

# Workshop: Supporting Notetaking and Guided Reading

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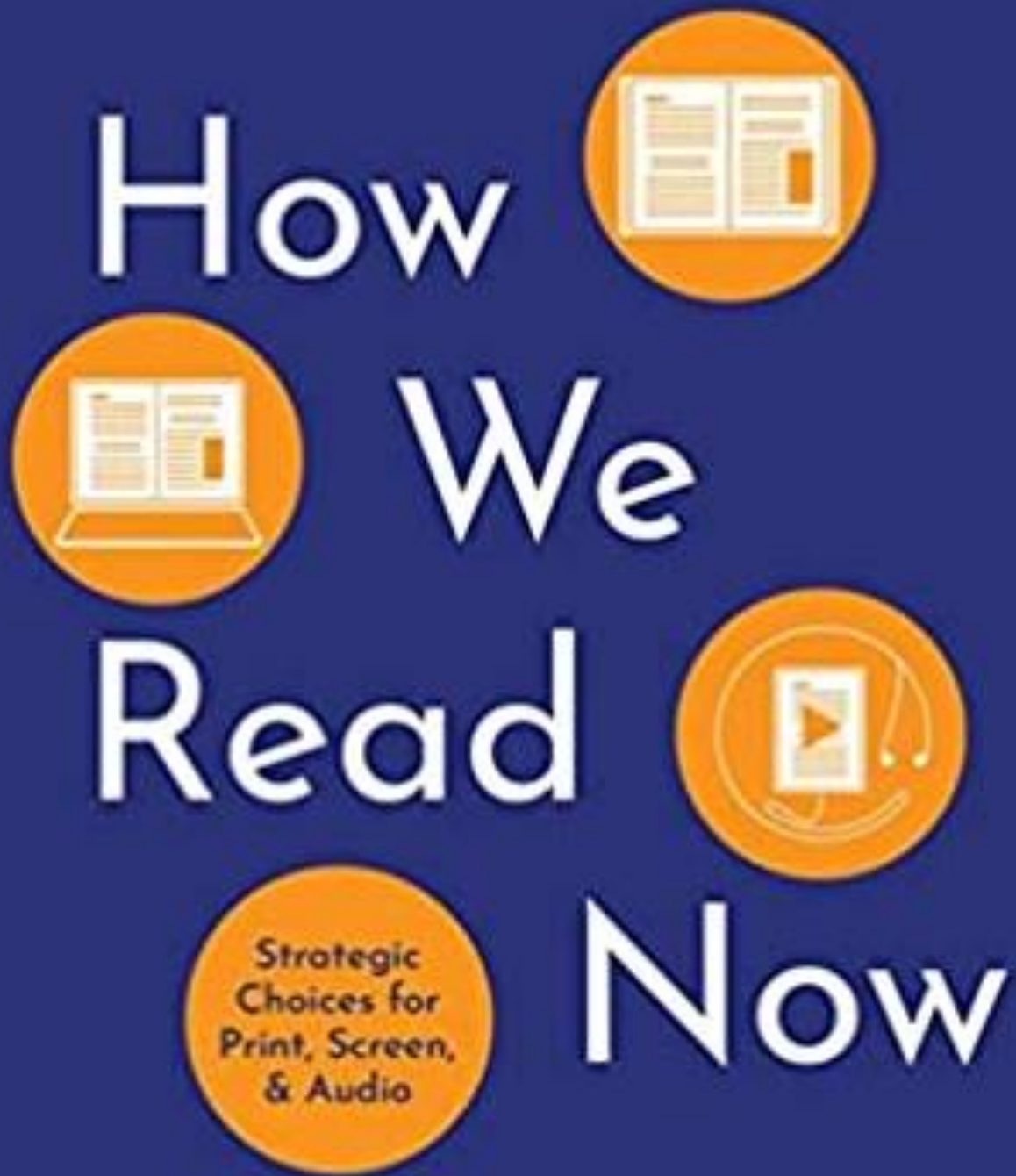
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What questions or concerns do you have about reading and note taking?





