

Text Preparation Protocol
Phase of Unit: Whole Class Learning

Read the text.	
<p>What are the central ideas of this text you want students to come away with?</p> <p>What knowledge about topics should students gain from reading it?</p>	
Revisit the text and the qualitative rubric myPerspectives provides.	
<p>Do you agree with where myPerspectives landed for each of the four components?</p> <p>Which aspects of complexity may be most challenging and create barriers toward students achieving the understandings/knowledge you identified above (consider complex syntax, uncommon vocabulary, dense information, lengthy paragraphs, subtle or frequent transitions, etc.)?</p> <p>What places in the text are most essential to understanding its</p>	

<p>central ideas? What is important about them?</p>	
<p>What knowledge might students already have built around this topic? Is there any supplemental knowledge building you will want to do through a short text or other medium to support students in making deep meaning of this text?</p>	
<p>What identities are centered in this text and topic? What identities are not centered or included?</p> <p>What social-emotional priorities are at play right now and what opportunities and requirements for support does this text present?</p>	
<p>What vocabulary will students need to review or unpack in order to access the text? (use the Concept Vocabulary and Word Study segments following the text to prompt your thinking)</p>	
<p>Identify the culminating task of the text study. This will usually be the <i>Analyze the Text</i> questions that follow the text, unless there is compelling rationale otherwise.</p>	

<p>How will students demonstrate their learning in this text study?</p> <p>Write an exemplar.</p>	
<p>Write a Learning Target(s) to communicate the learning goal(s) of this text</p>	
<p>General Recommendation for each Whole Group Text</p> <p><i>For shorter texts, the general recommendation is to spend approximately five days in the text as outlined below. For longer texts, we recommend chunking the text into segments and going through this approximately 5-day process with each text segment.</i></p> <ul style="list-style-type: none"> ● Day 1: Orienting to the Text <ul style="list-style-type: none"> ○ Knowledge building about topic, author, context ○ First read 	
<p>Text Day 1</p> <p><i>Day's Learning Target:</i></p>	
<p>General Recommendations for Whole Group Text</p> <ul style="list-style-type: none"> ● Day 2-3, 2-4, or longer for select texts: Making Sense of the Text <ul style="list-style-type: none"> ○ Close reading and text-based discussion (pull from Comprehension Check and Close Read questions as useful and use the Guide to Creating TDQs to plan a careful sequence¹) ○ Text-specific vocabulary instruction embedded or pulled out as mini-lesson (use Concept Vocabulary and Word Study segments) ○ Incorporate SEL or other embedded strategies as needed. Consider if any paragraphs were identified as potentially challenging 	
<p>Text Day 2</p>	

¹ The Guide to Creating TDQs will be introduced and practiced with during the training on 8/12-13

<i>Day's Learning Target:</i>	
Text Day 3 <i>Day's Learning Target:</i>	
Text Day 4 <i>Day's Learning Target:</i>	
<ul style="list-style-type: none"> ● Day 5: Deepening Meaning Making: <ul style="list-style-type: none"> ○ Use Authors Style section ○ Use Analyze Craft and Structure section ○ Students work on and submit the Analyze the Text questions 	
Text Day 5 <i>Day's Learning Target:</i>	
<i>Add rows as necessary</i>	