



Reading to Learn

Supporting English Language Learners Across All Content Areas

Massachusetts Educators of English Language Learners
May 8, 2015



- PRESENTED BY:
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Warm-Up Activity

Chalk Talk

- What do effective readers do when reading a complex text?
- Brainstorm strategies to support readers and English Language Learners.



Welcome/ Introductions



Goals for Today

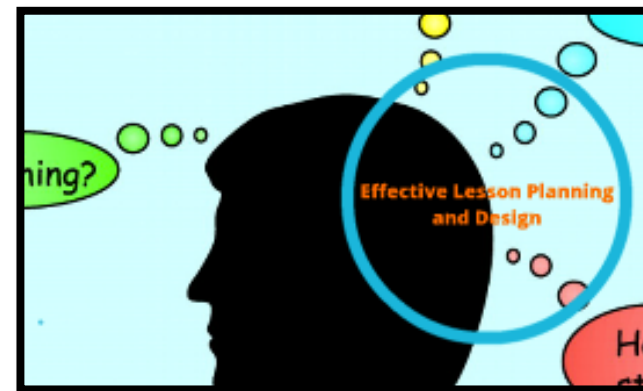
By the end of the workshop, participants should be able to answer the following questions:

1. What are the key elements of Reading to Learn?
2. How can Reading to Learn be used to support school wide literacy?
3. How does Reading to Learn support English Language Learners?



Intended Outcomes

- By the end of the day, participants will be able to apply an introductory understanding of Reading to think about uses of Reading to Learn at their schools.

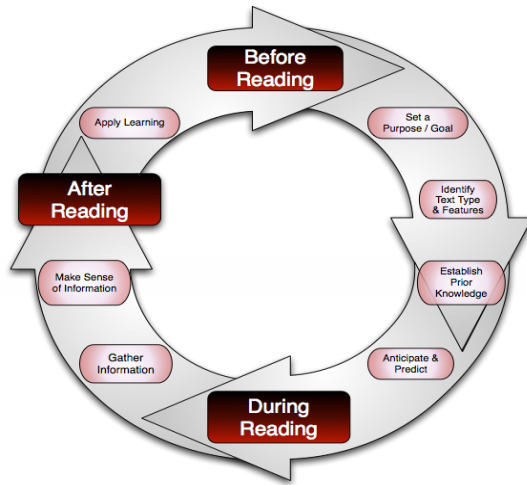


Agenda



- Welcome/Introductions
- Brainstorm
- ◆ Analyze some examples
- ◆ Introduction to Reading to Learn
- ◆ Why, What, How
- ◆ Applications for Schools
- ◆ Questions

What is Reading to Learn?

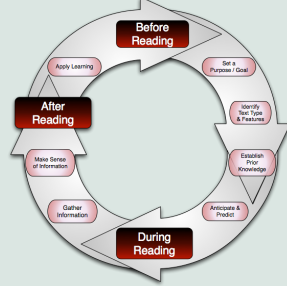


- Provides **teachers** the **tools** to collaboratively design and analyze text-based lessons
- Provides **students** with a **process** to comprehend complex text
- Provides **job-embedded professional learning** to all subject area teachers



Reading to Learn in Action

What Reading to Learn looks like



- Select a scenario to read.
- As you read, underline or highlight things the teacher does to support student comprehension.
- In the margins, make note of the strategies to support ELL.

Narrative #4 - Reading to Learn in Carpentry

The following scenario illustrates a Building Trades Instructor using the process of Reading to Learn to support the inspection of a wooden deck that a potential client wishes repaired and modified to support a hot tub. Read the scenario and use the codes on the right to identify the different parts of Reading to Learn. Be prepared to share your thoughts with a partner.

Reading an Existing Wood Structure to Make Suggestions for Repairing and Modifying

The eight students in Mr. Archembault's class poured out of the van the to a stop in front of a two-story blue house in a residential section of town. cups from Dunkin Donuts in their hands. A few munched on egg sandwiches. students were standing in a circle on the lawn around the instructor, Mr. A.

