

# READING AND WRITING STRATEGIES

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## Reading Strategy #1

Write about what

- **Disturbs**
- **Interests**
- **Confuses**
- Or **Enlightens** you about a topic, text, or issue?

## Reading Strategy #2

- **What does it say?** (What's the literal meaning?)
- **What might it mean?** (What is the author suggesting without directly stating it? What do you read between the lines?)
- **Why does it matter?** to a variety of relevant audiences, to a goal of authentic and accurate information, to our understanding of ways perspective influences meaning and understanding

## Reading Strategy #3

- What's the **author's purpose** in writing this? (to inform, persuade, entertain)
- What's the **subject**?
- What's the **author's opinion** about the subject?
- How do you know that's the author's opinion? (Evidence)
- Where is the **thesis statement**?

## Reading Strategy #4

- **Is this fact or opinion?** How do you know?
- Is this what someone ***thinks, feels, or believes?***
- Can the **information be proven true or false?**
- What **evidence** do you need?

## Reading Strategy #5

Identify the **Text Type or Genre** of the Writing (What are the clues?)

- **Expository** (informative/explanatory)
- **Persuasive** (argument)
- **Narrative** (telling a story)

## ***Writing Strategies to Meet Common Core Standards***

### **Writing Strategy #1**

- In **Math or Science or Technical Content Area (Business as well)**, name or identify a specific **audience**.
- Explain how to **solve a problem** using words--not written numbers--to that audience.

### **Writing Strategy #2**

#### **The R.A.F.T.S Model for Classroom Prompts**

- **Role** – helps the writer decide on point of view and voice
- **Audience** – reminds the writer that he/she must communicate ideas to someone else; helps writer determine content and style.
- **Format** – helps the write organize ideas and employ the conventions of format, such as letters, informal explanations, interviews, or speeches.
- **Topic** – helps the writer focus on main ideas
- **Strong Verb** – directs the writer to the writing purpose, e.g. to persuade, analyze, create, predict, compare, defend, evaluate, describe, inform, etc.

### **Writing Strategy #3**

Create a balance of Writing Assignments for your students from the following genres, with an emphasis on Expository

- **Expository** (informative/explanatory)
- **Persuasive** (argument)
- **Narrative** (telling a story)

Note: Creative writing should also be included in the curriculum.

### **Writing Strategy #4**

- Ask **open-ended Essential Questions** about the topic to help writers examine issues that go beyond facts: **I wonder how? I wonder why?**
- **Create an hypothesis** that further research might prove or disprove.
- Then. . . ask **Who, what, when, how and why?**

### Writing Strategy #5

Visualize and analyze an authentic audience.

- **Who** is the audience you want to reach?
- What does the **audience already know**?
- What are the **audience's opinions** about the topic?
- **What does the audience want or need to know**?
- What is **your relationship to the audience**? Close and friendly or distant and antagonistic?

### Writing Strategy #6

Use Graphic Organizers

- **Word/idea webs**
- **Brainstorm lists**
- **Flowcharts**
- **Venn diagrams**
- **Drawings and story maps**
- **T-Charts**

### Writing Strategy #7

Create an argument in a 5-paragraph essay format

#### Example of **Persuasive or Argument Essay**

- Paragraph #1 – **Introductory background** information with **Thesis Statement** at end. For example, "Advertising of junk food **should** be banned from any programs geared for children."
- Paragraph #2 – Begin with a **con statement** supported by **one piece of evidence**. Transition. **First pro supporting the thesis** supported by at least one piece of **evidence** that directly contradicts the con.
- Paragraph #3 -- **Second pro** with supporting **evidence**
- Paragraph #4 – **Third and strongest pro** with supporting **evidence**
- Paragraph #5 – **Revised Thesis Statement** followed by **lead out information** that might deal with possible solutions or what might happen in the future.

Note: Pros and Cons could be reasons for, causes of, components of, effects of, aspects of a situation, issue, or problem

### **Reading and Writing Strategy #1**

- What's the **problem**?
- What are possible **solutions**?
- Do I have enough **information** to support or verify a conclusion?

### **Reading and Writing Strategy #2**

- What is the **situation**?
- What are the **causes** of a situation?
- What are the **effects** of a situation?
- Do I have enough **information** to support or verify a conclusion?

### **Reading and Writing Strategy #3**

- To draw conclusions, make an **If/Then** chart.
- **If column:** List facts
- **Then column:** Write a conclusion that can be drawn from those facts

### **Reading and Writing Strategy #4**

- What's **changed**?
- What's **stayed the same**?
- **Why**?

### **Reading and Writing Strategy #5**

- What's the **popular belief** about this issue?
- What are **truths that support** the popular belief?
- What are **truths that contradict** the popular belief?

### **Reading and Writing Strategy #5**

After reading the article, complete the following sentences:

- When I finished reading this article, I **knew that** . .
- When I finished reading this article, I **understood that** . . . .

The word that follows "that" must be a noun followed by a verb, so students come up with a "central idea," part of the Common Core. A major difference exists between "knew" and "understood" in that the first deals with facts and the later deals with an angle or conclusion about the facts.