What do we know about students' reading habits?

*How We Read Now:  
Strategic Choices for Print,  
Screen, and Audio*

Naomi S. Baron, Oxford University  
Press, 2021



- Two-thirds of readers, including teens and young adults, prefer to read in print (23).
- “The physical aspects of books can be a vital component of reading” (23).
- We often focus, comprehend, and retain text better when we read a print version, especially when reading informational texts.



- We comprehend and retain information more effectively when reading print, though that can change with training & practice.
- A person may be good at one type of reading and struggle with another (26), i.e. fiction reading, nonfiction reading, textbook reading
- Just the presence of technology can affect focus and performance (39).
- Students seem to read a great deal, but trends show them reading shorter texts, digital texts, and reading for pleasure less often (44).

# Are students doing the reading we assign? “Not so much.”

Studies vary, but students generally report completing between 20% and 27% of assigned reading.

However, they also report reading between 7 and 11 hours per week for school. (45)



# Why are students reading less?

Jobs, internships, family obligations / caregiving, sports, volunteering, and social media.

Belief that completing the reading is not vital to succeeding in the course; observations that readings aren't part of discussions or texts.

Costs of textbooks, online bundles, and supplements.

“The College Board estimated that for the 2018-2019 academic year, undergraduates should have budgeted about \$1,200 for texts & materials” (29).



