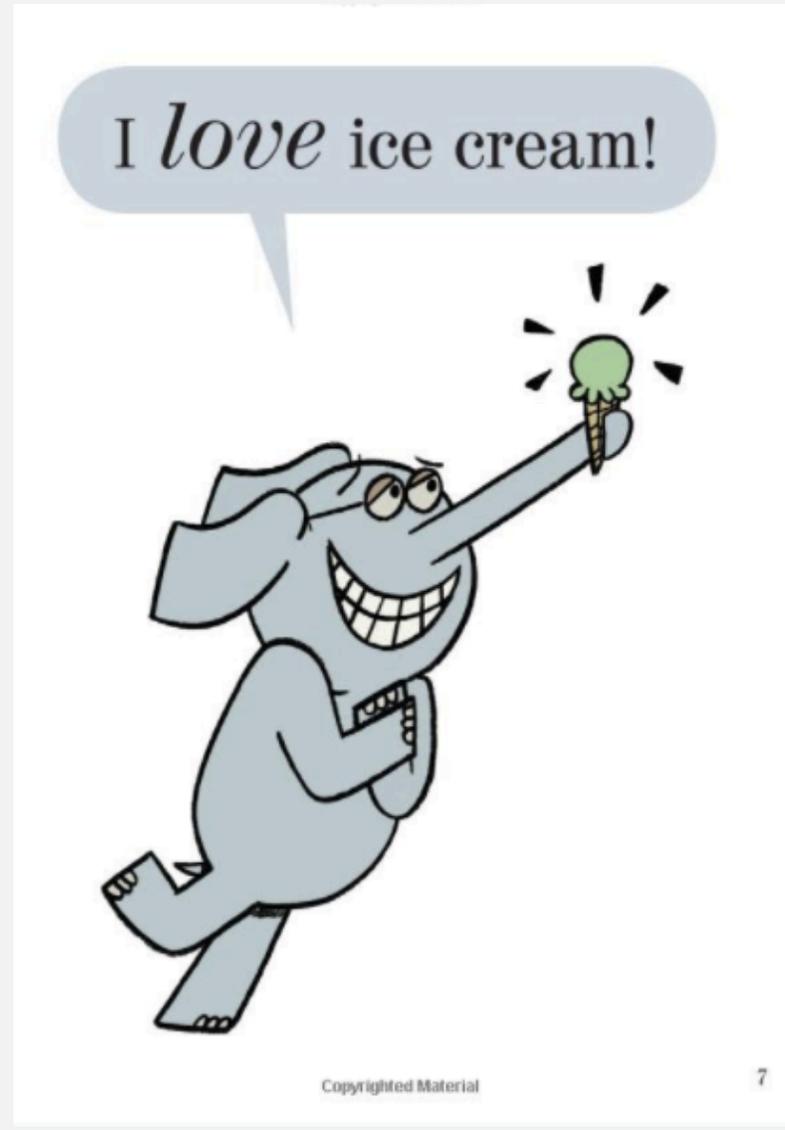
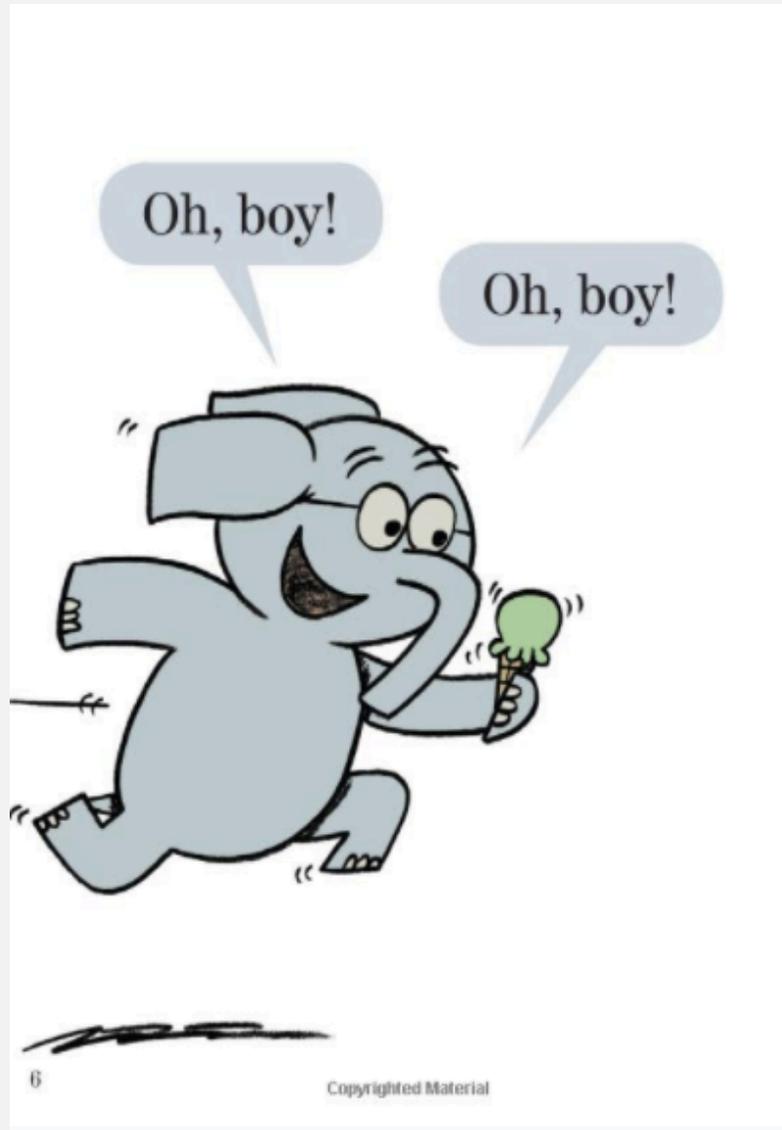




