



**SHARP READING**  
meeting needs and making it manageable

# Stage 4 ONLiNE Course Book

## Teaching Reading Comprehension

“The Deep 4”

This book belongs to: \_\_\_\_\_



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- 12 years as an independent consultant overseeing the implementation of SharpReading in schools in New Zealand, Australia, Hong Kong and China.



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- 2 years tutor at New Zealand Graduate School of Education
- 12 years as an independent consultant overseeing the implementation of SharpReading in schools in New Zealand, Australia, Hong Kong and China.

## What underpins our Decision Making?

- **MANAGEABILITY** - Making it manageable for the teachers
- **CHALLENGE** - Maintaining the correct level of challenge for the students
- **STUDENT SUCCESS** - Always ensuring success occurs - in every lesson

## What has shaped SharpReading

15 years of action research developing reading programmes that work in the classroom for trainee and experienced teachers, many hours of testing and trialling ideas with students and teachers.

The research and writings of

- Daniel T Willingham 'The Reading Mind: A Cognitive Approach'
- Sue Dymock & Tom Nicholson 'Teaching Comprehension: The What, the How, the Why'
- Anita Archer and Charles Hughes 'Explicit Instruction'
- Michael Pressley 'Reading Instruction that works'
- Timothy Shanahan - Many Blogs

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# Stage 3 Review

## SharpReading Theory

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### A STAGE 3 THEORY REVIEW

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#### **Students have been Developing the SKILL of Unpacking Sentences**

Through their Independent Practice with 'I think that means...' your students have had the opportunity to develop the automatic 'In-the-moment' **comprehension skills** that they need to:

##### **A. Extract ideas in the sentence**

They do this by retrieving from their long term memory (Scarborough's Language Comprehension strands) ...

1. General knowledge of the physical and social world around them
2. Understanding of the vocabulary that is stored in their mental dictionary
3. Awareness of the way that sentences work
4. Ability to fill in the gaps, read between the lines, connect the dots (make inferences) and recognise idioms and figures of speech
5. Understanding of different genre

##### **B. Put all those ideas together - Construct the Meaning**

They use the information they have extracted to put it all together and come up with the message that the author intended.

#### **How to Build Capacity**

##### **Independent Practice**

("The band gets better by playing together.")

Having many many opportunities to practice unpacking sentences (without intense scrutiny and removing lots of teachable moments) strengthens the reader's ability to construct meaning by increasing speed and flexibility in the use of the 5 Strands. This builds success (the release of dopamine and endorphins) and confidence.

**Convince Me** is the opportunity to push them into deeper processing, forcing the integration of the 5 strands beyond the superficial response.

#### **AND we introduced a Problem-Solving STRATEGY**

**Clear the Roadblocks** introduces the first 'Stop-and-think-about-it' **comprehension strategy** to train them to recognise vocabulary challenges and deal with them.

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#### **Getting the Challenge Right**

The level of text that they can comfortably perform this task at will depend on the breadth and depth of the strands that has been previously encoded into their long term memory and their ability to retrieve that information to construct the meaning of the new text they are reading.

Monitor the following:

- \* **General Knowledge** - look for a deficit in knowledge about the topic
  - \* **Vocabulary** - generally there should be no more than three unknown or difficult words per paragraph (100 words).
  - \* **Sentence Structure** - check whether the complexity of the sentence structure is getting in the way of fluent unpacking.
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#### **When are students ready for Stage 4?**

When they are showing reasonable accuracy and speed with the 'In-the-Moment' skill of unpacking sentences at **a level of text difficulty that is appropriate to them.** It won't necessarily be at a RA 14+ years!

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# SharpReading Stage 4

# SharpReading Theory

## AIM

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**To get readers to consciously use four specific strategies to extend and enhance their thinking about text**

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## THE STAGE 4 THEORY

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### Stage 4 - The Deep 4

Now that students have strengthened their ability to construct meaning 'in-the-moment', we introduce comprehension strategies (deliberate metacognitive 'Stop-and-think-about-it' actions that take place in the working memory) that are aimed at extending and enhancing the readers' processing of text.

This encourages the 'active' reading of text which makes for better encoding into long-term memory. As a result, the schema the students are building in long-term memory are more complex and the neurological pathways being developed result in better comprehension.

It also makes the text come alive and raises reader motivation.

From the research evidence, we have selected four comprehension strategies that have proven to have the biggest impact on enhancing comprehension.

**Forming Mental Images**

**Making Connections to Prior Knowledge**

**Asking questions**

**Forming (and revising) Hypotheses**

## HOW WE DO THIS

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**EXPLICIT TEACHING** of each of the Deep 4 Strategies (in a lesson or two) followed by at least 4 lessons of **INDEPENDENT PRACTICE** for each strategy.

### **FLUENCY**

Once all the four strategies have been taught, practised and used properly, the students then choose the strategy that is the most appropriate to the sentence they are unpacking.

The teacher's job is to monitor whether students are using all four and give them feedback on their balanced use of these strategies.

### **LOOK FOR BALANCED USE OF STRATEGIES**

Important Note: We are looking for the balanced use of strategies as much as the quality of strategy use. Our experience has shown us that focussing too much on the quality of the response can become very subjective, slow thinking down, and impede the enjoyment of exploring flexible thinking while reading.

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# Stage 4: Teacher Script

## Explicit Teaching - "I have a picture..."

**EXPLAIN** - reading directly from the script will provide an adequate initial explanation of this strategy.

a. **"I have a picture..."** (IHAP) trains your brain to create clear, detailed pictures in your heads from the words you are reading.

• **WHY** - If you can do this well it will make your reading 'come alive' like a movie playing in your head, which makes the story more exciting and transfers it into your long-term memory.

• **HOW do we train our brains to do this?**

Read out a sentence

Quickly scan the sentence and find the ideas in that sentence.

Choose one of the ideas - don't try to do the whole thing.

Say "I have a picture..." and then have a go at describing your picture.

Try to use at least 2 of the descriptors to add lots of detail.

**DESCRIPTORS:** appearance, age, colour, shape, size, texture, sounds, smell, taste, action

Here is an example: **There was an out of control bus coming down the road.**

"I have a picture of a **red** (colour), **double decker** (size | shape) bus.

