Developmental Reading Handbook

English Department, Community College of Philadelphia

Contents

What to Expect.......................................................................................................................... 3
Causes of Student Reading Difficulties ................................................................................. 3
Lack of background knowledge.............................................................................................. 4
Barriers in students’ personal lives.......................................................................................... 4
You must have realistic expectations—you won’t cover everything................................. 4
Frequently Asked Questions.................................................................................................... 5
How do I avoid teaching content instead of skills and strategies?......................................... 5
What if the material I chose isn’t working?............................................................................ 6
How do I choose texts?............................................................................................................. 6
Why the emphasis on nonfiction?............................................................................................. 7
What if my students can’t afford the textbook? Should I use the cheapest textbook?....... 8
Why would I ask students to read aloud? When might it not be a good idea?...................... 8
How much homework should I give?...................................................................................... 9
What is the difference between formative and summative assessment? How often should I test my students?............................................................................................................. 10
Should I give the departmental final if the content is unfamiliar to my students or should I develop my own final exam?............................................................................................................. 11
What are normal pass rates for my reading class?................................................................. 12
Can students pass writing and not reading and vice versa?.................................................. 12
Learning Outcomes.................................................................................................................. 13
English 099........................................................................................................................... 13
English 108........................................................................................................................... 13
Book List.................................................................................................................................. 13
English 099: Reading Improvement......................................................................................... 14
English 108: Learning across the Disciplines........................................................................ 14
Course Protocols...................................................................................................................... 15
English 099 Course Protocols............................................................................................... 15
English 108 Protocols............................................................................................................. 19
Teaching and Assessing Learning Outcomes......................................................................... 21
Annotation.............................................................................................................................. 21
Summary Writing.................................................................................................................... 21
Paraphrase............................................................................................................................... 22
Metacognition/Comprehension Monitoring.......................................................................... 23
Vocabulary Development........................................................................................................ 25
Sample Exams........................................................................................................................ 27
What to Expect

Many students enter developmental reading courses as first-generation college students, enthusiastic about being the first in their family to obtain a college degree but often unaware of how to navigate a college environment. For example, first-semester students may not expect that they will have to complete work outside of class or be responsible for making up assignments when they miss class. Many of them have never owned a book that they used in school, and so the act of annotation has been prohibited in prior English classes. Many students are also balancing busy schedules with multiple job and family responsibilities.

In the face of these challenges, getting to know who students are and what they bring to the classroom is essential for implementing a model of teaching reading that sees students as active participants in their own learning and in the creation of knowledge. It is important for instructors to clearly and directly communicate expectations for the course in the spirit of helping students grow into independent, successful college students.

While many of our students have met with frustration in their past educational experiences, they are generally enthusiastic about being in college and are excited to be in our classes. To this, we hope to always bring our best teaching.

Causes of Student Reading Difficulties

From “Helping Students Read Difficult Texts” in Engaging Ideas by John C. Bean

Causes of difficulties

1. Students struggle and then give up. When they have trouble, a frustrated instructor may just explain the text instead of challenging them to read it, which develops lazy students and a spoon-feeding instructor.
2. They don’t know that they need to adjust their reading strategies according to what they are reading (skimming, finding main idea, finding details)
3. Students don’t understand how a writer develops an argument.
4. They recoil from the unfamiliar.
5. Students don’t understand the context of a writer’s argument.
6. They don’t see themselves in a conversation with a writer.
7. Students have deficits in cultural literacy
8. They often have a poor vocabulary.
10. They don’t understand that reading in different disciplines requires different strategies.

Lack of background knowledge

Students may lack relevant background knowledge to truly understand the texts we assign, in addition to gaps in vocabulary. As a result, it’s important to teach them to preview texts and ask themselves what they already know about the topic and what they hope to learn. As they read, they should learn to identify areas where a lack of background knowledge will inhibit their comprehension and develop strategies to fill in that knowledge—internet research, questioning others etc. Additionally, the vocabulary we help them build will accumulate and help construct cultural literacy.

Barriers in students’ personal lives

Typically, our students have a great deal going on in their lives outside of the classroom. Juggling family obligations, work, and school is difficult for many students. While it is important to recognize the many demands on our students’ time, as instructors we must also maintain high academic standards. It is not uncommon to have a student miss class or not hand in assignments because of personal issues ranging from the loss of a loved one to a change in work schedule to becoming homeless. You can, of course, grant extensions and make accommodations based on personal issues, but use your good judgment. Finally, while you should be approachable, remember that you are not a counselor. If a student confides in you about a personal issue and asks for advice, you should refer him or her to the Counseling Center (W2-2).

In some situations, students face life situations that make it impractical for them to also be in school, and part of our job is to help students recognize when this happening. One sign of this may be when students miss the equivalent of two weeks’ worth of class due to being absent, coming late and/or leaving early. If you are going to drop a student who is insistent on staying in the class despite his or her attendance, it can be useful to communicate that this is not a ‘punishment’ the student should take personally, but rather recognition of students’ situation and a desire for him or her to eventually pass the course when he or she can commit the necessary time.

You must have realistic expectations—you won’t cover everything

If you are new to teaching developmental reading, it is important to set realistic expectations for yourself and your students. It is easy to fall victim to the excitement of teaching a new class and attempt to cover more material than is possible in one semester. Avoid covering too much, especially early in the semester. If you must, try to present the new material gradually because if you don’t, both you and your students will be discouraged and frustrated. Be flexible and know that you can slow down if need be.
Remember that many times less is more. Lastly, remember to always use the Student Learning Outcomes as a guide.

**Frequently Asked Questions**

**How do I avoid teaching content instead of skills and strategies?**

Teaching reading is a discipline, with a field of research about how students learn and what best practices enhance our work in the classroom. Thus it is important that we teach an actual reading course, not a content course or assemble students in a kind of “book club” experience. The following makes clear the features of a reading course where we teach skills and strategies, versus a kind of “content course” where an instructor is not actually teaching reading.

**Reading course**

- Uses engaging texts
- Applies reading skills and strategies to material
- Focuses class discussions on students’ experiences accessing and analyzing text
- Allows for tight, focused class discussions
- Teaches students to annotate texts with summative notes
- Assesses students in their ability to do summary, paraphrase and vocabulary analysis, as well as reflection on how well they are able to handle texts
- Pays particular attention to transitions within a text for understanding relationships between ideas and overall structure
- Develops students’ awareness of their own reading process.

**Content course**

- Uses engaging texts
- Focuses primarily on understanding and analysis of content
- Centers class discussions on content
- Allows for free-flow class discussions
- Doesn’t necessary ask students to annotate texts
- Doesn’t necessarily ask students to develop awareness of their own reading process
- Assesses understanding and analysis of texts used in theme, not reading skills and strategies
What if the material I chose isn’t working?

If your lesson plan, the material you bring to class or your assignments aren’t working, there are a couple of things to consider. The issue could be the material, or it could be the way you are presenting it, or it could be the students’ lack of willingness to participate. One way to address this is to allow your students a little more time to grasp the concepts and/or connect with the work. Sometimes there is a longer lag than we expect for students to pick up what we are teaching. Being patient can be a simple solution.

