### Comprehension Outline Template-Universal Reading

<table>
<thead>
<tr>
<th>Color Coding:</th>
<th>Where We Are</th>
<th>TO DO</th>
<th>Staff Development/ Needed Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red-Not in Place</td>
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<tr>
<td>Orange-Purpose Building (80% Buy-in)</td>
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<tr>
<td>Yellow-Infrastructure (Planning)</td>
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<tr>
<td>Green-Initial Implementation (We are all trying it out)</td>
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<tr>
<td>Blue-Full Implementation (Well-established)</td>
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<td>6-8</td>
<td>9-12</td>
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**School:**

Student outcomes on comprehension are based on **state or local standards**

**Systemic and Systematic:** Staff understands the need for consistency within/across grade levels

Agreed upon comprehension **scope and sequence** using common curriculum resources

Staff teaches comprehension within an agreed upon **Instructional Framework** with **documented research/evidence based instructional practices and procedures** for each key instructional routines/practices *See detailed *Instructional Framework Handout*

- **Focus Lesson**- Explicit Instruction, modeling, demonstrating
- **Guided Instruction**- Flexible grouping based on data, differentiated, scaffolding, feedback
- **Collaborative Learning Opportunities**- Group learning, purposeful student talk, authentic and aligned to target skill/strategy
- **Independent**- Student applies skill/strategy to novel tasks, relevant, authentic, student choice
- **Student Coaching/Conferring**- Teacher/student conversation, feedback, goal setting, formative

Staff has a common understanding of current research on effective comprehension instruction (explicit and implicit) with agreed upon practices such as systemic and systematic instruction on:

- **comprehension** within the context of Literature/Informational texts and through oral discourse and writing
- **comprehension strategies and skills**
- **key ideas and details**
- **craft and structure**
- **integration of knowledge and ideas**
- **text complexity**: developing students' ability to read a range of print and digital text in diverse media, lengths, and formats at students' grade and independent levels.
- **student self-monitoring** strategies

Staff analyzes comprehension data and makes decisions based on common assessments

**Collaborative structures and protocols** are in place for co-planning and data analysis

Staff has **established culturally responsive practices** and **family engagement protocols**