

# Welcome to the 5 STEP READING PROCESS

Joanne Wright

Reading Teacher

Pinellas County Schools

6pm-8pm Thursday March 4<sup>th</sup>

We will be with you shortly 😊

Feel free to use the chat for questions.

# Norms...

**A**sk questions. **Please only use chat feature for this.**

**E**ngage fully in the learning process.

**I**ntegrate new information.

**O**pen your mind to diverse views.

**U**tilize what you learn.

# Essential Question

How can using the 5 Step Reading Process help me to understand complex text?

# 5 Step Reading Process

Building Vocabulary

Preview  
the text

First read  
and  
chunk

Main Idea  
and Charting

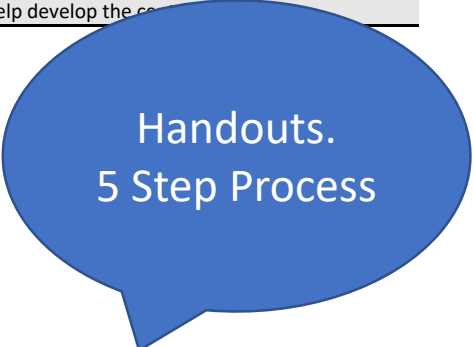
Questioning  
the Text

Check for  
Understanding

Students  
engage  
*rigorous*  
texts!

| Steps   | Be Thinking...   |
|---|--|
| <p><b>Step 1: Scan and Predict</b><br/>Look at heading, pictures, text box, first and last paragraph, questions and predict what the text is going to be about.</p>                                 | <ul style="list-style-type: none"> <li>• What is my reading purpose?</li> <li>• What is the text about?</li> <li>• What is the author saying?</li> <li>• What do I understand?</li> <li>• What do I not understand?</li> </ul>   |
| <p><b>Step 2: First Read and Chunk</b><br/>Read the text and then decide which paragraphs can be chunked together.</p>  | <ul style="list-style-type: none"> <li>• How can I break down this text into more manageable pieces?</li> <li>• Which sentences, paragraphs or sections seem like they are about the same thing, so I can group them together to find a common main idea?</li> </ul>                                     |
| <p><b>Step 3: Main Idea and Charting</b><br/>Re read each chunk and write down the main idea of each chunk and what organizational structure or feature the author is using.</p>                    | <ul style="list-style-type: none"> <li>• What is the main idea of each chunk? (Topic plus point)</li> <li>• What organizational feature or structure is the author using in each chunk?</li> <li>• How does the text's organizational features contribute to the overall meaning of the text?</li> </ul> |
| <p><b>Step 4: Question the Text</b><br/>Write down higher-level questions about the text to discuss during Socratic Seminar.</p>  | <ul style="list-style-type: none"> <li>• What higher level questions can I ask to make myself think more deeply about the meaning of the text?</li> </ul>  |
| <p><b>Step 5: Check for Understanding</b><br/>Consider how well you responded to higher level questions during Socratic Seminar or the quiz to determine how well you understood what you read.</p> | <ul style="list-style-type: none"> <li>• Was I able to contribute towards the discussion during Socratic Seminar?</li> <li>• Did my answers on the quiz show that I understood what the text was about?</li> </ul>   |

| Name of Text: Teenagers Should Be Sleeping Before Class, Not During It.  |  |   |   |  |
|--|--|---|---|--|
| Step 1: Make a prediction below - what do you think the text is going to be about?   |  |   |   |  |
| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together?  | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk.   | Step 3: Charting the Text<br>Below, write down what organizational structure or feature the author is using. Use this list to help you.   |   |  |
| Paragraph(s) 1   |  | <table border="1"> <tr> <td data-bbox="1928 419 2163 482">Using an example<br/>Using data<br/>Describing something<br/>Comparing and contrasting<br/>Using cause and effect<br/>Citing research<br/>Sharing a recommendation<br/>Using surveys</td> <td data-bbox="2163 419 2410 482">Stating a problem<br/>Stating a solution<br/>Using quotes<br/>Sharing an anecdote / story<br/>Using sequencing of events<br/>Stating an opinion<br/>Making a claim<br/>Questioning the audience</td> </tr> </table> | Using an example<br>Using data<br>Describing something<br>Comparing and contrasting<br>Using cause and effect<br>Citing research<br>Sharing a recommendation<br>Using surveys | Stating a problem<br>Stating a solution<br>Using quotes<br>Sharing an anecdote / story<br>Using sequencing of events<br>Stating an opinion<br>Making a claim<br>Questioning the audience |
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| Paragraph(s) 2   |  |   |   |  |
| Paragraph(s) 3   |  |   |   |  |
| Paragraph(s) 4   |  |   |   |  |
| Paragraph(s) 5   |  |   |   |  |
| Paragraph(s) 6   |  |   |   |  |
| Paragraph(s) 7   |  |   |   |  |
| Paragraph(s) 8   |  |   |   |  |
| Step 4: Ask and answer two higher-level question about the text below. Use this list to assist you.<br>What is the central idea of the text? What is the text structure? What is the authors purpose?<br>Why does the author begin the article the way he does? How else could the author have ended the article? How does the text's organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea? |  |   |   |  |
| Question 1:  | Answer:  |   |   |  |
| Question 2:  | Answer:  |   |   |  |



## Teenagers should be sleeping before class, not during it

Bloomberg News

The following editorial appears on Bloomberg View:

1. Teenagers need more sleep. They also need more time in school. A national push is now under way to address the first problem, which is encouraging – but the second one is no less important.

2. The American Academy of Pediatrics announced this week what a growing body of research has found: Teenagers would benefit from a later start to the school day. Like everything else, a teen's body clock goes a little haywire during puberty, and the hormone that induces sleep (melatonin) is typically not released until about 11 p.m. The glow from electronic devices can delay the release still further – one reason reading a history textbook may help teens fall asleep better than playing "Candy Crush."

3. Research shows that the typical teen needs 8.5 to 9.5 hours of sleep to function normally. A 2006 survey by the National Sleep Foundation found that 87 percent of high school students were getting less than that. A big reason is the school day: More than 40 percent of U.S. public high schools start their day before 8 a.m., with 10 percent starting before 7:30.

4. There's much more at stake here than reducing the number of yawns in first-period social-studies class. When adolescents are sleep-deprived, the consequences can be serious: an increased risk not just for auto accidents and poor performance on tests, but also for weight gain and depression.