Another suggestion is to simply ask students about their experience. An excellent way to do this is to attach a few bonus questions at the end of a test, such as “what do you find difficult about this course” and “how have your skills improved since the course began?” Sometimes we interpret difficulty as disinterest, and students will appreciate your willingness to listen to them, as shows you respect them and can be flexible in response to their needs. This kind of conversation can encourage students’ metacognitive awareness as well. Sometimes we find if the material isn’t working, the best solution is to abandon it altogether. We move on to plan B. So it’s always a good idea to have a back-up plan—extra worksheets, an alternate article, another way to present the same idea.

Many of us end up revising our class schedule midway through the semester to account for these changes. While it’s important to be organized for students, it’s also great to show them that we want to adapt to their needs along the way. It’s a good idea to put a note in the syllabus that the schedule is subject to change.

How do I choose texts?

Faculty new to the department are required to choose texts from the staff-ordered book list. The Developmental English unit carefully selects each textbook to address the learning outcomes of the course for which it is recommended, focusing on separate skills and strategies that students can pull together and use on longer texts. In addition, you will find a list of recommended additional longer readings for each course, all level-appropriate. If you plan to choose your own supplementary material, you can use this list as a guide.

Once we gain experience teaching developmental reading, many of us continue to use the reading textbook as the center of the course. In addition to those listed on the staff-ordered booklist, there are many other excellent reading textbooks on the market. Publisher’s representatives often visit campus and set up tables so we can check out their latest publications. Another option that several publishers offer is customization of texts,
pulling together material from different books and even adding your own material, such as assignments and the syllabus. They can even get copyright approval for you.

Keep in mind the difference between “reading textbook” and a “reader.” Reading textbooks take students through the variety of discrete reading skills and strategies, often using essays and articles on which to practice these skills. Readers are anthologies, or collections of articles and essays. These can be great, but they often don’t have many actual reading exercises, and if you choose one, you may end up creating a lot of exercises and activities yourself.

Some of us like to move away from reading textbooks once we are comfortable with teaching reading and center our course around a theme, choosing different texts related to that theme. In this way, we are simulating a “real” college course while providing reading coaching and helping students develop skills and strategies around the material. This allows students to see connections among texts and build a base of knowledge that carries throughout the course, asking them to draw on what they’ve already read in order to understand new material.

There are several things to consider building a theme. First, it’s great to include a variety of material so students are exposed to the breadth they will encounter in their college classes. These texts may include essays, articles, novels, short stories, poems, plays, theoretical and philosophical treatises, historical and psychological documents, and research reports that may include graphs, charts and statistical analysis.

You will want to vary the level of familiarity of these texts as well. Some should be inside your students’ frame of reference, while others should be less familiar. That said, the texts should still be manageable for students, just on that razor’s edge—challenging enough to require students to use the skills we are teaching them but not so difficult that we end up pulling them through the material, spoon-feeding it as we go. It’s important to remember that the primary discipline of the course is teaching reading, and if a text is too difficult, we end up teach a text instead.

**Why the emphasis on nonfiction?**

We ask that ENGL 099 instructors teach no more than one-third fiction and narrative non-fiction, and ENGL 108 instructors teach no more than one-tenth of the same. While most of us studied literature in college and graduate school and have a profound love for narrative, our developmental reading course protocols and Student Learning Outcomes require us to design courses to improve students’ abilities to read and understand many types of texts.

We ask that you give your students the experience of reading the following: journalism, academic articles, textbook excerpts in different disciplines and, yes, a bit of literature. The skills and strategies our students must develop should be practiced on different styles of writing. Narrative text is not representative of the majority of the reading that students
will do in college, and our primary responsibility is to prepare students for reading they will encounter across college disciplines. If students only practice their skills on narrative, they will have great difficulty when they encounter the variety of texts they will be expected to read in their academic career.

**What if my students can’t afford the textbook? Should I use the cheapest textbook?**

Instructors should never seek to find and use the cheapest; instead, they ought to select the textbooks that ignite students’ curiosity, that generate and provoke discussions and learning, and that motivate students to take actions and be engaged in their own learning. If these happen to be reasonably-priced, all the better. But price should not be the determining factor in text selection.

Most CCP students receive full or partial financial assistance, which is likely to cover textbooks expenses. Even if students do not have a bookstore credit through their financial aid and have to pay out-of-pocket for their textbooks, there are a variety of ways to obtain them.

Students do not always need to purchase their textbooks at CCP's bookstore; they can obtain their textbooks more economically via Amazon, Powell’s, e-bay, or other distribution means if you are willing to inform their students about the textbook selections at least a week prior the semester's beginning. You can do this by emailing all students registered for their course through the course home page in MyCCP. However, if you are using a customized version of the text, you must have students purchase it from the college bookstore.

You can emphasize that buying the books is a requirement for taking and successfully completing the course, and that it is the students’ responsibility to plan ahead for these purchases each semester.

**Why would I ask students to read aloud? When might it not be a good idea?**

Research suggests that reading aloud is a key step in improving students’ reading ability.

- Students see how reading written language aloud is a way to communicate.
- Students see the ways that writing, reading and speaking are all related processes.
- Listening to others read is a way to increase vocabulary and provides models of what language sounds like.
- It helps students develop fluency, expression and correct phrasing.
- It promotes language learning for English language learners.
- It builds confidence through repeated practice of a section they will read in front of others
- It further develops comprehension by encouraging students to pay attention to syntactical cues (e.g. punctuation, bold, italics).
• It provides additional time reading, which is important to reading development. Selecting text to be read aloud and rehearsing that text requires students to read the text more than once and to read more than what they are going to share aloud. (Opitz & Rasinski 2008).

Many times, when reading independently, weak readers will simply skip over words they don’t know or go on “auto-pilot.” By spending some class time reading aloud, instructors can model successful reading strategies and encourage students to sound out unfamiliar words and derive meaning from context clues, as well as get students interested in reading a selection further on their own. Instructors can also stress that when it comes to reading, faster isn’t better. It’s important for students to understand that college reading takes time.

When reading aloud is mentioned, many teachers think of round-robin reading -- the practice of calling on students to read aloud one after another. Some instructors find that this is a useful strategy, and believe that even though there are some students who are shy and/or not comfortable reading aloud in this way, that can and should be overcome. While you certainly don’t want anyone to have a panic attack, it is best to talk with any student who is uncomfortable outside of class and explain why you want them to read aloud in this fashion. In most cases, once they feel more comfortable with their peers, they will be able to read aloud in a round-robin activity.

Other instructors feel that reading aloud is important, but opt for different kinds of activities than round-robin reading. Opitz and Rasinski (2008) list several reasons why round-robin reading is not effective. Rarely does anyone ever have to read aloud before a group without rehearsing first, and so this is not an authentic reading activity (2008). Also, the activity can create anxiety and embarrassment for many students, and in the process focus students’ attention on ‘saving face’ while they read aloud rather than comprehending what they read (2008). Opitz and Rasinski (2008) describe many read-aloud alternatives to round-robin reading, and focus on activities that get students to read aloud in order to share information (e.g. “I found something on this page that answers the question…”), to perform a written work, and/or to examine the strategies used when reading. While they describe how to use many of these alternatives in a grade-school setting, many can be adapted to a college-reading setting. (Opitz, Michael and Rasinski, Timonthy (2008). Good-bye Round Robin: 25 Effective Oral Reading Strategies. Portsmouth, NH: Heinemann.)