Process-driven model



How does character feel?	How do you know?



From *Should I Share My Ice Cream* by Mo Willems

John [redacted]
[redacted]

[redacted]
NOV: 14, 2016

Happy because he
love ice cream.

Happy
Excited
Surprised

How is the
character feeling?

How do I
know?

Happy
because he love
ice cream.
happy
excited
surprised.

because that he
sad he love ice
cream.
words are wavy
big exclamation
marks. jumping
and running.

Because that he sad
he love ice cream
Words are wavy
Big exclamation
marks
Jumping and running

I think that the character is
very very happy because that
it sad that the elephant wuses
jumping and running and the
elephant sad that I love
ice cream!

I think that the character is very very happy because that it sad that the elephant
wuses jumping and running and the elephant sad that I love ice cream!

This character is happy

Emmanuel [redacted] 11/14/16
How is the character feeling?
This character is happy.
How do I know?
I know that he jumping.

I know that he jumping

The Elephant is happy because in the page he say "oh boy" oh boy I love ice cream. and he using exclamation marks.

The Elephant is happy because in the page he say "oh boy" oh boy I love ice cream. and he using exclamation marks.
[redacted]

I think the Elephant is feeling very happy.

Matthew

How is the character feeling? I think the Elephant is feeling very happy.	How do I know? He said I love ice ice cream very loud. The sentence have a exclamation mark at the end and it shows happy
---	---

He said I love ice cream very loud. The sentence have a exclamation mark at the end and it shows happy

Elephant is feeling excited. I know this because he is holding the ice cream up, have a exclamation mark in the end of the sentence and making the happiness from his face.

Elephant is feeling excited. I know this because he is holding the ice cream up, have a exclamation mark in the end of the sentence and making the happiness from his face

Elephant is feeling surprised. I know this because his jumping, and running he also he said I love and also has big word and his hand. Elephant is feeling excited because exclamation marks and he is smiling.

super happy

Justin
Elephant is feeling surprised
I know this because his
jumping and running he also
he said I love and also
his has big word and
his hand. Elephant is feeling
excited because exclamation
marks and he is smiling.

how is the
character
feeling?

super happy

how do I
know

I know
because it says
oh boy oh boy.

I know because it
"say oh boy oh
boy.

He is feeling Happy,
excited and
surprised

David [redacted]

Nov 14/2016

How is the character
feeling

How do I
know?

He is feeling

Happy, excited and
surprised

I he is feeling

happy, excited and surprised

he said I
love Ice cream!

he was jumping and
running and it means
he is excited.

he is feeling happy,
excited and
surprised he said I
love Ice cream!
He was jumping
and running and it
means he is
excited.

I think elephant is feeling excited

I know this because he

was jumping and running with

ice cream he was also feeling

Happy and surprised when he

got the ice cream.

