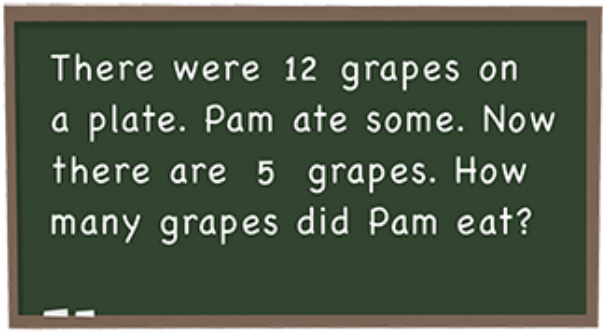
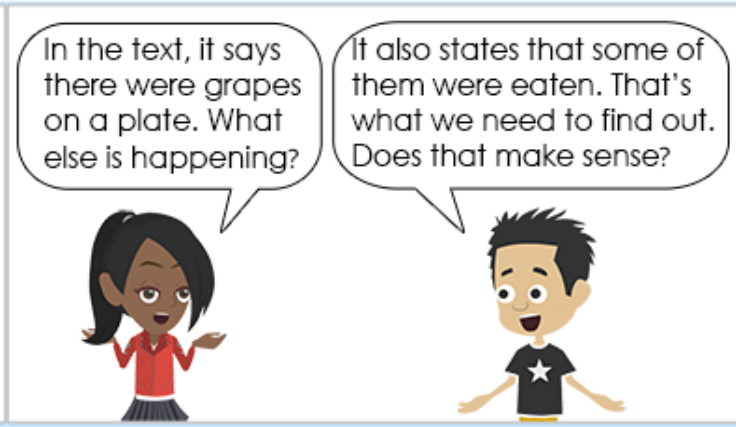
Three Reads

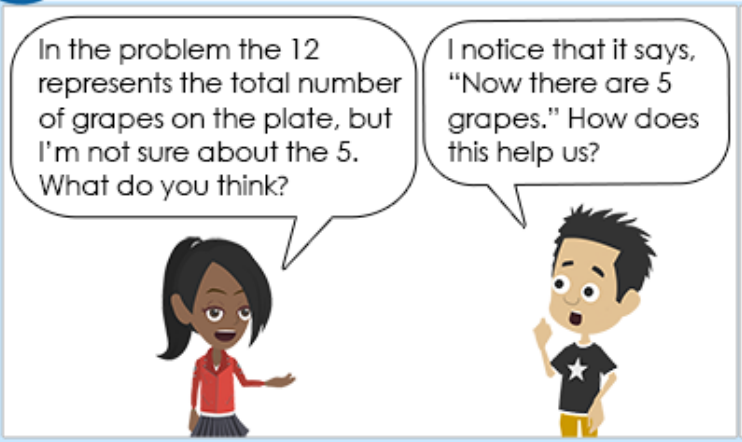
Applying Constructive Conversation Skills

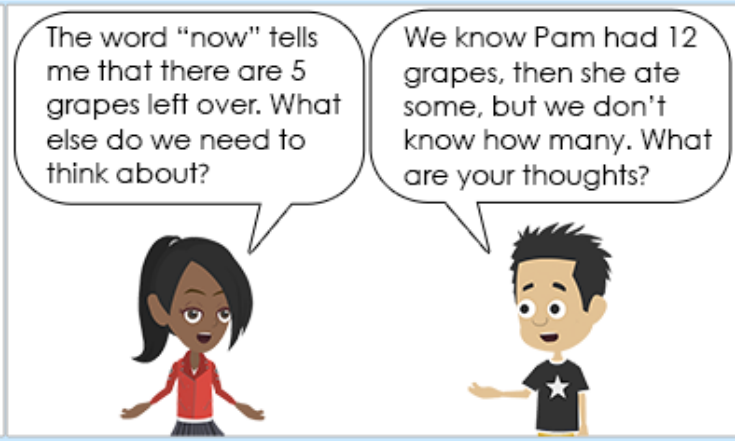
1st Read — Read to understand the story.