How much homework should I give?

Homework should be given with the purpose of developing students’ skills, increasing their knowledge and assessing their development in the class. Students should have an active study schedule for your class, and we commonly recommend they expect two hours of homework for every hour of class time. This is often a great deal more work than students are accustomed to, especially for those coming directly from high school. So at the beginning of the semester, it’s a great idea to discuss homework with them, your expectations and the expectations of college professors in general.
Many students do not realize that they are actually expected to complete the homework assigned, particularly at the beginning of the semester. So you may have to check it. This doesn’t have to be time-consuming—you can go over the homework and call on students at random, quickly check annotation or give quizzes, which function as formative assessment tools, especially if you go over them.

It’s important to be clear from the beginning of the semester how students’ homework will impact their overall grade in the course. Homework, for example, can make up a certain percentage of students’ grades or certain number of points. Letting students know their overall grade and how that is impacted by their homework early in the semester can be one way to change student expectations around homework.

Homework should be practiced with a particular strategy, concept or tool that has already been explained, discussed or examined in class. In other words, homework is not a useful place for new concepts and strategies for students to learn independently, but rather a place to practice something that has already been introduced in class. For reading assignments, it is often effective to do pre-reading and develop guide questions in class as a way to make sure students are clear about their purpose for reading and what strategies they are expected to use as they read.

**What is the difference between formative and summative assessment? How often should I test my students?**

*Formative Assessment*

The primary purpose of formative assessment is to improve the quality of student learning, not to provide evidence for evaluating or grading students. Formative assessments involve the teacher collecting data about students in order to figure out what instruction should happen next. One example of a formative assessment is the minute paper, in which students answer two questions at the end of class: What was the most important thing you learned during this class? What important question remains unanswered?

For a list of 50 Classroom Assessment Techniques (CATs), visit: [http://pages.uoregon.edu/tep/resources/newteach/fifty_cats.pdf](http://pages.uoregon.edu/tep/resources/newteach/fifty_cats.pdf)

*Summative Assessment*

The primary purpose of summative assessment is to summarize the development of a learner at a particular point, typically at the end of a unit or semester. Summative assessment happens after instruction has already happened, and for this reason is designed to be an assessment of learning, rather than an assessment for learning. Exams, tests, quizzes and projects are all examples of summative assessments.

*How often should I assess my students?*
Formative assessments work best when used frequently. Minute papers, for example, can be given at the end of every class. Summative assessments happen less frequently and can take a variety of forms. Some instructors divide their courses into units and administer a summative assessment at the end of each unit. Others utilize shorter weekly quizzes and assess take-home and in-class annotation, paraphrase, summary and outline assignments throughout the semester. All instructors must give a summative, final exam at the end of the semester. Summative reading assessments attempt to measure how well students apply reading strategies to a text.

**Should I give the departmental final if the content is unfamiliar to my students or should I develop my own final exam?**

If you are new to teaching developmental reading, we ask that you use the departmental final so you become familiar with summative assessment in reading. Additionally, many of us continue to use the departmental final—which is developed each semester by a committee of seasoned developmental English faculty—finding that it gives students the opportunity to show us how well they are able to step outside the comfort zone of familiar material and use what they’ve learned on new material.

Alternately, many of us prefer to design our own final exams based on the themes we have been developing all semester. This way, students get to experience the value of building context and background knowledge, and they are able to demonstrate their ability to apply those on the final exam when it’s based on the theme.

If you do plan to develop your own final exam for your course, we ask that you use the following as a guide. This model allows your final exam to address the Student Learning Outcomes for your course:

**English 099**

- Short reading for summary- given at the final
- Long reading- given before, have students annotate
  - Questions:
    - Literal comprehension question
    - Literal comprehension question
    - Literal comprehension question
    - Literal comprehension question
    - Paraphrase sentence
    - Inference question
    - Literal comprehension question
    - Paraphrase short paragraph
    - Contextual word definition
  - *Collect annotation and grade as part of the exam*
English 108

Several academic text excerpts- given before, have students annotate

Part I
Give lecture and have students take notes

Part II
Summary of text

Part III
Outline of another text

Part IV
Inference and critical comprehension questions on one of the texts

Part IV
Short answers about reading and study habits, such as
- Listening skills
- Note taking skills
- Studying lecture notes
- Mnemonic devices
- Define SQ3R
- How to survey a reading
- How to study for an exam
- How to annotate
- How to skim a reading
- Test taking strategies
- How to predict essay exam questions
- Interpreting a graph

What are normal pass rates for my reading class?

In a typical class of 20-23 students, we find that, on average, we pass about half to two-thirds of our students, although this varies from instructor to instructor, semester to semester. Several students will drop the class, several will fail, and several will have completed the work but need to take the course another time.

Can students pass writing and not reading and vice versa?

Yes, students can pass the writing course but need to repeat the reading course and the reading course and not the writing. While reading and writing instruction and practice overlap in many ways, our assessment of them, and the two separate courses, must be distinct. For some students, writing skills develop at a faster rate than reading skills, and so another semester of the reading course is required.

When you fill out an advising form, you’ll see the different options for the subsequent semester. We offer stand-alone sections of both ENGL 099 and ENGL 108.
Developmental students cannot enroll in ENGL 101 until they have passed both English 098 and 099, and similarly cannot enroll in ENGL 102 until they have passed both ENGL 101 and 108.

Learning Outcomes

English 099

- Identify and evaluate genre, function and effectiveness of a text
- Annotate a variety of texts with marginal notes that identify main ideas and supporting details
- Discern word meaning via dictionary use, context clues and identification of word parts
- Paraphrase a short passage
- Summarize a complex text
- Evaluate own reading strategies for effectiveness

English 108

- Read and annotate a variety of texts from different academic disciplines
- Modify study behaviors based on self-assessment and adoption of successful student strategies
- Paraphrase passages from texts in different disciplines
- Summarize texts from different disciplines
- Practice taking notes on various academic lectures

Book List

Revised Staff-Ordered Booklist for Developmental English Courses 2010-2011

The Developmental English Booklist Committee recommends the following texts as addressing the appropriate course protocols. These selections are based on surveys of developmental English faculty as well as the careful consideration of the Committee. Textbook prices are based on those listed at amazon.com. Notes about each text are provided by Committee members.
English 099: Reading Improvement

Spears | Improving Reading Skills | MCG

Reading skills are laid out progressively with each section building on the previous sections. There are plenty of exercises and lots of vocabulary development. The readings also vary in difficulty, starting out with fairly basic readings to more complex college-level readings so students can gradually strengthen their reading skills.

Flemming | Reading for Results | HM

This text parcels out reading skills piece-by-piece, beginning with instructions on how to survey a text through vocabulary development, find main and supporting ideas, and ending with longer passages from different academic disciplines. This covers the course protocols in a well-organized structure.

