

Read-Aloud Planning Template: Higher-Order Thinking & Tiered Vocabulary

1. Learning Focus

Book Title: _____

Author/Illustrator: _____

Grade Level / WV CCRS Alignment: _____

Theme or Focus Skill (e.g., comprehension strategy, SEL concept, math/science connection): _____

Objective: What do I want students to think about or understand through this text?

Standard(s): WV CCRS ELA or content-area connections

Essential Question: _____

2. Vocabulary Focus (Tiered)

Tier	Word	Child-Friendly Definition	Strategy for Teaching
Tier 1	happy	Simple words children likely know	Use naturally in discussion
Tier 2	frustrated	Precise words to stretch understanding	Define + use in sentences
Tier 3	habitat	Words tied to topic or concept	Show visuals or examples

3. Before Reading

Purpose: Activate background knowledge and set purpose for thinking.

- Ask a prediction or inference question: “What clues do the cover and title give us about what might happen?”
- Introduce key Tier 2 and Tier 3 vocabulary with visuals or gestures.
- Make a real-world connection: “Have you ever had to share something special like the character might in this story?”

4. During Reading

Purpose: Pause for higher-order thinking and vocabulary in context.

Comprehension Prompts (Bloom's/Depth of Knowledge):

- Analyze: "Why do you think the character chose to do that?"
- Evaluate: "Was that a fair decision? Why or why not?"
- Create: "If you were the author, how might you change the ending?"

Vocabulary in Action: Highlight Tier 2/3 words naturally

(e.g., 'The forest was dense. That means it was full of trees close together.')

Scaffold with think-alouds: "I notice the author uses describing words—this helps me picture it in my mind."

5. After Reading

Purpose: Extend comprehension and critical thinking.

- Synthesize: "What lesson can we learn from this story?"
- Compare/Contrast: "How is this character's challenge like one we read about before?"
- Application: "How could we use what we learned from this story in our classroom or at home?"
- Creative response: Drawing, acting, retelling, or writing connection sentences with Tier 2 words.

6. Center or Follow-Up Extension

- Literacy Extension: Retell story using story stones, puppets, or sequencing cards.
- STEAM/Play-Based Extension: Connect to real-world topic (e.g., build the setting with blocks, sort objects by attributes).
- Language Extension: Encourage students to use new vocabulary in conversation or journal dictation.

7. Reflection (for Teacher)

- What evidence showed students used higher-order thinking?
- Did students use Tier 2/3 vocabulary independently?
- What might I adjust next time (questions, pacing, grouping)?