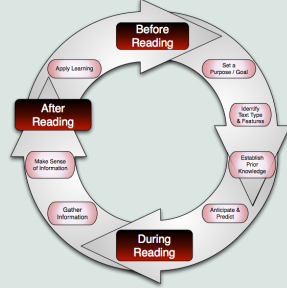
"Good morning everyone. I know it was a little bit of a ride to get to here. We are fresh and ready to go. As I told you last week, we are visiting a potential client. He would like to buy a hot tub and put it on his porch. **Your task will be to work with a partner to read and analyze the existing deck. You will use the note taking sheet you have developed to record your observations and generate a list of questions to ask the client. Then you and your partner will discuss what needs to be done and what recommendations you will make. Your final task will be to write a quote. The client will pick one or perhaps none of your quotes.**" Mr. A paused for a moment. "Are there any questions at this point?"

A female student to Mr. A's left raised her hand. "Who will we be partnered with?" Mr. A smiled, "Thanks for asking Lacey. I was just about to get to that." Pulling a piece of paper from a folder he was carrying, Mr. Archembault began to read off the names. "Lacey, you are with Jordan. Bill you are with Tyler. Sam and Walker are partners. Finally, Kyle and Carter will be together." After the names were read, a couple students gave high-fives. One student groaned in fake annoyance.

Smiling at the good-natured camaraderie, Mr. Archembault cleared his throat. "Okay, enough goofing around. Before I set you free there are few things I want discuss to make sure

Setting a Purpose

What Reading to Learn looks like



- As a table, compare your reading and analysis of different scenarios.
- What similarities and differences do you notice?

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Reading an Existing Wood Structure to Make Suggestions for Repairing and Modifying

The eight students in Mr. Archembault's class poured out of the van the moment it came to a stop in front of a two-story blue house in a residential section of town. Many held coffee cups from Dunkin Donuts in their hands. A few munched on egg sandwiches. When all of the students were standing in a circle on the lawn around the instructor, Mr. A addressed the group.

"Good morning everyone. I know it was a little bit of a ride to get to here, so I hope you are fresh and ready to go. As I told you last week, we are visiting a potential client who would like to buy a hot tub and put it on his porch. Your task will be to work with a partner to read and analyze the existing deck. You will use the note taking sheet you have developed to record your observations and generate a list of questions to ask the client. Then you and your partner will discuss what needs to be done and what recommendations you will make. Your final task will be to write a quote. The client will pick one or perhaps none of your quotes." Mr. A paused for a moment. "Are there any questions at this point?"

