

Transcription of the video: *Writing about Reading*

[SLIDE – WRITING ABOUT READING]

[Image of a three-circle sequential arrow process with How it works? in the top circle, Why Writing About Reading? in the middle circle, and Considerations in the bottom circle. Text on slide: Students have the opportunity to articulate their thinking about reading based on the material they have read in class; students can choose to write about read aloud, shared reading, guided reading, or independent reading material. Teacher responds to students by writing a response that meets the student where they are and extends their thinking by using prompting questions. (Fountas & Pinnell, 2001).]

[**Terri Anne Jackson**]: The next thing to talk about is Writing about Reading. So during Writing about Reading, students have the opportunity to articulate their thinking about reading based on the material they have read in class. Students continue to write about the Read Aloud, your Shared Reading, Guided Reading or even their Independent Reading material. The teacher responds to the student by writing a response that meets the student where they are, and extends their thinking by using prompting questions.

[SLIDE]

[Image of chart entitled Writing about Reading]

[**Terri Anne Jackson**]: So you can see here I've incorporated some images. I often will make an anchor chart with my class for when students have a hard time thinking about ideas. And what we do is, we glue it right into their reader's notebook. And I also post it on the wall of my classroom. It included an image of a reader's notebook, because for many students, writing in their reader's notebook is how they like to communicate. And I've always included a Dictaphone, because once upon a time I had this student who I knew he had lots of great ideas in his head, but they never went out on paper. And so I gave him the Dictaphone; he used to pace the halls of the school dictating to me about his reading each week, and then I would dictate back. And it was a beautiful way -- that really gave me the opportunity to see what he was capable of doing. So remember that when you're generating that list of ideas I talked



about, they can be opener, focused on specific instructional strategies. So you may want to almost guide it when you're looking to assess specific skills. I like to do this regularly. What I found worked best for me is when I had 30 students in my class, I would divide them up so I receive six students' reading response journals each day, so I never had to respond to 30 kids at a time. That way I could take six home, and it didn't feel like too much work to spend 30 minutes a night writing back to six people. When I wrote back, it was really awesome, because it allowed me to differentiate for students at another level. I knew what level prompting to ask them. I was able to connect with them on a couple of things. And it really helped me build rapport, especially with some of the quieter students in my class.

[SLIDE – WRITING ABOUT READING: WHY?]

[Text on slide: • Individualization; readers can write about text they have read in class during read aloud, shared reading, independent reading and guided reading activities • Encourages readers to practice comprehension strategies • Requires readers to look back at text and take a “deeper think” • Individual responses allow teacher to probe at instructional level and to connect personally with each student]

[Terri Anne Jackson]: So why do we write about reading? Individualization is the real reason why we do this. Readers can write about texts they have read in class during Read Aloud, Shared Reading, Independent or even Guided Reading activities. It encourages your readers to practice their comprehension strategies. It requires they look back and take a deeper think about things. And individual responses allow the teacher to probe at the instructional level, and to connect personally with each student.

[SLIDE – WRITING ABOUT READING: CONSIDERATIONS FOR STUDENTS WITH LDs]

[Text on slide: • Allow students to respond in a variety of formats (i.e. response journal, post-it notes, letters, oral responses) • Give students access to a word bank/word wall (organized by increasing complexity, tools like spell check, assistive technology) • Ensure speech to text software is available including word prediction software and speech-to-text software • Allow students to type, write, or print; drag and drop allows them to avoid retyping when editing



drafts • Create templates and to-do lists to help with planning • Ensure students have sufficient time to complete the task (some students may require multiple days)]

[**Terri Anne Jackson**]: Now this tends to be one area where there are a lot of considerations for students with learning disabilities. First, allow students to respond across a variety of forms. So I showed you the example of the response journal and the Dictaphone. I've also had some students who like to use Post-It notes. Some students like to write letters, some students like to do oral responses. Some students even like to do it electronically. Make sure students have access to a word bank or a word wall. And one of the great ways of organizing is to make it easier for students with learning disabilities to access, and to make sure you organize it by increasing complexity. So tools like Spell Check are really essential, and making sure that assistive technology and word prediction software is available as needed. Speech to text software is very helpful for many students; however, ensure they are fluent with the software before you set them on this task. Also make sure you have a nice dictation space in your room, and students have good quality noise-cancelling headphones so that they don't have disruption by other students. You may want to allow students to type and then drag and drop things back and forth, just to save them having to retype if they decided to edit drafts. You may wish to create templates and to do lists to help students plan and ensure students have sufficient time to complete the task. Knowing your students means that you'll know whether they need multiple days to get this letter ready for you each week. And ensure, most importantly, that your success criteria is consistent over the course of the term, because it helps to foster routines, and students can build their comfort as they get through and they learn about this.

