

# Engaging with Texts: Listening, Reading, Responding

	DEFINITION	PURPOSE	INSTRUCTIONAL CONTEXTS
<p><b>Processing Written Texts by Listening</b></p> <p>Individuals listen to and think about texts that are read aloud to them and discuss the text before, during, and/or after reading.</p>	<p>Listeners pick up information through oral language (written language read aloud) and put it together with what they know. They actively construct meaning and also notice aspects of the text being read (such as language, new ideas, story lines, characters). They select interesting ideas and talk about them with others.</p>	<ul style="list-style-type: none"> <li>• Make possible thinking and talking about texts without requiring independent processing of print.</li> <li>• Expand linguistic, vocabulary, factual, and experiential knowledge.</li> <li>• Provide a model of fluent, phrased reading.</li> <li>• Improve listening comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive read-aloud</li> <li>• Literature discussion (before, during, and after hearing texts read aloud)</li> <li>• Listening to texts (via tapes, CDs, DVDs, computers, etc.) for various purposes.</li> </ul>
<p><b>Processing Written Texts Orally or Silently</b></p> <p>Individuals read texts for themselves either independently or with teacher support and discuss them after reading.</p>	<p>Readers pick up information from the written text and put it together with what they know. They problem-solve the text using knowledge of any kind (visual, phonological, vocabulary, syntactic, linguistic, factual, experiential). They use multiple sources of information in an integrated way.</p>	<ul style="list-style-type: none"> <li>• Enable readers to build their processing systems as they use a variety of strategic actions.</li> <li>• Expand readers' ability to process more challenging texts.</li> <li>• Enable readers to work independently on the information in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Shared reading</li> <li>• Choral reading</li> <li>• Readers' theater</li> <li>• Literature discussion (book clubs)</li> <li>• Independent reading</li> </ul>
<p><b>Acting on the Meaning of Written Texts After Reading</b></p> <p>Individuals extend their understanding of texts through a variety of ways of expressing meaning—writing, talking, creating visual products, performing.</p>	<p>Readers or listeners reconsider the text and sometimes revisit parts of it to extend their thinking about the text and express their ideas to others.</p>	<ul style="list-style-type: none"> <li>• Develop a deeper understanding of a text.</li> <li>• Enable shared perspectives to enrich understanding.</li> <li>• Enable close analysis of textual features.</li> <li>• Support synthesis of ideas and information.</li> <li>• Provide tools to understand text organization and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive and shared writing (group story, charts)</li> <li>• Independent writing (letters about reading, notes, double-entry diary entries, charts, graphic organizers, book reviews, information articles, etc.).</li> <li>• Extension through visual representation (interactive read-aloud, guided reading, or literature discussion in book clubs).</li> <li>• Extension through performance (oral reading, readers' theater, choral reading, drama, etc.).</li> <li>• Extension through discussion related to the text or responses</li> </ul>