

# Wide-Angle Reading Template and Protocol

GRADES 6-12

ELA	
<b>AREA OF FOCUS</b>	<b>I</b> Interdependence of Oral Language, Disciplinary Writing, and Text Engagement
<b>GUIDELINE</b>	<b>1</b> Opportunities to engage with grade-level appropriate content and to develop disciplinary practices and knowledge of the subject matter are built through interactive oral language development activities (including speaking and listening).
<b>SPECIFICATIONS</b>	<p><b>1a</b> Units include pair or group conversation activities which help students hear and imitate more fluent others as they develop their abilities to develop and challenge ideas using evidence-based reasoning, allowing them to engage with ideas and ELA practices (infer meaning from texts, make arguments, support claims with text evidence, organize ideas, etc.) before writing extensively about them.</p> <p><b>3b</b> Teacher materials include guidance for 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.</p>

## 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 (ELSF Guidelines Area of Focus 1: Interdependence of Oral language, Disciplinary Writing and Text Engagement & Area of focus IV: Leveraging Students’ Assets). As with any new procedure, engage in modeling and guided practice for each component of the protocol before asking students to complete it independently.

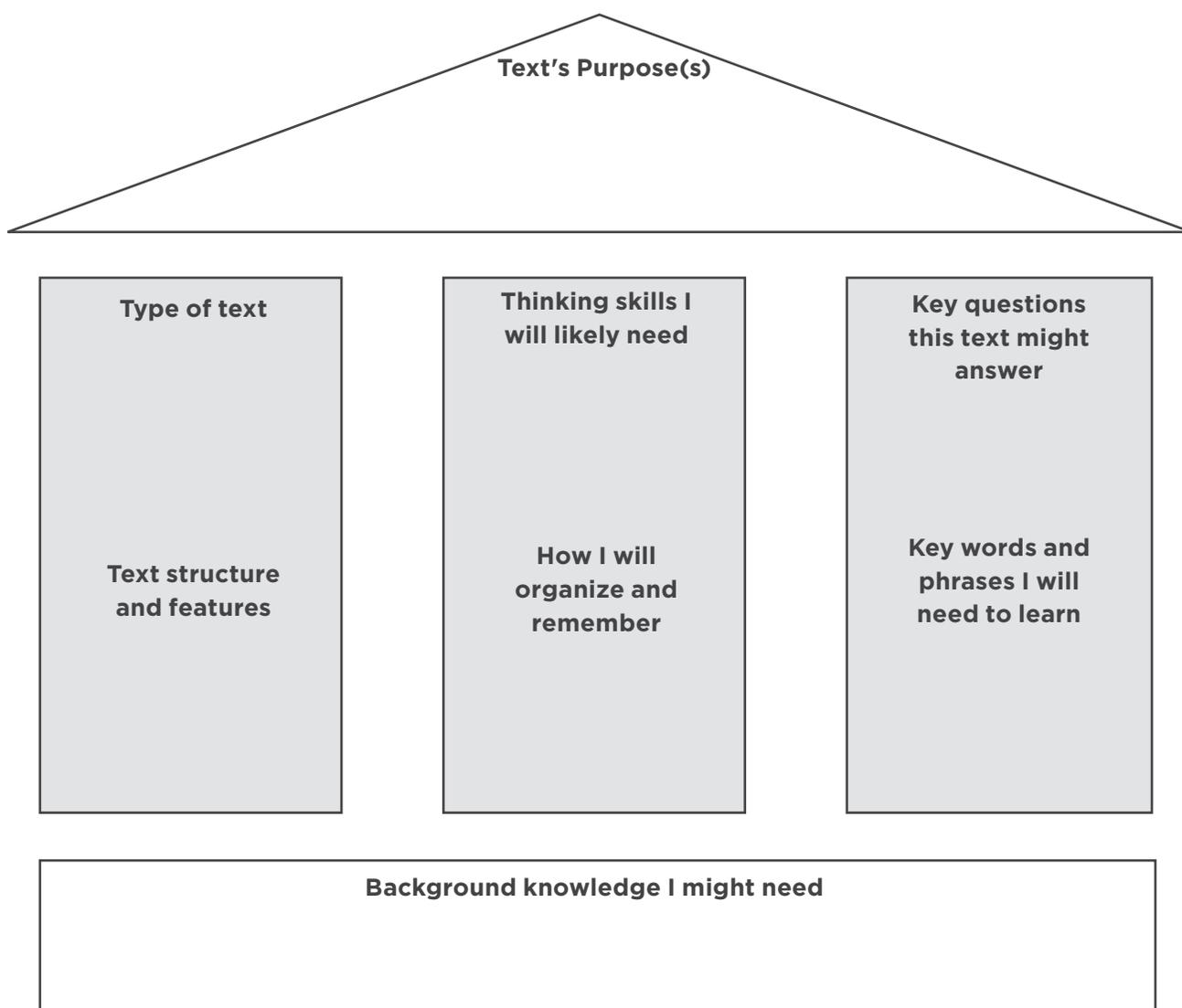
**Materials needed:** Text, graphic organizer

**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.