Note:
The DE Booklist Committee recommends that you supplement the reading textbook you use with a substantive, interesting primary text. Some recent books your fellow faculty members have used and liked: *Dreams from my Father* by Barack Obama, *Class Matters* by The New York Times, *The Soloist* by Steve Lopez, *Zeitoun* By Dave Eggars, *Beyond the Classroom* by Laurence Steinberg, *Narrative of the Life of Frederick Douglass* by Frederick Douglass

English 108: Learning across the Disciplines

Lewis | Academic Literacy: Readings and Strategies | WAD

This text begins with study skill such as time management, note-taking and test-taking strategies. It contains a great deal to help students develop critical reading skills. It also introduces students to the logic of various academic disciplines, using excerpts from different disciplines and working students through them.

McWhorter | College Reading& Study Skills (11th) | LONG

The text covers most of the course protocols. There are sections of thematically-related texts, including articles from sociological/cultural anthropology, technology and science. Some of the exercises are fairly difficult. However, they’re short and the supportive material breaks down the reading strategies in discrete steps, which makes the difficulty of the material less intimidating.
Note:
The DE Booklist Committee recommends that you supplement the reading textbook you use with a substantive, interesting primary text. Some recent books your fellow faculty members have used and liked: *Fast Food Nation* by Eric Schlosser, *A Hope in the Unseen* by Ron Suskind, *In Our Defense* by Ellen Alderman and Caroline Kennedy-Schlossberg, copied chapters from various academic discipline textbooks

**Developmental English Booklist Committee:** Arie Webb, Judith Sussholtz, Luba Borochok, Myla Morris, Stephanie Scordia, Julie Odell

### Course Protocols

#### English 099 Course Protocols

English 099, Reading Improvement, provides instruction and practice in developing strategies for college reading in fiction and non-fiction; text-based writing practice is included.

The course protocols should serve as an overview of skills and activities that faculty incorporate into their classes. Faculty might develop these in a variety of ways, with various kinds of texts and teaching strategies.

Faculty teaching this course should choose challenging, sufficiently complex texts to serve as a springboard for critical thinking. Faculty might choose long primary texts and develop a theme or a series of themes that runs through the course, giving students the experience of building a cultural literacy base and also providing the experience of participating in a learning community.

Texts for the course should include material inside students’ frame of reference as well as material outside their frame of reference. The skills taught, all imbedded in real content, should be both universal—skills that can then be applied to all texts—and customized—activities and questions connected to a particular text.

**Skills**

*Greater emphasis*

- Identifying main idea/theme/supporting details
- Annotation
  - Marginal notes
  - Identifying major and minor details
  - Learning different ways to annotate (mix of skills listed below)
- Paraphrase
- Outlining
Understanding different organizational/rhetorical structures

- Summarizing
- Vocabulary development
  - Use of context
  - Understanding word parts

Lesser emphasis

- Identifying genre/purpose of text
- Distinguishing fact and opinion
- Personal response based on reading
- Evaluating author credibility
- Reader satisfaction
- Does reader accept points presented in text?
- Transitions in text
- Identifying references in text
- Relationship between writer and audience
- Use of title

Activities

- Modeling activities
  - Annotation with overhead/on board/in groups
  - Stopping to define words in context
- Discussion (whole/small group)
- Lecture
- Reading aloud
- Guide questions- refer to Appendix I for examples
- Student-generated questions
- Reading journals
  - Accurate information about text/ measure comprehension
  - Ask specific questions

Study Skills (Lesser emphasis)

- Lecture notes
- Time management schedule
- Exam preparation
  - Predicting exam questions
- Study strategies- see appendix II
- Successful student behavior
- Promotion of outside study groups

Reading Assessment

It is crucial that reading skills be assessed separately from students’ writing abilities. Reading assessment may include

- Summaries
- Graded annotation
• Graded outlines
• Reading exams
• Guided reading journals

Recommended Texts

Texts should be manageable for students to read independently, yet texts should challenge the skills students are learning in the course. Texts should not be so difficult that the instructor actually has to teach the content.

Faculty teaching this course are asked to use no more than 1/3 fiction and narrative non-fiction, as the goal of the course is to prepare students to successfully navigate texts in different college disciplines.

Developed by the Reading Protocols Committee
Carol Kreitchet, Mark Hughes, Paula White, Mary Griffin, Aliya Barnhill, Faith Watson, Simone Zelitch, Julie Odell

Appendix I

Types of questions instructors might ask (from Bloom’s Taxonomy)

• Knowledge
  o observation and recall of information
  o knowledge of dates, events, places
  o knowledge of major ideas
  o mastery of subject matter
  o Question Cues:
    list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc

• Comprehension
  o understanding information
  o grasp meaning
  o translate knowledge into new context
  o interpret facts, compare, contrast
  o order, group, infer causes
  o predict consequences
  o Question Cues:
    summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

• Application
  o use information
  o use methods, concepts, theories in new situations
  o solve problems using required skills or knowledge
  o Questions Cues:
    apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
- **Analysis**
  - seeing patterns
  - organization of parts
  - recognition of hidden meanings
  - identification of components
  - Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

- **Synthesis**
  - use old ideas to create new ones
  - generalize from given facts
  - relate knowledge from several areas
  - predict, draw conclusions
  - Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

- **Evaluation**
  - compare and discriminate between ideas
  - assess value of theories, presentations
  - make choices based on reasoned argument
  - verify value of evidence
  - recognize subjectivity
  - Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

**Appendix II**

Study Strategies- what follows are study strategies that some instructors use

**Preview**

A *preview* is a rapid survey that gives you a bird's-eye view of what you are reading. It involves taking several minutes to look through an entire chapter before you begin reading it closely.

- Study the title.
- Quickly read the first and last several paragraphs (introduction/summary).
- Page through the chapter and look at the different headings and subheadings.
- Look for key terms marked in boldface and italics and in color.
- Glance at pictures, charts and boxed material in the chapter.

**Read**
Read the chapter straight through. In this first reading, don't worry about understanding everything. You just want to get a good initial sense of the chapter. If you hit snags--parts that you don't understand at all--just keep reading. After you have gotten an overall impression of the chapter by reading everything once, you can go back to reread parts you did not understand at first. Read with a pen in hand. Look for and mark off what seem to be important ideas and details. Especially mark the following:

- Definitions of terms (underline)
- Examples (put an Ex in the margin)
- Items in major lists (number the items 1, 2, 3, etc.)
- What seems to be other important ideas (use a star in the margin or underline)

*NOTE:* Marking should be a selective process. Setting off too much material is no better than setting off too little.

Write

Go back through the chapter, think about the material you've read and make decisions about what are the most important points. Write these points down on separate sheets of paper. These are your study sheets. You can close the book.

What to write:

- Write the title of the chapter at the top of your first sheet. Write each chapter heading, then under the headings, take notes on what seem to be the important points.
- Rewrite chapter headings as basic questions to help you locate important points.
- Look for definitions of key terms, usually set off in color, boldface or italics. Write down the terms and their definitions.
- Look for examples of definitions and write down one good one for each definition.
- Look for major items in a list. Write them down and number them. Reduce the chapter to its most important points. Try not to take too many notes. Focus only on what is most important.

