



Building corequisite instruction: Integrating the "Reading Cycle," scaffolding, and teaching & supporting reading

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Overview of PD series

- Friday, Nov. 8, 2:00 – 4:00 p.m. — KBOR policy and overview of corequisite English and models
- **Friday, Jan. 31, 2:00 – 4:00 p.m. — Building corequisite instruction: integrating the "Reading Cycle," scaffolding, and teaching & supporting reading**
- Friday, Feb. 28, 2:00 – 4:00 p.m. — Supporting students' non-cognitive & affective needs
- Friday, April 4, 2:00 – 4:00 p.m. — Putting it all together: Working time & questions

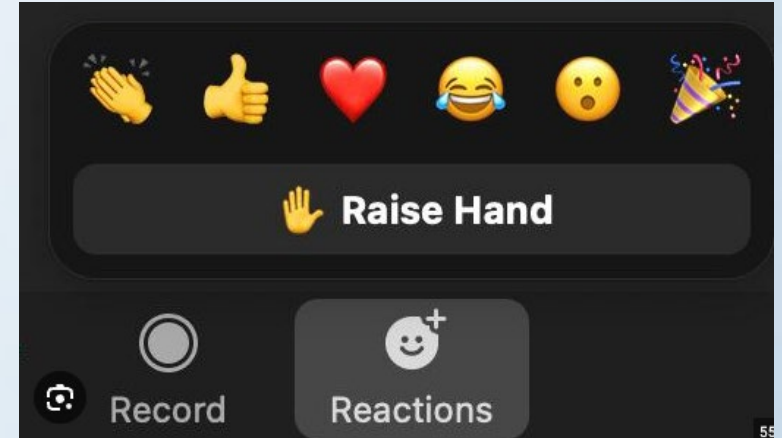
What to expect today

Please participate as actively as you are comfortable!

- Cameras on or off
- Take breaks as you need
- Use the chat
- Use the gestures to raise your hand or share a feeling

We will be sharing a lot of information and occasionally asking you to share a short response.

Unexpected pet and small child zoom bombing are all good. 🤪



Looking at Reading Instruction in Your Class

Take a few minutes to gather materials

Access a detailed course syllabus; identify four key points in the semester:

1. First time you assign reading
2. First time you discuss paraphrasing and summarizing using sources
3. First time students prepare for peer review
4. First time students receive feedback for revision

Today's Objectives

- Discuss approaches to scaffolding instruction for English 101/First-year writing and a corequisite course (Kathy and Melanie)
- Discuss how to integrate reading and the Reading Cycle into the teaching of writing (Casey and Kathy)
- Discuss issues from PD session #1 (Casey)
 - Low-level literacy students + Adult Education/Basic Education
 - English language learners + multilingual students



Scaffolding Instruction

ALP Scaffolding & Backwards Design

ENG 060

Week 1

- Introduce SWA (Reaction & Connection to “A Lightbulb Moment” NPR interview)
- Pre-writing step

Week 2

- Quoting basics instructor notes page
- SWA rough draft—instructor feedback
- MLA formatting & Canvas submission “how to”
- SWA due

ENG 101

Week 1

- “The Writing Process” instructor video lecture (take notes)

Week 2

- “Essay Structure” instructor video lecture (take notes)
- Introduce Essay #1 (illustration)

Weeks 3-4 Scaffolding & Backwards Design

ENG 060

Week 3

- Practice quoting (“ice cream sandwich”) format: low-stakes assignment

Week 4

- Discussion in small groups: introduce selves, share study habits, challenges
- Essay structure example essay analysis low-stakes assignment

ENG 101

Week 3

- “Writing Introduction Paragraphs” video lecture
- Essay #1 draft portion—instructor feedback
- Essay #1 (Illustration) due

Week 4

- Introduce Essay 2 (Synthesis w/Quoting)
- “Using Quotations” video lecture
- Quote Formatting assignment
- Begin Pre-writing

Weeks 5-6 Scaffolding & Backwards Design

ENG 060

Week 5

- Introduce SWB (Synthesis of “The Chase” & *Hamlet’s Blackberry* with quote use)
- Discussion in same small groups: reactions to & thoughts about connections between the readings

Week 6

- Outlining examples & forms
- SWB outline & draft portion due— instructor feedback

