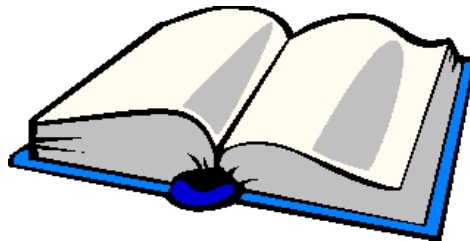


**EDUCATION: BUILDING THE PLAYLIST OF CHANGE**  
**8th Annual Ohio School Improvement Institute**  
**With Focus on Graduation, Rigor and Accountability**  
**November 15 & 16, 2007**

**Convincing All Teachers to Use Reading and Writing in  
Their Classrooms – A Successful Paradigm**

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*MAX Teaching with Reading and Writing*



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## Pre-Learning Concept Check

**Directions:** Use this to rate your understanding of the important terms from this reading. If you are an expert, and you know the word really well, give yourself a + in the space to the left of the word. If you have heard of it, but are not sure or do not feel like an expert, place a ✓ in the space. If you do not know the word, use a 0.

### Part I: The Daily Elements of MAX Teaching

**Before  
Learning**

**After  
Learning**

- |       |  |       |
|-------|--|-------|
| _____ | 1. <b>MAX</b> Teaching with Reading and Writing..... | _____ |
| _____ | 2. Four Components of Cooperative Learning.....      | _____ |
| _____ | 3. Skill Acquisition Model.....                      | _____ |

### Part II: Classroom Activities

- |       |   |       |
|-------|---|-------|
| _____ | 1. Anticipation Guides.....                                     | _____ |
| _____ | 2. Previewing.....  | _____ |
| _____ | 3. Cornell Note Taking.....                                     | _____ |
| _____ | 4. Cubing.....  | _____ |
| _____ | 5. Fiction Prediction – Directed Reading/Thinking Activity..... | _____ |
| _____ | 6. Directed Reading/Thinking Activity – Non-Fiction.....        | _____ |
| _____ | 7. Focused Free Writes.....                                     | _____ |
| _____ | 8. Math Translation.....  | _____ |
| _____ | 9. GIST.....  | _____ |
| _____ | 10. Guided Reading Procedure.....                               | _____ |
| _____ | 11. Hunt for Main Ideas.....                                    | _____ |
| _____ | 12. INSERT.....   | _____ |
| _____ | 13. Interactive Cloze Procedure.....                            | _____ |
| _____ | 14. Paired Reading.....   | _____ |
| _____ | 15. PQRST.....  | _____ |
| _____ | 16. PreP.....   | _____ |
| _____ | 17. Extreme Paired Reading.....                                 | _____ |
| _____ | 18. Sensible Sentence Highlighting.....                         | _____ |
| _____ | 19. Student-Generated Graphic Representations.....              | _____ |
| _____ | 20. Think-Pair-Share.....                                       | _____ |
| _____ | 21. Stump the Teacher/Stump the Students.....                   | _____ |
| _____ | 22. Three-Level Study Guides.....                               | _____ |
| _____ | 23. Pre & Post-Learning Concept Checks.....                     | _____ |

## **ANTICIPATION GUIDE: How Students Learn Most Effectively**

**Before Reading:** In the space to the left of each statement, place a check mark ( ✓ ) if you agree or think the statement is true.

**During or After Reading:** Add new check marks or cross through those about which you have changed your mind. Keep in mind that this is not like the traditional “worksheet.” You may have to put on your thinking caps and “read between the lines.” Use the space under each statement to note the page, column, and paragraph(s) where you have found information to support your thinking.

\_\_\_1. Students need to participate actively in their learning in order for the material learned to become personal knowledge.

\_\_\_2. The best place for low-performing readers to improve their reading skills is in a remedial reading class.

\_\_\_3. Most students from kindergarten through twelfth grade can practice critical thinking about virtually any subject matter.

\_\_\_4. In most school-related learning situations, students and teachers retain much more from what they discuss than from what they read.

\_\_\_5. Teachers should rely heavily on the textbook as a tool to help students learn their subject matter.

\_\_\_6. Through daily repetition of practice in using communication skills to learn and process new information, students can become autonomous learners.

\_\_\_7. Reading is thinking – and students’ scores on most state-mandated standardized tests would improve if teachers were to provide students with guided practice in reading/thinking skills in their daily routine of course content instruction.

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## ***HOW STUDENTS LEARN MOST EFFECTIVELY<sup>1</sup>***

Research suggests that we remember about 10% of what we read, 20% of what we hear, 30% of what we see, and 70% of what we, ourselves, say. How much do we remember of all the books we read in college? Is 10% a good estimate? We read the books and most likely did comprehend what we read and held on to the knowledge for a test, paper, or discussion. Most of that retention was momentary understanding but was not processed as personal knowledge for ourselves. Comprehending what you read and long-term retention are definitely two separate entities.

