

Text Study of “Kevin Clarke”

Students practice the Think Aloud with in-school text, and for the first time they apply the unit Essential Questions to their reading.

AT A GLANCE

STRUCTURES & STRATEGIES	LESSON SEQUENCE	STUDENT GOALS
Classroom Community Guidelines Mobilizing Schema Setting a Reading Purpose ► 10 MIN.	[1] The teacher prepares students to undertake their first text study lesson with routines that recur in every text study: mobilizing relevant schema and setting a reading purpose.	Students use relevant networks of background knowledge, or schema, so that new information has something to connect to and is easier to understand.
Think Aloud Making Connections Questioning Identifying Roadblocks Reading Strategies List ► 5 MIN.	[2] The teacher models a Think Aloud with the “Kevin Clarke” text.	Students listen and learn from the reading confusions and understandings of others.
Classroom Community Guidelines Think Aloud Making Connections Questioning Identifying Roadblocks Reading Strategies List ► 30 MIN.	[3] Partners practice the Think Aloud of “Kevin Clarke.”	Students monitor their reading processes and identify problems. Students share reading confusions and understandings to get and give help. Students listen and learn from the reading confusions and understandings of others.
Essential Questions Organizer Golden Line Making Connections ► 5 MIN.	[4] The teacher introduces the Essential Questions Organizer and models choosing a Golden Line.	Students make connections from texts to their experience and knowledge.

SAMPLE LESSON
 Copyright © WestEd

STRUCTURES & STRATEGIES	LESSON STEPS	STUDENT GOALS
<p>▶</p>	<p>[HOMEWORK] Students complete the reading of “Kevin Clarke” and choose Golden Lines.</p>	
<p>⓪</p> <p>Essential Questions Organizer Golden Line</p> <p>▶ 5 MIN.</p>	<p>[5] Students share their Golden Lines and the teacher models completing the Essential Questions Organizer.</p>	<p>Students make connections from texts to their experience and knowledge.</p>
<p>Essential Questions Organizer Writing to Reflect Building and Refining Schema Word Wall</p> <p>▶ 15 MIN.</p>	<p>[6] Partners apply the Essential Questions to their reading of “Kevin Clarke.” The class considers students’ answers to the Essential Questions Organizer.</p>	<p>Students talk about their reading processes to understand them better.</p> <p>Students read to understand how literacy opens and closes doors in people’s lives.</p> <p>Students use writing to step back and think about what they are learning.</p>
<p>Writing to Communicate</p> <p>▶</p>	<p>[HOMEWORK] Students write a letter to Kevin.</p>	<p>Students write to communicate their ideas to others.</p>

SAMPLE LESSON

Copyright © WestEd

GETTING READY

- Think Aloud** Practice making your thinking visible with the two paragraphs identified for Think Aloud (the “Kevin Clarke” transparencies). It may be helpful to practice out loud. Look especially for opportunities to make connections, ask questions, and identify roadblocks. For the second Think Aloud paragraph, practice how you will describe any steps for clarifying roadblocks.
- Text Notes (p. 151)** This teacher resource anticipates a number of instructional possibilities that may emerge from students’ reading of “Kevin Clarke,” including schema that contribute to understanding the text, ways that this particular text structure can be investigated, and ways to make content connections to the theme of the unit — the Essential Questions about literacy, power, and why people read.
- Golden Line** Choose a Golden Line from the text to model. The Golden Line section of the Essential Questions Organizer is a key structure for helping each student enjoy his or her evolving Reader Identity: What resonates with *me* when I read (and why)?

KEEP IN MIND

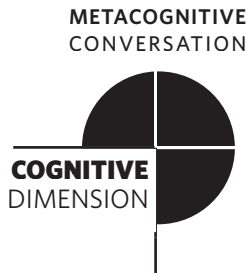
- Essential Questions Organizer** The Essential Questions Organizer is a way for students to mobilize, build, and refine their schema about the unit’s organizing themes, the Essential Questions that were introduced in lesson 1. Each time students use the organizer (and they use it with almost every new text), they explore how ideas may connect and build across texts.

SAMPLE LESSON

LESSON MATERIALS

Copyright © WestEd

TEACHER RESOURCES	STUDENT MATERIALS	CLASSROOM RESOURCES
“Kevin Clarke” Think Aloud Page 7 TR	“Kevin Clarke,” anthology, pp. 7-10	Classroom Community Guidelines
“Kevin Clarke” Think Aloud Page 9 TR	“Kevin Clarke” Roadblocks, Connections, and Questions, 7a	Essential Questions Poster
“Kevin Clarke” Text Notes	Essential Questions Organizer, 7b	Reading Strategies List
Essential Questions Organizer TR		Word Wall
		Chart paper



LESSON NOTES

- [1] The teacher prepares students to undertake their first text study lesson with routines that recur in every text study: mobilizing relevant schema and setting a reading purpose.**

Students also consider the classroom guidelines that apply when working with partners.

