40 Ways to Read Like a Detective: Supporting Text-Centered Instruction

Summer Institute 2013
English Language Arts Section
North Carolina Department of Public Instruction

Text-Centered Instruction

ELA CCSS:

• focus on short texts worthy of rereading which places a high priority on the close, sustained reading of complex text.

• are emphatic about students reading text of an adequate range and complexity.

• focus intently on students reading closely to draw evidence from the text itself.

• require students to read increasingly complex texts with increasing independence as they progress towards career and college readiness.
What is Text?

"Text includes newspapers, photographs, video clips, poems, and any other sources of information that a teacher can use to center classroom conversation."

*(Teaching Students to Read Like Detectives, p. 9)*

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Main References

- *40 Things to Do with a Text*, by Braham and Gaughan
- *Teaching Students to Read Like Detectives*, by Fisher, Frey, and Lapp
- *Making Thinking Visible*, by Ritchhart, Church, and Morrison
- *Notice and Note*, by Beers and Probst
- *The Art of Slow Reading*, by Newkirk
**40 Ways to Read Like a Detective: #1**

**Strategy:** Close Reading

**Description:** Close reading brings the text and the reader close together.
1. Read with a pencil in hand, and annotate the text. Mark the big ideas and skills.
2. Look for patterns in the things you've noticed about the text – repetitions, contradictions, similarities.
3. Ask questions about the patterns you've noticed – especially how and why.

**Instructional Activity:** One strategy for guiding students through a close reading is the Again and Again Strategy from *Notice & Note*. Again and Again moments happen when authors repeat a word or phrase, an image, or event. Choose a rich and worthy text. Follow the steps above to closely read portions of the text. (Teacher may also read aloud.) When you notice something that happens again and again, stop and ask yourself: Why do you think the author brings this idea up again and again? The answer will most likely tell you something about the character, the plot, or the theme.

**Research/Resources:**
*How to Do a Close Reading*, Patricia Kain, for the Writing Center at Harvard University
*Notice & Note: Strategies for Close Reading*, Beers & Probst
*Reading for Understanding*, RAND Education

**CCSS:** R.CCR.1

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**40 Ways to Read Like a Detective: #2**

**Strategy:** Collaborative Annotations

**Description:** Annotating is a writing-to-learn strategy experienced readers use to make sense of complex texts. It is an interactive process between the reader, text, and peers. This strategy provides students with time to grapple with the text and articulate their thoughts in writing prior to engaging in small and whole group discussion. The use of this strategy increases the level of student engagement and classroom participation.

**Instructional Activity:** In groups of three, students individually annotate a text using metacognitive sentence starters provided by the teacher to prompt thinking. Students pass their annotated copies to the person on the right. Each individual focuses on, and makes additions to, the original reader’s commentary. The next time the papers pass, each individual adds his/her commentary to both of the previous readers’ commentaries. This process continues until the original reader has his/her paper back. Groups individually review annotations and engage in group discussion.

**Research/Resources:** Handouts available on ELA Resources LiveBinder
*Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension*, Porter-O’Donnell

**CCSS:** Teacher sets the purpose for annotating (evidence, structure, etc.), SL.CCR.1
**40 Ways to Read Like a Detective:** # 3

**Strategy:** Zoom In

**Description:** This strategy focuses on looking closely at an image/text and making interpretations. Only portions of the image are revealed at a time, so each time the student sees more, he/she reassesses his/her interpretation in light of the new information. This strategy engages students with material in a way that seeing the whole image at once sometimes does not. It focuses on the importance of being open-minded and flexible enough to change your mind when new and conflicting information is available and the original hypothesis no longer holds true.

**Instructional Activity:** Choose a text or an image. (Examples might be a section of a complex painting, a photograph, a historic document, graph, chart, or poem.) Look closely at the small bit of image that is revealed. What do you see or notice? What is your hypothesis or interpretation of what this might be, based on what you are seeing? Reveal more of the image. What new things do you see? How does this change your hypothesis or interpretation? Has the new information answered any of your wonders or changed your previous ideas? What new things are you wondering about? Repeat the “reveal” and questioning until the whole image has been revealed. What lingering questions do you have?

**Research/Resources:** *Making Thinking Visible*, Ritchhart, Church, & Morrison

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**40 Ways to Read Like a Detective:** # 4

**Strategy:** Sustained Silent Reading

**Description:** Sustained Silent Reading develops fluency in readers by providing time during the school day for students to select a book and read quietly. Hiebert & Reutzel (2010) offer four conditions that improve the practice of silent reading in the classroom: 1) student self-selection of reading materials, 2) student engagement and time on task during silent reading time, 3) accountability of students, and 4) interactions among teachers and students around text.

