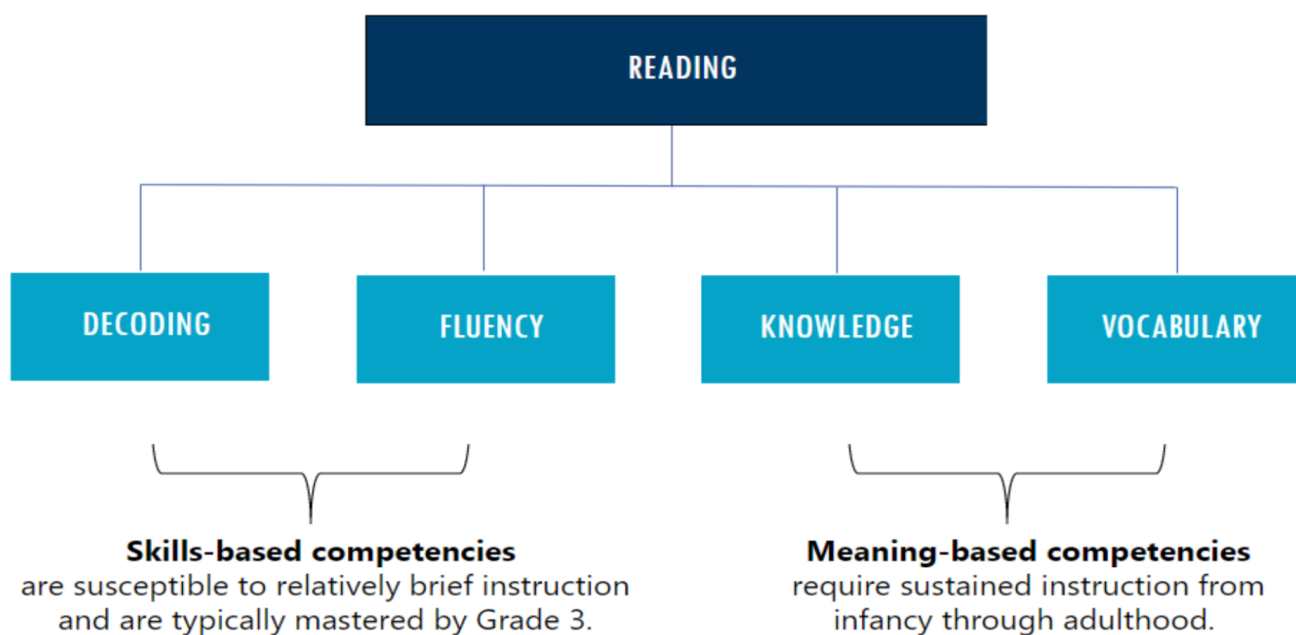


Lesson Internalization Protocol

There are two key elements that are essential in reading comprehension - ability to decode and read with fluency (skills based competencies) AND the knowledge and vocabulary that lead to comprehension (meaning based competencies). Students need strong instruction in both to become strong readers. The approach to planning and implementing instruction for each of these aspects of reading comprehension is distinct, and we should use different guidance to plan for and evaluate the effectiveness of each aspect.



| Foundational Skills (Skills-Based Competencies) | Comprehension (Meaning-Based Competencies) |
|--|--|
| <p>What do I want students to learn?</p> <ul style="list-style-type: none"> Identify the target Foundational Skill(s) of the lesson and read the standards, examining where the skill fits in the progression. <p>How will I know if they have learned it?</p> <ul style="list-style-type: none"> Identify how students will demonstrate mastery of the targeted skill(s). <p>What decisions will I make within the lesson to ensure all students get what they need to demonstrate understanding?</p> <p>Annotate the lesson plan (sample annotated plan here), considering the following questions:</p> <ul style="list-style-type: none"> What opportunities will I maximize or build in for additional practice with the skill? Where can I remove time spent on meaning-based competencies (reading comprehension) so that I can prioritize teaching foundational skills with this text? Where can I make simple connections into vocabulary students have learned in reading comprehension? | <p>What do I want students to learn?</p> <p>Read the anchor text and review the text’s performance tasks and the unit essential question to determine:</p> <p>The text’s central understandings:</p> <ul style="list-style-type: none"> What knowledge do students need to gain from the text? What understandings about the characters/themes/structure do you want them to achieve? <p>The text’s complexity demands (see Qualitative Complexity Rubric for Information Text and Literature) :</p> <ul style="list-style-type: none"> What about the text will be most challenging for your students? Knowledge? Language? Purpose? Structure? What places in the text will be opportunities or particularly tricky? <p>How will I know if they have learned it?</p> <ul style="list-style-type: none"> Identify the culminating task or experience and how it reflects the analytic demands of the standards (tasks should integrate RI/RL, W, S&L and/or Language standards). Create an exemplar response to the lesson’s culminating task or experience. <p>Who are my learners?</p> <ul style="list-style-type: none"> Consider your learners: What knowledge have they built around this topic? How are students’ identities at play with this text and topic? What student wellness concerns and priorities are at play right now, and what support might you build into the study of this text? |
| <p>What decisions will I make within the lesson to ensure appropriate scaffolds so that all students reach the central understanding/knowledge of the text and can be successful with the culminating task?</p> <p>Annotate the lesson plan (sample annotated plan here), considering the following questions:</p> <ul style="list-style-type: none"> Do I need to add or tweak any objectives to include the <u>knowledge</u> I want students to gain from the text, not just the skills and strategies they’ll be using? Do I need to add or tweak any objectives to ensure my language goals for students are clear enough? What might I tweak to “shift the lift” so that students are doing more of the work of the lesson (where can I turn modeling into text specific questions)? Where might I need to incorporate multiple reads, chunking, and additional questions? What will I add/tweak to ensure students are going back into the text and providing evidence to support their thinking? Where can I make simple connections into what students are working on with foundational skills? | |