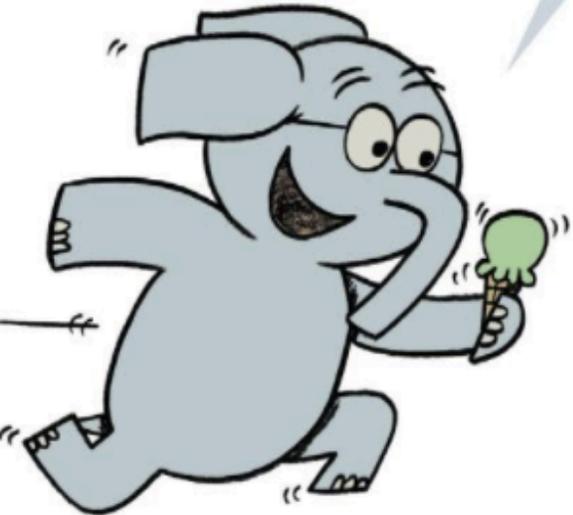
I think elephant is feeling excited I know this because he was jumping and
running with ice cream he was also feeling Happy and surprised when he got the
ice cream.

What We Know	How We Know It
Elephant is feeling happy	What he says (a positive word) + What his body is doing (gestures) + What his face looks like (expression) + Punctuation (how character is saying words)

What character says

Oh, boy!

Oh, boy!



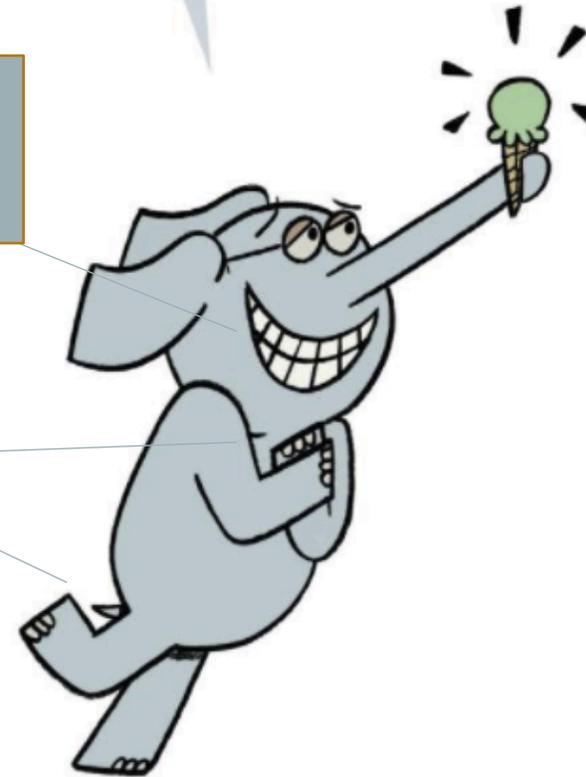
How character talks
(font, punctuation)

I love ice cream!

Symbols

What his face
looks like
(expression)

What character
does
(gestures)



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Frog ran up the path
to Toad's house.

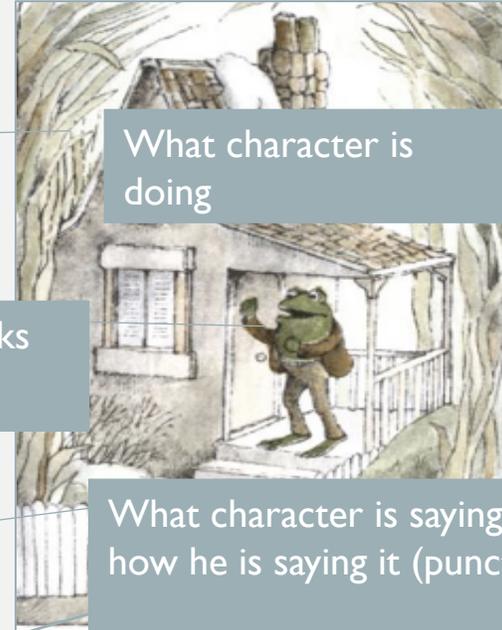
He knocked on the front door.

There was no answer.

“Toad, Toad!” shouted Frog,
“wake up. It is spring!”

“Blah,” said a voice
from inside the house.

“Toad, Toad!” cried Frog.



What character is
doing

What his face looks
like (expression)

What character is saying and
how he is saying it (punctuation)

“The sun is shining!
The snow is melting. Wake up!”

“I am not here,” said the voice.

What characters are doing
(or not)

What characters are doing

What characters say

What characters say
and punctuation

Everybody cheered—except Casey, who couldn't, and Marvin, who didn't feel very cheerful.

Lake Park was three blocks from Marvin's school. Everyone had to walk with a buddy. Marvin's buddy was Stuart. Nick and Warren walked right behind them.

