Direction: After delivering the Close Reading lesson that has been planned, reflect upon the planning, delivery and the outcome of the lesson.

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| **Comprehension Instructional Sequence Lesson** | | | | |
| **FOCUS**  **Directions:**  *Identify the level of implementation and place an X under the appropriate column.* | **LEVEL OF IMPLEMENTATION** | | | **DESCRIPTION OF EVIDENCE**  *Please identify specific details that illustrate the successes or difficulties encountered.* |
| **1**  **Not established** | **2**  **Somewhat established** | **3**  **Firmly established** |
| **Lesson Preparation** |  |  |  |  |
| **Text Selection:**   1. Was the text that I selected effective, allowing ample opportunity for deep thinking? |  |  |  |  |
| **Student Preparation for Close Reading**   1. Did I appropriately prepare students for reading the text prior to the Close lesson? (i.e. model/explain the process) |  |  |  |  |
| **Standards Alignment:**   1. Did I appropriately align the Close lesson and the text to State Standards/Benchmarks? |  |  |  |  |
| **Planned for Results:**   1. Was there evidence that I planned the Close reading for results in student vocabulary, comprehension, and critical thinking? (by selecting vocabulary, developing text codes, choosing a graphic organizer, etc.) |  |  |  |  |
| **Pre-planned Questions**   1. Did my Close Reading lesson include pre-planned text-dependent questions for discussions and tasks requiring students to use text evidence and inferences? |  |  |  |  |
| **Discussion Protocols:**   1. Did I develop quality discussion protocols for text-based discussion toensure that discussions remained on topic, were text-based, meaningful, friendly, and expected participation of every student? |  |  |  |  |

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| **Lesson Delivery** |  |  |  |  |
| **Lesson Introduction**   1. Did I use a “hook” question to provide an effective introduction to the text topic and set the discussion up for students to choose a position? |  |  |  |  |
| **Vocabulary Instruction**  **2.** Did the approach that I used in vocabulary instruction  (i.e., morphemic and/or contextual analysis) appropriately align with the text used in the lesson? |  |  |  |  |
| **Student Reading #1: Text Marking**  **3.** Did I use a code for text-marking that maximized student  engagement in both reading and thinking? |  |  |  |  |
| **Student Support**  **4.** Did I actively support students challenged by the text through the use of paired reading, etc.? |  |  |  |  |
| **Student Reading #2: Student Engagement**  **5.** Did I have students use a graphic organizer for note-taking  to maximize student engagement and deeper thinking  about what they read? |  |  |  |  |
| **Reading #3: Question Generation**  **6.** Did I model question generation & provide ample  opportunity for students to generate their own questions? |  |  |  |  |
| **Lesson Conclusion**  **7.** Did students frequently & effectively use text evidence to  reach their final response (oral & written) to the essential  question? |  |  |  |  |

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| **Lesson Delivery continued:** |  |  |  |  |
| * **Explicitness:** Did I explicitly model new information/skills throughout the lesson and provide immediate feedback to help students gauge their new learning? |  |  |  |  |
| * **Teacher Role in Discussions:** Did I maintain a neutral stance while facilitating text-based discussions throughout the lesson? |  |  |  |  |
| **Assessment for Learning**  Did I analyze student work to evaluate student learning growth in: |  |  |  |  |
| * **Vocabulary:** * quantity & quality of oral/written use of academic/discipline-specific words? * accurate use of morphemic/contextual analysis? |  |  |  |  |
| * **Comprehension:** * relevant use of codes in text-marking? * relevant notes during directed note-taking? * relevant generated questions? |  |  |  |  |
| * **Critical thinking:** * effective use of text-marking information during text-based discussion and/or writing to explain/justify position? * effective use of notes during text-based discussion and/or writing to explain/justify position? * complexity of generated questions? |  |  |  |  |