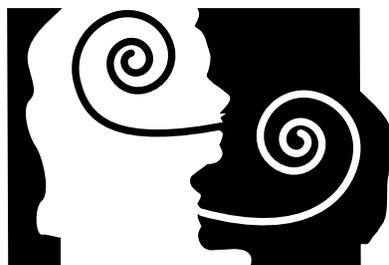# Response Process Handbook

Secondary
Core and Enriched
English as a Second Language
Programs

WORKING DOCUMENT
January 2004

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Before You Read

The Response Process Handbook has been written to give Secondary Core ESL and Enriched ESL (EESL) teachers the necessary explanations and tools needed to start using a response process with students. It is hoped that secondary students across the province will experience a response process on a regular basis even before the new programs become official in 2005.

The Response Process Handbook can be used throughout Cycle One and Cycle Two of the Secondary ESL and Enriched ESL (EESL) programs. Students begin to use a response process in Cycle One in an exploratory way. At first, students will need a lot of support from the teacher, and interpretations and connections may be tentative. Even though they may initially struggle, they learn by engaging in the process. Gradually, throughout the five years of secondary school, students will learn to take more responsibility for the process, and their interpretations and connections will become deeper and more complex.

Feel free to use this handbook as a reference throughout the Secondary cycles. After having read it through, you may want to consult the handbook on a regular basis especially when first starting to use the response process with your students.

Links to the Programme de formation de l'école québécoise (PFEQ)

A response process helps students develop the three aims of the PFEQ: construction of world-view, construction of self-identity and empowerment.

Construction of World-View

As students respond to texts, they begin to recognize that there are similar points in most people's responses since members of the same community can share similar culture, values, experiences, judgments of human behaviour, etc.

Construction of Self-Identity

As students respond to texts, they become more knowledgeable about themselves and begin to understand why they respond the way they do. When students are given time to discuss what they consider significant, they begin to realize that their ideas matter and that they are important as human beings.

Empowerment

Students begin to develop feelings of empowerment when their responses are heard and validated by others. They also feel empowered when they take action by reinvesting their understanding of texts in simple or complex reinvestment tasks. Reinvestment of understanding allows students to integrate their knowledge and know-how.

AIMS OF THE PFEQ

Construction of Self-Identity

Construction of World-View

Empowerment

Links to the Secondary Core ESL and Enriched ESL (EESL) Programs

Response Process and *Interacts Orally in English*

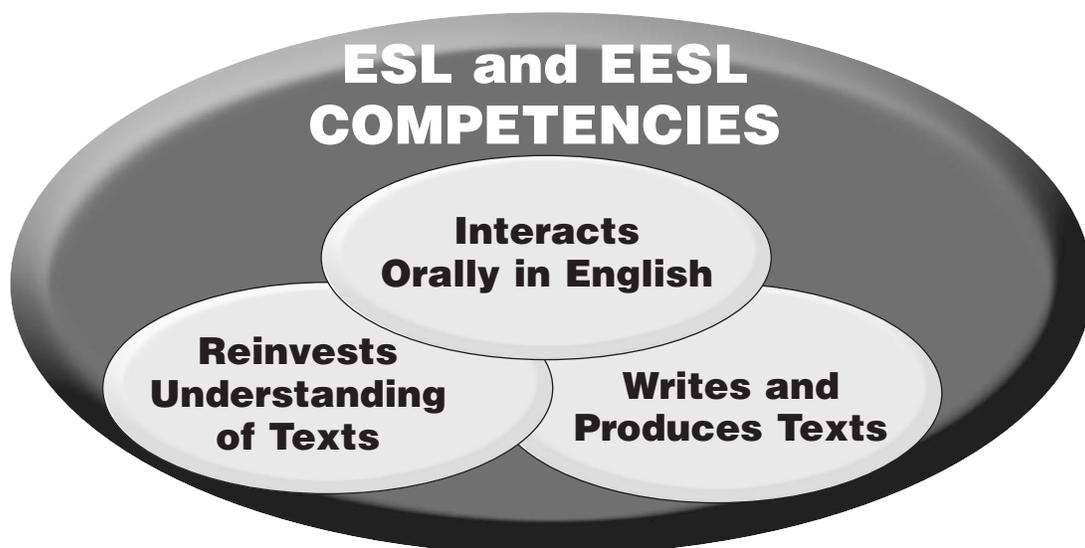Using a response process means that students will be interacting orally. After initially exploring the text individually, students work with others to acquire a deeper understanding of it. Discussion is an integral component of the response process.

Response Process and *Reinvests Understanding of Texts*

Students reinvest their understanding of one or more texts in a reinvestment task. (See *Different Reinvestment Tasks*, p. 18 in this document.) Reinvestment tasks can be simple or complex. In a simple reinvestment task, for example, students make use of some of the information they heard in an interview with Mario Lemieux when discussing famous hockey moments with other students.

Response Process and *Writes and Produces Texts*

For a more complex reinvestment task, students can decide to write or produce a text. Using the previous example, if students write a text about their favourite hockey player after listening to the interview with Mario Lemieux, they will use a writing process (preparing to write, writing the draft(s), revising, editing and possibly publishing). If students produce an advertisement campaign to promote an upcoming community hockey game, they will use a production process (preproduction, production and postproduction.)[1]

ESL and EESL COMPETENCIES

Interacts Orally in English

Reinvests Understanding of Texts

Writes and Produces Texts

1 For the Writing and Production Processes, please refer to the Secondary Cycle One Core ESL program or the Secondary Cycle One EESL program.

Where We Are Now

Presently, in most comprehension activities, ESL students are asked to focus on the literal meaning of texts. With the help of WH questions (*Who? What? Where? When? Why?*), students identify concrete pieces of information in the text. Occasionally, students are encouraged to answer more open-ended questions and may even discuss or compare their answers with a partner or in small groups. However, the main focus remains on being able to recall the information in the text itself.

?

Is it still okay to ask students WH questions? Don't they help students understand the text?

Yes. WH questions do help students identify the basic facts presented in a text and it is still okay to ask them – especially to help orient Core ESL students. However, these are not the only questions that need to be asked. Texts can be explored on different levels and we want students to start expressing the meaning the text has for them. By asking questions that help students think about their reactions, opinions, attitudes, etc., students are given the opportunity to express what the text evokes in their mind.