**Instructional Activity:** Read 1, Speak 2, Write 3 Activity: With teacher guidance, each student selects a text that matches their ability levels, is interesting, and draws from a variety of genres and topics. 1) Silently read the passage. 2) With a partner, discuss each passage for 30 seconds or more. 3) Record main ideas in the text or in your notes.

**Research/Resources:**
*Revisiting Silent Reading: New Directions for Teachers and Researchers*, Hiebert & Reutzel
Website: Literacy TA

**CCSS:** R.CCR.5, R.CCR.2, R.CCR.10
40 Ways to Read Like a Detective: # 5

**Strategy:** Think-Aloud

**Description:** Think-aloud is a metacognitive practice that builds independence in reading. When you think aloud, you stop reading from time to time and share how you’re negotiating the text and constructing meaning. Think-alouds provide the opportunity for students to see how an expert reader returns to the text to understand more fully what is happening in the text. When you are using the think-aloud strategy, you are reading aloud to students or conducting a shared reading.

**Instructional Activity:** 1) Choose a short section of text. 2) Select a few strategies (e.g., activating prior knowledge, predicting, visualizing, monitor comprehension, use fix-up strategies to address confusion, and repair comprehension). 3) State your purpose for reading and focus attention on strategies used. 4) Read the text aloud to students and model the chosen strategy as you read. 5) Have students annotate the text; underline the words and phrases that helped you use a strategy. 6) Brainstorm cues and strategies used. 7) Have students identify other situations (real world and reading situations) in which they could use these same strategies. 8) Reinforce the think-aloud with follow-up lessons.

**Research/Resources:** Improving Comprehension with Think-Aloud Strategies, Jeffrey Wilhelm

Teaching Students to Read Like Detectives

**CCSS:** R.CCR.10

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40 Ways to Read Like a Detective: # 6

**Strategy:** Read-Aloud

**Description:** This is a strategy where the teacher models reading for deep understanding of text. Reading aloud to students should include think-aloud or interactive elements and focus intentionally on the meaning “within the text,” “about the text,” and “beyond the text” (Fountas & Pinnell, 2006, p.33). Use read-aloud to build vocabulary, build knowledge, understand story structure, teach the reading process in a meaningful context, model fluency, and motivate students to read. Read-aloud is also appropriate for secondary students.

**Instructional Activity:** Use read-aloud to begin a class. The teacher chooses a poem that is above the instructional level of the average students in the class and is appropriate to their interests and developmental, social, and emotional levels. Teacher previews and practices the selection. The teacher reads the selection fluently. This sets the tone for the class and provides a model of good writing for students. After reading, language can be discussed that “registers” with the students.

**Research/Resources:** The Art of Slow Reading, Thomas Newkirk

Teaching Students to Read Like Detectives

**CCSS:** SL.CCR.6
**40 Ways to Read Like a Detective: #7**

**Strategy:** Second Draft Reading

**Description:** Reading complex texts require students to reread to move beyond surface-level comprehension to making inferences that are not literally found on the page. Reading closely, skilled readers can make inferences in a multitude of ways. For example: recognizing the antecedents for pronouns, using context clues, recognizing author’s biases, providing explanations, analyzing character motivations, and so much more.

**Instructional Activity:** Here is how the teacher models: 1) Read a short piece of text and annotate as you read, making inferences in the margins. 2) Explain how you used the text to make inferences and analyze the different types of inferences skilled readers make (Think-aloud). Guided Practice: 3) Students read a text and make inferences in the margins (e.g., understand the intonation of characters' words, understand characters' relationships to one another). 4) Students must be able to articulate how the inferences are drawn based on evidence in the text and explore how these features influence and affect the text. (What do I know about the text now that I didn’t know when I first read it?) 5) Teacher makes comments and asks questions to prompt thinking as students make inferences (e.g., think about the setting and see what details you can add.).

**Research/Resources:**
*Deeper Reading,* Kelly Gallagher, pp. 80-86
*When Kids Can’t Read,* Kylene Beers, pp. 62-72

**CCSS:** R.CCR.1, R.CCR.10

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**40 Ways to Read Like a Detective: #8**

**Strategy:** Speak the Text

**Description:** Use a speech to analyze the impact of certain words, meaning, and tone.

**Instructional Activity:** Using a speech, have students insert line breaks anywhere they would naturally pause when speaking the text and underline or highlight words that should carry emphasis. Then, have students reconfigure the highlighted words and line breaks, thus placing emphasis in different places to see how it changes the tone of the text. Discuss the subtle differences when you change which words are emphasized. How do you think the speaker intended to deliver the speech?