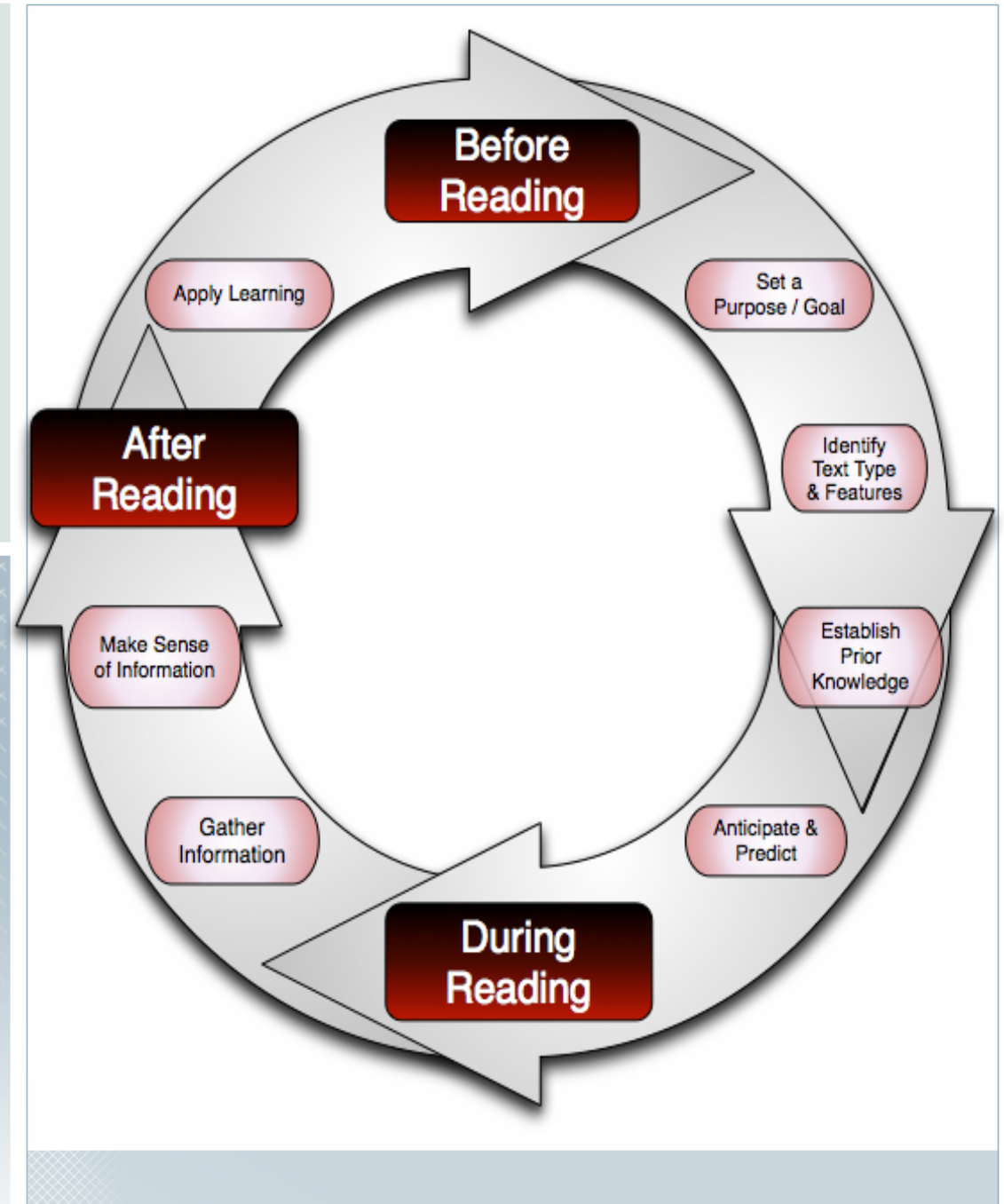
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Reading to Learn

Review the Reading to Learn Diagram.

- What did you notice?
- What looks familiar?
- What questions do you have?



The CCSS Literacy Standards

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

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.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
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.
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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

WIDA-Enhancing Opportunities for English Language Learners

Values:

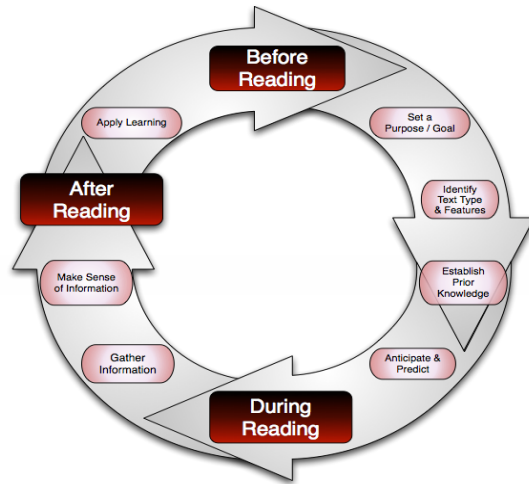
Can Do Philosophy: believing in the assets, contributions, and potential of linguistically diverse students

