

VIEWING GUIDE

# Thoughtful Reading



Teaching Comprehension to Adolescents

Cris Tovani

# Contents

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*I Read It, but I Don't Get It* (Tovani 2000) is available at www.stenhouse.com.

## *Using Videotapes in Workshop Settings*

Using videotapes presents special challenges in a workshop setting. Most of our experience with viewing television is passive, and it can be difficult to get participants to be more active (and reactive!) as they view instructional videotapes. Facilitators can use a few simple strategies to prepare participants for a much more active role in looking at and discussing *Thoughtful Reading*:

1. *Check out equipment and sound in advance.* After you begin running any segment, walk to the back of the room and listen. The goal is to have the sound as low as possible, but still loud enough so that participants in the back can hear.
2. *Have participants keep notes as they view each segment.* Any note-taking format can be effective if you link the notes to specific goals you have for viewing the tapes.
3. *Ask questions before viewing to help participants focus on specific aspects of the classroom.* If you don't ask a focus question before viewing, you're likely to get awkward silence when you try to begin discussion later. Consider writing a guiding question on a whiteboard or chart paper and posting it next to the video player so that participants are reminded of the guiding question throughout their viewing.

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# Introduction

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This guide is designed to help you use *Thoughtful Reading* in workshop settings. The plans provided are flexible, allowing you to tailor ideas to group needs. We've divided suggestions for viewing each tape into five sections:

1. *Writing While Viewing*. Suggestions and sample forms for taking notes while viewing to help focus group discussions.
2. *Questions for Discussion*. Options for guiding talk before or after viewing.
3. *Workshop and Classroom Extensions*. Activities designed to help teachers learn how to use concepts from the video with their students.
4. *Short on Time?* Tips for using 3–10 minute clips from the tapes when time is limited, especially in settings like faculty meetings or curriculum development planning sessions where the core agenda involves more immediate school issues.
5. *Further Reading*. Connections to specific chapters in the companion text *I Read It, but I Don't Get It* by Cris Tovani.

## Using Two-Column Notes During Viewing

One of the suggestions you will see in this guide is to encourage participants to keep two-column notes while viewing.

The Public Education and Business Coalition of Denver, Colorado, developed the use of two-column notes in many of their lab classroom observations, and we've adapted their techniques here.

Two-column notes are a kind of double-entry diary or journal, where participants jot down specific information or insights as they observe teachers or watch a video. Many viewers find themselves feeling overwhelmed by even the best videotapes simply because there is so much content to take in so quickly.

Unlike a book, it is not possible in a group setting to pause, flip back a few pages, and reread a section anytime anyone gets confused. The notes are a way for participants to capture important nuggets of information as they are viewed. They also give facilitators insights into which segments lend themselves to the most discussion or a second viewing by the whole group.

Two-column notes also help observers focus and sharpen their comments in small- and whole-group discussions after viewing. In addition, they can assist workshop participants in connecting what they are viewing with changes they will make in their classroom.

If you want to use two-column notes while viewing *Thoughtful Reading*, you can distribute copies of one of the templates provided, or simply have participants write down two-column headings you've selected on blank sheets of paper before beginning the tape.

Two-Column Notes (Figure 3) is an example of this format. Use this only as a starting point in your thinking—there are endless variations you might develop depending on your purpose in showing the video. Some examples of headings you might use for two-column notes include: What I'd Like to Try in My Classroom/What Might Keep Me from Making the Change; Verbal Cues from Cris to Students/Nonverbal Cues; Reading Tasks/Writing Tasks.

Participants should be taking notes while viewing. It's often helpful to have participants work with a partner after viewing to share their notes for five or ten minutes before discussing them with the whole group.



## Tape 1:

# No Magic Formula: Teaching Struggling Readers

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The first tape in the series introduces viewers to Cris Tovani, a high school teacher in Denver, Colorado, who has developed innovative strategies for working with struggling adolescent readers. Cris shares four guiding principles for teaching reading comprehension: selecting quality texts, modeling thinking, setting a purpose, and providing options for students to hold their thinking. In the second half of the tape, Cris leads a whole-class discussion on the text features of a *Time for Kids* article. Then, she assists students as they try out a comprehension strategy during individual conferences.