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**MODEL** - Use the text provided on page 7 and 'Thinking Aloud' to show your students how **you** create IHAP statements

b. **ALL READ a sentence ALOUD**

c. **TEACHER does a quick ITTM**

d. **TEACHER uses thinking aloud to find the ideas in the sentence**

e. **TEACHER reads out the IHAP examples below the sentence**

f. **TEACHER uses thinking aloud to explain the IHAP examples**

Continue with further sentences until the process is understood by students.

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## GUIDED PRACTICE

g. **ALL READ ALOUD** the next sentence.

h. **ASK A STUDENT** to do a quick ITTM.

i. **TEACHER says "What are the ideas in the sentence?"**

**"Choose one of the ideas from the sentence."**

**"I have a picture..."** - students create 'IHAP ...' statements with 2 descriptors.

*Repeat for other ideas in the sentence.*

j. **UNCOVER** and read the suggested ideas and example statements on the chart once students have had a go themselves.

*Repeat for other sentences - fiction and non fiction.*

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## WRAP-UP

k. **"What are we working on? Why?"**

l. **"Are you getting better at it? How do you know?"**

m. **GIVE FEEDBACK**

n. **"Next lesson we will..."**

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# The Deep 4 - Examples for Explicit Teaching

## “I have a picture...”

*Print off this page (one for each student) for Modelling and Guided Practice.  
The headings at the top of the chart provide a prompt for the teacher and the reader about what to do.*

### Read the sentence aloud - Quick ITTM

### Find the ideas in the sentence - Choose one

### Say “I have a picture...” and use 2 descriptors

### Uncover the IHAP examples

**DESCRIPTORS:** appearance, age, colour, shape, size, texture, sounds, smell, taste, movement, action

**TEXT:** Fiction From “Pet Problems” StoryByte #8

**Level 3 RA 8.5-9yrs**

Ashley and her mother Claudine had no luck with pets.

**MOTHER CLAUDINE:** “I have a picture of Claudine who is tall, slim and smells like roses.”

**NO LUCK WITH PETS:** “I have a picture of a small, black cat that gets struck by lightning.”

Their budgie had died a horrible death when it stuck its head between the wires of it's cage.

**HORRIBLE DEATH:** “I have a picture of a very still budgie with a terrified look on its face.”

Their beautiful long-haired cat choked on a huge furball.

**BEAUTIFUL LONG-HAIRED CAT:** “I have a picture of a cat with long, light brown fur. It looks magnificent like a lion.”

There were pet graves everywhere in their garden.

**PET GRAVES:** “I have a picture of little mounds of earth with crosses made from tree branches.”

**TEXT Non-Fiction From “Global Warming” InfoByte #16**

**Level 5 RA 10-11yrs**

Every day we hear important people warning us about global warming.

**IMPORTANT PEOPLE:** “I have a picture of film stars and politicians wearing fancy clothes and sunglasses.”

**WARNING ABOUT GLOBAL WARMING:** “I have a picture of people marching with big, hand-written placards.”

What are they talking about?

**WHAT ARE THEY TALKING ABOUT:** “I have a picture of a woman with curly, red hair looking confused.”

Global warming is a term used by scientists to describe a gradual increase in the temperature of our planet - the land and the sea.

**INCREASE IN AVERAGE TEMPERATURE:** “I have a picture of a thermometer and the mercury is climbing .”

**PLANET GETTING HOTTER:** “I have a picture of the planet and the colours of the sea and the land are changing from purples to greens to orange and red.”

It has taken a long time to convince everyone that this is a reality not just the result of different seasons.

**LONG TIME TO CONVINC:** “I have a picture of an angry mother telling her teenager to tidy his room and he's not listening.”

**DIFFERENT SEASON:** “I have a picture of yellow leaves falling from trees and people putting on warm coats.”

The frightening thing is that we are responsible for this.

**RESPONSIBLE FOR THIS:** “I have a picture of me walking in a desert-like park with brown grass and dying trees and I have a very guilty look on my face.”

# Stage 4: Teacher Script

## Independent Practice - "I have a picture..."

### SHARE THE LEARNING OUTCOME

**STATE:** "We are learning to use 'I have a picture...' WHILE we are reading"

**EXPLAIN:** "This trains our brain to create clear, detailed pictures in our head."

**MODEL:** "We need to choose an idea in the sentence, say "I have a picture..." and use at least two of the descriptors."

For example ..... "The duck landed on the water."

"I have a picture of fat, quacking ducks."

**VERBALISE:** "What are we practising? Why?"

### STEP 1: Read a paragraph of the text silently

- "Read the paragraph silently. Fast finishers slide your cover card back to the first sentence and practice "I have a picture..."
- SCAN** the group - after appropriate wait time, move on to Step 2.

### STEP 2: Unpack the Sentences using ITTM and "I have a picture..."

- "Go" - **ALL READ ALOUD** the first sentence.
- TEACHER UNPACKS** the first sentence using ITTM and "I have a picture..."
- "Go" - **ALL READ ALOUD** the next sentence.
- "[Name]" - randomly choose a student to unpack the next sentence.
- CONTINUE** to the end of the paragraph.

*No intervention. Teacher records quality of ITTM as 1 to 3 and Deep 4 as dot or tick.*

### STEP 3: Clear the Roadblocks

- "Are there any roadblocks?"  
If there are any roadblocks clear them using the routine established in Stage 3.

### STEP 4: Convince Me!

- "I am the Judge! Convince Me!" - teacher sets an "I have a picture..." challenge.  
"Give me (choose 5 - 10) convincing 'IHAP' statements in (choose 1 or 2) mins"  
**TEACHER** chooses a sentence and reads it out.  
**TEACHER** presents ideas from the sentence OR students choose.  
**STUDENTS** create "IHAP..." statements with 2 descriptors, for the ideas.  
**TEACHER** can push back with "I need a bit more!"

### STEP 5: Prediction

- "What do you think could happen next?" (fiction)  
"What information could come next?" (non fiction)

*REPEAT Steps 1-5 for next paragraph*

### WRAP-UP

- "What have we been practising? Why?"
- "Are you getting any better at this? How do you know?"
- GIVE FEEDBACK** from data
- "Next lesson we will..." - identify possible next steps



## Stage 4: Independent Practice “The 5 Steps” Text for “I have a picture...”

### Princess Penelope

StoryByte #9 RA 8.5-9 yrs

The king and queen wanted their only daughter Penelope to be a perfect princess. She could never sleep on anything but a super soft bed. She had a huge number of beautiful clothes to choose from. She was expected to have a bath in goat's milk every day to make sure her princess skin stayed super soft. A special maid was with her every waking moment of the day to make sure she had everything she needed and wanted.