Going Beyond a Literal Understanding of a Text (WH Questions)

When students use a response process, they take time to make sense of and react to a text they have listened to/read/viewed. Students construct meaning of a text by exploring it individually and with others. They make personal links to the text by relating it to their reactions, impressions, opinions, experiences, interests, thoughts, interpretations, questions, reflections, feelings and concerns. In this way students go beyond the literal interpretation of the text to see the situation/character/information in a broader light. All student responses have a direct link with the text and students learn to support their response by returning to the text.

Using a response process enables students to go beyond a literal understanding of a text and arrive at a deeper, more meaningful one.

Community of Learners

> (T)he (learner) can and should test understanding not only against himself and the unfolding story, but also against his peers. In this way, rather than by simply recalling events of the story – who did what to whom – we become communities of (learners).
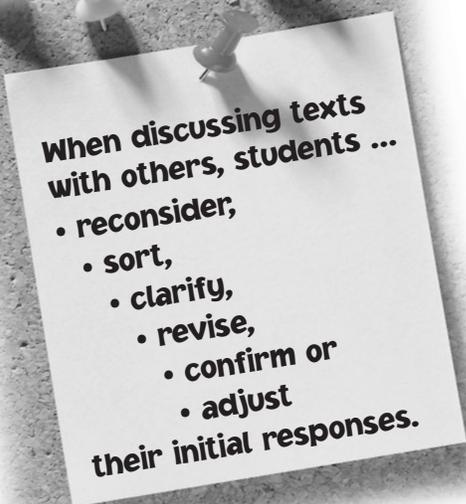>
> **Brookes p.250**

When discussing texts with others, students ...
- reconsider,
- sort,
- clarify,
- revise,
- confirm or
- adjust

their initial responses.

Responding with Others

Discussions about texts help students clarify and extend their initial interpretations and lead to critical and creative thinking. Students exchange ideas, react to texts and make links to their personal experiences. As members of a community of learners, students see and hear how other listeners/readers/viewers arrive at understanding and begin to realize that people make meaning from texts in a variety of ways. Responding with others also gives students the opportunity to hear multiple viewpoints that can challenge and enrich their response.

Establishing a Positive Climate – Responsibility of the Members of the Community of Learners

Teachers are responsible for setting the positive tone of the classroom and encouraging students to do their part in maintaining it. Through modelling and explicit teaching, teachers promote and develop the values inherent to cooperation e.g. trust, openness towards others and new ideas. Students practise and gradually integrate these values when they work with others.

?

Does it take a long time to establish a positive climate with a class?

Yes, establishing a positive climate with a class does take time. In fact, you gradually build a positive climate. It takes time for students to come to value the process and to trust each other. Students need to feel a certain level of safety before they start taking risks especially when they take the chance to say things they are not sure are correct. So however long it takes to establish a positive climate, don't become discouraged.

Role of Students and Teachers

> The students are the explorers, but they need guides who help them, who warn them of dangerous swamps and alligators, who have scouted the territory, who arrange for the food and shelter. The guide does not replace the explorer, but is absolutely necessary to a successful exploration.
>
> **Purves, p.63**

ROLE OF STUDENTS

Students are alert and ready to focus on a text, formulate a response and participate in discussions. They learn to take risks in formulating their responses and are open to considering other points of view. At the beginning, students use functional language and may require prompts and guiding questions. Students work together to understand texts. They talk about their ideas, play with them and negotiate the meaning of the text. They invest their new understandings in a variety of tasks. Throughout all of secondary, students learn to improve their ability to articulate and focus their responses by participating in meaningful discussions with other listeners/readers/viewers.

ROLE OF TEACHERS

Teacher as Guide

Teachers reserve time in the classroom for students to listen to/read/view texts and respond to them. They provide students with as many different texts as possible making certain that student interest is taken into consideration. Teachers introduce texts from a diversity of English speaking cultures that students might never listen to/read/view on their own. To begin, teachers may spend time reading aloud or talking to students and inviting them to explore these texts in more depth in small groups. It will take time for students to learn how to really talk and think with each other about the text. Because the students have come to believe that there is one 'right' answer, teachers encourage them to share real connections and thoughts.

Teacher as Model

Teachers share their own response process with students and show them how to formulate and share responses. Teachers model the thinking that goes on in their head while responding to a text.

Teachers can …
➜ verbalize questions they have about the text;
➜ show how to develop hypotheses and make predictions;
➜ verbalize the strategies they use for organizing and expressing ideas;
➜ describe the mental images forming in their head;
➜ link new and prior knowledge;
➜ verbalize confusions and untangle them by re-listening/reading/viewing and using the context or other strategies;
➜ make connections to own life, other texts and/or the world.

Teacher as Model (continued)

Teachers show students how to participate in discussions. Teachers can model how to…

➜ stay on topic;

➜ participate actively;

➜ disagree constructively;

➜ critique ideas and not the person;

➜ keep an open mind to others' ideas;

➜ support opinions with evidence from the text;

➜ "piggyback" on others' ideas;

➜ ensure that all members of the group participate;
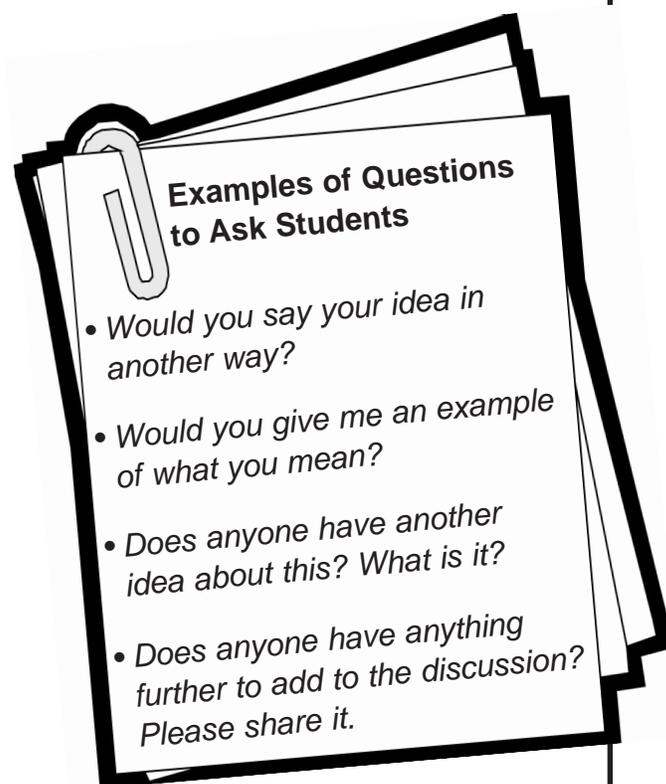
➜ encourage others.