[10 MIN.]

CLASS DISCUSSION

Classroom Community
Guidelines

Classroom Community Guidelines

- ▶ Describe the lesson and the partner work that will be involved. Refer to the class guidelines and how partners may want to apply them.

Ask students to predict which guidelines might be important for sharing ideas with a partner. Are any new guidelines needed?

TEACHER MODEL

Mobilizing Schema

- ▶ Describe a time in your life when you felt frustrated about reading or about reading a particular text.

THINK-PAIR-SHARE

Mobilizing Schema

- ▶ Ask partners to take turns sharing a time in their lives when they felt frustrated about reading. Invite volunteers to describe this time to the class.

SAMPLE LESSON
Copyright © WestEd

TEACHER INTRODUCTION

“Kevin Clarke,” anthology, p. 7
Essential Questions Poster

Making Connections

- ▶ Help students connect to the text.

Setting a Reading Purpose

- ▶ Explain that reading about another student’s experience as a reader will help students explore the Essential Questions of the unit.

Point students to the text they will read and explain that Kevin Clarke is someone who also has been frustrated by reading.



[2] The teacher models a Think Aloud with the “Kevin Clarke” text.

As you model thinking aloud — making your thinking visible — students begin to recognize that they, as well as you, have strategies that can help them make sense of text. In response to your modeling performance, when students name these strategies for the Reading Strategies List, they also begin to understand the climate of mutual support they are building for each other as members of a collaborative community of readers and writers.

[5 MIN.]

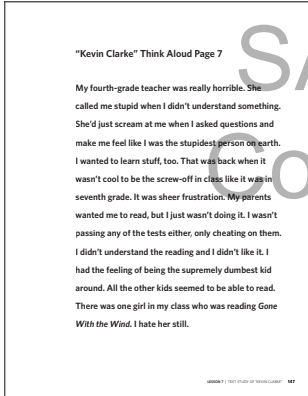
TEACHER MODEL

Think Aloud

- ▶ Review the purpose of the Think Aloud:

Think Aloud is a way to make our thinking strategies visible so we can use them automatically when we read.

- ▶ Begin the Think Aloud by mobilizing schema.
- ▶ Stop frequently as you read to model making connections, asking questions, and identifying roadblocks.
- ▶ When you finish, ask students what they observed and record their ideas on the transparency.
What did you see me doing as I read?
How did that help me?



“Kevin Clarke” Think Aloud
Page 7 TR

CLASS RECIPROCAL MODEL

Think Aloud

- ▶ Invite volunteers to describe their own thinking as they experienced the text while you read it aloud.

◀ Be aware of opportunities to focus students on connections they made, questions they asked, and roadblocks they identified.

CLASS PROCESS DEBRIEF

Reading Strategies List

Reading Strategies List

- ▶ Ask students how the strategies they used and the ones they saw you model fit on the Reading Strategies List.

◀ Find or revise the strategies already on the list or add new ideas.

SAMPLE LESSON
Copyright © WestEd



[3] Partners practice the Think Aloud of “Kevin Clarke.”

Partners take turns Thinking Aloud a sentence or two at a time, reading aloud and pausing at each comma or period, for example, to describe their reading process. The teacher pulls the class together every few minutes so students can share the confusions and strategies they are discovering and to incorporate their ideas on the Reading Strategies List.

[30 MIN.]

PARTNER WORK

“Kevin Clarke” Roadblocks, Connections, and Questions, 7a

Classroom Community Guidelines

“Kevin Clarke,” anthology, pp. 7-10

Think Aloud

- ▶ Tell students that the Think Aloud process may seem strange and unnatural at first, but remind students of the purpose of the Think Aloud:
Think Aloud is a way to make our thinking strategies visible so we can use them automatically when we read.
- ▶ Explain the task.
- ▶ Refer to the Classroom Community Guidelines and ask students how the guidelines will apply.
- ▶ Monitor and troubleshoot as pairs Think Aloud.
- ▶ Pull the class together frequently for class problem solving (see below).

Students may have difficulty describing their thinking in these first attempts. Point out that when doing a Think Aloud, it can be “cool to be confused.”