But being a perfect princess was not what Penelope wanted. The princess stuff drove her crazy. She had no interest in beautiful clothes and couldn't care less about looking after her skin. What really excited her was being able to sneak away to the palace workshop and play around with tools and tinker with machinery. There were times when she got so fed up with the princess thing she would grab a chainsaw from the workshop and disappear into the forest surrounding the palace. The only thing that calmed her down was to chainsaw a few trees.

### Pompeii

InfoByte #10 RA 10-11 yrs

Two thousand years ago, the world was shaken by the most deadly natural disaster that had ever been recorded. In less than 24 hours the city of Pompeii and a quarter of its population were wiped from the face of the earth. The people were used to regular earthquakes but no one suspected that a neighbouring mountain was a smouldering volcanic time bomb. Pressure from beneath the surface had been building up for hundreds of years.

On August 24, 79AD, at 1pm, Mount Vesuvius roared into life. It fired a cloud of volcanic gas, boiling rock and ash 15-20 kilometres straight up into the sky. Everything came to a standstill as the people of Pompeii stood and watched this amazing display. The top of the column of cloud began to spread out across the sky directly over Pompeii. It blocked out the sun, plunging the city into darkness. High up the boiling rock began to cool, turning into pumice stone which then began to rain down on Pompeii.

# Stage 4: Teacher Script

## Explicit Teaching - "I know that because..."

**EXPLAIN** - reading directly from the script will provide an adequate initial explanation of this strategy.

- a. **"I know that because..."** (IKTB) trains your brain to make a connection between what you are reading and what you already know or an experience you have had (something you have done), and then gets you to explore your feelings or someone else's feelings about it.
  - **WHY** - If you can do this well you will have a much better understanding of what is happening in the story because you remember that you have been there and done that or know what it is like.
  - **HOW** - Find the ideas within the sentence that you can connect to something you know about or have done.
    - Say "I know that because..."
    - Describe your experience or what you know.
    - Describe your own or someone else's feelings about that experience.
  - **SUCCESS** - you will know you are doing this well when IKTB makes you and others feel more connected to the information.

Here is an example: **There was an out of control bus coming down the road.**

"I know that because I have been in a bus that crashed and it freaked me out."

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**MODEL** - Use 'Thinking Aloud' to show your students how **you** create IKTB statements

- b. **ALL READ a sentence ALOUD**
- c. **TEACHER does a quick ITTM**
- d. **TEACHER uses thinking aloud to find the ideas in the sentence**
- e. **TEACHER reads out the IKTB examples below the sentence**
- f. **TEACHER uses thinking aloud to explain the IKTB examples**

Continue with further sentences until the process is understood by students.

---

### GUIDED PRACTICE

- g. **ALL READ ALOUD** the next sentence.
  - h. **ASK A STUDENT** to do a quick ITTM.
  - i. **TEACHER says "What are the ideas in the sentence?"**
    - "Choose an idea from the sentence."**
    - "I know that because..."** - students create 'IKTB ...' (experience & feeling).

*Repeat for other ideas in the sentence.*
  - j. **UNCOVER** and read the suggested ideas and example statements on the chart once students have had a go themselves.

*Repeat for other sentences - fiction and non fiction.*
- 

### WRAP-UP

- k. **"What are we working on? Why?"**
  - l. **"Are you getting better at it? How do you know?"**
  - m. **GIVE FEEDBACK**
  - n. **"Next lesson we will..."**
-

# The Deep 4 - Examples for Explicit Teaching

## “I know that because...”

Print off this page (one for each student) for Modelling and Guided Practice.  
The headings at the top of the chart provide a prompt for the teacher and the reader about what to do.

**Read the sentence aloud - Quick ITTM**  
**Find the ideas in the sentence - Choose one**  
**Say “IKTB...connect to knowledge or experience - add a feeling”**  
**Uncover the IKTB examples**

**TEXT: Fiction From “Baby Hoatzin” StoryByte #5**

**Level 3 RA 8.5-9yrs**

The baby Hoatzin bird had been woken up by something.

**WOKEN BY SOMETHING:** “IKTB sometimes when I am asleep there is a loud noise that wakes me up. I get a fright.”  
**BABY HOATZIN BIRD:** “IKTB I have seen a picture of one of these baby birds. They are very funny looking and make me laugh.”

He peered out from his nest high up in the tree that overhung the swamp below.

**PEERED OUT FROM HIS NEST:** “IKTB I have seen little birds in nests stretching their necks. It looks cute.”  
**TREE THAT OVERHUNG THE SWAMP BELOW:** “IKTB I have seen trees with branches growing out over the water. I worry about the tree falling into the water.”

There was a snake sliding towards him along the branch.

**SNAKE SLIDING:** “IKTB that is how snakes move. They have no legs. It’s creepy watching them.”

The eyes in the small round head that stared at him told him that this meant danger.

**EYES IN SMALL ROUND HEAD:** “IKTB I have seen snakes. Their heads are small compared to the rest of their body. That always surprises me.”  
**STARED AT HIM:** “IKTB snakes don’t blink and it is quite weird and unnerving.”  
**STARED...MEANT DANGER:** “IKTB snakes stare at their prey just before they strike. It is very scary.”

**TEXT Non-Fiction From “Children of the War” InfoByte #15**

**Level 3 RA 8.5-9yrs**

How miserable would you be if you had to leave your parents for five years and go and live with a family you didn’t know?

**LIVE WITH A FAMILY YOU DIDN’T KNOW:** “IKTB I had to stay with another family for 2 weeks. I felt lonely.”  
**HOW MISERABLE WOULD YOU BE:** “IKTB sometimes when it’s raining outside I have nothing to do and I feel bored.”

This happened to a large number of British children in 1939.

**BRITISH CHILDREN IN 1939:** “IKTB I read about it happening in WW 2. Must have been horrible for the families.”  
**THIS HAPPENED:** “IKTB when there is a war they get the children out of the danger zone. It’s a good idea.”

