Going Deeper into Text—Reading as a Writer / Writing for Readers: A Process Study

Purpose & Overview:

The focus of this study is on readers making decisions about how and when to apply a range of strategies in the act of reading and discussing increasingly sophisticated texts in order to gain and build on understandings. Through a variety of interactions with texts in a community of learners, readers expand their understandings of human nature and themselves. Readers understand and use the power of writing to discover and extend what they know and think.

Creating a vision for this study:

"Learning to respond powerfully to books is one of the great truths they will learn in school. It reflects their thinking and their learning lives. It takes many forms because it is so complex, as their learning lives should be. And it cannot be taught in one unit of three or four weeks, because it is too vital to their learning," (Angelillo, J., *Writing About Reading,* p. 4).

" Embedded in these studies, as in all aspects of our learning, is the importance of thinking and talking about our thinking as a means of constructing ideas, negotiating meaning, and developing structures for independent thought," (Nichols, M., *Comprehension Through Conversation,* p. xi).

"I have said that I tell students over and over that one of the main ways I want them to grow as readers is to become the kind of people who are moved by literature, who expect literature to affect them personally and help them see the world differently, even sometimes to change completely the way they think about their own lives, the lives of others, and their society," (Bomer, R., *Time for Meaning*, p. 108).

"It is this quest to recognize our commonalities, to move beyond 'trite' thinking, to develop a deeper understanding of what it means to be a human being that we seek to develop in our students. In doing so, we are preparing them for the critical issues of adulthood. We are providing them with important imaginative rehearsals for the real world—a world they are soon to inherit," (Gallagher, K., *Deeper Reading*, p. 158).

"Readers use *all* of the linguistic and pragmatic features as they read. Dorothy Watson explains, 'Within the complexly organized systems of language there are subsystems that work in concert to help humans organize their experiences and mediate meaning' (1988, 5). All of these systems work together, not in isolation, to help readers construct meaning," (Moore, R. & Gilles, C., *Reading Conversations*, p.15).

"Readers' minds are learning to form the questions that are worth asking and filling up with the knowledge of the world," (Atwell, N., *The Reading Zone*, p. 19).

"Once again—but it's important enough to be restated—we must take care that teaching a particular strategy does not take precedence over reading and understanding text. Students can 'know' lots of strategies and also document their use of particular strategies. But being able to complete a strategy exercise is not the same as knowing how and when to use and apply a strategy in the act of reading to gain understanding," (Routman, R., *Reading Essentials*, p. 129).

Colorado State Standards

NOTE: Standards and expectations listed reflect those requiring particular emphasis in this study.
NOTE: Since pacing guides are aligned with 2002-2007 CSAP Standards Analysis, use appropriate grade level pacing guides.
NOTE: Craft Instruction will provide the framework for instruction of some of these standards. Evidence of learning should be monitored through student work.

Reading:

Standard 1: Students read and understand a variety of materials.

Rationale: The goal for students at all levels is that they know and can use strategies--various ways of unlocking the meaning of words and larger blocks of text--to become successful readers. The strategies are applied in increasingly difficult reading material at each grade level. At all levels, students should be challenged to read literature and other materials that stimulate their interests and intellectual abilities. Reading from a wide variety of texts, both assigned and student selected, provides experience in gaining information and pleasure from diverse forms and perspectives.

- Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech
- Make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it
- Adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials

into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication
- Use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and use information from their reading to increase vocabulary and enhance language usage

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Rationale: Students use reading, writing, speaking, listening, and viewing to think and learn. By moving beyond a literal interpretation of text to an analysis of an author's, speaker's, or director's purpose and perspectives, students practice and improve their higher-level thinking skills. Students need to recognize and evaluate different points of view and to follow a line of reasoning to its logical conclusion. Students need to think about their writing and reading skills and work toward improvement.

- Use reading, writing, speaking, listening, and viewing to define and solve problems
- Recognize, express, and defend points of view orally and in writing
- Identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director
- Evaluate the reliability, accuracy, and relevancy of information

Standard 6: Read and recognize literature as a record of human experience.

