Why use Scrolls?

A brief introduction to the
benefits of using scrolls for classroom instruction.

©2004, Lori Jackson. Used by permission.

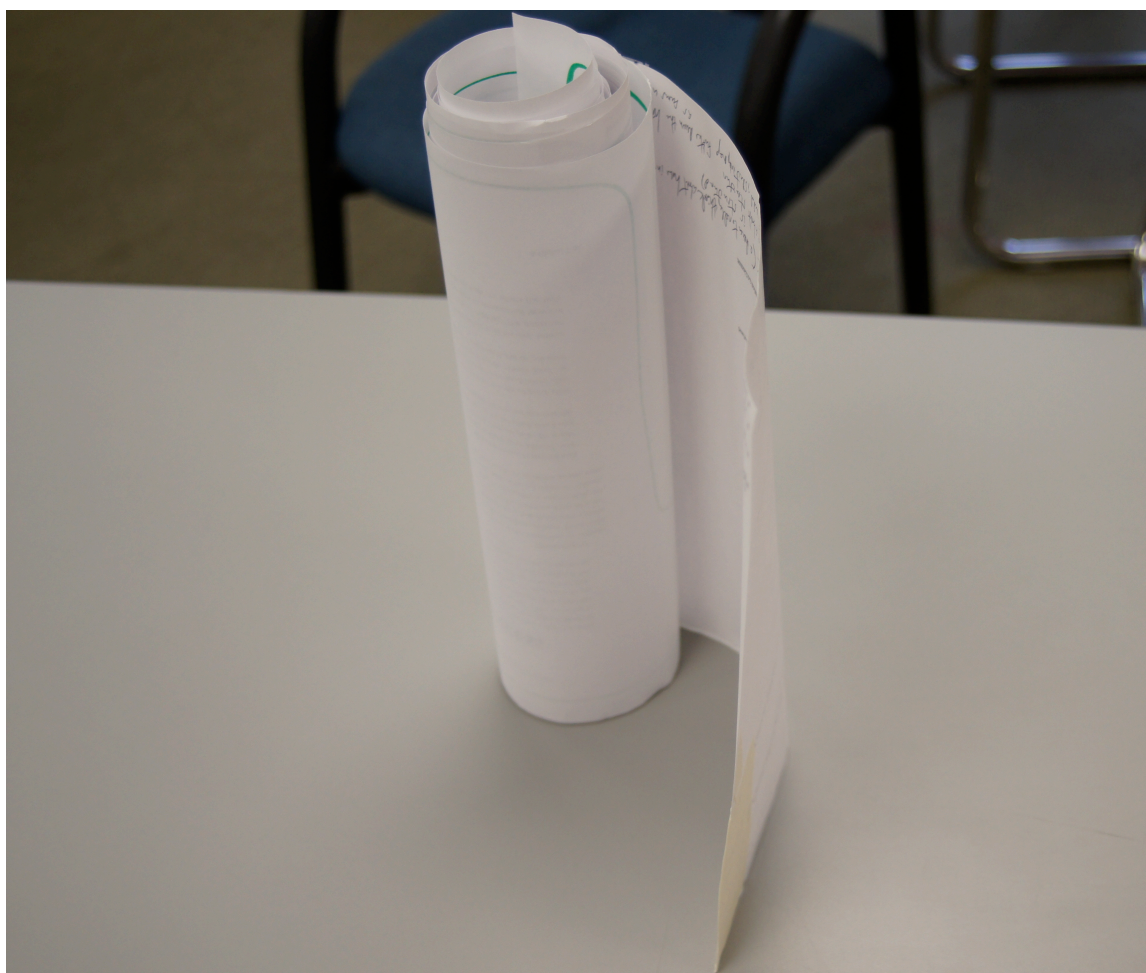**Thank you for sharing this with your colleagues!**

What can students do with a scroll...

...that they *can't do* with a book?

Well....

They can unroll it...

