

# Day 4 ELA Session

*Building Standards-Aligned Read-Alouds*

Grades PreK–3

Summer Institute 2018

# Objectives Self-Assessment

<b>DAY 4 OBJECTIVES SELF-ASSESSMENT</b>	Pre-Day 4 Session	Post-Day 4 Session
	1 = Not Capable 2 = Unsure 3 = I Believe So, with Some Practice 4 = Absolutely, Yes	1 = Not Capable 2 = Unsure 3 = I Believe So, with Some Practice 4 = Absolutely, Yes
I can accurately identify equitable instructional practice that aligns to the shifts and standards.		
I can apply and identify the shifts in the classroom using the Instructional Practice Guide Coaching Tool (IPG).		
I can confidently select appropriate text from which to develop rigorous read-alouds to build word and world knowledge.		

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# RAP: Checklist for Completing the Template

(revised)

√	Check each step as it is completed.
	Read the book/text closely.
	Complete the What Makes This Text Complex page.
	Write the Synopsis and clearly state the Big Ideas, Key Understandings, or Focusing Question in the template. Think about what students will know and do as a result of this read-aloud.
	Create the Culminating Task. What will students do to show you they understand the Big Idea?
	Brainstorm ideas for helping students overcome the challenges in reading this complex text by completing the Helping Students Navigate Text Complexity Worksheet.
	Carefully reread the book, and divide the book into four or more “chunks” for instruction.
	Create a sequence of questions, activities, and tasks in the template. While working, identify and categorize vocabulary using the Vocabulary table in the template. (Note: this can be done <i>while</i> creating text-dependent questions, or while rereading the text solely for vocabulary.)
	Verify the standards and insert into the template.

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# What Makes This Read-Aloud Complex?

## Quantitative measure:

Go to <http://fab.lexile.com/> and enter the title of your read-aloud into the Quick Book Search field in the upper right-hand corner of the screen. Most texts will have a Lexile measure in this database. Most of the texts that we read aloud in K–2 should be in the 2–3 or 4–5 band, more complex than the students can read themselves. (2–3 band: 420–820L); (4–5 band: 740–1010L)

LXILE:

## Qualitative features:

Consider the four dimensions of text complexity below. For each dimension note specific examples from the text that make it more or less complex.

<b>Meaning/Purpose</b>	<b>Structure</b>
<b>Language</b>	<b>Knowledge Demands</b>

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## Reader and Task Considerations

What will challenge my students most in this text?

What supports can I provide?

How will this text help my students build knowledge about the world?

How will this text help my students to grow vocabulary?

Based on quantitative measures, qualitative features, and reader and task considerations, the best grade-level fit is:

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# Planning Template

<b>Title and Author</b>	Suggested time to spend (# of minute sessions) over (number of days)
<b>ELA Standards</b>	
<b>Lesson Objective</b>	
<b>Teacher Instructions (before the lesson):</b>	
Read the Big Ideas and Key Understandings and the Synopsis below. Please do not read this to the students. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.	
<b>Big Ideas/Key Understandings/Focus Questions</b>	
<b>Synopsis: Review “What Makes This Read-Aloud Complex.” What are the sources of complexity or key access points for this book? Read the entire book; you may want to copy the questions, vocabulary words, and activities onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.</b>	

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## The Lesson: Questions, Activities, and Tasks

The majority of questions, activities, and tasks should be based on the writing, pictures, and features unique to this text (be text-specific). Questions that address text-to-self or text-to-world connections—what we like to call text *inspired* questions or activities—should be held until after the children have really gotten to know the book.

This template is designed to be flexible. Feel free to insert or delete rows as needed for additional questions, activities, or tasks. Questions, Activities, and Tasks are all aligned to the standards for ELA and can address any of the following through reading aloud rich selections:

- Academic language exploration and learning (vocabulary and syntax)
- Speaking and Listening activities
- Writing activities
- Language activities and questions
- Creative performance tasks and activities that are text-specific or text-inspired
- Foundational reading skills reinforcement where appropriate

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
<p>FIRST READING:            Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.</p>	<p>The goal here is for students to enjoy the book, both the writing and pictures, and to experience it as a whole. This will give them some context and a sense of completion before they dive into examining the parts of the book more carefully.</p>
<p>SECOND READING:            SESSION 1:</p>	
<p>SESSION 2:</p>	
<p>SESSION 3:</p>	
<p>SESSION 4: <i>Add sessions as needed.</i></p>	



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## FINAL DAY WITH THE BOOK – Culminating Task

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# Vocabulary

<b>These words merit less time and attention:</b> (They are concrete and easy-to-explain or describe events/ processes/ideas/concepts/experiences that are familiar to your students.)	<b>These words merit more time and attention:</b> (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes, or experiences with which most of your students will be unfamiliar.)

Additional Resources:

Additional Notes:

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# Helping Students Navigate Text Complexity Worksheet

(sample: “The Spider and the Fly”)

Title and Author:

	What will be challenging?	What questions might you ask to help students “get it”?	What activity might you do to help students “get it”?	Notes
Meaning				
Structure				
Knowledge				
Language				

Use this “brainstorm” to inform your thinking when creating the sequential set of questions on the template.