

# **Multiple Readings of Classroom Texts: Strategies that Work**

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## Reading for Comprehension

FIRST . . .

As you read the first few pages of “Fiesta, 1980” by Junot Diaz, you will meet four main characters: Mami, Papi, Rafa, and our narrator Yuniors. As you read please focus on the relationship between any two of these characters. After reading and annotating<sup>1</sup> the text, be prepared to explain what inferences you can make about these two characters and their relationship to each other.

AFTER YOU FINISH READING . . .

In your group discuss the following:

- How would you describe the relationship between the main characters? What lines in the text helped you come to these conclusions?
- What do you think are the two most important details from this section? Explain why these are the most important.

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<sup>1</sup> If I were doing this activity in my class I might guide some students’ annotations by asking them to break the text into pieces and summarize each piece, or to ask at least three questions per page.

## Reading to Analyze Craft

Re-read the following paragraph in your group and identify as many literary devices as you can.

### *Paragraph A:*

*Mami looked really nice that day. The United States had finally put some meat on her; she was no longer the same flaca who had arrived here three years before. She had cut her hair short and was wearing tons of cheap-ass jewelry which on her didn't look too lousy. She smelled like herself, like the wind through a tree. She always waited until the last possible minute to put on her perfume because she said it was a waste to spray it on early and then have to spray it on again once you got to the party.*

Literary devices we noticed

What these devices make the reader think, feel, or realize

**Be prepared to share!**

## Reading as Rehearsal for Real Life

### *Discussion Question:*

In what way is this family similar or different from my own? Based on my experiences, what issues do I think this family will have in the rest of the story?

## Reading to Analyze Craft

Re-read the following paragraph in your group and identify as many literary devices as you can.

### *Paragraph B:*

*We—meaning me, my brother, my little sister and Mami—waited for Papi to finish his shower. Mami seemed anxious, in her usual dispassionate way. Her hands adjusted the buckle of her belt over and over again. That morning, when she had gotten us up for school, Mami told us that she wanted to have a good time at the party. I want to dance, she said, but now, with the sun sliding out of the sky like spit off a wall, she seemed ready just to get this over with.*

Literary devices we noticed	What these devices make the reader think, feel, or realize

**Be prepared to share!**

## Reading as Rehearsal for Real Life

### *Discussion Question:*

In what way is this family similar or different from my own? Based on my experiences, what issues do I think this family will have in the rest of the story?

## Reading to Analyze Craft

Re-read the following paragraph in your group and identify as many literary devices as you can.

### *Paragraph C:*

*Chickenshit or not, I didn't dare glance at him. Papi was old-fashioned; he expected your undivided attention when you were getting your ass whupped. You couldn't look him in the eye either—that wasn't allowed. Better to stare at his belly button, which was perfectly round and immaculate. Papi pulled me to my feet by my ear.*

Literary devices we noticed	What these devices make the reader think, feel, or realize

**Be prepared to share!**

## Reading as Rehearsal for Real Life

### *Discussion Question:*

In what way is this family similar or different from my own? Based on my experiences, what issues do I think this family will have in the rest of the story?