...and see the whole thing.

They can use concrete thinking
to drive comprehension and abstraction.
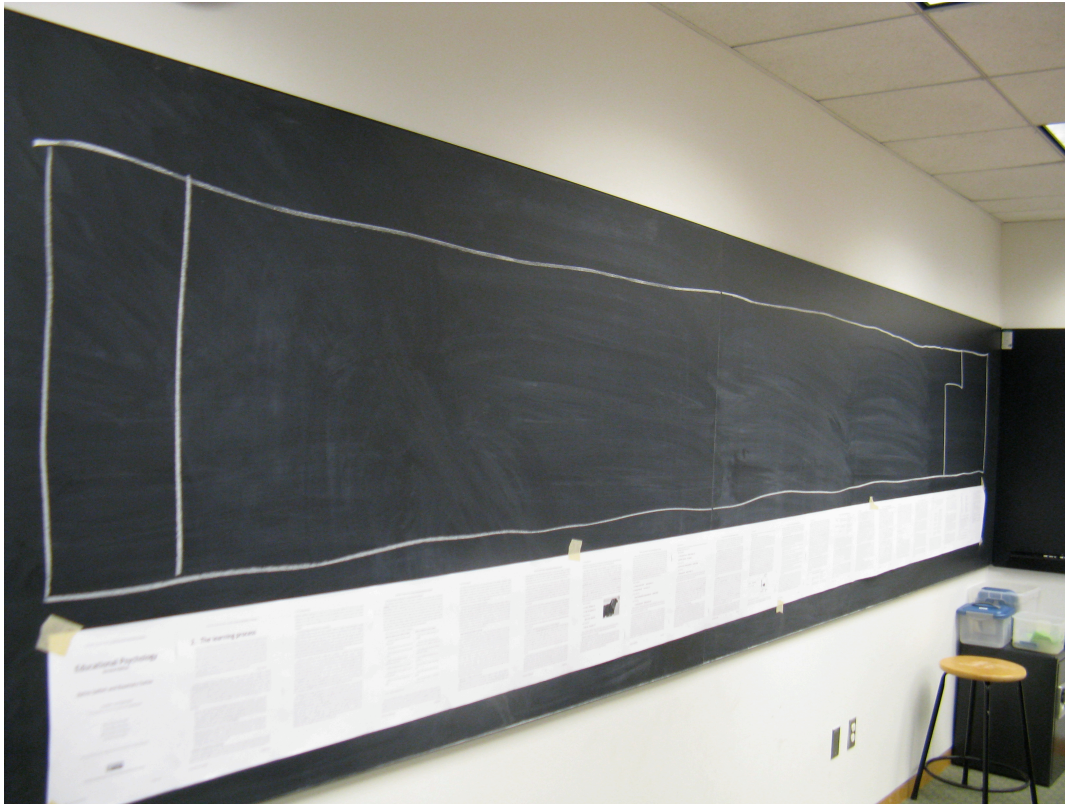
- ## They can _see_ how strategic thinking works.
    - They can see it as an unfolding process.
    - They can see it modeled explicitly[1], in the concrete.

- ## They can see important cues for navigation and comprehension – and how to make the best use of them.
    - They can see the forest and the trees – the big picture, and the chunks and bits that make it up.
    - They can see the ways in which texts are structured and ideas are organized.

