

# Reading Like A Writer

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## *In Action*

Imagine a third grader is asked to read the poem below from a current ANet interim assessment. They are asked to...

- “Write at least **two** sentences that explain the poem’s central message about friendship. Support your answer with important details from the poem.”

The central message is directly connected to an author’s purpose. By putting themselves in the shoes of the author, asking themselves questions as they read and make sense of the text, the third grader will be more equipped

to meet the grade level demands for reading comprehension and will be better able to demonstrate their comprehension in writing.

Let’s look at some examples of how reading like a writer and connecting reading and writing would help a reader through this poem and would support them to select the details most connected to that central message about friendship.



# READING LIKE A WRITER IN ACTION

If students have been supported to read like writers...

They may have built the habit of analyzing the choice to use “I” as the speaker of the poem (or other type of text). With instruction that has trained their brain to notice the use of “I” and “You” throughout the poem, readers are better equipped to understand that this poem was written by someone for someone with an intended message. Some questions that contribute to building this habit are:

- **Who is speaking in this poem (story, text)? Who might they be speaking to? What makes you think that?**
- **What are they trying to say to that person?**

They may attend to the author's craft and notice the repetition in this poem. If they see that almost every stanza starts with “If I,” it could help readers infer that the author is trying to say something about themselves; something they might want to do. Some questions that contribute to building this habit are:

- **What did the author choose to do repeatedly across the poem (story, text)? Why do you think they made that choice? What does that make you think as the reader?**

They may see the author's word choice and might also have an easier time determining the message and connected details. They might notice that the author is giving positive things (rainbows, mountains) and wanting to take away negative things (troubles). Questions that contribute to building this habit are:

- **What do you notice about the words the writer is using? Are they using words that make the reader feel good? Happy words? Or do they use sad words? In what ways do they use happy words or sad words? Why do you think they made those choices?**

Poem excerpt from a 3rd grade ANet Interim

**“Rainbows”**  
by Khalil Gibran  
Public Domain

1 If I could catch a rainbow  
I would do it just for you.  
And share with you its beauty  
On the days you're feeling blue.

5 If I could build a mountain  
You could call your very own.  
A place to find serenity  
A place to be alone.

10 If I could take your troubles  
I would toss them in the sea.  
But all these things I'm finding  
Are impossible for me,

15 I cannot build a mountain  
Or catch a rainbow fair  
But let me be ... what I know best,  
A friend that's always there.