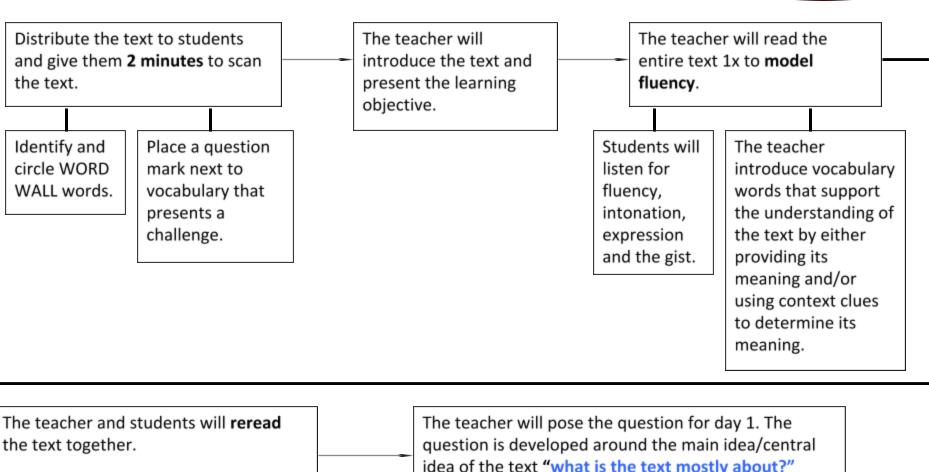
WHAT IS OUR SHARED READING PROCESS FOR DAY 1?



Text Introduction: GETTING THE GIST



the text together.

The teacher will listen for fluency.

idea of the text "what is the text mostly about?"

Students may respond through a variety of ways such as Think ~ Pair ~ Share and/or Stop and Jot.

WHAT IS OUR SHARED READING PROCESS FOR DAY 2?



Rereading & Thinking About the Text: ANNOTATING TEXT

The teacher will introduce the day's learning objective, question and explain which annotation marking will be used to extrapolate information from the text.

The teacher and students will reread the entire text with a focus on fluency.

The teacher will model how to use the annotation marking to make his/her thinking visible as he/she finds evidence to support the question posted.

The scaffold can be removed as students become more confident with using the annotation markings. At that point it becomes a shared experience.

Students continue looking for evidence to support the question posed by annotating the text.

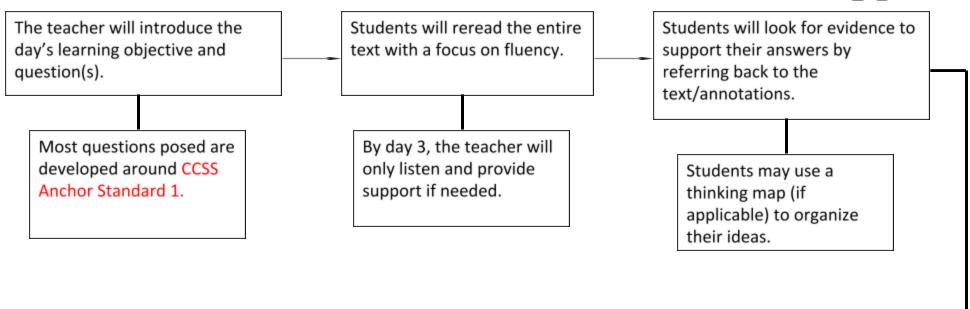
Students discuss their findings first with a partner and then in a whole class share out to engage in a focused discussion.

Students may choose to annotate the text using other markings, however, they will be held accountable for the one selected for the day.

WHAT IS OUR SHARED READING PROCESS FOR DAY 3?

Questioning and Discussion: COMPREHENSION



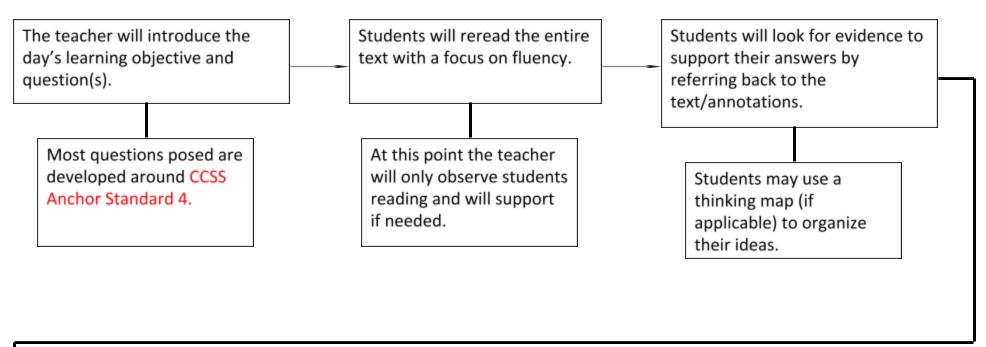


Students will discuss their findings first with a partner and then in a whole class share out.



WHAT IS OUR SHARED READING PROCESS FOR DAY 4?

Craft & Structure: WORDS AND PHRASES

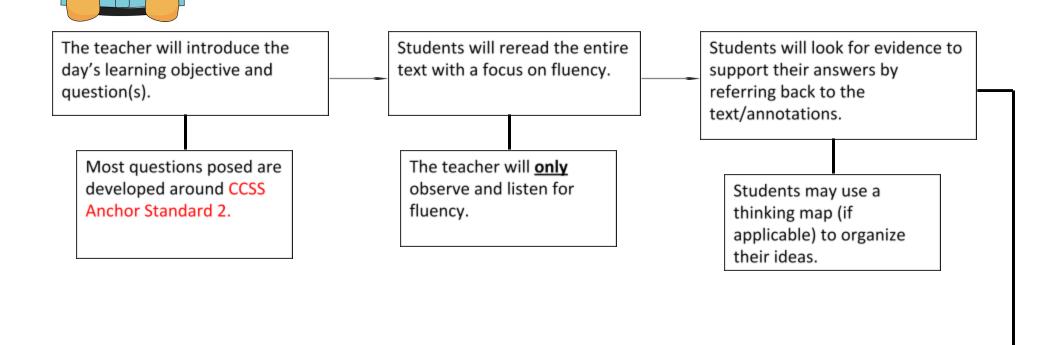


Students will discuss their findings first with a partner and then in a whole class share out.



WHAT IS OUR SHARED READING PROCESS FOR DAY 5?

Key Ideas & Details: SYNTHESIZE/SUMMARIZE



Students will discuss their findings first with a partner and then in a whole class share out.