### Writing While Viewing

Distribute copies of the Four Components of Strategy Instruction (Figure 1) to each participant. Ask everyone to note examples of each component and any questions that occur to them while viewing.

### Questions for Discussion

1. Think about your history as a reader and writer. What positive and negative experiences do you remember?
2. How is the organization of Cris's classroom similar to yours? What does she do differently?
3. How are Cris's beliefs about teaching reading similar to yours? What are the differences?
4. How would you describe a "struggling" reader? What types of texts do you struggle with as a reader?

5. What is your greatest challenge in teaching reading?
6. Cris talks about an issue with teaching struggling readers—often texts they are given to read in school are dull or irrelevant. What texts are used with struggling readers in your classroom or school?

## Workshop and Classroom Extensions

1. Have participants bring in a textbook that some of their students are struggling with, or pass out copies of textbooks you know teachers in the group use. Also, distribute copies of a recent issue of your local newspaper.

Have participants get into groups of two. Each group should look through sections of the newspaper for examples of short, accessible text they might use to teach one text feature or find content that can be a textbook substitution in a whole-class lesson. You might highlight examples before participants begin their search like letters to the editor, graphs or charts on the weather page, or an article that includes a sidebar. Talk as a group about connections between specific text features and common features in the textbook.

2. Distribute copies of any two-page spread from a newsmagazine (i.e., *Time*, *Newsweek*, *Time for Kids*) that includes different text features like sidebars, photos, captions, maps, or graphs. Have participants silently mark their thinking with sticky notes on the text. Where did you begin reading? What parts of the spread did you skip?

As a whole group, discuss the text features individuals marked. Why did you choose to mark these passages? How might you model your thinking with a similar text for students?

3. Distribute copies of the Four Components of Strategy Instruction (Figure 1) to each participant. Ask them to keep a record of the types of texts they select for students, the opportunities for practice with texts, the ways they model thinking for students, and the options for holding thinking. In a follow-up workshop, you might discuss what participants learned by tracking these components in their classrooms.

### Short on Time?

*Mini-Workshop: Possible Purposes*

For a quick discussion, distribute copies of Possible Purposes (Figure 2). Cue the tape to “Cris’s Four Principles” (07:19). After viewing, discuss different ways to talk with students about setting a purpose for reading.

### Further Reading

Chapter 1, “Fake Reading” and Chapter 2, “The Realities of Reading” from *I Read It, but I Don’t Get It* by Cris Tovani.



## Beyond the Game of School: Challenging College-Bound Seniors

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By the time many teenagers graduate from high school, they have learned to play the game of school. Teachers may give out assignments that require little thought or effort, and students learn to respond in class discussion or write without reflection or depth. In this tape, Cris shows how she develops a different kind of relationship with students by pushing them to read critically and back up their opinions with specific text references. The tape includes a case study of college-bound seniors reading, writing, and responding to *The Sunflower*, a challenging collection of essays on the holocaust.

### Writing While Viewing

Distribute copies of Two-Column Notes (Figure 3). As participants watch “*The Sunflower: Constructing Meaning from Difficult Text*” (04:54) have them use this form to note similarities and differences to their classroom. (For more information about two-column notes, see p. 3.)

### Questions for Discussion

1. What is “the game of school”?
2. What are the challenges of working with high school seniors, or any group of students, who are motivated primarily by grades?
3. What does Cris do to help students get beyond the game of school?
4. How does Cris use reading strategies to improve students’ writing?