Teacher as Facilitator

Texts in the ESL/EESL classroom are appropriate to the students' age, interests and language level. However, if some students have difficulty in understanding a particular text, teachers can…

➜ teach the students cognitive strategies that increase comprehension e.g. inferencing (making intelligent guesses based on prior knowledge of available cues such as context, cognates, words and expressions, visual cues, contextual cues, intonation or patterns);

➜ have a group of students dramatize the text or part of it and others respond to it;

➜ pair students who have not understood the text with stronger students so that they can read and discuss sections of the text together;

➜ differentiate by giving these students a simpler text about the same issue;

➜ conference with students to find out what they do understand and build on that. (See *Conferences* in *Evaluation: An Integral Part of Learning*, p. 16)

Teacher as Challenger

Teachers help students to push forward and go further in their responses. They provide texts that have enough depth to support good discussions. They encourage students to respond as fully as they can. Teachers also encourage them to explore their agreements and disagreements more extensively. If necessary, they provide students with language and/or prompts to help them formulate their responses.

Examples of Questions to Ask Students

• Would you say your idea in another way?

• Would you give me an example of what you mean?

• Does anyone have another idea about this? What is it?

• Does anyone have anything further to add to the discussion? Please share it.

Most of all, the teacher seeks to make the students aware of how much they already know, how much they already feel, how much they already understand. The teacher encourages the students to be articulate.

Purves, p.72

Chapter 3
How to Use a Response Process

What is a Text?

In the Secondary Core ESL and EESL programs, a *text* refers to more than just the written word.

Text is defined as any form of communication – spoken, written or visual – involving the English language.

Texts can vary in complexity and even a photo with a written caption can be responded to and interpreted. When using the response process, students explore a variety of texts that are authentic[2], varied and appropriate to their age, interests and language level. They reinvest understanding of three types of texts – popular, literary and information-based. They use and build on prior knowledge of these different text types.

How to Select Texts

As already mentioned, texts in the ESL and EESL classrooms should be appropriate for the students' age, interests and language level. The broad areas of learning provide a rich source of inspiration for selecting texts since they address students' issues and concerns. It is imperative to start with the students themselves. Choose texts that you know will be challenging and intriguing to your students as well as ones that will evoke strong reactions. Also, encourage students to choose texts themselves. The more students want to listen to/read/view a text, the more motivation students will have to understand it.

TEXT TYPES [3]

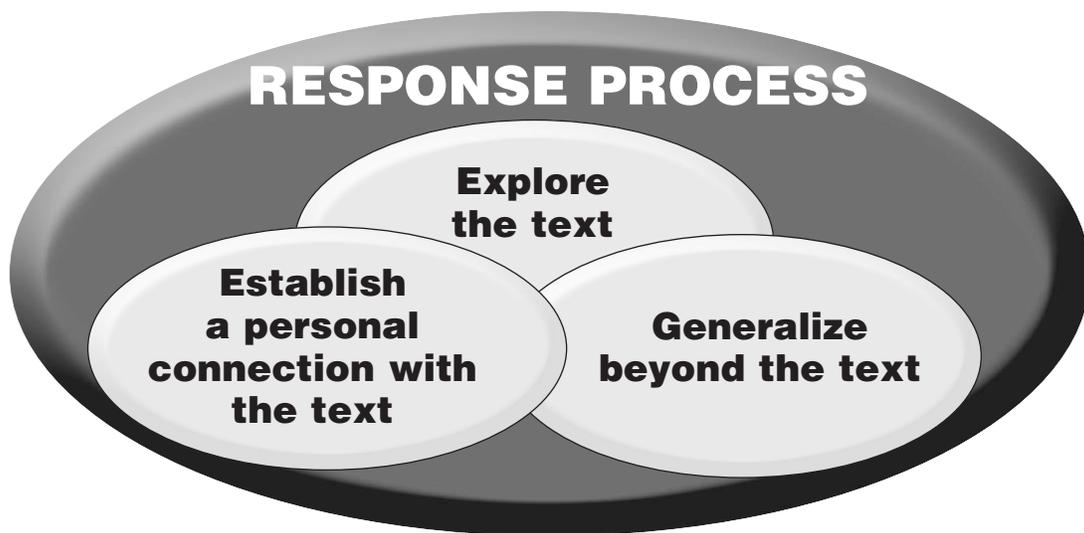| POPULAR TEXTS	LITERARY TEXTS	INFORMATION-BASED TEXTS
Popular texts include popular culture and everyday life.	Literary texts include children's and young adult literature.	Information-based texts are non-fiction texts.
Examples	**Examples**	**Examples**
audio books, cartoons, comic strips, e-mails, e-magazines, greeting cards, invitations, letters, postcards, posters, riddles, songs, stories on video, teen magazines, texts on cassettes, related Web sites	adventure books, biographies, drama, fantasy, fiction, illustrated books, journals and diaries, legends, multi-genre texts, mystery books, myths, novels, poetry, science fiction, short stories, teen plays and scripts, related Web sites	advertisements, announcements, applications, atlases, dictionaries, directions, directories, documentaries, e-dictionaries, encyclopedias, forms, "how to" books, instructions, labels, magazines, manuals, maps, memos, menus, messages, newspapers, multimedia presentations , questionnaires, reports, schedules, signs, summaries, surveys, timelines, related Web sites

2 Authentic texts refer to materials that reflect natural speech or writing as used by native speakers. Teacher-made or adapted materials may qualify as authentic if they resemble real-world texts the students will encounter.
3 Taken from the Secondary Cycle One ESL and EESL programs.

The Response Process

In a response process, students as listeners, readers or viewers construct meaning of a text with others. The response process has three phases:

RESPONSE PROCESS

Explore the text

Establish a personal connection with the text

Generalize beyond the text

These phases are recursive - students are free to go back and forth between phases. Depending on the text, students and the teacher may decide to only focus on one of the phases.

Students begin to use this process in Cycle One in an exploratory way. At first, students will need a lot of support from the teacher, and interpretations and connections may be tentative. Even though they may initially struggle, they learn by engaging in the process. Gradually, throughout the five years of secondary school, students will learn to take more responsibility for the process, and their interpretations and connections will become deeper and more complex.