Rationale: Literature records human expression in such forms as speeches, poems, novels, stories, nonfiction, essays, plays, films, biographies, and autobiographies by male and female speakers and writers. The study of literary traditions offers a perspective on enduring questions, a glimpse into human motives and conflicts, and a sense of the beauty and power of spoken and written language. In addition, literature transmits and transforms culture; it also enables students to think, communicate, and participate in society. The study of literature and writers of the United States honors the heritage and cultures of all people who live or have lived in America, and it thus helps students develop an understanding of our national experience. A comprehensive literature program fosters habits of reading that carry over into adult life.

- Know and use literary terminology
- Read literature to investigate common issues and interests
- Read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar
- Read literature that reflects the uniqueness and integrity of the American experience
- Read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world
- Read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups

Writing:

Standard 2: Students write and speak for a variety of purposes and audiences.

Rationale: Writing and speaking are essential tools for learning, for success in the workplace, and for responsible citizenship. Developing a range of writing and speaking abilities requires extensive study, practice, and thinking. Students need frequent opportunities to write and speak for different audiences and purposes, and they need to be able to communicate expressively, informatively, and analytically. Growth in writing and speaking abilities occurs by applying skills to increasingly challenging communication tasks.

- Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading
- Write and speak for audiences such as peers, teachers, and the community
- Plan, draft, revise, proofread, and edit written communications
- Use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning
- Organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration

Continuum Connections:

NOTE: The strands listed are appropriate for most students with varying levels of complexity. Depending on text and context, readers and writers are on different levels of the continuum at different times. Use appropriate strands and levels in response to student need

Reading

Early Middle	Late Middle/Early High School	Advanced High School
Makes connections to personal experience, background knowledge understanding of the world and other texts as an ongoing part of meaning making	Makes increasingly sophisticated connections among texts using relevant experiences and a developing knowledge of the world	Synthesizes information within and across texts by critically reflecting on and responding to complex text, providing different levels of interpretation and adopting alternative viewpoints
Reads, retells and/or summarizes grade level appropriate text and makes own interpretations based on understanding of issues and ideas in the text	Provides support for personal interpretation of text and understands that a text may be viewed differently by different readers	Reflects on own reactions to author's viewpoints and weighs relative strengths, styles and credibility Acknowledges the potential of texts to provide multiple valid interpretations and reflects a willingness to re-examine original opinions
Analyzes and justifies inferences and predictions that support meaning making in informational as well as narrative text	Analyzes and justifies more sophisticated inferences and predictions in increasingly complex text	Analyzes and justifies more sophisticated inferences and predictions in complex text
Interprets text and generalizes to modify and extend own knowledge	Makes generalizations that challenge, criticize, and respond to text critically	Analyzes text critically to identify techniques and features such as style and tone designed to influence readers
Recognizes author's purpose and use of bias, propaganda and stereotypes in texts	Uses understanding of bias, propaganda, and stereotyping in text to read critically and evaluate ideas	Questions and analyzes author's purpose to detect layers of ambiguity and innuendo meant to influence readers
Engages in reading increasingly complex text and recognizes when additional support is necessary in order to make meaning	Remains engaged when challenged with complex text and seeks support as necessary to make meaning	Remains engaged when challenged with complex text and seeks support as necessary to make meaning

Writing

Early Middle	Late Middle/Early High School	Advanced High School
Uses background knowledge, personal experiences and questions to generate, explore and develop ideas for writing	Generates, explores and develops topics and ideas	
Selects genre to suit purpose and audience, demonstrating control over most essential elements	Recognizes the characteristics of various genre and text forms and experiments with these forms to suit purpose and audience	May choose to manipulate or abandon conventional text forms to achieve impact
Is aware of personal writing process and strategies for generating writing, such as • Moving from planning to drafting • Using drafting as a fluent and efficient means to capture thinking • Rereading while composing to ensure meaning is clear • Overcoming writer's block	Understands own writing process and flexibly uses strategies to generate fluently writing	Understands own writing process and flexibly uses strategies to generate fluent writing
Seeks out response to writing during revision and makes decisions about how to use it	Actively seeks out an audience for response and makes critical choices about how to use feedback	Seeks out an audience for response when needed and can articulate reasons why
Uses knowledge of text to recognize and follow patterns appropriate to genre, text form and purpose	Understands which text forms suit particular audiences and purposes, while exhibiting control over most essential elements	Effectively controls language and structural features of a large repertoire of text forms
Attends to basic standard conventions knowing that conventions support the reader in creating meaning	Demonstrates control over basic standard conventions	Experiments with writing conventions and sophisticated usage to achieve a desired effect
Sees writing as a vehicle for personal expression and a reflection of personal identity	Uses writing to express personal views and identity	
Writes beyond the minimal required amount both in and out of the classroom	Writes to process thinking and develop understanding	Acknowledges the importance of writing to process thinking and develop understanding

Enduring Understandings, Essential Questions & Learner Outcomes

Note: These outcomes represent the learning that results from this study. Develop daily learning objectives based on the Teaching/Learning Cycle and Learner Outcomes.

