

Reading Beyond the Page

[A Joy2Learn Professional Development Mini-workshop](#)

Alignment to the Common Core State Standards

The professional development “Reading Beyond the Page: Using the Arts to Build Observation, Interpretation, and Evidence-Based Reasoning in Middle School English Language Arts” is a professional learning experience centered on a simple meaning-making routine: NOTICE → INTERPRET → SUPPORT. A fourth move, TRANSFER, serves as the instructional bridge that helps students apply those same habits explicitly to written text.

Rather than targeting one novel, genre, or writing standard, the PD models evidence-based meaning-making across visual art, music, performance, and written text. Its strongest Common Core alignments are therefore in Reading, Speaking & Listening, and evidence-based Writing.

Core Routine

- NOTICE - Attend closely to relevant details in the source.
- INTERPRET - Construct meaning from those details, drawing on language, knowledge, and context.
- SUPPORT - Return to the source to identify evidence and explain how it supports an interpretation.

Instructional bridge

- TRANSFER - Apply the same routine explicitly to written text.

The first three moves are the repeatable comprehension routine. TRANSFER is not a separate literacy skill; it is the teacher’s deliberate bridge from arts-based meaning-making to reading.

Primary Standards Alignment

Reading: Key Ideas and Details

CCSS ELA-LITERACY RL.6.1 / RL.7.1 / RL.8.1

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

The core routine of the PD maps directly onto the evidence-and-inference work of RL.1:

- NOTICE - Identify relevant details in the source.
- INTERPRET - Make an inference or interpretation based on those details.
- SUPPORT - Cite evidence that supports the interpretation.
- TRANSFER - Apply the same routine when drawing inferences from and citing evidence in written texts.

The recurring facilitator question - “What do you see or hear that makes you say that?” - becomes “What in the text makes you say that?” during transfer to reading.

Theme and Central Ideas

CCSS ELA-LITERACY RL.6.2 / RL.7.2 / RL.8.2

- Students use details from a source to develop and support interpretations about theme, central idea, mood, message, or character.

In the PD’s core routine, theme is not treated as an additional thinking step; it is one possible focus for INTERPRET, grounded in NOTICE and SUPPORT.

Speaking & Listening: Collaborative Discussion

CCSS ELA-LITERACY SL.6.1 / SL.7.1 / SL.8.1

- Students participate in collaborative discussions, respond to peers, build on ideas, and support claims with evidence.

Discussion is the social context in which students practice NOTICE → INTERPRET → SUPPORT rather than a separate step in the core routine.

Speaking & Listening: Interpretation of Diverse Media

CCSS ELA-LITERACY SL.6.2 / SL.7.2 / SL.8.2

- Students interpret information presented visually, orally, and through multimedia.

There is strong alignment because the PD deliberately uses music, visual art, and performance as contexts for evidence-based meaning-making.

Writing: Drawing Evidence from Texts

CCSS ELA-LITERACY W.6.9 / W.7.9 / W.8.9

- Students draw evidence from sources to support analysis, reflection, and research.

The SUPPORT move prepares students to identify relevant evidence and explain its relationship to an interpretation; TRANSFER brings that habit explicitly into written-text work.

Opportunities for Further Alignment

Writing: Text Types and Purposes

CCSS ELA-LITERACY W.6.1 / W.7.1 / W.8.1

When teachers extend the routine into analytical or argumentative writing, students make claims and support them with evidence.

CCSS ELA-LITERACY W.6.3 / W.7.3 / W.8.3

Narrative writing can be connected to arts-based experiences.

Speaking & Listening: Presentation of Ideas

CCSS ELA-LITERACY SL.6.4 / SL.7.4 / SL.8.4

Students may explain observations, interpretations, and evidence using clear organization and precise language. This becomes a stronger alignment when teachers ask students to present or share their evidence-based interpretations.

Language Standards

CCSS ELA-LITERACY L.6.4-6 and related grade-level Language standards

Students may develop vocabulary needed to notice and interpret artistic or textual choices. Teachers should introduce only the language students need to make increasingly precise interpretations.

Connection to Reading Comprehension

The core routine of the PD supports several comprehension processes by making evidence-based meaning-making visible and repeatable. It is designed to complement - not replace - explicit reading instruction.

Core Routine Move	Comprehension Practice
NOTICE	Attend closely to relevant information and details.
INTERPRET	Integrate details, language, knowledge, and context to construct meaning.
SUPPORT	Return to the source to identify evidence and explain an interpretation.
TRANSFER	Apply these processes explicitly to written texts.

Arts experiences therefore provide a context for practicing comprehension processes that teachers deliberately transfer to written texts. The PD does not replace instruction in decoding, fluency, vocabulary, knowledge building, or other components of reading instruction.

Reading Anchor Standards

Reading Anchor 1

- Read closely and cite specific evidence.

NOTICE → INTERPRET → SUPPORT operationalizes this habit across sources, while TRANSFER brings it directly to written text.

Reading Anchor 2

- Determine themes and central ideas.

Students use observed details and evidence to develop supported interpretations.

Reading Anchor 4

- Interpret how words, phrases, and choices shape meaning.

Arts-based experiences can provide analogous practice in attending to meaningful choices before teachers transfer the routine to written language.

Reading Anchor 7

- Integrate and evaluate information presented in diverse media and formats.

Music, visual art, and performance provide authentic contexts for this work.