Collaboration: facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide



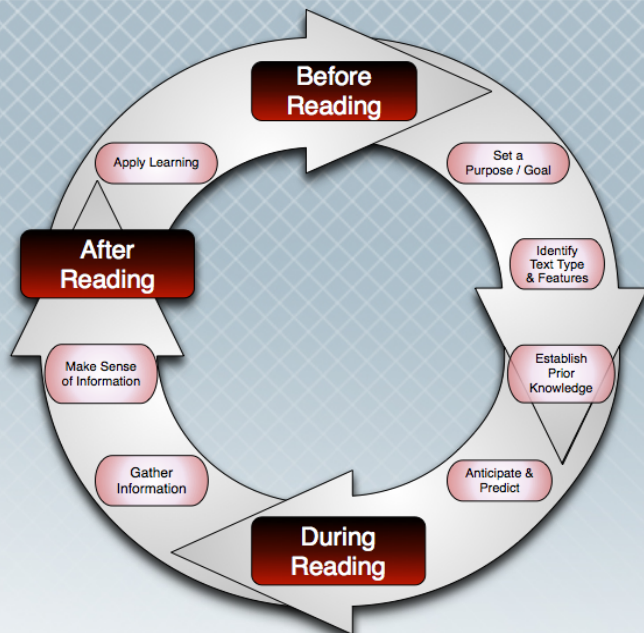
Key Characteristics of Reading to Learn

The Process of Reading to Learn...



- Offers a framework for instructional decision-making and differentiating reading
- Provides a way to strategically use literacy strategies
- Is a framework to provide structured support with challenging texts for all learners including English Language Learners
- supports ALL of the CCSS
- is a process for teachers
- is a process for students
- **Is NOT designed to be rigid**

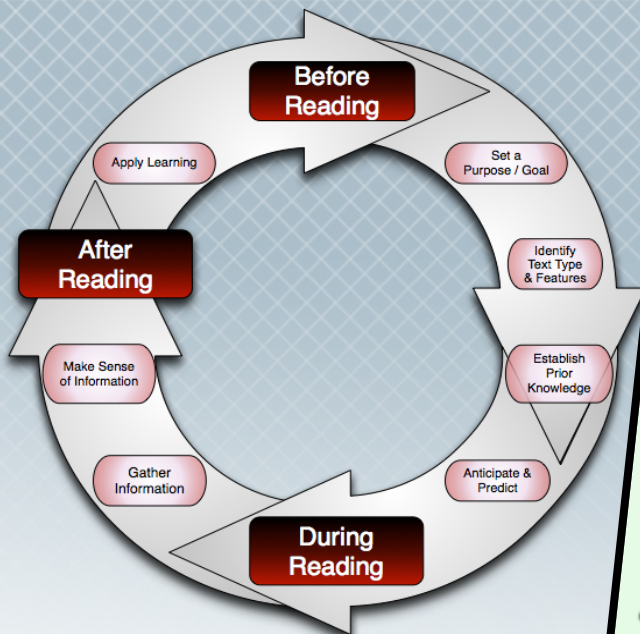
Reading to Learn



Ten Questions to Design Effective Lessons with Complex Texts

1. What are the most important and challenging features of the text?
2. How will the objectives be communicated at the beginning of and throughout the lesson?
3. How will students consider features of the text(s) before they read?
4. What knowledge do students need to have before reading? How will the establish it?
5. What might students predict or anticipate before reading, and how will they do this?
6. How will students read?
7. How will students gather information or take notes?
8. How will students think deeply about the information they gather?
9. How will students apply what they learned, and what is novel about this task?
10. Do students have opportunities to work in multiple modalities? If not, revise one or more of the activities.

Reading to Learn



Text-Based Lesson Planning Tool

This tool helps teachers develop objective-driven lessons that support learning through the reading of complex texts. The front page guides discussion and planning. The back page provides space to record your ideas.

Context

Identify and discuss important information about the learning context of the lesson to be developed.

Analyze and Discuss the Complexity of the Text(s)

- Review what students may read.
- Consider *how* they will read and what will be challenging.

Focus Standards

Identify and analyze the content and literacy standards that will be focused on in this lesson.

Content Objective

After reading, students will be able to _____

Reading Objective

Before or during reading, students will be able to _____ by using _____.

