During-Reading Planning Tool

During Reading	
Text and page numbers:	
Big idea:	

Chunk 1
Which pages or paragraphs will students read?

Text structure				
Sequence	Description	Problem-Solution	Compare and Contrast	Cause and Effect

Decoding Multisyllabic Words	Generating Gist Statements
Tricky words in this section:	Exemplar gist statement:

Teaching Notes
Possible questions to ask yourself:

- Will you ask students to pre-practice any of the words during the Using a Strategic Preview routine? How will students be prompted to use the Decoding Multisyllabic Words routine?

- Will students record gists? How? Are there distracting ideas that might divert students from the main idea?

How will the teacher or students read?					
Read-Aloud	Echo Read	Choral Read	Partner Read	Whisper Read	Read Silently

Chunk 2

Which pages or paragraphs will students read?

Text structure				
Sequence	Description	Problem-Solution	Compare and Contrast	Cause and Effect

Decoding Multisyllabic Words	Generating Gist Statements
Tricky words in this section:	Exemplar gist statement:

Teaching notes
Possible questions to ask yourself: • Will you ask students to pre-practice any of the words during the Using a Strategic Preview routine? How will students be prompted to use the Decoding Multisyllabic Words routine? • Will students record gists? How? Are there distracting ideas that might divert students from the main idea?

How will the teacher or students read?					
Read-Aloud	Echo Read	Choral Read	Partner Read	Whisper Read	Read Silently

Chunk 3

Which pages or paragraphs will students read?

Text structure				
Sequence	Description	Problem-Solution	Compare and Contrast	Cause and Effect

Decoding Multisyllabic Words	Generating Gist Statements
Tricky words in this section:	Exemplar gist statement:

Teaching notes

Possible questions to ask yourself:

- Will you ask students to pre-practice any of the words during the Using a Strategic Preview routine? How will students be prompted to use the Decoding Multisyllabic Words routine?

- Will students record gists? How? Are there distracting ideas that might divert students from the main idea?

How will the teacher or students read?					
Read-Aloud	Echo Read	Choral Read	Partner Read	Whisper Read	Read Silently

Check

Have you identified challenging words for which students may need to use their Decoding Multisyllabic Words routine and determined whether they need practice before reading?	Yes	No
Do exemplar gist statements include only ideas that are most important to that chunk of text?	Yes	No
Have you identified information that students might find distracting?	Yes	No
Have you identified methods of reading that will provide a "just right" level of support, given your readers and text complexity?	Yes	No