Task Directions:

1. Think Aloud for a few sentences, taking turns with your partner.
2. Prompt each other, if necessary, to pause and describe your thinking at least at the end of each sentence; commas, too, can be a signal to pause.
3. When your partner reads, take notes for your partner whenever he or she identifies a roadblock.
4. Also take notes for your partner whenever he or she identifies a connection or asks a question about the text.
5. When you finish, trade papers so that you end up with your own Think Aloud comments.

SAMPLE LESSON
Copyright © WestEd

CLASS PROBLEM SOLVING

Reading Strategies List

Think Aloud

- ▶ Solicit roadblocks, connections, and questions that partners recorded.
- ▶ Invite the class to help address the roadblocks.

SCAFFOLDING SEQUENCE

"Kevin Clarke" Think Aloud Page 9

I get totally uncomfortable when I try to read, and there are always other things I'd rather be doing than making myself uncomfortable and straining myself. I get embarrassed when I read, not because there's someone else around, but because I embarrass myself when I can't do it. I say, "Jeez, you're fifteen and you can't read a whole book, or even a chapter." Why should I put myself in this kind of discomfort on purpose? Sure, I have to do school work, but I can call up a friend to brief me on the chapter, or if I have to answer questions from the reading, I can skim, looking for the important words and write out the answers. I'm definitely smart in a lot of other subjects, but when it gets down to reading, there I am, in the thirteenth percentile.

©2007 UNIVERSITY OF TEXAS AT AUSTIN

"Kevin Clarke" Think Aloud
Page 9 TR

As needed, continue to model and provide guided practice.

- ▶ Model with a short text chunk.
- ▶ Debrief.
- ▶ Provide guided practice for the class.
- ▶ Ask partners to practice.
- ▶ Debrief and invite students to help with any roadblocks classmates identify.

CLASS PROCESS DEBRIEF

Metacognitive Conversation

- ▶ Ask students
How did it feel to do a Think Aloud?
What did you notice as you completed a Think Aloud or listened to your partner?
- ▶ Show students how their ideas fit on the Reading Strategies List. Find or revise any strategies already on the list, or add new ideas.
- ▶ Let students know that they will complete the reading for homework if necessary.

Guide students to recognize that they already have a number of strategies for reading difficult text and that they are finding more — on their own and with help from classmates.



**PERSONAL
DIMENSION**

**METACOGNITIVE
CONVERSATION**

[4] The teacher introduces the Essential Questions Organizer and models choosing a Golden Line.

Students are reminded of the unit theme and how their reading will relate to it.

[5 MIN.]

TEACHER INTRODUCTION

The form is titled "Essential Questions Organizer" and includes the following sections:

- Title** _____
- Author** _____
- LIFE EXPERIENCE**
How do people's experiences shape their attitudes toward reading?
- MOTIVATION**
Why do people read?
- STRATEGIES**
How do people read?
- LITERACY AND POWER**
How does literacy open and close doors to people's lives?
- PERSONAL CONNECTION AND GOLDEN LINE**
- Page** _____

*Essential Questions Organizer
TR*

*Word Wall: Essential
Questions*

Making Connections

▶ Introduce the Essential Questions Organizer.

Let students know that they will use the Essential Questions Organizer at different times during the unit to investigate how their thinking about the unit theme is evolving as they read more and make connections from one text to another.

▶ Add the phrase *Essential Questions* to the Word Wall.

Invite students to share ideas about the word "essential." Help students connect these ideas to the phrase "Essential Questions."

▶ Introduce the Golden Line section of the organizer and the idea that every reader makes personal connections with a text.

Ask students to think about what was most interesting to them in Kevin's interview. Would they be able to find a sentence or phrase from the text that could stand in for that idea?

TEACHER MODEL

Golden Line

- ▶ Describe something interesting to you in the "Kevin Clarke" text.
- ▶ Model finding a Golden Line that represents this interest for you.
- ▶ Read aloud your Golden Line and write it on the Essential Questions Organizer TR (along with its page number).
- ▶ Let students know they will find a Golden Line of their own for homework.

SAMPLE LESSON
Copyright © WestEd

HOMEWORK

▶ 7 B Essential Questions Organizer

Title _____ Author _____
Date _____

LIFE EXPERIENCE How do people's experiences shape their attitudes toward reading?	MOTIVATION Why do people read?
STRATEGIES How do people read?	LITERACY AND POWER How does literacy open and close doors to people's lives?
PERSONAL CONNECTION AND GOLDEN LINE Page _____	

188 READING APPRENTICESHIP | ACADEMIC LITERACY COURSE

Essential Questions Organizer,

7b

- ▶ Assign students to complete the reading of “Kevin Clarke” and write down a Golden Line (with page number) on their Essential Questions Organizer.