Exploring the Text

(See *Annex 1*, p. 26 for an example)

To explore a text, students need to explore it individually and with others.

?

Do students have a choice between exploring texts individually or exploring texts with others?

No. Students explore texts both individually and with others. To explore texts, students will first come to an initial tentative understanding on their own. Then, students will share their initial response with others to confirm, adjust and enrich their understanding.

Exploring the Text (Individually)

Initially, students spend time exploring a text individually in order to become more familiar with it and to arrive at an initial, personal understanding. This initial understanding is the springboard to the response the student brings to the group. When exploring the text individually, students can identify a variety of items.

Questions to give to students to help them explore the text individually:

> *What elements of the text do you think are important?*

> *What are your impressions of the text?*

> *What attracts your attention in the text?*

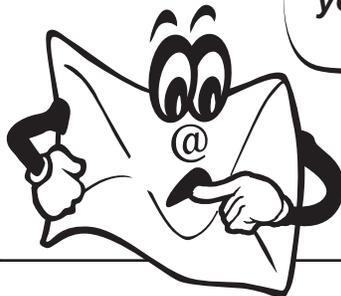> *What questions do you have about the text?*

To keep a record of their ideas, students can use a response journal. (See *Annex 2*, p. 30) Jotting down their initial response will give students the opportunity to capture their thoughts on paper as they occur. They can pull their thoughts together and later revisit, support, reuse, adjust or even reject them. A written record of their thinking will also help them support their response in discussions. (See *Links Between the Response Process and Writing [Jotting Down One's Ideas],* p. 21)

Exploring the Text (With Others)

After attempting to make sense of the text individually, students work with others to acquire a deeper understanding of it. Students share their responses with a partner or in a small group. While sharing, students can refer to excerpts in the text or ideas written in their response journal to explain what inspired their response. When listening to others' responses, students learn new ways of interpreting the text, new words, new structures, etc. They consider what others have shared and may even adjust their response to include others' ideas. As a result, students' understanding of the text is deepened and their experience of the text is enriched.

How can I help students explore a text with others?

Students are going to need guidance and support when exploring a text with others. You will need to model explicitly how to explore a text. After viewing a video, for example, you could say things like …

What attracted your attention in the video?

Did you understand … in the video? I'm not sure I understand.

What elements of the video do you think are important?

Prompts and Guiding Questions

Prompts can be given to students who need help in expressing their responses. Guiding questions can be given to students to support their discussions. For easy reference, prompts and guiding questions can be posted on the board, written in response journals or even placed on index cards for each small group.

Possible Prompts to Help Students Explore the Text

PROMPTS

➨ *I noticed that…,*

➨ *I learned that…,*

➨ *I'm having trouble understanding…,*

➨ *I understood that…,*

➨ *I find… very interesting,*

➨ *The author says…,*

➨ *The speaker said... .*

Possible Guiding Questions to Ask Students to Help Them Explore the Text

GUIDING QUESTIONS

➔ *What do you do when you come to a word/idea/paragraph you don't understand?*

➔ *What responses did your group members have to the text?*

➔ *Did their responses make you change your mind about your interpretation of the text? How?*

➔ *What makes you think that?*

➔ *Why did you think the problem would get solved in that way?*

➔ *What did the speaker/author/ producer do that made you want to keep listening/reading/viewing?*

➔ *Why was the text believable/unbelievable?*

➔ *What surprised you in the text?*

➔ *What information in the text supports your idea?*

Establishing a Personal Connection with the Text[4]

(See *Annex 1*, p. 26 for an example)

When establishing a personal connection with the text, students make a link to the text through their own or someone else's experience, and share this connection with others.

Personal Connection with Student

Students establish a personal connection between the text and themselves - their prior knowledge and experiences. They make personal links to the text by relating it to their …

- **reactions,**
- **impressions,**
- **opinions,**
- **experiences,**
- **interests,**
- **thoughts,**
- **interpretations,**
- **questions,**
- **reflections,**
- **feelings,**
- **concerns.**

Connection with Another Person's Experience

Students may also find a link to the text through someone else's experience, e.g. a student may make a connection through a character's experience on a television program, the lyrics of a song they know, a conversation with a family member who had a similar experience, or a character in a book they've read.

Sharing Connection with Others

Students share this connection with others. While sharing, students can refer to excerpts in the text or ideas written in their response journal to explain what inspired their response.

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4 The response process has been mistakenly associated with simply having students discuss the feelings that are evoked from a text. To stimulate a variety of personal connections to a text, teachers can encourage students to explain more concrete reactions. This is not to say that teachers should never ask students how they feel about a text. Rather, it is important to establish a balance of the types of questions that are asked so that all students are comfortable giving answers.

Prompts and Guiding Questions

Prompts can be given to students who need help in expressing their responses. Guiding questions can be given to students to support their discussions. For easy reference, prompts and guiding questions can be posted on the board, written in response journals or even placed on index cards for each small group.

PROMPTS

Possible Prompts to Help Students Make Personal Connections to the Text

➠ I had the same experience as…,
➠ I have the same problem as…,
➠ I also went to…,
➠ I can… like this character,
➠ I like to… just like this character,
➠ I agree with… because…,
➠ I disagree because in my case…,
➠ I have the same opinion as... because we think that…,
➠ That part makes me think that…,
➠ That part makes me feel…,
➠ This reminds me of…,
➠ I also have the same interest(s)…,
➠ I see… doing… because…,
➠ I'm not sure that was the best course of action to take because…,
➠ That worries me because…,
➠ I wonder if… .

GUIDING QUESTIONS

Possible Guiding Questions to Ask Students to Help Them Establish a Personal Connection with the Text

➜ How did the events/characters in this text remind you of something in your own life?

➜ What did you already know about the information presented in this text before listening/reading/ viewing it?

➜ Has anyone in your family experienced something like this? Who? What happened?

➜ Is there a person/character in the text who had similar experiences to yours? Explain.

➜ How would you do it differently/better?

➜ How did the text make you feel?

➜ What opinion do you have about… in the text?

Generalizing Beyond the Text

(See *Annex 1*, p. 26 for an example)

When generalizing beyond the text, students move outside the context of the text and address issues at a broader, more general level. Students learn about their own principles and values as well as those of society. As they learn about others and their views, students develop a greater sense of community and a deeper understanding of the role that they can play within society.