Recite

Learn your notes by reciting the material to yourself. Using key words and phrases will help you do this. After you finish going over a section, go back and review previous sections. Recitation is a surefire way of mastering the material you need to learn.

English 108 Protocols

English 108, Learning across the Disciplines, is a practicum that models the language, style and logic of college-level courses by incorporating materials from social sciences, humanities and natural sciences. The instructor, performing in the role of master student,
models the vocabulary, style and logic of college-level courses so that students can become successful learners.

The skills taught, all ultimately embedded in real content, should be both universal—skills that can then be applied to academic content in general—and customized—activities and questions connected to particular material.

Reading and Critical Thinking Skills
- summarizing
- paraphrasing
- learning vocabulary in context
- interpreting graphics
- drawing inferences
- separating fact from opinion
- organizing material using a variety of techniques
  - annotation
  - outline
  - note-taking
- selecting appropriate note-taking formats according to
  - student’s individual learning style
  - teacher’s classroom style
  - content’s specific demands
  - test’s specific demands

Study Skills
- Time management
- Study schedules
- Study groups/partnerships
- Test-taking strategies
- Lecture note-taking strategies
- Learning styles
- Goals setting
- Self-awareness

Assessment
Evaluation of a student’s progress should mirror the broad range of techniques employed by teachers in the various academic disciplines and should include the following
- Summary
- Paraphrase
- Multiple choice test
- Written response to lecture
- Journal
- Short answer test
- Essay exam
- Open book test using annotation
Teaching and Assessing Learning Outcomes

Annotation

Annotation (the highlighting and marking of written texts) is a crucial aspect of college-level reading. Many, if not all, of our students have had little to no training in annotation and often resist writing in books. Some students do highlight when they read, but they may not always do so effectively. It is important to stress that annotation of texts helps to ensure students are using critical thinking skills when they are reading. At first students may resist your instructions to highlight key terms, distinguish between main ideas and supporting details, define unknown words, and write summative notes in the margins of their texts, but assure them that with time and practice, annotating when reading will soon be as natural as breathing.

There are many ways to teach annotation. The textbooks on the recommended text list were selected in part because they offer instruction in annotation and include exercises. Another useful exercise is to model the annotation process for your students. If possible, using a projector, you can annotate an article or textbook chapter in front of the class, leading a discussion on what words to highlight, what terms to define, and what summative notes to make. For many students, this act of helping someone else annotate a text removes all the mystery from annotation.

In terms of assessment, you should refer to the annotation rubric found in this Handbook. Lastly, it is a good idea to test annotation regularly throughout the semester and to conduct random checks where you walk around the room and make sure students are annotating when they read.

Summary Writing

Summary writing is an essential skill for students to learn in reading courses because it insists that they are able to read and comprehend a text, discern between and minor details and translate their understanding of an author’s words and ideas into the students own language. Fluency in summary writing is valuable not only to indicate reading comprehension but also in writing essays and analyzing arguments.

We often teach in conjunction with annotation, outlining and paraphrase as mastery of the four skills insist students are able to prioritize facts and ideas in a text. We teach summary writing as a process, involving several readings of a text, including annotation,
outlining its main ideas, and then expanding the outline into a full summary. Students’ final revision may include a rereading of the original text to confirm the accuracy and independence of the summary. In addition, peer review is a great way for students to see how their peers approach the task, as students learn that summaries are not as easy or uniform as they seem to be. Finally, summary writing encourages students to understand plagiarism, as students often initially write summaries that rely too heavy on the original text’s word choice and sentence structure.

You might teach summary in a progression, beginning with simpler, shorter texts and moving into longer, more complex texts. And like many readings skills, students profit from seeing examples and practicing in class.

We assess students’ summary-writing skills in a number of ways. You might assign individual summaries for a grade. Summary might be part of a longer reading exam that assesses several different skills. Additionally, summary writing is often taught as part of essays writing, when responding to a text. You might want to use the summary rubric to assess how well students have learned to summarize (see Grading Rubrics).

Paraphrase

When teaching paraphrase, it is important for you to help students understand that much of their academic and professional writings will require them to paraphrase material before they develop and defend a position or argument of their own. Students must also recognize that paraphrasing is an indispensable means in essay writing not only because it allows them to support their points with experts’ views or ideas. Hence, paraphrasing helps writers’ arguments or essays to be more persuasive and concise.

Students should understand that *paraphrase* means not simply putting other people's ideas in their own words, but more so translating the authors’ words. Paraphrase thus is a detailed yet concise translation of the original, and it must possess four major characteristics: objectivity, accuracy, fairness, and thoroughness. Because knowing how to paraphrase well is a skill that must be taught and learned, you ought to follow a systematic approach, including the following:

1. Help students stay positive and understand when their paraphrase appears immature or even inaccurate because as a skill, paraphrasing requires extensive practice.
2. In their first read, have students read not just the text to be paraphrased, but also the text around it. It is essential that students are aware of the context that this section of text came from. Suggesting that students read the paragraph that came before and after the paraphrased section of text is often a good starting point, but students may need to read more if the context is still not clear.
3. In a second read-through of the paraphrased text, have students annotate the text and pay particular attention to unknown words, terms or
expressions. Students should circle unknown words and write a definition in their own words in the margin.

4. When they are ready to paraphrase, in their first sentence, have them provide the author's full name and the name of the work they are paraphrasing from.

5. Have them paraphrase by translating the phrases into their own words. They may combine two or more sentences into one concise, paraphrased sentence or they may change the order of ideas within the original sentence without changing the meaning.

6. Continually remind students to remain objective. They must not include their opinion, interpretation, agreement, or disagreement in the paraphrase.

Paraphrase allows students convey their understanding of a reading. Different students may paraphrase the same material differently since writing a paraphrase entails making a few choices about what information of the original to include, which sentences to combine, what language or diction to employ, and which transitional or organizational devices to use. Yet a quality paraphrase should be assessed through weekly in and out-of-class activities, which could vary between paraphrasing certain reading selections from scholarly articles, periodicals, or newspapers--and in more casual, conversational ways, such as paraphrasing your syllabus, course assignments, or even classmates' written or oral communications, conversations, or dialogues.

Although students must use their own voices when it comes to the language they choose to present the original, their paraphrases must be assessed based on their paraphrase's objectivity, accuracy, thoroughness, fairness. The criteria for assessment should include the following: factual information (main idea and what is being articulated), level of detail (accuracy), form and style (effective introduction of the original), organization and content clarity (clear organization and readability), sentence structure (where sentences vary in structure and complexity), coherence (proper spelling, grammar, and punctuation), and references (correct credit of sources where paraphrase must relate the same information without relaying the primary sources). You might want to use the paraphrase rubric to assess how well students have learned to paraphrase (see Grading Rubrics).

