

# Reading and College Writing: Enhancing Academic Literacy

Rebecca Kersnar  
Nelson Graff



California State University  
**MONTEREY BAY**

# Outcomes

By the end of this Webinar, participants will be able to

- Describe the Reading Apprenticeship Framework.
- Describe at least two processes for engaging students in metacognitive conversations about reading.



# AGENDA

- Introductions
- Warmer
- Reading Apprenticeship (RA) Overview
- Early routines (norms, personal literacy history) overview
- **Capturing our Reading Process (taste)**
- **Mini Case Study**
  - Think Aloud overview
  - RA Video
    - **Context and reading: “Health-related variables”**
    - **Evidence/interpretation notetaker with College First-Year Seminar (TA model and pair practice)**
- Resources for learning more
- Reflection/questions





# Warm up reflection

- What challenges do you believe your students have with reading and problem-solving?



# RA Overview

- **Metacognitive conversation** for disciplinary thinking and problem-solving
- **Confusion/difficulty valued**
- **Collaborative inquiry** and **critical, reflective stance**:
  - Visible to Ss: Disciplinary process/knowledge
  - Visible to Ts: Ss' ability/motivation/understanding/misunderstanding
  - Knowledge, strategies, dispositions of powerful readers/writers in disciplines
- **Professional learning community** for reflection and support



# THE READING APPRENTICESHIP® FRAMEWORK

## SOCIAL DIMENSION

- » Creating safety
- » Investigating the relationship between literacy and power
- » Sharing text talk
- » Sharing reading processes, problems, and solutions
- » Noticing and appropriating others' ways of reading

## PERSONAL DIMENSION

- » Developing reader identity
- » Developing metacognition
  - » Developing reader fluency and stamina
  - » Developing reader confidence and range

## COGNITIVE DIMENSION

- » Getting the big picture
- » Breaking it down
- » Monitoring comprehension
- » Using problem-solving strategies to assist and restore comprehension
- » Setting reading purposes and adjusting reading processes

METACOGNITIVE  
CONVERSATION

## KNOWLEDGE-BUILDING DIMENSION

- » Surfacing, building, and refining schema
- » Building knowledge of content and the world
- » Building knowledge of texts
- » Building knowledge of language
- » Building knowledge of disciplinary discourse and practices

Packet  
p. 1



California State University  
**MONTEREY BAY**

# Early routines--Norms

## Building a learning community

### Generating Our Norms

Think about your past experiences in any learning situations—classrooms, teams, families, hobby groups, among friends. Make notes about practices and norms that support your learning.

“What conditions would maximize our work together?”



# Early Routines--Personal Reading History

**“When students reflect on and share their personal reading histories, they have an opportunity to view themselves and their classmates more generously, as ‘readers in progress,’ with reader identities they can understand and change”**

---

**Personal Reading History**

---

**Individuals**

1. Write about some key moments or events in your development as a reader in your discipline.
  - What experiences stand out for you? High points? Low points?
  - Were there times when your reading experience or the materials you were reading made you feel like an insider? Like an outsider?
  - What supported your literacy development in this subject area? What discouraged it?

**Pairs**

2. Share some highlights of your reading history with a partner. Make sure that each of you has had an opportunity to read or tell your story uninterrupted before you respond to what you've heard. Once both people have had a chance to share, discuss what you learned about each other: what were some commonalities? What were some surprises?

There will be an opportunity to share highlights and insights with the whole group after the pairs have had some time to talk.

