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## Interacting Areas of Reading Inquiry

### Team Tool 5.3 from *Leading for Literacy*

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#### Purpose

Team members surface the different kinds of resources they bring to the reading of a text. Their experience prepares them to support students in similar inquiries. (The categories in this model are a sample of how a team may want to focus their own inquiry.)

#### Procedure

- Facilitate a discussion of the meaning of each of the categories team members will attend to in their reading process. In this sample, see the notetaker categories of fluency, motivation, cognition, and knowledge.
- Ask everyone to read the selected text and then record their reading processes on the notetaker.
- Facilitate a discussion of how individuals interacted with the text in the given categories and in any other ways.
  - How did the author's use of language affect your fluency while reading?
  - How did the author's use of language affect your motivation to read the piece?
  - What cognitive strategies did you use?
  - What schema or knowledge demands were placed on you as you read?
  - How else did you respond to the text as a reader?
- Facilitate a discussion of the implications of this inquiry for classroom practice.

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## Interacting Areas of Reading: Notetaker

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**Title:**

**Fluency**

(word recognition, decoding, sentence processing, style or rhythm of language)

**Motivation**

(interest, purpose, engagement)

**Cognition**

(strategic moves to support comprehension)

**Knowledge**

(knowledge of content and the world; of texts; of language; of disciplinary discourse and practices)

**Additional Notes:**