5. The pediatrics academy recommends starting high school no earlier than 8:30 a.m. That's easier said than done. Later start times can require more money for busing. Many parents like to get the kids out of the house when they leave for work, which is often before 8. And many teachers – who don't have the same sleeping schedules as their students – prefer an early start and the early dismissal that comes with it. Nevertheless, schools exist to serve students, and the health benefits of later start times are clear. Objections about logistics or finances don't negate the science.

6. Allowing students to arrive at school later is not the only scheduling change that would improve academic achievement. In the mid-19th century, urban schools typically ran year-round, with about 250 school days, compared with today's standard of 180. The 10-week summer vacation came to be largely because school buildings were considered unsanitary during the hot summer months and elites feared too much time in the classroom would create a nation of pointy-headed weaklings incapable of performing the hard labor necessary to make America thrive.

7. As U.S. Secretary of Education Arne Duncan said five years ago: "Our school day is too short. Our school week is too short. Our school year is too short." Some schools that have experimented with longer school days, weekend classes and a slightly longer school year have seen impressive results, as have schools that have delayed their start time. But change has been slow. And some districts are moving in the opposite direction, shortening their days and starting them sooner.

8. Students need 40 winks a night and more than 40 weeks of school. It shouldn't be so hard to make sure they get both.

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Handouts:  
Article



# Step 1: Scan and Predict

Look at heading, pictures, text box, first and last paragraph, questions and predict what the text is going to be about.

## **Be Thinking:**

- What is my reading purpose?
  - What is the text about?
  - What is the author saying?
  - What do I understand?
  - What do I not understand?
- 
- 



# Step 2: First Read and Chunk

Read the text and then decide which paragraphs can be chunked together.

## **Be Thinking:**

- How can I break down this text into more manageable pieces?
- Which sentences, paragraphs or sections seem like they are about the same thing, so I can group them together to find a common main idea?





# Step 3: Main Idea and Charting

**Main Idea:**  
The topic of the text plus the point the author is making about the topic.

**Charting The Text:**  
Analyzing a text's organizational structure and features to evaluate how it influences meaning.

Re-read each chunk and write down the main idea and what organizational structure or feature the author is using in order to influence the meaning of the text. This is called charting the text.

## **Be Thinking:**

- What is the main idea of each chunk? (Topic plus point)
- What organizational feature or structure is the author using in each chunk?
- How does the text's organizational features contribute to the overall meaning of the text?

## **Examples of Charting:**

- Stating a problem
- Stating a solution
- Using quotes
- Sharing an anecdote / story
- Using sequencing of events
- Stating an opinion
- Making a claim
- Questioning the audience
- Using an example
- Using data
- Describing something
- Comparing and contrasting
- Using cause and effect
- Citing research
- Sharing a recommendation
- Using surveys



# Step 4: Questioning the Text

Write down higher-level questions about the text to discuss during Socratic Seminar.

## Be Thinking:

- What higher level questions can I ask to make myself think more deeply about the meaning of the text?

|             | WHO                             | WHAT     | WHERE   | WHEN                    | WHY      | HOW     |
|-------------|---------------------------------|----------|---------|-------------------------|----------|---------|
| IS ARE      | FACT QUESTIONS                  |          |         | ANALYZING QUESTIONS     |          |         |
| DID DOES DO |                                 |          |         |                         |          |         |
| CAN CAN'T   |                                 |          |         |                         |          |         |
| WOULD       | PREDICTING & APPLYING QUESTIONS |          |         | DEEP THINKING QUESTIONS |          |         |
| WILL        |                                 |          |         |                         |          |         |
| MIGHT       |                                 |          |         |                         |          |         |
| SHOULD      |                                 |          |         |                         |          |         |
|             | DEFINE                          | LIST     | MATCH   | NAME                    | DESCRIBE | LABEL   |
|             | DESIGN                          | MAKE     | EXAMPLE | APPLY                   | PREDICT  | USE     |
|             | COMPARE                         | EVIDENCE | PROBLEM | INFER                   | CHANGE   | PLAN    |
|             | EVALUATE                        | SUGGEST  | OPINION | JUSTIFY                 | SUPPORT  | EXPLAIN |

- Example Higher-Level Questions:**
- What is the central idea of the text?
  - What is the overall text structure of the text?
  - How do the text's organizational features help develop the central idea?
  - What is the author's point of view?
  - Why did the author write this article?
  - What other information could the author include to help develop the central idea?

# Step 5: Check for Understanding

Consider how well you responded to higher level questions during Socratic Seminar or the quiz to determine how well you understood what you read.

## **Be Thinking:**

- Was I able to contribute towards the discussion during Socratic Seminar?
- Did my answers on the quiz show that I understood what the text was about?

# Teenagers should be sleeping before class, not during it

## Bloomberg News

The following editorial appears on Bloomberg View:

1. Teenagers need more sleep. They also need more time in school. A national push is now under way to address the first problem, which is encouraging – but the second one is no less important.

2. The American Academy of Pediatrics announced this week what a growing body of research has found: Teenagers would benefit from a later start to the school day. Like everything else, a teen's body clock goes a little haywire during puberty, and the hormone that induces sleep (melatonin) is typically not released until about 11 p.m. The glow from electronic devices can delay the release still further – one reason reading a history textbook may help teens fall asleep better than playing "Candy Crush."

3. Research shows that the typical teen needs 8.5 to 9.5 hours of sleep to function normally. A 2006 survey by the National Sleep Foundation found that 87 percent of high school students were getting less than that. A big reason is the school day: More than 40 percent of U.S. public high schools start their day before 8 a.m., with 10 percent starting before 7:30.

4. There's much more at stake here than reducing the number of yawns in first-period social-studies class. When adolescents are sleep-deprived, the consequences can be serious: an increased risk not just for auto accidents and poor performance on tests, but also for weight gain and depression.

5. The pediatrics academy recommends starting high school no earlier than 8:30 a.m. That's easier said than done. Later start times can require more money for busing. Many parents like to get the kids out of the house when they leave for work, which is often before 8. And many teachers – who don't have the same sleeping schedules as their students – prefer an early start and the early dismissal that comes with it. Nevertheless, schools exist to serve students, and the health benefits of later start times are clear. Objections about logistics or finances don't negate the science.