**Packet, p. 6**

---

Reading Apprenticeship  
Strategic Literacy Initiative

3 / 44

Day One  
© 2015 WestEd



# Capturing your Reading Process

**CTRP: Noticing how you commonly read challenging text and employ strategies in making sense**

**Open “Father’s Butterflies”  
(packet, p. 7-10)**



# Capturing your Reading Process

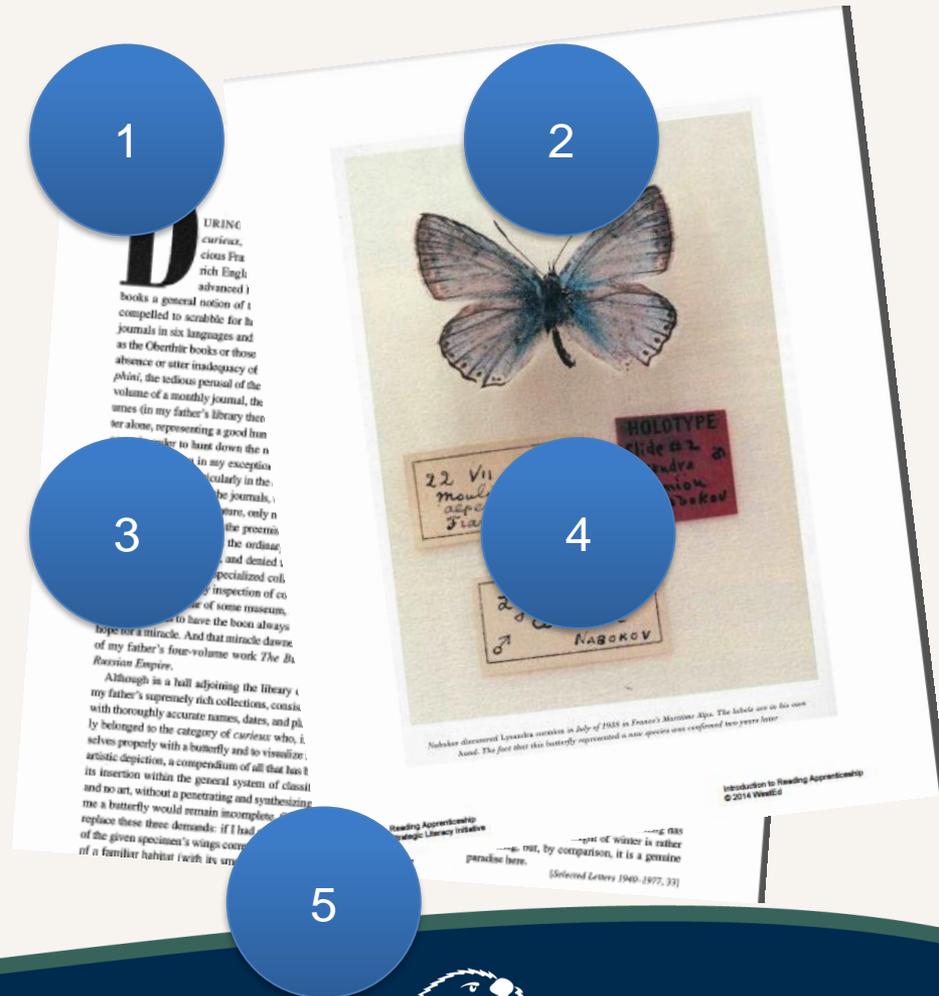
- Read the text silently as you normally would when you want to understand something. Pay attention to what you do as you try to make sense of text.
- You'll have about five minutes to read, and then we'll do a short writing piece afterward.
- Please re-read if you finish early.



# Capturing your Reading Process

This is a five-minute individual reading activity.

- Read the text silently as you normally would when you want to understand something. Pay attention to what you do as you try to make sense of text.
- You'll have about five minutes to read, and then we'll do a short writing piece afterward.
- Please re-read if you finish early.



# Capturing your Reading Process

- **Locate the Notetaker (p. 11-12)**

## Individual Think-Write:

- **Reflect on your process in making sense of the text:**
  - **Strategies/ approaches to engage**
  - **Text confusion; what you did to make sense**
  - **Problems remaining**

---

### Capturing the Reading Process Notetaker

---

#### Reading Process Analysis

##### Individual Reading

Read silently as you would when you want to understand something. Use any strategies you commonly use to make sense of text. (Pens and sticky notes are in the table boxes.)

##### Individual Think-Write

Take a few minutes to make some notes about the processes you used to make sense of this text.

Even if you weren't explicitly aware of them while you were reading, what strategies or approaches did you use to engage with or make sense of the text? Where was the text unclear? What did you do to make sense of it at that point? What problems remain, if any?



# Capturing your Reading Process

**This is an individual 3-minute writing activity.**

- **Locate the Notetaker (p. 11-12)**

## **Individual Think-Write:**

- **Reflect on your process in making sense of the text:**
  - Strategies/ approaches to engage
  - Text confusion; what you did to make sense
  - Problems remaining

## Capturing the Reading Process Notetaker

### Reading Process Analysis

1

What would you do when you want to understand something? How do you make sense of text. (Pens and sticky notes are helpful.)

2

### Individual Think-Write

Take a few minutes to make some notes about the processes you used to make sense of this text.

Even if you weren't explicitly aware of them while you were reading, what strategies or approaches did you use to engage with the text? Where was the text unclear? What did you do to make sense of it? What point? What problems remain, if any?

