

# Sharing Strategy: 3-Read

(See Teacher Summary Card, Student Summary Card)

**T**he **3-Read Strategy** is, in its original form<sup>1</sup>, a technique for helping learners make sense of a mathematics problem prior to trying to solve it. The technique is adapted here to help learners make sense of a learning intention (LI) and the corresponding success criteria (SC). The strategy was developed in response to the fact that reading about mathematics poses different requirements on the reader than reading narrative prose, due to specialized mathematical language and notation. This 3-read sharing strategy suggests reading a learning intention and success criteria three times, each time reading for a different purpose.

## Particular Advantages

- Is a strategy that students can internalize and use independently
- Supports students with language-related difficulties
- Quick and easy to implement

## How Does the Strategy Work?

1. **1st Read for context:** Have students read the LI and SC first for context and think about the question: **What’s the LI about?**
2. Call on a couple of students to share what the LI is about. Take an opportunity to clarify or add in any missing pieces.
3. **2nd Read for content:** Have students read the LI and SC again, this time for content, and think about the question: **What am I supposed to learn?**
4. Call on a couple of students to share what they think they are supposed to learn in today’s lesson. Clarify as needed.
5. **3rd Read for your focus:** Have students read the LI and SC a final time, this time for focus, and think about the question: **How will I show I’ve learned it?**
6. Call on at least one student to share how he or she knows they have learned the LI (focusing on the SC). Clarify as needed.

## Example

Here’s a sample LI and SC to illustrate this strategy:

LI: You can use rotations, reflections, translations, and dilations to determine if two shapes are similar.

SC 1: I can take two similar figures and describe a series of transformations that starts with one and results in the other.

SC 2: I can explain why I know the two shapes remain similar.

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<sup>1</sup>Adapted from Grace Kelemanik’s “3-Read Strategy” for mathematics problems.

**1st Read for context: What's the LI about?**

*Read the LI quickly to get a general understanding. What's the general math topic in this LI?*

A student might say, "It's about shapes and geometry." This strategy then gives you an opportunity to clarify for this student that the LI is also about similar shapes and about using transformations.

A student also might say, "It's about rotations, reflections, translations, and dilations." This strategy then gives you an opportunity to clarify for this student that the LI is also about similar shapes.

**2nd Read for content: What am I supposed to learn?**

*Read the LI a second time. This time, identify the idea you are supposed to learn. Restate the LI in your own words.*

A student might say, "How to use rotations, reflections, translations, and dilations to figure out if shapes are similar."

**3rd Read for your focus: How will I show I've learned it?**

*Now read the SC and pay special attention to what you're doing for each one. See if you can figure out when you'll be solving a problem, doing some calculations, or showing your work and when you'll be explaining or describing something.*

A student might say, "I'm going to explain how I know two shapes are similar, and I'm going to use rotations, reflections, translations, and dilations on the shapes." This strategy then gives you an opportunity to clarify that the student will use the transformations to transform one shape into the other.

**How Does the Strategy Support Formative Assessment?****Student ownership and involvement**

- This strategy helps students understand the LI and SC so that they will be able to later evaluate their own learning against them.
- When students are given time to digest the LI and SC, there's greater opportunity for them to feel that it is manageable and therefore engage more in the lesson.

**Learning intentions and success criteria**

- Spending the extra time to read and interpret the LI and SC helps students understand that the LI defines the learning, and the SC serve as indicators of how that learning will be demonstrated.

**Environment**

- This strategy underscores the message that students are responsible for understanding what it is they are supposed to be learning and how they will demonstrate that learning.

**How Might You Modify the Strategy, and Why?**

If you are trying to have students internalize the 3-Read process, you may want to gradually have them do more and more of it independently. For example, as students get more familiar with this strategy, you may no longer need to pause to call on students in between each read. Students can do all three reads, then have a quick discussion for clarification.