

# Finding Articles Is Not Enough

## Developing Metacognitive Reading Skills in Information Literacy

**Zoe Fisher**

[@zoh\\_zoh](#)

Assistant Professor, Reference & Instruction Librarian

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# Today's Outcomes

You will be able to...

- Define metacognition
- Define the four dimensions of literacy
- Use the Research Reading Log
- Use Talking to the Text (T4)

# Reading Apprenticeship (RA)

- <http://www.readingapprenticeship.org/>
- A framework for developing literacy skills in higher education
- Regional RA Conference at Renton Technical College
  - March 11-12, 2016

# Our Approach

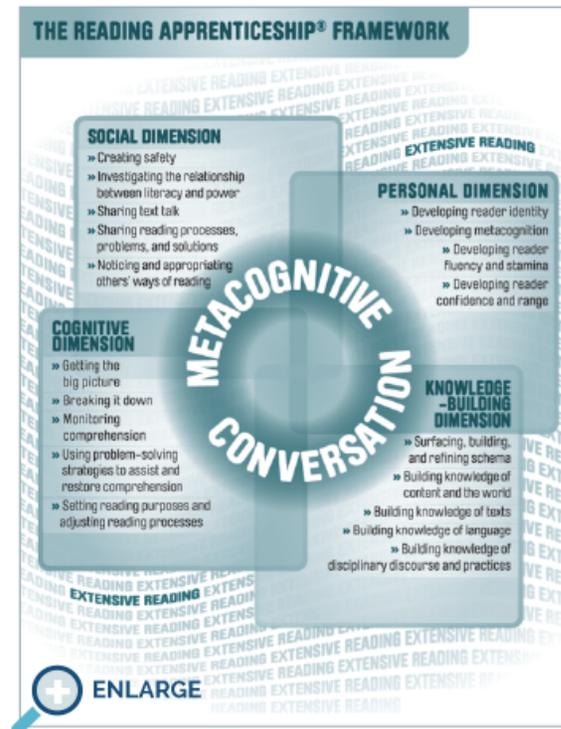
Our Apprenticeship Approach Our Framework Common Core College & Career Professional Development Approach

## The Reading Apprenticeship Framework

Reading Apprenticeship instructional routines and approaches are based on a framework that describes the classroom in terms of four interacting dimensions that support learning: Social, Personal, Cognitive, and Knowledge-Building.

So, for example, teachers work with students to create classrooms where students feel safe to share reading processes, problems, and solutions. Students develop sturdy reader identities. They learn how to monitor their comprehension and how to restore it when it breaks down. And they use schema they have as they build new knowledge.

These four dimensions are woven into subject area teaching through Metacognitive Conversation — conversations about the thinking processes students and teachers engage in as they read. The context in which this all takes place is Extensive Reading — increased in-class opportunities for students to practice reading in more skillful ways.



