

# Why Read Together?

NOSS Literacy Network

April 24, 2025

2:00-3:00

## Overview

### Warm Up and Purpose Setting

*In a rapidly evolving world of digital media and generative AI, how can college educators help students make sense of complex texts and navigate an overwhelming information landscape as thoughtful, empowered citizens?*

### Capture the Reading Process

[Text #1](#)

[Text #2](#)

### Introducing Reading Apprenticeship

*No matter what your role on campus, you use specialized discourse. What is yours?*

[The Reading Apprenticeship Framework](#)

[What Does a Focus on Texts, Tasks, and Talk Look Like?](#)

### What Can I Do?

Time to Think/ Rapid Prototyping Activity

### Closing Thoughts

[Resources: College Reading and Learning](#)

[Today's slides](#)

Please follow up with questions!

Dr. Nika Hogan, [mhogan@wested.org](mailto:mhogan@wested.org) or [mihogan@pasadena.edu](mailto:mihogan@pasadena.edu)

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# Capturing the Reading Process Notetaker

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## Reading Process Analysis

### Individual Reading

Read silently as you would when you want to understand something. Use any strategies you commonly use to make sense of text.

### Individual Think-Write

Take a few minutes to make some notes about the processes you used to make sense of this text.

For example, even if you weren't explicitly aware of them while you were reading, what strategies or approaches did you use to engage with or make sense of the text? Where was the text unclear? What did you do to make sense of it at that point? What problems remain, if any?

## Small Group Discussion

Take turns sharing your reading processes. Discuss how your approaches are similar and different. Also, discuss how different approaches to the text may be productive in different ways.

Help each other to make your thinking visible by asking questions:

- What did you do?
- Where in the text did you do it?
- How did it help you?

Notes on our reading strategies:

# Time to Think/ Rapid Prototyping

Questions to guide your thinking. . . .

## **Decoding the discipline/ getting past the expert blind spot**

- What kinds of texts are important in my discipline?
- What kinds of thinking and questioning do we do with that kind of text in my discipline?
- What could I model for students about making sense of disciplinary texts?
- How could I engage my students in guided practice making sense of disciplinary texts?

## **Creating the conditions to read together and make sense of things**

- What can I do to establish a safe/ brave learning community around making sense of disciplinary texts?
- What can I do to surface and value all voices while making sense of texts?
- What can I do to identify and leverage individual strengths, experiences, and goals?
- What can I do to focus on the PROCESS of making sense of text?

## **Considering Next Steps**

- What do I need to learn more about?
- What kinds of help or support do I need to put my ideas into practice?