- ## They can see comprehension happening.
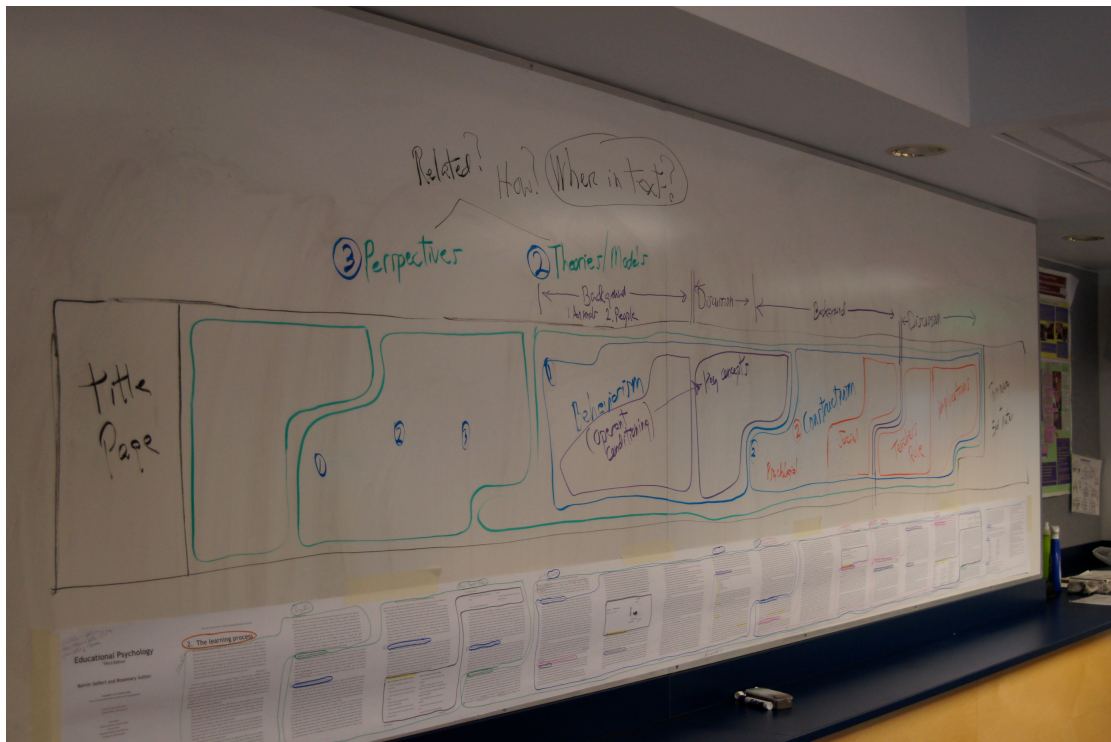
And they can see all of this in a single, panoramic view.

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[1] The original, ancient meaning of "explicit" is _unfolded_ or _unrolled_ (_ex_ + _plicare_), and thus _opened up_, _spread out_, and _wide-open to comprehension._ Likewise, the ancient meaning of "explain" (_ex_ + _planare_) is to _spread out_ something so that _all can see it_ – i.e., so that it is _wide-open to comprehension._ These closely-related ancient images provide what is arguably the best answer to the modern question, "What should explicit instruction look like in the classroom?"

They can work across wide swaths of content.

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http://www.share2learn.com/textmapping.html

They can explore together.

©2012, Momma Skyla. Used by permission.
http://athomewithmommaskyla.blogspot.com/2012/10/text-mapping-for-little-folks.html

They can collaborate and think strategically.

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http://www.share2learn.com/textmappingb.html

Thank you for sharing this with your colleagues!

They can interact with books as physical spaces.

Thank you for sharing this with your colleagues!

Thank you for sharing this with your colleagues!

They can *move* about freely.
They can *think* expansively.

©2013, Ms. Morehead. Used by permission.
http://msmoreheadclass.blogspot.com/2013/09/text-mapping.html

Thank you for sharing this with your colleagues!

They can *survey*[2] and *scan*[3].

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[2] From Latin, *super* + *videre*, by way of the French *sur* + *veier*, the literal meaning of which is to view from above – as, for example, from the top of a hill (a mapmaker's perspective).

[3] From Latin, *scandere*. The original meaning had to do with counting the beats in music by raising and lowering a knee. From this came the idea of climbing, and so the image of taking the measure of a territory by pacing it. This is very different from the way we use the word today in the field of reading – i.e., to search for something specific [for example: https://www.aacc.edu/tutoring/file/skimming.pdf]. The ancient meaning is descriptive and broadly encompassing; our modern meaning, in stark contrast, is extractive and narrowly focused.

