

	CCSS	Teacher will...	Before reading, teacher says...	During reading, teacher says...	After reading...
SET THE PURPOSE	CCSS.ELA-LITERACY.RF.3.4.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	FOCUS ON KEY (SIGNAL) WORDS CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	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 text features and words that signal text structure."</i>	<i>"What have we learned so far?"</i> Verbal Frame: I noticed _____.	

<p>DIVE IN DEEP</p>	<p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS.ELA-LITERACY.RI.3.4 Determine the meanings of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>	<p>Teacher will model paraphrasing (or paragraph shrinking). As students demonstrate this skill during guided practice, move each student to independent application and link to discussion prep.</p>	<p><i>“Now, we will read this text closely. We need to determine what is important or relevant information based on our purpose for reading today.”</i></p>	<p><i>“What are the big or main ideas in this text?”</i></p> <p><i>“What information is related to our purpose for reading today?”</i></p> <p><i>“Which words are we noticing or wondering about?”</i></p> <p><i>“What questions do we have or what do we still wonder about?”</i></p>	
---------------------	--	---	---	--	--

<p>COLLECT</p>	<p>CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic. CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</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, infographics or diagrams, taxonomies, two-column 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, main idea(s), and details. Also exaggerate differences between interesting information and relevant information that supports the purpose for reading.</p>	<p>Students will prep for small or large group discussions by gathering information to answer the focus question. Teacher will model “how to prep” and then gradually release this responsibility to the students.</p>
----------------	---	--	--	---	--

<p>SHARE</p>	<p>CCSS.SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.SL.3.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.SL.3.1.B Follow agreed-upon rules for discussions.</p> <p>CCSS.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.SL.3.1.D Explain their own ideas and understanding in light of the 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>Discussion formats include: large group, small group, Socratic Circle, etc.</p> <p>Verbal Frames: I learned _____. I would like to add _____. I would like to know more about _____. Therefore, I conclude _____.</p> <p>Links to textual evidence: I know this because _____. According to the text, _____.</p>
--------------	--	--	--	--	--