

Interrupted Reading

For Prose and Poetry

1. Choose a passage or poem that is long enough to divide four to five sections of about 5 lines each.
2. Reproduce each section on the page so that students are forced to read the text by separate sections.
3. Use the **first** chunk of the text to model the interrupted reading technique for the students. Read each section together out loud and then pause to write. Use the think-aloud strategy in your modeling to show the students the types of questions you would ask yourself as you read. Write your thoughts under each section so the students have an idea of the kinds of things they should be thinking about as they are reading and how they would write a response. The details you write can either be questions, answers to the questions, observations about the passage, how you relate to it personally, etc.
4. Encourage students to respond to each section of the passage in any of the following ways:
 - Make associations with previously read material or their own experiences.
 - Ask questions.
 - Disagree or argue with the writer or content.
 - Notate a technique, figure of speech, or specific diction.
 - Make note of anything else that they feel is noteworthy.
 - Students should feel free to write phrases, sentences, underline or draw connecting lines, comment anywhere at all. They can register confusion or even dislike. The important part is to write something down.
5. End with a class discussion about their ideas and notations. Require students to cite specific examples from the text to support their assertions, ideas and reflections on each passage. Give students a chance to go through the entire passage following one train of thought or developing an idea without hearing someone else's responses. Then discuss this train of thought as a class.