Research also tells us that “85% of the knowledge and skills presented to students in school comes to them in some form of language: teachers talking, materials to read, films to watch and listen to, and so forth.” If students only retain 20% of what they hear, then is frequent lecture an effective way to teach, and is it an effective use of learners’ time? If we remember 70% of what we say, is it any wonder that teachers who often lecture seem so knowledgeable?

Percentages aside, teachers, especially, know how beneficial it is to talk to someone else about subject matter. As good learners, we know from experience that when we discussed with someone else, we clarified subject matter, made connections among points of the subject matter that we might not have realized before, and mentally and verbally interacted with the ideas of our partner(s) in the discussion.

These same concepts apply to our students. An interactive learning situation is superior to the passive reception of information of the traditional classroom. When students work cooperatively to construct the meaning from a piece of text, they learn more deeply, and they are helping one another learn how to learn. In order to motivate students to think about, learn, and discuss what they have read, we should use a framework of instruction that allows students to be active in their own learning.

Generally speaking, reading is not taught beyond the third grade in most school systems. If a student has not mastered reading comprehension skills by the fourth grade, chances are that s/he will struggle with learning in grades four through twelve. Many middle school and high school students lack the ability to use communication skills effectively for the purpose of learning. Teachers and parents often assume that these skills will develop by themselves over time. The fact is that they rarely do.

One solution is *embedded curriculum*, in which learning skills are taught in conjunction with course content. Students need to be provided with appropriate modeling of language and thought processes, and, since this is often not accomplished in the home, then it must be done in the school. The problem is that most classrooms do not provide this modeling. Faced with the ubiquitous pressure of standardized tests, teachers often resort to rapid “covering” of the material they are supposed to teach, with little regard for whether students are developing appropriate brain programs for learning, thinking, and problem solving. In most schools, the preferred pedagogical techniques are teacher lecture, worksheet skill drills, and reading to answer end-of-chapter comprehension questions. Teachers who use these methods can say that they “covered” what they were supposed to cover in the curriculum. The results are that students perceive school as a passive, often boring, learning experience in which they seldom see how different subjects

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<sup>1</sup> Excerpted from Forget, Mark A. (2004). *MAX Teaching with Reading and Writing: Classroom Activities for Helping Students Learn New Subject Matter While Acquiring Literacy Skills*. Victoria, BC: Trafford.

relate to either reality or to one another, or even how what was learned last week in a given subject area relates to what was learned this week.

Textbooks are valuable tools. Though the textbook should not be the only information source in a class, the textbook is an often-neglected or misused tool for learning. The fact is that much of the content being measured by standardized tests is to be found in textbooks. The basic themes of a course and the vocabulary of the discipline are to be found there.

The problem is that, even though many of the questions on standardized tests require interpretive reading, most students are not being exposed to thoughtful interpretation of text. Worksheets and end-of-chapter comprehension questions require only the most basic decoding skills to answer. Students who process text through these methods rarely do the kind of reading you are doing right now – thoughtfully processing the argument as it was logically presented by the author. Instead, students often begin in the middle or end of the reading, flipping pages back and forth to skim for bold print words that might give them the clue as to where they might find “the right answer.”

Any person, regardless of age, can perform higher order thinking about even the most abstract ideas if s/he has a basic understanding of the concept. When teachers think that students cannot perform higher order thinking about subject matter, what they do not realize is that the problem really lies not in the students, but in the students’ preparation for the thinking. Once students have conceptualized the basics, they can more readily perform higher order thinking skills about the subject matter. Many teachers practice assumptive teaching – thinking that because they themselves understand certain concepts, the students will also understand them in the same ways. One important source of course-specific vocabulary and basic conceptual information about course content is a textbook. However, it is important that the textbook be used properly, and that other information sources are also used appropriately.

A framework of instruction for acquisition of literacy skills along with content area knowledge includes three-steps that facilitate active engagement of students, allowing the brain to function at its highest levels. Before reading, teachers can motivate students by helping students to recall and add to their prior knowledge of the topic to be studied, and to set their own purposes for reading. During the reading, teachers can help students maintain their purposes and monitor their own comprehension while acquiring new information and new learning skills. After the reading, teachers can facilitate higher-order thinking by students, allowing for the thinking to extend beyond the text.

