

# Three Reads

## Applying Constructive Conversation Skills

1st  
Read

Read to understand the story.

There were 12 grapes on a plate. Pam ate some. Now there are 5 grapes. How many grapes did Pam eat?

In the text, it says there were grapes on a plate. What else is happening?

It also states that some of them were eaten. That's what we need to find out. Does that make sense?

2nd  
Read

Read to understand the math.

In the problem the 12 represents the total number of grapes on the plate, but I'm not sure about the 5. What do you think?

I notice that it says, "Now there are 5 grapes." How does this help us?

The word "now" tells me that there are 5 grapes left over. What else do we need to think about?

We know Pam had 12 grapes, then she ate some, but we don't know how many. What are your thoughts?

3rd  
Read

Read to make a plan.

I think my first step will be to create a tape diagram to show the whole and the parts. What is your idea?

A tape diagram makes sense, but I think I will count on using a number line. What else can we do?

I think we could also use counters to help find the unknown number.

That makes sense. You could also try to represent the problem with an equation.





# 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

