

# Grade Level Reading Instruction Planning Guide

## Supporting All Readers with Grade-Level Text

Every student should have opportunities to engage with meaningful, grade-level text. At times, students may need additional support to successfully access, understand, and respond to what they read.

This guide provides grade-specific instructional strategies and scaffolds for Grades 1–8 that educators and families can use alongside RIF’s Grade Level Reading Passages.

### How to Use This Guide

Each grade-level page includes practical ways to:

- **Prepare for Reading** by building background knowledge, previewing important vocabulary, and setting a purpose for reading.
- **Support Reading** with modeling, chunking, rereading, and other strategies that make challenging text more accessible.
- **Build Understanding** through discussion, questioning, summarizing, and responding to the text.
- **Encourage Independence** by providing the support readers need and gradually reducing scaffolds as their skills and confidence grow.



**Find your reader’s grade level on the pages that follow and select the supports that best meet their needs.** These strategies can be used flexibly and there is no need to use every strategy with every passage or reader.

# 1st Grade Reading Instruction Planning Guide



## Before, During, and After Reading Comprehension Framework

Use this guide to support grade-level reading comprehension instruction across literature and informational texts.

### Quick Planning Questions for Teachers

- What background knowledge do students need before reading?
- What is the purpose for reading this text?
- Which comprehension strategies will be modeled explicitly?
- Where will students stop to reflect, summarize, or discuss?
- How will students monitor and repair comprehension independently?
- Which vocabulary words may be unfamiliar or challenging for students?
- What are the Tier 2 and Tier 3 vocabulary words?
- What student-friendly definitions, visuals, or examples should be prepared in advance?
- Which sentences contain complex syntax or academic language that may require modeling or scaffolding?
- How will students practice unpacking challenging sentences and text structures?

### Suggested Instructional Flow

- **Before Reading:** Previewing, Prior Knowledge, Purpose Setting
- **During Reading:** Rehearsal, Comprehension Monitoring
- **After Reading:** Summarizing, Discussion, Reflection, and Evidence-Based Responses

# Before Reading

| Strategy                      | Purpose                                                                                         | Teacher Planning Moves                                                                        | Student Actions                                                                                                                                                                                             |
|-------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Previewing                    | Looking at the book before reading helps students think about what they may learn.              | Model how to look at the cover, title, pictures, and text features. Pause for predictions.    | <ul style="list-style-type: none"> <li>• Look at the cover and title.</li> <li>• Notice the pictures.</li> <li>• Talk about what they think the book will be about.</li> <li>• Make predictions.</li> </ul> |
| Activating Prior Knowledge    | Connecting the story or topic to what students already know helps them understand new learning. | Ask students about their experiences. Use discussion, picture prompts, or a simple KWL chart. | <ul style="list-style-type: none"> <li>• Share what they already know.</li> <li>• Talk with a partner.</li> <li>• Make connections to their own lives.</li> <li>• Ask questions about the topic.</li> </ul> |
| Setting a Purpose for Reading | Reading with a purpose helps students pay attention to important ideas.                         | State a clear learning goal or focus question before reading.                                 | <ul style="list-style-type: none"> <li>• Listen for important information.</li> <li>• Think about the focus question while reading.</li> <li>• Look for answers in the text.</li> </ul>                     |

# During Reading

| Strategy                 | Purpose                                                                               | Teacher Planning Moves                                                              | Student Actions                                                                                                                                                                                                      |
|--------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Think-Alouds & Rehearsal | Talking about thinking while reading helps students understand and remember the text. | Pause to model thinking, ask questions, and provide opportunities for partner talk. | <ul style="list-style-type: none"><li>• Turn and talk.</li><li>• Answer questions.</li><li>• Retell what happened so far.</li><li>• Use pictures and words to understand the story.</li></ul>                        |
| Comprehension Monitoring | Good readers notice when something does not make sense and try a strategy to fix it.  | Model how to stop, reread, use pictures, and think about what makes sense.          | <ul style="list-style-type: none"><li>• Stop when confused.</li><li>• Reread a sentence.</li><li>• Look at the illustrations.</li><li>• Ask for help when needed.</li><li>• Keep thinking about the story.</li></ul> |

# After Reading

| Strategy                              | Purpose                                                                                               | Teacher Planning Moves                                                                               | Student Actions                                                                                                                                                                                                                                  |
|---------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Retelling, Discussion, and Reflection | Talking and thinking about the text helps students remember important ideas and deepen understanding. | Plan opportunities for students to retell, discuss, and reflect on the story or information learned. | <ul style="list-style-type: none"><li>• Retell the beginning, middle, and end.</li><li>• Share favorite parts.</li><li>• Discuss the story with a partner.</li><li>• Make connections to themselves or other books.</li></ul>                    |
| Text-Based Responses                  | Using details from the text helps students explain their thinking.                                    | Ask text-dependent questions that encourage students to use words or pictures from the text.         | <ul style="list-style-type: none"><li>• Answer questions about the text.</li><li>• Point to pictures or words that support an answer.</li><li>• Draw or write about the text.</li><li>• Explain thinking using details from the story.</li></ul> |

# 2nd Grade Reading Instruction Planning Guide



## Before, During, and After Reading Comprehension Framework

Use this guide to support grade-level reading comprehension instruction across literature and informational texts.