**Metacognition/Comprehension Monitoring**

Metacognition, or “knowing about knowing,” is something strong readers take for granted. We have a silent soundtrack running in our heads as we work through a difficult text, monitoring what we do and do not understand and why. When we have a hard time with something, we know just what strategy to apply to bring us back into understanding the text. Maybe we need to reread the last paragraph because our mind wandered. Maybe we need to jump on Google and refresh our understanding of some background information. Maybe the text is just poorly written and we have to soldier through.
Developmental readers lack this sense of self-awareness and as a result, they often flounder. In our reading courses, we need to foster metacognitive awareness and teach students how to monitor their own comprehension and apply to appropriate strategies when they get lost.

“Research on metacognition in reading has focused on strategies for monitoring and improving comprehension. Palincsar and Brown (1984, 1989) have described six strategies found to enhance comprehension: (1) clarifying the purpose of reading; (2) activating relevant background knowledge; (3) allocating attention to the important ideas; (4) evaluating content for internal consistency and compatibility with prior knowledge; (5) self-monitoring to verify comprehension; and (6) drawing and testing inferences. Metacognitively skilled readers seek to establish "meaningfulness" in their reading and value careful selection of appropriate strategies and careful monitoring of their comprehension” (Teaching Reading From A Metacognitive Perspective: Theory and Classroom Experiences Journal of College Reading and Learning, Fall, 1999 by Annette F. Gourgey).

There are many ways to assess metacognition. First, make awareness and understanding of students’ reading process a regular part of class discussion. This requires that you break down the invisible “wall” that sometimes stands between instructor and a class and ask questions like, “Okay, where are you losing the thread here?” and “how are you feeling about your ability to get through this reading?” Then the discussion can continue with possible tactics to get past the difficulty.

In addition, you can give students a worksheet with the following questions and tasks to use while they are reading.

1. Why are you reading this material?
   a. Preparation for class discussion
   b. Quiz
   c. Test
   d. Essay
   e. You have no idea

2. Based on the reason you are reading this material, you need to
   a. Read carefully
   b. Annotate while you read
   c. Skim

3. Your reading location is
   a. Peaceful and conducive to reading
   b. Distracting and not conducive to reading

4. Make an asterisk (*) in the text when you feel you want to stop reading

5. Make a note of why you stopped reading
   a. Didn’t understand something
   b. Lost interest
   c. Became annoyed with writer
   d. Got distracted
6. What strategy did you use to get back into the reading?
   a. Looked up and defined a word
   b. Paraphrased/summarized passage in your annotation
   c. Argued with writer in your annotation
   d. Looked up a confusing concept on the internet
   e. Looked at pictures/graphics in reading
   f. Asked someone for help
   g. Skipped ahead
   h. Reread previous material
   i. Removed distraction and continue reading
   j. Stopped reading
   k. Just kept reading
   l. Other

Vocabulary Development

To increase their vocabulary, students need both encounters with unfamiliar words in context as they read and direct instruction. Lipson and Wixon (2009) provide some general guidelines for vocabulary development: relate new words to known words; encourage active processing in which students construct word meanings rather than memorize definitions; provide repeated practice using new words practice; and teach students to be strategic. Developmental reading in college emphasizes the strategic aspect of reading, which means that students need to be aware of different ways to learn new words, such as through context clues, word parts and the dictionary, and to check their understanding of these words. Teachers need to model and explain how different techniques can help students learn new words, and assign practice in these strategies using authentic texts.

Formative Vocabulary Assessment
In general, it’s important to evaluate students’ vocabulary knowledge within the context of specific texts that students will read. Formative assessments of this vocabulary can provide information on how students’ vocabulary contributes to reading difficulties, and can help teachers make decisions about how fast or slow to move as well as how reading material needs to be adapted (Lispon & Wixon, 2009). Because different informal assessments may provide different information, it is often useful to utilize more than one form of assessment.

Below are descriptions of several formative assessments for vocabulary. Many struggling readers have trouble with both decoding and vocabulary, but it can be helpful to differentiate between the two. If students cannot read a word aloud, it will be difficult for them to attach any meaning to it. If they hear someone else pronounce the word and then know what it means, then the issue for that particular word is decoding, not vocabulary. If, after hearing someone else read the word aloud, they still do not know
what the word means, the issue is both decoding and vocabulary. This means that it may be helpful to conduct at least some formative assessment orally, or with words that are being assessed spoken aloud, if the goal to assess vocabulary.

Word Sorts
Because words are organized in our memories by patterns and relationships, it is useful to informally assess vocabulary by asking students to sort words based on criteria. In an open sort, no criteria for sorting the words are provided. In a closed sort, the teacher establishes criteria for sorting in advance. Students are provided with a list of words, and teachers asks students to put words that go together into groups, or put all the words that go in the pre-determined categories in those categories. This is particularly helpful for content-area texts, or when teachers want to assess students’ knowledge of a new theme or topic. These can be done individually or in small groups (Lipson & Wixon, 2009).

Multiple Measures for Assessing Prior Vocabulary
It may be helpful to classify students “levels” of knowledge of vocabulary into three categories: unknown, acquainted and established. This can be done through asking students to:
- read a word and circle a definition, synonym or antonym
- read a sentence and write the missing word
- read a passage and fill in the missing blanks
- find a word in a category that doesn’t belong
(Lipson & Wixon, 2009)

Self-Assessment and Yes-No
A self-assessment can be a list of words followed by three columns: I have never heard this word; I have heard this word and know something about what it means; and I am very familiar with this word. Asking students if they know a word or not (yes-no), or asking the whole class to do a thumbs up/thumbs down for a word can provide some general information about students’ vocabulary (Lipson & Wixon, 2009).

Free Recall/Word Association
Teacher asks students, “Tell me everything you know about ____________” and records the responses. This can be done as a whole class with responses recorded on the board (Lipson & Wixon, 2009).

Structured Questions
Teacher asks questions specific to the reading before students start reading to determine prior knowledge of vocabulary (Lipson & Wixon, 2009).

PReP (Prereading Plan)
This is a type of word association designed to assess the quality and quantity of students’ prior knowledge. The teacher previews the reading and lists two to four key concepts on the board. The teacher then ask students the following questions and uses them as the basis for discussion:
- what comes to mind when you hear/read…? (record responses on the board).
- what made you think of…?
• given our discussion, can you add any new ideas about…? 

Afterwards, the teacher assesses students prior knowledge by classifying responses into three categories:
  • **much prior knowledge**: precise definitions, analogies, relational links among concepts
  • **some prior knowledge**: examples and characteristics, but no connections or relations
  • **little prior knowledge**: sound-alikes or look-alikes, associated experiences, little or no meaning relations.
(Lipson & Wixon, 2009)

**Summative Vocabulary Assessment**
Teachers may want to determine if, after being exposed to new vocabulary, students can remember and use these new words, as well as be able to strategically determine the meanings of new words they encounter as they read. Questions on a quiz or test specific to vocabulary words from reading material used in the course assess students’ knowledge of these particular words. Questions on a quiz, test or homework assignment that ask students to use context clues or word parts to determine the meanings of new words assess students’ ability to use particular reading strategies. Another way to assess whether or not students are identifying and defining new words as they read is through annotation. In the sample annotation rubric, for example, one of the criteria is: “unknown words are circled and defined in the reader’s own words.”