Interaction between student and self, student and teacher, and among students, *in the context of the subject area* is critical in developing these abilities. Emphasis is on learning through guided practice in reading, writing, speaking, listening, and thinking. All these are practiced in the classroom on a daily basis, while students participate in an active process of learning from textbooks, from each other, and from other materials. Students of all ability levels, in all content areas, benefit from this form of deeper learning. In addition, the skills acquired in conjunction with the content instruction are transferable to other learning experiences because one important thing being acquired is the process of learning itself. Students thus develop naturally positive brain programs that they can apply in all future learning situations.

## Characteristics of Effective Anticipation Guides:

- All statements are *plausible*, include *important concepts*, and are phrased in *language different from the way the text is worded*.
- Some statements include ideas that are intuitively appealing to students, but which will prove to be incorrect upon reading the text.
- At least one statement should be written in such a way as to force students to interpret large segments of text such as a paragraph or two. This prevents the exercise from turning into a simple “decoding exercise.”
- Some statements are worded in such a way as to provoke critical thinking about the key concepts. Rather than true/false statements, they are somewhat vague or interpretational. Based on either the students’ prior knowledge or on the material being presented, students might disagree with one another and provide some valid evidence for either side of the argument, both before and after the reading.
- Some statements may not have a correct answer – it is a good idea to include some statements to which even the *teacher* does not have an answer. These can stimulate great discussion leading to deeper understanding of the subject matter.

**Stage of MAX Lesson Framework:** Motivation ✓ Acquisition ✓ eXtension ✓

**Lifelong learning skill(s) to be practiced during acquisition:**

- Using prediction as a means of developing purposes for engaging in reading
- Constructing meaning and reading critically to clarify interpretation of text

**Materials:**

- Anticipation guides – one per student,
- Textbook or other reading,
- Transparency of anticipation guide

**Quick Overview of lesson:**

1. Predict
2. Discuss – small groups
3. Silent reading, seeking evidence for interpretations
4. Discuss – small groups
5. Discuss – whole class

**Detailed version of lesson:**

1. Introduce the content of the lesson by posing a hypothetical question, reading a quotation, previewing the text, or some other interest-capturing idea to which students can react through discussion.

2. **Introduce the skill** of prediction. Explain to students that strategic readers most often predict what will be found in the text that they are preparing to read. Explain that it is not so important whether their predictions are right or wrong, but rather that, by predicting, they engage themselves in the reading, thus making the reading easier and more interesting. If they find out that their prediction was correct, they feel good about it. If they find out that their prediction was not correct, they can react with surprise at what they actually did find in the text.

3. **Model use of the skill** of predicting. You might wish to describe how strategic readers predict what they are going to discover in a text by just scanning it first for clues. You might model the process by referring to a prediction you made before reading something (a newspaper article or something like that). Discuss how predicting what you were about to read helped you to focus on the reading. Explain to students that it does not matter whether you are right or wrong in your predictions. By having made predictions, you make the reading easier to do because while reading, you know what you are looking for.

4. Explain to students that, for today's reading, we are going to use an anticipation guide to help us make the predictions so we can practice what strategic readers do. Tell them that the prediction guide has many statements on it, and that some of the statements will have evidence in the textbook that supports them, some will have evidence that negates them, and some may have evidence that is conflicting, and about which students will probably argue.

5. Tell students to place a check mark (  ) in the space next to each statement that they think will probably be supported in the reading. Tell them to do this on their own, without looking at their neighbor's paper. Tell them not to worry about being right or wrong at this point. Remind them that they are just making predictions, and that once they get into the reading, they will be able to change their minds about any of the statements if they feel they should. Move around the room to see that students are committing to some of the statements.

6. Tell **students** to **discuss**, in their cooperative groups, the predictions that they have made. Ask them to share their logic with one another at this point. One student's prior knowledge may help the others in the group to understand the concepts that are to be encountered. The books remain closed at this point. Move around the room to monitor their discussions and answer any questions they may have. (An alternative to this small-group discussion is a teacher-led class discussion, especially near the beginning of the year or when students have very limited prior knowledge.)

7. Students should break off the discussions and begin **individual silent reading** at this time. Remind them that they should keep the prediction guide on the desk for reference while they read, and that they ought to use inferential thinking while they read. Tell them that they must interpret what they are reading in order to determine whether a prediction-guide statement should be checked or not, and that they must be able to refer to specific parts of the text to verify their beliefs. It is good to have students list page-column-paragraph notations under the statements they wish to verify or refute. (Their notations might look something like this: 251-2-4, meaning that information to support or negate a particular statement can be found on page 251, column two, paragraph four.) Again, move around the room to monitor progress and support students in their work. It is also good at this point to read silently along with the students, with the goal in mind that you may later need to model some of the thinking that goes into inferring.

