

Digital Reading Setup Planner

Two pages to plan one screen-reading lesson: the routine, the text check, three pathways into the same question, and a blank comprehension tracker.

1 · The 20-minute digital reading routine

Same shape every time, so students know what the screen is for. Write your own version of each step in the right-hand column.

Minutes	The move	What I will say or assign
0–3	Preview. Headline, subheads, images, length. Predict what it will say.	
3–5	Vocabulary. Three or four words pre-taught. No more.	
5–13	Read & annotate. Silent reading, one required mark per paragraph.	
13–17	Discuss. Pairs first, then the room. Screens down.	
17–20	Exit ticket. One question answered from memory, on paper.	

2 · Check the text before you assign it

- ☐ **Is it informational or narrative?** The paper advantage in the research shows up on informational and mixed text, and is essentially zero on narrative text alone.
- ☐ **Is there a clock on it?** Time pressure is where the print–screen gap widens. Self-paced reading nearly closes it.
- ☐ **Do I know the Lexile measure?** Use it to describe how hard the text is, not to decide what a student is allowed to read.
- ☐ **Have I planned for overconfidence?** Readers tend to finish screen text believing they understood more than they did, so the check has to be external.
- ☐ **Can every student reach it?** Read-aloud, adjustable type, captions and translation are access, not a lower standard.

Lexile text-complexity bands (CCSS “stretch” ranges). Grades 2–3: 420L–820L · Grades 4–5: 740L–1010L · Grades 6–8: 925L–1185L · Grades 9–10: 1050L–1335L · Grades 11–CCR: 1185L–1385L. The bands overlap on purpose. They describe how hard a text is — not what a student is required or permitted to read.

Source: Supplemental Information for Appendix A of the Common Core State Standards (NGA & CCSSO, 2012); ranges as published by MetaMetrics.

Pathways & Comprehension Tracker

One question for the whole class, three ways in — then a blank record of whether the reading actually landed.

3 · Three pathways, one question

Write the essential question once. Every student answers it. The route in is what changes.

Essential question every student answers

A · Accessible introduction

Shorter, more narrative, more scaffolded.

B · Developing independence

General-audience text, student builds the chain.

C · Extended analysis

Competing accounts, a primary source, more inference.

Note any Lexile ranges you use as illustrative examples of text difficulty — not as grade assignments, and not as a ceiling on what any student may read.

4 · Did comprehension actually improve?

Ask students to predict their score before they see it, then record both. The gap between predicted and actual is the number worth watching.

Week	Text & Lexile	Avg. predicted	Avg. actual	Gap	What changed
1					
2					
3					
4					
5					
6					

This sheet is deliberately blank. Numbers printed here would be invented, and invented numbers stop looking illustrative the second time someone shares them. Fill it with your own classes, and treat the result as information about your room rather than evidence about digital reading.