Discriminating
• Analyzing
• Exploring higher-order thinking
• Using a specific thinking structure
• Making decisions
• Making connections among multiple literary elements, real life events, people, places, objects, ideas, and concepts.

And when students write poetry in two voices, they are comparing, contrasting, collaborating, reading, writing, and speaking in a creative and fun manner.

References
Roessing, L. (2013). Writing to learn: Using poetry in two voices. Middle Ground, 16(3).

Next issue: After-Reading Response: Presentations as Synthesis

LESLEY ROESSING taught middle school for 20 years before becoming the founding director of the Coastal Savannah Writing Project and senior lecturer in the College of Education of Georgia Southern University, Armstrong campus. Lesley has published four professional books for educators, as well as chapters and articles on literacy. The ideas in this column were based on The Write to Read: Response Journals That Increase Comprehension (Corwin, 2009).

lesleyroessing@gmail.com