# Read-Aloud Project Checklist for Completing the Template

| <ul> <li></li> </ul> | Check each step as it is completed.  |  |  |  |
|----------------------|--|--|--|--|
|                      | 1. Read the book closely.  |  |  |  |
|                      | 2. Complete the What Makes This Read-Aloud Complex page.   |  |  |  |
|                      | 3. Write the synopsis and clearly state the <b>Big Ideas, Key Understandings, or Focusing Question</b> in the template. Think about what students will know and do as a result of this read-aloud.           |  |  |  |
|                      | 4a. Carefully re-read the book, and create <b>Questions, Activities, and Tasks</b> for appropriate portions of the book. Be sure to carefully sequence the questions, activities, and tasks in the template. |  |  |  |
|                      | 4b. Identify and categorize vocabulary using the <b>Vocabulary</b> table in the template (this can be done while creating text dependent questions, or while re-reading the text solely for vocabulary).     |  |  |  |
|                      | 4c. Create Culminating Tasks and Extension Activities. Add a Note to Teacher if necessary.   |  |  |  |
|                      | 5. Verify <b>CCSS</b> and insert into the template.  |  |  |  |

Title

### Title/Author:

Suggested Time to Spend: X Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards

[ex. RL.2.1-5, RF.2.2, W.2.4, SL.2.1, L.2.1-5]

Lesson Objective:

[insert description here]

### **Teacher Instructions**

### Before the Lesson

1. 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/Focusing Question

[insert description here]

**Synopsis** 

[insert description here]

Title

- 2. Go to the last page of the lesson and review "What Makes this Read-Aloud Complex." This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
- 3. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the textinspired questions and activities. *Hint: 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 CCSS 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

Title

| Questions/Activities/Vocabulary/Tasks  | Expected Outcome or Response (for each)   |
|--|---|
| FIRST READING:<br>Read aloud the entire book (or chapter) with minimal<br>interruptions. Stop to provide word meanings or clarify only<br>when you know the majority of your students will be confused.<br>SECOND READING:<br>Provide questions and activities that go well with this section of<br>the book. Make sure you lay out the activities with clear<br>instructions to the teacher.<br>Remember to pay attention to the vocabulary that shows up<br>here, to the pictures, and to hard or unusual sentences! You<br>can ask about them in a question or make an activity or task<br>that taps into the text in a unique way. | The goal here is for students to enjoy the book, both writing<br>and pictures, and to experience it as a whole. This will give<br>them some context and sense of completion before they dive<br>into examining the parts of the book more carefully.<br>Every question, activity or task should be addressed here.<br>Please line the bullets up or create more rows so teachers can<br>easily see the alignment. |
| THIRD READING:<br>Provide questions and activities that go well with this section of<br>the book. Make sure you lay out the activities with clear<br>instructions to the teacher.<br>Remember to pay attention to the vocabulary that shows up<br>here, to the pictures, and to hard or unusual sentences! You<br>can ask about them in a question or make an activity or task<br>that taps into the text in a unique way.   | Every question, activity or task should be addressed here.<br>Please line the bullets up or create more rows so teachers can<br>easily see the alignment.   |
| FOURTH AND BEYOND:<br>Provide questions and activities that go well with this section of<br>the book. Make sure you lay out the activities with clear<br>instructions to the teacher.  | Every question, activity or task should be addressed here.<br>Please line the bullets up or create more rows so teachers can  |

| District  | Title              | Recommended for Grade X |
|---|--------------------|-------------------------|
| Remember to pay attention to the vocabulary that shows up<br>here, to the pictures, and to hard or unusual sentences! You<br>can ask about them in a question or make an activity or task<br>that taps into the text in a unique way. | easily see the ali | ignment.                |

# FINAL DAY WITH THE BOOK - Culminating Task

• [insert description here] Note that if you are creating a paired reading experience, the culminating activity may come after both books have been explored thoroughly.

