The Core Six
Reading for Meaning

Reading for Meaning

- What is it?

- A practice that helps students develop the skills that proficient readers use to make sense of rigorous texts.

- In friendlier terms: A reading strategy that uses simple statements to help students find and evaluate evidence and build thoughtful interpretations.

How does it align to Common Core?

- Using this strategy helps build these skills:

  - Managing text complexity

  - Evaluating and using evidence

  - Developing the core skills of reading

    - Finding main idea, making inferences, analyzing characters and content

Three phases of critical reading:

- 1. Previewing and predicting <u>before reading</u>

- 2. Actively searching for relevant information <u>during reading</u>

- 3. Reflecting on learning <u>after reading.</u>
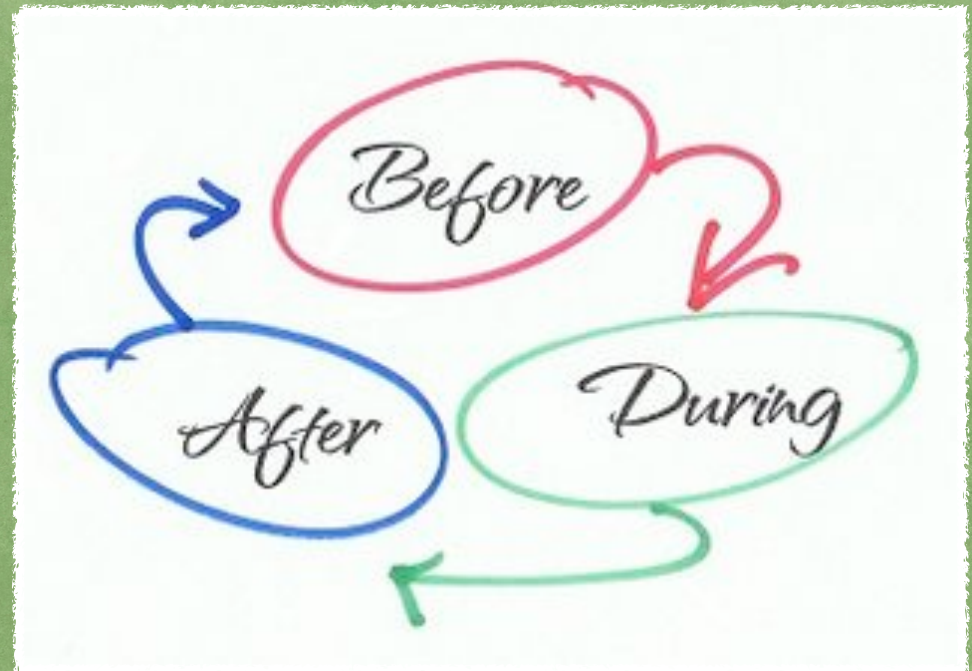
3 Reasons for Using Reading for Meaning

- 1. Text complexity

- 2. Evidence

- 3. The Core Skills of Reading

1. Text Complexity

- Reading for meaning builds in all students the skills used by proficient readers to extract meaning from even the most rigorous texts

2. Evidence

- Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

3. The Core Skills of Reading

- Build and assess skills CC identifies as crucial to students' success, including identifying main ideas, making inferences, and supporting interpretations with evidence.

What the research says:

- "Comprehension Instruction"

- Setting students up for failure

- Reading correctly and fluently <u>does</u> <u>not</u> mean they are comprehending!

- Good Reading is Active Reading

  - Excellent reading begins <u>before</u> the reading, continues <u>during</u> reading, and persists <u>after</u> reading is completed

- Comprehension involves a repertoire of skills, or reading and thinking strategies

  - Making connections to background knowledge, drawing inferences, and determining importance

- These skills can be taught to nearly all readers

  - Teaching students comprehension skills has "a significant and lasting effect on students' understanding"

In Your Packet:

- Implementing Reading for Meaning in the Classroom

- Step by step "how to"

Implementing Reading for Meaning in the Classroom

1. **Identify a short text that you want students to "read for meaning."** Any kind of text is fine—a poem, an article, a blog post, a primary document, a fable, or a scene from a play. Mathematical word problems, data charts, and visual sources like paintings and photographs also work well.

2. **Generate a list of statements about the text.** Students will ultimately search the text for evidence that supports or refutes each statement. Statements can be objectively true or false, or they can be open to interpretation and designed to provoke discussion and debate. They can be customized to fit whichever skill, standards, or objectives you're working on—for example, identifying main idea or analyzing characters and ideas.

3. **Introduce the topic of the text and have students preview the statements _before_ they begin reading.** Encourage students to think about what they already know about the topic and to use the statements to make some predictions about the text.