**Research/Resources:**
http://mannerospeaking.org/ (Click on Speech Analyses)
http://speakanddeliver.blogspot.com/

**CCSS:** R.CCR.4, L.CCR.3, SL.CCR.6
**40 Ways to Read Like a Detective: # 9**

**Strategy**: Skim, Scan, Peruse, or Browse

**Description**: Guide students in giving a text the once over before committing to it. Though concerns arise when students attempt to scan a text as a deep-reading methodology, the task of scanning a text to obtain the gist can certainly have value.

**Instructional Activity**: Select a text for students which has an obvious layout/organization which is approximately 1-2 pages long. Give students 2-3 minutes to skim through the text. Following this, have students break into small groups and discuss briefly their thoughts about the text. It is recommended that teachers avoid “reading check questions” (questions which ask students to look for discrete pieces of information) for this activity.

**Research/Resources**: CCSS: Appendix A, pp. 7-8
*Reading for Understanding*, RAND Education

**CCSS**: R.CCR.10

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**40 Ways to Read Like a Detective: # 10**

**Strategy**: Beyond Right There Questions

**Description**: The standards focus on students' ability to read closely to determine what a text says explicitly and to make logical inferences from it. Rather than asking students questions about their prior knowledge or experience, the standards expect students to wrestle with text-dependent questions. These questions can only be answered by referring explicitly back to the text in front of them.

**Instructional Activity**: Teacher creates text-dependent questions that ask students to:
1. analyze paragraphs, sentences, and words.
2. investigate how meaning can be altered by changing key words.
3. analyze arguments, ideas in informational texts, and key details in literary texts.
4. question why the author chose to begin or end the way he/she did.
5. consider what the text leaves uncertain or unstated.

**Research/Resources**: Refer to *Guide for Creating Text-dependent Questions* available on ELA Resources LiveBinder
http://www.achievethecore.org/ela-literacy-common-core/text-dependent-questions/

**CCSS**: R.CCR.1
**40 Ways to Read Like a Detective:**

**Strategy:** Student Generated Comprehension Questions

**Description:** Text-dependent questions keep reading and writing grounded in evidence from the text. These questions are typically generated by the teacher. Using this strategy, students take ownership of their learning by developing questions as they read the text closely.

**Instructional Activity:** 1) Find a short text that you think might be challenging for your class. 2) Read the selection aloud to students as they follow along, or ask students to read silently. 3) Tell students as they read to mark spots where they are confused, have a question, or wonder about something. 4) Ask students to reread the selection, stop at the marked spots, and create a question. 5) Teacher collects and displays the questions. 6) In pairs, students look at the questions they find most important. 7) Students share out. 8) Teacher facilitates whole group discussion around the questions collected.

**Research/Resources:**
*Notice and Note*, Beers & Probst, pp. 41-47

**CCSS:** Teacher sets the purpose for annotating (evidence, structure, etc.)

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**40 Ways to Read Like a Detective:**

**Strategy:** Ask About It

**Description:** A number of researchers have argued and demonstrated that including discussion as part of a lesson leads to higher literacy performance. Giving students a chance to make inquiries of the text, the teacher, and each other can foster engagement and bolster literacy skills.

**Instructional Activity:** Have students read, view, or listen to a text. Ask them to write down, for later discussion, three focused questions relating to: 1) something they found confusing, 2) something that connects to another discipline or current event, and 3) something on which they want to hear someone else's view. Have students pose their questions to the class, making sure to ground them in the text itself, for a whole group discussion.

**Research/Resources:** *Teaching Students to Read Like Detectives*, pp. 6-7

**CCSS:** R.CCR.1, SL.CCR.1
40 Ways to Read Like a Detective: # 13

**Strategy:** Discuss It

**Description:** Ask students to answer thought-provoking, text-centered discussion questions. Researchers Arthur Applebee and Judith Langer note, “investigators have argued that high-quality discussion and exploration of ideas—not just the presentation of high-quality content by the teacher or text—are central to the developing understandings of readers and writers.”

**Instructional Activity:** This may seem like a fairly simple, straight-forward activity; however, there is one very important factor to keep in mind when creating discussion questions: questions must be both answerable and discussable. Questions that have a “right answer” lose discussion power very quickly. Consider this question: What is going on in the first paragraph? Once a student correctly identifies the goings-on of the first paragraph, “discussion” stops. Now consider this question: Why do you think [character] decides to [action]? Discussion may go on and on because of various interpretations, rationales, and inferences. “Right there questions” certainly have value for scaffolding, but it is important to move beyond them for deeper understanding of the text.

**Research/Resources:** Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, Applebee, Langer, Nystrand, & Gamoran

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40 Ways to Read Like a Detective: # 14

**Strategy:** Tentative Talk

**Description:** Students engage in open-ended exchanges that allow them to build from one another’s thoughts as they talk about text-related ideas. This helps teachers create scaffolded text-based discussions.

