

FIGURE 4.6: Lesson Plan for Read Like a Detective

Lesson Step	Explanatory Notes for the Teacher
1. Teacher prepares and assembles the necessary materials.	<p>1a. Choose content-related and standards-aligned text for teacher modeling and student reading, then:</p> <ul style="list-style-type: none"> • Chunk your text into three parts as shown in the sample text (figure 4.1, page 59). • Write an inferential statement about the text you have selected as shown in the sample organizer in figure 4.4. (See sample inference stems in figure 4.3, page 61.) • Complete the reproducible organizer (figure 4.5) as a key for modeling with your text in preparation for teaching the lesson. <p>1b. Prepare photocopies for students of your selected text, the student-friendly vocabulary definitions (figure 4.4), and the strategy's reproducible organizer (figure 4.5).</p> <p>1c. As appropriate, assemble technology to use in modeling the strategy for students (or example, document camera, PPT slides, SMART Board, overhead transparencies, or an enlarged poster version).</p>
2. Teacher identifies the content standard from state or district standards for students.	Display the content-specific standard you want students to understand and retain as a result of their reading, thinking, and writing. Discuss the standard with students.
3. Teacher shares an advance organizer, reviews the student-friendly definitions, and distributes teacher-prepared materials.	<p>Share the following advance organizer or one of your own choosing:</p> <p>Police detectives, whether in books, movies, or TV series, have an uncanny ability to sift through piles of documents and reports to make the connections that solve the crime. Today, we are going to work on our ability to read like detectives by sorting through evidence left behind by the author in a piece of text.</p>
4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.	<p>Teacher models: Chunk 1</p> <p>Read the inferential statement that you generated for this piece of text aloud to your students. Remind students that an inference is based on evidence (in the text) as well as reasoning (in the brain). Tell them they are about to read with the purpose of investigating only whether evidence in the text sufficiently supports the statement.</p>

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<p>4. Teacher models and provides rehearsal opportunities, gradually releasing responsibility to students for doing more of their own thinking and writing.</p> <p><i>(continued)</i></p>	<p>Ask students to silently read the first text chunk, and then read it aloud to them. Think aloud as you consider the first question you will investigate and respond to in column A on the organizer: What sentences in the text relate to the inference? Show students how to read sentence by sentence to determine which statements from the text relate or seem connected to the inference. Record them on the organizer.</p> <p>Read the second question aloud from column B: Do the sentences provide evidence to support the inference? Think aloud about how you made the decision as to whether the related statements provided evidence to support the inference. Record your answer and explanation in column B of the organizer.</p> <p>Students work with teacher: Chunk 2</p> <p>Ask students to read the second chunk silently, then read it aloud to them. Ask students to underline the statements from the text that they believe answer the first question: What sentences in the text relate to the inference? Call on students to share and explain their answers—sentence by sentence—as you think aloud regarding whether you agree. Record accurate answers on the organizer.</p> <p>Call on students to discuss the second question with you: Do the sentences provide evidence to support the inference? After ideas have been shared, formulate and record an answer and explanation on the organizer that is accurate and reflects the best thinking generated.</p> <p>Students work with peers: Chunk 3</p> <p>After students silently read the third text chunk and you read it aloud to them, ask them to underline the statements from the text that they believe answer the first question (column A). Have students work interdependently with a partner to agree on the statements and record them on their organizers.</p> <p>Next, ask partners to discuss the second question (column B) and agree on and record their answers and explanations on their organizers.</p>
<p>5. Teacher formatively assesses student work.</p>	<p>Have several pairs display their answers to the two questions for chunk 3, and facilitate a discussion of the merits of the answers. Record accurate and exemplary answers on the organizer. Formatively assess as many students as possible from the work displayed and the discussion.</p>

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5. Teacher formatively assesses student work. (continued)	NOTE: At this point, you have two options: (1) conclude this lesson by going directly to steps 6 and 7, temporarily skipping the +feature (schedule the +feature for a later class period using the same text and organizers students have completed up to this point), or (2) extend this lesson by incorporating the +feature followed by steps 6 and 7.
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<p>Teacher models</p> <p>Read the +prompt aloud (figure 4.5, page 62) as students follow along. Tell students that in order to respond to the +prompt, they will have to consider the quantity (column A) and quality (column B) of evidence that the author provides and that they have identified while reading and processing the entire text. Model this process with the information from chunk 1. If there is strong evidence in chunk 1, highlight it on the organizer and tell students that they may choose to use this highlighted evidence as textual support when they answer the +prompt.</p> <p>Students work with teacher</p> <p>Ask students to consider the quantity and quality of evidence in chunk 2 and the cumulative effect it has in relation to chunk 1. Have students share their answers as you process them for accuracy. If there is strong evidence in chunk 2, ask students to discuss what it is as you consider their thinking and highlight the correct answer(s) on the organizer. Tell students that they may choose to use this highlighted evidence as textual support when they answer the +prompt.</p> <p>Students work with peers</p> <p>Ask students to work independently to consider the quantity and quality of evidence in chunk 3 and the cumulative effect it has in relation to chunks 1 and 2. Have partners work interdependently to reach consensus on their answers and highlight any strong evidence from this chunk of the text on their organizer. Call on pairs to process answers, and guide students to make an accurate decision regarding whether the cumulative evidence from all three chunks is sufficient. Using that answer and the evidence that has already been highlighted, ask peers to complete the +prompt.</p> <p>Teacher formatively assesses student work</p> <p>Call on several pairs to display their answers to the +prompt. Ask students to compare posted answers and facilitate a discussion about the merits of each. Students can either identify one answer as being exemplary or can write an entirely new exemplary answer as a class with your guidance.</p>	
6. Teacher returns to the content standard to identify progress in understanding and retaining new content.	In order to identify student progress with the new content, ask students to write an exit ticket in response to this stem: In what ways did the reading, thinking, and writing you did today help you understand the content standard? Explain.
7. Closure	Ask students to reflect on their current level of understanding of the content standard(s) and the literacy skill(s) they worked with today by using “fist to five” hand signals to the following questions as you display them, read them aloud, and ask for student responses:

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<p>7. Closure (continued)</p>	<p>On a scale of fist to five, where making a fist means not at all and holding up all five fingers means so completely that you could be the teacher, rate your understanding of the following content standard: _____</p> <p>On a scale of fist to five, where making a fist means not at all and holding up all five fingers means so completely that you could be the teacher, rate your level of understanding of the following CCSS literacy skill: _____</p>