

OUR READING TOOLBOX

The Reading-Thinking Connection

**Tools to Help Students
Understand What They Read**

Professional Development
Workshop for Faculty
At Morse High School



San Diego, CA
August 27, 2012

Facilitators:

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"What is worth learning is worth learning well."

~Alfred North Whitehead



MAIN ACTIVITY

- Read the speech by Cesar Chavez that appears on the following page
- Respond to the **PROMPTS** below using the **TOOLS** provided
- Respond in clear and complete sentences (thoughts)
- Answer the two Multiple-Choice questions below

P R O M P T → 1. Create a **HEADLINE** (Title) for this speech by Cesar Chavez

T O O L → Headline Created
Create a headline (title) that you think expresses the main idea of the reading.

ALL

P R O M P T → 2. Complete this sentence: Cesar Chavez's **PURPOSE** in saying these words was...

T O O L → Purpose
Explain why you think this reading was written.

A

P R O M P T → 3. If Cesar Chavez were here now, what **QUESTION** would you really like to ask him about what he said in this speech?

T O O L → Vital Question Posed
Ask the author or someone in the reading a question that you would really like to have answered.

B

P R O M P T → 4. What is your **RECOMMENDATION** for what you think should be done to effectively begin to deal with the issue Cesar Chavez presents in the reading?

T O O L → Solution/Recommendation
State what you think should be done to deal effectively with the issue or problem presented in the reading.

C

Multiple Choice

5. Under which California Governor was more money out of every dollar spent for education?

(A) Deukmejian (C) Wilson
(B) Reagan (D) Schwarzenegger

6. Cesar Chavez's speech suggests that minorities, in general ...

(A) are treated equally in educational funding.
(B) are not interested in educational funding.
(C) only want more for themselves in terms of educational funding.
(D) are disadvantaged by the way educational funding is distributed.

ALL

OUR READING TOOLBOX

Paraphrasing

Put a sentence from the reading, into your own words.

Headline Created

Create a headline (title) that you think expresses the main idea of the reading.

Significant Sentence Selected

Select the one sentence you think is most important in the reading, and tell why you selected it.

Vital Question Posed

Ask the author, or someone in the reading, a question you would really like to have answered.

Issue/Problem Identified

Identify the main issue or problem raised in the reading.

Purpose

Explain why you think this reading was written.

DOXI

Define, put into your Own words, give an eXample, and Illustrate concepts (words, ideas) in the reading, which you feel you need to understand better.

Conclusion

Identify what you think is the most important conclusion that the author comes to in the reading, and how that conclusion was reached.

Assumptions

State what you think the author is taking for granted in the reading.

Implications & Consequences

State what you think would happen, if we follow or do not follow, what the author or someone in the reading, suggests or implies that we do.

Solution/Recommendation

State what you think should be done to deal effectively with the main issue or problem presented in the reading.

Speaking in the Author's Voice

Express ideas, or answer questions, about the reading, as if you were the author or an individual(s) in the reading.

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Discipline-Specific Activities



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- Read this poem by Langston Hughes on the following page
- Use OUR READING TOOLBOX to respond to the following PROMPTS

1. Create a **HEADLINE** (Title) for this poem in the box on the top of the following page

2. Besides having to complete an assignment for his teacher, what do you think was Langston Hughes's **PURPOSE** for writing these words?

3. Select what you think is the most **SIGNIFICANT SENTENCE** of these words.

In a few sentences, explain **WHY** you selected this as the most significant sentence.

4. Ask Langston Hughes a **QUESTION** about his poem that you would like him to answer for you.

HEADLINE here:

By Langston Hughes
The instructor said,
*Go home and write
a page tonight.
And let that page come out of you---
Then, it will be true.*

I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:
It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me---we two---you, me, talk on this page.
(I hear New York too.) Me---who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records---Bessie, bop, or Bach.
I guess being colored doesn't make me NOT like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.
But it will be
a part of you, instructor.
You are white---
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me---
although you're older---and white---
and somewhat more free.



1951

This is my page for English B.

Source: American Literature, Volume II (Penguin Academics Series) William E. Cain, Wellesley College <http://vig-fp.prenhall.com/bigcovers/0321116240.jpg>

A Reading From: A PEOPLE'S HISTORY OF THE UNITED

STATES by Howard Zinn



- Read the pages concerning words of and about Christopher Columbus
 - *NOTE: The words in **BOLD** come directly from his log (diary).*
- Respond to the **PROMPTS** below in clear and complete sentences

- Select one sentence that you think is **MOST SIGNIFICANT** in the words of Christopher Columbus (that appear in **bold** in the text).

- **PARAPHRASE** the sentence that you selected as being most significant.

- Ask a **VITAL QUESTION** to Christopher Columbus based on his own words that you have just read.

- Identify the main **PROBLEM** raised in this reading.

- If you were an Arawak Indian, what **QUESTION** would you ask Christopher Columbus.

- State what you think was Christopher Columbus' **CONCLUSION** about the Arawak Indians.

- **SPEAKING IN THE AUTHOR'S VOICE:** Create a brief talk about "**justice**" between you and Christopher Columbus (C.C.) by filling in the dialogue lines below

- *NOTE: This dialogue should be a purposeful and thoughtful discussion of important ideas, not including lines such as – "Hi, how are you?" "Thank you for your time," and so on.*

You: _____

C.C. _____

You: _____

C.C. _____

You: _____

C.C. _____