



Professional Development Series for Grades 3-12:
Content Literacy in Action (Supporting Literacy in
All Content Areas)

Session 10: Reading and Writing for a Purpose

November 16, 2022

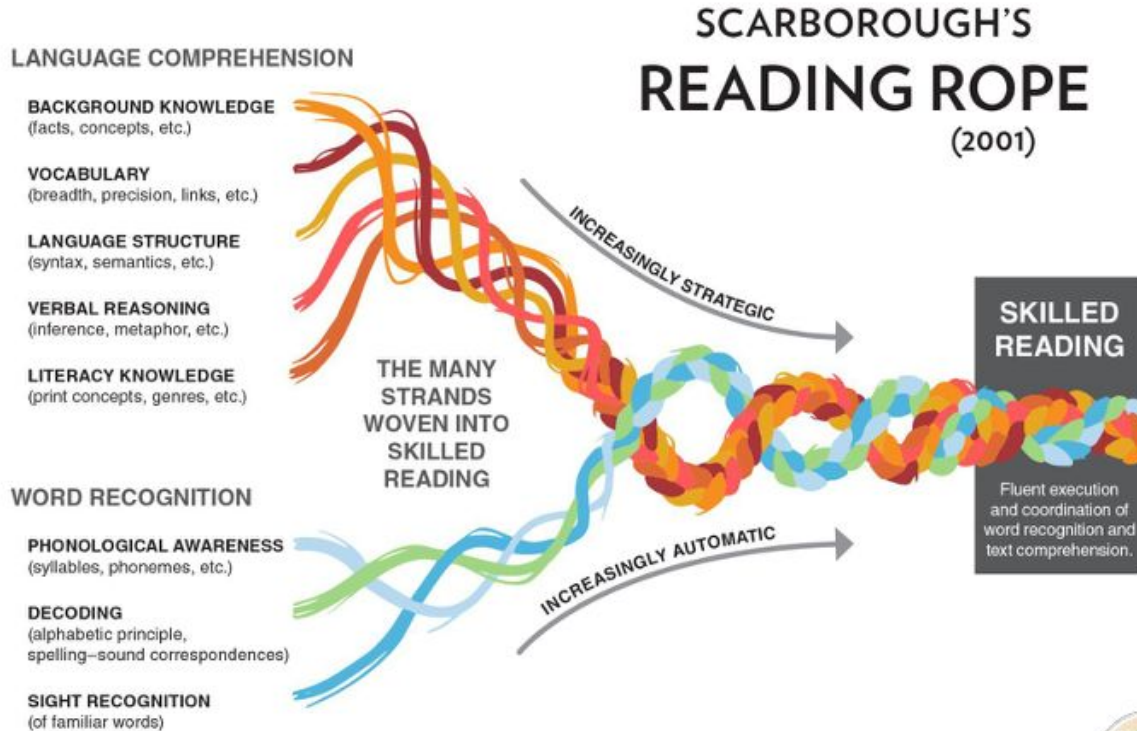
Objectives

- Participants will be able to
 - implement the Reading and Writing for a Purpose Support with students while using High Quality Instructional Materials.

Agenda

- Review of Content Literacy Series
- Purpose of Reading and Writing for a Purpose Support
- Reading and Writing for a Purpose In Action
- Next Steps
- Closure

Literacy in Grades 3-12



Content Literacy Series

- The [Content Literacy Series](#) builds proficiency within the four areas of literacy (reading, writing, speaking, and listening) using High Quality Instructional Materials in a whole class setting.
 - Reading
 - Whole Class Read Aloud
 - Partner Reading
 - Independent Reading
 - Annotating Text
 - Direct and Explicit Vocabulary Instruction
 - [Reading and Writing for a Purpose](#)

Content Literacy Series Continued

- Writing
 - Creating a Claim
 - [Reading and Writing for a Purpose](#)
 - Summary Writing to Develop Comprehension
 - Using Rubrics
 - Using Student Exemplars
 - Writing Frames

- Speaking and Listening (coming soon)
 - Discussion Tracker
 - Socratic Seminar
 - Fishbowl Discussion

Purpose of Reading and Writing for a Purpose

- to develop an understanding and application of the concepts of the content area text
- to develop reading comprehension and writing proficiency

Reading and Writing for a Purpose Pre-Work

- **Analyze** lesson materials to determine the objective for the lesson that day.
- Once you have determined the lesson objective, **read and annotate** your lesson materials to determine how students should/could arrive at the outcome to determine the process.
- Select or create a **question or writing prompt** that aligns to the objective. Students will answer this by the end of the lesson to demonstrate mastery of that day's lesson, and it will drive their lens for reading.