### Quick Planning Questions for Teachers

- What background knowledge do students need before reading?
- What is the purpose for reading this text?
- Which comprehension strategies will be modeled explicitly?
- Where will students stop to reflect, summarize, or discuss?
- How will students monitor and repair comprehension independently?
- Which vocabulary words may be unfamiliar or challenging for students?
- What are the Tier 2 and Tier 3 vocabulary words?
- What student-friendly definitions, visuals, or examples should be prepared in advance?
- Which sentences contain complex syntax or academic language that may require modeling or scaffolding?
- How will students practice unpacking challenging sentences and text structures?

### Suggested Instructional Flow

- **Before Reading:** Previewing, Prior Knowledge, Purpose Setting
- **During Reading:** Rehearsal, Comprehension Monitoring
- **After Reading:** Summarizing, Discussion, Reflection, and Evidence-Based Responses

# Before Reading

| Strategy                      | Purpose                                                                               | Teacher Planning Moves                                                                             | Student Actions                                                                                                                                                                                                                  |
|-------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Previewing                    | Previewing the text helps students make predictions and prepare for reading.          | Model how to examine the title, illustrations, headings, and text features. Pause for predictions. | <ul style="list-style-type: none"> <li>• Read the title.</li> <li>• Look at illustrations and text features.</li> <li>• Notice headings or captions when appropriate.</li> <li>• Predict what the text will be about.</li> </ul> |
| Activating Prior Knowledge    | Connecting new learning to what students already know helps strengthen comprehension. | Use discussion, brainstorming, or a KWL chart. Pre-teach important background knowledge if needed. | <ul style="list-style-type: none"> <li>• Share what they already know.</li> <li>• Make connections to personal experiences.</li> <li>• Ask questions about the topic.</li> <li>• Make predictions before reading.</li> </ul>     |
| Setting a Purpose for Reading | Reading with a purpose helps students focus on important ideas and details.           | Introduce a learning target or focus question connected to the text.                               | <ul style="list-style-type: none"> <li>• Listen for important ideas.</li> <li>• Think about the focus question while reading.</li> <li>• Read to answer questions or learn new information.</li> </ul>                           |

# During Reading

| Strategy                 | Purpose                                                                                            | Teacher Planning Moves                                                                                        | Student Actions                                                                                                                                                                                                                                       |
|--------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Think-Alouds & Rehearsal | Talking about thinking during reading helps students process information and deepen understanding. | Model comprehension through think-alouds. Plan opportunities for partner talk, discussion, and quick retells. | <ul style="list-style-type: none"><li>• Stop and think about the text.</li><li>• Turn and talk with a partner.</li><li>• Retell important events or facts.</li><li>• Ask and answer questions while reading.</li></ul>                                |
| Comprehension Monitoring | Strong readers notice when meaning breaks down and use strategies to repair understanding.         | Model rereading, using context clues, checking illustrations, and asking questions when meaning is unclear.   | <ul style="list-style-type: none"><li>• Reread confusing parts.</li><li>• Use pictures, text features, and context clues.</li><li>• Ask questions when something doesn't make sense.</li><li>• Talk through confusing ideas with a partner.</li></ul> |

# After Reading

| Strategy                              | Purpose                                                                                                       | Teacher Planning Moves                                                                                                   | Student Actions                                                                                                                                                                                                                                                      |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Retelling, Discussion, and Reflection | Discussing and reflecting after reading helps students strengthen understanding and remember important ideas. | Plan opportunities for students to retell, discuss, and reflect on the text. Use prompts that encourage deeper thinking. | <ul style="list-style-type: none"><li>• Retell the story or summarize the text.</li><li>• Discuss important ideas with a partner.</li><li>• Reflect on what they learned.</li><li>• Make connections to other texts or personal experiences.</li></ul>               |
| Text-Based Responses                  | Using details from the text helps students explain and support their thinking.                                | Ask text-dependent questions that require students to use evidence from the text in oral or written responses.           | <ul style="list-style-type: none"><li>• Answer text-dependent questions.</li><li>• Use details from the text to support answers.</li><li>• Explain thinking using words or pictures from the text.</li><li>• Write or speak about the text using evidence.</li></ul> |

# 3rd Grade Reading Instruction Planning Guide



## Before, During, and After Reading Comprehension Framework

Use this guide to support grade-level reading comprehension instruction across literature and informational texts.

