

Wide-Angle Reading Template and Protocol

GRADES 6-12

GUIDELINE KEY

This resource is related to the following ELSF Guidelines:

SUBJECT	AREA OF FOCUS	GUIDELINE	SPECIFICATION
ELA	I	1 3	1A 3B

Description of resource and intended audience:

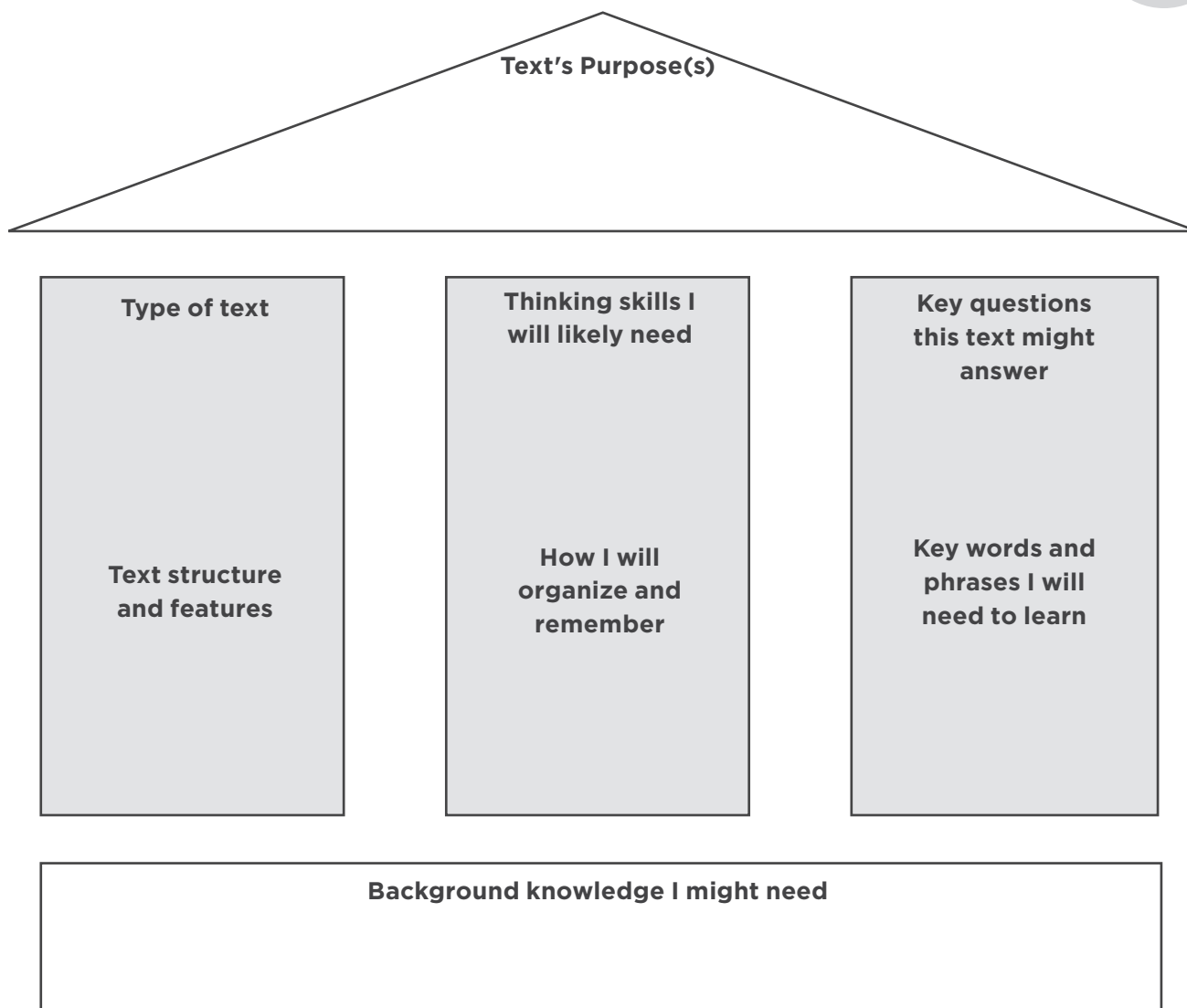
Wide-angle reading is a protocol designed to support students with message-level understanding of a text, prior to close reading. According to Zwiers, O'Hara, and Pritchard, "Students, especially academic English learners, need to have a set of 'whole-text' habits that kick in as they begin to read any text. Proficient readers use these big-picture wide-angle reading habits without even knowing it" (p. 78). This protocol makes visible the thinking that proficient readers do prior to engaging with any text, with the goal of eventually making this thinking automatic for students. This strategy provides students with the opportunity to explore and discuss the overall message of a reading. Through the discussion, students are able to develop and challenge ideas using their own funds of knowledge, as well as evidence collected from the title, visuals and first paragraph read. As with any new procedure, engage in modeling and guided practice for each component of the protocol before asking students to complete it independently.

Materials needed: Text, graphic organizer

Approximate time needed: 20-45 minutes

Instructions:

1. Students read title, look at visuals, and read the first paragraph. Prompt them to describe the text's purpose, using phrases such as "...to inform me..." "...to persuade me to..." "...to entertain me by..."
2. Teacher models strategies that use evidence-based reasoning, infer meaning from texts, make arguments, support claims with text evidence, organize ideas, and provide oral language activities that provide opportunities for students to enter texts at different proficiency points, such as eliciting background knowledge, or discussing the issues included in the text in advance of reading
3. Have students think write down about background knowledge they might need to understand the text.
4. Have students identify and discuss the remaining elements included in each pillar. Target specific pillars to highlight key skills and/or to save time.



Adapted from:
Zwiers, J., O'Hara, S., Pritchard, R. (2014). Common Core Standards in Diverse Classrooms. Stenhouse Publishers:
Portland, Maine.