With the beginning of the war, Germany started dropping bombs on London.

**GERMANY DROPPED BOMBS ON LONDON:** “IKTB when countries are at war they start dropping bombs on cities. That must be frightening.”

Many parents decided to move their children out of the city to the safety of the country.

**PARENTS DECIDED TO MOVE THEIR CHILDREN:** “IKTB in the earthquakes some people left Christchurch because they thought it wasn’t safe for their children.”  
**SAFETY OF THE COUNTRY:** “IKTB in wars they mainly bomb cities.”

# Stage 4: Teacher Script

## Independent Practice - "I know that because..."

### SHARE THE LEARNING OUTCOME

**STATE:** "We are learning to use 'I know that because...' WHILE we are reading"

**EXPLAIN:** "This trains our brain to make a connection between what we are reading and what we already know, and then explore how we feel about it."

**MODEL:** "We need to choose an idea in the sentence, say "I know that because..."  
Add an experience or knowledge we have about that idea.  
Add a feeling about that knowledge or experience."

For example ...."The duck landed on the water."

"I know that because I've seen ducks landing on water. They sort of waterski. It looks like fun.

**VERBALISE:** "What are we practising? Why?"

### STEP 1: Read a paragraph of the text silently

- "Read the paragraph silently. Fast finishers slide your cover card back to the first sentence and practice "I know that because..."
- SCAN** the group - after appropriate wait time, move on to Step 2.

### STEP 2: Unpack the Sentences

#### Use ITTM and "I know that because..."

- "Go" - **ALL READ ALOUD** the first sentence.
- TEACHER UNPACKS** the first sentence using **ITTM** and "I know that because..."
- "Go" - **ALL READ ALOUD** the next sentence.
- "[Name]" - randomly choose a student to unpack the next sentence.
- CONTINUE** to the end of the paragraph.

*No intervention. Teacher records quality of ITTM as 1 to 3 and Deep 4 as dot or tick.*

### STEP 3: Clear the Roadblocks

- "Are there any roadblocks?"  
If there are any roadblocks clear them using the routine established in Stage 3.

### STEP 4: Convince Me!

- "I am the Judge! Convince Me!" - teacher sets an "I know that because..." challenge.  
"Give me (choose 5 - 10) convincing 'IKTB' statements in (choose 1 or 2) minutes"  
**TEACHER** chooses a sentence and reads it out.  
**TEACHER** presents ideas from the sentence OR students choose.  
**STUDENTS** create "IKTB..." statements for the chosen ideas.  
**TEACHER** can push back with "I need a bit more!"

### STEP 5: Prediction

- "What do you think could happen next?" (fiction)  
"What information could come next?" (non fiction)

*REPEAT Steps 1-5 for next paragraph*

### WRAP-UP

- "What have we been practising? Why?"
- "Are you getting any better at this? How do you know?"
- GIVE FEEDBACK** from data
- "Next lesson we will..." - identify possible next steps

## Stage 4: Independent Practice "The 5 Steps" Text for "I know that because..."

### **The Vampire Bat**

StoryByte #12 RA 10-11 yrs

The vampire bat was hungry. There had not been much food lately for her colony of bats that lived in a small cave in the rainforest. A big forest fire had scared off a lot of the wildlife so hunting for food was not easy. Those bats who managed to find something during the night would vomit it up and share it around, knowing that the other bats would do the same for them.

It was night-time now, time to leave the cave and search for food. With a flurry of wings, the bats headed off in different directions. They were looking for just one thing, the blood of live animals and they needed to be very careful not to wake their prey while they were feeding off them. As she flew through the forest close to the ground, the vampire bat listened carefully for the regular breathing of sleeping animals. She found a wild pig asleep in the undergrowth and landed close by preparing herself for the attack.

### **Stay Away From Me!**

InfoByte #6 RA 10-11 yrs

All living things are part of the food chain. They are constantly searching for other living things to feed on while desperately trying to stop other things from eating them. They have learned ways to behave and have the body parts they need to protect themselves and their families from predators. Some have hard shells and spikes which make them hard to eat. Others have sharp teeth and razor sharp claws, or they can run very fast. Here are three interesting ways that animals avoid being someone else's dinner.

The Texas horned lizard has a startling method of defending itself. If it feels threatened it is able to squirt streams of blood from its eyes, usually aimed at the mouth or the eyes of the predator. If the predator has the lizard in its mouth it will drop it and try to wipe off the blood allowing the lizard to escape. The blood also has an unpleasant taste. Many animals have learnt to avoid bad tastes, as they often mean poison.

# Stage 4: Teacher Script

## Explicit Teaching - "I wonder..."

**EXPLAIN** - reading directly from the script will provide an adequate initial explanation of this strategy.

- a. **"I wonder..."** trains your brain to ask questions about what is actually happening in the story you are reading. This really helps you to be an active reader.
  - **WHY** - If you develop a habit of asking questions **while** you read you will want to read on to find out more. This is a great way to wake up your brain and adds to the fun.
  - **HOW** - Find an idea in the sentence that you can ask a question about.  
**QUESTION WORDS:** why, who, what, when, which, where, how.  
- Use 'I wonder...' with a **question word** to make a question.
  - **SUCCESS** - you will know you are doing it well when your question gets you and others thinking and wondering about what will come next.  
Sometimes the questions are obvious (right there in the sentence) and sometimes they are not. We can call these 'hidden' questions.  
Aim to ask both kinds.

Here is an example: **There was an out of control bus coming down the road.**  
"I wonder **why** the bus is out of control?" (right there)  
"I wonder **who** the bus driver was?" (hidden)

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**MODEL** - Use 'Thinking Aloud' to show your students how **you** create 'I wonder...' statements

- b. **ALL READ a sentence ALOUD**
- c. **TEACHER does a quick ITTM**
- d. **TEACHER uses 'Thinking aloud' to find the ideas in the sentence**
- e. **TEACHER reads out the 'I wonder...' examples below the sentence**
- f. **TEACHER uses 'Thinking Aloud' to explain the "I wonder..." examples**

Continue with further sentences until the process is understood by students.