### Workshop and Classroom Extensions

1. Ask participants to think of a novel or text they are currently using with students. Distribute copies of *The Sunflower* Group Record (Figure 4). As a group, brainstorm how a similar form might be developed for the texts they are currently using. Discuss what preparation students would need to use the form.
2. Distribute copies of Kim’s Sticky Notes (Figure 5) and Emily’s *Sunflower* Notes (Figure 6). Discuss the range of response in Kim’s notes. Brainstorm how you might help students use sticky notes in ways that are more reflective. How might you help Kim integrate some of these notes into more extended written responses to *The Sunflower*? Cue the tape to “Strategy Instruction: Reading-Writing Connection” (16:39) where Emily reads her essay. What evidence from her notes do you see in the essay?

**Short on Time?** *Mini-Workshop: Notes in Groups*

Pass out a copy of Cris's Group Observation Notes (Figure 7). In the notes, Cris records direct quotes from the group in the center section, positive aspects of the group process in the left-hand column (+), and concerns or questions in the right-hand column (-). As a whole group, talk about the strategies and purposes for observation notes in small-group settings.

**Further Reading** Chapter 3, "Purposes for Reading: Access Tools" and Chapter 4, "Conversations with Cantos: Tracking Confusion to Its Source" from *I Read It, but I Don't Get It* by Cris Tovani.



**Tape 3:**

## Engaging Students: Choice, Respect, and Talk

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Thoughtful reading and honest response in any classroom begins with a climate of respect. In this tape, Cris and students talk about the classroom environment, including what is negotiable, power struggles, and how to foster healthy relationships between teacher and student. Viewers sit in on a small-group discussion of *Go Ask Alice*. The conversation is sometimes awkward and sometimes lively, but reveals the constant tensions evident when teachers challenge students to think harder and contribute more as they read and discuss books.

**Writing While Viewing** Have participants jot down questions and comments Cris makes during the girls' small-group discussion of *Go Ask Alice*. After viewing, use these to discuss the role of a teacher in any group.

- Questions for Discussion**
1. In this tape, Cris warns teachers to "never get in a power struggle with a teenager, because you will lose every time." Do you agree? Can you share an example of a power struggle you had with a student?
  2. In the *Go Ask Alice* small-group discussion, Cris talks about how she reads the book differently than she did as a teenager. Are there any books you are using with students now that you remember reading as a teen? How has your reading of the book changed? How might you share those reflections with your students?
  3. The long silence during the *Go Ask Alice* group is awkward for Cris. As you try new comprehension instruction in your classroom, what has been awkward or difficult? How have you worked through those challenges?

4. What do you notice about the way Cris talks with students?
5. What do find fulfilling about teaching adolescents?
6. What is your greatest challenge in teaching adolescents?

## Workshop and Classroom Extensions

1. Distribute copies of Group Norms (Figure 8). This list of norms was developed when Cris asked every student in two classes to write down what they hated most about working in groups. Cris collected all the individual responses, compiled them into a list of common problems, and had the whole class brainstorm strategies for dealing with the problems.

Talk about how Cris draws out the girls in the *Go Ask Alice* group. Look at the Group Norms together, and talk about ways to teach students to work together through issues of group dynamics when the teacher isn't present.

Participants might also try a similar task with students—ask for individual response about what they dislike when assigned group work and brainstorm solutions to the issues raised with the whole class.

2. Read Chapter 8, “Outlandish Responses: Taking Inferences Too Far” from *I Read It, but I Don't Get It* silently for fifteen minutes. Have a whole-group discussion about how Cris responds to the student who mistakes hallucinations for reality in *Go Ask Alice* (i.e., the discussion of leeches). You might cue the tape to the “Small-Group Instruction: *Go Ask Alice*” segment (06:09) again and view it as part of the discussion. How does Cris honor and draw out the girl's thinking without accepting the faulty premise of her theory?

### Short on Time?

#### *Mini-Workshop: Calendars*

Distribute the Sample Calendar (Figure 9) from one of Cris's students. Have participants jot down what they learn about the student by reading the calendar. You might also have everyone try the calendar assignment for one or two weeks with just one class and bring the calendars to a whole-group discussion in a follow-up session.

