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 Three Reads Protocol

Thinking	Reading	Writing
Before Reading	During Reading	After Reading

Purpose of Protocol In this protocol, students focus their reading of a larger text on a particular quote or excerpt in order to comprehend, analyze, and connect to the excerpt or quote to the larger narrative. In their first read, students annotate for what the text says, focusing on the main idea. In their second read, students annotate about the meaning, focusing on answering the question “so what?”. In their final read, students connect the excerpt to the larger historical context or narrative. Between each read, teachers can bring the class together to share their annotations.

 **Comprehension**

On the left side of the text, provide questions to support comprehension; format the document to chunk the readings.

Text Selection

 **Analysis**

On the right side of the text, guide students to generate relevant annotations that analyze the text through the lens of an appropriate historical thinking skill.

 **Connecting to Content**

Under the text, provide students with support for connecting the reading to content and prepare them to respond in writing



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THREE READS PROTOCOL TEMPLATE - USH

First Read:  Comprehension	INSERT QUOTE OR EXCERPT FROM LARGER TEXT -----	Second Read:  Analysis
Annotate for the following: - What does the text say? - What is the main idea of the text? - What is happening in the text? - What do the key terms in the text mean? - What kind of text is it?	When facilitating a close-reading protocol, it's important to focus the reading on a smaller chunk of text rather than long excerpts. Make sure to be purposeful in selecting a quote or excerpt when using this protocol. See examples attached on the next page.	Annotate for the following: - What does the text mean? - Which historical thinking skills can be used to analyze this text?
Third Read:  Connecting to Content		
Reflect on the following: - So what? - How does this text connect to the larger narrative or story of American history? - How does this text connect to the historical context? - What can we learn from this text about American history?		

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EXAMPLE THREE READS PROTOCOL

This example comes from NV US History Curriculum - [Unit 1](#) - Curricular Resource: [Native American Speeches](#).

This example uses one document as it appears in the curricular resource. See the next page for a completed Three Reads Analysis graphic organizer.

First Read:  Comprehension	Document 1: - Miantonomo (Narragansett tribe) 1642 Brothers, we must be as one as the English are, or we shall all be destroyed. You know our fathers had plenty of deer and skins and our plains were full of game and turkeys, and our coves [body of water] and rivers were full of fish. But, brothers, since these Englishmen have seized our country, they have cut down the grass with scythes [large knives], and the trees with axes - destroying the environment of our game and deer. Their cows and horses eat up the grass, and their hogs spoil our bed of clams; and finally we shall all starve to death; therefore, stand not in your own light, I ask you, but resolve to act like men. All the sachems [leaders of Native American tribes] both to the east and the west have joined with us, we must unify...and we are resolved to fall upon them at a day appointed [decided] and therefore I come secretly to you, cause you can persuade your Indians to do what you will... And when you see the three fires that will be made at the end of 40 days from now, in a clear night, then act as we act, and the next day fall on and kill men, women, and children, but no cows; they must not be killed as we need them for provisions, till the deer come again...	Second Read:  Analysis
Third Read:  Connecting to Content		

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• Primary Source * Main Idea = Native Americans should unify to combat colonists * English = colonists Game = Meat Provisions = Food & Supplies	But, brothers, since these Englishmen have seized our country, they have cut down the grass with scythes [large knives], and the trees with axes - destroying the environment of our game and deer. Their cows and horses eat up the grass, and their hogs spoil our bed of clams; and finally we shall all starve to death; therefore, stand not in your own light, I ask you, but resolve to act like men. All the sachems [leaders of Native American tribes] both to the east and the west have joined with us, we must unify...and we are resolved to fall upon them at a day appointed [decided] and therefore I come secretly to you, cause you can persuade your Indians to do what you will... And when you see the three fires that will be made at the end of 40 days from now, in a clear night, then act as we act, and the next day fall on and kill men, women, and children, but no cows; they must not be killed as we need them for provisions, till the deer come again...	POV = Native Americans English destroyed Environment (Bias? Have to confirm w/ other docs) * speech to unify Natives = purpose
Third Read:  Connecting to Content		
Native Americans & Euro colonists have a negative relationship Most contact between 2 cultures resulted in competition for land rights & food & resources Advantage = colonists b/c unity Disadvantage = Natives UNunified		

↓
"Who OWNS the Land?"

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MODIFYING THE THREE READS PROTOCOL

RATIONALE TO MODIFY THE PROTOCOL: In the case that a select number of students can not comprehend the passage during its first reading of it, teachers are encouraged to modify the protocol in order to meet students at a point of access for them. For many students, this will begin at the vocabulary level. Once they have understand the vocabulary, students can move on to their second read which will focus on chunking the main idea of sections of the text. Ultimately, on their third read, students will then connect the dots and compose an explanation of their comprehension.

First Read:  Vocabulary	INSERT QUOTE OR EXCERPT FROM LARGER TEXT -----	Second Read:  Main Idea
Annotate for the following: - What do the key terms in the text mean? - What do the key phrases in the text mean?	When facilitating a close-reading protocol, it's important to focus the reading on a smaller chunk of text rather than long excerpts . Make sure to be purposeful in selecting a quote or excerpt when using this protocol. See examples below.	Annotate for the following: - What is the main idea? - What is happening in the text?
Third Read:  Comprehension		
Reflect on the following: - What do I understand from this text? - What can we learn from this text about American history?		

Three Reads Protocol



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Why use this protocol?

Rigor and Engagement

Facilitates engagement with rigorous texts

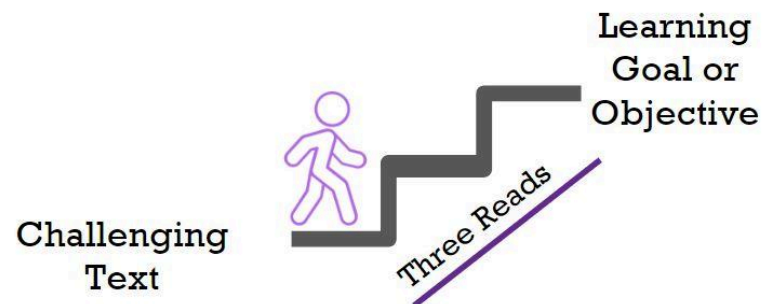
Supports Student - Centred Classrooms

Teaches students to **SLOW DOWN** and think **independently**

Close Reading

Defines the **purpose** of close reading

How do you use this protocol?



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