### Quick Planning Questions for Teachers

- What background knowledge do students need before reading?
- What is the purpose for reading this text?
- Which comprehension strategies will be modeled explicitly?
- Where will students stop to reflect, summarize, or discuss?
- How will students monitor and repair comprehension independently?
- Which vocabulary words may be unfamiliar or challenging for students?
- What are the Tier 2 and Tier 3 vocabulary words?
- What student-friendly definitions, visuals, or examples should be prepared in advance?
- Which sentences contain complex syntax or academic language that may require modeling or scaffolding?
- How will students practice unpacking challenging sentences and text structures?

### Suggested Instructional Flow

- **Before Reading:** Previewing, Prior Knowledge, Purpose Setting
- **During Reading:** Rehearsal, Comprehension Monitoring
- **After Reading:** Summarizing, Discussion, Reflection, and Evidence-Based Responses

# Before Reading

| Strategy                      | Purpose                                                                                                            | Teacher Planning Moves                                                                                                                                        | Student Actions                                                                                                                                                                                                       |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Previewing                    | Comprehension improves when students identify the genre, topic, and possible direction of the text before reading. | Model how to preview a text before reading. Select text features students should notice. Plan stopping points for predictions.                                | <ul style="list-style-type: none"> <li>• Read the title.</li> <li>• Examine pictures, charts, or photographs.</li> <li>• Read headings and subheadings.</li> <li>• Predict what the text may be about.</li> </ul>     |
| Activating Prior Knowledge    | Connecting new learning to what students already know increases understanding and recall.                          | Build opportunities for discussion, quick writes, or brainstorming before reading. Anticipate background knowledge gaps and pre-teach key concepts if needed. | <ul style="list-style-type: none"> <li>• Brainstorm what is already known about the topic.</li> <li>• Complete the K section of a KWL chart.</li> <li>• Create a concept map.</li> <li>• Make predictions.</li> </ul> |
| Setting a Purpose for Reading | Students are more likely to identify important information when they read with a clear purpose.                    | Establish a focused learning target or essential question connected to the text and standard.                                                                 | <ul style="list-style-type: none"> <li>• Complete the W section of a KWL chart.</li> <li>• Identify questions they want answered.</li> <li>• Read to gather information.</li> </ul>                                   |

# During Reading

| Strategy                 | Purpose                                                                                                          | Teacher Planning Moves                                                                                                                  | Student Actions                                                                                                                                                                                                                                                           |
|--------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rehearsal                | Recalling and processing information during reading strengthens understanding and supports deeper comprehension. | Plan opportunities for students to pause, process, and discuss learning during and after reading. Use graphic organizers intentionally. | <ul style="list-style-type: none"> <li>• Self-question during and after reading.</li> <li>• Summarize sections of the text.</li> <li>• Use graphic organizers.</li> <li>• Visualize text content.</li> <li>• Review notes or graphic organizers after reading.</li> </ul> |
| Comprehension Monitoring | Strong readers notice when meaning breaks down and use strategies to repair comprehension.                       | Teach students how to recognize confusion and model fix-up strategies regularly through think-alouds.                                   | <ul style="list-style-type: none"> <li>• Reread confusing sections.</li> <li>• Use context clues to understand unfamiliar vocabulary.</li> <li>• Discuss the text with a partner or group.</li> <li>• Pause and reflect when meaning breaks down.</li> </ul>              |

# After Reading

| Strategy                                | Purpose                                                                                                     | Teacher Planning Moves                                                                                                                                                | Student Actions                                                                                                                                                                                                                                                        |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summarizing, Discussion, and Reflection | Summarizing and reflecting after reading helps students consolidate understanding and deepen comprehension. | Plan opportunities for students to summarize, discuss, and reflect on the text after reading. Use discussion prompts to extend thinking and clarify understanding.    | <ul style="list-style-type: none"> <li>• Summarize key ideas.</li> <li>• Participate in discussion.</li> <li>• Reflect on learning.</li> <li>• Make connections to the text and prior knowledge.</li> </ul>                                                            |
| Evidence-Based Responses                | Using evidence from the text strengthens understanding and supports students' ideas with relevant details.  | Plan text-dependent questions that require students to refer to evidence from the text. Determine opportunities for written and oral responses supported by the text. | <ul style="list-style-type: none"> <li>• Respond to text-dependent questions.</li> <li>• Refer to details from the text to support ideas.</li> <li>• Explain thinking using details from the text.</li> <li>• Write or speak about the text using evidence.</li> </ul> |

# 4th Grade Reading Instruction Planning Guide



## Before, During, and After Reading Comprehension Framework

Use this guide to support grade-level reading comprehension instruction across literature and informational texts.

