

# Comprehension Instructional Framework

<b>Title and Author</b>	
<b>Text Set/Unit</b>	
<b>Overarching Knowledge Goal</b> <ul style="list-style-type: none"> <li>• What knowledge do you want students to gain?</li> </ul>	
<b>Overarching Literacy Goal</b> <ul style="list-style-type: none"> <li>• What are the overall literacy instructional goals?</li> </ul>	
<b>Text Structure</b> <ul style="list-style-type: none"> <li>• What is the genre and structure of the text?</li> </ul>	

## Before Reading

<b>Sub-Goals</b>	<b>1st Read</b>	<b>2nd Read</b>	<b>3rd Read</b>
<ul style="list-style-type: none"> <li>• What is the goal of this read that will build to the overarching goal(s)?</li> </ul>			
<b>Build Knowledge</b> <ul style="list-style-type: none"> <li>• What knowledge do you need to frontload for students? How will you do this?</li> </ul>			
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Which words need to be directly taught to facilitate student understanding?</li> </ul>			
<b>Language Structures</b> <ul style="list-style-type: none"> <li>• Which sentences or phrases may be difficult for students?</li> <li>• How will you explicitly teach sentence comprehension?</li> </ul>			

## During Reading

<b>Text Structure</b> <ul style="list-style-type: none"> <li>How will you use text structure to organize thinking with students?</li> </ul>			
<b>Questions</b> <ul style="list-style-type: none"> <li>What questions will you ask at critical points in the text to facilitate students' construction of a mental model?</li> <li>Where might you need to model thinking processes?</li> </ul>	<b>1st Read</b>	<b>2nd Read</b>	<b>3rd Read</b>

## After Reading

<b>Demonstrate Understanding</b> <ul style="list-style-type: none"> <li>How will students show they have met the knowledge and literacy goals?</li> </ul>	<b>1st Read</b>	<b>2nd Read</b>	<b>3rd Read</b>

Adapted from Moats, L. and Tolman, C. (2019)