Thank you for sharing this with your colleagues!

They can do a *real* picture walk.

And as they walk,
they can engage and question and think aloud.

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http://www.harmonyschools.com

They can learn by example – and then come to their own thinking about the topic at hand.

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http://themiddleschoolmouth.blogspot.com/2012/05/textmapping.html

They can go their own way and form their own opinions.

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They can work in teams
and really dig in.

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http://www.sdhc.k12.fl.us/doc/list/communications/contacts/51-245/

Thank you for sharing this with your colleagues!

They can analyze and critique.

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They can share and explain.

©2013 Stacy Cervone. used by permission.
http://leadingandreading.blogspot.com/2013/02/fun-4-all-text-mapping.html

Thank you for sharing this with your colleagues!

They can work quickly, back and forth
between different texts.

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They can work together to learn another language.

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They can see how to make the best use of
reading tools for comprehension.
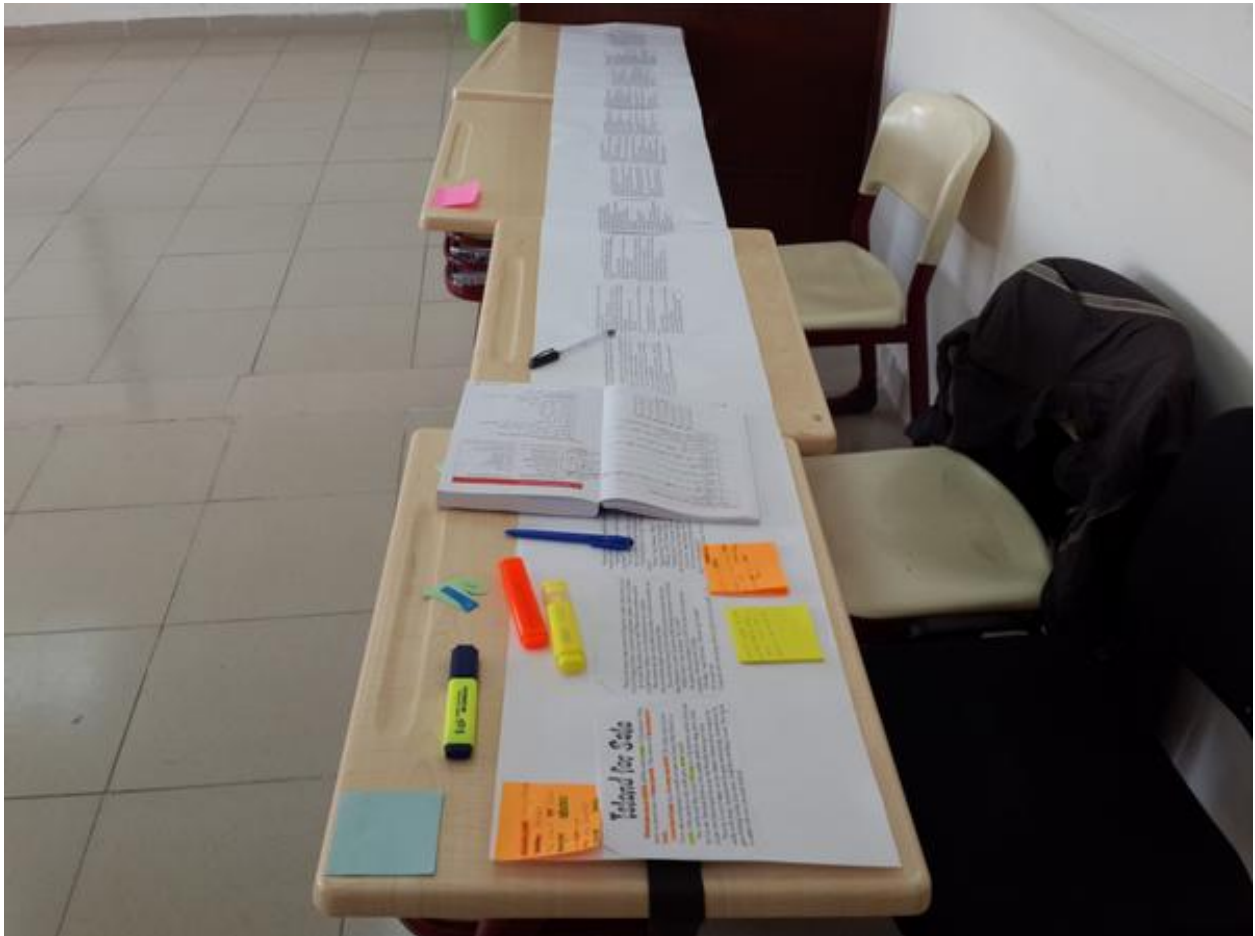
©2014 Mehmed Ozturk. Used by permission.