**Instructional Activity:** It is important to allow students to have informal discussions about text and their ideas. Teachers can scaffold discussions and return students back to the text by using questions such as: I am wondering if _____; Can you share more about _____; If what you said is true, then why would _____?

**Research/Resources:**
*Teaching Students to Read Like Detectives*, pp. 19-20

**CCSS:** W.CCR.9, R.CCR.1, SL.CCR.1

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**CCSS:** R.CCR.1, W.CCR.9, SL.CCR.1
**Strategy:** The 4 C’s

**Description:** This strategy provides students with a structure for a text-based discussion built around making connections, asking questions, identifying key ideas, and considering application. It enables readers to delve beneath the surface and go beyond first impressions. The 4 C’s can be used with fiction and informational texts.

**Instructional Activity:** Choose texts that incorporate complex ideas and concepts that will promote discussion and debate. Texts can include excerpts from opinion papers, newspaper articles, scientific reports, scholarly articles, personal essays, etc. Invite students to read the selected text. While reading, students use the 4 C’s to plan for their follow-up discussion. Students divide their papers into four equal sections. Within each section, students address each of the following: **Connections:** What connections do you draw between the text and your own life and your learning? **Challenge:** What ideas, positions, or assumptions do you want to challenge or argue with in the text? **Concepts:** What key concepts or ideas do you think are important and worth holding onto from the text? **Changes:** What changes in attitudes, thinking, or action are suggested by the text, either for you or others?

**Research/Resources:** *Making Thinking Visible*, Ritchhart, Church, & Morrison

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**Strategy:** Summarize It

**Description:** Summarizing is a strategy in which readers identify main ideas and supporting details, then organize and synthesize this information into smaller units.

**Instructional Activity:** Students write an objective summary of material read using these steps:

1) Identify or select the main information.  
2) Delete trivial information.  
3) Delete redundant information.  
4) Write a short synopsis of the main and supporting information for each paragraph.

Additional ways to write summaries include: using only one sentence, using an outline, locating and using the main idea in each paragraph, and using graphic organizers such as GIST.

**Research/Resources:**  
*Writing to Read: Evidence for How Writing Can Improve Reading*, Graham and Hebert  
*Teaching Students to Read Like Detectives*
**Strategy:** Dictogloss

**Description:** Dictogloss is a strategy that improves students' knowledge of text structure and grammar within an authentic context (Van Patten, Inclezan, Salazar; & Farley, 2009). The collaborative nature of Dictogloss allows all learners, but especially second-language learners and striving readers, to examine an exemplary narrative passage and discover how the author created it.

**Instructional Activity:** Choose a rich, short, cohesive text. Read the text to the students once through at normal speed; students listen but don't write anything. Read the text again at normal speed, pausing after each sentence to give time for students to make brief notes. Then, ask the students to make notes about what they heard. Next, in pairs or groups, the students collaborate to produce their own version of what they heard. (The aim is not to reproduce the text word for word, but to convey the meaning and style of the text as closely as possible.) Pairs or groups then compare their texts with the original text in order to justify the differences between them.

**Research/Resources:**
Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners, Antonacci & O’Callaghan
Processing Instruction and Dictogloss, Foreign Language Annals, Van Patten, Inclezan, Salazar, & Farley

**CCSS:** R.CCR.2, R.CCR.10

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**Strategy:** Notice

**Description:** Notice “the how” and contemplate “the why” in texts in order to dig deeply into author’s craft.

**Instructional Activity:** More than cause-effect, have students notice how events, individuals, and ideas develop and then contemplate the why... why did the author choose to do it this way? Have your students complete this sentence three times after reading a text: “Notice how the author_________. I think the author did it this way because_____.”

**Research/Resources:**
Teaching Students to Read Like Detectives, pp. 59-60

**CCSS:** R.CCR.3
40 Ways to Read Like a Detective:  # 19

**Strategy:** Side by Side

**Description:** Compare two texts on the same topic.

**Instructional Activity:** Have students analyze how two texts address a similar theme or topic in order to build knowledge or to compare the approaches the authors take. Use the Top Hat graphic organizer.

**Research/Resource:**
*The Core Six,* Silver, Dewing, & Perini
Refer to handout on LiveBinder

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40 Ways to Read Like a Detective:  # 20

**Strategy:** Writer’s View

**Description:** Using collaborative discussion to evaluate a writer’s (or speaker’s) viewpoint offers students an opportunity to practice speaking and listening skills while closely examining a text and offering text-dependent support of their arguments.

