

FIGURE 5.6: Lesson Plan for Question Like an Investigative Reporter

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 text into three parts as shown in the sample text (figure 5.1, page 69), but don't distribute the text until students are ready to work on the third chunk. • Provide scrap paper for students to cover their text. • Remove the title or headline from the text. • Select four to six examples from the list of the investigative reporter's question stems (figure 5.3, page 73) that students can use as they question the author or the information in the text. • Complete the reproducible organizer (figure 5.5, page 74) 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 5.4, page 73), and the strategy's reproducible organizer (figure 5.5).</p> <p>1c. As appropriate, assemble technology to use in modeling the strategy for students (for example, document camera, PPT slides, SMART Board, overhead transparency, or posters).</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 standards 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>Superman cleverly disguised himself as a mild-mannered reporter named Clark Kent, who, with the help of his hidden super powers, had a real "nose for the news"—an expression used to describe the sixth sense top-notch reporters seem to have. Today, we are going to work on our investigative reporting skills—our ability to read a text and ask reporter's questions, make inferences, and closely read the text to see if we can support our inferences.</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>Teacher models: Chunk 1</p> <p>Tell students that they will not get a copy of the text until they are ready to read chunk 3 and, for now, they will follow along by looking at the text that you are displaying. Keep the text chunk covered and reveal each line only as you read it. Start reading the first chunk aloud and stop when you find an idea or statement in the text that makes you, as an investigative reporter, curious—something that you wonder about or is worth exploring more deeply. Write the statement in the “excerpt of text” box on the organizer (column A).</p> <p>Next, select a reporter’s question stem from the top of the organizer (or see figure 5.3 for additional stems) that will help you to frame your question and record it in the “reporter’s question” box (column B). Now, model making an inference or a decision in order to provide an answer to the reporter’s question and record it in the “right now” box (column C).</p> <p>Tell students that as you read the rest of the text, you will look for further information that will help you to verify the accuracy of your answer. If/when you find it, you will record it in the “now that I have read more of the text” box on the organizer (column D). Tell students that you may have to read the entire text before deciding if you have enough information to verify your “right now” answer. Continue reading aloud to search for the next places in this chunk that require your investigative questioning skills or places that provide more information about any of the “right now” inferences.</p> <p>Students work with teacher: Chunk 2</p> <p>As you read this chunk, you will only reveal each sentence as you read it aloud. Students follow along silently by looking at the text you are displaying and listening to you read. Tell students to ask you to stop if they see/hear anything in the text that makes them curious or that might be worthy of more investigation or deeper thinking. When students stop you, process what students have identified and selected.</p> <p>If it is appropriate, record it in the “excerpt of text” box on the organizer. Ask students to look at the reporter’s question stems and try to frame a question. Call on students to share their questions, and record the best example on the organizer. Give students some think time to create a “right now” answer. Process student examples and record a model example on the organizer.</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>Finally, ask students to determine if this chunk has any additional information that will help verify any of the “right now” answers from chunk 1 or this chunk. If so, go back and record responses in the appropriate boxes.</p> <p>Students work with peers: Chunk 3</p> <p>Give students a copy of the text at this time along with a sheet of paper to cover the third chunk. Ask students to read each sentence silently before taking turns to read it aloud with their partner. Students will use the sheet of paper to cover the rest of the chunk and reveal only the line that they are currently reading. Students should stop after each sentence to decide if it seems worthy of investigation. If it does, they should select a stem to frame and record their question on the organizer. Partners should agree on and record their “right now” answers on their organizers for the text excerpt and continue reading to find more text to investigate and question.</p> <p>Finally, ask students to determine if this chunk has any additional information that will help verify any of the “right now” answers from chunk 1, 2, or 3. If so, they should go back and record responses in the appropriate boxes.</p>
<p>5. Teacher formatively assesses student work.</p>	<p>Call on pairs to display their text excerpts, “right now” answers, and any “now that I have read more of the text” responses. Process responses for accuracy as well as quality and record models on the organizer. Formatively assess as many students as possible while they are displaying and discussing the work.</p> <p>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.</p>
<p>Question Like an Investigative Reporter+</p>	
<p>Teacher models</p> <p>Ask students to notice, if they haven’t already, that you have removed the headline or title from this piece of text. That’s because it is their job as the reporter to write the headline or title. Remind students of two important things to remember when writing headlines:</p> <ol style="list-style-type: none"> 1. Keep it short—no more than fifteen words 2. The headline is a contract you are making with the reader to share what the article is mainly about. See figure 14.5 (page 188) for additional rules about headlines. 	

Students work with teacher

Keeping what we know about headlines in mind, ask students to brainstorm what “important ideas” a great headline for this text would need to include. Record accurate ideas in a list on the board.

Students work with peers

Ask student to work interdependently with a peer to create a headline that would work well for this text. When they have agreed on one, they should record it in the Question Like a Reporter+ section of the organizer and complete their explanation of why it is a good headline for the story.

Teacher formatively assesses student work

Have several students display their headlines and explanations and facilitate a conversation with the class about the merits of each. Students may select an exemplary headline/ explanation from those that are displayed, or the students may write a new headline together as a class with your guidance. Record the selected model on the organizer. Be sure to share the “original” headline/title to see which students like best—theirs or the author’s! Formatively assess as many students as possible from the work they display and their discussion.

Lesson Step	Explanatory Notes for the Teacher
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: 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: _____ 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: _____