



Modeling Lateral Reading

Lesson #2: Intro to Lateral Reading

We did this in the morning!
(Hopefully you still remember 😊)

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1. Warm Up: What does it mean for a source to be credible?
2. Introduce & model lateral reading with Source #1
3. Debrief lateral reading
4. Guided practice: Students work in small groups to practice and discuss lateral reading with Source #2
5. Whole-class discussion about Source #2 *and* comparing Source #1 and Source #2
6. Reflection: Why should we read laterally before we read a source?



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Key Components of the Intro to Lateral Reading Lesson

Modeling

Facilitating
Discussions

Small
group

Whole
class

Focus: Modeling

What purpose did modeling serve in the Intro to Lateral Reading lesson?

Focus: Modeling

- Novice readers need to see sophisticated, analytical reasoning in order to learn
- Thinking is invisible unless we make it visible
- Teachers gradually release cognitive responsibility to students

Planning a Modeling Lesson

Before you model:

- Script or outline how you'll model the strategy
- Practice!

As you model:

- Name the strategy and identify component parts
- Explain why the strategy is important
- Be concise!

After you model:

- Ask students to analyze/reflect on what you modeled
- Provide opportunities to practice

Focus: Modeling

Analyze the transcript of Sarah's modeling:

tinyurl.com/lrmodeling

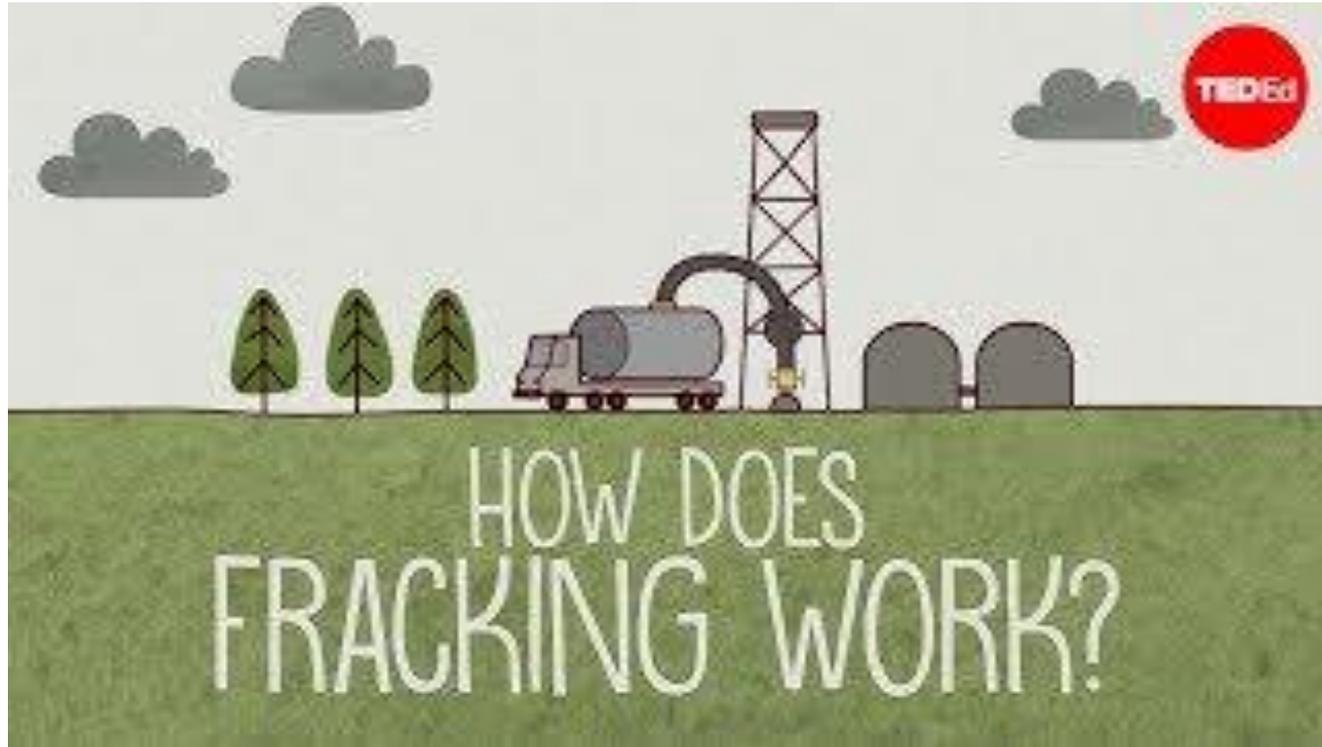
- Generate a rough outline of what she did
- What was the purpose of each part?