"Look, there's Casey," Marvin said. "Watch. I bet you she'll talk."

Casey was buddies with Judy.

"I don't care," said Stuart.

"I don't care either," said Marvin.

Mrs. North started out at the front, but then she drifted back until she was walking next to Judy and Casey.

"Darn!" said Marvin. "Now she won't say anything with Mrs. North right there."

"I don't care," said Stuart.

"Me neither," said Marvin.

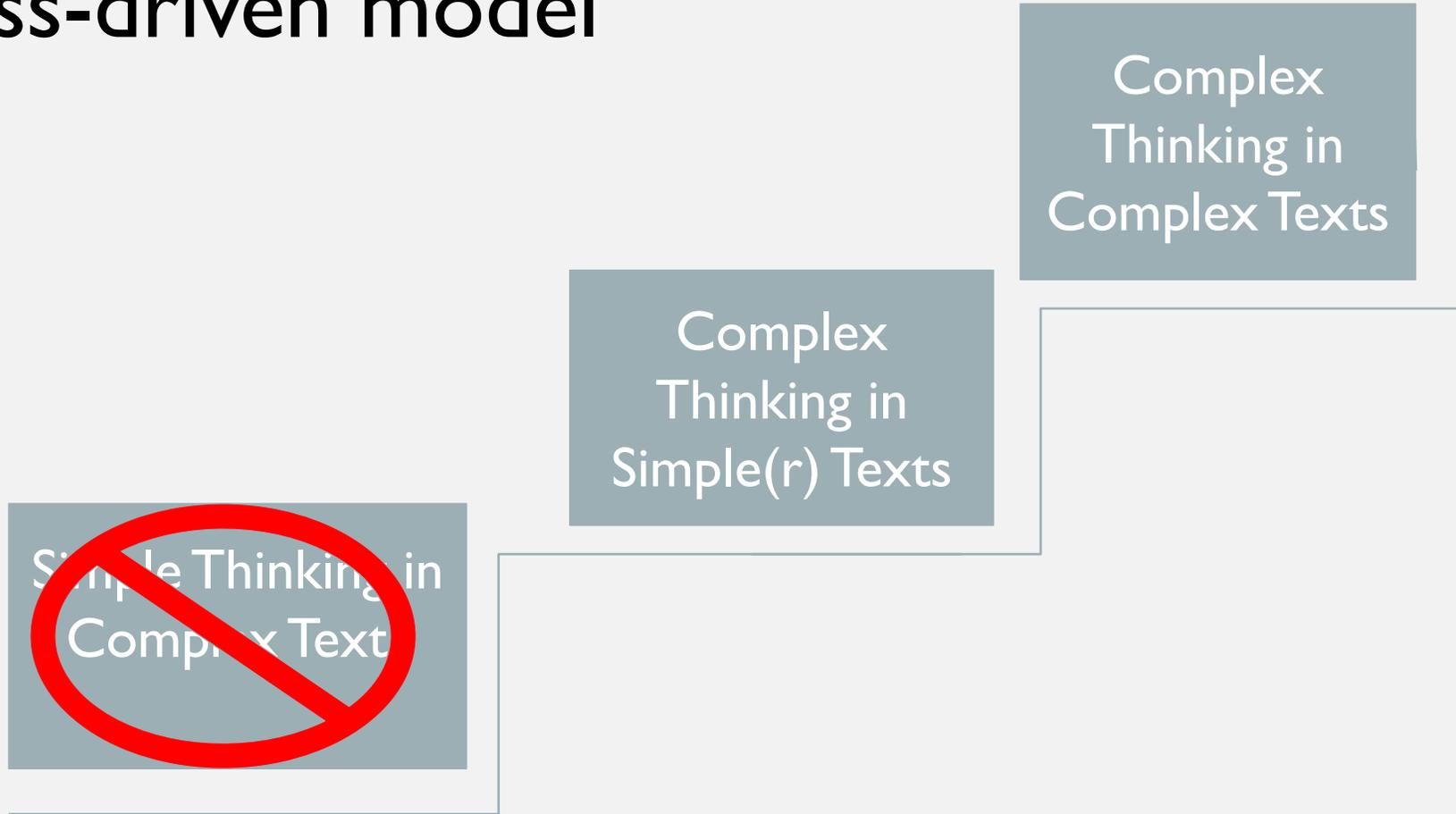
What are these students learning about reading?