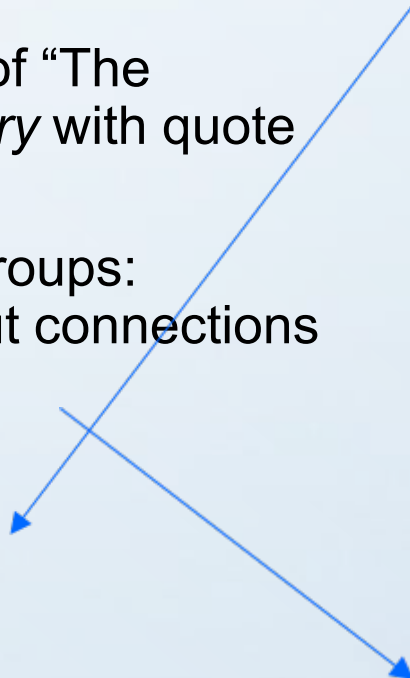
ENG 101

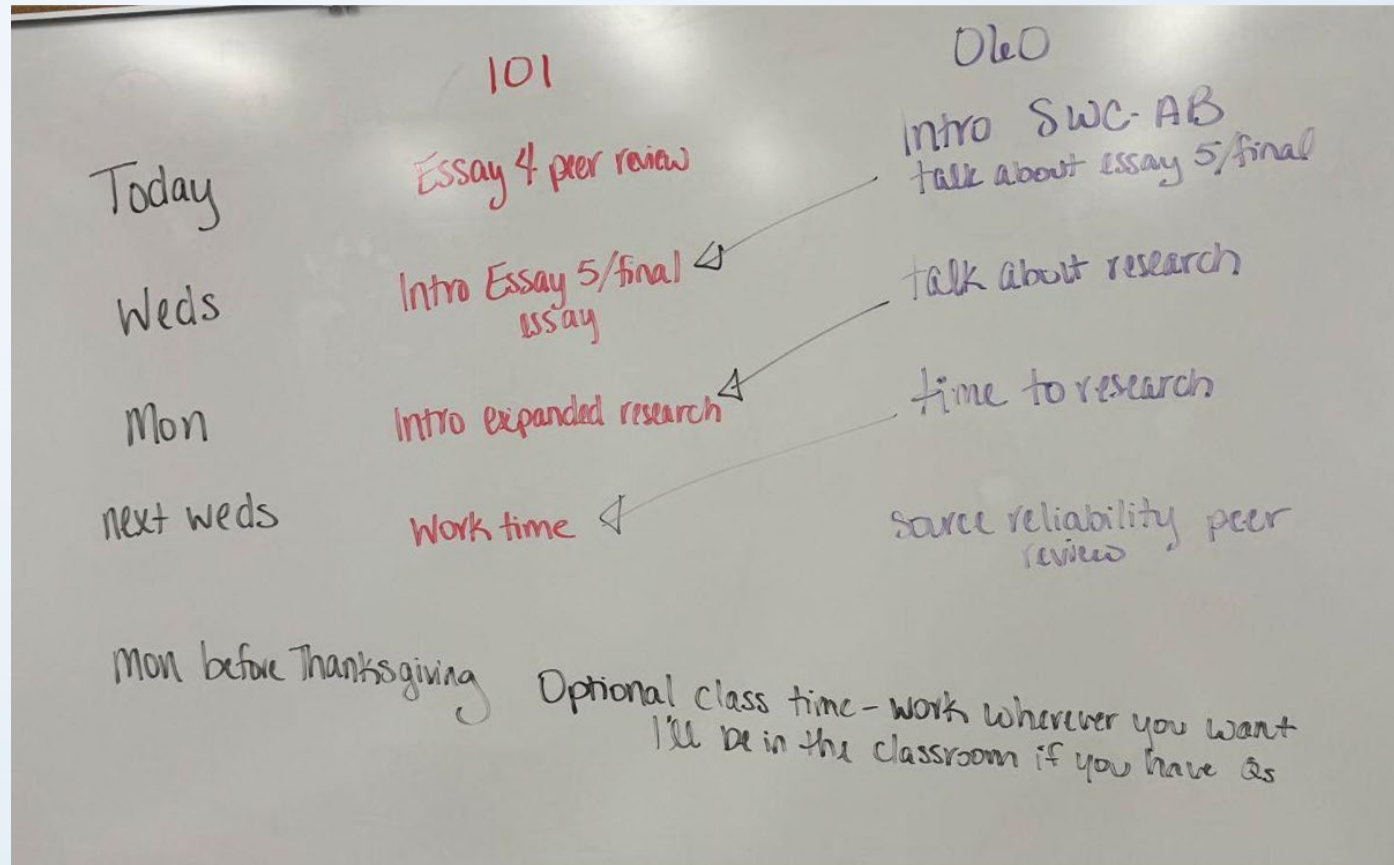
Week 5

- Essay #2 Pre-writing
- Essay #2 Outline
- Example synthesis essays

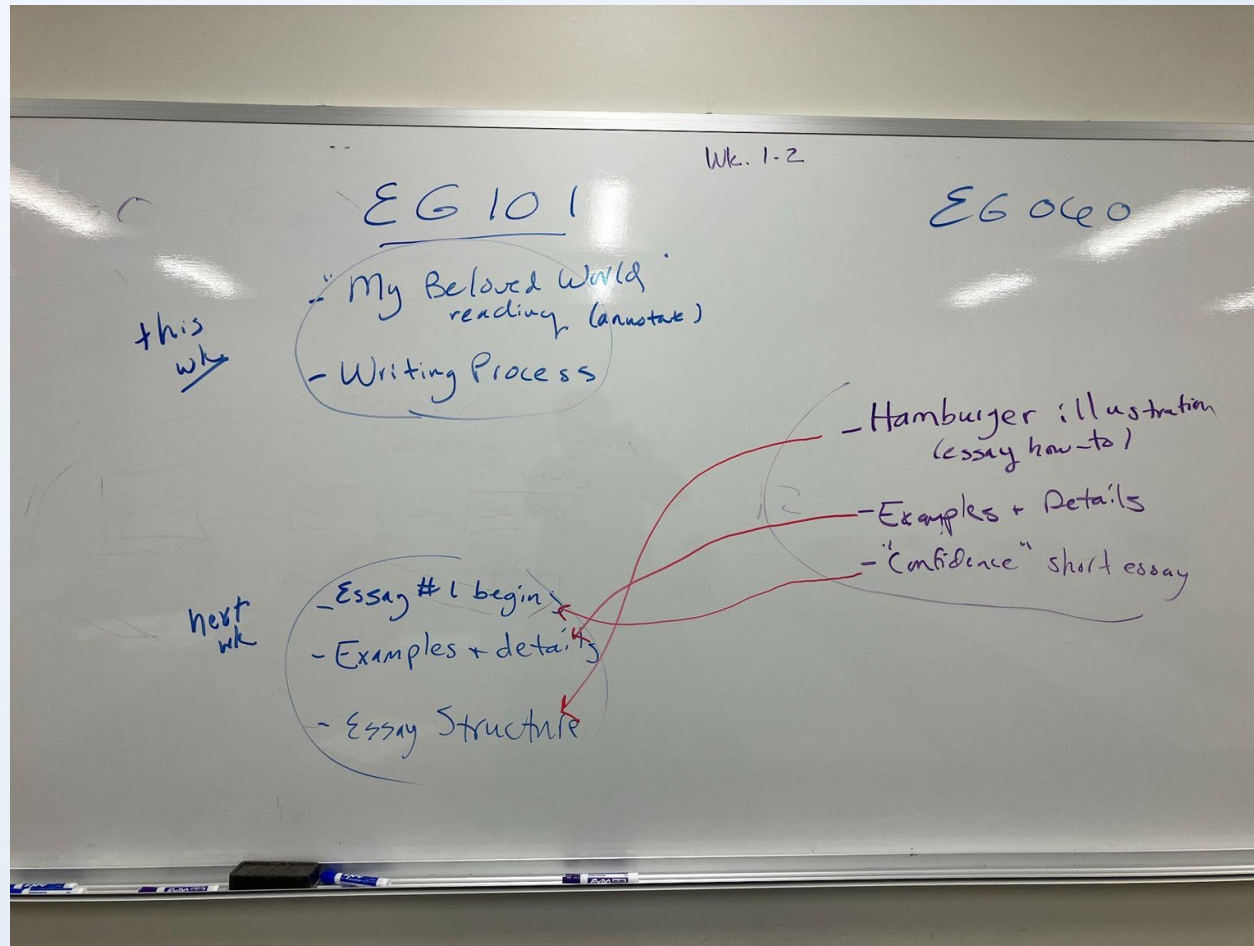
Week 6

- Reflection on Essay 1
- Body paragraph development strategy (PEEL) instruction
- Draft portion—instructor feedback
- Essay #2 & Works Cited page due





Credit: Associate Professor Amanda Hash (Butler CC)



Credit: Kathy McCoskey, Developmental English Program Lead (Butler CC)

Check in: Questions?



