



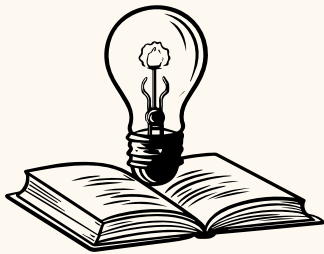
# Reading Task Force: Issue Two

Reading Task Force Committee Members:

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Thank you to everyone who completed our survey!

Moving forward, we'll frame our lesson plan ideas as approaches that address one or more of the four needs (comprehension, stamina, engagement, apathy) listed in our survey.



**Recent Research in Reading:** Below you'll find brief overviews of recent research in the field of reading. A link the full text is also provided.

Summer reading recommendation:

[Reader Come Home](#):

*The Reading Brain in a Digital World* by Marianne Wolf

Cassie Polasek

In *Reader Come Home*, Marianne Wolf asks if “we as a society [are] beginning to lose the quality of attention necessary to give time to the essential human faculties that make up and sustain deep reading? If the answer is yes, what can we do?” Though her book is largely an exploration of cognition and how the digital world is changing the way we read (such as skimming without any time devoted to deep reflection), she offers some practical advice to prioritize print over digital reading in early childhood education. Complex though the problem is, Wolf offers a compelling perspective on how the way we read has changed in response to and in accommodation of the digital age.

## Classroom Application



### COMPREHENSION & ENGAGEMENT

Lesson Plan: Active Reading and Anticipation Guides as a pre-, peri-, and post-reading strategy *Compiled by Cassie Polasek*

**I. Rationale:** For our FYE students in particular, developing their use of active reading strategies is a fundamental skill that will serve them throughout their time at TXST. Anticipation guides are a versatile and useful approach to embed active reading strategies into our reading assignments. Since anticipation guides begin with a focus on key ideas or quotes, they create a

**II. Sequence:** *I used the National Council of Teachers of English ELATE Position Statement: Exploring, Incorporating, and Questioning Generative Artificial Intelligence in English Teacher Education. This iteration of an anticipation guide requires the instructor to pull key ideas from the text, but one could easily pull direct quotes, themes, or essential questions instead of key ideas.*

lens through which students can focus their interpretations of the text. When using an anticipation guide, the pre-reading section should prioritize what you want students to glean from a reading. The peri-reading section should require students to more closely examine key ideas or quotes as they identify sections of the text connected to the pre-reading information. Finally, the post-reading section should ask students to synthesize their understanding of the text and reflect on the extent to which their initial perspective on the key ideas explored within the text has changed.

**NCTE's ELATE Position Statement**

Before Reading		After Reading
	1. ELA teacher educators cannot ignore AI technologies.	
	2. ELA teacher educators should facilitate their students' situated practice with GenAI platforms.	
	3. Teaching with GenAI is still a human-centered process.	

*Students respond to the key ideas prior to reading, record their reaction when encountering the key concepts while reading, and engage in a discussion after reading. After the discussion, students respond again in writing to the key ideas.*

**Pre-Reading: (5-7 minutes):** Before students read a text, try to activate prior knowledge and set a purpose for reading. Ask students to record their thoughts on each of the key concepts, quotes, themes, or essential questions listed in the pre-reading portion of your anticipation guide.

**Peri-Reading (homework or approximately 20 minutes of SSR):** As students read, ask them to read with a purpose focusing on the key concepts considered during the pre-reading portion of the anticipation guide. When students come across the pre-reading concept they considered initially in the anticipation guide (again this could be key ideas, direct quotes, themes, or essential questions), they should highlight the information in preparation for the post-reading discussion.

**Post-Reading:** After reading, facilitate a class discussion during which

**Classroom Application**



**ENGAGEMENT & APATHY**

Lesson Plan: Close reading strategy adapted from *Close Reading for the Twenty-First Century*, Edited by Dan Sinykin and Johanna Winant  
 Compiled by Cedric Synnestvedt

## I. Rationale:

In 1320, I found it useful to drive home the idea that close reading (what I would sometimes call “slow reading”) is, as Sinykin and Winant put it “a skill—a craft...” (2).

**II. Sequence:** *I start off this lesson with a short talk on how reading, like writing, crucially involves the act of noticing. It requires practice. We talk a little about how our hyper-busy lives discourage slowing down and really picking our details in texts. But the deliberate practice of noticing is a skill that will benefit them in almost every corner of their lives. After this, I have the students focus on a particular passage from the day’s reading (in this case, we used “A Very Old Man With Enormous Wings” by Gabriel Garcia Marquez), which I’ve picked and assigned to them.*

**Step one (15 minutes):** reread your passage and free write for ten minutes, in list or paragraph form, on what details from it you think are most important to the story.

**Step two (10 minutes):** pick one specific detail that you want to focus on. Note: it’s very important that you pick one detail. Write a 3-5 sentences argument on why you think the author chose that detail. How does it help build the overall meaning/effect of the story? What other questions about the world of the story and the world in general does your detail raise?

**Step three (15 minutes):** share your findings with your groups. Be prepared to share with the whole class.

**III. Continuing the discussion:** I did a condensed version of this, and I was surprised by how much more engaged the discussion of the story was. The book I adapted from is geared toward literary analysis, but I think this could be adapted to essays and the like. It may also be good to demonstrate step two with a short in-class reading. Sinykin and Winant do so with “The Red Wheelbarrow” by William Carlos Williams.

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