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?
 |  |  |  |  |