

# Reading Like a Reader/Reading Like a Writer

Common Core Anchor Standards for Reading require that readers move beyond basic comprehension of the text in order to analyze the text for structure, voice, syntax, and much more. For many teachers, this is a new way of thinking about reading. We often read in order to understand what the author is trying to say—and this is reading like a reader—but we also need to read in order to understand how the author said it. That is reading like a writer and involves paying close attention to techniques and choices. Reading like a writer is an integral part of CCSS.

*What to look for as you*

## Read Like a Writer

**(1) Ideas.** Ideas are the heart of the piece — what the writer is writing about and what the writer chooses to reveal about it. How does the writer reveal the main idea? What types of details does the writer use? How does the writer achieve his or her purpose?

**(2) Organization.** Organization refers to the order of ideas and the way the writer moves from one to the next. What kinds of leads does the writer use and how do they pull us in and make us want to read more? What kinds of endings does the writer use and how do they work to make the writing feel finished and to give us something important to think about? How does the writer handle transitions? How does the writer control pacing?

**(3) Voice.** Voice is the expression of the writer’s individual personality through words. How does the writer demonstrate passion for the topic? How does the writer reveal emotions? How does the writer put personality into the piece?

**(4) Word Choice.** Word Choice refers to writer’s selection of particular words and phrases to express ideas. What techniques (simile, metaphor, strong verbs, etc.) does the writer use to make the word choice more specific, more memorable, and more effective?

**(5) Sentence Fluency.** Sentence Fluency is the rhythm and flow of the language as we read it aloud. What kinds of sentence constructions does the writer use? How does the writer vary the beginnings and lengths of sentences? How does the writer use “sound” effects like alliteration, rhyme, and rhythm?

**(6) Conventions.** Conventions are the ways we agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read. How does the writer use conventions to make the writing easy to read and more meaningful? Does the author use conventions in unusual ways that are successful?

CCS Anchor Standards for Reading	
Reading like a Reader	<p><b>Key Ideas and Details</b></p> <p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>
Reading like a Writer	<p><b>Craft and Structure</b></p> <p>R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R.6 Assess how point of view or purpose shapes the content and style of a text.</p>
	<p><b>Integration of Knowledge and Ideas</b></p> <p>R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1</p> <p>R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>