### Further Reading

Chapter 6, “Connecting the New to the Known” from *I Read It, but I Don't Get It* by Cris Tovani.



# Making Thinking Visible: Comprehension Tools

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Making thinking visible is the goal of comprehension instruction. The challenge for teachers is to give students a variety of tools to make their thinking visible. Sticky notes, highlighting text, peer and teacher models, and group discussions are a few possibilities. In this tape, Cris shows how the comprehension tool or activity needs to match the goals of instruction. Even more important, teachers need to help students understand why it is essential for them to keep records of their thinking while reading.

## Writing While Viewing

Distribute copies of Comprehension Tools and Purposes (Figure 10). Have everyone keep a running list of tools students use as they view the video (i.e., sticky notes, highlighters, discussion notes, peer or teacher models on the overhead, comprehension constructors), as well as the context in which the tool is used.

## Questions for Discussion

1. What are some of the tools Cris uses with students? Which ones have you tried?
2. Cris talks with a small group about each group member's obligation to make sure everyone participates. What strategies do you use in your classroom to foster group participation?
3. Cris tells us that her thinking about comprehension constructors has changed since she wrote *I Read It, but I Don't Get It*. How have you changed and adapted different comprehension activities in your own classroom?

## Workshop and Classroom Extensions

1. Distribute the Letters to the Editor (Figure 11) from *Time*. Have participants silently or in groups jot down how they might design a comprehension constructor for their students based on their reading of these letters. Next, distribute copies of the Comprehension Constructor (Figure 12). What are the similarities and differences between the constructor Cris designed and the ideas of the group?
2. In the small-group discussion, one boy does not want to share thinking and Cris talks about how good he is at forming and expressing opinions. Have each participant write a list of students who are not completing work or demonstrating thinking in any way during class time. Next, have participants list what each student does well—a

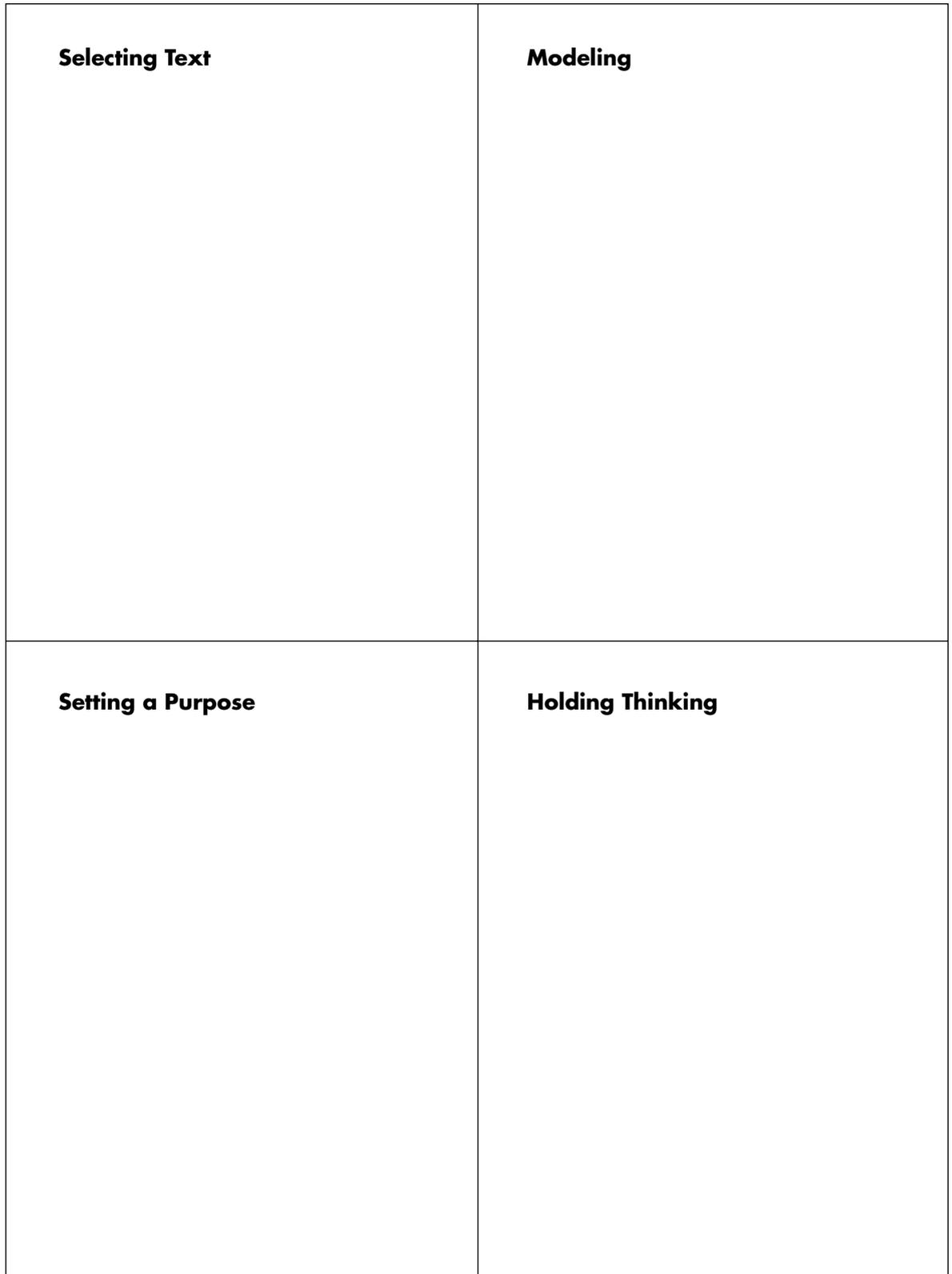
skill the student has. How could you build on that skill to find a way to connect with that student?