6. Allowing students to arrive at school later is not the only scheduling change that would improve academic achievement. In the mid-19th century, urban schools typically ran year-round, with about 250 school days, compared with today's standard of 180. The 10-week summer vacation came to be largely because school buildings were considered unsanitary during the hot summer months and elites feared too much time in the classroom would create a nation of pointy-headed weaklings incapable of performing the hard labor necessary to make America thrive.



7. As U.S. Secretary of Education Arne Duncan said five years ago: "Our school day is too short. Our school week is too short. Our school year is too short." Some schools that have experimented with longer school days, weekend classes and a slightly longer school year have seen impressive results, as have schools that have delayed their start time. But change has been slow. And some districts are moving in the opposite direction, shortening their days and starting them sooner.

8. Students need 40 winks a night and more than 40 weeks of school. It shouldn't be so hard to make sure they get both.

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# What is a claim in informational text?

- A statement made by an author.
  - This is not necessarily a fact – rather it is a very strong opinion that the author has about a topic.
- 
- 

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paragraph to predict what  
the text is going to be about.



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Step 1: Scan and Predict:  
Look at headings, pictures,  
text box, first and last  
paragraph to predict what  
the text is going to be about.



## Paragraph 1

The following editorial appears on Bloomberg View:

1. Teenagers need more sleep. They also need more time in school. A national push is now under way to address the first problem, which is encouraging – but the second one is no less important.

## Paragraph 8

8. Students need 40 winks a night and more than 40 weeks of school. It shouldn't be so hard to make sure they get both.

— — —

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Add your prediction

|   |   |   |  |
|---|---|---|--|
| <b>Name of Text: Teenagers Should Be Sleeping Before Class, Not During It.</b>  |   |   |  |
| <b>Step 1: Make a prediction below - what do you think the text is going to be about?</b>   |   |   |  |
| <b>Step 2: Chunking the text.</b><br>Below, write down what sentences, paragraphs or sections go together?  | <b>Step 3: Main Idea of each chunk.</b><br>Below, write down the main idea of each chunk. | <b>Step 3: Charting the Text</b><br>Below, write down what organizational structure or feature the author is using. Use this list to help you.                                |  |
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| Paragraph(s) 2  |   |   |  |
| Paragraph(s) 3  |   |   |  |
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| Question 1:   | Answer:   |   |  |
| Question 2:   | Answer:   |   |  |

# Step 2: First Read and Chunk

Read the text and then decide which paragraphs can be chunked together.

## **Be Thinking:**

- How can I break down this text into more manageable pieces?
- Which sentences, paragraphs or sections seem like they are about the same thing, so I can group them together to find a common main idea?



## Paragraph 1

The following editorial appears on Bloomberg View:

1. Teenagers need more sleep. They also need more time in school. A national push is now under way to address the first problem, which is encouraging – but the second one is no less important.

## Paragraph 2

2. The American Academy of Pediatrics announced this week what a growing body of research has found: Teenagers would benefit from a later start to the school day. Like everything else, a teen's body clock goes a little haywire during puberty, and the hormone that induces sleep (melatonin) is typically not released until about 11 p.m. The glow from electronic devices can delay the release still further – one reason reading a history textbook may help teens fall asleep better than playing “Candy Crush.”

## Paragraph 3

3. Research shows that the typical teen needs 8.5 to 9.5 hours of sleep to function normally. A 2006 survey by the National Sleep Foundation found that 87 percent of high school students were getting less than that. A big reason is the school day: More than 40 percent of U.S. public high schools start their day before 8 a.m., with 10 percent starting before 7:30.

## Paragraph 4

4. There's much more at stake here than reducing the number of yawns in first-period social-studies class. When adolescents are sleep-deprived, the consequences can be serious: an increased risk not just for auto accidents and poor performance on tests, but also for weight gain and depression.



## Paragraph 5

5. The pediatrics academy recommends starting high school no earlier than 8:30 a.m. That's easier said than done. Later start times can require more money for busing. Many parents like to get the kids out of the house when they leave for work, which is often before 8. And many teachers – who don't have the same sleeping schedules as their students – prefer an early start and the early dismissal that comes with it. Nevertheless, schools exist to serve students, and the health benefits of later start times are clear. Objections about logistics or finances don't negate the science.

## Paragraph 6

6. Allowing students to arrive at school later is not the only scheduling change that would improve academic achievement. In the mid-19th century, urban schools typically ran year-round, with about 250 school days, compared with today's standard of 180. The 10-week summer vacation came to be largely because school buildings were considered unsanitary during the hot summer months and elites feared too much time in the classroom would create a nation of pointy-headed weaklings incapable of performing the hard labor necessary to make America thrive.

## Paragraph 7

7. As U.S. Secretary of Education Arne Duncan said five years ago: “Our school day is too short. Our school week is too short. Our school year is too short.” Some schools that have experimented with longer school days, weekend classes and a slightly longer school year have seen impressive results, as have schools that have delayed their start time. But change has been slow. And some districts are moving in the opposite direction, shortening their days and starting them sooner.

## Paragraph 8

8. Students need 40 winks a night and more than 40 weeks of school. It shouldn't be so hard to make sure they get both.

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|   |   |   |  |
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| Question 1:   | Answer:   |   |  |
| Question 2:   | Answer:   |   |  |

# Step 3: Main Idea and Charting

**Main Idea:**  
The topic of the text plus the point the author is making about the topic.

**Charting The Text:**  
Analyzing a text's organizational structure and features to evaluate how it influences meaning.

Re-read each chunk and write down the main idea and what organizational structure or feature the author is using in order to influence the meaning of the text. This is called charting the text.

## **Be Thinking:**

- What is the main idea of each chunk? (Topic plus point)
- What organizational feature or structure is the author using in each chunk?
- How does the text's organizational features contribute to the overall meaning of the text?