## <u>Vocabulary</u>

| These words merit less time and attention<br>(They are concrete and easy to explain, or describe events/<br>processes/ideas/concepts/experiences that are familiar to your students ) | These words merit more time and attention<br>(They are abstract, have multiple meanings, and/or are a part<br>of a large family of words with related meanings. These words are likely<br>to describe events, ideas, processes or experiences that most of your<br>student will be unfamiliar with) |
|---|---|
| Page [number] - [word] – [Definition]   | Page [number] - [word] – [Definition]   |
| Page [number] - [word] – [Definition]   | Page [number] - [word] – [Definition]   |
| Page [number] - [word] – [Definition]   | Page [number] - [word] – [Definition]   |

Title

### Fun Extension Activities for this book and other useful Resources

[insert any helpful, relevant links or other activities that you have thought of. Provide enough instruction and clear guidance so a teacher who tries this can likely meet with success.

### Note to Teacher

• [insert any helpful, relevant instructional suggestions here - optional]

This is where you get to say anything else you want to about the book or your ideas for what else to do with it. After all, you have spent more time thinking about it than the teacher is going to be able to!

#### What Makes This Read-Aloud Complex?

### 1. Quantitative Measure

Go to <u>http://www.lexile.com/</u> 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

### 2. 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 |                   |
|-----------------|-------------------|
| Language        | Knowledge Demands |
|                 |                   |

#### 3. 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?

#### 4. Grade level

What grade does this book best belong in?

Title

### Title/Author:

Suggested Time to Spend: X Days/Weeks (Recommendation: one session per day, at least 20 minutes per day)

### Common Core grade-level ELA/Literacy Standards

[ex. RL.2.1-5, RF.2.2, W.2.4, SL.2.1, L.2.1-5]

### **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.
 <u>Big Ideas/Key Understandings/Focusing Question</u>
 [insert description here]

<u>Synopsis</u>

[insert description here]

2. Go to the last page of the lesson and review "What Makes this Read-Aloud Complex." This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.

Title

3. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the textinspired questions and activities. *Note: 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 chapter's questions and vocabulary work.* 

### Chapter Guide – Questions, Activities, Vocabulary, and Tasks

The majority of questions, activities, and tasks should be based on the writing, pictures and features unique to this book (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 used sparingly during reading and should most often 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 CCSS for ELA and can address any of the following through reading aloud rich selections:

- Academic language exploration and learning(vocabulary and syntax)
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- Foundational reading skills reinforcement where appropriate

| Questions/Activities/Vocabulary/Tasks                           | Expected Outcome or Response (for each)                        |
|---|--|
| CHAPTER 1   |  |
|   | Every question, activity or task should be addressed here.     |
| Provide one question, activity, or task that would go well with | Please line the bullets up or create more rows so teachers can |
| this section of the book. Make sure you lay out the activities  | easily see the alignment.                                      |
| with clear instructions to the teacher.                         |  |
| Remember to pay attention to the vocabulary that shows up       |  |
| here, to the pictures, and to hard or unusual sentences! You    |  |
| can ask about them in a question or make an activity or task    |  |
| that taps into the book in a unique way.                        |  |

| CHAPTER 2  |   |
|--|---|
| Provide questions and activities that go well with this section of<br>the book. Make sure you lay out the activities with clear<br>instructions to the teacher.<br>Remember to pay attention to the vocabulary that shows up<br>here, to the pictures, and to hard or unusual sentences! You<br>can ask about them in a question or make an activity or task<br>that taps into the book in a unique way.                         | Every question, activity or task should be addressed here.<br>Please line the bullets up or create more rows so teachers can<br>easily see the alignment. |
| CHAPTER 3 AND BEYOND<br>Provide questions and activities that go well with this section of<br>the book. Make sure you lay out the activities with clear<br>instructions to the teacher.<br>Remember to pay attention to the vocabulary that shows up<br>here, to the pictures, and to hard or unusual sentences! You<br>can ask about them in a question or make an activity or task<br>that taps into the book in a unique way. | Every question, activity or task should be addressed here.<br>Please line the bullets up or create more rows so teachers can<br>easily see the alignment. |

# Final Days with the Book - Culminating Task

[insert description here] Note that if you are creating a paired reading experience, the culminating activity may come after both

books have been explored thoroughly.

# Vocabulary Tracker

Title

#### Keep track of key vocabulary words examined in each chapter of the book.

Chapter [number] - [word] – [Context] Chapter [number] - [word] – [Context] Chapter [number] - [word] – [Context]

### Fun Extension Activities for this book and other useful Resources

[insert any helpful, relevant links or other activities that you have thought of. Provide enough instruction and clear guidance so a teacher who tries this can likely meet with success.