How Texts Work	How We Think as We Read
<p>Writers don't come right out and tell you:</p> <ul style="list-style-type: none">• How characters feel• Why characters are doing or saying something	<p>We think about what the writer is showing by paying attention to:</p> <ul style="list-style-type: none">• What character is doing• What character is saying• How character is speaking (punctuation, font)

PROCESS-DRIVEN INSTRUCTION SETS
STUDENTS UP TO BE...



Process-driven model



“Did Mama sing every day” asked Caleb. “Every single day?” He sat close to the fire, his chin in his hand. It was dusk, and the dogs lay beside him on the warm hearthstones.

“Every-single-day,” I told him for the second time this week. For the twentieth time this month. The hundredth time this year? And the past few years?

“And did Papa sing, too?”

“Yes. Papa sang, too. Don’t get so close, Caleb. You’ll heat up.”

He pushed his chair back. It made a hollow scraping sound on the hearthstones, and the dogs stirred. Lottie, small and black, wagged her tail and lifted her head. Nick slept on.

What do you know?

How do you know it?

Who's talking

How do you know?

Ice cream!
Get your cold
ice cream
for a hot day!



Oh, boy!

Ice cream!



Frog ran up the path
to Toad's house.

He knocked on the front door.

There was no answer.

“Toad, Toad!” shouted Frog,
“wake up. It is spring!”

“Blah,” said a voice
from inside the house.

“Toad, Toad!” cried Frog.



“The sun is shining!
The snow is melting. Wake up!”

“I am not here,” said the voice.

Who's Talking?	How Do You Know?
Frog is saying, "Toad, Toad. Wake up..!"	<i>shouted Frog</i> He keeps talking What Frog was doing (running up the path and knocking on Toad's door)
Frog is saying, "Toad, Toad!"	<i>cried Frog</i>
Frog is saying "The sun is shining! The Snow is melting"	Frog is still talking from before Frog is excited about spring
Toad is saying "Blah"	It's Toad's house so he must be inside Frog is calling his name Toad is answering Frog

How Dialogue Works	How Readers Think
<p>Sometimes authors don't come right out and tell you who's talking (by using the word, 'said')</p>	<p>We look at other words for 'said' ('shouted' or 'cried')</p> <p>We pay attention to characters' actions and connect them with the dialogue</p> <p>We think about what the characters have said before and how that connects to what they're saying now</p> <p>We think about who's talking and who's answering (turn-taking)</p>
<p>Sometimes authors tell readers who is speaking in the middle of what they're saying ("____"shouted Frog, "____.")</p>	<p>We pay attention to where the quotation marks are</p>

“Did Mama sing every day” asked Caleb. “Every single day?” He sat close to the fire, his chin in his hand. It was dusk, and the dogs lay beside him on the warm hearthstones.

“Every-single-day,” I told him for the second time this week. For the twentieth time this month. The hundredth time this year? And the past few years?

“And did Papa sing, too?”

“Yes. Papa sang, too. Don’t get so close, Caleb. You’ll heat up.”

He pushed his chair back. It made a hollow scraping sound on the hearthstones, and the dogs stirred. Lottie, small and black, wagged her tail and lifted her head. Nick slept on.

Huddling at the end of Miss Crosman's nine-foot leather couch, Mona and I watched Eugenie play. She was a grade ahead of me and, according to school rumor, had a boyfriend in high school. I believed it... She had auburn hair, blue eyes, and, I noted with a particular pang, a pure white folding umbrella.

“I can't see,” whispered Mona.

“So clean your glasses.”

“My glasses *are* clean. You're in the way.”

I looked at her. “They look dirty to me.”

“That's because *your* glasses are dirty.”

Eugenie came bouncing to the end of her piece.

“Oh! Just stupendous!” Miss Crosman hugged her, then looked up as Eugenie's mother walked in. “Stupendous!” she said again. “Oh! Mrs. Roberts! Your daughter has a gift, a real gift. It's an honor to teach her.”

How Dialogue Works

Sometimes authors don't come right out and tell you who's talking (by using the word, 'said')

Sometimes authors tell readers who is speaking in the middle of what they're saying ("____"shouted Frog, "____.")

Sometimes authors don't tag dialogue at all

How Readers Think

We look at other words for 'said' ('shouted' or 'cried')

We pay attention to characters' actions and connect them with the dialogue

We think about what the characters have said before and how that connects to what they're saying now

We think about who's talking and who's answering (turn-taking)

We pay attention to where the quotation marks are

Readers pay close attention to punctuation, turn-taking and context



From answer-driven to process-driven

Instead of thinking, “She’s not getting it!”