**Sample Exams**

**English 099**

This English 099 exam will be based on the attached reading, “Crosstown Expressway: Unbuilt.” Before you come to class, you will read and annotate the article. During the exam, you will use your annotated reading to write a summary, and then answer questions about the reading. You are welcome to bring a dictionary.

Annotation (at home) __________ 30 points

Summary (in-class) __________ 30 points

Questions (in-class) __________ 40 points

Directions: Answer the following questions in your own words. Do not include direct quotations from the text. Your answers do not need to be in complete sentences. [30 points]
1. As proposed on in 1947, what problems were the Center City Highway loop supposed to solve? [please list 2 problems]

2. What alternative location to the Washington Avenue route was proposed for the new expressway?

3. This article quotes a report done by Modjeski and Masters in support of the expressway that says: "the Crosstown Expressway will serve as an effective buffer zone separating the proposed redevelopment areas to the north and the incompatible land usages to the south."

   What is a ‘buffer zone’? Why would they want South and Bainbridge Streets to be a ‘buffer zone’?

4. Why did the Delaware Valley Housing Association and the Citizens’ Committee to Preserve and Develop the Crosstown Community oppose the expressway? [please list 3 reasons]

5. Why did the CCPDCC want the expressway to be covered?

6. Even though the expressway was not built, how did the proposal for it effect communities around South Street?

7. In 1970, Alan Vorhees and Associates presented their findings on the expressway. Did they support or oppose the expressway? What are two reasons they gave as to why?

8. Why did Mayor Frank Rizzo support the building of the expressway? [please list 2 reasons]

9. Why did Wilson-Goode oppose the building of the expressway? [please list 3 reasons]

10. What was the money that would have gone to the expressway spent on, instead?

**English 108 Exam**

*To get the most out of your reading, follow the following steps of the reading process and answer all of the following questions:*

1. Please read Clayton's "A Whole Lot of Cheating' Going On” (p. 438 of your *TWS* textbook). To move from reading to writing, you need to read actively, with an alert and inquiring mind. Therefore, prepare yourself to read Clayton’s essay by getting a context for the reading: What's the essay about? What do you know about the writer's background and reputation? How much do you already know about the subject or the reading
selection? Examine the author's title, subtitle, publication information, rhetorical highlight, etc.

2. Next, actively read the selection and get the most out of reading. With the first reading, you want to get an overall sense of what the writer is saying, keeping in mind the essay's title, and the facts that you know about the writer from the essay's head-note.

3. Reread the selection and now relate the parts of the essay more accurately to the whole. Use your second reading to test your first impression against the words on the page, developing and deepening your sense of how the essay is written and how well. Pay attention to the author's purpose and means of achieving that purpose.

4. Annotate the text with marginal notes. You must mark memorable statements of important points, key terms or concepts, main idea, central issues or themes, examples that support a main point, unfamiliar words, minimum of three questions you have about a point or passage, your response to specific point of passage.

5. Analyze the text with questions. Please provide specific answers to the following six questions (minimum one paragraph per each question):

- What does the writer want to say? What is the writer’s main point or thesis?
- Why does the writer want to make this point? What is the writer's purpose?
- What pattern or patterns of development does the writer use?
- How does the writer's pattern of development suit the author's subject or purpose?
- What, if anything, is noteworthy about the writer's use of this pattern?
- How effective is the essay? Does the writer make his point clearly? Why or why not?

Your assignment will be evaluated based on the following criteria:

1. Your work must be properly formatted and stapled (See syllabus, section “Physical Forms of Essays”). Papers that do not meet this format will receive a deduction of half a point.
2. Your supporting details are adequate, and they must support the thesis statement.
3. Your sentences are complete.
4. All sentences are grammatically correct.
5. Annotation follows the user guide and answers the questions of the assignment.
English 099 Final Exam

Part I. Long reading to be take home for one week and annotated. Your annotation will be part of your grade.

Men’s Lib
By Andrew Romano and Tony Dokoupil
September 20, 2010
Newsweek

1. What, according to Romano and Dokoupil, is the “obvious question” regarding the masculine crisis in America today?

2. What is Romano and Dokoupil’s thesis statement? Do they state it directly or indirectly?

3. The authors assert that “Since the 1950s, the image of the American woman has gone through numerous makeovers.” Can the same be said for the image of the American man?

4. Why don’t more men take advantage of paid paternity leave in California?

5. Paraphrase the following sentence:
   “The problem is that men, unlike many women, still feel limited to a narrow range of acceptable roles—a range that hasn’t kept pace with the changing employment landscape.”

6. How is globalization affecting traditional concepts of masculinity?

7. According to the authors, the School of Nursing at the University of Pittsburgh has seen a significant increase in the number of male applicants since raising their admission requirements five years ago. The authors go on to applaud this and suggest that the government should fund similar initiatives at schools across the country. What are some potential downfalls to such actions?

8. Paraphrase the following paragraph:
   “Until recently, the concept of masculinity had always bent to the demands of the day. Before 1776, according to the historical sociologist Michael Kimmel, the perfect man was still a genteel patriarch, a dandified landowner steeped in the codes of the Old World. By the early 19th century that ideal had given way to the image of the heroic artisan, the rugged individualist (a farmer, a cobbler, a carpenter) who might lead a caravan west. In time, the log-cabin model was replaced by a more modern ideal: the
self-made man, a restless, competitive breadwinner whose masculinity depended on success in an industrial, materialistic society.”

9. In your own words, define “ikumen.”

**Part II. Short reading to be given the day of the exam**

Calling Mr. Mom?
By Lisa Belkin
October 21, 2010
*New York Times Magazine*
Summarize this article in your own words.

**English 108 Final Exam**

**Part I**
Write a paragraph about what you would do in the following scenarios. Please draw from what you have learned about study strategies and classroom note taking. (15 points total)

1. Your psychology teacher has not given a single test or quiz yet and it’s almost midterm. The midterm exam will cover everything you’ve learned in class so far as well as the 150 pages you’ve read in the textbook. How do you study? (5 points)

2. You are having a really difficult time in your math class. Your teacher is from another country and you find it hard to understand her accent. In addition, she gets impatient when students ask questions in class. So far you have two D’s and one F on the quizzes. You don’t want to fail this class, nor can you afford to drop it. What can you do? (5 points)

3. Next week, your history teacher is giving an exam that consists of five short essays based on his lectures and the four textbook chapters you’ve read. You have taken great notes in class and annotated your textbook carefully. How do you prepare for this kind of an exam? (5 points)

**Part II**
Annotation- 15 points total (5 points each)

Please summarize “Biology of Sex and Gender” (10 points)
Please outline “The Learning Process” (10 points)
Please summarize “Twentieth Century Revolutions” (10 points)
Part III
Please paraphrase the following selections- 20 points total (10 points each)
1. “When teachers speak of learning, they tend to emphasize whatever is taught in schools deliberately, including both the official curriculum and the various behaviors and routines that make classrooms run smoothly. In practice, defining learning in this way often means that teachers equate learning with the major forms of academic achievement—especially language and mathematics—and to a lesser extent musical skill, physical coordination, or social sensitivity.”