## **Examples of Charting:**

- Stating a problem
- Stating a solution
- Using quotes
- Sharing an anecdote / story
- Using sequencing of events
- Stating an opinion
- Making a claim
- Questioning the audience
- Using an example
- Using data
- Describing something
- Comparing and contrasting
- Using cause and effect
- Citing research
- Sharing a recommendation
- Using surveys

|   |   |   |  |
|---|---|---|--|
| <b>Name of Text: Teenagers Should Be Sleeping Before Class, Not During It.</b>  |   |   |  |
| <b>Step 1: Make a prediction below - what do you think the text is going to be about?</b>   |   |   |  |
| <b>Step 2: Chunking the text.</b><br>Below, write down what sentences, paragraphs or sections go together?  | <b>Step 3: Main Idea of each chunk.</b><br>Below, write down the main idea of each chunk. | <b>Step 3: Charting the Text</b><br>Below, write down what organizational structure or feature the author is using. Use this list to help you.                                |  |
|   |   | Using an example<br>Using data<br>Describing something<br>Comparing and contrasting<br>Using cause and effect<br>Citing research<br>Sharing a recommendation<br>Using surveys | Stating a problem<br>Stating a solution<br>Using quotes<br>Sharing an anecdote / story<br>Using sequencing of events<br>Stating an opinion<br>Making a claim<br>Questioning the audience |
| Paragraph(s) 1  |   |   |  |
| Paragraph(s) 2  |   |   |  |
| Paragraph(s) 3  |   |   |  |
| Paragraph(s) 4  |   |   |  |
| Paragraph(s) 5  |   |   |  |
| Paragraph(s) 6  |   |   |  |
| Paragraph(s) 7  |   |   |  |
| Paragraph(s) 8  |   |   |  |
| <b>Step 4: Ask and answer two higher-level question about the text below.</b> Use this list to assist you.<br>What is the central idea of the text? What is the text structure? What is the authors purpose?<br>Why does the author begin the article the way he does? How else could the author have ended the article? How does the text's organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea? |   |   |  |
| Question 1:   | Answer:   |   |  |
| Question 2:   | Answer:   |   |  |

Add main idea of each paragraph

## Paragraph 1

The following editorial appears on Bloomberg View:

1. Teenagers need more sleep. They also need more time in school. A national push is now under way to address the first problem, which is encouraging – but the second one is no less important.



Name of Text: Teenagers Should Be Sleeping Before Class, Not During It.

Step 1: Make a prediction below - what do you think the text is going to be about?

| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together? | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk. | Step 3: Charting the Text<br>Below, write down what organizational structure or feature the author is using. Use this list to help you.                                       |  |
|---|--|---|--|
|   |  | Using an example<br>Using data<br>Describing something<br>Comparing and contrasting<br>Using cause and effect<br>Citing research<br>Sharing a recommendation<br>Using surveys | Stating a problem<br>Stating a solution<br>Using quotes<br>Sharing an anecdote / story<br>Using sequencing of events<br>Stating an opinion<br>Making a claim<br>Questioning the audience |

|                |  |  |
|----------------|--|--|
| Paragraph(s) 1 |  |  |
| Paragraph(s) 2 |  |  |
| Paragraph(s) 3 |  |  |
| Paragraph(s) 4 |  |  |
| Paragraph(s) 5 |  |  |
| Paragraph(s) 6 |  |  |
| Paragraph(s) 7 |  |  |
| Paragraph(s) 8 |  |  |

Add main idea of each paragraph

Step 4: Ask and answer two higher-level question about the text below. Use this list to assist you.  
What is the central idea of the text? What is the text structure? What is the authors purpose?  
Why does the author begin the article the way he does? How else could the author have ended the article? How does the text's organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea?

|             |         |
|-------------|---------|
| Question 1: | Answer: |
| Question 2: | Answer: |

|   |   |   |  |
|---|---|---|--|
| <b>Name of Text: Teenagers Should Be Sleeping Before Class, Not During It.</b>  |   |   |  |
| <b>Step 1: Make a prediction below - what do you think the text is going to be about?</b>   |   |   |  |
| <b>Step 2: Chunking the text.</b><br>Below, write down what sentences, paragraphs or sections go together?  | <b>Step 3: Main Idea of each chunk.</b><br>Below, write down the main idea of each chunk. | <b>Step 3: Charting the Text</b><br>Below, write down what organizational structure or feature the author is using. Use this list to help you.                                |  |
|   |   | Using an example<br>Using data<br>Describing something<br>Comparing and contrasting<br>Using cause and effect<br>Citing research<br>Sharing a recommendation<br>Using surveys | Stating a problem<br>Stating a solution<br>Using quotes<br>Sharing an anecdote / story<br>Using sequencing of events<br>Stating an opinion<br>Making a claim<br>Questioning the audience |
| Paragraph(s) 1  |   |   |  |
| Paragraph(s) 2  |   |   |  |
| Paragraph(s) 3  |   |   |  |
| Paragraph(s) 4  |   |   |  |
| Paragraph(s) 5  |   |   |  |
| Paragraph(s) 6  |   |   |  |
| Paragraph(s) 7  |   |   |  |
| Paragraph(s) 8  |   |   |  |
| <b>Step 4: Ask and answer two higher-level question about the text below.</b> Use this list to assist you.<br>What is the central idea of the text? What is the text structure? What is the authors purpose?<br>Why does the author begin the article the way he does? How else could the author have ended the article? How does the text's organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea? |   |   |  |
| Question 1:   | Answer:   |   |  |
| Question 2:   | Answer:   |   |  |



## Paragraph 2

2. The American Academy of Pediatrics announced this week what a growing body of research has found: Teenagers would benefit from a later start to the school day. Like everything else, a teen's body clock goes a little haywire during puberty, and the hormone that induces sleep (melatonin) is typically not released until about 11 p.m. The glow from electronic devices can delay the release still further – one reason reading a history textbook may help teens fall asleep better than playing “Candy Crush.”

## Paragraph 3

3. Research shows that the typical teen needs 8.5 to 9.5 hours of sleep to function normally. A 2006 survey by the National Sleep Foundation found that 87 percent of high school students were getting less than that. A big reason is the school day: More than 40 percent of U.S. public high schools start their day before 8 a.m., with 10 percent starting before 7:30.

## Paragraph 4

4. There's much more at stake here than reducing the number of yawns in first-period social-studies class. When adolescents are sleep-deprived, the consequences can be serious: an increased risk not just for auto accidents and poor performance on tests, but also for weight gain and depression.

