

“Talk To The Text” (T⁴) Directions



1) The Quick Glance -

Objective – *Make predictions about what this reading will be about and determine roughly how long it will take me to finish.*”

Technique – (5-10 seconds) Glance at each page and read the headings and notice any pictures. Count or estimate the total number of pages. Break the text into bite-sized pieces. You can do this by numbering paragraphs, or dividing the reading into sections that are a paragraph or two long, a size that you can read easily.

2) Read and Talk to the Text

Objective – *Determine the author’s intent and reveal your metacognitive process (what you are thinking about and how you are building understanding of the reading). The notes you take will help you with step three.*

Technique – (1minute to several hours) Read the text to yourself carefully, sentence by sentence, section by section. While you read, think about any questions, confusions, predictions, or connections (to things you already know) you have with the text. Mark these right on the text itself, or on sticky notes if you’re reading out of a book. You can use your T⁴ Sentence starters to help you decide what to mark.

Repeat

Keep reading and Talking to the Text with the next chunks.

3) Process the ideas, create an end product

Objective – *Process what you learned from the reading and express your new understanding with a Costa’s Level 3 activity.*

Technique - here are many types of processing activities that might follow a reading activity. For example, you may be asked to write a summary or reflection based on the reading. You may complete a task like do a lab, engage in a discussion or answer challenging questions. Sometimes you will make a poster or build something. The instructions for step three will always be provided on their own.

Metacognitive Reflections

I think...

I believe...

I wonder...

I’m confused about...

I can picture...

I can imagine...

This is like...

This reminds me of...

I’ll reread...

I predict that...

Reading Logs

Goals

We are limited in the amount of time we spend in class yet have a great deal of material to cover before the end of the semester. You are responsible for the material covered in the assigned text even if it is not discussed in class. Below is the rationale for the reading log:

- To think about your thinking - metacognition
- Highlight the importance of *your notes* as a valuable resource
- Learn and use a variety of note-taking strategies
- Discover areas that you may need more clarification and respond appropriately

Notes Section

What is important/interesting to you? This section should be functional to you as a study guide. (*Your notes must reflect the content from the assigned section.*) For the first two weeks we will all do the same note-taking style and then you will be able to choose later in the course.

- Detailed Outline
- Concept Map or other graphic organizers
- Two Column Notes/Double Entry Journal
- Summary/Supporting Main Idea Notes
 - Put key ideas in your own words. If you had not read the text yourself, would you be able to understand it from your summary?
- Relevant Visuals *with labels* (pictures, graphs, ...)

Response Section

What are your thoughts in response to the reading? *Be specific and express yourself articulately.* You must include at least *three* questions and/or personal connections to the text. You can have three questions or three connections or a mix of the two. I will try to respond to your questions on your RLs or in class. Do not ask “Right There” questions. Making personal connections (memories/prior experiences) to the text are valuable because it will help you learn and remember the material (Knowing what something is like = knowing something).

How to Get Full Credit

Completed on time name, assignment number, and sections read indicated. Response section contains at least three reflections that clearly show thoughtful reading. Notes contain plentiful, essential information from each section of the text.