**METACOGNITIVE
CONVERSATION**

[5] Students share their Golden Lines and the teacher models completing the Essential Questions Organizer.

Students' introduction to the Essential Questions Organizer with the Golden Lines section prompts them to make personal connections to the text and recognize the essentially personal experience that reading is.

[5 MIN.]

CLASS CONTENT DISCUSSION

Making Connections

- ▶ Facilitate a discussion of students' Golden Lines and the reasons for their choices.
- ▶ Draw on the discussion of Golden Lines to model answering one of the Essential Questions.
- ▶ Write your answer on the Essential Questions Organizer transparency.

Let students know that through their discussion of Golden Lines they have already brought up many ideas related to the Essential Questions.

Essential Questions Organizer

Title _____ Author _____

LIFE EXPERIENCE How do people's experiences shape their attitudes toward reading?	MOTIVATION Why do people read?
STRATEGIES How do people read?	LITERACY AND POWER How does literacy open and close doors to people's lives?
PERSONAL CONNECTION AND GOLDEN LINE Page _____	

188 READING APPRENTICESHIP | ACADEMIC LITERACY COURSE

Essential Questions
Organizer TR



[6] Partners apply the Essential Questions to their reading of “Kevin Clarke.” The class considers students’ answers to the Essential Questions.

The Essential Questions are an opportunity to contrast for students “zooming in” on text, which they have been doing to solve comprehension problems and “zooming out” to get the big picture, as they do to answer the Essential Questions. Students should get the idea that readers continuously zoom out and ask, “How does this relate to other things I have experienced or read?”

[15 MIN.]

PARTNER WORK

Essential Questions Organizer, 7b

Building and Refining Schema

- ▶ Ask partners to talk together about the Essential Questions and then complete the organizer, each making a copy.

Ask students to use what they have learned from their reading about Kevin Clarke, from their classmates, and from their own thinking as they consider the unit themes.

CLASS CONTENT DISCUSSION

Chart paper
Word Wall: *theme*

Making Connections

- ▶ Regroup as a class and record partners’ answers to the Essential Questions.
- ▶ Ask students
What did it feel like to “zoom out” from the reading and think about the Essential Questions?
- ▶ Drawing from the Essential Questions about ideas of literacy, power, and why people read, introduce *theme* and add it to the Word Wall.

Use a separate piece of chart paper for each question. Encourage students to discuss how their ideas about each question are similar and different.

Point out that it will be interesting for students to compare their answers to the Essential Questions now with their answers the next time they use the Essential Questions Organizer.

HOMEWORK**Writing to Communicate**

- ▶ Assign students to write a letter to Kevin responding to the feelings and thoughts he expresses in the interview.

◀ After you review the letters, ask students to add them to their Interactive Notebooks.

SAMPLE LESSON
Copyright © WestEd

“Kevin Clarke” Text Notes

TEACHER RESOURCE

These text notes identify a number of instructional possibilities that may emerge from students’ reading of “Kevin Clarke.” Be aware of schema or background knowledge that contributes to understanding the text, ways that this particular text structure can be investigated, and ways to make content connections to the theme of the unit — the Essential Questions about literacy, power, and why people read.

Schema

Gone With the Wind. Kevin describes hating a girl in his fourth grade class who was reading *Gone With the Wind*. Students may not recognize it as a very long novel written for adults.

Cliff Notes. When Kevin refers to buying Cliff Notes for *A Tale of Two Cities*, many students will recognize Cliff Notes as a shortcut to understanding assigned novels.

Explicit Passages. Students will probably have schema to relate to Kevin’s interest in the “explicit passages” in *Wifey* that his summer pals read to him.

Thematic Connections

Reading Negativity. Kevin’s struggles with reading provide opportunities to surface the negative reading experiences and negative self-image that many struggling readers will share with him:

- A teacher who equates reading problems with stupidity (as Kevin and many struggling readers also do)
- Frustration with reading difficulties on the part of the teacher and the student
- Feeling hatred toward good readers
- Concerned parents who push students to read (in this case, “for fun”)
- Finding one book he enjoyed (understood), but then being afraid to try another book since he was bewildered by what actually helped him understand it
- Feeling left out when others read
- Feeling in general that reading is a waste of time unless he understands the book, which is rare. (This is a very nice connection to the course: Indeed, reading without understanding is a waste of time, so how do we go about understanding what we read? What are some things we can do when we don’t understand?)
- Not trusting himself to “read it right”
- Having difficulty concentrating, being distracted when trying to read
- Feeling embarrassment and shame

Metacognition. Kevin’s musing about what good readers must do and his own strategies when reading are a model for students of an internal metacognitive conversation: “People who read all the time must get something out of it that I just haven’t experienced,” Kevin says (p. 8). He goes on to list some possibilities:

- They must take in the material and really understand it.
- They must be interested in whatever they’re reading about.
- They must find interesting things in a book after they start reading.

