

As part of the Interpreting Disciplinary Practices Inquiry, after answering the preliminary questions about their text expectations and predictions, readers experience at least two cycles of reading for ten minutes and then writing responses to particular questions about how they just read. These questions help teachers zero in on how they are using the signposts in the text to guide their construction of meaning. The note taker in Team Tool 5.10 includes all questions the reader will answer before and after a given ten-minute reading session.

TEAM TOOL 5.10

Interpreting Disciplinary Practices Inquiry

PURPOSE

This inquiry is a way for teachers in a discipline to identify common disciplinary reading practices—practices that are then more available to them as they consider how to stage them for their students.

PROCEDURE

- Distribute the disciplinary text team members will be reading and the following note taker. Ask that everyone answer the two “Before You Read” questions on the note taker (or in a journal):
 - As a successful reader in this discipline, what *expectations* do you have about this text?
 - As a successful reader in this discipline, what *predictions* do you have about what you will be reading?
- Allow ten minutes for team members to read the text—as they would read any text of the same kind, feeling free to write in the margins, underline, or circle words.
- After ten minutes, alert everyone to write answers to the “After You Read” questions.
- Have the team cycle at least once more through reading for ten minutes and answering the “After You Read” questions.
- Allow a few minutes for everyone to review their notes individually and generalize about their disciplinary reading in these areas:
 - The kinds of things they were *focusing* on or paying particular attention to and the roles these things played in comprehending the text
 - The kinds of *questions* they were asking themselves and the roles these questions played in comprehending the text
 - The kinds of *images* they were forming and the roles these images played in comprehending the text
 - The kinds of *predictions* they were making and the knowledge or information on which they based the predictions

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- Facilitate a discussion of any patterns or generalizations team members noticed about their own reading processes. Record their responses for all to see.
- Invite discussion about the disciplinary practices that emerged from team members' reading of this kind of disciplinary text and how it applies to their classrooms.

Interpreting Disciplinary Practices Note Taker

Before You Read

Disciplinary Expectations: As a successful reader in this discipline, what expectations do you have about this text?

Disciplinary Predictions: As a successful reader in this discipline, what predictions do you have about what you will be reading?

After You Read

Focus: Which parts of the text did you focus on? Why did you pay particular attention to those parts?

Questions: What questions were you asking as you read? What were the purposes of your questions?

Images: What images were you forming as you read? What were the purposes of those images?

Predictions: Based on your reading of the text so far, what predictions do you have for the remainder of the text?