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# Welcome to ED 403

Week 1

*Class Orientation and  
Reading for Meaning*



# Agenda

- Introductions
- Making bagel choices
- Review of syllabus
- Informed consent
- Launching our topic: Reading for meaning
- Activity and reading
- Preparing for next week's jigsaw reading
- Review of field work assignments



# Introductions

What has surprised you about preparing to become a teacher?

What have you learned about yourself in the teacher education program?

What is one goal you have set for yourself this semester?



# Syllabus

- General principles
- What you will learn to do
- Resources
- Topics and sequence
- Activities: in the course, in the field, as homework



# Informed consent

Purpose

Review of form

Questions?



# Reading for Meaning

- Why do we begin here?
- What does it mean to read for meaning?
- What enables us to read for meaning?



## Excavating our own attempts to read for meaning

- Think-aloud with narrative and informational text
- Working in pairs, half of the class begins with the *Rainbow* text and half with *Coyote*. As one partner reads and thinks aloud, the other records as much as they can. Do this for ten minutes and then trade.





# Reading for meaning (cont.)

- Compiling our efforts toward sense making:
  - What activities did we engage in while reading these two texts?
  - How did the activities compare and contrast across text genre?
  - How did the activities compare and contrast across readers?



# Reading for meaning (cont.)

Guided reading of van den Broek and  
Kremer: learning about building  
mental representations of text



# Preparing for class next week

- Readings
  - *Narrowing the Literacy Gap*: Jigsaw reading (see guiding questions)
  - Fontas and Pinnell (see guiding questions)
- Field work
  - Preparing for text-based discussion baseline
  - Interview and inventory
  - Survey