

	CCSS	Teacher will...	Before reading, teacher says...	During reading, teacher says...	After reading...
SET THE PURPOSE		Provide the purpose for reading.	<i>“Highlight or underline the key points from your last notebook entry. Today we are reading to deepen our understanding about _____ (the main idea from the investigation). We will think about and discuss the information we collect and add this new information to our writing.”</i>		
SKIM THE SURFACE	CCSS.ELA-LITERACY.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	Model skimming to locate symbols and key terms, 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 headings, symbols, and key/ bold words that are relevant to our topic.”</i>	<i>“What resources can we use to help us understand symbols and key terms?”</i>	

<p>DIVE IN DEEP & COLLECT</p>	<p>CCSS.ELA-LITERACY.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>Teacher will model close reading through the use of headings. The teacher will also model how to gather the information in 2 Column Notes. As students demonstrate these skills during guided practice, the teacher will 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 information is similar to the key points from the investigation and what is new information gained through this article. We will gather and think about the new information that helps us to better understand <u>the main idea from the investigation.</u>”</i></p>	<p><i>“Which information reinforces what we observed or discovered during the investigation?”</i></p> <p><i>“Which information is new and deepens our understanding related to the topic? We will collect this new information.”</i></p>	<p>Students will prep for small or large group discussions by gathering information to discuss new learning. Once students have gathered information in their science notebooks, the teacher will provide a few minutes for students to reread and gather their thoughts prior to discussion.</p>
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<p>SHARE</p>	<p>CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</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 discuss what we learned.”</i></p> <p>Discussion formats include: large group, small group, Socratic Circle, etc.</p> <p>Verbal Frames: Based on the reading today, I have a deeper understanding about _____. Now I know, _____.</p> <p>Links to textual evidence: I know this because _____. According to the text, _____.</p>
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*2 Column Notebook Set-Up

Title	
Heading	
Heading	

Frame for Extending Writing in Science

As a result of reading the article, I have a deeper understanding of _____ because now _____. I also learned that _____. Furthermore, _____. I now have a deeper understanding about _____.

Writing

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

Enhance with Technology through a class blog or class Twitter account

CCSS.ELA-LITERACY.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.