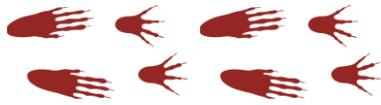


# RAT Tracks: Routines And Tips Sheet

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## Talking to the Text (TtT)

The image shows a sample of a text passage with handwritten annotations and underlines, illustrating the TtT technique. The text is from 'The Great Gatsby' and describes a scene where a waiter serves crushed mint and ice. The annotations include:

- Handwritten notes in the margins: "this will get everyone's attention", "this is an awkward moment - I've had these.", "what is this?", "Tom dislikes Gatsby and wants to ruin his reputation by showing that he's a holiday", "I found out that this is a college in England. Maybe I can use a power response to be like him - he is so arrogant", "what is this?", "once again - Gatsby gets all the attention", "why not any in the United States? is this more prestigious?", "Gatsby", "I heard you, but I'd like to know when.", "It was nineteen-nineteen. I only stayed five months. That's why I can't really call myself an Oxford man.", "Tom glanced around to see if we mirrored his disbelief. But we were all looking at", "It was an opportunity they gave to some of the officers after the Armistice," he continued. "We could go to any of the universities in England or France." (136)
- Underlined words and phrases: "Another pause", "crushed mint and ice", "This tremendous detail", "cleared up at last", "there", "I heard you, but I'd like to know when.", "It was nineteen-nineteen", "Oxford man", "Armistice", "universities in England or France".

Talking to the Text (TtT) is a Reading Apprenticeship® (RA) routine that helps the reader learn how to figure out the meaning of text based on his or her schema, paying attention to the text, and by focusing on his or her metacognitive processes as the reader reads on to make meaning of the text.

TtT is a problem-solving routine.

This is a scaffold to allow students to work with the text independently before sharing in the group, which really helps the readers who benefit from multiple readings of text and provides more time for reflection. Unlike the Think Aloud, which does not require writing, the TtT uses written comments to showcase the student's thinking and metacognitive thoughts.

### How does a student learn how to TtT?

A reader will write in the margins, make notes, underline and circle words, ask questions, and make comments and predictions. The reader notes what he knows, what he is thinking about, what connections he sees or does not see, what his predictions might be, etc.

### How can faculty promote TtT in their classrooms?

Faculty can help students learn how to TtT by using a document reader or a transparency to model this technique to show readers the invisible hints that they may not realize are in the passage; these hints can help with comprehension as well as teach the technique. These may include bold face, textual structures, a listing of objectives, word clues, syntax, etc. These aspects of text vary based on the subject area of text, and they are supports to comprehension. This routine is useful for faculty to see where the student is in terms of recognizing and analyzing the reading process. It is most helpful to remind students that TtT is not just about content, but about the process of reading as well. Start with Think Alouds as a scaffold and then move into TtT. Remember to discuss the TtTs in pairs and as a group to help build metacognitive conversation in your classroom.

Furthermore, faculty need to define and illustrate annotation versus Talking to the Text.

Annotation	Talking to the Text
<p>Diabetics often have problems with their feet. One reason is that the peripheral nerves are damaged by poor circulation. The legs and feet are often affected because these are farthest from the heart's action; thus, blood circulation may be limited. Furthermore, abnormal blood glucose levels can damage blood vessels and nerves which take nourishment and nerve signals to the legs and feet. This damage then leads to the limbs becoming numb, feeling less pain, and having difficulty healing. With the loss of sensation, an individual may be unaware of foot sores or injuries. The feet then become ulcerated and infected. So, limb and foot care are important to maintain proper circulation and foot health.</p>	<p>Diabetics often have problems with their feet. One reason is that the peripheral nerves are damaged by poor circulation. The legs and feet are often affected because these are farthest from the heart's action; thus, blood circulation may be limited. Furthermore, abnormal blood glucose levels can damage blood vessels and nerves which take nourishment and nerve signals to the legs and feet. This damage then leads to the limbs becoming numb, feeling less pain, and having difficulty healing. With the loss of sensation, an individual may be unaware of foot sores or injuries. The feet then become ulcerated and infected. So, limb and foot care are important to maintain proper circulation and foot health.</p>

Poor blood circulation leads to issues in extremities

ulceration = sore

Encourage hygiene to avoid problems

What are other reasons?

Peri- means around so this is around the outside

So maybe this is why diabetes also has foot issues and even amputations. Avoidable? Does hygiene matter?

What is abnormal?

Is this one of the questions a nurse should ask? Do you feel numbness in feet?

This seems counter-intuitive.

Why don't patients know this?

### Why does TttT work so well?

Talking to the text engages the student in an intentional metacognitive conversation with text:

- TttT engages the personal, social, cognitive, and knowledge-building dimensions which promote a deeper understanding.
- TttT helps student name activities and ways of making meaning.
- TttT encourages readers to notice and say when they are confused and work together to make meaning.
- TttT prompts readers to notice the differences in texts and how the textual structures contribute to meaning and thereby build reader confidence and stamina.
- TttT provides a real-time evaluation of readers' thinking and understanding because it is written.



RAT Tracks is published monthly at Renton Technical College (RTC) to provide ideas for using Reading Apprenticeship® routines in the classroom. Content is created by RTC Faculty member **Michele Lesmeister** with editing and formatting by RTC Faculty Librarian **Debbie Crumb**. Back issues and additional information are available at <http://libguides.rtc.edu/rats> and <http://rtc-rats.org>