## Paragraph 5

5. The pediatrics academy recommends starting high school no earlier than 8:30 a.m. That's easier said than done. Later start times can require more money for busing. Many parents like to get the kids out of the house when they leave for work, which is often before 8. And many teachers – who don't have the same sleeping schedules as their students – prefer an early start and the early dismissal that comes with it. Nevertheless, schools exist to serve students, and the health benefits of later start times are clear. Objections about logistics or finances don't negate the science.

## Paragraph 6

6. Allowing students to arrive at school later is not the only scheduling change that would improve academic achievement. In the mid-19th century, urban schools typically ran year-round, with about 250 school days, compared with today's standard of 180. The 10-week summer vacation came to be largely because school buildings were considered unsanitary during the hot summer months and elites feared too much time in the classroom would create a nation of pointy-headed weaklings incapable of performing the hard labor necessary to make America thrive.

## Paragraph 7

7. As U.S. Secretary of Education Arne Duncan said five years ago: “Our school day is too short. Our school week is too short. Our school year is too short.” Some schools that have experimented with longer school days, weekend classes and a slightly longer school year have seen impressive results, as have schools that have delayed their start time. But change has been slow. And some districts are moving in the opposite direction, shortening their days and starting them sooner.



## Paragraph 8

8. Students need 40 winks a night and more than 40 weeks of school. It shouldn't be so hard to make sure they get both.

— — —

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POST-BLOOMBERG***

Name of Text: Teenagers Should Be Sleeping Before Class, Not During It.

Step 1: Make a prediction below - what do you think the text is going to be about?

| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together? | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk. | Step 3: Charting the Text<br>Below, write down what organizational structure or feature the author is using. Use this list to help you.                                       |  |
|---|--|---|--|
|   |  | Using an example<br>Using data<br>Describing something<br>Comparing and contrasting<br>Using cause and effect<br>Citing research<br>Sharing a recommendation<br>Using surveys | Stating a problem<br>Stating a solution<br>Using quotes<br>Sharing an anecdote / story<br>Using sequencing of events<br>Stating an opinion<br>Making a claim<br>Questioning the audience |

|                |  |  |
|----------------|--|--|
| Paragraph(s) 1 |  |  |
| Paragraph(s) 2 |  |  |
| Paragraph(s) 3 |  |  |
| Paragraph(s) 4 |  |  |
| Paragraph(s) 5 |  |  |
| Paragraph(s) 6 |  |  |
| Paragraph(s) 7 |  |  |
| Paragraph(s) 8 |  |  |

Step 4: Ask and answer two higher-level question about the text below. Use this list to assist you.  
What is the central idea of the text? What is the text structure? What is the authors purpose?  
Why does the author begin the article the way he does? How else could the author have ended the article? How does the text's organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea?

|             |         |
|-------------|---------|
| Question 1: | Answer: |
| Question 2: | Answer: |



Name of Text: Teenagers Should Be Sleeping Before Class, Not During It.

Step 1: Make a prediction below - what do you think the text is going to be about?

| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together? | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk. | Step 3: Charting the Text<br>Below, write down what organizational structure or feature the author is using. Use this list to help you.                                       |  |
|---|--|---|--|
|   |  | Using an example<br>Using data<br>Describing something<br>Comparing and contrasting<br>Using cause and effect<br>Citing research<br>Sharing a recommendation<br>Using surveys | Stating a problem<br>Stating a solution<br>Using quotes<br>Sharing an anecdote / story<br>Using sequencing of events<br>Stating an opinion<br>Making a claim<br>Questioning the audience |

|                |  |  |
|----------------|--|--|
| Paragraph(s) 1 |  |  |
| Paragraph(s) 2 |  |  |
| Paragraph(s) 3 |  |  |
| Paragraph(s) 4 |  |  |
| Paragraph(s) 5 |  |  |
| Paragraph(s) 6 |  |  |
| Paragraph(s) 7 |  |  |
| Paragraph(s) 8 |  |  |

Step 4: Ask and answer two higher-level question about the text below. Use this list to assist you.  
What is the central idea of the text? What is the text structure? What is the authors purpose?  
Why does the author begin the article the way he does? How else could the author have ended the article? How does the text's organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea?

|             |         |
|-------------|---------|
| Question 1: | Answer: |
| Question 2: | Answer: |

Ask and answer two higher level questions.

Student Examples.  
**\*\*Note:** Accept all answers that have evidence of being correct. There is more than one way to state a main idea and more than one example of charting in each section. \*\*

Five Step Reading Process

Name of Text:  
 Teenagers Should be sleeping before class, not during it.

Step 1: Make a prediction below - what the text is going to be about?  
 I think the text will be about teenagers sleep schedule.

| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together? | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk. | Step 3: Charting the Text<br>Below, write down what organizational feature author is using. Use this list to help you. |
|---|--|--|
| Paragraph(s) 1  | Teenagers need more time to sleep  | Making a claim   |
| Paragraph(s) 2  | Teenagers would benefit from a later start of a school day                         | Citing research  |
| Paragraph(s) 3  | Not many teenagers get the amount of sleep needed                                  | Citing research, using survey  |
| Paragraph(s) 4  | Without getting the right amount of sleep there could be consequences              | Stating a problem  |
| Paragraph(s) 5  | It's better to have a later start time of school                                   | Sharing a recommendation   |
| Paragraph(s) 6  | Letting students arrive at school later will let them improve their academics      | Comparing and contrasting  |
| Paragraph(s) 7  | Schools delaying school has seen impressive results of improvement                 | Stating a solution   |

Step 4: Ask and answer two higher-level question about the text below. Use this list to assist you.  
 What is the central idea of the text? What is the text structure? What is the authors purpose? Why does the author begin the article the way he does? How else could the author have ended the article? How do the texts organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea?

|  |  |                    |
|--|--|--------------------|
| Question 1:<br>What is the author doing in the entire article? | Answer:<br>The author is sharing problems of sleep & schools and sharing a solution.         |                    |
| Question 2:<br>What is the main idea of the whole article?     | Answer:<br>Teenagers need more time to sleep and have a later school time to do academ well. |                    |
| Paragraph(s) 8   | It wouldn't be hard to get enough school & sleep for teenagers                               | Stating an opinion |

Five Step Reading Process

Name of Text:  
 Teenagers should be sleeping before class not during it.

