

FIGURE 8.5 THREE READ PROTOCOL: STEPS, KEY QUESTIONS, AND POSSIBLE SCAFFOLDS FOR MLS

STEPS	KEY QUESTION(S)	POSSIBLE SCAFFOLDS FOR MLS (ALIGNED TO LANGUAGE PROFICIENCY LEVELS)
<p>1st read: Read to understand the story.</p>	<p>What is the problem about?</p>	<ul style="list-style-type: none"> • Teacher reads the problem aloud. • Teacher shows visuals to support understanding of unfamiliar vocabulary. • Students use a graphic organizer to support them during each step of the three reads activity. • Students discuss what the problem is about in pairs or small groups using sentence stems (e.g., I think the problem is about . . . ; The problem says . . .).
<p>2nd read: Read to understand the math.</p>	<p>What are the quantities (or numbers) in the problem? How do the quantities (or numbers) relate to each other?</p>	<ul style="list-style-type: none"> • Students choral read the problem with the teacher. • Students draw a picture on the graphic organizer to represent the problem and the connection between the numbers. • Students discuss their understanding of the numbers in pairs or small groups using sentence stems (e.g., One number in the problem is . . . It represents. . .).
<p>3rd read: Read to make a plan.</p>	<p>How can we solve the problem?</p>	<ul style="list-style-type: none"> • Students complete the graphic organizer to write an equation and solve the problem. • Students discuss the steps for solving the problem in pairs or small groups using sentence stems (e.g., First, we need to . . . Next we should . . .)

Source: Adapted from San Francisco Unified School District, Mathematics Department. <https://www.sfusdmath.org/3-read-protocol.html>

Retrieved from the companion website for *Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible*, 2nd Edition, by Diane Staehr Fenner, Sydney Snyder, and Meghan Gregoire-Smith. Thousand Oaks, CA: Corwin. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.