4. **Have students record evidence for and against each statement _while_ (or _after_) they read.**

5. **Have students discuss their evidence in pairs or small groups.** Encourage groups to reach consensus about which statements are supported and which are refuted by the text. If they are stuck, have them rewrite any problematic statements in a way that enables the to reach consensus.

6. **Conduct a whole-class discussion in which students share and justify their positions.** If necessary, help students clarify their thinking and call their attention to evidence that they might have missed or misinterpreted.

7. **Use students' responses to evaluate their understanding of the reading and their ability to support a position with evidence.**

Gettysburg Address

- Statements:

- 1. The primary goal of the speech was to honor the soldiers who had fought and died.

- 2. Lincoln believed that our nation was at a crossroads.

- 3. Lincoln took his listeners on a journey through time.

- 4. Lincoln would agree that actions speak louder than words.

- 5. The style of the speech (separate from its content) contributes to its power, persuasiveness, and beauty.

Supports/Refutes Organizer

Topic: _____

Evidence For (Supports)	Statement	Evidence Against (Refutes)
	The primary goal of the speech was to honor the soldiers who had fought and died.	

Supports/Refutes Organizer

Students use the organizer to help them stay focused on close reading and finding and citing evidence.

Planning Considerations

Planning Considerations

To develop a Reading for Meaning lesson, think about what you will need to do to introduce the lesson and to prepare for each phase of the lesson.

* Begin by asking yourself, "What standards do I intend to address?"

* After you select the reading for your lesson, ask yourself, "What article, document, or passage needs emphasis and intensive analysis? How will this reading help me address my chosen standards?"

* To analyze the reading, ask yourself, "What themes, main ideas, and details do my students need to discover?"

* To develop Reading for Meaning statements, ask yourself, "What thought-provoking statements can I present to my students before they begin reading to focus and engage their attention? How can I use different kinds of statements to help my students build crucial reading skills found in the Common Core?"

* To decide how to begin the lesson, ask yourself, "What kind of hook, or attention-grabbing question or activity, can I create to capture student interest and activate prior knowledge at the outset of the lesson?"

* To develop leading questions that provoke discussion, ask yourself, "What questions about the content or the process can I develop to engage my students in a discussion throughout the lesson and after the reading?"

Aligning Reading for Meaning Statements to Anchor Standards

Anchor Standard Concepts	Sample Statements
Determine what a text says explicitly. (R.CCR.1)	• Everyone is unkind to Little Bear. • Animals prepare for winter in different ways.
Make logical inferences from a text. (R.CCR.1)	• We can tell that Pooh and Piglet have been friends for a long time. • Without taking Franklin's data, Watson and Crick wouldn't have succeeded.
Identify main ideas and themes. (R.CCR.2)	• The moral of the story is that teams can do more than individuals. • Structure and function are intricately linked.
Analyze how and why individuals, events, and ideas develop, connect, and interact. (R.CCR.3)	• Pickles goes from being a bad cat to a good cat. • After Maxim's revelation, the new Mrs. de Winter is a changed woman. • The seeds of social change for women in America were planted during WWII.
Assess how point of view or purpose shapes the content and style of a text; distinguish between what is said and what is meant or true. (R.CCR.6)	• Chekhov wants us to judge Julia harshly. • The writer's personal feelings influenced his description of this event.
Integrate and evaluate content that is presented visually and quantitatively as well as in words. (R.CCR.7)	• Munch's The Scream shares many stylistic elements with Impressionism. • According to the table in this article, sun worshippers would be happier living in Phoenix than in Seattle.
Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the authors' approaches. (R.CCR.9)	• The two fables we read are more similar than different. • The Cherokee people's account of their relocation differs from the account in your textbook.

Identify main ideas and themes. (R.CCR.2)	The primary goal of the speech was to honor the soldiers who had fought and died.
	Lincoln believed that our nation was at a crossroads.
Analyze how and why individuals, events, and ideas develop, connect, and interact. (R.CCR.3)	Lincoln took his listeners on a journey through time.
Make logical inferences from a text. (R.CCR.1)	Lincoln would agree that actions speak louder than words.
Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone. (R.CCR.4)	The style of the speech (separate from its content) contributes to its power, persuasiveness, and beauty.

Writing Extensions: Written Arguments

- Use a reading for meaning statement to get started

- Students must draw heavily on the text to make their case

- A 3 X 3 Writing frame is a great tool to use to help students plan and structure arguments because it makes clear what the beginning, middle, and end of their argument needs to contain

Beginning	Middle		End
What are you trying to prove?	What is your evidence? Prove it.		Close the writing.
Make your case or restate the question.	*Magic THREES:* *Reasons, Causes, Purposes*	*Elaborate on each reason (or provide an example).*	*Wrap it up.*
	*One reason:	*	
	*Another reason:	*	
	*Finally:	*	