### Note to Teacher

• [insert any helpful, relevant instructional suggestions here— optional]

This is where you get to say anything else you want to about the book or your ideas for what else to do with it. After all, you have

spent more time thinking about it than the teacher is going to be able to!

### What Makes This Book Complex?

### 1. Quantitative Measure

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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

### 2. 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 |                   |
|-----------------|-------------------|
| Language        | Knowledge Demands |
|                 |                   |

#### 3. 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?

#### 4. Grade level

What grade does this book best belong in?

\_\_\_\_\_Grade/ Band

Question maker:\_\_\_\_\_

Name of Text:\_\_\_\_\_

Narrative/Poetry/Hybrid/Informational/other\_\_\_\_\_

| Category                                | Notes and comments on text features in each category | What questions could you ask students here?    |
|---|--|--|
| Structure: (both story                  |  |  |
| structure or form of piece)             |  |  |
| Language Clarity and                    |  |  |
| Conventions (including vocabulary load) |  |  |
| Knowledge Demands (life,                |  |  |
| content, cultural/literary)             |  |  |
| Levels of Meaning/ Purpose              |  |  |
|   |  |  |
|   | What trumps for you when you consider this text?     | Culminating Question or Task follow from this? |
|   |  |  |
|   |  |  |

#### Common Core Standards Qualitative Features of Text Complexity Explained Companion to the Qualitative Dimensions Scale

(To be consulted in filling out the rubric and in conjunction with anchor texts)

#### Structure (could be story structure and/or form of piece)

- Simple  $\rightarrow$  Complex
- Explicit  $\rightarrow$  Implicit
- Conventional  $\rightarrow$  Unconventional
- Events related in chronological order  $\rightarrow$  Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics  $\rightarrow$  sophisticated graphics
- Graphics unnecessary or merely supplemental to understanding the text → Graphics essential to understanding the text and may provide information not elsewhere provided

### Language Demands: Conventionality and Clarity

- Literal  $\rightarrow$  Figurative or ironic
- Clear  $\rightarrow$  Ambiguous or purposefully misleading
- Contemporary, familiar  $\rightarrow$  Archaic or otherwise unfamiliar
- Conversational  $\rightarrow$  General Academic and domain specific
- Light vocabulary load<sup>1</sup>: few unfamiliar or academic words → Many words unfamiliar and high academic vocabulary present
- Sentence structure <sup>2</sup>straightforward  $\rightarrow$  Complex and varied sentence structures

#### Knowledge Demands: Life Experience (literary texts)

- Simple theme  $\rightarrow$  Complex or sophisticated themes
- Single theme  $\rightarrow$  Multiple themes
- Common everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective  $\rightarrow$  Multiple perspectives
- Perspective(s) like one's own  $\rightarrow$  Perspective(s) unlike or in opposition to one's own

#### Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts

#### Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts

#### Levels of Meaning (chiefly literary texts) or Purpose (chiefly informational texts)

- Single level of meaning  $\rightarrow$  Multiple levels of meaning
- Explicitly stated purpose  $\rightarrow$  Implicit purpose, may be hidden or obscure

<sup>&</sup>lt;sup>1</sup> Though vocabulary can be measured by quantifiable means, it is still a feature for careful consideration when selecting texts

<sup>&</sup>lt;sup>2</sup> Though sentence length is measured by quantifiable means, sentence complexity is still a feature for careful consideration when selecting texts

