Support: Reading and Writing for a Purpose

ELA	Math	Science	Social Studies
➔ help achieve the goals of the objective(s) for the lesson that day: ◆ determining theme or central idea ◆ how characters or plot propels action ◆ how the author develops the point of view ◆ how the structure contributes to the development ◆ comparing elements of a story/text ◆ responding to a question or prompt	➔ word problems involving reasoning (MP2&3) or modeling (MP4)	➔ construct coherent explanations to represent their understanding of a scientific phenomenon at a particular point in time ➔ build a theory or model to explain the natural world ➔ examine how evidence presented is used to reveal reasoning embedded in an explanation	➔ explain or evaluate major claim(s) in primary or secondary texts. ➔ describe the causes and effects of events, developments, and ideas in history ➔ evaluate the degree to which bias is present in a source ➔ provide analysis and contextualization of a source

Who could this support?
Students who may need more support in demonstrating mastery of the target/goal of the lesson, as well as students who need more support with reading comprehension..

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

Communicating the purpose:
It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic.

Process

Prework

- 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.

Step 1

Communicate to students that, as they read on their own, it is important to always know the purpose for reading. Are you simply reading to understand what is going on, or are you layering that with something else you should extract from the text?

Step 2

The objective for that lesson, as well as the purpose for reading should be stated explicitly to students as well as posted in the classroom that day (i.e. whiteboard, Promethean, Google Doc, etc.)

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). (It is important to note that in science instructional time, reading should support the goal of building student understanding of core science ideas through active and appropriate engagement with the Science and Engineering Practices as called for by the Louisiana Student Standards for Science. The purpose of any reading in science should be to support student sensemaking of a phenomenon. The purpose of reading in math supports students' understanding of mathematics within the context of rich problems. Students are connecting language to mathematical problem solving through interpreting word problems.)

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.

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

Process (continued)

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.

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.

I know I'm successful when…

- You will be successful when you see students are more comfortable with extracting the essential information from a text. They will also be able to speak to and write about the essential information in the text.

Additional Considerations

- Cooperative groupings are a great strategy to assist students who need more support. You can add the grouping as an added layer of support after the direct/explicit teacher model and before you release them to have an additional opportunity to practice.
- Students in the initial stages of language development may require more practice in speaking and listening before progressing to the print (reading and writing) components. Additional activities for these students could be a small group with the teachers where they have further practice highlighting and annotating important information before scaffolding to full writing. These students also may benefit from writing one or two bullet points with the most essential information before writing a full claim.

References

Graham, Steve, et al. "Teaching Secondary Students to Write Effectively Practice Guide Summary." *What Works Clearinghouse*, Institute of Education Sciences, Nov. 2016, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secwrit_summary_053117.pdf.