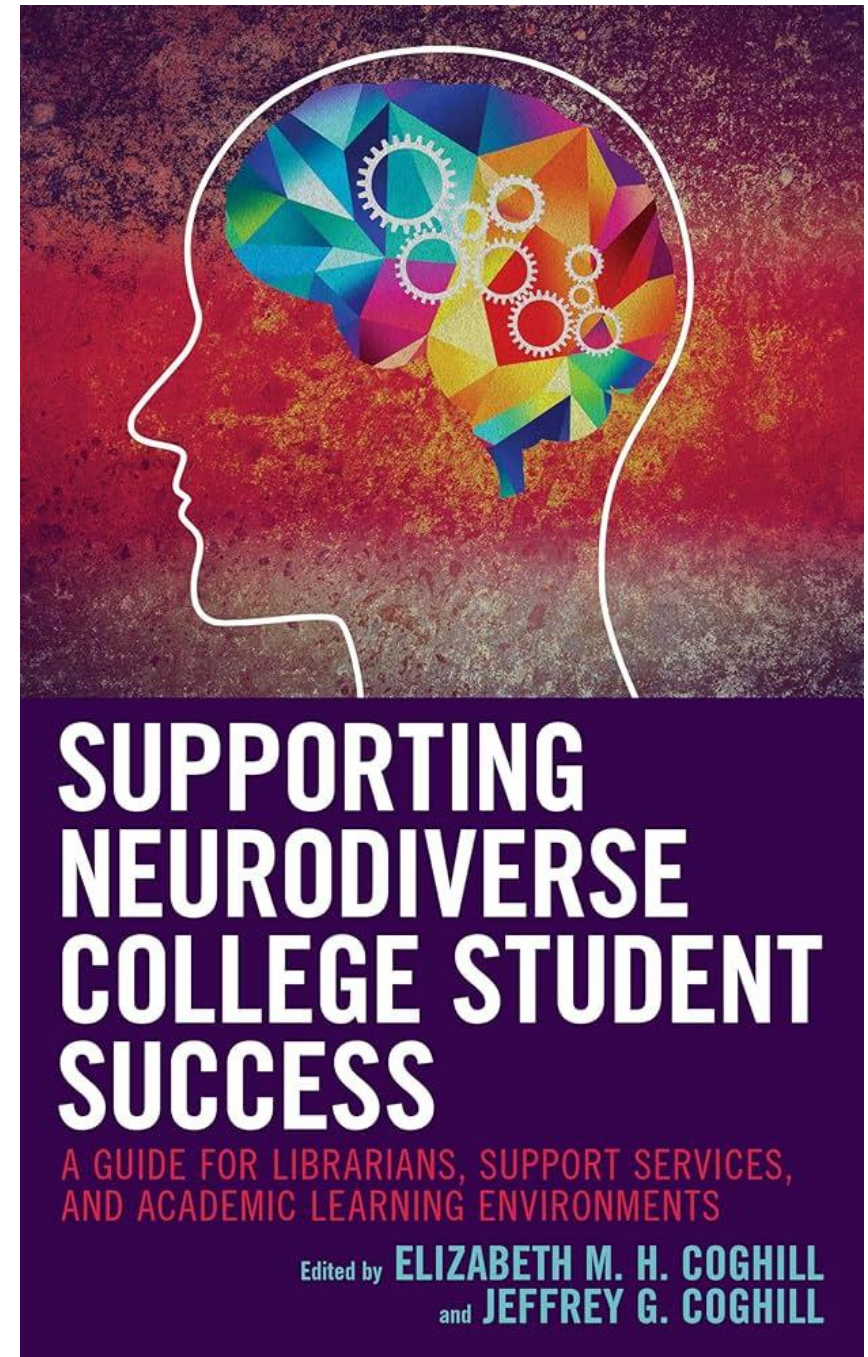
# Neurodiversity

According to Coghill & Coghill, among the challenges facing neurodiverse students in our classrooms are:

- Difficulty with time management / planning
- Misreading of metaphors, hyperbole, and subtlety
- Overstimulation & anxiety

Teachers can help by:

- Making expectations & instructions clear
- Scaffolding
- Providing deadlines
- Considering the reading environment in class