Thank you for sharing this with your colleagues!

Unrolling the Book

All of which is to say, they can use concrete thinking to drive deeper learning. They can think expansively and strategically, engage through their senses, share their thinking, and learn to love the work of reading.

©2011 Amy DuBose. Used by permission.
http://lifelearningblog.blogspot.com/2011/10/is-sarcasm-literary-device-mrs-dubose.html | @adubose11

Thank you for sharing this with your colleagues!

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What will <u>your</u> students do with scrolls?
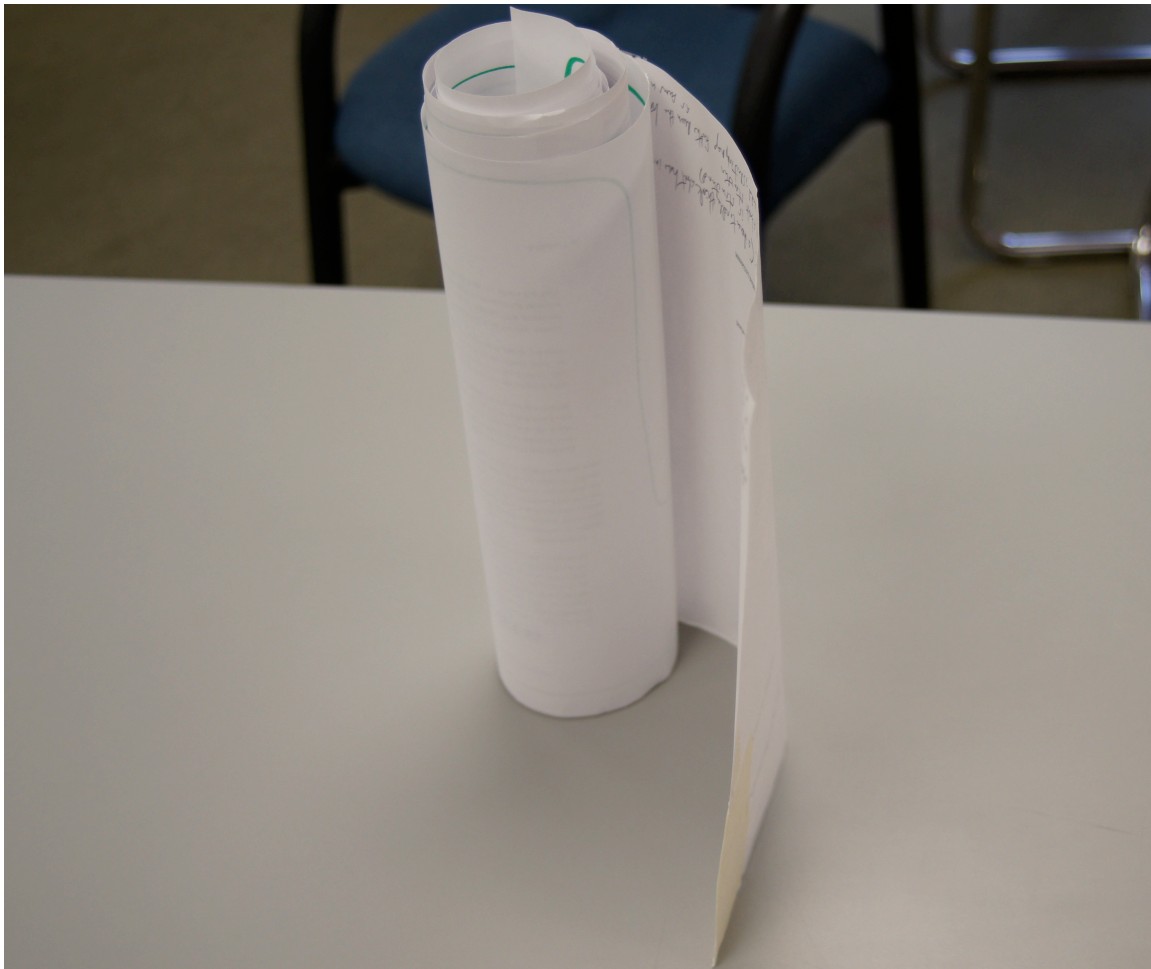
Thank you for sharing this with your colleagues!