**Short on Time?** *Mini-Workshop: Small-Group Instruction*

View the “Small-Group Instruction” segment (cue tape to 03:50). Distribute copies of How Do Students Know How to Discuss? (Figure 13). Talk about how you can help students understand and develop collaborative discussion skills.

**Further Reading** Chapter 5, “Fix It!” and Chapter 7, “What Do You Wonder?” from *I Read It, but I Don't Get It* by Cris Tovani.

**Figure 1: Four Components of Strategy Instruction**



## Figure 2: Possible Purposes

1. Look for interesting **details** that could have multiple meanings. Ask yourself, “Why did the author add that detail?”
2. Ask questions about the **title**. Read the piece to see if there is any information that will help answer your questions. Try to figure out how the title is connected to the piece.
3. Ask questions about the **piece**. As you read, record the questions and keep them in the back of your mind. Look for the answers as you read. If you don’t find the answers, ask the questions the next day in class.
4. Look for the author’s **opinion**. Compare his or her opinion to your own. Does the author agree or disagree with you?
5. Read a piece to learn **new information**. Is there anything in the reading that helps you to understand a topic better?
6. Make a **connection** to the piece. Does the piece remind you of an experience, a movie, or information you already know? Does the connection help you relate to a person or situation? Use the information you have about the topic to make a personal connection to the piece.
7. Who is the **author**? Do you know anything about the author and his or her style? Is he or she sarcastic or serious? Is he or she politically conservative or liberal? What you know about the author might help you to anticipate what is to come in the reading.
8. Decide how you will **hold your thinking** as you read. What does the teacher want you to do with the information? Maybe your purpose is to answer questions. What will you do to hold your thinking as you read so that when you finish you can use the information?

**Figure 3: Two-Column Notes**

<b>Similarities to My Classroom</b>	<b>Differences</b>

## Figure 4: The Sunflower Group Record

(Notes recorded directly on an overhead transparency by students, then shared with the group at the end of class.)