### Quick Planning Questions for Teachers

- What background knowledge do students need before reading?
- What is the purpose for reading this text?
- Which comprehension strategies will be modeled explicitly?
- Where will students stop to reflect, summarize, or discuss?
- How will students monitor and repair comprehension independently?
- Which vocabulary words may be unfamiliar or challenging for students?
- What are the Tier 2 and Tier 3 vocabulary words?
- What student-friendly definitions, visuals, or examples should be prepared in advance?
- Which sentences contain complex syntax or academic language that may require modeling or scaffolding?
- How will students practice unpacking challenging sentences and text structures?

### Suggested Instructional Flow

- **Before Reading:** Previewing, Prior Knowledge, Purpose Setting
- **During Reading:** Rehearsal, Comprehension Monitoring
- **After Reading:** Summarizing, Discussion, Reflection, and Evidence-Based Responses

# Before Reading

| Strategy                      | Purpose                                                                                                            | Teacher Planning Moves                                                                                                                                        | Student Actions                                                                                                                                                                                                  |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Previewing                    | Comprehension improves when students identify the genre, topic, and possible direction of the text before reading. | Model how to preview a text before reading. Select text features students should notice. Plan stopping points for predictions.                                | <ul style="list-style-type: none"><li>• Read the title.</li><li>• Examine pictures, charts, or photographs.</li><li>• Read headings and subheadings.</li><li>• Predict what the text may be about.</li></ul>     |
| Activating Prior Knowledge    | Connecting new learning to what students already know increases understanding and recall.                          | Build opportunities for discussion, quick writes, or brainstorming before reading. Anticipate background knowledge gaps and pre-teach key concepts if needed. | <ul style="list-style-type: none"><li>• Brainstorm what is already known about the topic.</li><li>• Complete the K section of a KWL chart.</li><li>• Create a concept map.</li><li>• Make predictions.</li></ul> |
| Setting a Purpose for Reading | Students are more likely to identify important information when they read with a clear purpose.                    | Establish a focused learning target or essential question connected to the text and standard.                                                                 | <ul style="list-style-type: none"><li>• Complete the W section of a KWL chart.</li><li>• Identify questions they want answered.</li><li>• Read to gather information.</li></ul>                                  |

# During Reading

| Strategy                 | Purpose                                                                                                           | Teacher Planning Moves                                                                                                                  | Student Actions                                                                                                                                                                                                                                                                                                 |
|--------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rehearsal                | Recalling and processing information during reading strengthens working memory and supports deeper comprehension. | Plan opportunities for students to pause, process, and discuss learning during and after reading. Use graphic organizers intentionally. | <ul style="list-style-type: none"> <li>• Self-question during and after reading.</li> <li>• Summarize sections of the text.</li> <li>• Use graphic organizers.</li> <li>• Visualize text content.</li> <li>• Review notes or graphic organizers after reading.</li> </ul>                                       |
| Comprehension Monitoring | Strong readers notice when meaning breaks down and use strategies to repair comprehension.                        | Teach students how to recognize confusion and model fix-up strategies regularly through think-alouds.                                   | <ul style="list-style-type: none"> <li>• Reread confusing sections.</li> <li>• Use context clues to understand unfamiliar vocabulary.</li> <li>• Compare ideas using graphic organizers.</li> <li>• Discuss the text with a partner or group.</li> <li>• Pause and reflect when meaning breaks down.</li> </ul> |

# After Reading

| Strategy                                | Purpose                                                                                                     | Teacher Planning Moves                                                                                                                                             | Student Actions                                                                                                                                                                                                                                                   |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summarizing, Discussion, and Reflection | Summarizing and reflecting after reading helps students consolidate understanding and deepen comprehension. | Plan opportunities for students to summarize, discuss, and reflect on the text after reading. Use discussion prompts to extend thinking and clarify understanding. | <ul style="list-style-type: none"> <li>• Summarize key ideas.</li> <li>• Participate in discussion.</li> <li>• Reflect on learning.</li> <li>• Make connections to the text and prior knowledge.</li> </ul>                                                       |
| Evidence-Based Responses                | Using evidence from the text strengthens analysis and supports students' ideas with relevant details.       | Plan text-dependent questions that require students to refer to textual evidence. Determine opportunities for written and oral responses supported by the text.    | <ul style="list-style-type: none"> <li>• Respond to text-dependent questions.</li> <li>• Refer to textual evidence to support ideas.</li> <li>• Explain thinking using details from the text.</li> <li>• Write or speak about the text using evidence.</li> </ul> |

# 5th Grade Reading Instruction Planning Guide



## Before, During, and After Reading Comprehension Framework

Use this guide to support grade-level reading comprehension instruction across literature and informational texts.

