

Instructional Cycle for Integrated Reading and Writing Classes

Cycle repeated for each major unit of the course

Pre-Reading Activities: In-class activities or discussions to activate the students' background knowledge on the topic. The instructor provides guidance regarding what to pay attention to, key terms and cultural references that may be unfamiliar, and portions of the text that students may find challenging.



At-Home Reading Activities: Guided practices to increase students' awareness of strategies for approaching academic reading, reasoning, and writing. These include writing directed summaries, completing double-entry journals, and annotating text.



Post-Reading Activities: In-class group activities for students to process, clarify, and engage with ideas from the readings. These practices include structured group discussions, debates, and games, such as “speed-dating” and poster presentations. Focus first on building comprehension, and then move to building analysis.



Using texts in writing: Students move from informal and oral discussions of the texts to explaining key ideas in their own writing. Quizzes or in-class activities focus on practice in quoting, paraphrasing, and summarizing—how and when to do each to best effect, and how to relate material drawn from source texts to students' own ideas.



Essay Writing Workshops: Students move from explaining discrete portions of the reading to integrating, synthesizing and building arguments. Students must articulate and support their own perspective while demonstrating a clear understanding of the readings. Students perform peer reviews and self-evaluations. The instructor may conduct one-on-one conferences to discuss preliminary drafts.



Evaluation Process: On the day the students submit the essays, the instructor initiates wrap-up activities, which may include allowing students time to edit their essays and write self-reflections on their writing process. As the next cycle begins, the instructor evaluates the essays against the assignment rubric.



Evaluation Follow-Up: The instructor shares examples of student work that came closest to the assignment objectives, and explains the strengths of these examples. These become model papers for students to emulate in future assignments. The instructor prepares “trouble spot” workshops featuring multiple examples of error patterns or other issues that presented in numerous student essays; the class works through these to build skills for revision and/or for future assignments. The instructor meets with any students whose work fell significantly short of the assignment objectives to discuss revision opportunities and plans.