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**Teaching Students to Read Like Detectives:
Comprehending, Analyzing, and Discussing Text**

By Douglas Fisher, Nancy Frey, and Diane Lapp

Study Guide

This study guide is a companion to *Teaching Students to Read Like Detectives* by Douglas Fisher, Nancy Frey, and Diane Lapp. The scenarios in this book are designed for teachers to use to develop instruction strategies that help students engage with a variety of texts in different forms in a way that promotes comprehension and critical thinking.

This guide is arranged by chapter, enabling readers to either work their way sequentially through the book or to focus on topics addressed in a particular chapter.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to help students engage with and think critically about the texts they encounter.

Chapter 1

Readers and Texts: Why Both Are Necessary for Understanding

1. Describe efferent reading.
2. Describe aesthetic reading.
3. Why is it important for students to have a balance of efferent and aesthetic responses to what they read?
4. What are some benefits of text-based discussions?
5. What are the five environmental factors that contribute to student participation and rich discourse?
6. Describe some cognitive strategies your students can use to help them understand texts. What are the benefits? What are the potential drawbacks?

Chapter 2

Argumentation: Gateway to Text-Based Analysis and Discussion

1. What does *argument* mean in a formal, academic sense?
2. What do Adler and Van Doren say the three levels of “x-raying” the text are? How can this strategy help students with argumentation?
3. What three factors must be considered in order to read rhetorically?
4. Name and describe the three modes of persuasion of rhetorical arguments. Why is it important for students to understand the distinctions between each of these?
5. Name and describe the six elements of argument from Toulmin’s model. How is this model beneficial to students?

Chapter 3

Analyzing and Discussing Narrative Texts

1. Why is it important to include the reading of visuals when teaching students to read like detectives?
2. What is critical literacy? What is New Critical theory? Why is teaching critical literacy favored over teaching based in New Critical theory?
3. What are the seven essential components of read-alouds that successfully build students' background knowledge and vocabulary?
4. Describe how using dialectical journals can improve reading comprehension and help students return to the text.

Chapter 4

Analyzing and Discussing Expository Text

1. What is a “reading diet”? Why is it important for students to have a broad reading diet, especially in their early years of schooling?
2. What factors contribute to expository text being more difficult to comprehend than narrative text?
3. What are some routines can teachers use to make expository text more accessible for readers?
4. What can teachers do in their instruction to ensure that students are able to recognize the difference between opinion and fact in expository text?
5. Why is it important for students to be able to identify text structure?
6. Describe the process teachers can use to determine which text-based vocabulary words they should teach to help students make meaning of the text.

Chapter 5

Analyzing and Discussing New-Media Texts

1. What are new-media texts? What attributes can they include that are not possible in traditional printed text forms?
2. In what ways can new-media texts enhance learning? What potential challenges to teaching and learning do new media present? What methods can teachers use to meet these challenges?
3. How does the advent of new media change the definition of literacy?
4. What is “3-D reading”? When is it beneficial? When can it interfere with understanding?