For example, reading a text about the difficulties encountered by a homeless teenager may spark a discussion about homelessness. During this discussion, students learn more about their own views and those of their community. This discussion may bring students to empathize and even become proactive in trying to change how their community deals with homelessness. As a result, students may choose to carry out a reinvestment task that could include creating an awareness poster or writing to government officials.

Prompts and Guiding Questions

Prompts can be given to students who need help in expressing their responses. Guiding questions can be given to students to support their discussions. For easy reference, prompts and guiding questions can be posted on the board, written in response journals or even placed on index cards for each small group.

PROMPTS

Possible Prompts to Help Students Generalize Beyond the Text

➡ *I believe that…,*

➡ *Our community sees… in this light - …,*

➡ *I wish we all could…,*

➡ *I think that we should…,*

➡ *If this happened in our community… .*

GUIDING QUESTIONS

Possible Guiding Questions to Ask Students to Help Them Generalize Beyond the Text

➔ *Do you know of any other places where this problem exists? Tell me about them.*

➔ *If you were asked to do something about this situation, what would you do?*

Chapter 4
Other Important Aspects

Evaluation:
An Integral Part of Learning

Ongoing evaluation helps teachers support the students' learning throughout the cycle. Teachers can use a variety of evaluation tools in order to chart students' progress and provide guidance as they use the response process.

Possible Tools for Gathering Information on Your Students' Learning

Anecdotal Records

Teachers record notes about individual students or groups of students. These notes are dated and focus on precise facts observed by teachers. Over time, they accumulate a wealth of information about each student. Ways of collecting anecdotal information include using sticky notes, e-files, a binder with separate pages for each student or a logbook - a tool in which information is recorded on a regular basis.

Conferences

Conferences help students become aware of how they listen/read/view. Ask students about the work they are doing and how things are progressing. Conferences give teachers the opportunity to discover students' perceptions of their processes and products. Teachers can evaluate students' progress, assess their needs, provide them with guidance and help them set personal goals.

Graphic Organizers

Graphic organizers can be used for teacher, group or self-evaluation. One example, KWL, refers to a three-column graphic organizer in which students write what they already **K**now about a topic in the first column. In the second column, students formulate questions about what they **W**ant to know about the topic and in the third column they write what they **L**earned. While teachers circulate, they observe students at work, question them and give them feedback.

Possible Tools for Gathering Information on Your Students' Learning (continued)

Informal Observation

This provides students with the immediate support and guidance necessary to make on-the-spot adjustments to their learning.

Observation Checklists

Teachers choose one or more of the ESL or EESL evaluation criteria to observe and adapt them to the specific characteristics of the learning and evaluation situation, the period during the cycle, the students' prior learning, and the competencies and content targeted by the task. They create a checklist including these criteria as well as a progress scale. These checklists may be used by teachers, a group of students evaluating their performance or a student engaging in self-evaluation.

Portfolios

Portfolios provide a clear portrait of each student's ongoing development over time. They contain dated samples of the student's work. Students are able to see their progress by comparing earlier samples with their current work. A portfolio can contain excerpts from a student's response journal or even a written text with the student's notes on it. Teachers can help students reflect on their strengths and the challenges they face on a regular basis by asking probing questions about work in the portfolio. Group portfolios can be used to document the progress of a group of students.

Rubrics

A rubric is a table that provides evidence of how a student is progressing. Rubrics are designed when planning the task and must be explained ahead of time to the students. While students are carrying out the task, rubrics can be used to remind them of essential elements that are needed to complete it. (See *Annex 3*, p. 32)

How to set up a rubric:
Across the top, there are performance levels and numerical ratings for each level. On the left-hand side, there are usually three or four criteria that are necessary to carry out the task. Beside each criterion appears a description of the kind of performance that is expected for each level.

Different Reinvestment Tasks: Extending the Response Process

In the secondary ESL and EESL programs, students listen to/read/view a variety of authentic texts and have opportunities to talk about them with their peers. Because students have varied needs and interests, teachers give them opportunities to reinvest their understanding of these texts in different ways. Some tools that can be used are listed in *Ways to Support the Response Process* in *Annex 4*, p. 34. In addition to these tools, the **following charts on pages 19 and 20** provide examples of reinvestment tasks that extend the response process. These differentiated tasks will appeal to secondary students with diverse strengths and challenges. In order for reinvestment tasks to be authentic and meaningful to students, the results must be shared with others.

Please note: It is imperative that teachers and students choose reinvestment tasks that are appropriate to the text(s) that has/have been listened to/read/viewed.

	Alphabetical List of Texts that Appear in the ESL and EESL Programs	Additional Texts to Explore	Extending the Response Process
A	adventure books, advertisements, announcements, applications, atlases, audio books		Use an **atlas** to support a discussion you have about your adventure hero's travels. Put an **ad** together to encourage others to listen to/read/view the text you just finished.
B	biographies	banners, book jackets, broadcasts, bulletins, bumper stickers	Write a three-line mini **biography** of one of the characters in the text. Design a **bumper sticker** that promotes the text you just viewed.
C	cartoons, comic strips, class magazines, children's literature	charts, collages	Draw a **one-box comic** of a scene that illustrates something you consider important in the text. Make a **collage** of words or magazine pictures that summarize the text for you.
D	dictionaries, directions, directories, documentaries, drama	dances, diagrams, dialogues, dioramas, diaries	Construct a **diorama** representing something you learned/a favourite scene. Write a brief **diary entry** about an event that happened in the text as if you were one of the characters.
E	e-dictionaries, encyclopedias, e-mails, e-magazines	editorials	Send an **e-mail** recommending the text to a friend. Write an **editorial** for a class newspaper about an issue in the text.
F	fantasy, fiction, forms		Organize your own **form** for reviewing texts. Include three points you would like someone to comment on. Ask your partner to fill out your **form**.
G	greeting cards	games, graphs	Design a **greeting card** that one of the characters in the text might give to another character. Make a **graph** representing information in the text.
H	'how to' books	headlines, horoscopes	Create **headlines** for the main events in the text. Explain **'how to'** do something in the text.
I	illustrated books, instructions, interviews, invitations	illustrations	**Interview** a student who has listened to/read/viewed the text. Follow **instructions** in the text to do/make something.
J	journals	jokes	Respond to a classmate's entry in a dialogue **journal**.
K		KWL (See *Evaluation: An Integral Part of Learning*, p. 16)	Use a graphic such as **KWL** to show what you know, what you want to know and what you learned.
L	labels, legends, letters		Send a **letter** to the writer/speaker/producer of the text about some concerns you have.

