

# **Integrating Reading and Writing Assignments across the Curriculum:**

## **BEFORE READING:**

### **Preview the text**

When you look at the title, author, headings, paragraphs, vocabulary, and any other clues, what do you learn about the text?

### **Predict what you'll read**

When you look at the title, author, headings, paragraphs, vocabulary and any other clues, what do you think is the text's main idea?

### **Identify your purpose for reading and writing**

Why are you reading this text? When you read the text, will you be informed, entertained, or persuaded?

### **Recognize prior knowledge**

What do you already know about the text's topic?

### **Ask questions about the text**

When you look at the title, author, headings, paragraphs, vocabulary and any other clues, what questions do you want answered when you read the text?

### **Scan for new vocabulary**

When you look through the text for unfamiliar words, what words do you find? What dictionary definitions fit how the words might be used in the text?

## **DURING READING:**

### **Define words by dictionary**

What words don't you understand? What dictionary definition fits how the word is used in the text?

### **Define words by word parts**

What words don't you understand? Just by looking at the word's root, prefix, and suffix, what might the word mean?

### **Define words in context**

What words don't you understand? Where in the text does the author give clues about what the word means?

### **Identify the author's audience**

Who does the author want to read this text?

### **Identify the author's purpose**

Does the author want the audience to be informed, entertained, or persuaded? What clues in the text helped you determine the author's purpose?

### **Describe the author's tone**

What emotion does the author want the reader to feel? What clues in the text helped you determine the author's tone? How does the tone help or detract from the author's purpose?

### **Recognize author bias**

When you consider the author's audience, purpose, and point of view, what bias or prejudice do you see? How does the author's bias make you doubt ideas in the text?

## Analyze the style

How does the author's choice of sentence structure, vocabulary, phrases, and punctuation affect the author's purpose?

## Highlight and annotate

What parts of the text are important to your reading purpose? How do these parts help you understand the author's ideas?

## Clarify the text

When you feel confused as you read, where should you stop reading and use a strategy to understand the text? Which of these strategies help you understand the text? • Look up a word's meaning • Learn more about the text's ideas • Identify how the text is organized • Find the main idea • Find the examples, facts, or explanations that support the main idea • Summarize the text

## Answer questions about the text

Did you find answers to your questions? What answers did you find?

## Find the stated main idea

Where does the author state the most important idea about the topic? How can you rewrite the statement in your own words?

## Determine the implied main idea

What clues in the text help you determine the author's perspective on the topic? How can you state the author's main idea in your own words?

## Find the supporting details

What examples, facts, or explanations help you understand the writer's main idea? How can you state the supporting details in your own words?

## Evaluate the supporting details

Which examples, facts, and explanations adequately support the text's main idea? Why do these details provide strong support? What extra details do not support the main idea?

## Identify relationships

Are the text's sentences or paragraphs related to each other by comparison, contrast, example/illustration, general to specific, list, summary, time, or space? How do the text's signal words help you identify the relationships?

## Identify text organization

Is the text organized by comparison, contrast, example/illustration, general to specific, list, summary, time, or space? How do the text's transitions help you identify the organization? How does the organization affect the author's purpose?

## Identify Pattern of Development

Is the text's primary pattern of development narration, description, illustration, process, cause/effect, classification, or argument? How does the pattern of development affect the author's purpose?

## Make connections with the text

What information in the text reminds you of yourself, other texts, or the outside world?

## Skim the text

What do you learn when you look for important words, or read just the first and last sentence in each

paragraph?

### Reread the text

What parts of the text confused you? What do you learn when you read these parts a second time?

## AFTER READING:

### Brainstorm about the text

How many of your own ideas about the text can you write down without stopping?

### Free write about the text

What ideas of your own emerge when you write about the text for five minutes without stopping to correct or read your writing?

### Reflect on the text

What ideas in the text are new to you? What ideas in the text conflict with what you already knew before you started reading?

### Outline or map the text

What do you learn when you make an outline or map of the text's main idea and supporting details? What examples, facts, or explanations support each of the author's ideas?

### Determine credibility

After looking at the text's author, source, cited references, tone, purpose, and audience, do you think the text is a reliable source? How does the text support or contrast with your own ideas?

### Develop a thesis statement

What do you want to say about your topic?

### Support a thesis statement

What ideas or examples in the text support your own thesis statement? How can you write the ideas or examples in your own words?

### Summarize the text

How can you write the main idea and most important supporting details in your own words?

### Develop an inference

What conclusion do you draw about the text? What clues in the text help you to draw that conclusion?

### Evaluate an argument

What is the author's claim? What reasons support the claim? How adequately do the reasons support the claim?

### Develop an argument

To what extent do you agree or disagree with the author's main idea? What reasons support your argument?

### Organize your ideas

When you develop a list or outline of your prewriting ideas, what do you learn about organizing your ideas for a reader?

### Confirm your prediction

What parts of your prediction were right? What parts of your prediction were wrong?