Name:

Period:

Title:

Kim  
 Lisa Record  
 Kyle F.  
 Ryan H.  
 Seth Share

Quote and page number	Connection (This reminds me of...) or Question (I wonder...) or Confusion (I don't understand...)
1. Page 80 ... SS knew that he was a priest in training...	1. If Bolek is becoming a catholic priest, then why is he in a Jewish concentration camp?
2. Page 82 ... few were brought up athelsts.	2. Don't understand how someone brought up in a church could think that nating & killing is good?
3. Page 81 Very religious people could come into camps and lose their faith.	3. If Simon doesn't want this guilt upon him, then he did the same as God; left them behind.
4. Page 74 "The man w/ whom you spoke yesterday died in the night. I had to promise to give you all his possessions"	4. By not taking the soldiers possessions, does that mean that Simon doesn't forgive him?
5. Page	5.

**Figure 5: Kim's Sticky Notes**

Kim

Nice job Showing your thinking

Of all the Jewish men, why was Simon chosen to come & talk to the Nazi. pg 28

Did he ever think that about the kids he killed everyday? pg 31 ... too soon to die.

p. 30

10/10

Does he really think that he was worthy of his parents trust? pg 32

What purpose does the light & shadow have to the story? pg 36

What is the coup de grace? pg 38 The ultimate.

What is the importance of the story of Elishah to the book? pg 44

What did the Jews have to do w/ the Russian T. Cornis? pg 48

Poor Peter my butt! I feel no sympathy. pg 50.

p. 50

10/10

Maybe now he feels the emotional & physical pain that he put Jews through

What does the sunflower represent? Is the Nazi dead? pg 55

How could a community be so sick as to laugh at murder and pain? pg 57

Why did some Jews get food while others were purposely starved? pg 60

Were they really so sick & hungry that they couldn't remember a few hours ago? pg 67

**Figure 6: Emily's Sunflower Notes**

Name: Emily Becker

Period: 1

Title: The Sunflower  $\frac{25}{25}$  ①

Quote and page number	Connection (This reminds me of...) or Question (I wonder...) or Confusion (I don't understand...)
<p>1. pg. 95 Second paragraph from bottom Will we ever be able to prevent the creation of mass murderers?</p>	<p>1. mass murderers - 9/11 - Columbine - other shootings</p>
<p>2. pg. 97-98 last paragraph cont. to pg. 98 forgetting is something time alone takes care of but forgiveness... only better qualified to make the decision.</p>	<p>2. I believe it took him a long time to come to this conclusion even though that is exactly what Josak was telling him.</p>
<p>3. pg. 79 "Four of us had to sleep in a single bunk..."</p>	<p>3. Reminds me of "A Beautiful Life"</p>
<p>4. pg. 83 2nd to last paragraph For me there was no home to return to... I couldn't start it in a cemetery...</p>	<p>4. Reminds me of Bambi when everything turns winter and cold. His life was probably like that.</p>
<p>5. pg. 84 3rd paragraph As I looked around I suddenly saw a bush and behind the bush a sunflower...</p>	<p>5. Reminds me of Wizard of Oz when she reaches the poppy field. When Simon saw the field of sunflowers he had a reaction just like Dorothy.</p>

This would be a good quote to share with your group.

Share this too - I wonder if there is a connection.

**Figure 7: Cris's Group Observation Notes**

+	Reader's Quotes	-
Read from text then asked a question	Michelle said, "How do you rank powers?" Mike said, "Where does this knowledge come from?"	Group was having a hard time discussing certain aspects of the piece because they needed a working definition of terms: soul, senses, higher/lower powers.
Isolated confusion	<p>Niki said, "I can understand this part but not that part."</p> <p>Calysta said, "Is there a connection to time in a biological sense? Offspring coming back? Food chain—plants reproduce so higher powers can live. It's like the circle of life."</p> <p>Lincoln said, "Life is repeating itself in order to preserve life. Calysta said, "That's why you don't want drilling in the Arctic. You want oil for your grandkids."</p> <p>Brianna said to Hillarie, "There you go!" Tyler smiled and nodded, "Yes."</p> <p>Lauren said, "I have no thinking. It turned off."</p>	<p>Discussion needs to go to the application of learning. What's the so what?</p> <p>What do you do when the thinking and talking stops? How do you go deeper?</p> <p>How do you bring someone back to the group?</p>

## Figure 8: Group Norms

**Problem:** I hate being in a group without my friends. I hate being in a group with people I don't like.

**Solution:** If I am in a group that doesn't work for me, I will tough it out and request a different group next time.

**Problem:** I don't like being in a group when some people slack off and don't do their share of the work. I don't like it when some people talk all the time and don't get their work done.

