<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>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.RF.1.4.A</td>
<td>Read grade level text 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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| SKIM THE SURFACE | CCSS.ELA-LITERACY.RI.1.5 | Know and use various text features to locate key facts or information in a text. Gr 1: headings, tables of contents, glossaries, electronic menus, icons | Model skimming, provide guided practice, and gradually release this strategy to students | “We are going to skim to learn a little bit about this text before we start reading closely. When we skim, we locate the text features.” | “What have we learned so far?” Verbal Frame: I noticed _____. |
| DIVE IN DEEP | CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.  
CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.  
CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.  
CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.  
CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. | 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 ____.
| COLLECT | 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. | “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. |
CCSS.ELA-LITERACY.SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.1.1.A
Follow agreed-upon rules for discussions
Gr 1: listening to others with care, speaking one at a time about the topics and texts under discussion
CCSS.ELA-LITERACY.SL.1.1.B
Build on others' talk in conversations by
Gr 1: responding to the comments of others through multiple exchanges
CCSS.ELA-LITERACY.SL.1.1.C
Ask questions to clear up any confusion about the topics and texts under discussion.

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 and discuss what we learned.”

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.

Verbal Frames:
I learned ____.
I would like to add ______.
I am confused about _____.
I would like to know more about _____.

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