8. When most students have finished reading, tell them to get back onto their small groups to **discuss again** the prediction guide, only now their job changes to **attempting to come to a consensus within their groups** about whether a statement should be checked or not. Here, they compare their various interpretations of what they have read, referring to evidence in the text to support those interpretations. Again, move around the room to

<p>assist in this process, making sure that students are referring to the text to support their opinions. Allow several minutes for the discussions to occur.</p>
<p>9. When at least one group has come to a consensus on the prediction-guide statements, use their decisions to conduct a <b>whole-class discussion</b> to attempt to achieve a classroom consensus. Make sure that students are able to support their beliefs either through direct reference to the text or through their interpretation of specific text. It is very important during this phase of the lesson that the teacher act as a mediator or arbitrator, avoiding telling students answers. Intellectual ownership must be in the minds of the students as they collectively construct meaning from the text. Near the beginning of the year, some teacher modeling of inferential reading might be necessary, but students will quickly take ownership of the process, and they will surprise you with their thoroughness of analysis.</p>
<p>10. Ask <b>students to report on their use of the skill</b> of predicting. Say – did the process of predicting what you were going to read before reading, and discussing it with your peers help you in concentrating on the reading, and in comprehending the reading? Did it help you focus and stay focused while you were reading? (Students inevitably realize at this point that, by practicing predicting before reading, they were engaged in the reading, leading to heightened comprehension.)</p>
<p>11. Take the opportunity to review and reinforce the use of the skill of predicting. Point out to students that they can use the skill in any reading that they do in any subject area to engage themselves, make the reading more interesting by setting a purpose for reading, and by keeping that purpose in mind during the reading.</p>
<p>12. Continue reflection through a free-write, homework, a quiz, etc.</p>

**Anticipation Guides:**

Forget, M. (2004). *MAX Teaching with reading and writing: Classroom activities for helping students learn new subject matter while acquiring literacy skills*. Victoria, BC: Trafford;

Herber, H. (1978). *Teaching reading in the content areas* (2<sup>nd</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

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# Three Daily Elements of MAX Teaching

## Four Components of Successful Cooperative Learning:

1. Individual Written Work  
*Commitment*
2. Small Group Work\*  
*Consensus*
3. Large Group Discussion  
*Mediation/Arbitration*
4. A Real Problem to be Solved

\*heterogeneous groups

## Skill Acquisition Model:

1. Introduce and model a skill.
2. Provide guided practice in use of the skill.
3. Have students report on their use of the skill and how it helped them to learn the content.

## MAX Teaching Framework

Motivation		Acquisition		EXtension	
Helping students strive for success	Reducing anxiety over possible failure	Threat-free opportunity to interact with text	Individual practice in a learning skill	Higher order thinking	Repetition of important concepts and vocabulary
<ul style="list-style-type: none"> <li>• Writing to think and commit to ideas</li> <li>• Cooperative discussion to               <ul style="list-style-type: none"> <li>○ Determining prior knowledge</li> <li>○ Building prior knowledge</li> </ul> </li> <li>• Focus on a learning skill</li> <li>• Setting concrete purpose for reading</li> </ul>		<ul style="list-style-type: none"> <li>• Silent purposeful reading</li> <li>• Writing to gather information for further discussion</li> <li>• Individual practice in the learning skill</li> <li>• Individual manipulation of concepts and vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Cooperative discussion and/or debate to collectively construct meaning</li> <li>• Low-threat immediate feedback</li> <li>• Individual and group manipulation of vocabulary &amp; concepts</li> <li>• Writing to reorganize information</li> <li>• Analysis, synthesis, application, evaluation of reading material</li> <li>• Reflection on the use of the learning skill</li> </ul>	

# *PREPARING TEACHERS*

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- *TWO TO THREE FULL DAYS OF STAFF DEVELOPMENT*
  - Three hours is not enough.
  - Constructivist instruction is best learned through constructivist staff development.
  
- *SUPPORT*
  - Follow up staff development/Modeling
  - Instructional Manual (*MAX Teaching book & DVDs*)
  - In-house expertise
  - Peer coaching/peer teaching
  - Make it part of the school's culture
  - Model – classrooms, meetings, etc.
  
- *CLEAR EXPECTATIONS*
  - Let them know how reading and writing should be implemented in their lesson plans.
  - It is not a once-a-month activity.
  - It is not a two-strategy activity.
  
- *GATHER DATA*
  - Compare before/after achievement
  - Comparison Group Studies
  - Survey students/faculty

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\*\*\*Coming November, 2007 – **MAX Teaching in Action: Classroom Demonstrations of Reading & Writing Activities that Help Students Learn New Subject Matter while Acquiring Literacy Skills** (This is a set of **6 DVDs** with classroom vignettes of MAX Teaching performed by real teachers in real classrooms across the age span and across the curriculum that will be available through our web page.)