3



# Strategies and debrief

What did I do?  
Where did I do it?  
How did that affect my reading and understanding?  
What did you notice about your or someone else's reading that is new or surprising?

## Sample Metacognitive Bookmark

### *Predicting*

I predict . . .  
In the next part I think . . .  
I think this is . . .

### *Visualizing*

I picture . . .  
I can see . . .

### *Questioning*

A question I have is . . .  
I wonder about . . .  
Could this mean . . .

### *Making connections*

This is like . . .  
This reminds me of . . .

### *Identifying a problem*

I got confused when . . .  
I'm not sure of . . .  
I didn't expect . . .

### *Using fix-ups*

I'll reread this part . . .  
I'll read on and check back . . .

### *Summarizing*

The big idea is . . .  
I think the point is . . .  
So what it's saying is . . .



# Think Aloud

Verbalizing thinking process as you read aloud and engage with strategies to problem solve text



BOX 4.7

## Using a Metacognitive Bookmark

### PURPOSE

When teachers first model metacognitive conversation with a Think Aloud, many give students a bookmark for keeping track of the common kinds of thinking processes the teacher will be demonstrating.

Students can use this same bookmark as a scaffold for their own metacognitive conversations when practicing with a partner.

As a scaffold, its use should fade as students become more comfortable with metacognitive conversation routines.

### PROCEDURE

- Give each student a copy of the bookmark and briefly review students' understanding of the various categories and examples.
- Explain that as you Think Aloud, you will model many of these. Ask students to listen for examples.
- Think Aloud, modeling metacognitive conversation.
- Invite students to describe some of the thinking processes you used.

Let students know that they can use the bookmark whenever they practice metacognitive conversation on their own and with classmates.

Note: The bookmark is a sample only. Please adapt and revise it according to your subject area and student needs.

### Sample Metacognitive Bookmark

*Predicting*  
I predict ...  
In the next part I think ...  
I think this is ...

*Visualizing*  
I picture ...  
I can see ...

*Questioning*  
A question I have is ...  
I wonder about ...  
Could this mean ...

*Making connections*  
This is like ...  
This reminds me of ...

*Identifying a problem*  
I got confused when ...  
I'm not sure of ...  
I didn't expect ...

*Using fix-ups*  
I'll reread this part ...  
I'll read on and check back ...

*Summarizing*  
The big idea is ...  
I think the point is ...  
So what it's saying is ...



California State University  
**MONTEREY BAY**

# Think Aloud process

## –Whole group

- Teacher models thinking aloud (very brief--a line or two)
- Ask students what strategies they notice as you Think Aloud to make sense of the text (very brief--a line or two)
- Ask students to share their strategies on another line or two

## –Pair practice

- One partner -- Think Aloud first half of text (2 min)
- Switch roles using second half (2 min)
- Pairs share what you noticed--similarities/differences (2 min)

## –Whole group--Ask what reading processes students observed/experienced. (add to strategies)



# Preparing to watch: Context

The reading:  
“Health-related variables”  
(p. 14)

The class:  
College 1 (first-year seminar), Spring semester 2015, Pasadena City College

## Health-Related Variables and Academic Performance Among First-Year College Students: Implications for Sleep and Other Behaviors

Mickey T. Trockel, MS; Michael D. Barnes, PhD; Dennis L. Egget, PhD

**Abstract.** The authors analyzed the effect of several health behaviors and health-related variables on grade point averages of a random sample of 200 students living in on-campus residence halls at a large private university. The set of variables included exercise, eating, and sleep habits; mood states; perceived stress; time management; social support; spiritual or religious habits; number of hours worked per week; gender; and age. Of all the variables considered, sleep habits, particularly wake-up times, accounted for the largest amount of variance in grade point averages. Later wake-up times were associated with lower average grades. Variables associated with the 1st-year students' higher grade point averages were strength training and study of spiritually oriented material. The number of paid or volunteer hours worked per week was associated with lower average grades.

**Key Words:** academic performance, college students, grade point average, health-related behaviors, sleep

Improved academic performance is an appropriate goal for college health promotion personnel, just as improved job performance is a desired outcome for worksite health promotion professionals. A common measure of academic performance is grade point average (GPA), and determining the factors that most affect it is important to universities. Good grades in college are highly related to career success.<sup>1</sup>

Health behaviors potentially affecting college student GPA include a wide range of actions and habits: exercise, sleep, and nutritional habits; development and use of social support systems; time and stress management techniques.<sup>2</sup> Health-related variables in addition to other physical, emotional, social, and spiritual health indicators potentially

affect college students' academic performance. Clearly, it is not possible for one study to consider the entire range of health-related variables that are potential influences on college students' GPAs.

