

What Does A Successful Reader Do?

How Would We Characterize A Successful MS/HS Content Area Reader?

PREPARES & PLANS BEFORE READING

- ∞ Sets a **purpose/focus** for reading
- ∞ **Previews the text to determine level of familiarity** with content
 - Looks for un/familiar vocabulary
 - Develops guiding questions
- ∞ **Previews the text to determine level of familiarity** with text structures
 - Examines “Macro-organization”
 - Examines “Internal cues”
 - Identifies any additional resources/reading aids in the text
- ∞ **Makes a tentative strategic plan**
 - Identifies reading strategies

MAKES CONNECTIONS & MONITORS UNDERSTANDING DURING READING

- ∞ **(Re)Confirms initial predictions** regarding content and text structure
- ∞ **Adjusts reading strategies** according to reading needs
- ∞ **Assimilates or Accommodates new information** according to purpose for reading
- ∞ **Visualizing** what is being read
- ∞ **Modifying attitudes** if necessary in order to reach reading goal

REFLECTS AND IS READY FOR APPLICATION AFTER READING

- ∞ **Summarizes** main ideas of the passage; **reconfirming accuracy** of initial predictions regarding content and text structure
- ∞ **Reflects on ways thinking may have changed** and what parts of the passage **were the most interesting**
- ∞ **Identifying which reading strategies** were the most helpful in accomplishing reading goals
- ∞ **Making connections** to other readings and additional key concepts

Why Use Writing As An Instructional Tool To Enhance The Dimensions of An Effective Content Area Reader?

Using **WRITING TO LEARN**

Versus

Using **WRITING TO SHOW what they know**

What's the difference???

Using writing as a tool to engage, foster, develop, enhance and extent students' thinking process recognizes the **EXPLORATORY, GENERATIVE QUALITY OF WRITING and WRITING AS REFLECTIVE PRACTICE.** (Hillocks, 1995)



Metacognition: The self-awareness of what we know, how we know it, and how and when to use information.



Metacomprehension: One's ability to be *strategic and reflective* about their **reading comprehension.**

Learning occurs not from the outside in, but from the inside out!

Jones, L. C. (February, 2006). *Transforming MS/HS math, science, and social studies: Using both informal and formal writing tasks as strategies for comprehending what is read.* Materials presented at the annual meeting of the Oregon Reading Association, Portland OR.