Types of Low Stakes Activities for Scaffolding

Direct instruction – teacher led activity

eg: lecture, demonstration, or reading assignment

Guided practice - teacher supported activity

eg: small group assignment; in-class step by step practice completed together

Independent practice - low-stakes practice unassisted

eg: small individual assignment; critique of a model; quiz

Narrative Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

In class, the teacher provides a lecture on attributes of narrative essays.

Students read a model narrative essay for homework.

Guided practice - teacher and/or peer supported activity

Students get into small groups and identify attributes of narrative from lecture in model essay.

The class creates an example of one attribute that was discussed and identified, with teacher writing it on the whiteboard.

Independent practice - low-stakes practice unassisted

Students practice writing an example of one attribute that was discussed and identified, and share in class.

Narrative Essay: Examples of coreq activities

Direct instruction – teacher led activity

Students read and discuss the class assigned model essay together in class, reviewing attributes.

Guided practice - teacher and/or peer supported activity

Students identify attributes of narrative from lecture in additional model essay.

The class creates an example of one attribute that was discussed and identified, with teacher writing it on the whiteboard.

Independent practice - low-stakes practice unassisted

Students practice writing an example of one attribute that was discussed and identified, and share in class.

Practice

Apply these scaffolding ideas to one of your own assignments.

Use the link to fill out a slide with activities that could be scaffolded and added to a co-requisite setting.

https://docs.google.com/presentation/d/1-48iLJan2qZiM-cePSbeKrHCII-NusW_3qrZcyYbVCE/edit?usp=sharing



Reading and the Reading Cycle

Questions to Consider

- In what ways do you already bring attention to reading or literacy practices in your classes?
 - What activities already require or encourage explicit attention to reading and/or a range of literate practices? Specifically discuss any reading activities related to the first class reading, paraphrasing and summarizing discussions, peer review, and feedback.
- What do you see as the function of exploring reading and/or literacy practices in comp/writing classes? What outcomes are you trying to achieve by integrating attention to reading or literacies into your classes? In other words, what is to be gained by paying more explicit attention to reading or different literacy practices in writing classes?



Institutional Context

...literacies don't simply accumulate neutrally; they are always attached to particular sets of **values**, values that may **compete** with those attached to another set of literacy practices. Some post-secondary institutions will value certain literacy practices over others, promoting some and not others. Literacies don't **accumulate** equally, either. Because **literacy resources and contexts** vary, teachers and students at one institution may have greater access to literacies than other institutions [emphasis added]. (Keller, 2014, p. 157)

Mindful Reading

(Carillo, 2014, 2017, 2017, 2018)

- Emphasizes helping students develop a repertoire of reading strategies for different purposes and contexts that they mindfully engage
- Positioned as a theory with a “metacognitive basis...wherein students become *knowledgeable, deliberate, and reflective* about how they read and the demands that contexts place on their reading” (p. 117)
- Teachers
 - decide what strategies/approaches to emphasize (“annotation, rhetorical reading, close reading, says/does approach, and reading like a writer”) and
 - focus on “teaching students *how to learn* to read” (p. 119)
- Informing theories and pedagogies: reader-response, writing about writing, (writing) transfer, genre, psychological theories of mindfulness

Activities=Theoretical Leanings

(More) Reading-centric

- Reading journals (Carillo, 2014)
- Sample/model text analysis (Bunn, 2013)
- Annotation (Salvatori and Donahue, 2017)
- Paraphrasing, summarizing, and other source interpretation activities (Salvatori and Donahue, 2017)
- Rhetorical reading and analysis (Bosley, 2008; Carillo, 2014)
- Peer workshops (Bunn, 2016)
- Response to teacher commentary (Tinberg, 2017)

(More) Literacy-centric

- Literacy narratives (Finn, 2017)
- Literate practices exploration/research (Carter, 2008)

Ramping Up Attention: Choosing Readings

- Select fewer readings and give them more attention via re-readings for different purposes (Keller, 2013, 2014; Carillo, 2014; Tinberg, 2017)
- Talk about why you choose readings and meaningfully integrated into the class (Carillo, 2014)
- Don't shy away from difficult readings (Bartholomae and Petrosky, 1986; Goen and Gillotte-Tropp, 2003)
- Literacy-informed faculty: choose readings that expose students to a range of literacies, not just academic ones (Carter, 2008)

