L.A. Small Schools Center 2014 Educating for Career Conference CTE for All Workshop

**READING FOR MEANING**

As we know, reading words correctly and fluently does not mean that students understand what they have read. So, how do we teach comprehension?

One of the Common Core Strategies recommended to develop the ability to comprehend a text is “Reading for Meaning”. In this strategy, students are asked to follow the process that good readers use when they read.

**What do good readers do when they read?**

1. Good readers read actively. This means that good readers are engaged with the text:
   * *Before* reading*:* connecting to prior knowledge and establishing the purpose of reading
   * *During* reading: highlighting passages and taking notes
   * *After* reading: reflecting on what has been read to deepen understanding
2. In order to comprehend a text, good readers must develop a repertoire of skills and strategies such as:

* Making connections to background knowledge
* Drawing inferences
* Determining importance of what is being read

1. Good readers learn these skills through guided instruction and practice.

**Reading for Meaning Process for Teachers**

PART I

Prior to making a decision on your lesson design consider the following:

1. What standards to you intend to address?

* Select a text that will allow you to address your standards.

1. What themes, main ideas, and details to you want your students to discover?

* Generate statements related to the text. These can be true or false, they can be open to interpretation, or designed to provoke discussion or debate.

1. What thought-provoking statements can you present to your students before they begin the reading to focus or engage their attention? How can you use different kinds of statements to help students build crucial reading skills found in the Common Core?

\* For this workshop we are using the text: “The Way We’ll Work” as an example of a text that has real-world, relevant issues related to how the workplace will change in the future.

PART II

Examples from the article “The Way We’ll Work”:

1. Begin with CTE Standard selected from: *“Career Ready Practice from California Career Technical Education Model Curriculum Standards”*. For example:

**Apply appropriate technical skills and academic knowledge**

*Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation to solve problems, communicate with others, calculate measures, and perform other work-related practices*.

1. Generate statements / questions related to the text, emphasizing the main ideas and details you want students to discover and think about.

Example:

**From the first paragraph of the selected reading, how does the author build the argument for the statement? What is your evidence?**

2.1 Harvard students realize that it will be harder that they thought to find a job.

Example response: In the text I read that when students at Harvard University took a break to think about their future and surveyed what is happening with employment opportunities, they noted that there were looming obstacles.

**As you continue reading the first article what is the evidence for supporting or refuting the following statements?**

* + Job opportunities in mathematics and across the sciences are also expected to expand.
  + There will be some limits to the growth of careers in science.
  + What is the next big thing, and what’s going to be the big moneymaker?

3) What questions about the content or the process can you develop to engage your students in a discussion throughout the lesson and after the reading?

Example:

* 1. According to this article, in the future success in job finding will be knowing where to look for a job.

**What supports or refutes this statement based on the text?**

PART III

1. Read the rest of the text.
2. Select a short article you would like to focus on.
3. With a partner generate statements and questions related to the text you would like your students to engage with.
4. Develop a couple of questions that can engage your students in a discussion during or after the reading.
5. Share out.

Debrief:

* How might you apply these strategies in your classroom?
* Who else on your team might be able to adopt these strategies?
* How might you bring what you learned back to your school?

Adapted from: Silver, H.F., Dewing, R.T., and Perini, M.J. (2012). *The Core Six Essential Strategies for Achieving Excellence with the Common Core*. Alexandria, VA: ASCD.