

| | CCSS | Teacher will... | Before reading, teacher says... | During reading, teacher says... | After reading... |
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| SET THE PURPOSE | CCSS.ELA-LITERACY.RF.2.4.A Read grade level text with purpose and understanding. | Provide the purpose for reading. Connect to the investigation focus question(s). | <i>“Today we are reading to help us think about this focus question: _____”</i> | | |
| SKIM THE SURFACE | CCSS.ELA-LITERACY.RI.2.5 Know and use various text features to locate key facts or information in a text. Gr 2: captions, bold print, subheadings, indexes | Model skimming, provide guided practice, and gradually release this strategy to students | <i>“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.”</i> | <i>“What have we learned so far?”</i> Verbal Frame: I noticed _____. | |

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| <p>DIVE IN DEEP</p> | <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-LITERACY.RI.2.1 Ask and answer questions about key details in a text. CCSS.ELA-LITERACY.RI.2.2 Identify the main topic and retell key details of a text and the focus of each paragraph. CCSS.ELA-LITERACY.RI.2.4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. CCSS.ELA.LITERACY.RI.2.7 Explain how specific images contribute to and clarify a text. CCSS.ELA-LITERACY.RI.2.10 By the end of year, reading and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>Model close reading, provide guided practice, and gradually release this strategy to students</p> | <p><i>“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.”</i></p> | <p><i>“What are we learning from the text?”</i> <i>“Which words are we noticing or wondering about?”</i> <i>“What questions do we have or what do we still wonder about?”</i></p> <p>Verbal Frames:</p> <p>I noticed ____.</p> <p>I learned ____.</p> <p>I wonder ____.</p> | |
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| <p>COLLECT</p> | <p>CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> | <p>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.</p> | | <p><i>“As we read, we think a lot. What would be the best way to organize our thinking as we read?”</i></p> <p>Note: Be very clear and exaggerate differences between topic and details.</p> | |
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| <p>SHARE</p> | <p>CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions Gr 2: gaining the floor in respectful ways CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by Gr 2: linking to the remarks of others CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p>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.</p> | | | <p><i>“Let’s reread our focus question. Now, let’s read the information we collected and discuss what we learned.”</i></p> <p>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.</p> <p>Verbal Frames: I learned _____. I would like to add _____. I am confused about _____. I would like to know more about _____.</p> |
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