More Attention: Talking about Reading/Literacy

- Talk about your reading/literacy approaches, experiences, and habits (Carter, 2008; Carillo, 2014; Tinberg, 2017)
- Have students talk/write about their reading approaches, experiences, and habits (Carillo, 2014, p. 173)
- “Collaborate with colleagues from across the disciplines and in the workplace to find ways to demystify the reading process” (Tinberg, 2017, p. 262)—or, in a literacy-centric classroom, require students to research literate practices of different communities of practice (Carter, 2008)

Question and
Break Time: 10 Minutes



The Reading Cycle

WHY use it? To deepen students' connections with ideas in reading, writing, and critical thinking.

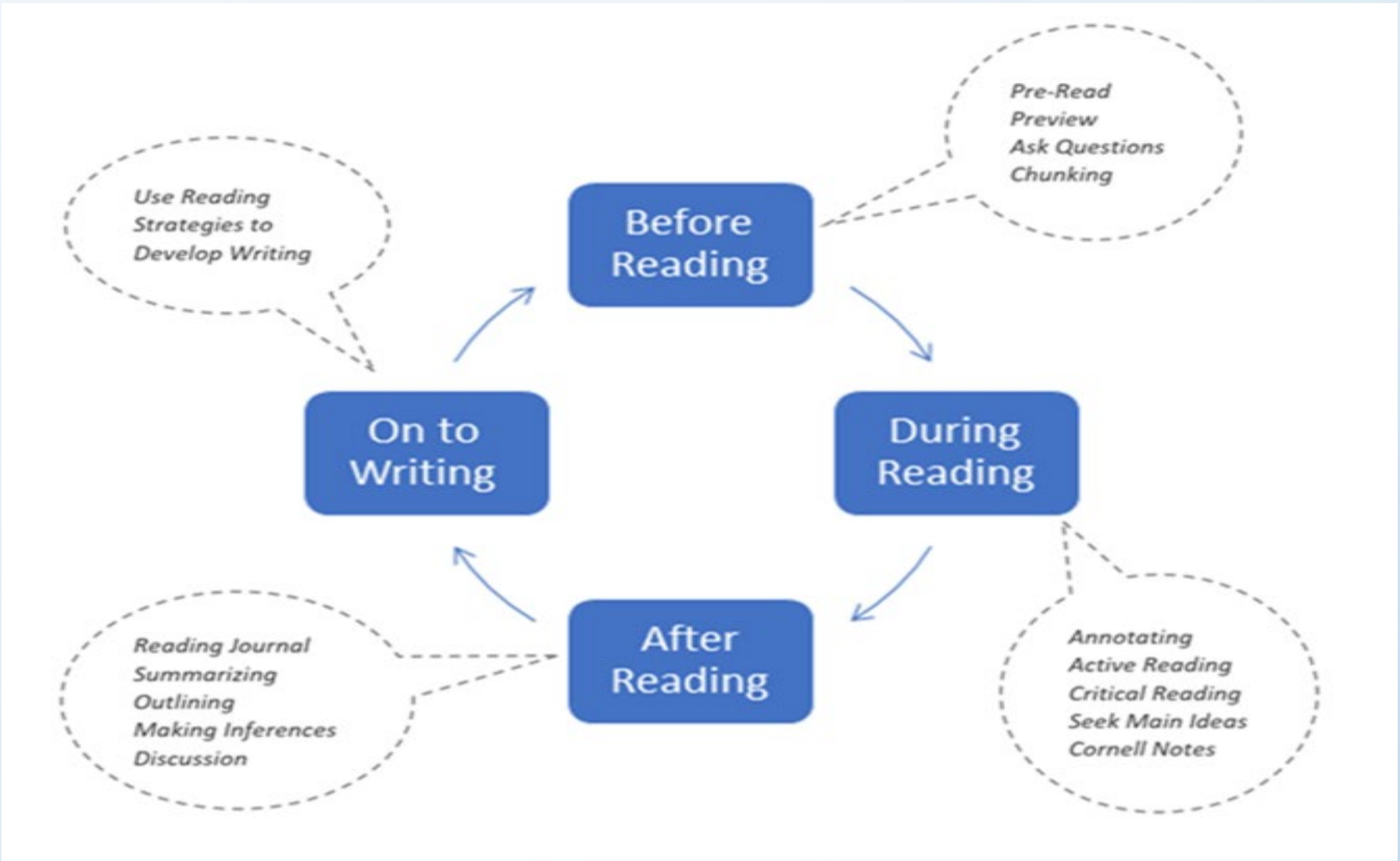
WHO can use it? Anyone who assigns reading.