**Solution:** I recognize that I can't force anyone but myself to do something and I will agree to do my part.

**Problem:** I don't like being in a group when I don't know what to do and no one will help me.

**Solution:** I will help members of my group if I can. If I am the one who is stuck, I will ask my group members to help me first and if that isn't enough, I'll ask my teacher.

### Why do we ask students to discuss?

#### Discussion

Stimulates higher levels of thinking

Develops social skills

Develops listening skills

Encourages articulation of thinking

Honors all learners

Holds kids accountable

Helps students remember

Allows students to make connections

Allows others to see different perspectives

Promotes deeper understanding

Figure 9: Sample Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Is there <sup>it</sup> going to be a lot of presentations in front of the class?</p> <p>Write your points here.</p> <p>17</p>	<p>I'm glad I stayed here because of the English credit, so after this year I think I'll have to English credit.</p> <p>20</p>	<p>Did you say we didn't have to be videotaped in September? I don't like to be on camera.</p> <p>14</p>	<p>I have a niece that's 4 yrs old. She can be fun, but don't listen at times.</p> <p>18</p>	<p>I think if you read and find a good book, it may make a change on the way you act, and it might be a good influence on you. I think many kids don't read, because it doesn't start out with action like a video game.</p> <p>20</p>
<p>No- we will only do one presentation in front of the class. Don't be nervous. All you have to do is share your book.</p> <p>20</p>	<p>Good for you! I'm glad you stayed here. I could tell that first day you would be a cool kid to have in class.</p> <p>20</p>	<p>No problem. We are only going to visit with the people in September. No videotaping.</p> <p>20</p>	<p>My nephew is three. He is so cute but some times he is wild. He has a mind of his own.</p> <p>20</p>	<p>I think you are right. Have you found a book that has had a powerful influence on you?</p> <p>13</p> <p>20</p>

**Figure 10: Comprehension Tools and Purposes**

Tool	Purpose

## Figure 11: Letters to the Editor

**America's main intention in Iraq is self-preservation. U.S. taxpayers do not want to spend their hard-earned money on nation building. What we want and are entitled to is to go to sleep at night knowing that our children will not be wiped off the face of the earth by some maniac. Maybe we will fail in our nation building in Iraq, but at least we will eliminate one of our greatest threats. We hope the next Iraqi leader will be human. Let's roll the dice.**

**Dan Dillulio**

**Stamford, Conn.**

**If the goal of war against Iraq is to eliminate the threat of weapons of mass destruction [Iraq: Weapons Inspections, Sept. 30], why not act against other nations that have them? If the goal is the liberation of the Iraqi people, then why aren't those who want war speaking up for other oppressed peoples of the world? The main U.S. objective is to install a friendly, puppet-like regime (probably not a democratic one, considering Iraq's past) that will greatly lessen U.S. dependence on Saudi oil and allow the U.S. to pressure Riyadh on its record of exporting terrorists.**

**Gorm Bjorhovde**

**Tromso, Norway**

From Letters to the Editor. *Time*. 28 October 2002. Reprinted with permission.

## Figure 12: Comprehension Constructor

**Name:** \_\_\_\_\_

**Purpose: Comparing your opinion to the opinions of others.**

Below are two letters to the editor. The people who wrote these letters have stated their opinions about the impending war with Iraq and have explained why they think the way they do. Do you think that the United States should attack Iraq?