### Quick Planning Questions for Teachers

- What background knowledge do students need before reading?
- What is the purpose for reading this text?
- Which comprehension strategies will be modeled explicitly?
- Where will students stop to reflect, summarize, or discuss?
- How will students monitor and repair comprehension independently?
- Which vocabulary words may be unfamiliar or challenging for students?
- What are the Tier 2 and Tier 3 vocabulary words?
- What student-friendly definitions, visuals, or examples should be prepared in advance?
- Which sentences contain complex syntax or academic language that may require modeling or scaffolding?
- How will students practice unpacking challenging sentences and text structures?

### Suggested Instructional Flow

- **Before Reading:** Previewing, Prior Knowledge, Purpose Setting
- **During Reading:** Rehearsal, Comprehension Monitoring
- **After Reading:** Summarizing, Discussion, Reflection, and Evidence-Based Responses

# Before Reading

| Strategy                      | Purpose                                                                                                            | Teacher Planning Moves                                                                                                                                        | Student Actions                                                                                                                                                                                                                                                                 |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Previewing                    | Comprehension improves when students identify the genre, topic, and possible direction of the text before reading. | Model how to preview a text before reading. Select text features students should notice. Plan stopping points for predictions.                                | <ul style="list-style-type: none"> <li>• Read the title.</li> <li>• Examine pictures, charts, or photographs.</li> <li>• Skim the introduction and conclusion.</li> <li>• Read headings and subheadings.</li> <li>• Predict what the text may be about.</li> </ul>              |
| Activating Prior Knowledge    | Connecting new learning to what students already know increases understanding and recall.                          | Build opportunities for discussion, quick writes, or brainstorming before reading. Anticipate background knowledge gaps and pre-teach key concepts if needed. | <ul style="list-style-type: none"> <li>• Brainstorm what is already known about the topic.</li> <li>• Complete the K section of a KWL chart.</li> <li>• Create a concept map.</li> <li>• Make predictions.</li> <li>• Make connections and inferences while reading.</li> </ul> |
| Setting a Purpose for Reading | Students are more likely to identify important information when they read with a clear purpose.                    | Establish a focused learning target or essential question connected to the text and standard.                                                                 | <ul style="list-style-type: none"> <li>• Complete the W section of a KWL chart.</li> <li>• Identify questions they want answered.</li> <li>• Read to gather evidence or information.</li> </ul>                                                                                 |

# During Reading

| Strategy                 | Purpose                                                                                                           | Teacher Planning Moves                                                                                                                  | Student Actions                                                                                                                                                                                                                                                                      |
|--------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rehearsal                | Recalling and processing information during reading strengthens working memory and supports deeper comprehension. | Plan opportunities for students to pause, process, and discuss learning during and after reading. Use graphic organizers intentionally. | <ul style="list-style-type: none"> <li>• Self-question during and after reading.</li> <li>• Summarize sections of the text.</li> <li>• Use graphic organizers.</li> <li>• Visualize text content.</li> <li>• Review notes and annotations after reading.</li> </ul>                  |
| Comprehension Monitoring | Strong readers notice when meaning breaks down and use strategies to repair comprehension.                        | Teach students how to recognize confusion and model fix-up strategies regularly through think-alouds.                                   | <ul style="list-style-type: none"> <li>• Reread confusing sections.</li> <li>• Look up unfamiliar vocabulary.</li> <li>• Compare ideas using graphic organizers.</li> <li>• Discuss the text with a partner or group.</li> <li>• Pause and reflect when attention drifts.</li> </ul> |

# After Reading

| Strategy                                | Purpose                                                                                                     | Teacher Planning Moves                                                                                                                                             | Student Actions                                                                                                                                                                                                                                          |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summarizing, Discussion, and Reflection | Summarizing and reflecting after reading helps students consolidate understanding and deepen comprehension. | Plan opportunities for students to summarize, discuss, and reflect on the text after reading. Use discussion prompts to extend thinking and clarify understanding. | <ul style="list-style-type: none"><li>• Summarize key ideas.</li><li>• Participate in discussion.</li><li>• Reflect on learning.</li><li>• Make connections to the text and prior knowledge.</li></ul>                                                   |
| Evidence-Based Responses                | Using evidence from the text strengthens analysis and supports students' ideas with relevant details.       | Plan text-dependent questions that require students to cite evidence. Determine opportunities for written and oral responses supported by the text.                | <ul style="list-style-type: none"><li>• Respond to text-dependent questions.</li><li>• Cite textual evidence to support ideas.</li><li>• Explain thinking using details from the text.</li><li>• Write or speak about the text using evidence.</li></ul> |

# 6th Grade Reading Instruction Planning Guide



## Before, During, and After Reading Comprehension Framework

Use this guide to support grade-level reading comprehension instruction across literature and informational texts.