**Instructional Activity:** Select a short informational text and ask students to read silently (or listen) while annotating the text, noting especially the ways in which the author conveys his/her point of view. After students have had time to read and annotate, have students discuss, as a whole group, 1) what the author’s viewpoint is, 2) how he/she conveys the viewpoint, and 3) whether or not the author appropriately presents (through the use of diction, figurative language, organization, etc.) his/her point of view.

**Research/Resources:** *Teaching Students to Read Like Detectives,* p. 41
Applying Toulmin: Teaching logical reasoning and argumentative writing. *English Journal,* Rex, Thomas, & Engel

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**CCSS:** R.CCR.9, W.CCR.8

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**CCSS:** R.CCR.6, R.CCR.8
**40 Ways to Read Like a Detective:**

**Strategy:** Frame the Argument

**Description:** Frame the Argument serves as a scaffolding tool for students learning to read and write arguments using language frames. These are a series of partial sentences that serve as the academic language for explaining, clarifying, and providing evidence. Teachers provide students with language frames after reading an argument text or when preparing to write an argument/opinion.

**Instructional Activity:** Sample language frames include the following:
1. Making a claim: The effect of _____ on _____ is _____.
2. Providing evidence: I know that _____ is _____ because _____.
3. Asking for evidence: Does _____ have additional information about _____?
4. Offering a counterclaim: I disagree with _____ because _____.
5. Inviting speculation: How would this be different if _____?
6. Reaching consensus: I agree that _____ because _____.

**Research/Resources:**
*Teaching Students to Read Like Detectives*, pp. 42-45

**CCSS:** R.CCR.8, W.CCR.1

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**40 Ways to Read Like a Detective:**

**Strategy:** Is this Legit?

**Description:** For this strategy, students explore the evidence in a speech. One way in which teachers can help students understand how to support their own arguments is to have them explore the validity of the evidence that others use. Have students: 1) identify the evidence, 2) determine the type of evidence (logical, emotional, persuasive, etc.), and 3) discern the credibility of the evidence.

**Instructional Activity:** Find two audio recordings of speeches (of no more than 7 minutes each) wherein the speakers take opposing sides (e.g., presidential or gubernatorial debate). Ask students to just listen the first time through. As the speeches play a second time, ask students to take note of what evidence the speakers use to support their points. Following this, have students break into small groups to discuss the types of evidence used and to discern the credibility of the evidence.

**Research/Resources:** CCSS: Appendix A

*5 Things Every Teacher Should be Doing to Meet the Common Core State Standards*, Eye on Education

**CCSS:** SL.CCR.3
40 Ways to Read Like a Detective: # 23

**Strategy:** Title It

**Description:** Remove the title and headings from a text, so students rely on the text only — without making any assumptions or superficial summaries of a text. Provide students with multiple opportunities to engage with the text prior to creating a title based on evidence in the text.

**Instructional Activity:** 1) Teacher chooses a rich text worthy of rereading and provides multiple opportunities for students to engage in the text. (Read Aloud, Read Silently, Rehearsal or Partner Reading, Chunking, and Annotating the Text) 2) Provide students with a double entry journal with pertinent phrases from the text that could unveil its title. 3) Students use the journal to take notes as they read. 4) Ask students to create a title for the text and write an explanation or rationale using evidence found in the text.

**Research/Resources:**
*Teaching Students to Read Like Detectives*, p. 70
*Assessing Reading*, J. Charles Alderson

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40 Ways to Read Like a Detective: # 24

**Strategy:** Headlines

**Description:** This strategy asks students to reflect and synthesize as they identify the big ideas and important themes in what they have been learning about in texts they are reading.

**Instructional Activity:** After students have read a text (literary or informational), 1) ask them to consider the core ideas. 2) Write a headline for the topic or issue that captures an important aspect or core idea. 3) Students share the headline with a partner or small group, including the story and reasoning behind their choices. Ask students: What are the words behind the headline? 4) Teacher creates a class collection of the headlines that documents the group’s thinking.

Variation activity: Exploring Literary Themes with “Headlines”
1) Choose a rich literary text for students to read. 2) After reading, ask students to nominate songs from their mp3 players that would best capture a central theme from the novel, explaining and justifying their choices. 3) Class listens to the mix of song selections to culminate their learning. Note: The song choice is the “headline” that illuminates a central idea in the text worth remembering.

**Research/Resources:** *Making Thinking Visible*, Ritchhart, Church, & Morrison

**CCSS:** R.CCR.2
40 Ways to Read Like a Detective: # 25

**Strategy:** Paragraph Shuffle

**Description:** More than just putting the paragraphs in order, students reflect on the structure of a text by moving paragraphs around to notice the impact on the text as a whole.

**Instructional Activity:** Take a section of text, cut it apart, and have students reconstruct it in the same way the author wrote it. Then, shift paragraphs around. What happens to the overall effect (suspense, point of view, development of ideas)?