Focus: Modeling

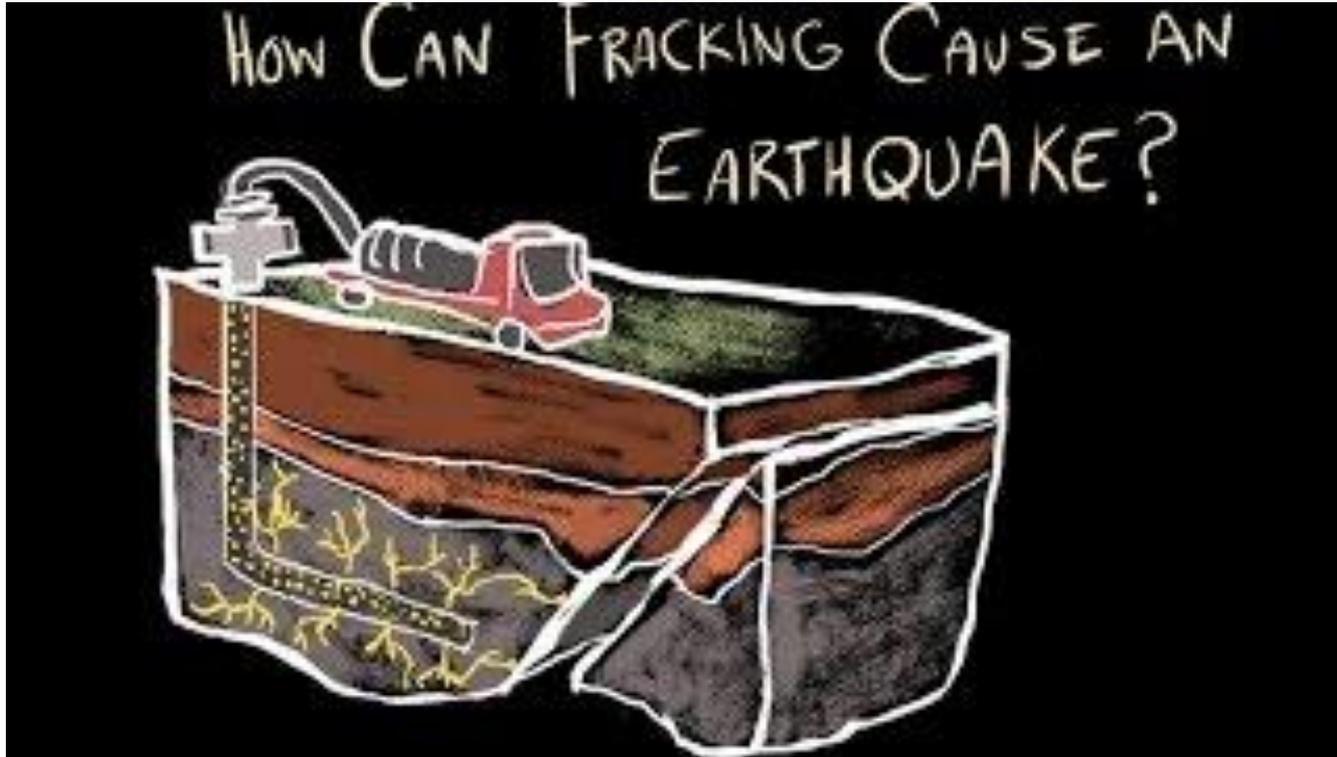
Key Components of Sarah's Modeling

1. Motivate asking “Who’s behind this information?”
2. Name lateral reading
3. Demonstrate lateral reading:
 - a. Leave an unfamiliar site
 - b. Open a new tab
 - c. Use **one** credible, external source to learn about the source
4. Reason about the original source’s credibility based on what you learned

Before we start...Let's talk fracking & earthquakes



Before we start...Let's talk fracking & earthquakes



Focus: Modeling

Generate your own script for modeling lateral reading with:

Partner 1: tinyurl.com/modelingsource

Partner 2: tinyurl.com/discsource

Make sure you include key components we discussed + keep it concise

Be ready to practice with a partner!



Focus: Modeling

With a partner:

3 min:

- “Model” your modeling. Make this as real-life as possible!

4-5 min:

- Get feedback from your partner and discuss the modeling
→ Your partner hasn’t read laterally about that source. Could they follow what you were demonstrating?

Switch!



Reflecting on Modeling

How did modeling feel?

How can you scaffold or adjust your modeling to make it work for you and your students?

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