Alphabetical List of Texts that Appear in the ESL and EESL Programs	Additional Texts to Explore	Extending the Response Process
M magazines, manuals, maps, memos, menus, messages, multimedia presentations, mysteries, myths	murals, music videos, musicals	Organize a **multimedia presentation** that highlights something you find interesting in the text. Draw a **map** of the setting of the text.
N newspapers, novels, news programs		Present a brief **news program** based on the information presented in the text.
O	oral reports, overviews	Present an **oral report** based on your reactions to the text. Use an overhead transparency to present an **overview** of one part of the text.
P photo stories, photos, poems, postcards, posters	pop-up books	Write a **poem** that expresses your feelings about the text. Find or take **photos** that visually portray the main idea of the text.
Q questionnaires	quizzes	Make a list of **questions** you have about the text and ask other classmates to answer them.
R reports, riddles, radio news, radio programs	reviews	Write a **review** of the text and put it on the Web. Organize a **radio news** program that discusses the text.
S schedules, signs, science fiction, short stories, songs, stories on video, summaries, surveys	skits, slogans, sociograms – visual displays of characters' relationships, story maps	Put a **story map** together that includes the main information or events that happen in the text. Compose or find a **song** that summarizes the text. Construct a **survey** of questions based on issues in the text to find out where other students stand.
T tableaux, talk shows, teen magazines, teen plays and scripts, texts on cassettes, timelines	television commercials, television shows, travel brochures	Submit a drawing that summarizes the text to a **teen magazine.** Draw a **timeline** of the events in the text.
U		Find something in the text that makes it **unique** to you. Explain why the text was **useful** or **useless** to you.
V	Venn diagrams	Compare yourself to a character in the text using a **Venn diagram**.
W Web Sites, Web Pages	weather reports	Do a search for **Web Sites** related to the text to find more information.
X	x-rays	Create an **x-ray** of a character in the text. Describe him/her as fully as possible by labeling the x-ray.
Y young adult literature		Explain why the text left you **yawning** or **yearning** for more.
Z		Describe what you would add to or change in this text to give it more **zest.** Elaborate on the part of the text that added **zing** to your life.

Links Between the Response Process and Writing (Jotting Down One's Ideas)

?

What's the difference between writing in a response journal and the writing process?

When students write their initial responses in their journal, they jot down their ideas as they occur in their mind. Writing in the response journal is done in a rough manner because students do not use a writing process (preparing to write, writing the draft(s), revising, editing, publishing) when jotting down their ideas.

Writing is a Tool for Thinking

As students are listening to/reading/viewing a text, they can explore, reflect and discover what they understand about the text by writing down...

➤ any elements they find interesting or important from the text,
➤ a word,
➤ a phrase or sentence,
➤ ideas,
➤ a question they may have,
➤ reactions,
➤ opinions,
➤ reflections,
➤ predictions,
➤ any items they may want to learn about,
➤ an image or drawing or
➤ any other information they consider important.

Writing while listening to/reading/viewing a text gives students the opportunity to capture their thoughts on paper as they occur. Later, students can take the time to reflect on the text and what they have written in order to pull their thoughts together before sharing their response with others. With longer texts, students can participate in group discussions at various points throughout the text.

(W)riting separates our ideas from ourselves in a way that is easiest for us to examine, explore, and develop. We have a chance to rethink, reshape, refine the thoughts we have put down on paper.

Kirby, p.15

Writing contribute(s)... to learning by providing a record of the progress of the mind, which students need to observe.

Brooke, p.249

Writing Prepares Students for Discussions

Students can use their initial individual written responses as a support for discussion. When students arrive at the discussion table, they already have a record of their own thinking and are prepared to share, examine, question and discuss their insights about the text with others. They are also better prepared to make connections to other ideas that are presented and talked about in the group. When students discuss, they construct their understanding of the text together. After discussions have taken place, students' initial written ideas can be supported, reused, reconsidered, revised or even rejected according to what was discussed with others.

Writing is a Record of Learning

Written responses include initial ideas jotted down by students as they are listening to/reading/viewing texts, notes taken during discussions, and revisions made after discussions have taken place. This written evidence serves as a record of students' progress. Students observe how their ideas evolve from initial reactions to more developed responses. They also become more aware of how and what they think about ideas presented in various texts.

Writing down one's initial individual response also helps with individual accountability. Students are actively responding to texts when jotting down their ideas - they are not just sitting there, waiting for others to give them their responses.

Writing in a Response Journal: Modelling How

Teachers can model possible ways to write a response journal entry. Using an overhead projector or blackboard, they can write words, phrases or sentences that attract their attention, items they think are important and questions they have about the text. It is important to explain to students why these items have been written in the journal. Teachers model how to use a response journal as often as students need it.

Monitoring Response Journals

Response journals supply important information regarding students' successes and difficulties. With this feedback, teachers will know what works and where they may need to readjust their teaching practices in order to help students learn more efficiently.

To observe students' progress in learning, teachers can monitor students' response journals...

➠ to see the development of students' thinking;

➠ to see students' language development over time;

➠ to see how students are exploring texts, making personal connections and generalizing beyond texts;

➠ to see what students have understood about the text(s);

➠ to determine that students are participating in the response process by taking note of their responses to texts.

* Please note: It is important that response journals not be evaluated for a mark. Rather, they are a safe place for students to take risks in exploring and developing their ideas on texts they discuss with others.

Chapter 5
Let's Do It

First Steps

➡ Help students move away from only answering literal questions by ending each experience with a question like *What are you thinking about?* or *What does the text make you think about?*

➡ Have a short discussion with the whole group about the text. Then move students into pairs to continue talking about it.

➡ Encourage students to share their connections and thoughts but know that this will take time. Students will need to know that there is not one correct answer.

➡ When working with books, find some good ones to read to students. Picture books, many of which have sophisticated themes for older students, make a good place to start. Students need to be immersed in as many read-aloud experiences as possible.

➡ Use the class read-aloud experience as a time to introduce and model new ways of talking and thinking about texts.

➡ Model strategies you feel students need to use.