Step 1: Make a prediction below - what the text is going to be about?  
 Teenagers sleep schedule at night and they shouldn't sleep in class.

| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together? | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk. | Step 3: Charting the Text<br>Below, write down what organizational feature the author is using. Use this list to help you. |
|---|--|--|
| Paragraph 1   | Teenagers need more sleep and time in school                                       | Making a claim   |
| Paragraph(s) 2  | electronics make teens stay up.  | using data   |
| Paragraph(s) 3  | teens need 8.5 to 9.5 hours of sleep   | using research,  |
| Paragraph(s) 4  | no sleep can lead to accidents, poor performance in tests and more.                | using an example   |
| Paragraph(s) 5  | early school start   | uses data  |
| Paragraph(s) 6  | Scheduling change would improve academic achievement                               | using example  |
| Paragraph(s) 7  | longer school year's have impressive results,                                      | Using data or opinion  |
| Paragraph(s) 8  | 40 mins at night and 40 weeks at school.   | Making claim   |

Step 4: Ask and answer two higher-level question about the text below. Use this list to assist you.  
 What is the central idea of the text? What is the text structure? What is the authors purpose? Why does the author begin the article the way he does? How else could the author have ended the article? How do the texts organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea?

|   |  |
|---|--|
| Question 1: why does the author think there should be longer school days. | Answer: The author thinks this because other schools have done it and seen impressive results. |
| Question 2:<br>What is the main idea of paragraph 2                       | Answer: The main idea is that electronics make teens stay up and delay sleep schedule.         |





Five Step Reading Process

Name of Text: Teenagers should be sleeping before class, not during it

Step 1: Make a prediction below - what the text is going to be about?  
I think the text will be about teenagers sleep schedule.

| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together? | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk. | Step 3: Charting the Text<br>Below, write down what organizational feature the author is using. Use this list to help you. |
|---|--|--|
| Paragraph(s) 1  | Teenagers need more time to sleep  | Making a claim   |
| Paragraph(s) 2  | Teenagers would benefit from a later start of a school day                         | Citing research  |
| Paragraph(s) 3  | Not many teenagers get the amount of sleep needed                                  | Citing research, Using surveys   |
| Paragraph(s) 4  | Without getting the right amount of sleep more could be consequences               | Stating a problem  |
| Paragraph(s) 5  | It's better to have a later start time of school                                   | Sharing a recommendation   |
| Paragraph(s) 6  | Letting students arrive at school later will let them improve their academics      | Comparing and contrasting  |
| Paragraph(s) 7  | Schools delaying school has seen impressive results of improvement                 | Stating a solution   |

Step 4: Ask and answer two higher-level question about the text below. Use this list to assist you.  
What is the central idea of the text? What is the text structure? What is the authors purpose?  
Why does the author begin the article the way he does? How else could the author have ended the article? How does the texts organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea?

|  |   |
|--|---|
| Question 1:<br>What is the author doing in the entire article?                   | Answer:<br>The author is sharing problems of sleep & schools and sharing a solution.            |
| Question 2:<br>What is the main idea of the whole article?                       | Answer:<br>Teenagers need more time to sleep and have a later school time to do academics well. |
| Paragraph(s) 8<br>It wouldn't be hard to get enough school & sleep for teenagers | Stating an opinion  |

Five Step Reading Process

Name of Text: Teenager should be sleeping before class, Not during it

Step 1: Make a prediction below - what the text is going to be about?  
Teenagers should get more sleep so they don't sleep in classes.

| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together? | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk. | Step 3: Charting the Text<br>Below, write down what organizational feature the author is using. Use this list to help you. |
|---|--|--|
| Paragraph(s) 1  | how people came up to not address this   | Stating a problem  |
| Paragraph(s) 2  | why teens go to bed late   | Citing research  |
| Paragraph(s) 3  | teens need 8.5 to 9.5 hours of sleep each day                                      | Citing research  |
| Paragraph(s) 4  | Not sleeping enough has a big consequence  | Stating a problem  |
| Paragraph(s) 5  | You can't ignore the science   | Making a claim   |
| Paragraph(s) 6  | Starting school later is better for the students                                   | Comparing & contrasting and stating a solution   |
| Paragraph(s) 7<br>It shouldn't be hard to get enough sleep & education                              |  | Sharing an anecdote/story and stating an opinion   |

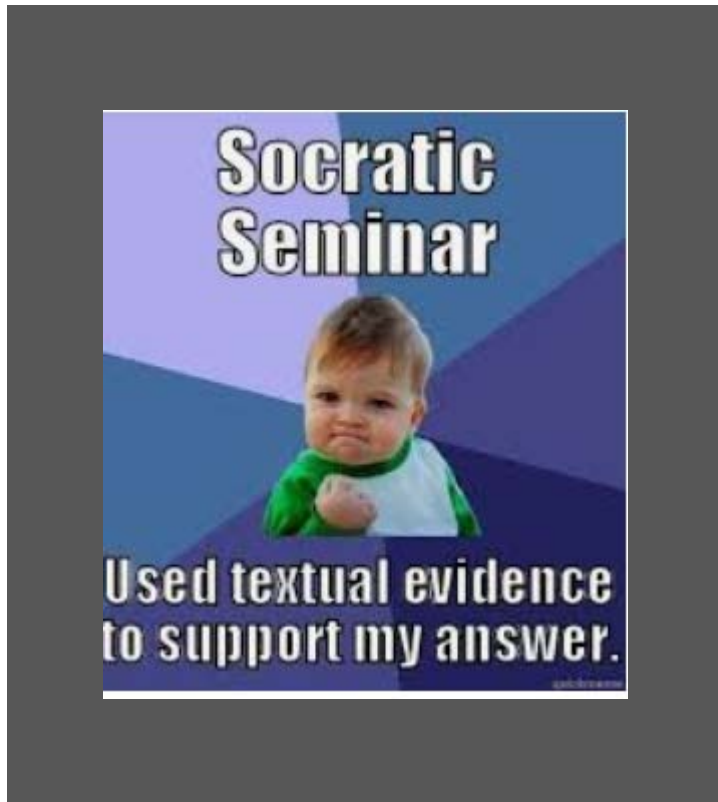
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|  |   |
|--|---|
| Question 1:<br>What is the text structure?           | Answer:<br>Problem and solution.  |
| Question 2:<br>What is the central idea of the text? | Answer:<br>Schools should adapt to times that teenagers can get more sleep. |