In this study, we analyzed the effects of several health-related variables on 1st-year college students' GPAs. Although several studies have identified the influence of many health-related factors on academic performance, the results have often been inconsistent. Furthermore, college-specific information regarding academic performance and its relationship to health-related behaviors is rare.<sup>3</sup> Such information has implications for developing programs and services, helping colleges and universities retain students, improve students' academic performance, and reduce the resource burden for student support services.<sup>4,5</sup>

### Previous Studies

#### Exercise

A few researchers have evaluated the effect of exercise on university students' academic performance. Turbow,<sup>6</sup> in a study involving 891 upperclassmen and graduate students, found students who exercised 7 or more hours per week obtained significantly lower grades than students who exercised 6 or fewer hours weekly or not at all. However, a study involving 710 students at California State University, Fresno,<sup>6</sup> was unable to show a significant relationship between academic achievement and exercise. The reasons for these disparate results are not apparent.

#### Sleep Habits

Reports in the literature implicate a negative effect of sleep deprivation on college students' cognitive performance.<sup>7</sup> One observer found poorer academic performance among university students whose weekend sleeping periods were significantly delayed compared with weeknight sleep-

*Mickey T. Trockel is a doctoral candidate in the Department of Community Health, University of Illinois, Champaign; Michael D. Barnes is an associate professor in the Department of Health Sciences at Brigham Young University in Provo, Utah, where Dennis L. Egget is director of the Statistical Research Center.*

VOL 49, NOVEMBER 2000

27 125



California State University  
MONTEREY BAY

# Preparing to watch: Context

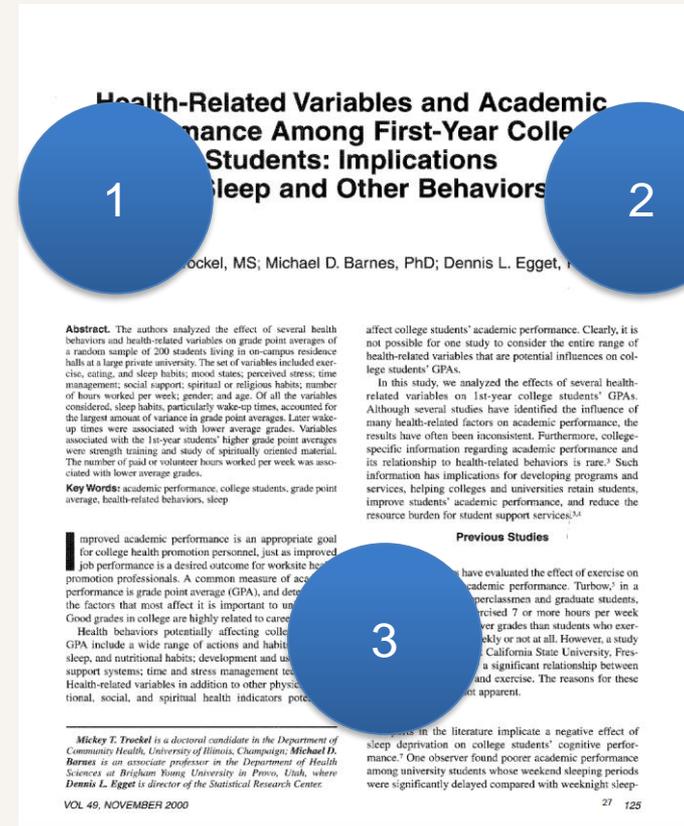
This is an individual 3-minute reading activity.

The reading:

“Health-related variables” (p. 14)

The class:

College 1 (first-year seminar), Spring semester 2015, Pasadena City College



# Observing and noticing

As you watch and listen, take notes on the evidence/interpretation notetaker (p. 16)

What details do you notice?

What wonderings, connections, questions, thoughts arise related to those details?

Evidence <i>I saw, heard, read...</i>	Interpretation <i>I wondered, made a connection, thought...</i>



# College First-Year Seminar

<https://readingapprenticeship.org/video/college-first-year-seminar/>



California State University  
**MONTEREY BAY**

# Reading Strategies

Add the strategies you noticed Shelagh using to the chat.

