

# Ways of responding to texts

## What

Ways of encouraging students to think and talk about the texts they have just read, listened to and viewed are facilitated by using 'Five response types'. They are questions the teacher aide can use in discussion with students about the texts. Gradually, students will begin to internalise these ways of thinking about the texts. Students then begin to ask themselves the same questions about their own reactions to the texts. It is a thinking alternative to question-answer comprehension activities.

They are:

1. *What interests me*

or

*What the key issues are for me*

or

*What I wish to remember*

2. *That reminds me...*

3. *What I don't understand*

or

*What I need to know more about*

4. *What I disagree with*

or

*What I have reservations about*

5. *That's different from...*

## Why

Texts come in many forms with many different points of view and many different meanings. We need to help students think about what they are reading, listening to and viewing. They need to be able to evaluate texts in terms of their own knowledge and to be able to evaluate them against other texts they have encountered. They need to monitor their own understanding and to consider the main messages for them. They also need to be aware of what they do not understand and to feel that they have the right to ask for clarification. This behaviour encourages students to become independent learners who monitor their own thinking.

## Who

All students would benefit from the experience of using the 'Five response types'.

## How

You will need:

- texts that students have recently experienced: printed, spoken, visual
- chart/or other copy of the 'Five response types'.

After reading, viewing or listening to the text, invite students to think about the text using the questions below. Suggestions for the teacher aide to help to use the questions (or response types) with students are provided.

Response type	Examples
<p>1. What interests me Or What the key issues are for me Or What I wish to remember</p> <ul style="list-style-type: none"><li>• Tell students that you are going to ask them to think about the text they have just read/heard/viewed and talk about it.</li><li>• Use the questions suggested or similar appropriate ones. Rephrase if students do not appear to understand or have difficulty answering.</li><li>• Invite students to find, show and talk about their favourite or most interesting parts of the book or other text.</li><li>• Encourage students to answer the last question in a way that demonstrates what they have taken from the text.</li><li>• Make notes where applicable.</li></ul>	<p><i>Did you like this book/film? Why did you think it was interesting?</i></p> <p><i>What do you think was the most interesting part/thing?</i></p> <p><i>What did you really like about it? What was the thing/part/character you liked best of all?</i></p> <p><i>What do you think it was all (mostly) about?</i></p> <p><i>Does this book/film have anything in it that you'd like to remember always? What? Why?</i></p> <p><i>What was the most important thing about this for you?</i></p> <p><i>What was the most important thing about this for you?</i></p>

Response type	Examples
<p><b>2. That reminds me...</b></p> <ul style="list-style-type: none"> <li>• Invite students to think about any book/film that was like this one in any way.</li> <li>• Tell students that it could be the story itself, a character, the setting, or it could be about the same subject, for example, bears.</li> <li>• When students respond, ask them to explain how they were reminded.</li> <li>• Make notes where applicable.</li> </ul>	<p><i>Today we read _____ and it does remind me of other books, but what about you? Does it remind you of a book we've read or a story you've heard or a film you've seen? Have a think about it. Sit and say, 'Hmm... That reminds me...' ,and see what happens.</i></p> <p>or</p> <p><i>Is this like any other book you've read or film you've seen?</i></p> <p>or</p> <p><i>This is a bit like that _____ isn't it. Can you see how they were a bit alike?</i></p>
<p><b>3. What I don't understand or What I need to know more about</b></p> <ul style="list-style-type: none"> <li>• Invite students to look through the text again if necessary to indicate parts that they did not understand</li> <li>• Ask students to explain why. Provide an explanation (if appropriate)</li> <li>• Note their difficulties.</li> </ul>	<p><i>Did you understand all of it? What did you find a bit hard to understand?,</i></p> <p><i>If there s anything you don t understand let me know and we'll have a talk about it.</i></p> <p><i>Is there something you think you'd like to know a bit more about to help you understand it? How about _____</i></p> <p><i>Some parts of this book about whales might be a bit hard to understand. You might not have heard some of the information before. I know I haven't. Is there anything you'd like us to talk about, or find more information about?</i></p>
<p><b>4. What I disagree with or What I have reservations about</b></p> <ul style="list-style-type: none"> <li>• Invite students to disagree/object/find fault with any aspect of the text that they are not sure about.</li> <li>• Draw up a list of objections on butchers paper if appropriate, or have students write their objections. Make notes where applicable</li> </ul>	<p><i>We've read this article about food for school tuckshops and I'm wondering if there is anything in it that you disagree with or you are unsure of. Are you thinking, 'I don't believe that! I don't agree with that!'</i></p> <p><i>We'll read the article again and think about what it says and then I'm going to ask you to tell me if you do disagree with something. You might say, 'I disagree with _____ because _____</i></p> <p><i>Are there some things that you disagree with, something you had a different idea about?</i></p>

Response type	Examples
<p><b>5. That's different from...</b></p> <p>Invite students to consider what is different from what other texts say or what people say, or what is their understanding. Make notes where applicable,</p>	<p><i>We've just read _____, and it told about _____ . Do you think it's saying the same thing about _____ as the other books and films we've been seeing lately? If you think it is different, tell us. If I had to do this, I would say, ' _____ ': that's different from what we saw in _____ . The film showed the _____ doing _____ . The book we just read said they _____ That's different. I wonder if either of them is correct?'</i></p> <p><i>You know how we talked about books or films that were similar to this one? Are there any you know that give you different information?</i></p>

Adapted from Rosenblatt, L.M. (1983). *The literacy transaction: evocation and response, Theory into Practice*, 21, 268—277

## Observation points for ways of responding to texts

Observable behaviours	Demonstrations of behaviour	Comments
Engages in the meaning of the text	<p>Does the student demonstrate that they are engaging by being willing and able to:</p> <ul style="list-style-type: none"> <li>• discuss what they find of interest in the text</li> <li>• list the main ideas for them</li> <li>• know whether or not they feel any aspect of the text is worth remembering</li> <li>• discuss what they do and do not know?</li> </ul>	
Makes links between prior knowledge and experiences and meaning in the text that has been read/listened to/viewed	<p>Does the student demonstrate that they make links with their prior experiences and knowledge by:</p> <ul style="list-style-type: none"> <li>• Saying that any aspect of the text such as ideas, plot, characters, setting, objects or feelings, reminds them of something in another text or elsewhere</li> <li>• knowing that any aspect is different from something else</li> <li>• knowing what they know and what they need to find out more about</li> <li>• obviously using their own knowledge to work out meaning from the text?</li> </ul>	
Reflects on the meaning	<p>Does the student demonstrate that they are reflecting on the meaning of the text by being able to discuss:</p> <ul style="list-style-type: none"> <li>• anything in the text that reminds them of something else</li> <li>• what they don't understand and what they need to find out more about</li> <li>• what they disagree with or are uncertain about</li> <li>• any aspect that they feel is different from something else they have experienced or read?</li> </ul>	