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## Capturing the Reading Process Inquiry

### Team Tool 5.2 from *Leading for Literacy*

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#### Purpose

The purpose of this inquiry is not to build a comprehensive list so much as to make clear that different readers use both similar and different reading processes and can benefit from making them public to one another. (In classrooms, such lists are often used as the start of a Reading Strategies List for a particular text or for a more general “living” list of reading strategies that stays posted for reference, additions, and edits.)

When teams are cross-disciplinary, a popular variation of this inquiry is for team members to alternate “hosting” the inquiry with a text they select from their own discipline. The “insider” host refrains from sharing his or her reading processes until hearing from “outsider” colleagues in other disciplines.

#### Procedure

Team members read independently, then write for a few moments to “capture” or document any mental moves or affective responses they made during the reading. The team then compiles a Reading Strategies List with everyone’s contributions and considers what insights they are gaining into the reading process.

- Set a time limit for team members to read a complex text to themselves for long enough to dig into it but not necessarily to finish the reading (7–10 minutes).
- If the inquiry is being hosted by a disciplinary “insider,” the host briefly explains what kind of text it is and where it would typically fit into his or her course.
- At the time limit, ask team members to respond in writing to these prompts about their reading process:
  - What did you do while you were reading to make sense of this text?
  - What got in the way of your reading?
  - Even if you weren’t aware of it at the time, what comprehension problems did you solve while reading?
  - What if any problems remain?
- Following this individual documentation, lead the team in compiling and discussing what is known as a Reading Strategies List. Facilitate discussion that gets underneath team members’ strategic reading moves. Probes like the following can help to highlight the complexities of close reading processes:

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- What is one thing you did to make sense of this text?
- Where in the text did you do that?
- What did it do for your understanding? How did it help?
  
- If the team has an “insider” host, that person shares what he or she noticed about the group members’ reading processes as well as how he or she approached the text as a disciplinary “insider.” The host facilitates a discussion probing for commonalities and differences in reading strategies and experiences. Team members work to identify the particular schema demands of the text.
  
- Finally, facilitate reflection on classroom practice:
  - What implications can we draw from our experience in this inquiry for our students? For instruction?