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## GUIDED PRACTICE

- g. **ALL READ ALOUD** the next sentence.
- h. **ASK A STUDENT** to do a quick ITTM.
- i. **TEACHER says "What are the pieces of information in the sentence?"**  
"Choose a piece of information from the sentence."  
"I wonder..." - students create and discuss possible 'I wonder' statements.  
*Repeat for other ideas in the sentence.*
- j. **UNCOVER** and read the suggested ideas from the sentence and example statements on the chart once students have had a go themselves.  
*Repeat for other sentences - fiction and non fiction.*

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## WRAP-UP

- k. **"What are we working on? Why?"**
- l. **"Are you getting better at it? How do you know?"**
- m. **GIVE FEEDBACK**
- n. **"Next lesson we will..."**

# The Deep 4 - Examples for Explicit Teaching

## “I wonder...”

*Print off this page (one for each student) for Modelling and Guided Practice.  
The headings at the top of the chart provide a prompt for the teacher and the reader about what to do.*

### Read the sentence aloud - Quick ITM

### Find the ideas in the sentence - Choose one

### Say “I wonder...” and use a question word

### Uncover the ‘I wonder’ examples

**QUESTION WORDS: why, who, what, when, which, where, how**

**TEXT: Fiction From “Housemaid” StoryByte #27**

**Level 5 RA 10-11yrs**

Steve was crazy about the apps he could download on his phone.

**THE APPS HE COULD DOWNLOAD ON HIS PHONE:** “I wonder what apps he downloaded?” - (right there)  
**HIS PHONE:** “I wonder what sort of phone he had?” (hidden)  
**STEVE WAS CRAZY:** “I wonder if he was mentally deranged crazy or just excited crazy.” (hidden)

So far he had 736 apps and every day he looked for new ones.

**LOOKED FOR NEW ONES :** “I wonder why he wanted to find more apps?” (right there)  
**SO FAR HE HAD 736 APPS:** “I wonder which apps he used the most?” (hidden)

He had an app for every possible thing you could think of.

**EVERY POSSIBLE THING:** “I wonder if he really had an app for EVERY possible thing?” (right there)  
 “I wonder if he had an app that could make money?” (hidden)

One morning he was sitting at his kitchen table trying to make a decision about breakfast when a new app message came through.

**DECISION ABOUT BREAKFAST:** “I wonder what choices he had for breakfast?” (right there)  
**SITTING AT HIS KITCHEN TABLE:** “I wonder whether he lived by himself?” (hidden)

**TEXT: Non-Fiction From “Tattoos” InfoByte #16**

**Level 5 RA 10-11yrs**

Today it is popular to have tattoos.

**POPULAR TO HAVE TATTOOS:** “I wonder why it has become popular to get tattoos?” (right there)”  
 “I wonder which age-group get the most tattoos?” (hidden)

People have tattoos on their arms, legs, sometimes even on their faces.

**TATTOOS ON THEIR FACES** “I wonder why people have tattoos on their faces?” (right there)  
 “I wonder how long it takes to do a full face tattoo?” (hidden)

Not so long ago it was only sailors, bikers and gang members who had tattoos.

**NOT LONG AGO:** “I wonder how long ago they are talking about - days or years? (right there)  
**SAILORS, BIKERS, GANG MEMBERS:** “I wonder why these people got tattoos? (right there)  
 “I wonder where they got the idea of tattoos from?” (hidden)

It was not a good idea to have a tattoo if you wanted to get a decent job.

**NOT A GOOD IDEA:** “I wonder why it was not a good idea to have a tattoo if you want a decent job? (right there)  
**DECENT JOB:** “I wonder what they mean by a decent job? (hidden)

# Stage 4: Teacher Script

## Independent Practice - "I wonder..."

### SHARE THE LEARNING OUTCOME

**STATE:** "We are learning to use 'I wonder...' WHILE we are reading."

**EXPLAIN:** "This trains our brain to ask questions that get us thinking more about the text."

**MODEL:** "We need to choose an idea in the sentence and say "I wonder..."

Choose a question word and connect it to the piece of information."

For example ...."Ducks live close to water."

"I wonder **WHY** ducks live close to water?" (right there)

"I wonder **WHERE** ducks make their nests?" (hidden)

**VERBALISE:** "What are we practising? Why?"

### STEP 1: Read a paragraph of the text silently

- "Read the paragraph silently. Fast finishers slide your cover card back to the first sentence and practice "I wonder..."
- SCAN** the group - after appropriate wait time, move on to Step 2.

### STEP 2: Unpack the Sentences

#### Use ITTM and "I wonder..."

- "Go" - **ALL READ ALOUD** the first sentence.
- TEACHER UNPACKS** the first sentence using **ITTM** and "I wonder..."
- "Go" - **ALL READ ALOUD** the next sentence.
- "[Name]" - randomly choose a student to unpack the next sentence.
- CONTINUE** to the end of the paragraph.

*No intervention. Teacher records quality of ITTM as 1 to 3 and Deep 4 as dot or tick.*

### STEP 3: Clear the Roadblocks

- "Are there any roadblocks?"  
If there are any roadblocks clear them using the routine established in Stage 3.

### STEP 4: Convince Me!

- "I am the Judge! Convince Me!" - teacher sets an "I wonder..." challenge.  
"Give me (choose 5 - 10) convincing 'IW' statements in (choose 1 or 2) mins"  
**TEACHER** chooses a sentence and reads it out.  
**TEACHER** presents the ideas in the sentence OR students choose.  
**STUDENTS** create "I wonder..." statements for the ideas in the sentence.  
**TEACHER** can push back with "I need a bit more!"

### STEP 5: Prediction

- "What do you think could happen next?" (fiction)  
"What information could come next?" (non fiction)

*REPEAT Steps 1-5 for next paragraph*

### WRAP-UP

- "What have we been practising? Why?"
- "Are you getting any better at this? How do you know?"
- GIVE FEEDBACK** from data
- "Next lesson we will..." - identify possible next steps



## Stage 4: Independent Practice "The 5 Steps"

# Text for "I wonder..."

### Earth Hour

StoryByte #32 RA 10-11 yrs

The latest Earth Hour - the event to get people thinking about saving energy - had been a huge success. For one special hour, EVERYONE across the world had joined in and turned off the power. But now there was a glitch. Forty-eight hours had passed and the power had still not come back on. The special *Gater* community where Sam lived was like a ghost town. The hum that came from the street lights, the security systems and the tele-transporters had gone. The well looked after streets that were usually busy with electric hover cars, were empty.

