

# Multiple Readings of Complex Texts:

Classroom Methods That Work

**Please take a packet from the back table on you way in!**

## Objectives:

- Participants will be able to explain the three modes of reading
- Participants will be able to use different instructional strategies to guide students through each mode of reading
- Participants will be able to prioritize each mode of reading in different points of a long text

## Three Modes of Reading

- Reading for **comprehension**
- Reading to analyze **craft** and connect author's craft to **abstract ideas**, such as theme, tone, and character development
- Reading as **rehearsal for real life** (*with thanks to Kelly Gallagher*)

## Turn and Talk

- In what ways are these modes of reading familiar? In what ways are they new? How do students engage in these modes of reading in your class?

Prioritize

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## Reading for **comprehension**

- Set a purpose for reading, and make sure students know it
- Have students share their questions as they read (chalk talk, silent discussion, blogging, etc.)
- Have students choose the three most important events or details in a section of reading, and defend their choices
- Have students chunk and summarize as they read

### Reading to analyze craft

- Select short passages (1 -2 paragraphs) for close reading. These passages should have interesting *language*, not just interesting events.
- Have students select interesting examples of language in the text and share with the class
- Have students write in the author's style
- Have students make posters or visuals that show a specific scene from the text (which should require a close reading)
- Have students write analysis paragraphs, rather than literary analysis essays

### Reading as rehearsal for real life

- Have class discussions about the theme of the text
- Have students do a chalk talk about the central issues in the text
- Have students write and/or discuss what they would do if they were a certain character in the book

### Questions about specific strategies?

### Your Turn

- Find a group of 2-3 people to work with. You will be given an excerpt from "Fiesta, 1980" to read, discuss, and analyze.
- As you follow the directions on your handout, consider how you could use strategies like this for different parts of the long, complex texts you read in your class.

### Share out

- How would you prioritize these reading modes with some of the long, complex texts in your class?
- What instructional strategies would you use to guide students through these modes?

### Thank you!

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