Teaching Challenging Texts Using Gallagher’s Model

Presented by: Amy Incaprera

May 10, 2013
“Reading is to the mind what exercise is to the body.”

– Richard Steele
Agenda

- Who is Kelly Gallagher?
- Model for teaching challenging Texts
- Examples
- Questions and discussion
Who is Kelly Gallagher?

- Kelly Gallagher
  - High School English Teacher in Anaheim, CA
  - Authored 4 books – all on literacy building skills
  - Featured in several professional videos

Model for Teaching Challenging Texts

Model for Teaching Difficult Text
How Deep Can You Go?

- Focusing the reader: Framing the Text
- 1st Draft Reading: Reading carefully
- 2nd Draft Reading: Return to the text
- Collaboration
  - Metaphorical response
  - Reflective response

From Deeper Reading, by Kelly Gallagher, 2004: Stenhouse Publishing
The procedure is quite simple. First you arrange things into different groups. Of course one pile may be enough depending on how much there is to do. If you have to go somewhere else due to the lack of facilities, that is the next step. It is important to not overdo things. It is better to do too few things at once, than too many. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon however, it become just another facet of life. After the procedure is completed one arranges them into different groups. Then they can be put in their appropriate places. (Bransford & McCarrell, 1974)
Framing the Text

- Web Searches
- Anticipation Guides
- Theme Spotlight
- Focus Poems
- K/W/L/R

"Welcome to my web site."
Activities to Use While Reading a Novel

- Daily Focus Questions
- The Word Game
- Interrupted Summary
- One Question, One Comment
- Word Scramble Prediction
1st Draft Reading

Reading Carefully

• Ask three questions
  • Have I chosen a place to read that will enable me to give my full concentration to the reading task at hand?
  • Have I set enough time to give this reading the attention it deserves?
  • Have I cleared my mind of other issues and turned to the “Reading Channel” of my brain?
1st Draft Reading Strategies

- Outline
- Turn Headings/Titles into questions
- Twenty Questions (novel)
- Focus Groups
- Character Charts
What about “Fix-It” Strategies?

- Word attack strategies
  - Prefixes/Suffixes/Roots
  - Sound Alikes
- Using Context Clues

“Tim always starts out a do-it-yourselfer, but usually ends up a call-a-professional-er.”
2nd Draft Reading

• Return to the text

• What do you want the students to look for? Identify? Notice? Connect to? Compare?

Three KEY Questions

• What does it say?
• What does it mean?
• What does it matter?
2\textsuperscript{nd} Draft Reading - Strategies

- Say/Mean T-Chart (non-fiction)
- Literary Dominoes (fiction)
- Flip Side Chart (non-fiction)
- Responsibility Pie Chart (fiction)
Collaboration

- Marketable job skills
  - Speaking
  - Listening
  - Cooperation
- Learn new things
- Clarification of text
Collaboration - Strategies

- Mystery Envelopes
- Group Open Minds
- Theme Triangles

“We like to bring together people from radically different fields and wait for the friction to produce heat, light and magic. Sometimes it takes a while.”
Option: Metaphorical Response

Begin with tangible versus intangible items and list on a chart

<table>
<thead>
<tr>
<th>Tangibles</th>
<th>Intangibles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>Honesty</td>
</tr>
<tr>
<td>Flags</td>
<td>Love</td>
</tr>
<tr>
<td>Trees</td>
<td>commitment</td>
</tr>
</tbody>
</table>
Metaphorical Response

- Example: “Friendship is like a driver’s license.”

- Then Stretch “Friendship is like a driver’s license because it will expire if you do not renew it, it takes skill to obtain it, and it requires that you pass a test.”
Option: Reflective Response

- **Strategy** - “The most Valuable Idea” (theme related)
- **Theme layers** – identify the theme and then connect to self, family, community, and the world
- **Anchor Question**
- **Hunt for the Author’s Purpose**
Planning Deeper Reading Lessons

- **Without** my assistance, what will my students take from this reading?

- **With** my assistance, what do I want my students to take from this reading?
Planning Deeper Reading Lessons

• What can I do to bridge the gap between what my students would learn on their own and what I want them to learn?
• How will I know if my students “got it”?
“Reading Without Reflecting is like Eating Without Digesting”
-Edmund Burke
Sources

Gallagher, Kelly. *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland, ME. Stenhouse, 2004
