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| **Text:**  **Text Level:** | **Number of Day(s) and Session(s):** |
| **Author(s):** | **Illustrator(s):** |
| **Genre:** | **Connection to Conceptual Topic (IUS):** |
| **LAFS Focus Standard (select one):**  **Academic Vocabulary in the Standard (Tier 2):**  **Supporting LAFS Standard(s):** | **Connected Content Standards:**  **Academic Vocabulary in the Standard (Tier 2):**  **Content-Specific Vocabulary from the Text (Tier 3):** |
| **LAFS Standards (always embedded):**  **LAFS.\_\_.RI or RL.1.1 LAFS.\_\_.RI or RL.2.4**  **LAFS.\_\_.RI or RL.4.10** |
| **Strategic Action and Goal from the Literacy Continuum (page number and heading):**  **Essential Question from Prompting Guide Part 2 (page number):**  *Select a question that matches the chosen strategic action and goal to drive instruction.*  *­­\_\_ Thinking Within the Text \_\_ Thinking Beyond the Text \_\_ Thinking About the Text* | |
| **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.*** | |
| **Day\_\_\_\_\_ - Session\_\_\_\_\_**  **Introduction of the Text**  **Title, Author, Illustrator, Genre, Title Page**  **Gist Statement (brief engaging statement about the text):**  **Additional features specific to this text:** | |
| **Model During Reading of the Text (stop at significant point(s) in the text to model the goal):**  *Indicate stopping point(s) and provide brief description(s) of the think aloud. This may be reflected through the creation of an anchor chart. This process should be repeated 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 between the goal(s) and strategic action(s) that support comprehension. The discussion should begin with the essential question and may expand to include questions within, beyond, and about the text to deepen understanding.*  **Close the session with a teaching point:**  Say: *Good readers… {strategic action(s)/goal(s)}… in this book and other books...* | |
| **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., centers/stations/rounds may include reading, writing, word work, and listening practices).* | |
| **Extend the Lesson:**  *List possible connections from this modeled interactive read aloud to connected content standards (lessons or activities).* | |