Sam's family arranged a meeting to plan what to do next. Things weren't serious...yet. They still had a two day supply of packaged food. But Sam could feel his parents getting more anxious as every meal was eaten. All the surrounding *Gaters* had gone into 'high alert'. Everyone had locked down their houses and there had been no contact with anyone ever since the phones and computers had died. Of course, everyone knew that the problem would get so much worse once the batteries on the robots failed.

### The Planet Venus

InfoByte #20 RA 8.5-9 yrs

The clouds around the planet Venus are very thick and keep the planet hidden. It is the sun reflecting off these clouds that make Venus shine brightly. The clouds are made up of gases that are not healthy for humans. If anyone tried to breathe this 'air', it would kill them. The clouds also trap very hot air between them and the planet. This air is made very hot by the volcanoes on Venus as well as the sun. It cannot escape past the clouds and makes Venus too hot to live on. It is hotter than Mercury which is closer to the sun.

On Venus, the land is really dry, bare and rocky. There are thousands of volcanoes, many of them still active. The lava has flowed out to form wide desert plains with low hills. There are also small mountains and many craters to be seen. We know this because photographs have been taken of the planet's surface.

# Stage 4: Teacher Script

## Explicit Teaching - "Maybe it's because..."

**EXPLAIN** - reading directly from the script will provide an adequate initial explanation of this strategy.

- a. **"Maybe it's because..."** "trains your brain to hypothesise or guess what may be happening or what has happened based on the information you have so far and what you know about how the world works. It is your brain trying to read between the lines or fill in the gaps that the author has left."  
This is not to be confused with a prediction which is something that could happen in the future.
- **WHY** - If you can do this well you will start looking for more subtle messages that may be hidden 'between the lines'. This brings out the investigator in you and you end up having so much more fun looking for 'clues'.
- **HOW** - Find possible ideas in the sentence that you can form a hypothesis about.  
- Use 'Maybe it's because...' and form a hypothesis about one of the ideas that you found in the sentence.
- **SUCCESS** - You will know you are doing it well when your "Maybe it's because" statements get you thinking about what is going on 'between the lines'.

Here is an example: **There was an out of control bus coming down the road.**

**"Maybe** the bus is out of control **because** a tyre blew or the brakes have failed."

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**MODEL** - Use 'Thinking Aloud' to show your students how **you** create MIB statements

- b. **ALL READ a sentence ALOUD**
- c. **TEACHER does a quick ITTM**
- d. **TEACHER uses thinking aloud to find the ideas in the sentence**
- e. **TEACHER reads out the MIB examples below the sentence**
- f. **TEACHER uses thinking aloud to explain the MIB examples**

Continue with further sentences until the process is understood by students.

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## GUIDED PRACTICE

- g. **ALL READ ALOUD** the next sentence.
- h. **ASK A STUDENT** to do a quick ITTM.
- i. **TEACHER says "What are the ideas in the sentence?"**  
**"Choose an idea from the sentence."**  
**"Maybe it's because..."** - students create and discuss possible 'MIB' statements.  
*Repeat for other ideas in the sentence.*
- j. **UNCOVER** and read the suggested pieces of information and example statements on the chart once students have had a go themselves.  
*Repeat for other sentences - fiction and non fiction.*

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## WRAP-UP

- k. **"What are we working on? Why?"**
- l. **"Are you getting better at it? How do you know?"**
- m. **GIVE FEEDBACK**
- n. **"Next lesson we will..."**

# The Deep 4 - Examples for Explicit Teaching

## “Maybe it’s because...”

Print off this page (one for each student) for Modelling and Guided Practice.  
The headings at the top of the chart provide a prompt for the teacher and the reader about what to do.

**Read the sentence aloud - Quick ITTM**  
**Find the ideas in the sentence - Choose one**  
**Say “Maybe (the idea) because...”**  
**Uncover the ‘MIB’ examples**

**‘Reading between the lines’ or ‘filling in the gaps’ to try and work out what is happening or has happened in the sentence.**

**TEXT: Fiction From “My Friend Neil” StoryByte #17**

**Level 5 RA 10-11yrs**

I seem to have messed up my friendship with Neil Baker.

**MESSED UP MY FRIENDSHIP WITH NEIL BAKER:** “**Maybe** he’s messed it up **because** he treated Neil badly.”  
**I SEEM TO HAVE...** “**Maybe** the storyteller says he seems to have messed it up **because** he is not sure.”

I thought we were the best of mates forever, but since last weekend he has been giving me the cold shoulder.

**I THOUGHT WE WERE BEST MATES FOREVER:** “**Maybe** he thought they were best mates **because** up until now, Neil wanted to spend a lot of time with him.”  
**HE HAS GIVEN ME THE COLD SHOULDER:** “**Maybe** Neil is giving him the cold shoulder **because** Neil has changed his mind about being friends.”

The trigger seems to have been the sleepover at my place.

**THE TRIGGER:** “**Maybe it’s because** there was one thing that happened and that changed everything.”  
**THE SLEEPOVER AT MY PLACE:** “**Maybe it’s because** the storyteller was really mean to him at the sleepover.”

His parents, important scientists, had to travel to some climate change conference, so I suggested Neil should come and stay at my place.

**HIS PARENTS, IMPORTANT SCIENTISTS:** “**Maybe** they are important **because** they have done lots of study.”  
**HAD TO TRAVEL TO SOME CLIMATE CHANGE CONFERENCE:** “**Maybe** they had to go **because** they were experts.”  
**I SUGGESTED NEIL COME AND STAY AT MY PLACE:** “**Maybe it’s because** Neil needed someone to look after him.”

**TEXT Non-Fiction From “Global Warming” InfoByte #16**

**Level 5 RA 10-11yrs**

Every day we hear important people warning us about global warming.

**IMPORTANT PEOPLE WARNING US:** “**Maybe** important people are making these warnings **because** the number of disasters is increasing.”

Global warming is a term used by scientists to describe a gradual increase in the average temperature of our planet - the land and the sea.

**GLOBAL WARMING IS A TERM:** “**Maybe** it’s called global warming **because** it affects the whole planet.”

It has taken a long time to convince everyone that this is a reality not just the result of different seasons.

**IT’S TAKEN A LONG TIME TO CONVINCING EVERYONE:** “**Maybe** it’s taken a long time to convince everyone **because** there is a lot of different information.”

