

Strategy: Window and Mirror

An activity to facilitate the unpacking of expository text

Overview: This strategy empowers students to successfully deconstruct cold text by enabling them to identify very early whether material is window or mirror.

Skills Addressed:

1. Focused Reading-Students have a clear purpose for reading.
2. Oral Fluency-Students read several passages of text aloud.
3. Synthesizing-Students think about what they are reading by making inferences, generalizations and drawing conclusions about the text.
4. Paraphrasing-Students restate text passages expressing the meaning in their own words.
5. Focused Listening-Students listen actively to a partner as the partner restates passages of text.
6. Reading Comprehension-Students make connections to cold text where possible (*Text-to-Text, Text-to-Self, Text-to-World*)

Steps Involved:

1. Facilitator explains the concept of Window vs. Mirror text.

<u>Window</u>	<u>Mirror</u>
Text that has no personal connection to the reader	Text that reflects the life experiences of the reader
2. Facilitator selects a piece of expository text that students have never been introduced to before and divides the text into "manageable" sections or paragraphs.
3. Students are placed into partnerships (A & B).
4. Teacher distributes a copy of the text to each student.
5. Partners sit, in chairs, "shoulder to shoulder", facing opposite directions.
6. Both partners look at their copy of the text. Partner A reads the first paragraph *aloud* as Partner B reads along *silently*.
7. Partner B paraphrases what they heard Partner A read.

Example: "What I think I heard you saying is that..."
8. Partners exchange roles. Partner B reads the second paragraph aloud as Partner A reads along silently.
9. Partner A paraphrases what they heard Partner B read.
10. The process continues until the entire piece has been read.
11. After the entire passage has been read, the facilitator gives each student two highlighters (yellow and blue) and directs students to highlight portions of the text that DO NOT reflect his or her life experiences(Window) in blue and portions of the text that DO reflect his or her life experiences(Mirror) in yellow.
12. Teacher engages the whole class in a "Grand Conversation" about the piece that is centered on the passages highlighted in yellow (Mirror).

Example:

- "Mirror...third paragraph, second line...'**Many African American students use the language of their culture...**' This is mirror for me because I teach in a school that is 95% African American and the students use their home language all the time! I struggle with it because I don't know if I should correct them!"

Notes:

- The Grand Conversation should flow as freely as possible and students should be encouraged to build on the comments and connections shared by others.
- The conversation is centered on Mirror text because the mirror passages represent the prior knowledge of the learner. Beginning with prior knowledge allows students to begin to attach new knowledge (Window) to what is already familiar to them.