**Research/Resources:**
http://www.una.edu/writingcenter/programs-and-resources/writing-resources.html

CCSS: R.CCR.5

40 Ways to Read Like a Detective: # 26

**Strategy:** Sentence-Phrase-Word

**Description:** Sentence-Phrase-Word is a method of deconstructing text with a particular focus on capturing the essence of the text or "what speaks to you" when strategically choosing a sentence, phrase, and word from a text. The discussion that follows sets the stage for considering themes, inferences, and lessons drawn. This practice uncovers how well the students comprehend the text, and the teacher can adjust discussion to ensure that misconceptions are quickly addressed, allowing more time for discussing the central ideas.

**Instructional Activity:** The teacher reads aloud as the students read/follow silently. Students reread the text silently. Then, students individually underline or highlight the following: 1) A sentence that you feel captures a central idea of the text and/or is meaningful to understanding the text. 2) A phrase that demonstrates powerful language - author's craft. 3) A single word the author chose that you found particularly effective. In small groups, students share, discuss, and record their choices. Students explain why they chose their sentences, phrases, and words. In a whole group discussion, reflect by identifying commonalities, themes, central ideas, and what was not captured in their choices.

**Research/Resources:**
Making Thinking Visible, Ritchhart, Church, & Morrison, pp. 207-213
National School Reform Faculty, Text Rendering

CCSS: R.CCR.5
40 Ways to Read Like a Detective:  # 27

**Strategy:** Table It

**Description:** Reading a text is one thing. Being able to understand, explain, and even utilize the information contained therein is another. Converting the data presented in prose allows students to read deeply for relevant information while exploring various methods of presenting an argument or message.

**Instructional Activity:** Ask students to find a text in which the author presents quantitative information primarily through prose. Pair students and have them share their resources with each other, ultimately choosing one text with which to work. Working together, they should decide how best to present the quantitative information tabularly (i.e., what sort of table, diagram, or other graphic to use). After completing this, have students briefly present their conversion to the rest of the class, justifying their choice of graphic (how it adds to the understanding of the information being presented).

**Research/Resources:** The Wall Street Journal Guide to Information Graphics: The Dos and Don'ts of Presenting Data, Facts, and Figures, Dona Wong

CCSS: R.CCR.7, SL.CCR.5

40 Ways to Read Like a Detective:  # 28

**Strategy:** Present It

**Description:** One of the best and easiest ways in which teachers can integrate Common Core Speaking and Listening Standards and encourage students to read deeply is to set aside time for students to give presentations on various topics throughout the school year.

**Instructional Activity:** Ask students to select topics of their choosing which are relevant to current local, national, or global events. Students will choose, explore, and synthesize a minimum of five credible sources (preferably from varying media) pertaining to their chosen topics. Have students prepare presentations (of at least five minutes) on the topics in which they 1) explain the topic, 2) synthesize resources, 3) offer their own points of view, 4) utilize technology to enhance their presentations, and 5) knowledgeably answer questions from the audience.

**Research/Resources:** Teaching Students to Read Like Detectives, p. 116
Well Spoken: Teaching Speaking to All Students, Erik Palmer

CCSS: W.CCR.2, W.CCR.6, SL.CCR.4
**Strategy:** Mode Translation (Text Reformulation)

**Description:** Various researchers have asserted that the skill of translating one form of text into another (e.g., translating poetry into painting) is the most valuable skill that students can learn because they must delve deeply into the text and fully understand all aspects of it before they are able to properly reformulate (or "translate") it.

**Instructional Activity:** First, choose a pair of texts of which one is a reformulation/translation of the other. For example, *The Lady of Shallot* (poem by Tennyson and two paintings by Waterhouse). Have students examine and discuss the texts. After students have had an adequate amount of time to explore the example, have them try it out. Give the students a short prose piece and ask them to translate/reformulate the text. They should be allowed to choose the reformulation mode (e.g., pictures, song, music, dance, etc.). In elementary grades, students could discuss the connection between the story and its illustrations. Also, elementary students could create their own illustrations to add to the meaning of a story.

**Research/Resources:** *Media Education: Literacy, Learning and Contemporary Culture*, David Buckingham
*When Kids Can’t Read*, Kylene Beers, pp. 159-165

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**Strategy:** Recast Your Text

**Description:** Recasting your text is a strategy in which students transform a text into a different genre. Recasting encourages readers to read closely for main ideas, cause and effect relationships, themes, sequencing, and inferences.

**Instructional Activity:** Students can turn informational texts into narratives, poems into newspaper articles, or short stories into picture/comic books. Students return to the original text, reread portions, argue over meanings, question what is most important, and rewrite in another genre or style.