### Quick Planning Questions for Teachers

- What background knowledge do students need before reading?
- What is the purpose for reading this text?
- Which comprehension strategies will be modeled explicitly?
- Where will students stop to reflect, summarize, or discuss?
- How will students monitor and repair comprehension independently?
- Which vocabulary words may be unfamiliar or challenging for students?
- What are the Tier 2 and Tier 3 vocabulary words?
- What student-friendly definitions, visuals, or examples should be prepared in advance?
- Which sentences contain complex syntax or academic language that may require modeling or scaffolding?
- How will students practice unpacking challenging sentences and text structures?

### Suggested Instructional Flow

- **Before Reading:** Previewing, Prior Knowledge, Purpose Setting
- **During Reading:** Rehearsal, Comprehension Monitoring
- **After Reading:** Summarizing, Discussion, Reflection, and Evidence-Based Responses

# Before Reading

| Strategy                      | Purpose                                                                                                            | Teacher Planning Moves                                                                                                                                        | Student Actions                                                                                                                                                                                                                                                                 |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Previewing                    | Comprehension improves when students identify the genre, topic, and possible direction of the text before reading. | Model how to preview a text before reading. Select text features students should notice. Plan stopping points for predictions.                                | <ul style="list-style-type: none"> <li>• Read the title.</li> <li>• Examine pictures, charts, or photographs.</li> <li>• Skim the introduction and conclusion.</li> <li>• Read headings and subheadings.</li> <li>• Predict what the text may be about.</li> </ul>              |
| Activating Prior Knowledge    | Connecting new learning to what students already know increases understanding and recall.                          | Build opportunities for discussion, quick writes, or brainstorming before reading. Anticipate background knowledge gaps and pre-teach key concepts if needed. | <ul style="list-style-type: none"> <li>• Brainstorm what is already known about the topic.</li> <li>• Complete the K section of a KWL chart.</li> <li>• Create a concept map.</li> <li>• Make predictions.</li> <li>• Make connections and inferences while reading.</li> </ul> |
| Setting a Purpose for Reading | Students are more likely to identify important information when they read with a clear purpose.                    | Establish a focused learning target or essential question connected to the text and standard.                                                                 | <ul style="list-style-type: none"> <li>• Complete the W section of a KWL chart.</li> <li>• Identify questions they want answered.</li> <li>• Read to gather evidence or information.</li> </ul>                                                                                 |

# During Reading

| Strategy                 | Purpose                                                                                                           | Teacher Planning Moves                                                                                                                  | Student Actions                                                                                                                                                                                                                                                                      |
|--------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rehearsal                | Recalling and processing information during reading strengthens working memory and supports deeper comprehension. | Plan opportunities for students to pause, process, and discuss learning during and after reading. Use graphic organizers intentionally. | <ul style="list-style-type: none"> <li>• Self-question during and after reading.</li> <li>• Summarize sections of the text. Use graphic organizers.</li> <li>• Visualize text content.</li> <li>• Review notes and annotations after reading.</li> </ul>                             |
| Comprehension Monitoring | Strong readers notice when meaning breaks down and use strategies to repair comprehension.                        | Teach students how to recognize confusion and model fix-up strategies regularly through think-alouds.                                   | <ul style="list-style-type: none"> <li>• Reread confusing sections.</li> <li>• Look up unfamiliar vocabulary.</li> <li>• Compare ideas using graphic organizers.</li> <li>• Discuss the text with a partner or group.</li> <li>• Pause and reflect when attention drifts.</li> </ul> |

# After Reading

| Strategy                                | Purpose                                                                                                     | Teacher Planning Moves                                                                                                                                             | Student Actions                                                                                                                                                                                                                                          |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summarizing, Discussion, and Reflection | Summarizing and reflecting after reading helps students consolidate understanding and deepen comprehension. | Plan opportunities for students to summarize, discuss, and reflect on the text after reading. Use discussion prompts to extend thinking and clarify understanding. | <ul style="list-style-type: none"><li>• Summarize key ideas.</li><li>• Participate in discussion.</li><li>• Reflect on learning.</li><li>• Make connections to the text and prior knowledge.</li></ul>                                                   |
| Evidence-Based Responses                | Using evidence from the text strengthens analysis and supports students' ideas with relevant details.       | Plan text-dependent questions that require students to cite evidence. Determine opportunities for written and oral responses supported by the text.                | <ul style="list-style-type: none"><li>• Respond to text-dependent questions.</li><li>• Cite textual evidence to support ideas.</li><li>• Explain thinking using details from the text.</li><li>• Write or speak about the text using evidence.</li></ul> |

# 7th Grade Reading Instruction Planning Guide



## Before, During, and After Reading Comprehension Framework

Use this guide to support grade-level reading comprehension instruction across literature and informational texts.