---

## Our Reading Strategies List

---

The strategies our group used to make sense of the text:

Notes for getting started in the classroom:



## College First-Year Seminar (cont'd)

<https://readingapprenticeship.org/video/college-first-year-seminar/>



California State University  
**MONTEREY BAY**



# Evidence/interpretation sharing

What strategies did you see students using?





# Evidence/interpretation sharing

What strategies did you see students using?

What did you observe about students' process/learning?





# Evidence/interpretation sharing

What strategies did you see students using?

What did you observe about students' process/learning?

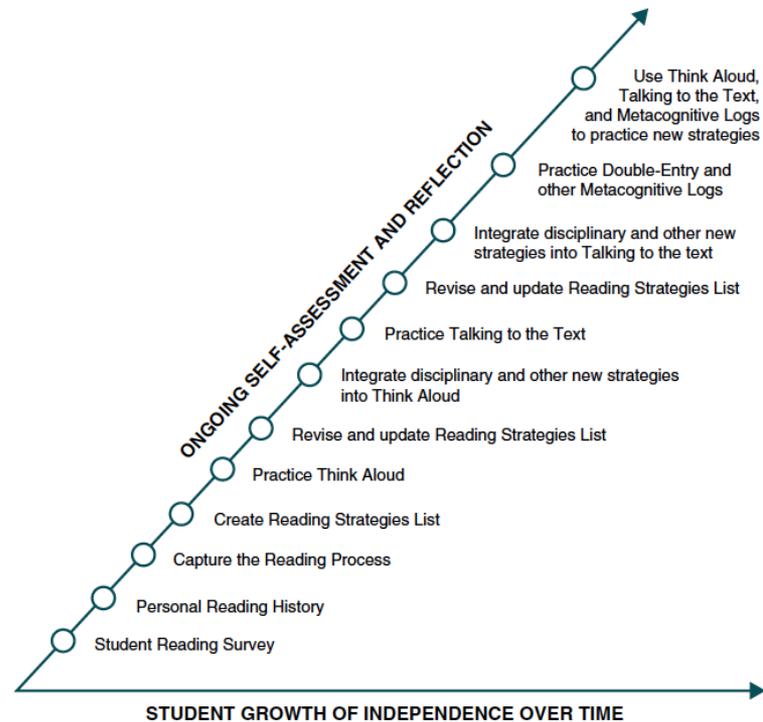
What are some of the benefits and challenges of doing Think Aloud with your students?



## TEAM TOOL 6.3

# A Progression for Building Metacognition in Shared Class Reading

In this model sequence of metacognitive reading experiences that build students' reading independence, the first three activities occur once, and the others recur in increasingly refined or increasingly expansive iterations.



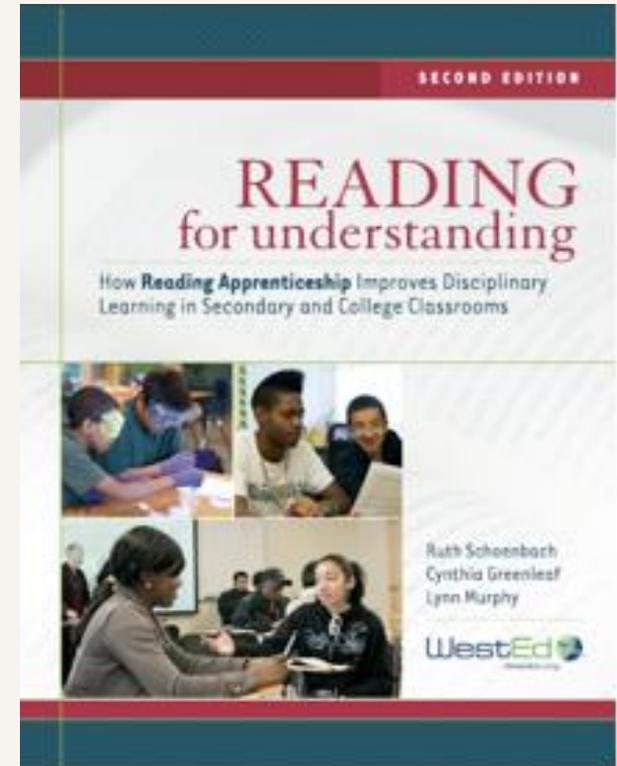
# Resources for learning more

California Community College  
Success Network (3CSN)

<http://3csn.org/>

Reading Apprenticeship Web site  
(publications, research, professional  
development opportunities, video  
content)

<https://readingapprenticeship.org/>



California State University  
**MONTEREY BAY**

# Reflection/questions