- EU: Readers and writers understand that exploring how texts reveal truths about human experience can expand and deepen their understanding of themselves and the world.
    - o EQ: How does our reading and writing help us understand human nature?
        - ▪ LO: Readers and writers explore texts and talk with others to learn more about human nature.
        - ▪ LO: Readers and writers continually revise their understanding of the world as they read a variety of texts and talk with others.
    - o EQ: How can reading and writing impact our lives?
        - ▪ LO: Readers and writers think, talk and write about ideas beyond the literal, allowing themselves to be moved by words and being open to the ways reading can change their lives.
- EU: Readers understand that they can make decisions about when and how to use reading strategies to help them construct and negotiate meaning in complex text and develop strategies for independent thinking.
    - o EQ: How do readers use and reflect on strategies to help them make meaning in complex text?
        - ▪ LO: Readers use and reflect on which strategies are effective for making meaning during reading.
    - o EQ: How do readers develop new understandings and revise their thinking about texts?
        - ▪ LO: Readers revise their thinking as they develop new understandings about texts.
    - o EQ: How do readers use writing as a tool to develop strategies for independent thinking?
        - ▪ LO: Readers use writing as a tool to develop strategies for independent thinking.
- EU: Writers understand that they can make decisions about when and how to use writer's craft to develop a message for a specific purpose and audience.
    - o EQ: How do writers strategically select, use and reflect on crafting decisions for effectiveness for their purpose and audience?
        - ▪ LO: Writers strategically select, use and reflect on crafting decisions for effectiveness for their purpose and audience.

Assessment: Assessment *For* and *Of* Learning
 	
Shirley Clarke, *Active Learning Through Formative Assessment* (2008)
Formative assessment:
   o involves sharing learning goals with pupils
   o aims to help pupils to know and to recognize the standards they are aiming for
   o involves pupils in self- and peer-assessments
   o provides feedback which leads to pupils recognizing their next steps and how to take them
   o promotes confidence that every pupil can improve
   o involves both teacher and pupils reviewing and reflecting on assessment data (and information)
	Janet Angelillo – "I would suggest that we could use conversation, notes, and Readers' Notebook entries as samples of student writing to assess comprehension" *Writing About Reading* (124).
	
	Kimberly Hill Campbell – "Once the primary objective is identified, I focus on assessment: How will I know what students know, understand, and can do? In developing assessments, I focus on creating and sustaining readers and writers" *Less Is More* (16).
	
	Formative assessment in Readers/Writers Workshop is ongoing, based on the Teaching/Learning Cycle, and supports decision-making in standards-based education. Additionally, the fall interim assessment provides data that is both summative and formative to inform subsequent instructional decisions.
	
	Opportunities to gather formative assessment data that show growth toward and movement beyond the standards are threaded throughout the workshop. Regular monitoring is essential within a standards-based educational system.
	
	Reading and Writing
	Teachers monitor for:
	   o the depth and extent of conversations in partnerships, small groups, and whole-class discussions
	   o the amount and quality of students' notes to prepare for talking, writing, and extending ideas, including the use of their readers notebooks
	   o the development of ideas in longer pieces of writing about reading
	
	Independent Practice
	Teachers monitor for:
	   o use of reading responses for more thoughtful and extended pieces of writing about reading
	   o increasing engagement in independent reading
	   o increasing depth in reader-to-reader conversations
	
	Students' Self-assessment and Talk
	Shirley Clarke – "As with all formative assessment, pupils need to be actively

involved in deciding, with teachers, what they need" *Active Learning Through Formative Assessment* (29).