Formative Assessment / Evidence

How will each student demonstrate that he or she has met the objectives? What evidence will document learning?

Activity Sequence

At least one activity should be planned for each *phase* of reading - an activity does not need to be created for every strategy. Remember that the process of Reading to Learn is not rigid. The order of steps may need to be adjusted to better fit the objectives of the lesson. In addition, some activities may combine multiple strategies together.

Pre-Reading

1. How will the objectives be communicated at the beginning of and throughout the lesson?
2. How will students consider any important visible and/or invisible features of the text(s) before they read?
3. What knowledge do students need to have before reading the text(s)? How will they establish it?
4. What might the students predict or anticipate before reading? How will they do this?

During Reading

5. How will students read?
6. How will students gather information or take notes?
7. How will students think deeply about the information they gathered?

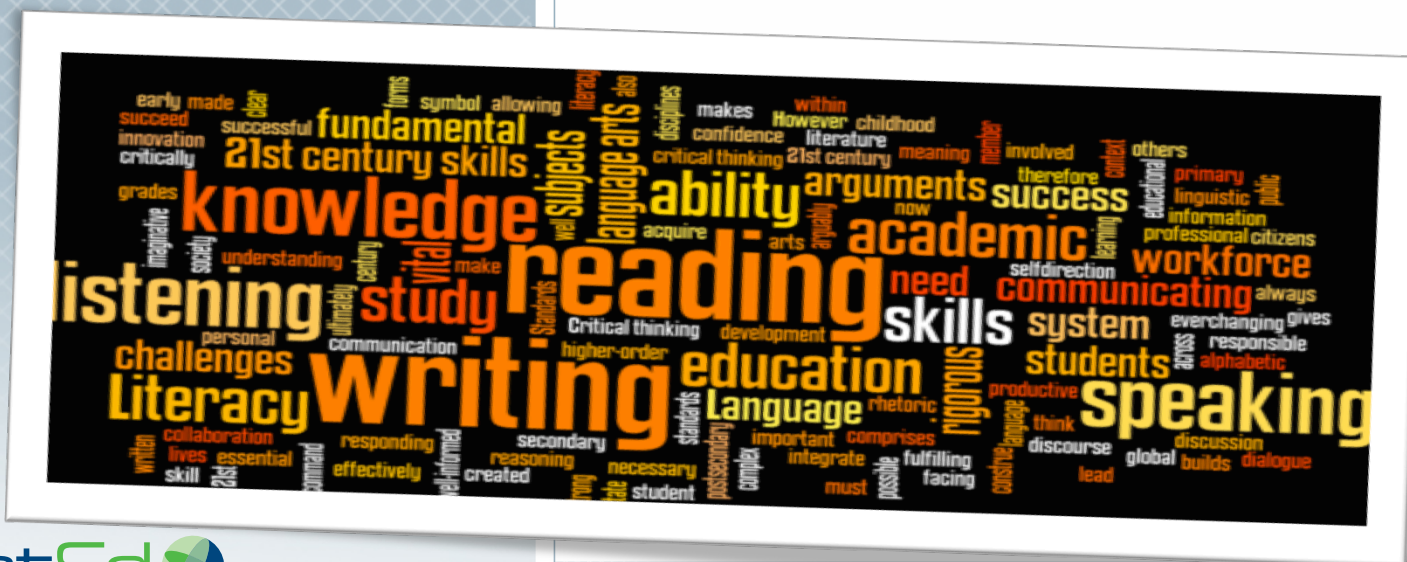
Post Reading

8. How will students apply what they learned? What is novel about this task?

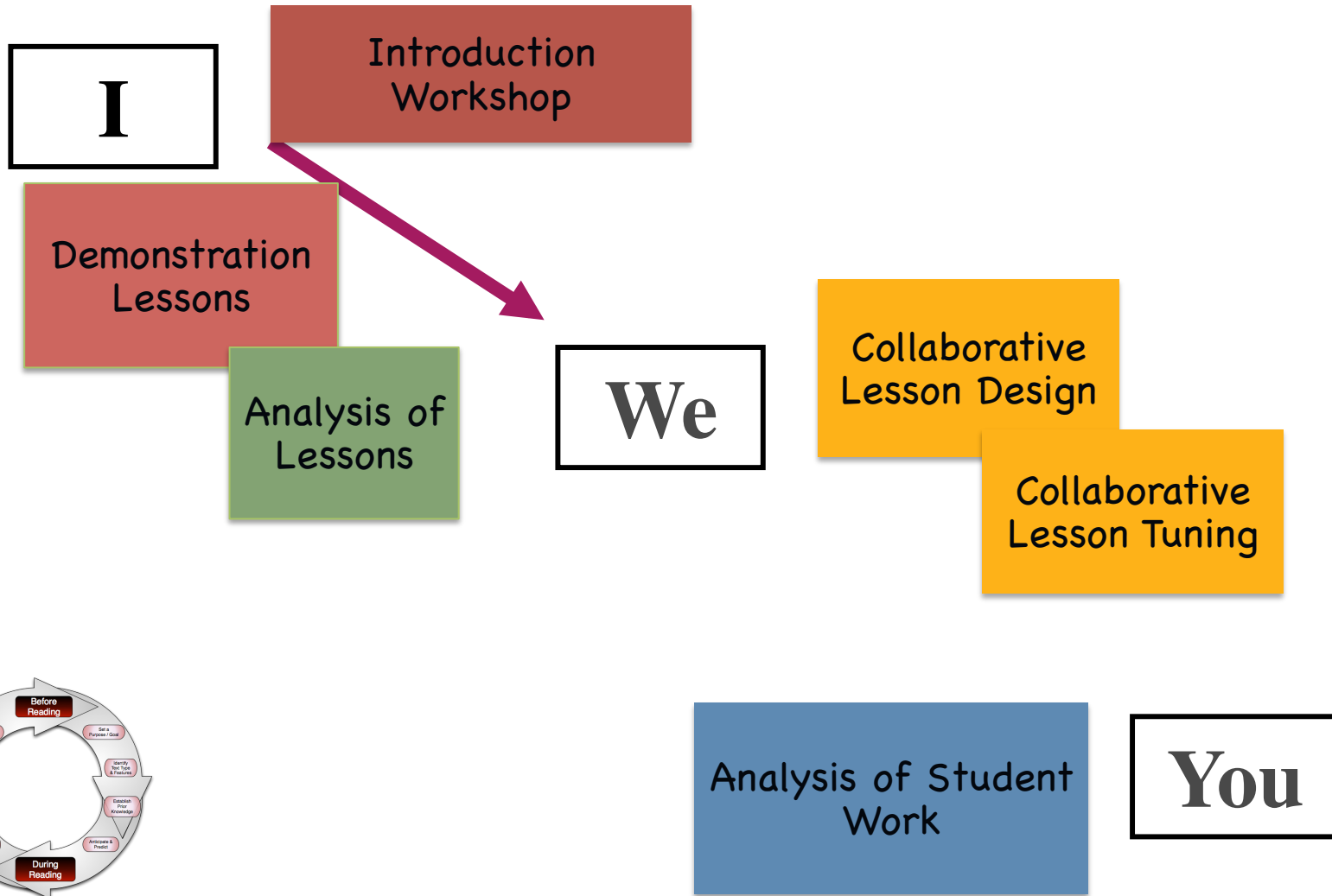
What is Reading to Learn

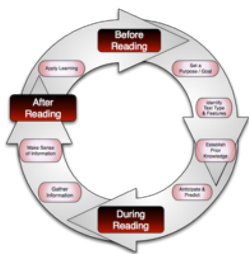
Reading to Learn is...

- A flexible framework
- A way to honor ALL kinds of texts
- Grounded in evidence and research
- Takes practice to learn



Reading to Learn Professional Learning





QUESTIONS

