

| | CCSS | Teacher will... | Before reading, teacher says... | During reading, teacher says... | After reading... |
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| SET THE PURPOSE | CCSS.ELA-LITERACY.RF.4.4.A Read grade level text with purpose and understanding. | Provide the purpose for reading. Connect to the investigation focus question(s). | <i>“Today we are reading to help us think about this focus question: _____”</i> | | |
| SKIM THE SURFACE | FOCUS ON KEY (SIGNAL) WORDS CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Model skimming, provide guided practice, and gradually release this strategy to students | <i>“We are going to skim to learn a little bit about this text before we start reading closely. When we skim, we locate text features and words that signal text structure.”</i> | <i>“What have we learned so far?”</i> Verbal Frame: I noticed _____. | |

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| <p>DIVE IN DEEP</p> | <p>CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea(s) of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.4 Determine the meanings of words and phrases in a text relevant to a grade 3,4,5 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively</p> | <p>Teacher will model paraphrasing (or paragraph shrinking). As students demonstrate this skill during guided practice, move each student to independent application and link to discussion prep.</p> | <p><i>“Now, we will read this text closely. We need to determine what is important or relevant information based on our purpose for reading today.”</i></p> | <p><i>“What are the big or main ideas in this text?”</i></p> <p><i>“What information is related to our purpose for reading today?”</i></p> <p><i>“Which words are we noticing or wondering about?”</i></p> <p><i>“What questions do we have or what do we still wonder about?”</i></p> | |
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| <p>COLLECT</p> | <p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> | <p>Model how to organize thinking, provide guided practice, and gradually release these strategies to students. Visible thinking can take a variety of forms; Annotations on Post-its, Thinking Maps, infographics or diagrams, taxonomies, two-column notes, etc. Important: The form should support the purpose.</p> | | <p><i>“As we read, we think a lot. What would be the best way to organize our thinking as we read?”</i></p> <p>Note: Be very clear and exaggerate differences between topic, main idea(s), and details. Also exaggerate differences between interesting information and relevant information that supports the purpose for reading.</p> | <p>Students will prep for small or large group discussions by gathering information to answer the focus question. Teacher will model “how to prep” and then gradually release this responsibility to the students.</p> |
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| <p>SHARE</p> | <p>CCSS.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.SL.4.1.B Follow agreed-upon rules for discussions. Carry out assigned roles</p> <p>CCSS.SL.4.1.C Ask questions to check understanding of information presented, stay on topic, and make comments that contribute to the discussion.</p> <p>CCSS.SL.4.1.D Review the key ideas expressed before explaining their own ideas.</p> | <p>Students will revisit the purpose for reading today and discuss the information that was collected while reading. The teacher will encourage links to textual evidence.</p> | | | <p><i>“Let’s reread our focus question. Now, let’s read the information we collected and discuss what we learned.”</i></p> <p>Discussion formats include: large group, small group, Socratic Circle, etc.</p> <p>Verbal Frames: I learned _____. I would like to add _____. I would like to know more about _____. Therefore, I conclude _____.</p> <p>Links to textual evidence: I know this because _____. According to the text, _____.</p> |
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