Teachers use student self-assessment information as part of a body of evidence reflecting student learning and informing teacher instruction. Throughout the study, students are asking themselves:
- How does talking with other readers impact my own reading?
- How am I using conversations with other readers to ask questions, change my ideas, and understand the text on a deeper level?
- How does what I read impact my life?
- How does my thinking about what I read help shape who I am?
- How does what I read help me understand life and human nature?
- What strategies do I use, and how do I know they are effective in helping me make deeper meaning?
- How am I using writing as a tool to deepen my thinking?

| **Planning for Instruction:**

Use *APS Teaching/Learning Cycle in Readers/Writers Workshop* to guide and inform all phases of instruction.

Instructional Frameworks used in APS Readers/Writers Workshop:

- Small Group Reading Instruction (daily guided reading)
- Reading Demonstrations
- Shared Reading
- Independent Reading (daily)
- Responding to Reading
- Writing Demonstrations
- Independent Writing (daily)
- Talking about the Writer's Craft
- Craft Instruction
- Readers/Writers Workshop Studies
- Readers/Writers Notebooks
- Conferring | Janet Angelillo – "Setting students up for longer writing (about reading) means helping them to understand that sometimes they'll extend their thinking about books and push themselves to write longer about an idea" *Writing About Reading: from Book Talks to Literary Essays, Grades 3-8* (58).

Randy Bomer – "Reading, then, even in a reader's mind, is a collaborative act. The context of reading, the purposes for reading, and the cultural background for reading are such powerful constraints on meaning that teachers…give primary attention in establishing environments for readers….What these teachers are trying to do is put into the air of the classroom the kinds of conversations they hope students will internalize for their independent reading" *Time for Meaning* (97).

Establishing a Learning Environment:
- Organize time and the classroom environment to construct learning spaces that promote purposeful student talk
- Select compelling texts that provide opportunities for teacher modeling of sophisticated conversations about text
- Collect samples of compelling short texts, novels, and nonfiction that support students' independent reading of more sophisticated text and inspire elevated student choice
- Establish a variety of opportunities for authentic audiences for student reading responses (*e.g.*, nings, blogs, reader response walls, reader-to-reader responses)

Planning for reading and writing demonstrations and initial small groups:
- Continue to refine Reader's Notebook for reading demonstrations.
- Reflect on the feedback being provided in Readers' Notebooks to determine whether it promotes deeper thinking in response to reading.
- Plan to provide descriptive feedback in a variety of settings that will promote deeper thinking.
- Plan opportunities for purposeful student conversations about their thinking in reading in order to deepen and build understandings.
- Plan for multiple opportunities to use writing as a tool to deepen and extend thinking about reading.
- Plan for monitoring of students' use of strategies to deepen and extend thinking.

The Role of Reflective Thinking
Maria Nichols – "What's important is that children have time for and support with thinking about their thinking and talking for the purpose of doing both in smarter ways, and creating habit of mind" *Comprehension Through Conversation* (102).

Teachers plan to support student reflection around their reading process. Reflective Process questions include:
- What are you doing as a reader in this text? How did that help you understand it better?
- What are you noticing? What made you notice that? How does that change your thinking?
- What are you thinking? How did you come to that? What supports your thinking?
- Is your thinking changing? Why or why not?
- What are you wondering about? What led you to wonder about that? How will this help you as you read?
- What can you take from our conversation today that you can apply to all reading? How will you hold yourself accountable to this new learning?
- What did you discover about your thinking through writing about reading? How will you apply this |

