Introducing Reading for Meaning

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| **GOAL #1:** | **Find Main Ideas**  Reading for Meaning helps students locate main ideas when they are explicitly stated, construct main ideas that need to be inferred, and use main ideas to organize important details. |
| **GOAL #2:** | **Gather and Evaluate Evidence**  Few strategies put a higher premium on evidence than Reading for Meaning does. Students learn how to put claims to the test by scouring texts (and other sources of information) for evidence that either supports or refutes those claims. |
| **GOAL #3:** | **Develop Powerful Explanations and Interpretations**  After students have gathered specific information and evidence, they must turn their findings into clear explanations or compelling interpretations that answer these questions: What's going on here? How do you know? What examples or proof can you offer to support your ideas? |
| **GOAL #4:** | **Build Students' Note-Taking Capacities**  Reading for Meaning models a simple but powerful note-taking technique that enables students to distinguish between crucial information and trivial or irrelevant information. |
| **GOAL #5:** | **Improve Students' Writing**  With its emphasis on evidence, claims, and positions, Reading for Meaning serves as an ideal strategy for helping students to build their powers as persuasive writers. |
| **GOAL #6:** | **Develop Students' Habits of Mind**  In their years of research into the defining characteristics of intelligent behavior and thought, Art Costa and Bena Kallick (2008, 2009) have identified 16 "habits of mind." By nourishing these habits in our students, we give them the tools they need to use their minds well, thus increasing their chance for future success. Using Reading for Meaning in the classroom will help students develop these habits of mind: thinking flexibly; thinking about thinking (metacognition); applying past knowledge to new situations; thinking and communicating with clarity and precision; listening with understanding and empathy; and thinking interdependently. |

Reading for Meaning is a strategy built on some of the key findings from the research investigating how proficient readers build deep understanding of the texts they read. But it is more than a reading strategy, and more than a comprehension strategy. When used well, Reading for Meaning helps teachers and students meet the following six crucial learning goals:

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| **Which of the six goals of Reading for Meaning is most important to you, and why?** |