Here is an opportunity to explore the role of finding a book that interests you, as well as finding things of interest in what you must read.

Reading Strategies. Kevin lists the strategies he employs when reading, and those he does not:

- He does not “hear the voices of the characters.”
- He does try to envision.
- As far as schema go, he tries to relate characters in books to people he’s seen before, and because places are hard to imagine, he “borrows a place” that he’s been before.

These ideas can lead to a conversation about the kinds of things students do when they read and should be linked to the Reading Strategies List.

Avoiding Reading. Kevin’s strategies for avoiding reading can open a discussion of how students may also avoid reading — asking a friend to tell them the content, waiting for the teacher to lecture, finding the answers to specific questions without reading, etc.

Text Structure

Writing Devices and Roadblocks. Kevin gets very detailed in a couple of places about the sources of his confusion and comprehension problems: When reading *Wifey*, he loses track “when it got into what she was thinking”; and when reading *Brave New World*, he knows he struggles when the story shifts from one character talking to another without obvious signals to the reader of this change.

These writing devices, which can make weaker readers stumble, offer lots of opportunities to “read the codes” of different forms of writing. Here, it is very important that Kevin is aware of the specific aspects of texts that make him confused — the roadblocks to comprehension. This can be helpful in getting students to be specific about the roadblocks that cause them confusion, as well.

“Kevin Clarke” Think Aloud Page 7

My fourth-grade teacher was really horrible. She called me stupid when I didn't understand something. She'd just scream at me when I asked questions and make me feel like I was the stupidest person on earth. I wanted to learn stuff, too. That was back when it wasn't cool to be the screw-off in class like it was in seventh grade. It was sheer frustration. My parents wanted me to read, but I just wasn't doing it. I wasn't passing any of the tests either, only cheating on them. I didn't understand the reading and I didn't like it. I had the feeling of being the supremely dumbest kid around. All the other kids seemed to be able to read. There was one girl in my class who was reading *Gone With the Wind*. I hate her still.

“Kevin Clarke” Think Aloud Page 9

I get totally uncomfortable when I try to read, and there are always other things I’d rather be doing than making myself uncomfortable and straining myself. I get embarrassed when I read, not because there’s someone else around, but because I embarrass myself when I can’t do it. I say, “Jeez, you’re fifteen and you can’t read a whole book, or even a chapter.” Why should I put myself in this kind of discomfort on purpose? Sure, I have to do school work, but I can call up a friend to brief me on the chapter, or if I have to answer questions from the reading, I can skim, looking for the important words and write out the answers. I’m definitely smart in a lot of other subjects, but when it gets down to reading, there I am, in the thirteenth percentile.

Essential Questions Organizer

Title _____ Author _____

LIFE EXPERIENCE	MOTIVATION
How do people's experiences shape their attitudes toward reading?	Why do people read?

STRATEGIES	LITERACY AND POWER
How do people read?	How does literacy open and close doors in people's lives?

SAMPLE LESSON
Copyright © WestEd

PERSONAL CONNECTION AND GOLDEN LINE

Page _____

“Kevin Clarke” Roadblocks, Connections, and Questions

Name _____

Date _____

Directions:

1. Take turns Thinking Aloud.
2. When it is your turn to listen, take notes for your partner.
 - Record the roadblocks that your partner identifies.
 - Record connections that your partner identifies.
 - Record questions that your partner asks while reading the text.
3. When you finish, trade papers so that you end up with your own Think Aloud comments.

ROADBLOCKS:

Page	Roadblock

CONNECTIONS:

SAMPLE LESSON
Copyright © WestEd

QUESTIONS:

Essential Questions Organizer

Name _____

Date _____

Title _____ Author _____

LIFE EXPERIENCE	MOTIVATION
How do people's experiences shape their attitudes toward reading?	Why do people read?

STRATEGIES	LITERACY AND POWER
How do people read?	How does literacy open and close doors in people's lives?

SAMPLE LESSON
Copyright © WestEd

PERSONAL CONNECTION AND GOLDEN LINE

Page _____