	in other texts?
	Before teaching: • Review standards, pacing guides, reading and writing continua, Teaching/Learning Cycle, Conditions of Learning, and the R/W Workshop Implementation Continuum to develop a vision for workshop • Develop a plan for monitoring that is flexible, useful, and informative (*e.g.*, Capture, teacher-designed system) • Understand the purpose, intent, and appropriate use of Craft Instruction, its role in writing about reading, and the way it can help students analyze text.
Beginning Instruction: Janet Angelillo – "All too often students are content with surface work that gestures toward deeper thinking but does not extract their best thinking. Deeper thinking flows from some change, friction, or discomfort that leans against what we already know or believe. Good readers make space for opening their minds to print, allowing ideas in, and then situating the new ideas within the old, making sense of a text in comparison to what they already know about the world. Interpretation expands as we merge what we know and think with the experience of reading words in a new text" *Writing About Reading* (19).	The most important goal is to support readers and writers in deepening their thinking rather than report surface observations or interpretations as they continue to develop as a community of readers and writers. The previous work that students have done in *Creating a Culture of Readers & Writers* will be critical for this study. **Reading:** • Provide opportunities for students to respond to text in a variety of ways (*e.g.*, conferring, 1:1 conversations, book clubs, written response, nings, blogs). • Continue and refine the use of Reader's Notebooks so students can capture their thinking about their reading, including poetry, as they develop ideas and make deeper meaning of the text. • Monitor students' text selection to ensure opportunities for sophisticated conversations about reading. • Monitor how students are making decisions about their use of strategies to deepen and extend thinking and provide descriptive feedback that will promote deeper thinking. • Use demonstrations to support students as they respond to their reading. **Writing:** • Continue to structure time for students to write independently on a topic of their choice as well as opportunities to experiment with the focus of demonstrations. • Continue to provide ongoing opportunities for students to fill a writer's notebook with ideas, drafts, plans, and intentions. • Continue to use demonstrations to support students as writers. • Continue to collect monitoring notes for small group support and confer with writers as they write. • As students develop ideas for writing, continue to support them to use mentor text, including resources from the classroom library. **Demonstration / Try it on:** Possible demonstrations for reading include: • What readers notice in texts that provide an entry point for deeper thinking • How readers use their reading life to understand who they are and how they see the world • How readers notice relationships among characters and what it might suggest about the human condition • How authors use different structures to create an effect (*e.g.*, variety of paragraphs and sentences, parallelism, syntax) • How readers use their Reader's Notebooks to deepen their understandings of what they read • How purposeful conversation with others enhances, clarifies, revises, and/or extends meaning • How purposeful questions help readers engage in stimulating conversations • How readers make decisions about reading strategies to construct, negotiate, and deepen meaning
Supporting Independent Learners:	Teachers are responsive to students' needs in relation to the standards, continua, and grade-level pacing guides as they plan precise instruction. Teachers establish a structure and pattern that include daily demonstration, small group instruction, conferring, and extended time for independent practice. **Guided Practice** Small group guided reading is a daily opportunity to provide targeted reading instruction based on data that informs teachers. • Group students by focusing on what students know to do as readers, selecting appropriate text and planning next instruction • Select compelling and challenging texts, including poetry and other short texts, and decide where to segment text as appropriate. • After silently reading a segment of text, focus first on making meaning and then think, talk, and

	question toward deeper meaning. • Students reflect about their experiences as readers in small group guided reading, independently, and when talking with other readers. **Independent Practice** Teachers maintain a daily monitoring system to build a growing body of evidence about each student's growth as a reader and writer, and they use the monitoring notes to develop instructional next steps in conjunction with the continua and grade level planning and pacing guides. • Collect information about student reading and writing behaviors on a regular basis. • Monitor students' independent practice to see how they are taking on the learning from small group guided reading. • Support students through monitoring the goals they set. • Monitor student conversations to see how they are using talk to enhance, clarify, revise, and/ or extend meaning **Conferring** • Monitor student learning along the reading continuum and discuss observations with the student • Monitor student application and accountability for new learning • Monitor student understanding about the deeper ideas about life behind the text • Monitor student understanding of text selection that will promote sophisticated conversation about text

Habits of Mind:
 	
Janet Angelillo—"The work of keeping a readers notebook should not be a chore. It should reflect a vibrant, vigorous reading and thinking life and a willingness to record that ongoing journey. The writing in a readers notebook should support thinking about books and should help scaffold students to write longer about those books" *Writing About Reading* (46)*.*
	Reflect
	• Teacher reflects on practice that affected student learning
	    o What was most effective?
	    o What was most challenging?
	• Students reflect on their own learning through conversation and writing
	    o What have I learned?
	• Time for whole group conversation/debrief
	    o How did this move us forward as a learning community?
	
	Tools for reflection include:
	    o Enduring understandings
	    o Essential questions
	    o Learning goals
	    o Anchor charts
	    o Readers/ Writers Notebooks
	    o Monitoring notes
	    o Student work
	    o Reflective Cycle
	    o Teaching Learning Cycle
	
	Connect
	• Select most meaningful anchor charts to post permanently
	• Teacher reflects on future work
	    o What would remain the same?
	    o What would change?
	    o What will I do now?
	• Students reflect on future work
	    o How will I use what I learned?
	    o What do I still need to work on?
	
	Celebrate
	• Students and teachers have an opportunity to share their work with an audience