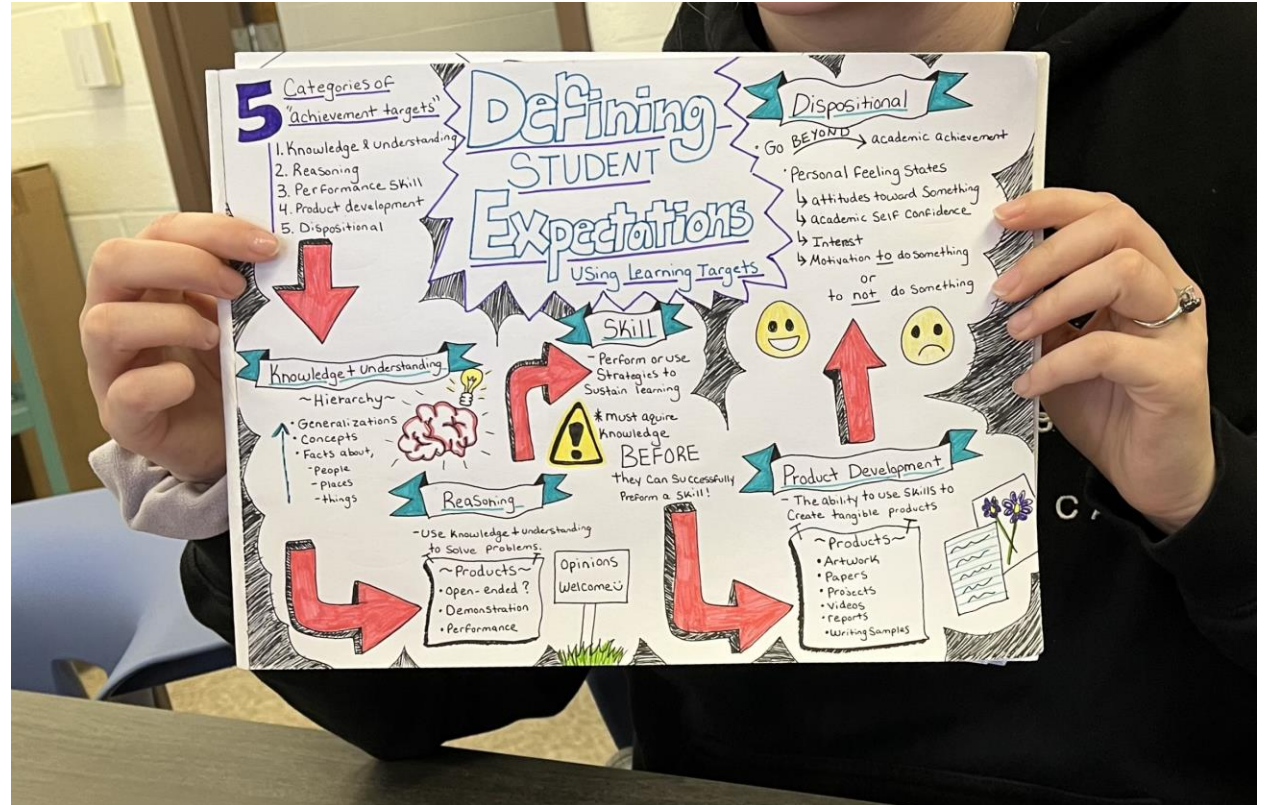


Make room:

Teaching  
note-taking  
and reading *is*  
