

Let's talk about text, baby!

Reading & Writing in YOUR Content Area

Brainstorm

- In your own format, brainstorm the different types of reading and writing your students display over the course of a day.



Are they really reading and writing?

- Writing Invitations
- Grammar Sentences
- Reading Responses
- Lecture Notes
- Constructed Response
- Written Conversations
- Novels—self-selected & assigned
- News Articles
- Op-Ed Pieces
- Poetry
- Math problems
- Lab reports
- Primary documents
- Maps
- Textbooks
- Word problems
- Sheet Music
- Lyrics
- Foreign Language
- Graphs
- Assignments/Rubrics

Are they really reading and writing?

- Text Messages
- Facebook statuses
- Tweets
- Instagram captions
- Hashtags
- “tattoos”
- Letters
- Song lyrics
- Cereal boxes
- Movie reviews
- Blogs
- Poetry
- Short stories
- Schedules
- Websites
- TV captions
- Box scores
- Menus



Strategies for Reading in Your Class

Helping Students Navigate Deeper and More Complex Types of Text

List—Group—Label

- Put a word on each post-it note.
- Group the words together in a group that makes sense to you.
- Label each group with a title that covers all the words in a group.
- Create a gist statement—write a sentence that you think summarizes the piece we are about to read. 😊

List—Group—Label

- Believers
- Beneficial
- Demonstrate
- Discussion
- Embrace
- Failure
- Falling down
- Fear
- Highlight
- Knowledge
- Learning process
- Opportunities
- Persevered
- Perspective
- Proficiency
- Programmed
- Reflection
- Skills
- Tower

1. One word per post-it.
2. Create groups.
3. Label each group.
4. Write a gist statement.

Make a Prediction

- A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions.
- This strategy also helps students make connections between their prior knowledge and the text.



How to do a Close Reading

1. Number the paragraphs.
 - This gives students a quick reference. They can name the paragraphs during discussion.
2. Chunk the text.
 - Breaking up the text makes it more manageable.
 - Draw a horizontal line below paragraphs that naturally go together.
3. Underline and circle with a purpose.
 - Circle unknown words; underline important terms.
4. Left margin—What is the author saying?
 - Students write brief summaries in the left margin.
5. Right margin—Dig deeper into the text.
 - Ask questions; make connections; describe what the author is doing.

Two-Column Notes

In response to informational text:

- Pull direct quotes
- React to each quote
- Draft a summary of the entire article
- Identify one most important word
- Create an illustration for that word

<i>Article Title:</i>	
<i>Quotes & Information</i>	<i>Personal Reaction</i>
<i>Brief Article Summary:</i>	
<i>Most Important Word</i>	<i>Illustration</i>

Strategies for Writing in Your Class

Graffiti Strategy

- Choose a color to work with.
- Read/reread the text/your summaries carefully.
- On the poster, mark your thinking, processing, and reaction:
 - Doodle.
 - Question.
 - Comment.
 - Display emotions.
- Respond to your partner's processing as well.
- Rotate the poster as necessary.

Constructed Response Writing

- A great way to determine if students really “get it”
- May be written to assess any indicator
- Challenge students to think, instead of providing memorized answers



Steps to Writing a Constructed Response

1. Rephrase the question to form your topic sentence.
2. Answer the question using words from the question.
3. Find at least three specific examples that support your answer.
4. Explain each example; relate it back to the topic sentence.
5. Write a concluding sentence to tie it all back together.

Which of the three tips for building a perspective on failure would be most successful in your classroom? Support your answer with textual evidence.

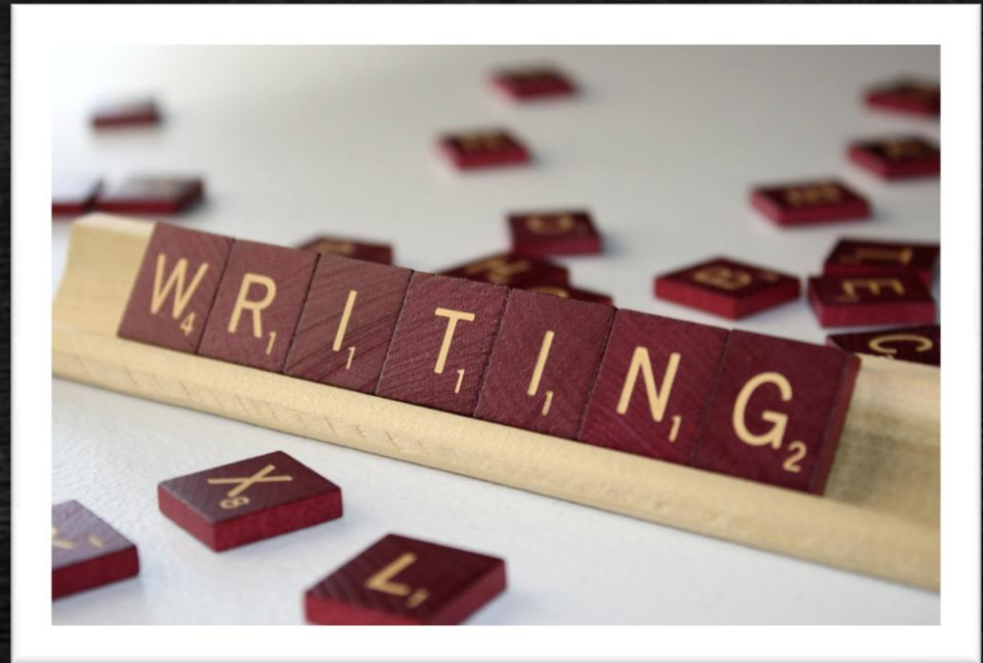
1. Rephrase/answer the question to form a topic sentence.
2. Find three examples from the text to support your choice.
3. Write a strong conclusion to tie it all together.

Constructed Response Rubric

Advanced (4 points)	Goal (3 points)	Progressing (2 points)
<p>Meets all the <u>goal</u> criteria plus:</p> <ul style="list-style-type: none">• Includes reasons why selected choice is better than other choices.• Includes a real life connection or experience in support of selected choice.	<ul style="list-style-type: none">• States answer choice• Supports answer choice with 3 examples from the text• Writes at least one paragraph• Writes concluding sentence that summarizes or supports answer choice	<ul style="list-style-type: none">• Meets 2-3 of the <u>goal</u> criteria
		<h3 data-bbox="1770 863 2051 1035">Beginning (1 point)</h3> <ul style="list-style-type: none">• Meets fewer than two of the <u>goal</u> criteria

Quick and Easy Writing for Any Class

- Writing Blasts
- Written Conversations
- Entry slips/exit slips
- Summaries
- Top 3 with justification
- Student-generated questions



Tips for Implementing Strategies

What you should do...

I don't know whether I could do either one, reading or writing, without the other.

Eudora Welty

meetville.com

- Be a model reader and a model writer.
- Go step by step; repeat.
- Instructions should be both verbal and visual.
- Be patient!

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