

As part of her own literacy learning, high school English teacher Lisa Krebs remembers appreciatively the experience of being challenged by a text that was science, not Shakespeare:

By giving us unfamiliar text and text outside of our area—it was like, “Whoa! My gosh, I forgot what this is like.” In some ways I think I’m more compassionate with the kids, it put me back in the position of not always knowing what that text is about. Just in going through that myself, as a teacher, it helps me shape the way that I present material in my class—places that I need to help them out and sort of catch them through, and then where I need to let them sort of struggle a bit.

When Lisa describes her heightened awareness of how to “shape the way I present material in my class,” she is talking about Reading Process Analysis, such as showing students how to capture their reading processes or use a class Reading Strategies List. She is also talking about the detective work teachers undertake in the Text and Task Analysis to figure out what a text will look like through students’ eyes. Team Tool 5.4, Ways to Use Various Reading Process Analyses, is a quick look at the range of RPAs described in this chapter.

TEAM TOOL 5.4

Ways to Use Various Reading Process Analysis Routines

Reading Process Analysis can serve different purposes: to make one’s own reading processes more apparent and available, to make disciplinary conventions more apparent and available, to plan lessons incorporating student use of RPA routines, and to plan lessons understanding what scaffolds or strategies to incorporate.

	Investigate Own Reading Processes	Investigate Disciplinary Reading Processes	Plan Lessons	Use with Students
ALL-PURPOSE ROUTINES				
Capturing the Reading Process Create a Reading Strategies List to make public and more visible the ordinarily invisible processes of reading.	✓	✓	✓	✓

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	Investigate Own Reading Processes	Investigate Disciplinary Reading Processes	Plan Lessons	Use with Students
Thinking Aloud Make verbal and public the ordinarily invisible processes of reading.	✓	✓	✓	✓
Talking to the Text Think Aloud internally with note taking about reading processes.	✓	✓	✓	✓
Metacognitive Logs, Journals, and Note Takers Record concrete observations and interpret their meaning/ask questions or make connections/argue for their significance.	✓	✓	✓	✓
ROUTINES TURNED TO SPECIFIC PURPOSES				
Processing Previews Talk to the Text with the purpose of anticipating how to approach a text's affective, cognitive, and knowledge challenges.	✓	✓	✓	✓
Querying Questions Talk to the Text with the questions only, to puzzle through ambiguous or confusing sections of a text.	✓	✓	✓	✓
Interrogating Inferences Use Evidence/Interpretation to unpack the inference process to discover textual and other evidence for "knowing" something.	✓	✓	✓	✓
Wondering About Words Apply a Word-Learning Strategies List to clarify word meanings.	✓	✓	✓	✓
DISCIPLINARY INVESTIGATIONS				
Interpreting Disciplinary Practices Find patterns in how successful disciplinary readers approach a disciplinary text.	✓	✓	✓	
Exploring Argumentation Recognize the challenges of making a disciplinary claim and supporting it with text-based evidence and reasoning.	✓	✓	✓	
Text and Task Analysis Identify knowledge demands of a disciplinary text and useful reading strategies. Plan appropriate student tasks and supports for processing the text.	✓	✓	✓	