teaching  
content.

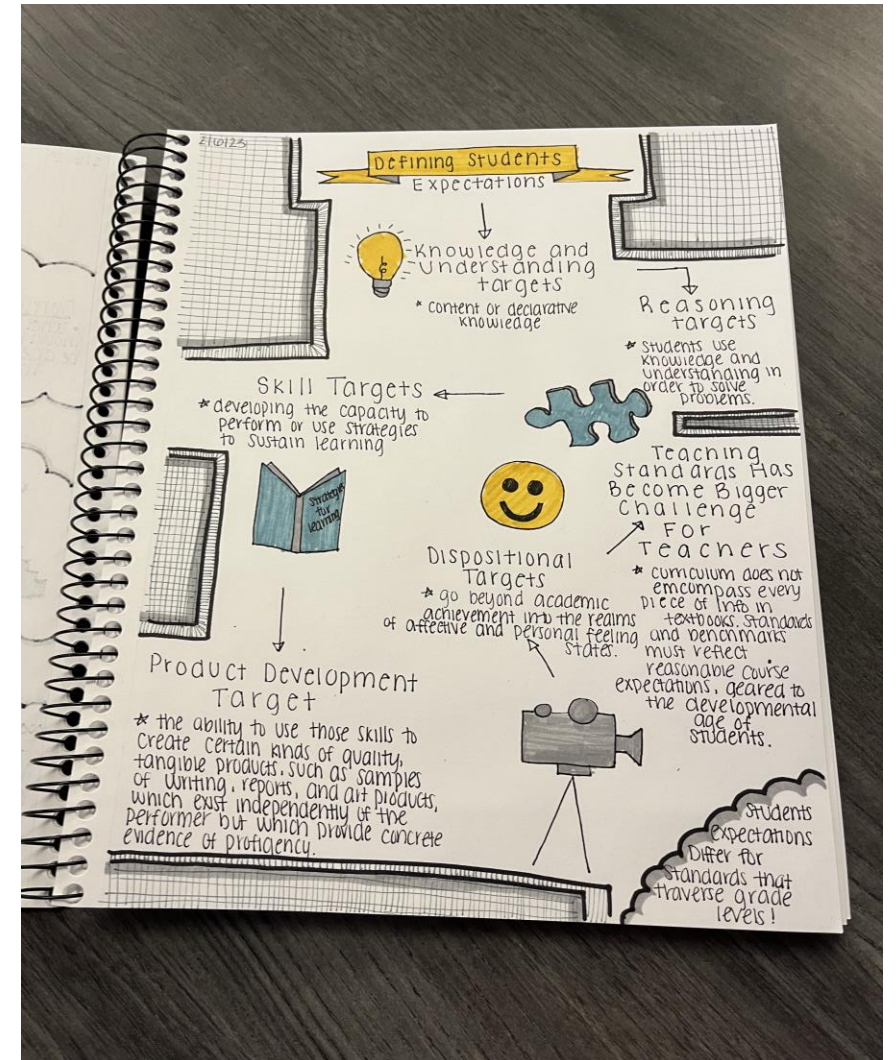
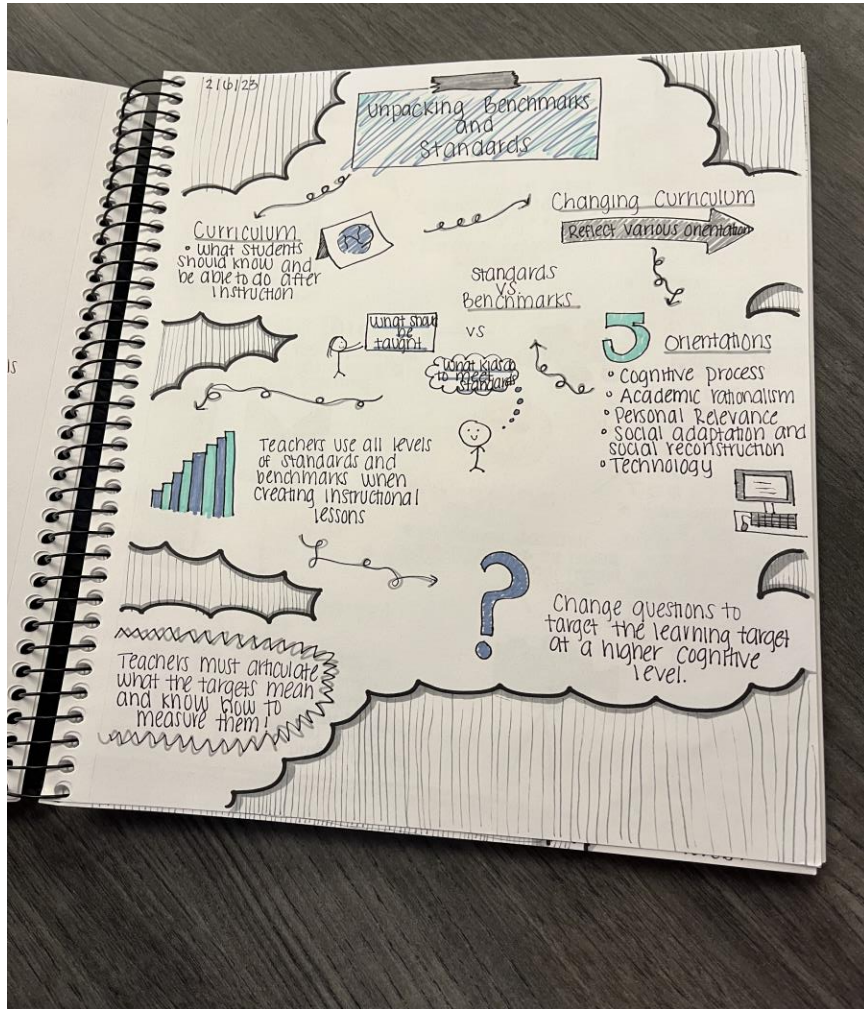