Student Examples.  
\*\*Note: Accept all answers that have evidence of being correct. There is more than one way to state a main idea and more than one example of charting in each section. \*\*

Student Examples.  
**\*\*Note:** Accept all answers that have evidence of being correct. There is more than one way to state a main idea and more than one example of charting in each section. **\*\***

| Name of Text: Teenagers Should Be Sleeping Before Class, Not During It  |  |  |
|---|--|--|
| Step 1: Make a prediction below - what the text is going to be about?   |  |  |
| Step 2: Chunking the text.<br>Below, write down what sentences, paragraphs or sections go together?   | Step 3: Main Idea of each chunk.<br>Below, write down the main idea of each chunk.   | Step 3: Charting the Text - What the author is doing.<br>Below, write down what organizational structure or feature the author is using. Use this list to help you.                      |
|   |  | Using an example<br>Using data<br>Describing something<br>Comparing and contrasting<br>Using cause and effect<br>Citing research<br>Sharing a recommendation<br>Using surveys            |
|   |  | Stating a problem<br>Stating a solution<br>Using quotes<br>Sharing an anecdote / story<br>Using sequencing of events<br>Stating an opinion<br>Making a claim<br>Questioning the audience |
| Paragraph(s) 1  | Teenagers need more sleep and more time in school.   | Stating a problem.   |
| Paragraph(s) 2  | Why teenagers would benefit from a later start to the school day.  | Using research   |
| Paragraph(s) 3  | To function normally teenagers, need 8.5 – 9.5 hours of sleep a night.   | Using research   |
| Paragraph(s) 4  | Effects of not getting enough sleep.   | Cause and effect   |
| Paragraph(s) 5  | Despite the conveniences of later start times, schools should still start later to benefit students.   | Making a claim   |
| Paragraph(s) 6  | In the mid-19 <sup>th</sup> century schools began later and ran year-round until fears resulted in changing the times.                           | Offering a solution  |
| Paragraph(s) 7  | The US secretary of Education agrees, and schools that have experimented with a later start time and included more days have seen great results. | Sharing a quote  |
| Paragraph(s) 8  | Teenagers need more sleep and more time in school.   | Making a claim   |
| <b>Step 4: Ask and answer two higher-level question about the text below.</b> Use this list to assist you.<br>What is the central idea of the text? What is the text structure? What is the authors purpose?<br>Why does the author begin the article the way he does? How else could the author have ended the article? How does the text's organizational features help develop the central idea? What is the authors point of view? Why did the author write this article? What other information could the author include to help develop the central idea? |  |  |
| Question 1:<br>What is the overall structure of the text?   | Answer:<br>Problem and solution.   |  |
| Question 2:<br>How does the structure of the text help develop the main idea?   | Answer:<br>Bu using problem and solution the author can clearly state the problem and offer reasons and solutions for the problem.               |  |



## The Virtual Happenings of Socratic Seminar

- Consider your two higher order thinking questions. Share them in the chat.
- If you would like to take part in a Socratic Seminar, consider one of them to share.
- You will ask your question out loud during Socratic Seminar. The group will consider what the answer is and talk about it together. You will just listen to their responses, and then offer your answer.

## **Socratic Seminars Ground Rules**

1. Speak so that all can hear you.
2. Listen closely.
3. Always refer to the text.
4. Ask for clarification. Don't stay confused.
5. Consider all viewpoints and ideas.
6. Know that you are responsible for the quality of the seminar.
7. Silence is thinking time. Be ok with it.





1 2 3  
1 0 4  
9 5  
8 7 6

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Castro, Jordan Elizabeth  
Bradley, Devin  
Conrino, Isaac

Beetle, Christopher  
Briuk, Max

Campbell, Amelia Lucille  
Candria, Jonuel

Frey, Abigail Marie  
Greene, Cameron

Boyl, Lauren Julia  
Fernandes, Sophia Nicole  
DiPietro, Ava

Logan, Kellen Lynch  
Li, Ian Bao

Heal, Olivia  
Godfrey, Logan  
De La, Lorenza

Maney, Gloria Sofia  
Rochell, Jackson

Mccormick, Alyssa Ann  
Maldon, Candice Leigh

Vegg, Caleb  
Hess, Audrey Rebecca  
Merritt, Amelia R

Washington, Aaliyah  
Portugal, Jona  
Hill, Deandra Win

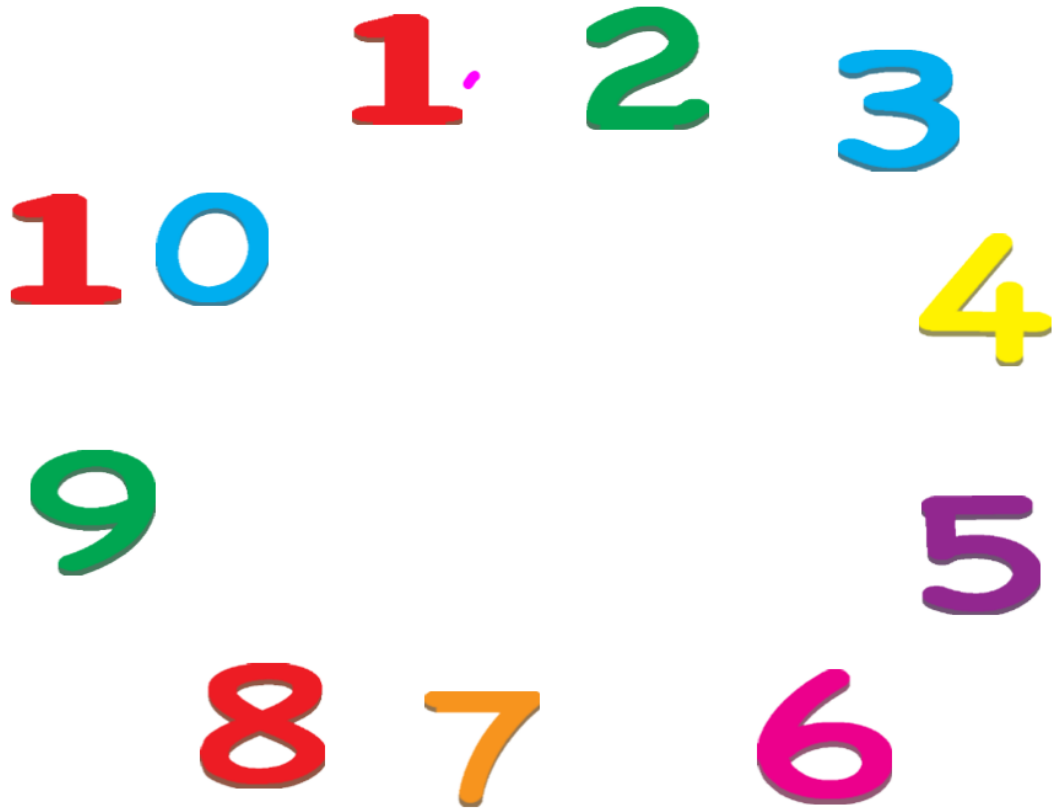
Santos, Noah Lucien  
Veadie, Addison Isabella