➡ And especially, ask great questions:
- Ask questions that are open-ended.

- Teach students how to ask open-ended questions.

- Ask a question and then have students turn to a partner to answer.

- When you ask questions, give students time to think about or jot down a response. Count to five in your mind before saying something. Give them a chance to collect their thoughts before they answer.
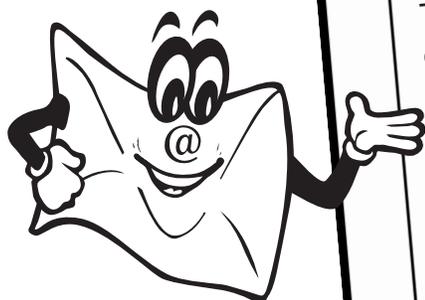
For non-fiction, the teacher could ask a question about a controversial issue – for fiction the teacher could ask about a provocative character or theme. In both cases, the more provocative the question, the better, for it brings out a more powerful response.

Cobine(1995), p.2

Characteristics of Great Questions

In general, questions that support discussions...

✔ require students to take a stand,

✔ are respectful of others and their opinions,

✔ are engaging and thought-provoking,

✔ make each student stop and think,

✔ are open-ended,

✔ focus on the text,

✔ have more than one answer supported by the text,

✔ use vocabulary that students can understand.

Organizing Lists of Questions

Teachers, with help from students, can develop a list of generic questions to support discussions.

This list can be expanded upon throughout the cycle. It can be displayed on a poster in the classroom for all to see, on sets of index cards for small groups to consult while discussing or even in students' response journals.

As students become used to participating in discussions, they will be less dependent on these questions.

Gradually as they participate in more discussions, students will become more comfortable asking questions and as a result, they will become increasingly autonomous in maintaining discussions.

Holding meaningful (discussions) about texts is not an innate ability; it is an art that requires posing open-ended questions and learning prompts that maintain the momentum of a discussion.

Robb in Elliot & Dupuis, p.31

Suggested Books and Web Sites

**If you would like to read more on the Response Process,
here are some great books to read:**

Atwell, Nancie. *Side by Side : Essays on Teaching to Learn*.
Concord (Ontario): Irwin Publishing, 1991.

Elliott, Joan B. and Mary M. Dupuis. *Young Adult Literature
in the Classroom : Reading It, Teaching It, Loving It.*
Newark, Delaware : International Reading Association,
2002.

Daniels, Harvey. *Literature Circles: Voice and Choice in the
Student-Centred Classroom.* York, ME: Stenhouse,
1994.

Parsons, Les. *Response Journals Revisited : Maximizing
learning through reading, writing, viewing, discussing,
and thinking.* Pembroke Publishers, 2001.

**If you would like to find more information about the
Response Process on the Internet,
here are a couple of great Web Sites to check out:**

www.qesnrecit.qc.ca/response

www.mcps.k12.md.us/curriculum/english

Example of Exploring the Text, Establishing a Personal Connection and Generalizing Beyond the Text

Setting the Scene

Teacher : Today we will be watching a video[5] about Pintinho who is a 16 year old boy in Brazil training to be a professional soccer player. While you are watching the video a second time, note down any ideas that come to mind in your response journal. If you are stuck, look at the posters on the blackboard listing some ideas. You can also look at the back of your response journal for your own list.

On posters and in students' response journals there are lists to help students respond.
A response can be...
- *any elements you find interesting or important,*
- *a word,*
- *a phrase or sentence,*
- *ideas,*
- *a question you may have,*
- *reactions,*
- *opinions,*
- *reflections,*
- *predictions,*
- *any items you may want to learn about,*
- *an image or drawing or*
- *any other information you consider important.*

The tables on the following pages give examples of what teachers can do to help students focus on a particular phase of the response process. It is not meant to suggest that teachers would go through all three phases with students at one time.

5 Text is an excerpt from a video *Turning 16 – A Brazilian Soccer Player.*

Exploring the Text

Setting the Scene

Students explore the text individually. While they are watching the excerpt about the boy's home life and soccer life, students note down their responses in their response journals. After the excerpt is finished, the teacher gives students enough time to finish writing their responses.

Students then explore the text in a small group of 3 or 4 students.

For Students in the Core ESL Program

Teacher The teacher encourages students to use prompts to help them express their ideas.

"Before you begin sharing your responses, you may want to refer to the prompts you wrote down in your response journal or you can use the index cards in your groups. (The prompts students use are ones that they have developed with the teacher: *I noticed that…, I learned that…, I do not understand / I understand…, I find … very interesting, The video says….)*"

Students Students share their response and use the prompts to express their ideas. After the discussion has taken place, if they feel they would like to adjust their response due to what the others in the group said, they do so in their response journal.

For Students in the EESL Program

Teacher The teacher supports and orients the group discussion by giving students a guiding question which also ensures student participation.

"Before you begin sharing your responses, I would like each group to also answer a question that I have about the video.
It is – *What surprised you in the video?"*

Students Students share their response and discuss their ideas about the question. After the discussion has taken place, students are invited to add to their initial response in their response journal in light of any new understanding that has occurred.

Establishing a Personal Connection

Setting the Scene

While they are watching the excerpt about the boy's home life and soccer life, students note down their responses in their response journals. Students also can establish a personal connection with the text by linking it to their own or someone else's experience. After the excerpt is finished, the teacher gives students enough time to finish writing their responses.

Students share their response with a small group of 3 or 4 students.

For Students in the Core ESL Program

Teacher
The teacher encourages students to use prompts to help them express their ideas.

"Before you begin sharing your responses, you may want to refer to the prompts you wrote down in your response journal or you can use the index cards in your groups. (The prompts students use are ones that they have developed with the teacher: *I also have the same interest as …, I know someone who has the same experience as…, This video reminds me of….)"*

Students
Students share their response and use the prompts to express their ideas. After the discussion has taken place, if they feel they would like to adjust their response due to what the others in the group said, they do so in their response journal.

For Students in the EESL Program

Teacher
The teacher supports and orients the group discussion by giving students a guiding question which also ensures student participation.

"Before you begin sharing your responses, I would like each group to also answer a question that I have about the video.
It is – *In your community, who has experienced something like this? What happened?"*

Students
Students share their response and discuss their ideas about the question. After the discussion has taken place, students are invited to add to their initial response in their response journal in light of any new understanding that has occurred.