# Sketch Noting



Sketchnoting is an easily learned skill that assists students in discerning the most important points of their reading or lecture. Some students quickly adopt this strategy and report the benefits they have gained in using this technique.

Students readily choose a style that works for them.





It only takes a little instruction to get started.

YouTube video to share the basics of sketchnoting by Emily Mills. "Sketchnoting 101: Even if you can't draw"

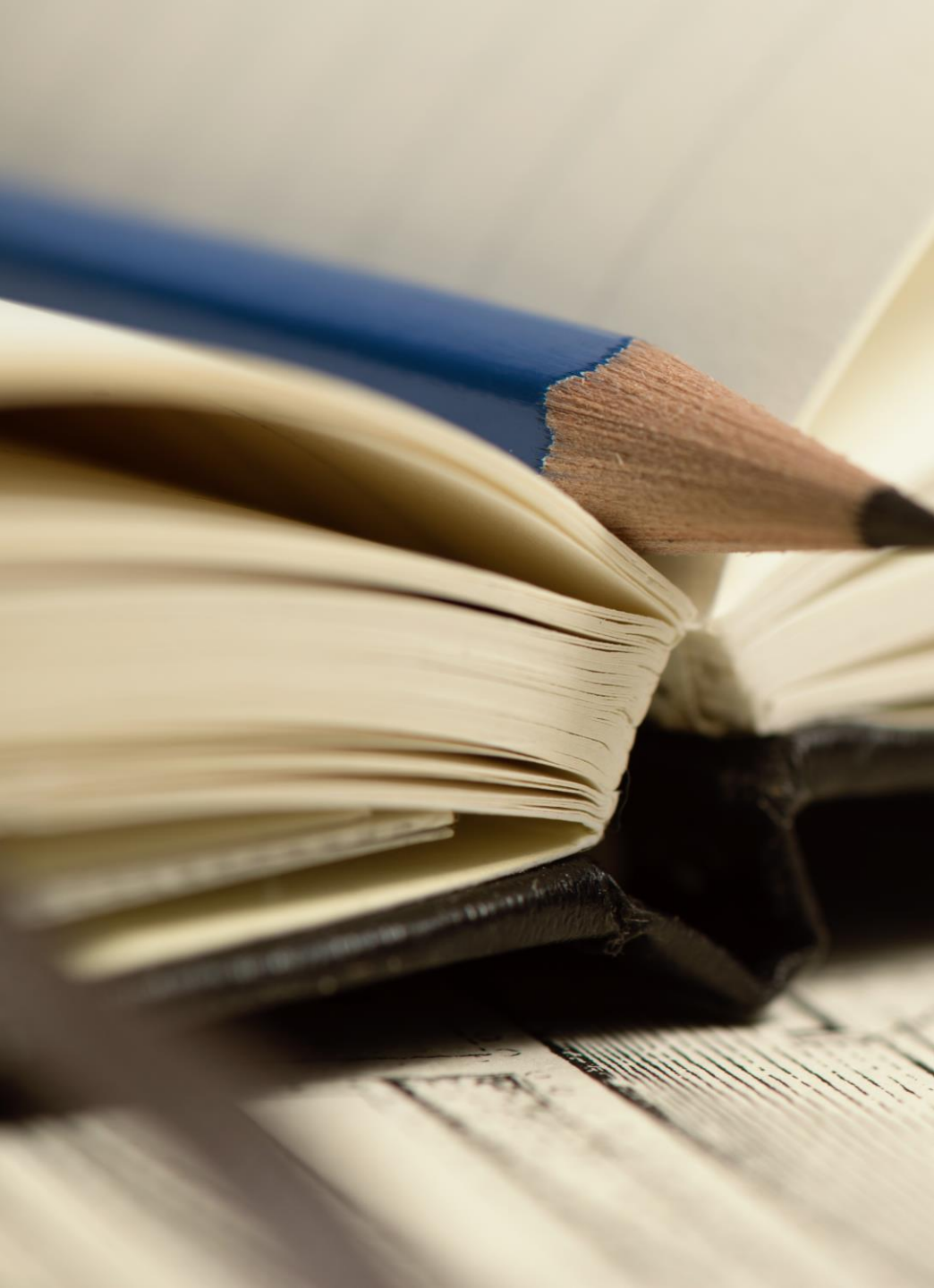
<https://www.youtube.com/watch?v=evLCAYlx4Kw>

# Being Creative

## Let's try it!

[https://www.ted.com/talks/alyssa\\_nucaro\\_the\\_science\\_of\\_creativity?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/alyssa_nucaro_the_science_of_creativity?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)