P



P3

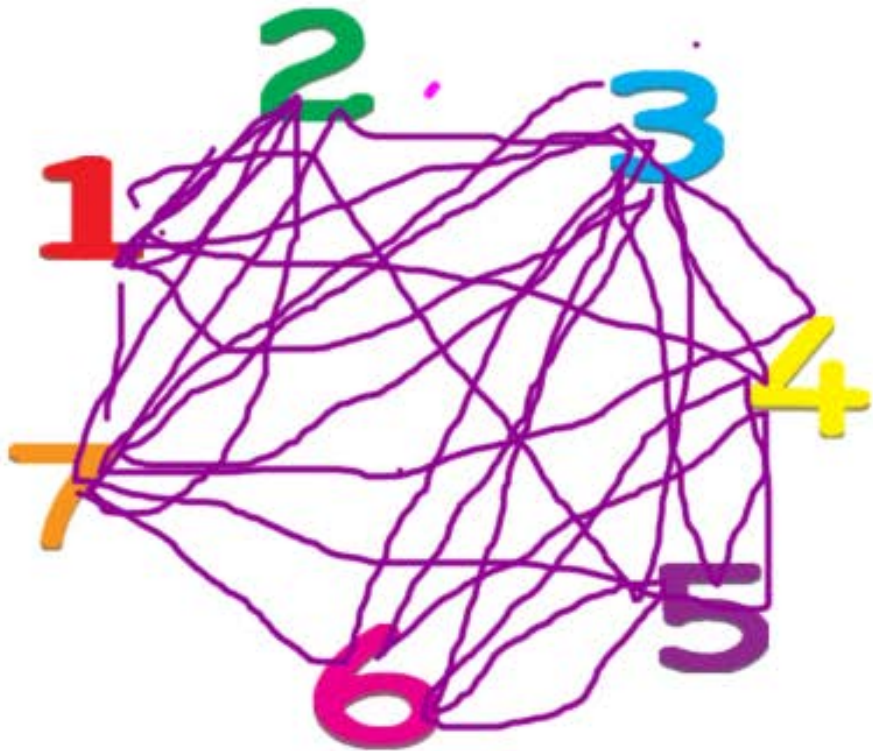




**Student Generated Higher Order Thinking Questions: Period 3**

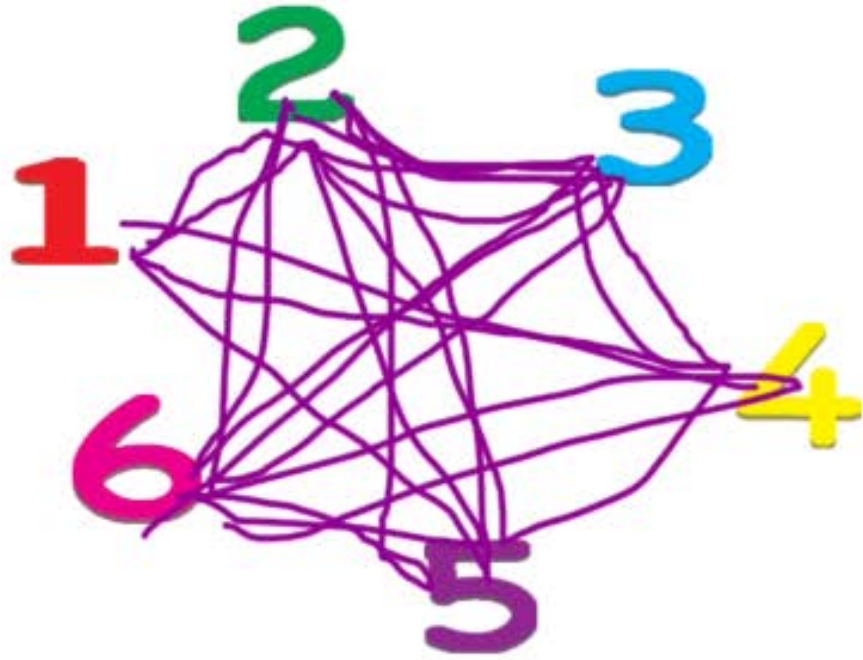
1. What is a good reason for writing this article? Adriana
2. Explain why the author included paragraph 8? Rylee
3. What is the central idea of the text? Brandon
4. Why did the author structure the article the way they did? Natali
5. Why did the author write this article? Leon
6. What other information could the author include to help develop the central idea
7. What is the author's point of view? Alyssa
8. Why did the author begin the text the way they did? Makayla
9. What evidence did the author give to support the main idea? Remington
10. What is the overall structure of the text? Jonas

**Student Generated Higher Order Thinking Questions: Period 4**



### Student Generated Questions Period 5

- 1) Why does the author begin the article the way she does? Olivia
- 2) What is the overall text structure of the article? Mckenna
- 3) What is the authors point of view? Joseph
- 4) What other information could the author include to hep make their point? Ava
- 5) What is the overall claim in the article? Alejandro
- 6) How does the overall text structure help to develop the central idea in the text? Sarah
- 7) How else could the author have ended this article?



### Student Generated Questions Period 6

- 1) What is the central idea of the article? - Gabe
- 2) What is the overall text structure of the article? Why do you say this? - Gabby
- 3) Why did the author use the example in paragraph 6 of mid-century schools having more school days during the year? - Peter
- 4) How does paragraph one contribute to the text? - Emma
- 5) Why did the author write this article? - Sanay
- 6) What is the problem and solution in the text? Robert