

ELA II Day 4 Grades P – 3
Read Aloud Project

RAP: Checklist for Completing the Template (revised)

✓	Check each step as it is completed.
	1. Read the book/text closely.
	2. Complete the What Makes This Text Complex page.
	3. 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.
	4. Create the Culminating Task. What will students do to show you they understand the Big Idea?
	5. Brainstorm ideas for helping students overcome the challenges in reading this complex text by completing the Helping Students Navigate Text Complexity Worksheet.
	6. Carefully re-read the book, and divide the book into four or more “chunks” for instruction.
	7. 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 re-reading the text solely for vocabulary).
	8. Verify standards and insert into the template.

What Makes This Read-Aloud Complex?

Quantitative measure:

- Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. 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)

LEXILE:

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.

Meaning/Purpose

Structure

Language

Knowledge Demands

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Meaning/Purpose

Structure

Language

Knowledge Demands

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:	<input data-bbox="1619 1219 1911 1347" type="text"/>

Planning Template

Title and Author	Suggested time to spend (# of minute sessions) over (number of days)
ELA Standards	
Lesson Objective	
Teacher Instructions (before the lesson):	
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.	
Big Ideas/Key Understandings/Focus Questions	
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 over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.	

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)
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.	The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.
SECOND READING: SESSION 1:	
SESSION 2:	

SESSION 3:

SESSION 4: *Add sessions as needed.*

FINAL DAY WITH THE BOOK - Culminating Task

Vocabulary

These words merit less time and attention : (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students)	These words merit more time and attention (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 that most of your student will be unfamiliar with)

Additional Resources

Additional Notes

Text Complexity

	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	Understanding the message of the story	Call attention to what the Spider is doing and how the Fly reacts. How does the Spider try to trick the Fly? What does the Fly do?	Have students track the Fly’s reaction to the things Spider does so they will notice the change. Create a T chart: <table border="1" data-bbox="1339 451 1726 597"> <tr> <td>How does the spider trick the fly?</td> <td>What does the fly do?</td> </tr> <tr> <td></td> <td></td> </tr> </table>	How does the spider trick the fly?	What does the fly do?			Set of repeating questions
How does the spider trick the fly?	What does the fly do?							
Structure	Knowing that two characters are talking	Help students track dialogue. Who is talking here? How do you know Spider is talking?	Puppets (hold up to show who’s talking) First read in two voices	Make stick puppets after first reading				
Knowledge	Making the connection to real spiders so they can see the “double meaning” in the words.	Call attention to places that have a deeper meaning if you connect them to real spiders What is a spider’s “table”? What does “set his table ready” mean?	Will need lots of background- Read nonfiction book on spiders first	Gail Gibbon Spider Book				
Language	Old fashioned language Figurative language	Frequent vocabulary questions, have students immediately apply their understanding to the text. Ne’er is an old fashioned word. What word do you know that sounds like ne’er? Why do you think the bugs “ne’er come down again”?	Act out sections so students can paraphrase. Check for understanding.	Have students try to act out figurative language so students can see it isn’t meant literally. Help students infer intended meaning.				




Helping Students Navigate Text Complexity Worksheet

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.

The K-2 Resources & Tools for Aligned ELA Instruction

	Knowledge Building Use sets of texts intentionally selected to build knowledge and vocabulary related to a topic	Foundational Skills (K-1) Print Concepts, (K-1) Phonological Awareness, Phonics & Word Recognition (K-2)	Fluency Accuracy, Automaticity, Expression	Language Grammar, Syntax, Morphology, Spelling	Read Aloud Fiction and nonfiction 2-3 levels above grade level	Conversation Collaborative speaking and listening that support meaning making	Writing (K-1) Mechanics, Response to Text, Culminating Text
 <p>60 MINUTES DAILY</p> <p>Building Decoding Skills and Word Recognition</p> <p>Instruction and practice reading targeted at building decoding skills and word recognition, using decodable texts.</p>							
 <p>45-60 MINUTES DAILY</p> <p>Working with Texts of Grade-level Complexity or Beyond</p> <p>Read-aloud and shared reading paired with discussion to build students knowledge, vocabulary, and understanding of text meaning, using texts of grade-level complexity or beyond (read aloud)</p>							
 <p>AS MUCH TIME AS POSSIBLE</p> <p>Volume of Engaged Reading Beyond Instruction</p> <p>Additional reading (guided, independent, or shared) within the ELA block and across all content areas to support all aspects of reading, including engagement and motivation, using texts at a variety of levels.</p>							