

# Responding to Reading



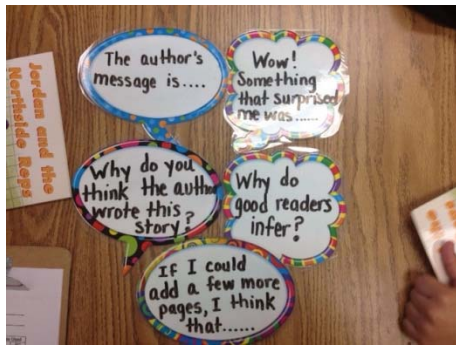
# Reading Response Methods

- Readers should have frequent and varied opportunities to respond to reading. Responses allow readers to demonstrate their understanding and thinking about a text.
- Some methods for responding include the following:
  - Talking with a read aloud turn and talk partner, reading partner, book club members
  - Composing a written response ranging from informal (jotting thinking on Post-it, reader's notebook, graphic organizer, blog) to formal (book review, literary essay)
  - Sketching

# Talk Bubbles and Think Bubbles

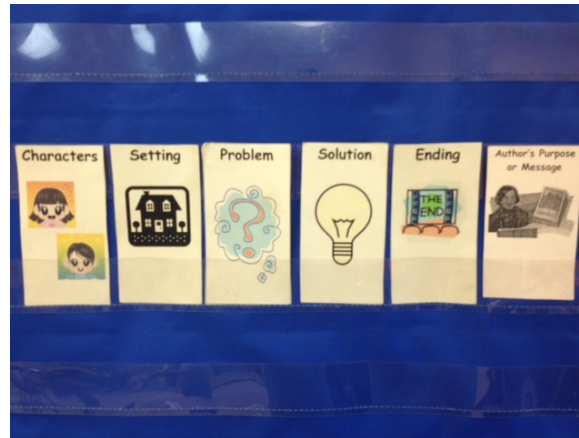


- Some teachers use dialogue bubbles to support students' thinking about texts read.
  - Students can select one or more think bubbles to help guide their reading.
  - Students can use think bubbles to share their thinking about a text read using pictures and/or words.
  - Students can use dialogue bubbles as a way to deepen and extend book talk.



# Responding to Story Elements

- Story element cards can be used to prompt readers to think about texts read. Students can use these resources to talk about books with a reading partner and/or draw/write about texts read. Teachers include visuals along with the story terms as a way to scaffold the learning for all students. Cards can be placed in a pocket chart and/or made into a ring of cards for individual use.
- Familiar story element cards can also be used in writing as a way to help student engage in oral storytelling as well as support students in planning a story (i.e., realistic fiction).

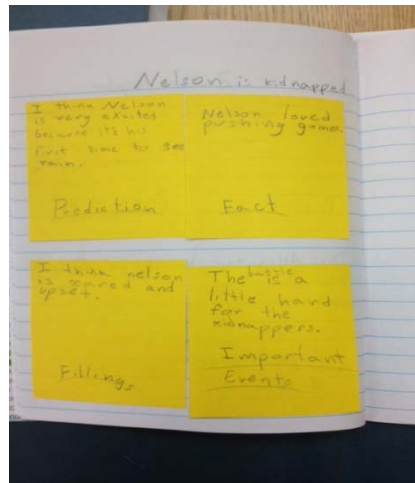


# Responding to Story Elements

- Another visual support readers can use to share their thinking about a fiction or nonfiction text read is their hand. Students can share their thinking by paying attention to the prompts which vary for the different genres.



# Post-it Notes



- Another way for students to share their thinking and prepare for book talks is by jotting their thoughts (e.g., ideas, questions, wonderings, connections) on Post-its. Readers often use a coding system when recording their thinking on Post-its (?=question, L=new learning, etc.) Emergent and early readers often use symbols (☺ = happy, ♥ = favorite part) to record their thinking on Post-its.

(Source: Harvey, *Strategies That Work*, 2007)

# Reading Notebooks

- Reader's notebooks are another tool readers use to track their thinking about texts read. The two photographs below show examples of student writing about reading using a reader's notebook.



# Graphic Organizers

- Graphic organizers are another tool readers use to track their thinking about a text. It is critical that teachers use read aloud, shared reading and guided reading texts to model using a graphic organizer. It is also important that students understand the varying purposes of different graphic organizers and select them accordingly.

(Sources: Harvey, *Comprehension Toolkit*, 2009  
Owocki, *The RTI Daily Planning Book*, 2010)



# Retelling Centers



- Retelling centers are another method for having students respond to texts read. Suggested retelling center activities include the following: With a partner, look through the text and discuss the illustrations.
  - Read the text with a partner; pausing to discuss and retell what you have read after every few pages.
  - Work with a partner to look through the text and discuss the illustrations.
  - Draw a sketch that includes the key story elements (i.e., characters, setting, problem, solution).
  - Retell the story orally using an audio recording. Listen to your retelling and self-assess your retelling using a rubric or checklist.
  - Retell a story using pictures/words using a story map.

(Source: Owocki, *The RTI Daily Planning Book*, 2010)