**Research/Resources:**
*When Students Can’t Read*, Kylene Beers, pp. 159-165
**Strategy:** Media vs. Media

**Description:** Evaluating and integrating the message presented in various media allows students to explore and analyze the ways in which authors present their messages, as well as investigate the advantages and limitations of various media formats.

**Instructional Activity:** Identify a topic for consideration which is fairly arguable. Select three informational texts which explore the issue: 1) newspaper/magazine article, 2) short video clip, and 3) political cartoon. Have students read/view each piece, asking them to annotate and question the text. Once they have finished going through the three texts, have students transfer their annotations/thoughts to a three-column graphic organizer. Finally, ask students to either write a comparative analysis, write a speech integrating the information, or hold a critical discussion on the ways in which messages are conveyed through different media.

**Research/Resources:** Reading the Media: Media Literacy in High School English, Renee Hobbs  
Media Education: Literacy, Learning and Contemporary Culture, David Buckingham  
Literacy in the New Media Age, Gunther Kress

**CCSS:** R.CCR.9, W.CCR.8

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**Strategy:** Interview Me

**Description:** Having students generate interview questions for a person mentioned in a text assists them in exploring what is left unsaid in the piece and requires them to read deeply in order to determine the role, knowledge base, and bias of the person being “interviewed”.

**Instructional Activity:** Select a short informational text wherein a topic of some debate is being explored/discussed (e.g., a newspaper article about a community issue or a magazine article about genetic testing). Ask students to read the piece silently, annotating the text as they read. Remind students to keep their purpose in mind as they read; annotations should indicate or lead to future questions. Once they have finished, ask them to pair with another student, share their annotations with each other, and create 5-7 interview questions. Following this, have students form small groups to share and justify their choices.

**Research/Resources:** What’s the Big Idea, Jim Burke, pp. 78-86.

**CCSS:** W.CCR.4
Strategy: Letter to the Editor

Description: One way to make a text relevant for students is to have them respond to it. Providing an audience other than the teacher or the rest of the class allows students to adapt to various audiences and affords them a bit of novelty in their writing tasks.

Instructional Activity: Have students read through various articles from a local newspaper. After reading and annotating them, students should choose one to which they will respond. Have students compose a letter to the editor (of the same newspaper from which the article came) according to the editor's guidelines in which they either 1) address and explain flaws and fallacies or 2) summarize and emphasize strengths and well-supported points in the original article. Elementary students should include their own opinions on the topic, supporting a point of view with reasons and information.

Research/Resources: Teaching Students to Read Like Detectives, pp. 15-16, 22, 31-33

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Strategy: Problem Finding

Description: Students look for anomalies and gaps in the text. Problem finding has students question the text in a personal way which assists when writing a thesis statement and learning to defend it. It is an essential part of slow reading.

Instructional Activity: Students read closely to create problem questions—questions that might not have answers but create deeper thinking and richer insights. They pose possible answers to the questions they have created or exchange with peers. Why do you think the author chose not to _______?

Research/Resources: The Art of Slow Reading, Thomas Newkirk
The Creative Vision, Getzels & Csikszentmihalyi
Teaching Students to Read Like Detectives, pp. 64-65
40 Ways to Read Like a Detective: #35

**Strategy:** Step Inside

**Description:** This strategy helps readers delve more deeply into the person or object in a text by asking students to hypothesize what this person or object observes, understands, believes, cares about, and questions. It takes the student outside of him/herself to understand that one’s perspective often shapes how events are understood and communicated in a text.

**Instructional Activity:** Choose a person or object (personifying it) in a text you are reading. Place yourself within the event or situation to see things from this point of view. Some questions to consider: What can this person or object see, observe, or notice? What might the person or object know, understand, hold to be true, or believe? What might the person or object care deeply about? What might the person or object wonder about or question?

Remember to ask students to provide evidence from the text to substantiate their responses.

**Research/Resources:**
*Making Thinking Visible,* Ritchhart, Church, & Morrison, pp. 178-184

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40 Ways to Read Like a Detective: #36

**Strategy:** Self Discovery

**Description:** Themes and topics uncovered in literary texts often connect to real life events and experiences. When a topic surfaces that is of interest to the students, let them conduct research in and outside of class. The intent is to provide students with time to investigate details, articulate initial ideas with new understandings, and to determine a focus for further inquiry about the topic.

**Instructional Activity:** As students read have them keep a journal of possible research topics. These topics are generated by students based on interest and inspired by texts they have read. On designated days, teachers allow students to review their journals and choose a topic that they would like to investigate further. Students may also fill out a graphic organizer called “I’d Like to Know More About...”. As data is collected, students begin to narrow their focus of inquiry. At the elementary level, students can write or draw questions and topics on index cards and store in a recipe box. When they find answers, they can draw or write them on the opposite side of the card. Teachers can compile and name it the “Wonder Box” for students.