Try thinking about what she **IS** getting – and **HOW?**

Instead of saying, “This text isn’t your level.”

Try thinking about:

- What’s tricky about this text? What’s implicit (or shown) and what’s explicit (or told)?

Instead of teacher-dependent stop-and-prompts

Try...

Asking students to notice
("What do you notice?")

Asking students to think
("What are you thinking?")

Asking students to question
("What are you wondering?")

Instead of teacher-dependent direct instruction

Try conducting guided investigations

“Let’s figure out how dialogue works.”

“Let’s investigate how themes are conveyed.”

“What’s with pronouns?”

“Commas are so confusing!”

“How can readers determine an author’s purpose?”

“It is not the quantitative gain of another level of book or a ‘good’ accuracy rating that counts, *but the new insights about print that the child has learned during reading....*”

Marie Clay, 1991. *Becoming Literate: The Construction of Inner Control*, pgs 211-212

A Prompt...

Leads students to notice what teacher notices

Leads students to draw the same conclusions as the teacher from what they notice

Does the thinking for the students

Solves the problems for students

Teaches the text

A Scaffold...

Guides students to become aware of what they notice

Honors the conclusions students draw from what they notice

Allows students to do the thinking for themselves

Facilitates problem-solving

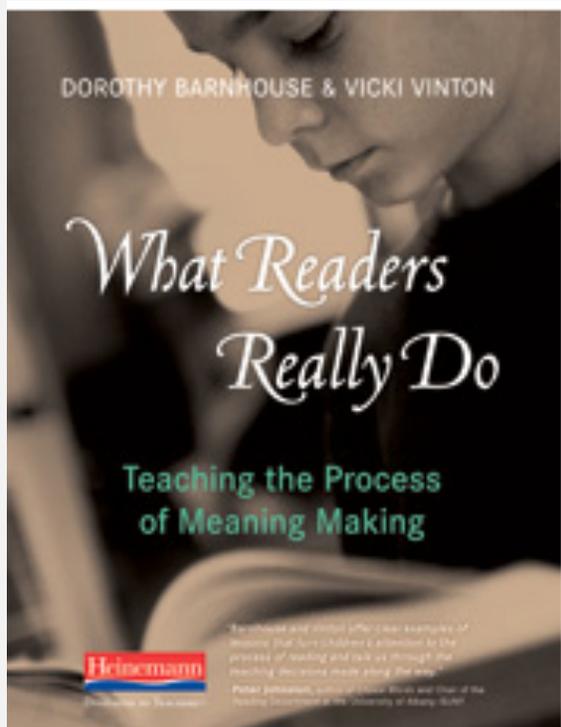
Teaches the thinking around the text

From *What Readers Really Do: Teaching the Process of Meaning Making* by Dorothy Barnhouse and Vicki Vinton. Heinemann. 2012.

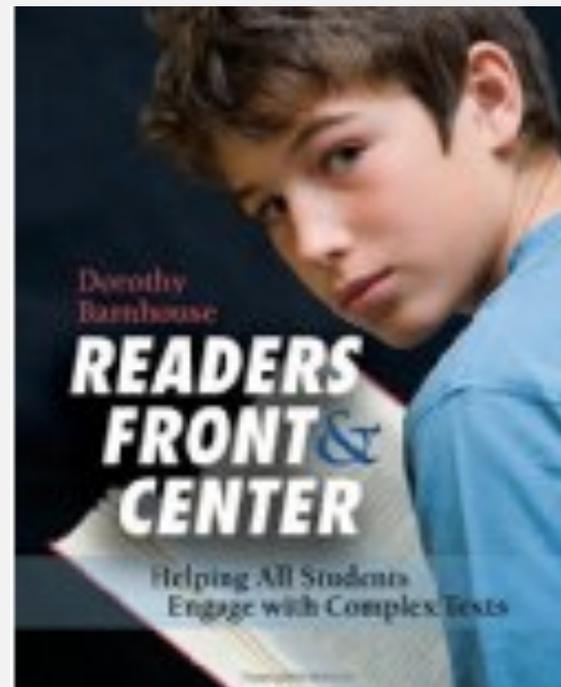
“Children who have been provoked to
reach beyond themselves,
to wonder, to imagine,
to pose their own questions,
are the ones
most likely to learn to learn.”

Maxine Greene

Dorothy Barnhouse
@dorobarn
dorothyjbarnhouse@gmail.com



Heinemann



Stenhouse