### Text Complexity: Qualitative Measures Rubric

### **INFORMATIONAL TEXTS**

| Text Title           |   |   | Text Author   |  |
|----------------------|---|---|---|--|
|                      | Exceedingly Complex   | Very Complex  | Moderately Complex  | Slightly Complex   |
| PURPOSE              | O <b>Purpose:</b> Subtle, implied, difficult to determine; intricate, theoretical elements  | O <b>Purpose:</b> Implied, but fairly easy to infer; more theoretical than concrete   | O <b>Purpose:</b> Implied, but easy to identify based upon context or source  | O <b>Purpose:</b> Explicitly stated; clear, concret with a narrow focus  |
| TEXT STRUCTURE       | • Organization of Main Ideas: Connections<br>between an extensive range of ideas or<br>events are deep, intricate and often<br>implicit or subtle; organization of the text<br>is intricate or specialized for a particular<br>discipline | O <b>Organization of Main Ideas:</b> Connections<br>between an expanded range ideas,<br>processes or events are deeper and often<br>implicit or subtle; organization may contain<br>multiple pathways and may exhibit traits<br>common to a specific discipline | O <b>Organization of Main Ideas:</b> Connections<br>between some ideas or events are implicit<br>or subtle; organization is evident and<br>generally sequential                                 | O Organization of Main Ideas: Connection<br>between ideas, processes or events are<br>explicit and clear; organization of text is<br>clear or chronological or easy to predict |
|                      | O <b>Text Features</b> : If used, are essential in<br>understanding content   | O <b>Text Features:</b> If used, greatly enhance the reader's understanding of content  | O Text Features: If used, enhance the reader's understanding of content   | <ul> <li>Text Features: If used, help the reader<br/>navigate and understand content but are<br/>not essential</li> </ul>  |
|                      | O Use of Graphics: If used, extensive,<br>intricate, essential integrated graphics,<br>tables, charts, etc., necessary to make<br>meaning of text; also may provide<br>information not otherwise conveyed in<br>the text                  | O Use of Graphics: If used, essential<br>integrated graphics, tables, charts, etc.;<br>may occasionally be essential to<br>understanding the text   | O Use of Graphics: If used, graphics mostly<br>supplementary to understanding of the<br>text, such as indexes, glossaries; graphs,<br>pictures, tables, and charts directly<br>support the text | O Use of Graphics: If used, simple graphics,<br>unnecessary to understanding the text but<br>directly support and assist in interpreting<br>the written text                   |
| LANGUAGE             | <ul> <li>Conventionality: Dense and complex;<br/>contains abstract, ironic, and/or<br/>figurative language</li> </ul>   | O <b>Conventionality</b> : Complex; contains<br>some abstract, ironic, and/or figurative<br>language  | O <b>Conventionality</b> : Largely explicit and<br>easy to understand with some occasions<br>for more complex meaning   | O <b>Conventionality</b> : Explicit, literal,<br>straightforward, easy to understand   |
| FEATURES             | <ul> <li>Vocabulary: Generally unfamiliar,<br/>archaic, subject-specific, or overly<br/>academic language; may be ambiguous<br/>or purposefully misleading</li> </ul>   | <ul> <li>Vocabulary: Somewhat complex<br/>language that is sometimes unfamiliar,<br/>archaic, subject-specific, or overly<br/>academic</li> </ul>   | O <b>Vocabulary:</b> Mostly contemporary,<br>familiar, conversational; rarely<br>unfamiliar or overly academic  | <ul> <li>Vocabulary: Contemporary, familiar,<br/>conversational language</li> </ul>  |
|                      | O Sentence Structure: Mainly complex<br>sentences often containing multiple<br>concepts   | O Sentence Structure: Many complex<br>sentences with several subordinate<br>phrases or clauses and transition words   | O Sentence Structure: Simple and<br>compound sentences, with some more<br>complex constructions   | O Sentence Structure: Mainly simple sentences  |
| KNOWLEDGE<br>DEMANDS | <ul> <li>Subject Matter Knowledge: Extensive,<br/>perhaps specialized or even theoretical<br/>discipline-specific content knowledge;<br/>range of challenging abstract and<br/>theoretical concepts</li> </ul>                            | O Subject Matter Knowledge: Moderate<br>levels of discipline-specific content<br>knowledge; some theoretical knowledge<br>may enhance understanding; range of<br>recognizable ideas and challenging<br>abstract concepts  | O <b>Subject Matter Knowledge:</b> Everyday<br>practical knowledge and some discipline-<br>specific content knowledge; both simple<br>and more complicated, abstract ideas                      | O Subject Matter Knowledge: Everyday,<br>practical knowledge; simple, concrete<br>ideas  |
|                      | O Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.   | O Intertextuality: Some references or<br>allusions to other texts or outside ideas,<br>theories, etc.   | O Intertextuality: A few references or<br>allusions to other texts or outside ideas,<br>theories, etc.  | O Intertextuality: No references or allusions<br>to other texts, or outside ideas, theories,<br>etc.   |

