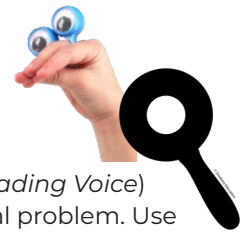


READERS RETELL/SUMMARIZE LITERATURE

ROUND 1

GRADES K-2



Focus on the ingredients of a story's **plot**— **problem** + **solution**.



- Introduce the 3 types of problems authors can develop.
- Introduce the 3 types of solutions authors can develop.

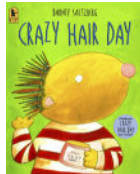
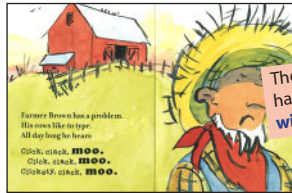
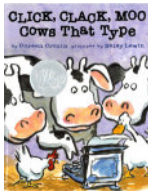


- Identify types of text details (*Reading Voice*) that indicate a character's literal problem. Use the *Thinking Voice* to determine which of the 3 problem types it is.
- Identify text details (*Reading Voice*) that indicate the problem's solution. Use the *Thinking Voice* to determine which of the 3 solution types it is.

TEXT x CONSIDERATIONS

Model how to **identify the type of problem**.

- Return to previously-read illustrations/excerpts. Review the literal problem and categorize it by type.
- Reveal photographs that depict obvious problems. Determine the literal problem and categorize it by type.




Teach/Model how to write out the thinking collected from earlier in the week.

OPTION 1: Recall only literal details from the text.

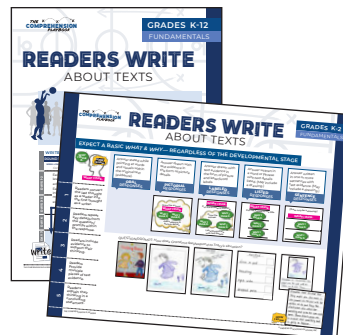
COMMAND: Describe the character's problem and the solution that fixed it.

QUESTION: What is the character's problem and what was the solution that fixed it?

OPTION 2: Communicate an inference with text evidence.

COMMAND: Infer the type of problem (or solution) the author developed.

QUESTION: What type of problem (or solution) did the author develop?



State the INFERENCE— Identify the type of problem or solution the author created.

Support with EVIDENCE— Provide literal story details that describe this character's situation.

READERS ASK & ANSWER QUESTIONS

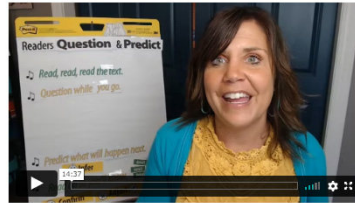
ROUND 1

GRADES K-2

Focus on the **prediction process**— and that it is **NOT** a guess.



Read, read, read the text.
Question while you go.
Predict what will happen next.
Read on so you'll know.



Full-Length Literacy eLesson for Grades K-1 | Resources



Full-Length Literacy eLesson for Grades K-1 | Resources

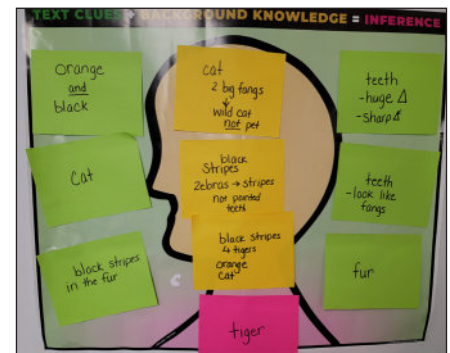
TEXT x CONSIDERATIONS

Identify texts that include an embedded question and the answer on the next page.

- [Animals Black and White, Phyllis Limbacher Tildes](#)
- [Animals in Camouflage, Phyllis Limbacher Tildes](#)
- [Guess What is Growing Inside This Egg, Mia Posada](#)
- [What Was Here? Mia Posada](#)
- [Whose Nose is This? Joanne Randolph](#)
- [Whose Teeth Are These? Joanne Randolph](#)



PLAYBOOK PRO TIP
 Pre-write sticky notes for *I-do* and *We-do* models to emphasize the *Think-Aloud* process.



Introduce **self-monitoring** via “*read on*” to **confirm or adjust** thinking.

- No cheers (if correct). No tears (if wrong).
- Reread to identify what you missed or misinterpreted.



Teach/Model how to write out the thinking collected from earlier in the week.

Communicate an inference with text evidence.

COMMAND Predict the answer based on text clues.

QUESTION: What is your prediction? What text clues helped you?

Read, read, read the text. Question as you go. Predict what will happen next...

Record your prediction in pictures, labels, or words. Include text details.

I think it is a elfnt

pte tsk

long gra nos

Read on so you'll know.

Confirm

Adjust



- State the **INFERENCE**—Draw, label, or write your prediction.
- Support with **EVIDENCE**—Add picture details, labels, or sentences that reveal text evidence.
- Self-monitor and mark **CONFIRM** or **ADJUST**.

READERS RETELL/SUMMARIZE INFORMATION

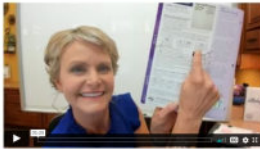
ROUND 1

GRADES K-2

Introduce categories that help readers remember the details/facts learned from authors.

OPTION 1: Use the *Thinking Voice* to determine if the detail revealed something the topic *does, is, has, or can*.

does	are	have	can
do	is	has	can



can't
cannot

OPTION 2: Use the *Thinking Voice* to determine if the detail revealed a detail about *who, what, where, when, why, or how*.

WHO	WHAT	WHERE
WHEN	WHY	HOW

PLAYBOOK PRO TIP

The text does NOT include the words *is, can, who, what,* etc. These are words to use in your *Think Aloud* when recalling individual details.

**Tigers eat meat.
They hunt deer
and wild pigs.
Some tigers eat
monkeys.**

Model reading 1-2 sentences of print text and any corresponding visuals (using the *Reading Voice*). Pause for the *Thinking Voice* to **recall the category that the new detail fits**.

OPTION 1 | *Tigers eat meat! That's an action the animal "does."*

OPTION 2 | *Tigers eat meat! That's "what" they eat.*

TEXT x CONSIDERATIONS

Consider nonfiction texts read so far this year on animals, ideas, or events.



- Science texts
- Social studies texts
- Texts on holidays
- Gail Gibbons books
- [National Geographic Kids](#)



Teach/Model how to write out the thinking collected from earlier in the week.

Recall only literal details from the text.

COMMAND: Draw/Write information learned about (topic) from the author.

QUESTION: What is something you learned about (topic) from the author? Draw/Write it.