2. “World War II brought the most basic contradiction in American life to a head. It underscored the jarring discrepancy between American ideals of equality and the realities of discrimination, racial exclusion, and inequality. In a series of decisions, the U.S. Supreme Court struck down the white-only primary, restrictive covenants that barred blacks and Jews from segregated neighborhoods, and most significant of all, separate schools for African American students.”

Part IV
Please take notes on the classroom lecture. (20 points)
# Grading Rubrics

## Annotation Rubric

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>MP</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form</strong></td>
<td>Annotation is written in short notes, not full sentences</td>
<td>Annotation is written in some notes, some full sentences</td>
<td>Annotation is written only in full sentence</td>
<td>Main and supporting ideas are jumbled together</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Annotation delineates all main ideas from supporting ideas</td>
<td>Annotation delineates some main ideas from supporting ideas</td>
<td>Annotation delineates few main ideas from supporting ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Notes include writer’s thoughts about text and connections to outside material.</td>
<td>Notes do not include writer’s thoughts about text and connections to outside material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Annotation is written entirely in the writer’s own words.</td>
<td>Annotation uses some phrasing from the original.</td>
<td>Annotation uses a lot of phrasing from the original.</td>
<td>Annotation completely copied from the original.</td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Unknown words are circled and defined in reader’s own words</td>
<td>Unknown words are not circled and defined in reader’s own words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Notes make sense to someone who hasn’t read the original text</td>
<td></td>
<td>Notes do not make sense to someone who hasn’t read the original text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Outline Rubric

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>MP</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function</strong></td>
<td>Outline covers all main ideas of original text.</td>
<td>Outline covers most main ideas of original text.</td>
<td>Outline covers all main ideas of original text.</td>
<td>Outline does not cover main ideas of original text.</td>
<td></td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Outline is written in phrases and not in complete sentences.</td>
<td>Outline is written in mostly phrases and not in complete sentences.</td>
<td>Outline is written in both phrases and complete sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Outline completely distinguishes main ideas from supporting ideas.</td>
<td>Outline mostly distinguishes main ideas from supporting ideas.</td>
<td>Outline somewhat distinguishes main ideas from supporting ideas.</td>
<td>Outline does not distinguish main ideas from supporting ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Outline breaks down points to no more than one third level of meaning.</td>
<td>Outline occasionally breaks down points to more than one third level of meaning.</td>
<td>Outline often breaks down points to more than one third level of meaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Outline is written in writer’s own words</td>
<td></td>
<td></td>
<td>Language of outline is paraphrased from original.</td>
<td></td>
</tr>
</tbody>
</table>
## Summary Writing Rubric

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>MP</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>Summary opens with main idea of whole text, including author’s name and title.</td>
<td>Summary opens with partial main idea of whole text, including author’s name and title.</td>
<td>Summary opens with partial main idea of whole text, but does not include author’s name and title.</td>
<td>Summary does not open with main idea of whole text or include author’s name and title.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Summary covers all major supporting ideas.</td>
<td>Summary covers most major supporting ideas.</td>
<td>Summary covers some major supporting ideas.</td>
<td>Summary does not cover major supporting ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Summary is written entirely in the writer’s own words.</td>
<td>Summary uses some phrasing from the original.</td>
<td>Summary uses a lot of phrasing from the original.</td>
<td>Summary plagiarizes from the original.</td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Summary sticks to the text and does not include opinion.</td>
<td></td>
<td></td>
<td>Summary contains the writer's own opinion.</td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Summary can stand on its own and make sense to someone who hasn’t read the original text</td>
<td></td>
<td></td>
<td>Summary cannot stand on its own and make sense to someone who hasn’t read the original text</td>
<td></td>
</tr>
</tbody>
</table>
# Paraphrase Writing Rubric

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>MP</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function</strong></td>
<td>Paraphrase shows completely clear understanding of original text</td>
<td>Paraphrase shows nearly clear understanding of original text</td>
<td>Paraphrase shows partial understanding of original text</td>
<td>Paraphrase does not show understanding of original text.</td>
<td></td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Paraphrase is written entirely in the writer’s own words.</td>
<td>Paraphrase is written almost entirely in the writer’s own words, with a little bit of synonym switching.</td>
<td>Paraphrase is mostly just synonym-switching.</td>
<td>Paraphrase is plagiarized from the original text.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Paraphrase includes all the content of the original.</td>
<td>Paraphrase includes most of the content of the original.</td>
<td>Paraphrase leaves out a great deal of the content of the original.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Paraphrase can stand on its own and make sense to someone who hasn’t read the original text</td>
<td></td>
<td></td>
<td>Paraphrase cannot stand on its own and make sense to someone who hasn’t read the original text.</td>
<td></td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>Paraphrase sticks to the text and does not include the writer’s opinion.</td>
<td></td>
<td></td>
<td>Paraphrase contains the writer's own opinion.</td>
<td></td>
</tr>
</tbody>
</table>
Articles on Teaching Developmental Reading

WHAT ARE WE DOING...? When We Say We Are Teaching Reading by Barbara Spadaro

http://faculty.ccp.edu/dept/viewpoints/w20v2n2/frdoread.htm

Faculty Discussions Spark New Outlook on Teaching Reading by Neil Wells

http://faculty.ccp.edu/dept/viewpoints/f01v3n1/frtchrdg.htm

One Instructor's Thoughts on Teaching Reading a discussion of practice and purpose by Tom Ott

http://faculty.ccp.edu/dept/viewpoints/s02v3n3/frtread.htm

Teaching Reading: One Reflective Teacher's Practice by Francie Blake

http://faculty.ccp.edu/dept/viewpoints/w03v4n2/frread.html

Teaching Reading Across the Curriculum: A Collective Responsibility by Paula White

http://faculty.ccp.edu/dept/viewpoints/f06v8n1/collective.htm

Access, Readiness, and College Reading: The Razor’s Edge by Madeline Marcotte

http://faculty.ccp.edu/dept/viewpoints/f06v8n1/access.htm

Theory to practice vocabulary instruction in community college developmental education reading classes: what the research tells us Journal of College Reading and Learning, Fall, 2009 by Donna Willingham, Debra Price

http://findarticles.com/p/articles/mi_hb3247/is_1_40/ai_n42049710/

Fostering Student Retention in Developmental Reading through Understanding Adult Learning Theory, Anne R. Friedman, Borough of Manhattan Community College

http://www.nade.net/documents/Mono97/mono97.3.pdf

ERIC Review: Effective Elements of Developmental Reading and Writing Programs Community College Review, Fall, 1999 by Manuela McCusker

http://findarticles.com/p/articles/mi_m0HCZ/is_2_27/ai_63323070/
Acknowledgements

The material in this handbook was written, compiled and edited by the 2011 Developmental Reading Handbook Committee: Junior Brainard, Stephanie Scordia, Cort Hodge, Luba Borochok and Julie Odell. In addition, several areas drew heavily on the 2001 document “Faculty Assertions about the Teaching of Discipline-based Reading”, by Neil Wells. Special thanks go to Tom Ott, Neil Wells and Nichole Webster for editing the handbook. Finally, many thanks go to the many English faculty teaching developmental English courses who contributed their materials, expertise and opinions so that our students and faculty can benefit from the best reading instruction possible.