Shifting Responsibility from Teacher Questioning to Independent Strategic Analytic Reading
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Background/Context

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<th>Our focus</th>
<th>CCSS and Supporting Sites/Concepts</th>
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<tr>
<td>Gradual release of responsibility</td>
<td>CCSS: target behaviors</td>
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<td>Proficient reader processes</td>
<td>Text dependent questions</td>
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<td>(ex: connecting, predicting, monitoring)</td>
<td>(<a href="http://www.achievethecore.org">www.achievethecore.org</a>;</td>
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<td>Strategic reading logs [goals, books, strategies (story maps,</td>
<td>basal alignment project)</td>
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<td>graphic organizers, double entry journals, prediction/</td>
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<td>reflection, list group label] word work, readers’ written responses]</td>
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Issue: Text dependent questions also means teacher dependent. (Someone has to create the questions that ensure text dependency.)

Our question: What are we already doing that demonstrates close analytic reading? How can we move from text/teacher dependent to independent close reading?

Our answers:
We selected complex text: Rylant, C. An Angel for Solomon Singer. (F & P Level P, Lexile 1120).
Beth followed her usual methods with first graders: read to them, had them reread and write “I wonder” “I predict” statements and responses. Karri and Cindy developed text dependent questions for the book; used guidelines and samples from www.achievethecore.org and Basal Alignment Project samples as guides. Cindy used the text dependent questions with second graders. Beth analyzed her first graders’ responses to determine whether they provided same level of close analytic reading that the text dependent questions elicited from second graders.

- First graders’ reader responses to their “I wonder...” and “I predict...” statements yielded evidence of close analytic reading that supports Anchor Standards 1, 2, 3, 5.
- After teacher modeling and guidance, children can move toward independence even in first grade.
- Text dependent questions can be a guide for teachers to use to check that other forms of response are yielding similar response. (Develop questions and answers; lead children to those understanding in various ways and not just through question / answer discussions.)

Additional points:
- More important than answering questions for one text is knowing how to accomplish the behaviors indicated in standards for any text without being dependent on teacher for the questions.
- Children need to know how to connect, predict, visualize, and monitor in order to achieve comprehension behaviors when reading independently.
- Readers must be able to read increasing numbers of complex text; to do this they must be able to read independently.

References:
Reading Teacher. March 2013.