Here's what teachers and students are saying about scrolls and textmapping:

[With a scroll]... *It is easier to understand the text. You can see it quicker than flipping pages.*

> \- ESL College Student,
> Los Angeles County, CA

I have found one of the most powerful skills a reader can use in accessing content area material is textmapping…. I teach first grade and the kids benefit so much from these kind of concrete experiences…. The scroll allows them to see the piece as a whole…. Continual use allows kids to see the predictability of how content material is presented. Not only that, using scrolls sets up many easy collaborative jobs - and then, of course, follows sharing and discussion.

> \- Pam Cucco
> First Grade Teacher
> Short Hills, NJ

We have everything laid out before us and we just look from page to page. Doing the scroll makes us see how many pages there actually are....It helps me determine what's what as opposed to looking through the whole text. My eyes just go directly to what I'm looking for....

> \- College Student, Los Angeles County, CA

I like how the kids can look back through the story and keep thinking without turning pages. It is a very different approach to reading.

> \- First Grade Teacher, Pennsville, NJ

Active, global modes of teaching reading comprehension are rare.... This is a great way to address the weaknesses in reading comprehension, and to teach active/metacognitive reading skills.

> \- Reading Specialist, Clayton, MO

more comments at: www.textmapping.org/comments.html

Thank you for sharing this with your colleagues!

Do you already use scrolls and textmapping? Then *please*…

- ✓ Share this document with your colleagues!
  Get a copy: http://www.textmapping.org/unrollingTheBook.html

- ✓ Start a scrolls and textmapping study group at your school!

- ✓ Conduct action research in your classroom on the uses of scrolls and textmapping!

- ✓ Spread the word about scrolls and textmapping!
  - o Share on social media.
  - o Post to professional listservs.
  - o Like and share blogs, pins, and tweets from other teachers.
  - o Like and share these pages:
    - ▪ www.textmapping.org
    - ▪ www.pinterest.com/davemiddlebrook
    - ▪ www.twitter.com/davemiddlebrook
    - ▪ www.facebook.com/textmapping
    - ▪ www.about.me/davemiddlebrook
    - ▪ www.linked.com/in/davemiddlebrook

- ✓ Share information about scrolls and textmapping at staff meetings and professional conferences; write about them in newsletters for professional organizations to which you belong!

- ✓ Plan a textmapping workshop!
  http://www.textmapping.org/workshops.html

- ✓ Contact me! Let's work together to develop this!!

Thank you for sharing this with your colleagues!