

Telegram

ThinkSheet for another way to Synthesize Along the Way

Some items require checking off; other items require a written response.

Step	Learning Activities	
1	<p>BEFORE:</p> <p>Preview the text and place <u>sticky tabs</u> at all the spots where you plan to note what you just learned. How did you decide where to put the sticky tabs? _____</p> <p>Do <i>Launch</i>. What do you want to learn from this text? _____</p> <p>Decide where to place the telegram—in the margins at the beginning of that chunk of text or at the end of the chunk, and on the text or on a sticky tab. Where did you put your <i>Telegrams</i>? _____</p>	
2	<p>DURING:</p> <p>Read a section of the text. Pause at the sticky tab and in as few words as possible, capture the main point of what you learned. These suggestions might help:</p> <ul style="list-style-type: none"> ▪ If synthesizing is hard for you (join the club!), go over the paragraph or section, and circle the words that seem to make a big contribution to the meaning—try for one per sentence or per line. Then look at the circled words and use some of them and your own words to say the message those key words seem to be pushing you toward. ▪ Pretend that you are going to send a telegram about the meaning of this chunk of text and that you have to pay \$.25 a word. Or think of this kind of download as “texting” on a cell phone where you have to pay by the word. To save as much money as possible, state the essential meaning of the passage in as few words as possible. ▪ Consider all the details, examples, and explanations in that portion of the text. What do they all seem to point toward? State this overall meaning in a phrase or short statement. Make it more than the topic. What did the text teach you about the topic? ▪ How much money would you have to spend to send this telegram? Until you can do this well, practice condensing it even more without losing the message. Be sure your telegram of a section will make sense next week and trigger your memory of you what you just learned. <p>Write one of your <i>Telegrams</i> here. _____</p> <p>How did you decide what to put in this <i>Telegram</i>? _____</p> <p>Check off the elements of the <i>Telegram</i>? Did you. . .</p> <p>___ capture the main point? _____</p> <p>___ write it in under two minutes? _____</p> <p>___ use as few words as you could to trigger your memory of the meaning? _____</p>	<p>—</p> <p>—</p> <p>—</p>
3	<p>Now, repeat Step 2 for each section of text until you finish the reading assignment. How many <i>Telegrams</i> did you create? _____</p>	
4	<p>AFTER</p> <p>Use your <i>Telegrams</i> to review what you learned from the text. How did you do this? _____</p> <p>Optional: Use the same thinking processes you used to create your <i>Telegrams</i> to “Make an Abstract” AFTER reading. How? Read all your <i>Telegrams</i> and distill the most important points from the entire chapter in one short statement. Make this statement meet the ABCC’s of an abstract: Accurate, Brief, Clear, and Comprehensive. It could be one sentence, two or three, or a more in-depth “publishable” abstract of about 100 to 200 words.</p>	

Record *Telegram* on your Reading Log on the DURING line. Complete the right-hand column.

Name _____ Date _____ Section _____ Text or Chapter _____

Telegram and Make an Abstract

Purpose(s) for reading this text:

- Make a *Telegram* for each important chunk of text. Write them here with page numbers or on a sticky tab next to the chunk of text. Then place the tabs on this ThinkSheet.
- An effective way to *Make an Abstract* is to read and synthesize your telegrams.

ThinkSheet for Synthesizing Along the Way and Synthesizing After—Parts to Whole

<i>Telegram</i>				
	<p><i>Abstract</i></p> <p>What kind of NAPE abstract did you write? _____</p>			

Record *Telegram* and *Make an Abstract* on your reading log on the DURING and AFTER lines, respectively.
In the right-hand column of your reading log, reflect how doing each helped you construct meaning from the text.

Name _____ Date _____ Section _____ Text or Chapter _____ ThinkSheet for Synthesizing Along the Way and
 or on a sticky tab next to the chunk of text. Write them here with page numbers
 Synthesizing After—Parts to Whole

Telegram and Make an Abstract

- Make a *Telegram* for each important chunk of text. Then place the tabs on this ThinkSheet.
- An effective way to *Make an Abstract* is to synthesize your telegrams.

<p>627 col. 3 Telegram</p> <p>Move from "Content-Area Literacy" (C-A) to Disciplinary Literacy (D-L)</p>	<p>628, C-1</p> <p>C-A → generic strat. for any text & underlying assumption: strategies work the same for all texts.</p>	<p>628, C-1</p> <p>D-L → specialized strategies needed for subject-specific texts & underlying assumption: content in a discipline is produced & communicated differently</p>	<p>628, C-2</p> <p>Arguments → D-L can't be learned until college age + yes it can!</p>	<p>629, C-1</p> <p>Problem for D-L: Literacy teachers lack content knowledge + ways of knowing in a discipline.</p>
	<p>Abstract</p> <p>What kind of NAPE abstract did you write? <u>P</u> publishable</p> <p>With 2/3's of secondary students struggling to read academic texts, the two authors contend educators need to move away from teaching generic reading strategies and move to helping students read like historians, mathematicians, and biologists — because each discipline has its own ways of producing, communicating, evaluating knowledge. Generic strategies won't do. However, at least 4 roadblocks exist: (1) Debates over when students are developmentally ready for such specialized strategies; (2) the reality that content teachers lack expertise to help students cope with the literacy demands of their disciplines; (3) underdeveloped understanding of a discipline's ways of knowing; (4) the complexity of assessing knowledge for teaching D-L.</p>			<p>629, C-1</p> <p>Problem for D-L: subj. area teachers lack knowledge of how literacy works</p>
<p>631 C-2</p> <p>Much research has been done. Now what?</p>	<p>631 C-1</p> <p>To assess D-L, use authentic situations + authentic text demands</p>	<p>630 C-1</p> <p>Debate → when to start teaching D-L. ↓ early. Won't hurt. May help readers</p>	<p>629, C-2</p> <p>Research → conceptual → few "practical" studies → lots of promise but NOT there yet on HOW</p>	<p>629, C-2</p> <p>Solutions known but partnerships fragile</p>

Record *Telegram* and *Make an Abstract* on your reading log on the DURING and AFTER lines, respectively. In the right-hand column of your reading log, reflect on how each affected your learning.