| **Grade \_\_\_\_ Interactive Read Aloud Planning Template** | |
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| **Text Title:**  **Text Level:** | **Number of Session(s):** |
| **Author(s):** | **Illustrator(s):** |
| **Genre:** | **Unit of Study Topic:** |
| **BEST Focus Standard (select one):**  BEST number and text of standard  **Academic Vocabulary in the Standard (Tier 2):**  List academic vocabulary  **Supporting BEST Standard(s):**  BEST number only | **Connected Content Standards:**  Standard number and text of standard  **Academic Vocabulary in the Standard (Tier 2):**  List academic vocabulary  **Content-Specific Vocabulary from the Text (Tier 3):**  List content vocabulary |
| **BEST Standards (always embedded):**  BEST number only |
| **Unknown Vocabulary:**  *Select words that might not be in students’ oral vocabulary that teacher will need to explain or define during the reading, in student-friendly terms.* ***Make sure the word(s) selected is/are not supported through context clues within the text (print and graphics) and are necessary for comprehension of the text.*** | |
| **Session \_\_\_**  **Introduction of the Text (to include the following): Title, Author, Illustrator, Genre, Title Page**  **Additional Features Specific to this Text:**  **Gist Statement (brief engaging statement about the text):**  **Model During Reading of the Text (stop at significant point(s) in the text to model):**  *Indicate stopping point(s) and provide brief description(s) of the think aloud. This may be reflected through the collaborative creation of an anchor chart. This process should be repeated during additional sessions, based on the number of opportunities within the text.*  **Active Engagement During Reading of the Text:**  *Based on teacher observation, students’ responses during active engagement may signal that additional modeled support is required prior to continuing active engagement.*  *Indicate stopping point(s) and provide brief description(s) of the active engagement opportunity(ies) in which students will participate. Select active engagement tool teacher will utilize:*  *\_\_ Turn and Talk \_\_ Stop and Jot \_\_ Collaborative Task \_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **Session \_\_\_**  **Model During Reading of the Text (stop at significant point(s) in the text to model):**  *Indicate stopping point(s) and provide brief description(s) of the think aloud. This may be reflected through the collaborative creation of an anchor chart. This process should be repeated during additional sessions, based on the number of opportunities within the text.*  **Active Engagement During Reading of the Text:**  *Based on teacher observation, students’ responses during active engagement may signal that additional modeled support is required prior to continuing active engagement.*  *Indicate stopping point(s) and provide brief description(s) of the active engagement opportunity(ies) in which students will participate. Select active engagement tool teacher will utilize:*  *\_\_ Turn and Talk \_\_ Stop and Jot \_\_ Collaborative Task \_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **Session \_\_\_**  **Model During Reading of the Text (stop at significant point(s) in the text to model):**  *Indicate stopping point(s) and provide brief description(s) of the think aloud. This may be reflected through the collaborative creation of an anchor chart. This process should be repeated during additional sessions, based on the number of opportunities within the text.*  **Active Engagement During Reading of the Text:**  *Based on teacher observation, students’ responses during active engagement may signal that additional modeled support is required prior to continuing active engagement.*  *Indicate stopping point(s) and provide brief description(s) of the active engagement opportunity(ies) in which students will participate. Select active engagement tool teacher will utilize:*  *\_\_ Turn and Talk \_\_ Stop and Jot \_\_ Collaborative Task \_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **Summarize Learning Through Discussion of the Text:**  *Indicate how students will make connections that support comprehension.*  **Close the Session with a Teaching Point:**  Say: *In this text and other texts, good readers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (identify one or more effective reading behaviors good readers exhibit).* | |
| **Apply to Independent Practice (independently and/or collaboratively with peers):**  *Indicate how students will apply learning through application to other texts during independent practice (e.g., may include reading, writing, word work, and listening practices).* | |
| **Extend the Lesson:**  *List possible connections from this interactive read aloud to connected content standards (lessons or activities).* | |