# Stage 4: Teacher Script

## Independent Practice - "Maybe it's because..."

### SHARE THE LEARNING OUTCOME

**STATE:** "We are learning to use 'Maybe it's because...' WHILE we are reading."

**EXPLAIN:** "This trains the brain to try to 'read between the lines' and 'fill in the gaps' about what may be happening or has happened based on the information you have so far."

**MODEL:** "We need to choose an idea from the sentence, say "Maybe it's because..."  
For example ..... "The duck lives close to water."  
"Maybe ducks live close to water because their food is in the water."

**VERBALISE:** "What are we practising? Why?"

### STEP 1: Read a paragraph of the text silently

- a. "Read the paragraph silently. Fast finishers slide your cover card back to the first sentence and practice "Maybe it's because..."
- b. **SCAN** the group - after appropriate wait time, move on to Step 2.

### STEP 2: Unpack the Sentences

#### Use ITTM and "Maybe it's because..."

- c. "Go" - **ALL READ ALOUD** the first sentence.
- d. **TEACHER UNPACKS** the first sentence using ITTM and "Maybe it's because..."
- e. "Go" - **ALL READ ALOUD** the next sentence.
- f. "[Name]" - randomly choose a student to unpack the next sentence.
- g. **CONTINUE** to the end of the paragraph.

*No intervention. Teacher records quality of ITTM as 1 to 3 and Deep 4 as dot or tick.*

### STEP 3: Clear the Roadblocks

- h. "Are there any roadblocks?"  
If there are any roadblocks clear them using the routine established in Stage 3.

### STEP 4: Convince Me!

- i. "I am the Judge! Convince Me!" - teacher sets a "Maybe it's because..." challenge.  
"Give me (choose 5 - 10) convincing 'MIB' statements in (choose 1 or 2) minutes"  
**TEACHER** chooses a sentence and reads it out.  
**TEACHER** presents an idea from the sentence OR students choose  
**STUDENTS** create "Maybe it's because..." statements for the selected idea.  
**TEACHER** can push back with "I need a bit more!"

### STEP 5: Prediction

- j. "What do you think could happen next?" (fiction)  
"What information could come next?" (non fiction)

*REPEAT Steps 1-5 for next paragraph*

### WRAP-UP

- k. "What have we been practising? Why?"
- l. "Are you getting any better at this? How do you know?"
- m. **GIVE FEEDBACK** from data
- n. "Next lesson we will..." - identify possible next steps

## Stage 4: Independent Practice “The 5 Steps” Text for “Maybe it’s because...”

### **SAM**

StoryByte #10 RA 12-13 yrs

Sam was fascinated by history. While his peers busied themselves with the usual things that boys loved to do, Sam lost himself in books and the history channel. He was fascinated by the achievements of great men and women down through the ages. Once he had latched onto a topic he would bury himself in information. With all the knowledge stored in his head, he would then set out on a project to apply it to something.

Guy Fawkes was one such object of focussed attention. First, he researched the government building that Guy Fawkes had attempted to blow up. Then he carefully designed and constructed a perfectly scaled model. After much trialling with fireworks, he succeeded where Guy Fawkes had failed. Having satisfied that urge, he moved on. The story of William Tell provided an interest in archery. Bows and arrows were made followed by hours of practise in the backyard. Fortunately this lost its appeal before he needed a human target with an apple on its head.

### **No Television!**

InfoByte #23 RA 10-11 yrs

Don't you think that life would be much better without television? We have all been guilty of wasting time on the couch with our eyes stuck to it! 'Watch out, you'll get square eyes,' was the old warning to TV addicts. Of course, that is not true - but it can affect our health in other ways. Both our physical and mental health can be influenced by television. Most parents set strict limits to TV watching and there are very good reasons for that.

Television was first linked with weight gain and obesity over 25 years ago. Now, the problem has become worse and there are more overweight people than ever. Obese children are likely to be obese adults and to have more health problems. Studies show that 'sit time' in front of TV should be no more than two hours a day. But the average child watches three to four hours a day and this can cause weight gain. It does not help that TV food ads encourage the viewers to eat more!

# Stage 4: Teacher Script

## Independent Practice - "Choose a Deep 4 Strategy"

### SHARE THE LEARNING OUTCOME

**STATE:** "We are learning to use the best Deep 4 strategy while unpacking sentences."

**EXPLAIN:** "This trains the brain to quickly choose one of the strategies to help us think more deeply about what is going on."

**MODEL:** "We need to choose an idea from the sentence & use one of the Deep 4 strategies. For example ..... "The boy decided to go into the cave even though it looked dangerous"  
"I wonder why the boy thought the cave was dangerous?"

**VERBALISE:** "What are we practising? Why?"

### STEP 1: Read a paragraph of the text silently

- a. "Read the paragraph silently. Fast finishers slide your cover card back to the first sentence and practice choosing one of the Deep 4"
- b. **SCAN** the group - after appropriate wait time, move on to Step 2.

### STEP 2: Unpack the Sentences

#### Use ITTM and one of the Deep 4

- c. "Go" - **ALL READ ALOUD** the first sentence.
- d. **TEACHER UNPACKS** the first sentence using **ITTM** and **one of the Deep 4**.
- e. "Go" - **ALL READ ALOUD** the next sentence.
- f. "[Name]" - randomly choose a student to unpack the next sentence.
- g. **CONTINUE** to the end of the paragraph.

*No intervention. Teacher records quality of ITTM as 1 to 3 and which Deep 4 chosen.*

### STEP 3: Clear the Roadblocks

- h. "Are there any roadblocks?"  
If there are any roadblocks clear them using the routine established in Stage 3.

### STEP 4: Convince Me!

- i. "I am the Judge! Convince Me!" - teacher sets a 'Deep 4' challenge.  
"Give me (choose 5 - 10) convincing 'Deep 4 statements in (choose 1 or 2) minutes"  
**TEACHER** chooses a sentence and reads it out.  
**STUDENTS** create any Deep 4 statements for the ideas in the sentence.  
**TEACHER** can push back with "I need a bit more!"

