**Reading in High School**

All students will be able to read, comprehend, and use information from **complex** texts that meet their personal and professional needs

How does the text work?

* **Text type** – what is unique about the type of text?
* How do **headings** and **footers** help with navigation?
* What function do **sidebars** and **pullout boxes** serve?
* Typography – what do different **type styles** mean?
* Does **color** convey meaning in the text?
* What is the purpose of **symbols** and **icons**?
* What information is shared through **images** and **graphs**?

Things you can do to determine whether students understand *how* the text works:

* **Students create an outline before reading** – does the student understand the navigation and how to use text features?
* **Students write questions** to be explored while reading by using the text features before reading to inspire curiosity and connect to prior learning.
* **Students create a visual representation of the information in the text**. How do all the pieces fit together? Which visual representations are the students most comfortable with?

**Text *not* Textbooks**

* <https://newsela.com/>
* <http://www.dogonews.com/>
* <http://tweentribune.com/>
* [https://school.bighistoryproject.com/](console)
* <https://student.societyforscience.org/sciencenews-students>
* <http://teachkidsnews.com/>
* <http://www.need.org/curriculum>

[Harvard Medical School: “Becoming a vegetarian”](https://docs.google.com/document/d/1FineE1J5_xrEZT-wJJxwEdKO7071SNiAN4c0q6c_wfs/copy)

Working backwards:

* 1. Identify the central idea of the text. What question does the text seek to answer and what answer does it assert?
	2. Determine which words are *essential* to students as they attempt to understand the central idea. Note 1-2 sentences where the central idea is captured most clearly.
	3. Among those essential words, which ones are likely to be new/unfamiliar to students? (And how do you know?)

Before engaging in reading:

1. Find out what students already know about the topic.
2. Provide opportunities to share cultural perspectives.
3. Draw linguistic comparisons/contrasts when possible.

In its 2019 [position statement](https://ncte.org/statement/the-act-of-reading/) on the Act of Reading, NCTE asserts:

**“Reading is a sociocultural activity in which readers construct meaning from text through the lenses of culture and personal experience.”**

Key practices:

* Acknowledge and discuss the lenses we all bring to reading.
* Structure learning opportunities in which students make meaning of texts together, deepening and enriching each other’s understanding.
* Leverage students’ motivation to learn for a genuine social purpose.

[Practice Brief 48](https://stemteachingtools.org/brief/48): How can teachers guide classroom conversations to support students’ science learning?

[Talk Resource Tools](https://stemteachingtools.org/sp/talk-resource-cards) (student facing)

[Checklist: Goals for Productive Discussions and Nine Talk Moves](https://inquiryproject.terc.edu/prof_dev/Goals_and_Moves.cfm.html) (teacher facing)

**“Center your instruction around the idea that the person doing the talking is the person doing the learning.”**

Edutopia: [Encouraging Academic Conversations With Talk Moves](https://www.edutopia.org/video/encouraging-academic-conversations-talk-moves)

**“Everything about activating a child’s cognitive skills begins with activating their social connectedness. Verbalizing and using language and working with peers creates that kind of social stimulus that drives the development of the brain.”** Dr. Pamela Cantor

King Middle School [video](https://www.edutopia.org/video/encouraging-academic-conversations-talk-moves)

Talk Moves [printout](https://www.edutopia.org/sites/default/files/2019-11/Talk_Moves_2_UP.pdf)

[Science Talk: A Tool for Learning Science and Developing Language](https://www.exploratorium.edu/education/ifi/inquiry-and-eld/educators-guide/science-talk) *“Language is our essential cultural tool–we use it to share experience and so to collectively, jointly, make sense of it.… Language is therefore not just a means by which individuals can formulate ideas and communicate them, it is also a means for people to think and learn together.”*

Neil Mercer, *The Guided Construction of Knowledge: Talk Amongst Teachers and Learners,* Multilingual Matters Ltd., ©1995