### Quick Planning Questions for Teachers

- What background knowledge do students need before reading?
- What is the purpose for reading this text?
- Which comprehension strategies will be modeled explicitly?
- Where will students stop to reflect, summarize, or discuss?
- How will students monitor and repair comprehension independently?
- Which vocabulary words may be unfamiliar or challenging for students?
- What are the Tier 2 and Tier 3 vocabulary words?
- What student-friendly definitions, visuals, or examples should be prepared in advance?
- Which sentences contain complex syntax or academic language that may require modeling or scaffolding?
- How will students practice unpacking challenging sentences and text structures?

### Suggested Instructional Flow

- **Before Reading:** Previewing, Prior Knowledge, Purpose Setting
- **During Reading:** Rehearsal, Comprehension Monitoring
- **After Reading:** Summarizing, Discussion, Reflection, and Evidence-Based Responses

# Before Reading

| Strategy                      | Purpose                                                                                                            | Teacher Planning Moves                                                                                                                                        | Student Actions                                                                                                                                                                                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Previewing                    | Comprehension improves when students identify the genre, topic, and possible direction of the text before reading. | Model how to preview a text before reading. Select text features students should notice. Plan stopping points for predictions.                                | <ul style="list-style-type: none"> <li>• Read the title.</li> <li>• Examine pictures, charts, or photographs.</li> <li>• Skim the introduction and conclusion.</li> <li>• Read headings and subheadings.</li> <li>• Predict what the text may be about.</li> </ul>   |
| Activating Prior Knowledge    | Connecting new learning to what students already know increases understanding and recall.                          | Build opportunities for discussion, quick writes, or brainstorming before reading. Anticipate background knowledge gaps and pre-teach key concepts if needed. | <ul style="list-style-type: none"> <li>• Brainstorm what is already known about the topic.</li> <li>• Complete the K section of a KWL chart.</li> <li>• Create a concept map. Make predictions.</li> <li>• Make connections and inferences while reading.</li> </ul> |
| Setting a Purpose for Reading | Students are more likely to identify important information when they read with a clear purpose.                    | Establish a focused learning target or essential question connected to the text and standard.                                                                 | <ul style="list-style-type: none"> <li>• Complete the W section of a KWL chart.</li> <li>• Identify questions they want answered.</li> <li>• Read to gather evidence or information.</li> </ul>                                                                      |

# During Reading

| Strategy                 | Purpose                                                                                                           | Teacher Planning Moves                                                                                                                  | Student Actions                                                                                                                                                                                                                                                                      |
|--------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rehearsal                | Recalling and processing information during reading strengthens working memory and supports deeper comprehension. | Plan opportunities for students to pause, process, and discuss learning during and after reading. Use graphic organizers intentionally. | <ul style="list-style-type: none"> <li>• Self-question during and after reading.</li> <li>• Summarize sections of the text.</li> <li>• Use graphic organizers.</li> <li>• Visualize text content.</li> <li>• Review notes and annotations after reading.</li> </ul>                  |
| Comprehension Monitoring | Strong readers notice when meaning breaks down and use strategies to repair comprehension.                        | Teach students how to recognize confusion and model fix-up strategies regularly through think-alouds.                                   | <ul style="list-style-type: none"> <li>• Reread confusing sections.</li> <li>• Look up unfamiliar vocabulary.</li> <li>• Compare ideas using graphic organizers.</li> <li>• Discuss the text with a partner or group.</li> <li>• Pause and reflect when attention drifts.</li> </ul> |

# After Reading

| Strategy                                | Purpose                                                                                                     | Teacher Planning Moves                                                                                                                                             | Student Actions                                                                                                                                                                                                                                          |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summarizing, Discussion, and Reflection | Summarizing and reflecting after reading helps students consolidate understanding and deepen comprehension. | Plan opportunities for students to summarize, discuss, and reflect on the text after reading. Use discussion prompts to extend thinking and clarify understanding. | <ul style="list-style-type: none"><li>• Summarize key ideas.</li><li>• Participate in discussion.</li><li>• Reflect on learning.</li><li>• Make connections to the text and prior knowledge.</li></ul>                                                   |
| Evidence-Based Responses                | Using evidence from the text strengthens analysis and supports students' ideas with relevant details.       | Plan text-dependent questions that require students to cite evidence. Determine opportunities for written and oral responses supported by the text.                | <ul style="list-style-type: none"><li>• Respond to text-dependent questions.</li><li>• Cite textual evidence to support ideas.</li><li>• Explain thinking using details from the text.</li><li>• Write or speak about the text using evidence.</li></ul> |

# 8th Grade Reading Instruction Planning Guide



## Before, During, and After Reading Comprehension Framework

Use this guide to support grade-level reading comprehension instruction across literature and informational texts.