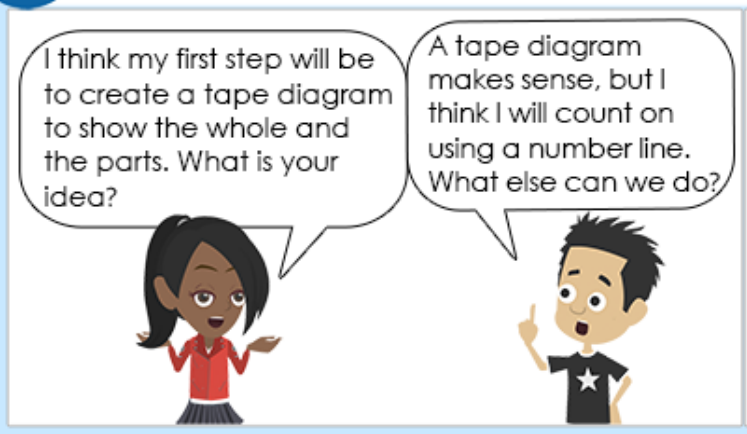


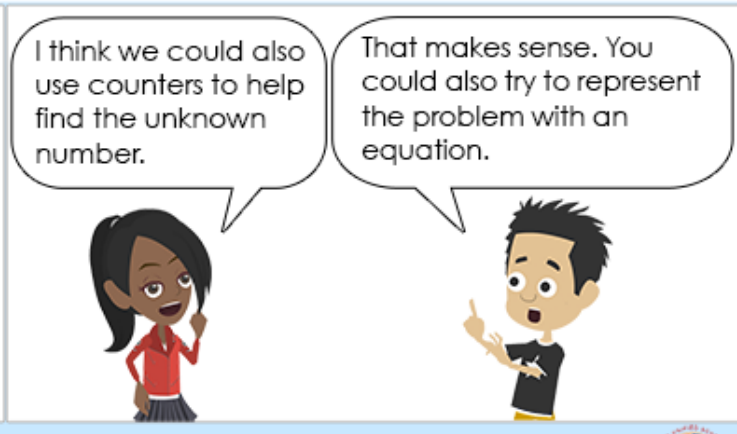
2nd Read — Read to understand the math.





3rd Read — Read to make a plan.





Three Reads

Applying Constructive Conversation Skills

The THREE READS protocol supports students as they read closely to make sense of challenging word problems during Integrated ELD/Math instruction. It may be used to support ELs in the "Before Phase" of a Three Phase math problem solving lesson. The THREE READS protocol includes reading a math scenario three times with a different goal each time. The FIRST READ is to understand the context. The SECOND READ is to understand the mathematics. The THIRD READ is to generate a plan for solving the problem. Throughout the protocol, students apply Constructive Conversation Skills as they discuss their thinking with a partner.

Why use this protocol?

This protocol supports all students, but is especially critical for reducing barriers and providing access to ELs as they interact with complex word problems in math. The goal is for students to internalize and apply this strategy on their own whenever they encounter challenging word problems.

How does this protocol support standards-based instruction?

The CA ELD Standards are designed and intended to be used in tandem with the CA CCSSM to support ELs in mainstream academic content classrooms. The THREE READS protocol supports ELs as they engage in the following CA CCSSM Standards for Mathematical Practice and CA ELD Standards:

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively
- MP5: Use appropriate tools strategically
- Part I: B5 Listening actively
- Part I: B6 Reading/viewing closely

How do I plan for this protocol?

Evaluate the language demands of the task and determine which language might need to be highlighted/clarified during each read of the problem. Then, consider the way you will read the problem each time (e.g. teacher reads and students listen, choral, echo, partners, etc.). Next, determine how you will structure student conversations throughout the protocol. For example:

- How will you orient students to the Conversation Norms?
- How will you orient students to the Constructive Conversation Skills?
- What questions will you ask during each read?
- How will students discuss? (e.g. Turn & Talk, Partners, Triads, etc.)
- What scaffolds will you provide? (e.g. Prompt & Response Starters, Think Aloud, etc.)
- How will you debrief the protocol? What feedback will you provide to students?

LAUSD Teaching and Learning Framework Connection

- ✓ 1d1. Standards-Based Learning Activities
- ✓ 3a4. Use of Academic Language
- ✓ 3b1. Quality and Purpose of Questions
- ✓ 3b2. Discussion Techniques and Student Participation
- ✓ 3d3. Feedback to Students