WHERE can it be used? Face-to-face, hybrid, online classes (*)

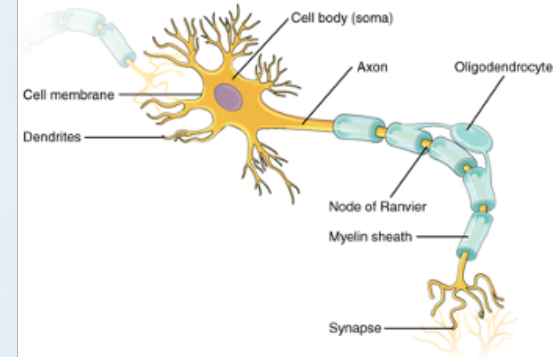
WHAT it is:

- **Before Reading**: pre-reading & previewing
- **During Reading**
- **After Reading**
- **On to Writing** (Using Readings in Writing)

The Reading Cycle*



The Reading Cycle *supports* how the *brain* thinks & learns:



- *Thinking* occurs with the firing of chemicals & communication between the neurons ("fire together")
- Repetitive firing together strengthens connections between neurons ("wire together"): how learning occurs (A "biological change in the brain")
- Recursive instruction: intentionally wiring with repetition
- Engage prior knowledge: existing neural network (schema)
- Building background knowledge: provide ways and encouragement to do this. Everyone has different knowledge background
- Instruct students on how the brain thinks & learns, as well as its connection with Growth Mindset. Apply, reflect, discuss!

Before Reading: Build Confidence and Interest

Pre-Reading

Engaging prior knowledge & building background knowledge

Relevant, short videos

Reading journals or Quick Writes

KWL (Know, Want, Learned)--start using before reading

Instructor lecture notes

Discuss board interaction after any of these

Previewing

Establishing a reading purpose

Noticing text elements: cover, subtitle, table of contents, sections

Planning to navigate the "task" of reading: chunking, when, etc.

Examples of annotating methods & choice

Predicting

Building Background Knowledge: Short Videos and Activity

- Biography websites
- TED Talks
- Films on Demand database
- PBS teacher resources

RECIPROCAL VIEWING strategy: stop video at key points, give each student in group a role (summarizer, questioner, predictor, clarifier), give time for them to share/discuss, continue