### Text Complexity: Qualitative Measures Rubric

### LITERARY TEXTS

| Text Title           |   |   | Text Author   |  |  |
|----------------------|---|---|---|--|--|
|                      | Exceedingly Complex   | Very Complex  | Moderately Complex  | Slightly Complex   |  |
| MEANING              | O <b>Meaning:</b> Several levels and competing<br>elements of meaning that are difficult to<br>identify, separate, and interpret; theme<br>is implicit or subtle, often ambiguous and<br>revealed over the entirety of the text | O <b>Meaning:</b> Several levels of meaning that<br>may be difficult to identify or separate;<br>theme is implicit or subtle and may be<br>revealed over the entirety of the text | O Meaning: More than one level of<br>meaning with levels clearly distinguished<br>from each other; theme is clear but may<br>be conveyed with some subtlety | O <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.                                   |  |
| TEXT STRUCTURE       | O <b>Organization:</b> Organization is intricate<br>with regard to elements such as narrative<br>viewpoint, time shifts, multiple characters,<br>storylines and detail  | O <b>Organization:</b> Organization may include<br>subplots, time shifts and more complex<br>characters   | O <b>Organization:</b> Organization may have<br>two or more storylines and occasionally<br>difficult to predict   | O <b>Organization:</b> Organization of text is clear, chronological or easy to predict                                     |  |
|                      | O Use of Graphics: If used, minimal illustrations that support the text   | O Use of Graphics: If used, a few illustrations that support the text   | O <b>Use of Graphics:</b> If used, a range of<br>illustrations that support selected parts of<br>the text   | O Use of Graphics: If used, extensive<br>illustrations that directly support and assis<br>in interpreting the written text |  |
| LANGUAGE             | O <b>Conventionality</b> : Dense and complex;<br>contains abstract, ironic, and/or<br>figurative language   | O <b>Conventionality</b> : Complex; contains<br>some abstract, ironic, and/or figurative<br>language  | O <b>Conventionality</b> : Largely explicit and<br>easy to understand with some occasions<br>for more complex meaning                                       | O <b>Conventionality</b> : Explicit, literal,<br>straightforward, easy to understand                                       |  |
| FEATURES             | <ul> <li>Vocabulary: Generally unfamiliar,<br/>archaic, subject-specific, or overly<br/>academic language; may be ambiguous<br/>or purposefully misleading</li> </ul>   | <ul> <li>Vocabulary: Somewhat complex<br/>language that is sometimes unfamiliar,<br/>archaic, subject-specific, or overly<br/>academic</li> </ul>                                 | <ul> <li>Vocabulary: Mostly contemporary,<br/>familiar, conversational; rarely<br/>unfamiliar or overly academic</li> </ul>                                 | <ul> <li>Vocabulary: Contemporary, familiar,<br/>conversational language</li> </ul>  |  |
|                      | O Sentence Structure: Mainly complex<br>sentences often containing multiple<br>concepts   | <ul> <li>Sentence Structure: Many complex<br/>sentences with several subordinate<br/>phrases or clauses and transition words</li> </ul>   | O Sentence Structure: Simple and<br>compound sentences, with some more<br>complex constructions   | <ul> <li>Sentence Structure: Mainly simple<br/>sentences</li> </ul>  |  |
| KNOWLEDGE<br>DEMANDS | O Life Experiences: Explores complex,<br>sophisticated themes; experiences are<br>distinctly different from the common<br>reader  | O Life Experiences: Explores themes of<br>varying levels of complexity; experiences<br>portrayed are uncommon to most readers   | O Life Experiences: Explores a single theme;<br>experiences portrayed are common to<br>many readers   | O Life Experiences: Explores a single theme<br>experiences portrayed are everyday and<br>common to most readers            |  |
|                      | <ul> <li>Intertextuality and Cultural Knowledge:<br/>Many references or allusions to other texts<br/>or cultural elements</li> </ul>  | <ul> <li>Intertextuality and Cultural Knowledge:<br/>Some references or allusions to other texts<br/>or cultural elements</li> </ul>  | <ul> <li>Intertextuality and Cultural Knowledge: A<br/>few references or allusions to other texts or<br/>cultural elements</li> </ul>                       |  |  |

### Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

1. Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.

2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.

3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.

4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.

5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.

6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.

7. Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.