Reading and Writing for a Purpose in Action

- **Step 1:** Communicate the purpose to the students: the purpose of this support and the purpose of reading that day.
- **Step 2:** The objective and purpose for reading that day should be visible to students.
- **Step 3:** Explain that there are always two purposes for reading:
 - 1) understanding/comprehension of the text and what is happening, and
 - 2) determining the purpose of the lesson that day. This purpose is usually linked to a standard (finding the main idea, author's purpose, observing the effect or impact of a situation or experiment).
- **Step 4:** Model reading and annotating part of the materials so that students can determine what is essential to underline/highlight and why. It is critical to talk through your thought process behind your annotations so that students can make some of those same connections on their own.

Reading and Writing for a Purpose in Action Continued

- Teacher Talk
 - “Good morning class. Today we are going to create a purpose for reading our text today so that we are focused on extracting the essential information needed for today’s lesson. But we also want to recognize that we always have the goal of reading to understand what the text is about overall. Picking a focus when we read will help us to understand the topic better and help us score better on assessments. It will also help develop our reading comprehension and writing skills. People who are good at reading comprehension monitor their own understanding as they read and this activity will help us do that.”
 - “So our purpose for reading today is to determine the biggest advantage to using wind turbines.”

Reading and Writing for a Purpose in Action

By James R. Riordon

OCTOBER 31, 2022 AT 7:00 AM

Wind turbines could offer a double whammy in the fight against climate change.

Besides harnessing wind to [generate clean energy](#), turbines may help to funnel carbon dioxide to systems that pull the greenhouse gas out of the air (*SN*: 8/10/21). Researchers say their simulations show that wind turbines can drag dirty air from above a city or a smokestack into the turbines' wakes. That boosts the amount of CO₂ that makes it to machines that can remove it from the atmosphere. The researchers plan to describe [their simulations](#) and [a wind tunnel test](#) of a scaled-down system at a meeting of the American Physical Society's Division of Fluid Dynamics in Indianapolis on November 21.

Source: <https://www.sciencenews.org/article/wind-turbines-capture-carbon-dioxide-power>

Reading and Writing for a Purpose in Action Continued

- **Step 5:** Have students continue reading and annotating to determine the answer for the purpose of reading and learning that day. Make sure students are annotating general main ideas of the text as well as the purpose. See [Annotating Text](#) guidance for further support.
- **Step 6:** Once students have selected the correct answer in their annotations through reading to answer the prompt, and have evidence to support it, it is time to start writing. Determine which format you would like students to use to answer the prompt:
 - claim
 - claim and evidence
 - claim, evidence, and reasoning
- **Step 7:** Explicitly model the process to write whichever format you are expecting. See [Using Student Exemplars](#) for further guidance with this part of the process.

Reading and Writing for a Purpose in Action Continued

- **Step 8:** Provide time and questions for students to reflect on the quality of their responses. Consider using peer editing as well as written or verbal feedback from the teacher.
- **Step 9:** Continue to remind students of the importance of always knowing their purpose for reading and writing, so that they are set up for success from the beginning. Also, model instances for how to find the purpose so students know how to do this independently. Instruct students that when they are writing or taking an assessment, typically the prompt or questions being asked guide us in the purpose. The prompt/question becomes the purpose.

Next Steps

- Look at upcoming lessons to decide which texts would be best to model how to use this support.
- Print or bookmark the supports so that you can refer back to the explicit directions.
- Ask yourself after the lesson if you highlighted the intentionality required from that support. Are you noticing a difference as a result of implementation?



Closure

- Direct and explicit instruction is the best way to help struggling readers. The modeling and think-a-loud piece of this support is providing the largest impact.
- Extracting the most important information in a text and synthesizing a claim is a complex skill that bolsters reading comprehension.
- Good comprehenders monitor their own comprehension as they read. Writing for a purpose is a great way to help facilitate this skill.

Questions or Comments

If you have any questions or comments you can reach out to louisianaliteracy@la.gov.

