IRW: Viewing all texts as both a reader and a writer

All Texts: in-process and published
All Texts, All Strategies, useful for IRW

All Texts: in-process and published
Reading and writing are essentially similar processes of meaning construction: both are acts of composing. *(Toward a Composing Model of Reading, Tierney & Pearson, 1983)*

**Perspectives, from the Literature Base**
A Half-Dozen Principles of Integrated Reading & Writing Instruction

1. Reading & Writing Linked Thematically
2. Employs a recursive curricular process
3. Student meta-cognitive awareness
4. Fully “exploit” all texts with Reading & Writing
5. Every strategy & activity used for reading and writing
6. View all texts as a reader and writer

IRW
3. All texts should be viewed from both a reader’s and a writer’s perspective.
   ◦ Crucially important is the perspective that students hold about their relationship to texts, and what their role is in constructing meaning and constructing new texts.
   ◦ For *published texts*, working within the author’s already published work allows students to investigate the writing choices the author made, and to build their own writing proficiencies using an authentic text.
   ◦ For *in-process texts* it is important to view them not only as writing assignments but also as reading assignments. This provides an authenticity to the purpose of writing the text, which can be missing from some class assignments. In this approach, students would use each other’s papers as source material for their own subsequent classroom writings.

**Principle # 3: All texts should be viewed from both a reader’s and a writer’s perspective.**
Chris tossed his cards down and said: “Sure And I bet you anything we get our pictures in the paper!”

“Huh?” Vern said.

“Yeah?” Teddy said, and grinning his crazy truck-dodging grin.

“Look,” Chris said, leaning across the ratty card-table. “We can find the body and report it! We’ll be on the news!”

“I dunno,” Vern said, obviously taken aback. “Billy will know where I found out.”

“No he won’t,” I said, “because it’ll be us guys that find that kid, not Billy and Charlie Hogan in a boosted car. Then they won’t have to worry about it any more. They’ll probably pin a medal on you, Penny.

“Yeah?” Vern grinned, showing his bad teeth.

Teddy was grinning, too. Then he frowned and said: “Oh-oh.”

“What?” Vern asked.

“Our folks,” Teddy said. “If we find that kid’s body over in South Harlow tomorrow, they’re gonna know we didn’t spend the night campin out in Vern’s back field.”

“Yeah,” Chris said. “They’ll know we went looking for that kid.”

“No they won’t,” I said.

Example of Principle # 3: All texts should be viewed from both a reader’s and a writer’s perspective.
Vocabulary and Tone

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“No they won’t,” I ____.

Example of Principle # 3: All texts should be viewed from both a reader’s and a writer’s perspective.
4. Every strategy & classroom activity can be used as a writing tool and as a reading tool.

  - Start with what you already know, and already do. Turn your favorite reading strategy into a writing strategy, and vice-versa.
Summarizing

- Taking notes on thesis and condensed ideas
- Discussing evidence of ideas from original text
- Peer reviewing draft of summary
- Treating each student’s summary as a published text
- Using the summaries as source texts for writing assigs.

And recursive use...for example, the *Choice Text* assignment:

- Two rounds of “choice text” reading & summary assignments
- 6 (or so) different texts to choose from
- Round 1: Students choose one of the texts by perusing the texts, and form small groups for reading and discussion, based on which text they each chose
- Students write summaries on their text.
- Round 2: Same assignment with a different “choice text.” But this time in order to choose which text they want to read, they read their *classmates’ summaries* of the choice texts, and make their decisions based on that information.

**Example of Principle # 4: Every strategy & classroom activity can be used as a writing and reading tool.**
6. Student metacognitive awareness of the relationship and connections between reading and writing is crucial.

- Make explicit an awareness of the relationship between R & W.
- Make explicit an awareness of the goals of the texts—both published and in-process.
- Make explicit an awareness of how strategies—tools—transfer between R & W and to other educational contexts.
“Yea, that’s cool, then what happened?” Teddy asked eagerly.

“I don’t know.” I said.

“What do you mean, you don’t know?” Teddy asked.

“It means it’s the end. When you don’t know what happens next, that’s the end.”

“Whaaaaat?” Vern cried. There was an upset, suspicious look on his face, like he thought maybe he’d just gotten rooked playing penny-up Bingo at the Topsham Fair. “What’s all this happy crappy? How’d it come out?”

“You have to use your imagination,” Chris said patiently.

“No I ain’t!” Vern said angrily. “He’s supposed to use his imagination!

Example of Principle #6: Student metacognitive awareness of the relationship and connections between reading and writing is crucial.
"Different strokes for different folks, they say now, and that’s cool. So if I say summer to you, you get one set of private, personal images that are all the way different from mine. That’s cool. But for me, summer is always going to mean running down the road to the Florida Market with change jingling in my pockets, the temperature in the gay nineties, my feet dressed in Keds. The word conjures an image of the GS&WM railroad tracks running into a perspective-point in the distance, burnished so white under the sun that when you closed your eyes you could still see them there in the dark, only blue instead of white."

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<thead>
<tr>
<th>Example of Principle #6: Student metacognitive awareness of the relationship and connections between reading and writing is crucial.</th>
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<td>How does this reflection on how words mean different things to different people relate to reading comprehension? What does this have to do with background knowledge, schema activation, and word choice that we’ve been discussing?</td>
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Start with what you already know, and already do. Turn your favorite reading strategy into a writing strategy, and vice-versa.

All Texts: in-process and published

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