Generalizing Beyond the Text

Setting the Scene

While they are watching the excerpt about the boy's home life and soccer life, students note down their responses in their response journals. After the excerpt is finished, the teacher gives students enough time to finish writing their responses.

Students then explore the text in a small group of 3 or 4 students.

For Students in the Core ESL Program

Teacher The teacher encourages students to use prompts to help them express their ideas.

"Before you begin sharing your responses, you may want to refer to the prompts you wrote down in your response journal or you can use the index cards in your groups. (The prompts students use are ones that they have developed with the teacher: *I believe that …, I wish we all could…, If this happened in our community… .)*"

Students Students share their response and use the prompts to express their ideas. After the discussion has taken place, if they feel they would like to adjust their response due to what the others in the group said, they do so in their response journal.

For Students in the EESL Program

Teacher The teacher supports and orients the group discussion by giving students a guiding question which also ensures student participation.

"Before you begin sharing your responses, I would like each group to also answer a question that I have about the video.
It is – *What is your opinion about teens who devote their lives to their passion in order to help their family and community?"*

Students Students share their response and discuss their ideas about the question. After the discussion has taken place, students are invited to add to their initial response in their response journal in light of any new understanding that has occurred.

Example of a
Mini Response Journal
(Made from One Sheet of Paper)

Page 3

Text : …

_____'s
**Mini
Response Journal**

Page 1

Text : ……

Student's response which can include

• any elements s/he finds interesting or
  important in the text
• a word
• a phrase or sentence
• an idea s/he gets from the text
• a question s/he may have
• personal reactions
• reflections
• predictions
• any items s/he may want to learn about
• an image or drawing
• any other information s/he considers
  important.

Page 2

Text : …

_____'s

Mini
Response Journal

Examples of Rubrics

These rubrics represent **examples** of how criteria and descriptors could be articulated to help the teacher and students evaluate aspects of a particular task. Rubrics must be designed to meet the specifications of every given task.

Response to a Text

Core ESL Program

Criteria	1	2	3	4
1. Evidence of comprehension of the text (responding to a guiding question)	The student is unable to respond and refer to details in the text.	The student has difficulty responding and referring to details in the text.	The student is able to respond by referring to some details in the text.	The student is able to respond easily by referring to specific details in the text.
2. Use of communication and learning strategies	The student is unable to make use of strategies, even with much support from peers and the teacher.	The student sometimes uses strategies, with much support from peers and the teacher.	The student uses strategies, with some support from peers and the teacher.	The student uses strategies easily, with little support from peers and the teacher.
3. Use of resources	The student makes no use of resources.	The student uses some resources, but does so with little efficiency.	The student uses some resources with efficiency.	The student uses appropriate resources with efficiency.

Response to a Text

EESL Program

Criteria	1	2	3	4
1. Application of a personalized response process (the student examines the text in light of her/his own experience)	Personal associations are not included or unclear.	Personal associations are made but significance to the text is vague.	Personal associations are clearly linked to the text.	Personal associations are tightly linked to events in the text; connections are significant and evident.
2. Formulation of a personalized response (during a group discussion)	The student formulates a limited and unclear response to the text.	The student formulates a limited personalized response to the text.	The student formulates a well-developed personalized response to the text.	The student formulates a thoughtful, well-developed, articulate personalized response to the text.
3. Management of communication and learning strategies	The student has difficulty using strategies appropriate to the task.	The student sometimes uses strategies appropriate to the task.	The student selects and uses strategies appropriate to the task.	The student selects and uses strategies appropriate to the task with ease.

Examples of Rubrics (Continued)

Descriptors

When you are designing a rubric for a particular task, you may consider using some of these descriptors:

Level 1	Level 2	Level 3	Level 4
Beginning Literal Minimal Superficial Undeveloped Confused Simplistic Inaccurate Limited Even with much support No evidence Etc.	Developing Inconsistent Basic Fragmented Underdeveloped Unclear With much support Little evidence Etc.	Adequate Suitable Satisfactory Effective Efficient Clear Developed Comprehensive With some support Consistently Etc.	Accomplished Appropriate Proficient Insightful Articulate Refined Skilled Thorough Perceptive Thoughtful Autonomously Easily Well-developed Etc.

Response to a Text

Criteria	1	2	3	4

Annex 3

Ways to Support
the Response Process

Response Journals	Response journals can appear in the form of a booklet, notebook, folder or e-file. Students keep notes about what they have listened to/read/viewed/discussed. Items that can be included are personal reactions, questions, reflections, predictions, comments made during and after reading as well as any other information considered important to students.
Dialogue Journals	Dialogue journals are on-going written conversations between students, their peers and/or their teacher. They provide a written record of discussions about texts.
Double-Entry Journals	Double-entry journals also give students the opportunity to take notes and respond individually to a text. Pages are divided into two columns. In the left-hand column, students jot down anything they consider important about the text e.g. quotations, events, character descriptions, facts and recurring visual symbols. In the right-hand column, students record personal observations, reactions and links to the text opposite the appropriate entry.
Literature Circles	Literature circles are small group discussion based on texts. Discussions can focus on one text, different texts written/produced by a particular person, different texts on the same theme or from the same genre. Response or dialogue journals can be used as a basis for these discussions.
Open-Ended Questions	Open-ended questions encourage students to reflect on texts in order to gain a deeper understanding.
Role Play	As students interpret roles, they explore and express the thoughts and feelings of a character. Role play contributes to a deeper understanding of characters in a particular context.
Improvisation	Improvisation involves students in spontaneous, unscripted, unrehearsed activities. It is an effective way to develop ideas, scenes and characters. It promotes concentration, cooperation and provides students with a forum for rapid oral dialogue.
Mind Maps	Mind maps are graphic tools that help students connect ideas. They are a technique for note taking, developing a concept or summarizing information.
Character Mapping	Character mapping is a graphic tool that helps students visualize the development and relationships of characters in a text. It is an effective technique for highlighting characters' actions, personality traits and their relationships using supporting evidence from the text.
Story Mapping	Story mapping is also a graphic tool that helps students visualize the development of events in a text. It is an effective technique for highlighting events that have taken place.
Graphic Organizers	Graphic organizers are instructional tools that are used to illustrate students' prior knowledge about a topic or text. Some examples of graphic organizers include KWL, T-Charts, Venn Diagrams, Idea Webs, Compare-Contrast Matrix, etc.

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