

## Reading Protocol

### Lesson of the Day

- Based on the cycle of new teaching and learning, the teacher selects an objective from the curriculum.
- Then, she/he initiates the lesson of the day by explaining the selected objective, giving examples, and modeling its application, if needed.
- The teacher allows the students to practice independently or in groups while providing constructive feedback.
- The teacher allows the students to practice independently to check if they acquired the targeted skill/objective through formative assessment (self-assessment, peer feedback, teacher-led assessment).

### Reading Protocol

#### 1- Read Aloud:

##### Material:

Authentic texts from different media outlets, such as: newspapers, online magazines, social media posts, famous quotes, articles, etc. or artistic pieces, such as dialogue scripts, poetry, literature excerpts, etc.

*(In case none of these resources are available, you can use an excerpt of a text from the textbook.)*

- The teacher reads an excerpt of a piece of writing from an authentic source or the textbook that is related to the theme of the reading lesson and that aims to capture the students' interest or challenge their thoughts.
- The excerpt needs to be short and engaging.
- Prompt the students to share their thoughts about the text read by the teacher.
- Ask general comprehension questions to check for understanding, allow reflection time, and avoid asking too many questions.

#### 2- Guided Reading:

- Based on the results of the pre-assessment, the teacher will have the students categorized as beginner, intermediate, proficient, and advanced. The teacher plans for her/his level of intervention at this stage based on each group's needs.
- The teacher provides a number of guided questions that give purpose for reading. These questions might take different forms, such as, matching, multiple choice, true/false, filling graphic organizers, etc. depending on the level of the students.
- The guided questions at this stage could target higher order thinking, such as analysis, interpretation, and drawing inferences.

- Students read the text from the book independently, then attempt to answer the guided questions individually, in pairs, or in small groups.
- The teacher might distribute students into heterogeneous pairs or groups that include students from different categories (beginner, intermediate, proficient, and advanced) to promote peer learning. The teacher provides support as needed.
- The teacher might distribute students into homogeneous groups, in which they are grouped based on their levels and common needs. In this case, the proficient and advanced students work independently, while the teacher intervenes to provide support and guidance as needed for the beginners and intermediate students.
- Students share their answers with the teacher in a whole group discussion.

### 3- Independent Reading:

- Each student reads independently the same text from stage 2 or a different text about the same theme.
- Independent reading is guided by questions provided by the teacher to give purpose for the reading.
- At this stage, the guided questions focus on reflection and evaluation and serve as a preparatory stage for the post reading task.
- Independent reading is followed by a post reading task in response to the text. Such as: Reflections based on personal experience, debates/ discussions, presentations, comparisons to other texts, posters, reports, scenarios based on a story, cartoon strips based on the story; poems, songs, riddles, jokes, or sketches based on or inspired by the story etc.
- The post reading task along with students' answers to the questions in each stage are utilized for formative assessment.

**The texts used in all these stages need to be aligned in terms of purpose and theme.**