

# ENGAGED READING AND WRITING

## *A Process to try with students*

### Key Ideas

- \* Reading and Writing must go hand in hand in CCSS-based classrooms
- \* Choice is still critical; engagement comes from reading and writing topics about which we are passionate
- \* Explore a piece first from the reader's point of view, examine what the reader considers important, how the reader approaches the text before moving on to author-based importance.
- \* Take your time and include multiple readings and time to discuss the reading and writing portions of the process.
- \* Think about using this process with narrative, expository and argumentative types of texts.

### The Process (can be spread over 3 - 5 days)

1. Students read a piece that they have chosen from a group of three appropriate text choices (can be narrative, expository or argumentative).
2. Students read and annotate the piece focused on **reader-based importance** -- what is important or compelling, memorable or interesting to them. They also note ways that they approached the piece - what did they do/think about to make the piece understandable?
3. Students share their thinking with a partner with a focus on what they found compelling, important or moving.
4. Students re-read the piece using the same process outlined above and sharing new insights with their partners.
5. Now students read the text with an eye to the author (*author-based importance*) - they annotate the text to focus on what the author most wanted them to think about and remember - tell them, "if the author was in the room, what would he/she want you to think about, take away from your reading?"
6. They discuss with the same partner, if possible, focused on how their reading approach differed than when they read for *reader-based importance*?
7. Students re-read the piece using the same process outlined, this time focused on **author-based importance** - if the author were here, what might he/she say is important for us to understand and remember
8. Share new insights with partners. What new details and ideas stood out based on the reading from an author-based importance point of view?
9. This time, ask them to choose one or two key ideas from the text to talk to a partner about and to focus on why they selected that idea(s)? They can be asked to consider what the author did to persuade them that the idea was important. They can discuss what other ideas they considered.

10. As a class discuss ways in which their second reading (author-based importance) key ideas synch (or not!) with their initial reading key ideas?
11. Create an anchor chart to show how their reactions differed based on reader-based importance and author-based importance.

### Variations and whole class discussions

- Ask the students to write about what they consider to be the most important ideas in the piece following step 3 and/or 4, 6, 7 and 8.
- Ask the students to complete the process in two different genres.
- Discuss their approach to the text - did they approach the reading differently based on reader-based importance compared to author-based importance?
- Discuss the differing approaches they had in different genre.

### Writing about a reading

- \* Students spend 10 minutes writing about the idea they selected as most important after reading with both (reader and author) perspectives.
- \* Initially, encourage them to include anything that comes to mind, any associations with the ideas, anything the author may have had in mind, any questions they had, any images or inferences they may have had - just encourage them to write!
- \* Discuss the writing so far with a partner.
- \* Ask students to review what they've written and focus on the key idea, theme, through-line. Share key themes/ideas with the same partner. Encourage them to tell their partner what you understand based on sharing earlier and the piece you wrote
- \* Go back to the piece to revise into a narrative, argumentative or expository piece.