<table>
<thead>
<tr>
<th>SET THE PURPOSE</th>
<th>CCSS</th>
<th>Teacher will…</th>
<th>Before reading, teacher says…</th>
<th>During reading, teacher says…</th>
<th>After reading…</th>
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<tbody>
<tr>
<td>CCSS.ELA-LITERACY.RF.K.4</td>
<td>Read emergent-reader texts with purpose and understanding.</td>
<td>Provide the purpose for reading. Connect to the investigation focus question(s).</td>
<td>“Today we are reading to help us think about this focus question:_____”</td>
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<th>SKIM THE SURFACE</th>
<th>CCSS</th>
<th>Teacher will…</th>
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<td>CCSS.ELA-LITERACY.RI.K.5</td>
<td>Identify the front cover, back cover, and title page of a book.</td>
<td>Model skimming, provide guided practice, and gradually release this strategy to students</td>
<td>“We are going to skim to learn a little bit about this text before we start reading closely. When we skim, we look at the title and the pictures.”</td>
<td>“What have we learned so far?” Verbal Frame: I noticed ______.</td>
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<td>DIVE IN DEEP</td>
<td>CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding. CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.</td>
<td>Model close reading, provide guided practice, and gradually release this strategy to students. “Now, we will read this text closely. We need to remember that text includes everything on the page (or screen). Before we begin, let’s take one more look at the focus question.” “What are we learning from the text?” “Which words are we noticing or wondering about?” “What questions do we have or what do we still wonder about?” Verbal Frames: I noticed _____. I learned ____. I wonder _____.</td>
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| COLLECT | CCSS.ELA-LITERACY.W.K.7  
Participate in shared research and writing projects  
CCSS.ELA-LITERACY.W.K.8  
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Model how to organize thinking, provide guided practice, and gradually release these strategies to students. Visible thinking can take a variety of forms; Annotations on Post-its, Thinking Maps, taxonomies, notes, etc. Important: The form should support the purpose. K-2 Topic and Details. | “As we read, we think a lot. What would be the best way to organize our thinking as we read?”  
Note: Be very clear and exaggerate differences between topic and details. |
### Kindergarten

| SHARE | CCSS.ELA-LITERACY.SL.K.1  
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
CCSS.ELA-LITERACY.SL.K.1.A  
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
CCSS.ELA-LITERACY.SL.K.1.B  
Continue a conversation through multiple exchanges.  
CCSS.ELA-LITERACY.SL.K.2  
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  
CCSS.ELA-LITERACY.SL.K.3  
Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Students will revisit the purpose for reading today and discuss the information that was collected while reading. The teacher will encourage links to textual evidence. | “Let’s reread our focus question. Now, let’s read the information we collected to see if we answered our focus question.” | K-2 students will participate in shared reading of list, notes, or Thinking Map. Students can Turn and Talk or participate in a teacher-led discussion. |

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Susan Sabella  
June 2015