### STEP 5: Prediction

- j. "What do you think could happen next?" (fiction)  
"What information could come next?" (non fiction)

*REPEAT Steps 1-5 for next paragraph*

### WRAP-UP

- k. "What have we been practising? Why?"
- l. "Are you getting any better at this? How do you know?"
- m. **GIVE FEEDBACK** from data
- n. "Next lesson we will..." - identify possible next steps

**"We are training our brains to use the Deep 4 strategies"**  
**WHY? "To get more understanding and enjoyment while we are reading."**

"I think that  
means...."

"The Deep 4"



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## The 5 STEPS

**1. Read the paragraph silently**

**2. Unpack the Sentences**

Start with "I think that means..." then use one of the Deep 4

**"I have a picture..."**

Colour, shape, size, texture, sounds, smell, taste, movement

**"I know that because..."**

Knowledge or experience PLUS a feeling

**"I wonder..."**

Question Words: why, who, what, when, which, where, how

**"Maybe it's because..."**

Something that has happened or is happening

**3. Clear the Roadblocks**

**4. Convince Me** (one of the Deep 4)

**5. Prediction**

**"We are training our brains to use the Deep 4 strategies"**  
**WHY? "To get more understanding and enjoyment while we are reading."**

"I think that  
means...."

"The Deep 4"



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## The 5 STEPS

**1. Read the paragraph silently**

**2. Unpack the Sentences**

Start with "I think that means..." then use one of the Deep 4

**"I have a picture..."**

Colour, shape, size, texture, sounds, smell, taste, movement

**"I know that because..."**

Knowledge or experience PLUS a feeling

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Question Words: why, who, what, when, which, where, how

**"Maybe it's because..."**

Something that has happened or is happening

**3. Clear the Roadblocks**

**4. Convince Me** (one of the Deep 4)

**5. Prediction**

PLANNING and ASSESSMENT							SharpReading Stage 4 – The Deep Four			GROUP:	
Stage 4 LOs I have a picture (P) I know that because (K) I wonder (W) <u>Maybe</u> (M)  Learn to use all 4 Strategies equally.	Date - Text Title - Reading Age						Lesson Plan			Assessment Key	
	13/6	14/6	18/6	19/6	23/6	24/6	30/6	Establish LO Share, Explain, Model or Practise LO for the lesson <b>THE 5 STEPS</b> For each paragraph of text <b>Step 1. Read Silently</b> Fast finishers practice ITTM / Deep 4 <b>Step 2. Independent Practice</b> Use ITTM and a Deep 4 to unpack <b>Step 3. Clearing the Roadblocks</b> Are there any roadblocks? <b>Step 4. Convince Me</b> Develop one of the Deep 4 strategies <b>Step 5. Prediction</b> What could happen next? <b>Wrap Up</b> What did we do, how well, how do you know?	Stage 4 Assessment Key • <b>Unconvincing</b> Incorrect or incomplete use of the strategy. No evidence of deeper thinking.  ✓ <b>Convincing</b> - quick, correct use of a strategy.  <b>When all 4 Strategies have been taught</b> you can track which strategies are being used with the following key:  P = Visualization (I have a picture...) K = Prior Knowledge (I know that because...) W = Question (I wonder...) M = Hypothesis ( <b>Maybe</b> / it's because...)	Group Assessment - Next steps	
<b>Helena</b>	Explicit Teaching LO: Maybe / Its because	The Cassowary RA 11-12 LO: Maybe... (M)	The Cassowary RA 11-12 LO: Maybe... (M)	Armadillos RA 11-12 LO: Maybe... (M)	My Best Friend RA 11-12 LO: Use all of the Deep 4	My Best Friend RA 11-12 LO: Use all of the Deep 4	Vegetables are Yuck RA 11-12 LO: Use all of the Deep 4	Student Observations	13/6 – A good grasp of the strategy  14/6 – a slow start with a harder text.  18/6 – good improvement. Needs another lesson  19/6 – confident use. Ready to use all 4 strategies.  23/6 – Interesting start. All favouring different strategies. Didn't give feedback.  24/6 – Similar strategy use. Gave feedback about using different strategies.	13/6	14/6
	NA	333	332 3	332	332	332	332				
<b>Tahu</b>	NA	332	332	333	223	222	323	Student Observations	13/6	14/6	
	NA	✓••	✓✓✓ ✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓				✓✓✓
<b>Jake</b>	NA	223	222	323	333	333	332	Student Observations	13/6	14/6	
	NA	••✓	••✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓				✓✓✓
<b>Janie</b>	NA	322	333	233	322	333	233	Student Observations	13/6	14/6	
	NA	•••	✓✓✓	✓•✓	✓•✓	✓•✓	✓•✓				✓•✓



**PLANNING and ASSESSMENT      SharpReading Stage 4 – The Deep Four      GROUP:**

<p><b>Stage 4 LOs</b></p> <ul style="list-style-type: none"> <li>I have a picture</li> <li>I know that because</li> <li>I wonder why</li> <li>Maybe it's because</li> </ul>	Text Title - Reading Age								<p><b>Lesson Plan</b></p> <p>Share LO Share, Explain, Model LO, Students verbalise LO</p> <p><b>THE 5 STEPS</b> For each paragraph of text</p> <p><b>Step 1. Read Silently</b> Fast finishers practice ITTM &amp; Deep 4</p> <p><b>Step 2. Independent Practice</b> Use ITTM and a Deep 4 to unpack</p> <p><b>Step 3. Clearing the Roadblocks</b> Are there any roadblocks?</p> <p><b>Step 4. Convince Me</b> Develop one of the Deep 4 strategies</p> <p><b>Step 5. Prediction</b> What could happen next?</p> <p><b>Wrap Up</b> What are we working on? Why? Are you getting better? How do you know? Feedback, Next Steps</p>	<p><b>Assessment Key</b></p> <p><b>Stage 4 Assessment Key</b></p> <ul style="list-style-type: none"> <li><b>Unconvincing</b> Incorrect or incomplete use of the strategy. No evidence of deeper thinking.</li> <li><b>Convincing</b> - quick, correct use of a strategy.</li> </ul> <p><b>When all 4 Strategies have been taught</b> you can track which strategies are being used with the following key:</p> <p>P = Visualization (I have a picture...) K = Prior Knowledge (I know that because...) W = Question (I wonder...) M = Hypothesis (Maybe it's because...) </p>
<p><b>Names / Date</b></p>	Student Observations								<p><b>Group Assessment - Next steps</b></p>	