



THE READ-WRITE CONNECTION



READING TO WRITE

WRITING FROM READING



Discipline-Specific Genres

Model texts supply students with examples they can use to better understand not only the content but also their disciplinary expectations.

Students use model texts to practice writing in their discipline-specific genres.



Schema

Readers use prior knowledge, social factors, and cultural experiences to make meaning of new information.

Likewise, writers bring these aspects into their process and products.



Metacognition

Critical reading requires metacognitive strategies that emphasize self-regulation and a transactional model of literacy.

In a transactional model of literacy, a writer will consider the rhetorical aspects of the context: purpose, audience, tone, genre, and experience.



Multimodality

Empowering students as independent learners requires reading in modalities beyond alphabetic texts.

Students should be challenged to use multimodal genres to build their confidence to write from reading.

SHARED APPROACHES

KNOWLEDGE-BUILDING

empowers students by helping them develop prior knowledge and vocabulary through which their schema are expanded.

GENRE ANALYSIS

uses model texts to increase comprehension and motivation within discipline-specific contexts.

SOCIAL CONNECTIONS

allow students to learn from one another and feel safe in their learning environment.

PERSONAL DEVELOPMENT

gives students the chance to connect to readings emotionally and to build reading stamina for lifelong learning.

COGNITIVE DEVELOPMENT

helps students identify purposes for reading and monitor their own development.

TRANSACTIONAL MODEL

emphasizes that students bring their own social, personal, and cultural schema to reading and writing.