# Guided Reading

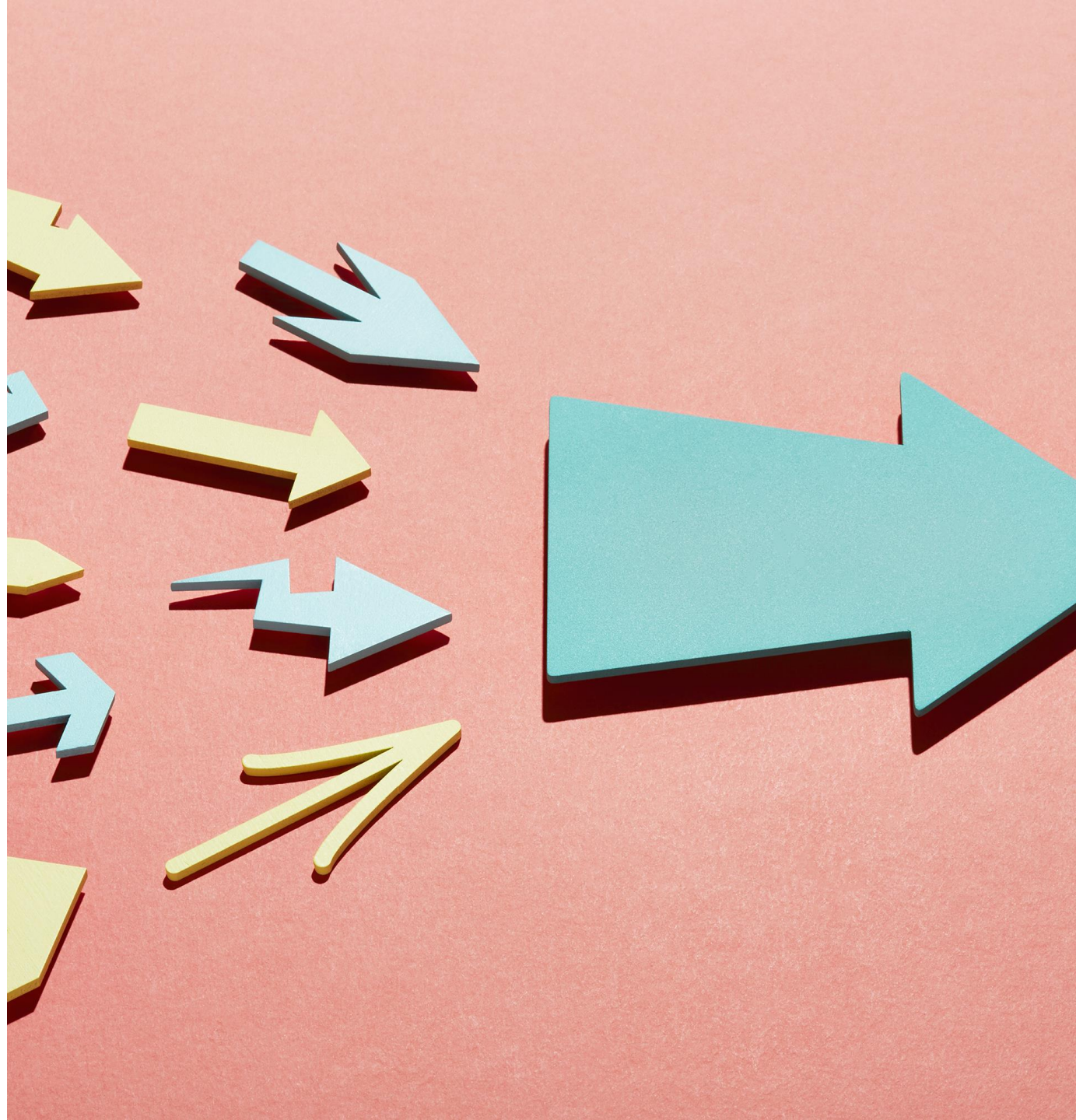
- Writing in response to prompts
- Annotating


# Employ Universal Design

For most course readings in my classes, students have a choice among three reading strategies:

1. annotating the text,
2. writing about their thinking, or
3. taking a reading quiz.


In some cases, only one or two of these options will be available.





Allison Carr,  
“Failure Is  
Not An  
Option”

Read Carr’s essay. Please choose one of the following options to practice.

- As you read, annotate Carr's essay, using the guidelines provided.
  - After you read, write in response to **one** of the prompts provided.
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# Reflection

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- Research supports that teachers will permanently apply new strategies to their pedagogy if they use these within the first 2 weeks of learning them. Which of these strategies are new for you and something that you will apply in your first few weeks of instruction? What benefits do you think this will have for your students?

