

3 READS STRATEGY

Rationale

The 3 Reads strategy is a language access support that can help students make sense of mathematics text such as a word problem. It is designed for use during the sense-making or launch of a mathematics task. It is based on the idea that reading a math word problem requires a different approach than reading prose, in part because the purpose (e.g. the question to be answered) typically does not appear until the end of the passage. Since the reader does not know the purpose until the end, it can be difficult to determine the importance of the information within the text. In addition, math problem text is often dense and may include unfamiliar academic language. Reading it more than once may strengthen students' understanding of a text. Although the 3 Reads strategy can be successfully used individually or quietly, repeated reading out loud in a group or class context provides additional support to students by providing opportunities to hear and see the language multiple times. A graphic organizer or template can be helpful for students using this strategy.

Implementation

The 3 Reads strategy uses three readings of the text in order to make sense of the material:

- The first read is to get a sense of context in order to understand the "story" or big idea of the text. Students should not focus on the quantities or relationships between them during this reading.
- The second read is to discern the question or purpose of the text. The problem is read again in its entirety, looking specifically for information about what needs to be answered or done to be successful.
- The third read of the text is to gather important information that is needed to solve the problem or achieve the purpose of the task, such as specific quantities and their relationships.