**Research/Resources:** *Write Like This, Teaching Real-World Writing Through Modeling and Mentor Texts,* Kelly Gallagher, pp. 122-123
*Teaching Students to Read Like Detectives,* pp. 82-83

**CCSS:** R.CCR.3, R.CCR.6, W.CCR.7
40 Ways to Read Like a Detective: #37

Strategy: Grammar in Context

Description: Teaching grammar instruction in the context of the writing process improves fluency and comprehension. (Writing to Read: Evidence for How Writing Can Improve Reading, A Carnegie Corporation Time to Act Report, 2010)

Instructional Activity: Using Mentor Texts to Teach Sentence Combining
1) Choose a rich piece of writing (mentor text). 2) Have students highlight or circle how the author uses punctuation to combine sentences and phrases. 3) Analyze the types of sentences the author uses. (Are they simple, compound, complex, compound-complex?) 4) Using a piece of their own writing, students note and annotate their use of punctuation for effect and combine sentences.
This activity could be repeated, highlighting other areas of need. Teachers choose mentor texts that provide excellent examples of grammatical concepts, study and discuss the mentor text as a model, and have students practice with their own writing.

Grammar to Enrich and Enhance Instruction, Constance Weaver

CCSS: L.CCR.1-3, W.CCR.5

40 Ways to Read Like a Detective: #38

Strategy: Text Impressions

Description: This strategy helps students to become familiar with discipline specific vocabulary by reading words and phrases the teacher strategically chooses from the text they are about to read. Students use the words and phrases to make predictions about what they are going to read. Text Impressions help students stay grounded in the text before, during, and after reading. Text Impressions uses informational texts only.

Instructional Activity: 1) Teacher makes a list of 10 to 15 key words and phrases that support the meaning of the text. (Arrange words vertically in the order they appear in the text.) 2) Students read the words and make predictions with a partner. 3) Students use the words to write a paragraph that conveys their predictions about the content of the text. 4) Students share their paragraphs and then read the text silently. 5) After reading and discussing the target text, students compare it with the prediction paragraphs and then edit the paragraphs to match the target text.

Research/Resources:
Teaching Students to Read Like Detectives, pp. 106-108

CCSS: R.CCR.4
Strategy: Academic Vocabulary—Elementary

Description: Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. (CCSS, Appendix A, pg. 33)

Instructional Activity: Teacher chooses a rich text and selects the Tier Two words. Refer to the rubric to determine which ones to teach. Now, follow this sequence: Read the text. Contextualize the word within the story. Have students say the word. Provide a student-friendly explanation of the word. Present examples of the word in contexts different from the story context. Engage students in activities that get them to interact with the words. Have students say the word.

Research/Resources: CCSS: Appendix A: Vocabulary

Bringing Words to Life, Beck, McKeown, & Kucan, pp. 60-66.
Refer to Academic Vocabulary Rubric available on the ELA Resources LiveBinder

CCSS: R.CCR.4, L.CCR.4, L.CCR.6

Strategy: Academic Vocabulary—Secondary

Description: Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. (CCSS, Appendix A, pg. 33)

Instructional Activity: Relationships among words: Teacher chooses a rich text and selects 5-10 Tier Two words. Develop definitions for the words. Then, pair the words in a question format, so students have to consider how meanings interact in order to respond to the question. For example: Would you suppress a profound thought? Even though this can be answered with yes or no, accept either as long as it can be justified. By making these connections, students are better able to derive meaning from the contexts in which the words are used.

Research/Resources: CCSS: Appendix A: Vocabulary

Bringing Words to Life, Beck, McKeown, & Kucan
Refer to Academic Vocabulary Rubric available on the ELA Resources LiveBinder

CCSS: R.CCR.4, L.CCR.4, L.CCR.6
Strategy: Give your idea a brief, memorable title.

Description:
Write a short rationale for using this strategy in the classroom or explain the idea behind it.

Instructional Activity:
Include a specific instructional activity to go along with this strategy. This is just one of many possibilities, so you don't need to think of multiple activities.

Research/Resources:
Include any books, articles, websites, or materials people may want to look at for more information.

Edmodo Information:
mddh0r
Dr. Kaulfuss
"So Many Ways to Read"

CCSS: Include 1-3 grade specific (not anchor) standards that are the focus of this strategy.

<table>
<thead>
<tr>
<th>Ahem...</th>
<th>Awesome...</th>
<th>Aha...!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirms what I already knew + Affirms what I already do...</td>
<td>I'm surprised to learn...</td>
<td>I plan to do this in my classroom next year!</td>
</tr>
</tbody>
</table>