### Quick Planning Questions for Teachers

- What background knowledge do students need before reading?
- What is the purpose for reading this text?
- Which comprehension strategies will be modeled explicitly?
- Where will students stop to reflect, summarize, or discuss?
- How will students monitor and repair comprehension independently?
- Which vocabulary words may be unfamiliar or challenging for students?
- What are the Tier 2 and Tier 3 vocabulary words?
- What student-friendly definitions, visuals, or examples should be prepared in advance?
- Which sentences contain complex syntax or academic language that may require modeling or scaffolding?
- How will students practice unpacking challenging sentences and text structures?

### Suggested Instructional Flow

- **Before Reading:** Previewing, Prior Knowledge, Purpose Setting
- **During Reading:** Rehearsal, Comprehension Monitoring
- **After Reading:** Summarizing, Discussion, Reflection, and Evidence-Based Responses

# Before Reading

| Strategy                      | Purpose                                                                                                            | Teacher Planning Moves                                                                                                                                        | Student Actions                                                                                                                                                                                                                                                                 |
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| Activating Prior Knowledge    | Connecting new learning to what students already know increases understanding and recall.                          | Build opportunities for discussion, quick writes, or brainstorming before reading. Anticipate background knowledge gaps and pre-teach key concepts if needed. | <ul style="list-style-type: none"> <li>• Brainstorm what is already known about the topic.</li> <li>• Complete the K section of a KWL chart.</li> <li>• Create a concept map.</li> <li>• Make predictions.</li> <li>• Make connections and inferences while reading.</li> </ul> |
| Setting a Purpose for Reading | Students are more likely to identify important information when they read with a clear purpose.                    | Establish a focused learning target or essential question connected to the text and standard.                                                                 | <ul style="list-style-type: none"> <li>• Complete the W section of a KWL chart.</li> <li>• Identify questions they want answered.</li> <li>• Read to gather evidence or information.</li> </ul>                                                                                 |

# During Reading

| Strategy                 | Purpose                                                                                                           | Teacher Planning Moves                                                                                                                  | Student Actions                                                                                                                                                                                                                                                                      |
|--------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rehearsal                | Recalling and processing information during reading strengthens working memory and supports deeper comprehension. | Plan opportunities for students to pause, process, and discuss learning during and after reading. Use graphic organizers intentionally. | <ul style="list-style-type: none"> <li>• Self-question during and after reading.</li> <li>• Summarize sections of the text.</li> <li>• Use graphic organizers.</li> <li>• Visualize text content.</li> <li>• Review notes and annotations after reading.</li> </ul>                  |
| Comprehension Monitoring | Strong readers notice when meaning breaks down and use strategies to repair comprehension.                        | Teach students how to recognize confusion and model fix-up strategies regularly through think-alouds.                                   | <ul style="list-style-type: none"> <li>• Reread confusing sections.</li> <li>• Look up unfamiliar vocabulary.</li> <li>• Compare ideas using graphic organizers.</li> <li>• Discuss the text with a partner or group.</li> <li>• Pause and reflect when attention drifts.</li> </ul> |

# After Reading

| Strategy                                | Purpose                                                                                                     | Teacher Planning Moves                                                                                                                                             | Student Actions                                                                                                                                                                                                                                          |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Summarizing, Discussion, and Reflection | Summarizing and reflecting after reading helps students consolidate understanding and deepen comprehension. | Plan opportunities for students to summarize, discuss, and reflect on the text after reading. Use discussion prompts to extend thinking and clarify understanding. | <ul style="list-style-type: none"><li>• Summarize key ideas.</li><li>• Participate in discussion.</li><li>• Reflect on learning.</li><li>• Make connections to the text and prior knowledge.</li></ul>                                                   |
| Evidence-Based Responses                | Using evidence from the text strengthens analysis and supports students' ideas with relevant details.       | Plan text-dependent questions that require students to cite evidence. Determine opportunities for written and oral responses supported by the text.                | <ul style="list-style-type: none"><li>• Respond to text-dependent questions.</li><li>• Cite textual evidence to support ideas.</li><li>• Explain thinking using details from the text.</li><li>• Write or speak about the text using evidence.</li></ul> |