

# Planning For Purposeful Reading Instruction

**Directions:** Use the below planning steps to ensure you are ready to elicit strong thinking during reading instruction.

Planning Steps		Rationale	Expected Time
<p><b>Pre-Work</b> for Planning Meeting</p>	<p>Teachers read and study the texts they will use with students in the upcoming week.</p> <p>They craft a main idea for each text that articulates its meaning, checking themselves with specific textual evidence.</p>	<p>Investing time in their own study of texts is the most important thing teachers can do to prepare for their reading lessons.</p> <p>Assigning this as pre-work ensures that teachers come to a team planning meeting having invested in their intellectual preparation.</p>	
<p><b>Launching</b> the Planning Meeting</p>	<p>Teachers reflect on their current performance. In the most recent lessons, did scholars become increasingly precise and more insightful and sophisticated in their capacity to interpret and understand literature?</p> <p>They ask themselves, what as teachers can we do differently in future lessons so that we are even more effective and impactful?</p>	<p>Teachers must drive towards increasing student capacity to understand and have original ideas about literature; they will only be successful in doing so through continuous reflection and improvement.</p>	5% of meeting

## During

### Planning Meeting

Teachers discuss the text or book, starting with what they like or find interesting.

They then move on to a discussion around the text's big ideas and themes, as well as powerful language that the author used to convey the meaning. The goal here is to deepen understanding and make more precise teachers' articulation of the main idea, as well as provide opportunities for original insights about the text.

Teachers take the time to affirm and articulate what makes the reading pleasurable and interesting. This will then translate to communicating that pleasure to their scholars.

Through group discussion, teachers are able to hone in on and unlock the essential meaning of the text and discuss the most interesting thinking that can happen while reading.

80%  
of meeting

Teachers plan for 2-3 short sections of text (and/or illustrations) that illuminate the meaning of the text, or allow for original beyond-the-text insights.

They will plan for either a Think Aloud or a Turn and Talk:

- Through a Think Aloud, the teacher will model how a proficient reader makes sense of the text and/or notices beautiful or powerful language that the author uses to convey meaning.
- Through a Turn and Talk, the teacher will give students an opportunity to discuss the meaning of the text.

Teachers end the planning meeting by re-focusing on the primary purpose of reading instruction: to ensure kids fall in love with reading and build their excitement to independently read. During Read Alouds kids should be on the edge of their seats as they build understanding and capacity to interpret literature with precision.

Teachers engage in this discussion to pinpoint moments in the text that are most important for both within and beyond the text thinking and where students can practice literary analysis and understanding.

Maximizing oral language opportunities and developing students' capacity to talk about books with precision and evidence is key to their success as readers.

Teachers know that their job as reading instructors is to ensure that students are more insightful and skilled at understanding and interpreting literature at the end of the lesson than they were at the beginning.

15%  
of meeting