Reading Comprehension Lesson Preparation

How to use this resource

Teacher planning and preparation has a significant impact on student achievement. This resource provides a process for preparing ELA lessons. For school and system leaders interesting in leveraging this resource, we suggest the following:
1. Make a copy of this document (File > Make a copy).
2. Rename the document following the formula Subject, curriculum name, grade, unit, lesson. For example: ELA, CKLA, Grade 5, Unit 1, lesson 3
3. Share the document with the appropriate team members (select "Share" in the upper right-hand corner).
4. Work through the questions on your own and/or with a group.

Outcomes

Teachers will deepen their understanding of a lesson in order to prepare for and deliver high-quality instruction by:
- articulating the lesson's goal (content and skill);
- doing the work of the lesson and determining what students need to know and do to be successful;
- recognizing where the most time and attention is needed in the lesson; and
- planning for the vocabulary and syntax work that will support all students, particularly focus students.[1]

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[1] Focus students are those students who need the greatest support to access the content being taught, relative to their classmates. Focus student identification can and will be dynamic.

Process

Review an example of this process in action here.

1. Articulate the goal of the lesson.

Guiding questions and considerations	Notes
What do you want students to know and be able to do by the end of the lesson? What are the important learnings in the lesson?	
How will students be assessed in the lesson?	

2. Do the work of the lesson and assessments.

Guiding questions and considerations	Notes
Answer the questions and complete the student tasks.	
List out criteria for success—note what you're looking for in student work. Develop an exemplar response or use the criteria for success to annotate the exemplar that has been provided.	
Identify points in the text that are the most critical for accessing and understanding the central idea and answering any text-dependent questions. Write exemplary annotations and/or student responses for those critical moments in the text.	

3. Determine the learning steps to build toward the learning goal.

Guiding questions and considerations	Notes
Determine where to prioritize your time within a lesson. How do the learning activities build on each other in the lesson? Which ones are the most important?	
What are students learning as a result of these activities?	
How will students make their thinking visible?	

4. Determine which pedagogical strategies are needed to promote access to grade-level learning.

Vocabulary (review our vocabulary guidance)

Action steps:
- Determine which words and phrases from the text are worthy of instructional attention.
- Use relevant data to identify who your priority students are and how you will group them.
  - Gather data to determine which students need additional vocabulary practice.
- Identify which strategies to leverage to help students increase vocabulary knowledge to access grade-level text.

Guiding questions and considerations	Notes
Is this the most effective strategy for this particular piece of content? How do I know? What are the benefits?	
How will I know if students are expanding their word knowledge using this strategy?	

Where does it land in the sequence of instruction? Does the work need to be done in advance of reading the text or while reading the text?	
What is the time commitment? How does it impact pacing?	

Syntax (review our syntax guidance)

Action steps:
- Determine which, if any, sentences from the text have syntax worthy of instructional attention.
  - The syntax of academic language typically features long noun phrases, nominalization, embedded clauses, passive voice, and generally longer and more complex sentences. Look for the following:
    - Vocabulary worth investigating further
    - Complex structure
    - Complex language features
    - Critical text information
    - Grammatically interesting text
- Identify which strategies to leverage to help students untangle the syntax on complex text.

Guiding questions and considerations	Notes
Is this the most effective strategy for this particular piece of content? How do I know? What are the benefits?	
How will I know if students are deepening their knowledge of syntax using this strategy?	
Where does it land in the sequence of instruction? Does the work need to be done in advance of reading the text or while reading the text?	
What is the time commitment? How does it impact pacing?	

Lesson internalization guides by publishers

- [Wit & Wisdom Lesson Study Protocol](#) (download the Wit & Wisdom Teacher Resource Pack to access the protocols)
- [EL Module Lessons Planning Task Card](#) and [Digital Planning Templates](#)
- [How to Prepare to Teach a Guidebooks Lesson](#) (page 17)
- [CKLA Lesson Planning](#)