REFLECTION after: Quick writes, journals

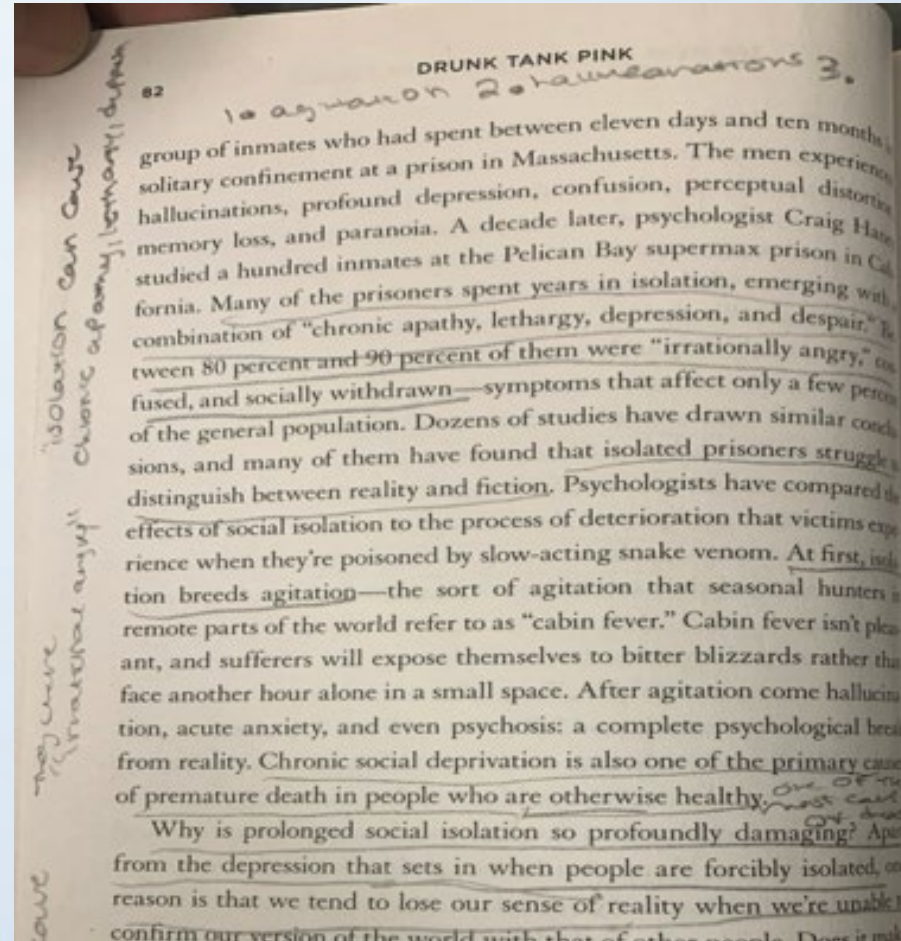
During Reading: Interacting with Text

Annotating: Making Reading Visible

- Main and supporting ideas
- Reading purpose
- Noting author's structure/purpose, like use of examples

Margin Notes*

- asking questions
- noting confusion
- interjecting comments,
- noting relationships between ideas, inside and out of text
- summarizing



Rewards & Accountability for Reading

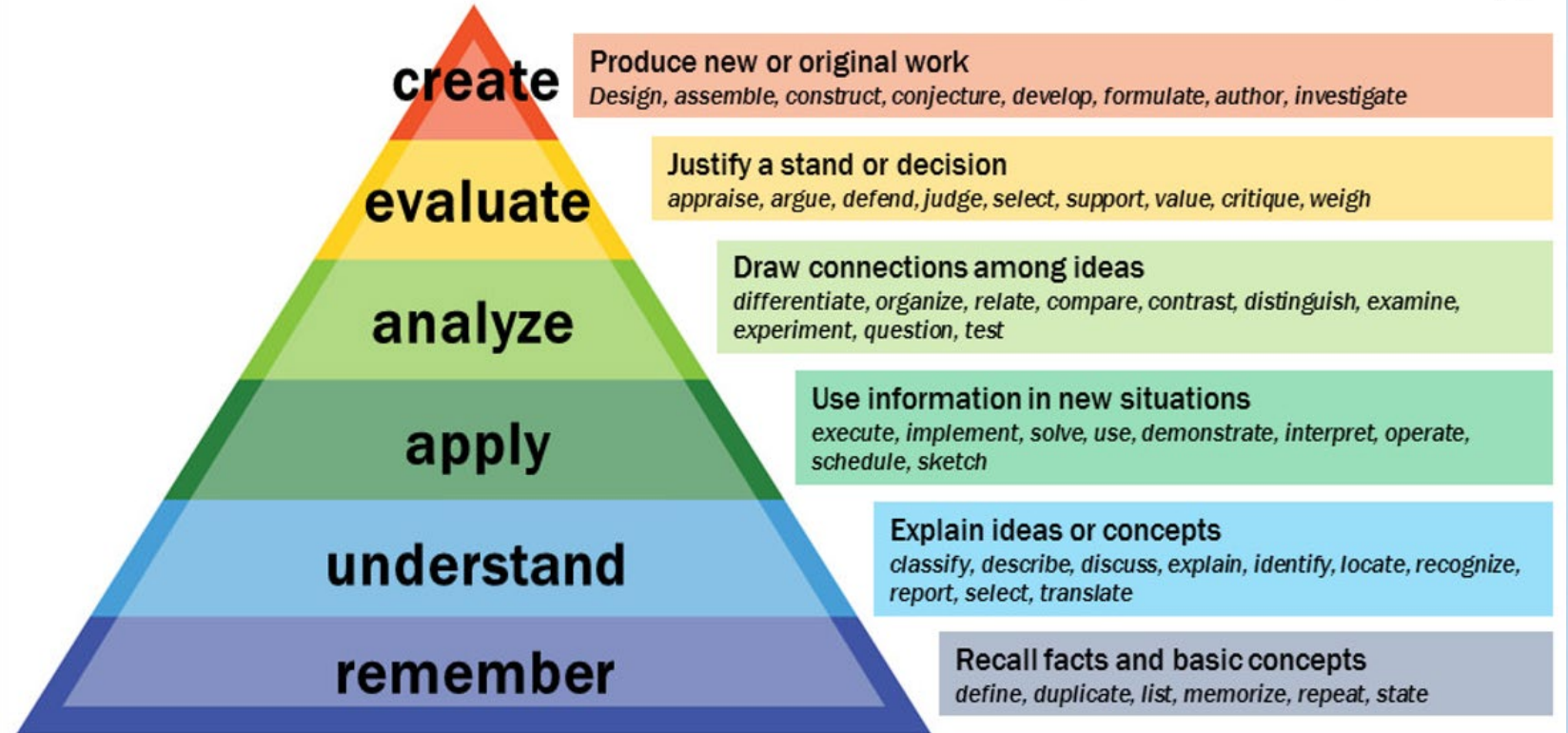
Students don't do optional, so accountability is essential:

