

Extension Activity: Focused Planning for Novel Studies



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Use this handout: During an extended workshop, in a PLC, or as a follow-up planning activity.

Purpose: Move beyond selecting and previewing a Novel Study to plan one focused instructional sequence. Use the built-in supports intentionally to address student needs and connect reading, discussion, comparative analysis, and writing.

Part 1: Confirm Your Instructional Starting Point

Grade level or course: _____
Curriculum unit: _____
Novel Study title: _____
Instructional role: _____
Student need or instructional priority: _____

Part 2: Select a Focused Sequence

Choose one manageable section, milestone, or cluster of lessons. The goal is not to map the entire Novel Study.

Novel section, milestone, or lesson sequence: _____
Learning goal for students: _____
How this focus connects to the larger Novel Study: _____



Part 3: Plan How the Supports Work Together

Novel Study Support	What Students Will Do	Teacher Move	Student Need Addressed	Connection to What Comes Next

Part 4: Plan One Intentional Instructional Move

Choose one planning focus:

- ☐ Support comprehension across an extended text
- ☐ Strengthen vocabulary and language access
- ☐ Prepare students for text-based discussion
- ☐ Connect comparative reading to the novel
- ☐ Build from short responses to extended writing
- ☐ Provide access through scaffolding, modeling, differentiation, or choice



Describe Your Move

What will you intentionally do or emphasize?

When will the move occur?

What will students do?

How will the move support diverse learners?

How will you know whether the support is helping?

Part 5: Share, Reflect, or Continue With a Team



One support we selected intentionally: _____

One instructional move we planned: _____

One question we still need to answer: _____



Feedback Notes

Warm: What feels purposeful, clear, or well aligned?

Cool: What could be clarified, strengthened, or made more manageable?

Reflection and Self-Check



- ☐ The selected supports connect to a clear student need.
- ☐ The sequence connects reading, discussion, analysis, or writing rather than treating resources as isolated tasks.
- ☐ The teacher move is specific, realistic, and repeatable.
- ☐ The plan identifies at least one support for diverse learners.
- ☐ The plan is focused enough to continue developing after the session.

Reminder: The goal is not to use every resource. The goal is to select and connect the supports that help students engage meaningfully with the full-length text.