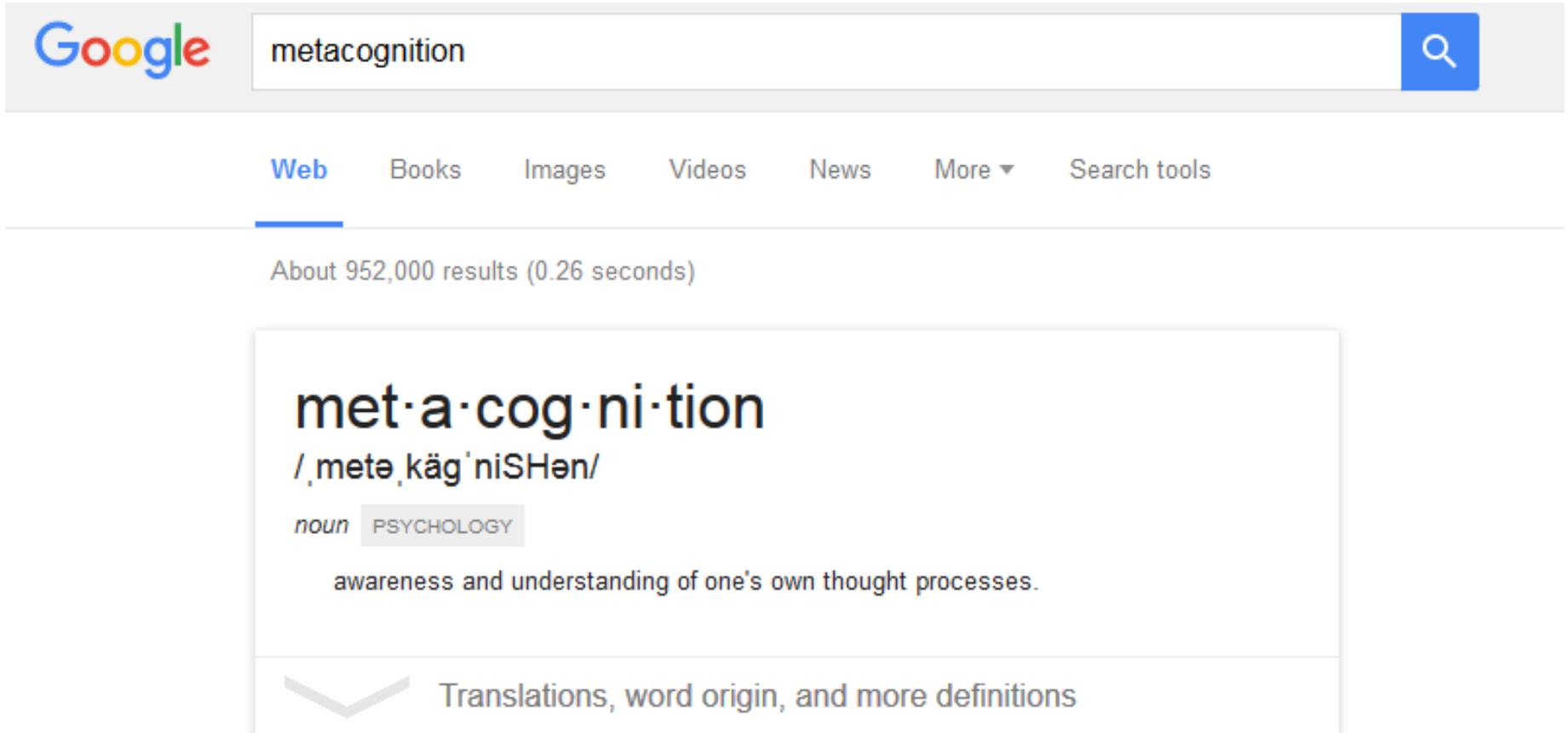
# RA FRAMEWORK

## dimensions of literacy





# Metacognition



Google metacognition

Web Books Images Videos News More Search tools

About 952,000 results (0.26 seconds)

**met·a·cog·ni·tion**  
/ˌmetəˌkɑɡˈniʃən/  
*noun* PSYCHOLOGY  
awareness and understanding of one's own thought processes.

Translations, word origin, and more definitions



HOW TO GET THE MOST OUT OF STUDYING  
A VIDEO SERIES



**Developing a Mindset for Successful Learning**  
This video gives an overview of the information presented in the

STUDENTS	
Cafeteria Menu	▶
Campus Life	▶

Recommended!

Dr. Stephen Chew  
"How to Get the Most Out of Studying"

Social  
\* safety  
\* literacy  
and  
power  
met

personal

- \* reader identity
- \* fluency, stamina, and confidence

recognition

# Cognitive

- ✦ monitoring  
comprehension
- ✦ problem-solving

# Knowledge- building

- \* world knowledge
- \* text knowledge

# RA FRAMEWORK

## dimensions of literacy



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# Research Reading Log

# Research Reading Log

- Metacognitive routine to use with **any text**
- Can be used as an in-class activity in one-shot instruction
- Can be provided as a handout

## Research Reading Log

Source Citation in MLA format:

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**Example:** Heinzelmann, Ursula. "Germany." *Food Cultures of the World Encyclopedia*. Ed. Ken Albala. Vol. 4: Europe. Santa Barbara, CA: Greenwood, 2011. 133-145. *Gale Virtual Reference Library*. Web. 10 Mar. 2015.

Page #	What the text says	What's going on in my head (thoughts/reaction/paraphrase)	In-text citation
135	"Rice is not grown in Germany but has long been imported"	I didn't know that rice was imported, but this makes sense—we had a lot of potato dishes when I was growing up!	( <u>Heinzelmann</u> 135)



# Research Reading Log

## How to Use a Research Reading Log

# Research Reading Log

On your own, practice using the Reading Log with “Black, First-Generation Graduates Take Out More Loans” article from *U.S. News & World Report*

# Talk to the Text (T4)

- Metacognitive routine to use with **any text**
- Write all of your thoughts directly on the text
- Like annotating, but next level!

# Talk to the Text (T4)

## [How to Talk to the Text](#)

# Metacognitive Bookmark

## Metacognitive Bookmark

### *Predicting*

I predict...  
In the next part I think...  
I think this is...

### *Visualizing*

I picture...  
I can see...

### *Questioning*

A question I have is...  
I wonder about...  
Could this mean...

### *Making connections*

This is like...  
This reminds me of...

### *Identifying a problem*

I got confused when...  
I'm not sure of...  
I didn't expect...

### *Using fix-ups*

I'll reread this part...  
I'll read on and check back...

### *Summarizing*

The big idea is...  
I think the point is...  
So what it's saying is...

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# How do I use RA in the library classroom?

- Model your authentic reading processes for students
- Provide everyone with the same text (like a subject-specific encyclopedia entry)
  - Share the text using T4 or Reading Log
- Recommend RA routines as good research habits
  - Research requires careful reading!

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# Discussion

Thank you!

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[zfisher@pierce.ctc.edu](mailto:zfisher@pierce.ctc.edu)

[@zoh\\_zoh](#)