- See their annotations by having them show you and/or turn in digitally.
- "Selected pages."
- Have them share their annotations with each other.
- Even better: have them use their annotations to Record & Response: record main points and response to them

Teach, model, discuss,
reflect on the levels of learning.

Build **metacognitive awareness & empowerment**.

Bloom's Taxonomy



Vanderbilt University Center for Teaching

After Reading: Moving Up Bloom's

Remember, Understand:

- Sharing annotations/margin notes
- Sharing reading journal recording/responding
- Writing summaries

Apply, Analyze:

Discussion with directed & open prompts:

- Small group discussing specific questions, sharing journal responses
- Reading journal prompts
- What does author say vs. do?

Analyze, Evaluate:

- Analyzing an Author's Use of Evidence
- Investigating How Writers Use Paragraphs (relationships)

REFLECT!*

After Reading Benefits

In relation to reading:

- Builds and solidifies understanding
- Develops confidence
- Encourages Growth Mindset

In relation to class dynamics:

- Allows for connection between students
- Moving—not just sitting!

In relation to critical thinking:

- Moving up Bloom's pyramid
- Encourages curiosity, inquiry, and support for one's point

Next Step: On to Writing

The assignment:

- Make role of readings clear
- Think about use of Bloom's levels in your assignment (including Creating)
- Help student discover their writing prompt/assignment actively.*

Using previous steps to move to writing:

- Annotations and margin notes*
- Reading journals*
- Looking back at group activity work (pics of, etc)

How to get started? Model pre-writing, outlining, talking, re-reading, step by step

Reading Cycle: Big Picture

- Take too much time? Not more, but new habits
- Be intentional with students about using it: tell them about it and why
- "Nothing is busy work"--all the steps are interconnected
- Reflect on the benefits and results of using each step—yourself, your students
- Brain-based learning: make them aware of how the brain learns & remind them
- Metacognitive awareness & empowerment
- The value & power of Reflection
- Share your strategies & ideas with other educators!

Mindful Reading Strategies (Carillo)

Identify, model, and have students practice multiple reading approaches (Carillo, 2014, p. 173-174)

- Before first reading: lean into the reading cycle; see [Carillo chapter 1](#)
- For summarizing and paraphrasing: see [Carillo chapter 2](#), pages 18-19, and [chapter 5](#)
- For peer review: see [Carillo chapter 2](#), pages 21-22
- For feedback and revision: see [Carillo chapter 3](#)

Practice

Use the link to return to your slide.

Add a reading activities that could be scaffolded and added to a co-requisite setting.

https://docs.google.com/presentation/d/1-48iLJan2qZiM-cePSbeKrHCII-NusW_3qrZcyYbVCE/edit?usp=sharing



Other Considerations

- Model, model, model: Read to students and spend time modeling your metacognitive processing as you paraphrase, summarize, give feedback, etc.
- Students needing more substantial reading support: non-prerequisite reading classes, AEL/ABE programs, community literacy organizations
- Multilingual students: need more cultural context support, may work with writing center and/or AEL program, consider translanguaging
- [West Ed Reading Apprenticeship](#)



Final Thoughts

We suspect that instructional models that creatively integrate effective approaches to reading with effective approaches to writing through a multidimensional literacy lens will benefit students more than approaches that merely assemble and combine current reading and writing course curricula. (Holschuh and Paulson, 2013, p. 14)

Questions?
Reflections?





References and Handout