**In my opinion the United States** \_\_\_\_\_

**because** \_\_\_\_\_

\_\_\_\_\_

**Read the letters below. Do the authors agree or disagree with you?**

America's main intention in Iraq is self-preservation. U.S. taxpayers do not want to spend their hard-earned money on nation building. What we want and are entitled to is to go to sleep at night knowing that our children will not be wiped off the face of the earth by some maniac. Maybe we will fail in our nation building in Iraq, but at least we will eliminate one of our greatest threats. We hope the next Iraqi leader will be human. Let's roll the dice.

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Gorm Bjorhovde  
Tromso, Norway

**Thinking:**

From Letters to the Editor. *Time*. 28 October 2002. Reprinted with permission.

## Figure 13: How Do Students Know How to Discuss?

**Model:** Show kids how to discuss. Use real-world examples. Let them know that a multitude of responses can be acceptable. Help them to see the possibilities of the thinking that they can share.

**Give Students Specific Feedback:** Debrief with them what you notice about their discussions. Share what students did well, and let them know how they could improve. Capture their quotes whenever possible. Begin with short periods of discussion followed by immediate feedback. Increase discussion time as students improve.

**Use Powerful Pieces:** No one wants to discuss something boring. Pieces that lend themselves to controversy also work well. Many times short, provocative pieces will encourage students to read and discuss. When students talk about their reading, it solidifies their thinking.

**Anticipate Stumbling Blocks:** Think about adult groups. What do you do when one person talks all the time? How can all the voices in the group be heard? How can a group be brought back on track? How can new thinking be generated? When a teacher intervenes, do students know how to get re-engaged?

# Time Cues for *Thoughtful Reading*

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## **Tape 1: No Magic Formula: Teaching Struggling Readers** **25:34**

00:00–08:39	“Figuring out how to teach kids to read.”	(08:39)
03:26–04:49	First Hour: College Prep English	(01:23)
04:50–07:18	Second and Third Hour: Reading Workshop	(02:28)
07:19–08:39	Cris’s Four Principles	(01:20)
08:40–25:34	Second and Third Hour: Reading Workshop	(16:56)
09:23–11:10	Strategy Instruction: Getting Started	(01:47)
11:11–18:03	Strategy Instruction: Whole Class, Short Text	(06:52)
18:04–21:28	Individual Conferences	(03:24)
21:29–24:14	“You’re smarter today than you were yesterday.”	(02:45)
24:15–25:34	“What did you do to figure it out?”	(01:19)

## **Tape 2: Beyond the Game of School: College-Bound Seniors** **23:41**

00:00–03:13	First Hour: College Prep English	(03:13)
03:14–04:53	Strategy Instruction: Slowing Down	(01:39)
04:54–19:58	<i>The Sunflower</i> : Constructing Meaning from Difficult Text	(15:26)
08:26–11:24	Organizing Thinking	(02:58)
11:25–16:38	Strategy Instruction: Think Aloud	(05:13)
16:39–19:58	Strategy Instruction: Reading-Writing Connection	(03:19)
19:59–22:28	Reading Response Logs	(02:29)
22:29–23:41	“It isn’t just a game.”	(01:12)

## **Tape 3: Engaging Students: Choice, Respect, and Talk** **22:20**

00:00–03:25	Establishing a Climate of Respect	(03:25)
03:26–05:05	“Selfish Reading”	(01:39)
05:06–20:13	Small-Group Instruction: <i>Go Ask Alice</i>	(15:07)
20:14–22:20	Calendars	(02:06)

## **Tape 4: Making Thinking Visible: Comprehension Tools** **24:51**

00:00–13:02	“Show me your thinking.”	(13:02)
02:26–03:49	Second and Third Hour: Reading Workshop	(01:23)
03:50–13:02	Small-Group Instruction	(14:12)
13:03–18:32	Comprehension Constructors	(05:29)
18:33–21:04	Highlighting Kids’ Work	(02:31)
21:05–23:32	Assessment	(02:27)
23:33–24:51	“What I’m doing can be replicated.”	(01:18)