Reading Comprehension Planning Template

Complete this planning template with any text in any content area. In the right-hand columns, you can include details for any differentiation and accommodations you'll be providing for students as needed. Include engagement strategies and how you'll provide opportunities for students to collaborate before, during, and after reading.

Before Reading	Examples/page numbers	Other notes about the text
Establish Purpose Why are students reading this text? What are the pieces of information or enduring understandings students should glean from this text?		
Text Choice Choose a high-quality text that supports reading comprehension. Consider the sociocultural context of your students. Will your students see themselves and their lived experience(s) in this text? If not, how will this text help broaden student knowledge and experience? Does the text connect – both to its reader(s) and to other readings, so that reading builds deeper knowledge to foster comprehension?		
Text Structure Is this text informational or narrative? Is there anything important to understand about its structure and how that structure could aid students in understanding the text?		
Plan logistics Is this the first, second, or third reading of the text? How will students be reading the text? (echo reading, choral reading, whisper reading, partner reading, etc.)		
Activate and Build Background Knowledge ● State the big idea of the unit/topic		

- Connect new learning to prior learning - Select a tool (graphic organizer, video clip, image) for building background knowledge - Explain new information & concepts that will be key for lesson - Ask questions to prompt discussion and highlight important information students need to know before reading		
Vocabulary/Morphology What words or word parts should be taught before reading and how will you teach them? Use the [Instructional Routine to Introduce a New Word]().		
Syntax What are some specific sentences/phrases/uses of figurative language in the text that you want students to be successful in comprehending?		

During Reading	Examples/page numbers	Other notes about the text
Gradual Release of Responsibility **(I do - We do - They Do - You do)** Which components will you be explicitly teaching and modeling? Which components will students be experiencing guided practice in? What will students be practicing with peers or a partner? What will students be practicing independently, if anything? Determine where in the text you are going to stop and perform strategies using a think-aloud. Mark those points in the text.		

If you're explicitly teaching a strategy (like finding the gist, using two-column notes, or annotating a text), what strategy are you going to teach and how? What examples will you use?		
Select at least one strategy: ● Asking and answering questions ● Click or clunks ● Getting the gist Plan for how you're going to structure those opportunities and the types of support(s) your students will need to be successful with the strategy you've selected. Make sure this work aligns to the purpose you identified prior to reading.		

After Reading	Examples/page numbers	Other notes about the text
Continued Vocabulary/Morphology Instruction What words or word parts should be reinforced for internalization and how? How will you ask students to retrieve this information?		
Gist to Summary (if applicable) How can you support students in creating a summary based on their gists they made during reading?		
Wrap-up: Building a Reading Community Revisit the purpose of reading this text. Was it achieved? How can students express their understanding of the reading? Can they support their thinking with evidence from the text (this can be oral, illustrated, or written)? How will you facilitate students sharing their thoughts with one another?		

References

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