

**Read-Aloud Title** \_\_\_\_\_

**Grade** \_\_\_\_\_

Use this evaluation to ensure the texts you choose as read-alouds not only teach content objectives but also expose students to rich, domain vocabulary. Place a check in the "yes" column if the text meets the criteria or "no" column if it does not meet the criteria.

Use the second page to share your rationale as to why/not a text met a specific criteria.

Criteria	yes	no
<b>Content</b> Delivers the planned content (outlined by the core content objectives) in an engaging manner.		
<b>Vocabulary</b> Uses domain (Tier 3) vocabulary (i.e., content-based vocabulary words that are vital to understanding the text) and rich, academic (Tier 2) vocabulary (i.e., words that are widely used in academic contexts as transitions, connectors, or text structure words as well as words with multiple meanings).		
<b>Complexity</b> Delivers the appropriate level of complexity (listening comprehension level) of students. <i>Note: Complexity encompasses the language and knowledge demands placed on students. Dimensions of complexity include Levels of Meaning /Purpose, Structure, Language Conventionality/Clarity and Knowledge Demands of the text. See Appendix A, p. 6 of the Common Core State Standards for more information.</i>		
<b>Illustrations</b> Contains illustrations/diagrams that assist in delivering the content (e.g., provides a visual to demonstrate the vocabulary, clarify a concept, etc.).		
<b>Length</b> Is not extensively long for younger students' attention spans or not too short limiting vocabulary exposure and discussion.		
<b>Factual Accuracy</b> Contains information in the text that has been fact-checked and is supported by three reliable resources.		
<b>Appropriate</b> Delivers developmentally appropriate content that is relative to students' age and grade (e.g., students in grade 2 could learn about President Lincoln and his contributions, but it would not be developmentally appropriate for students to study Lincoln's Assassination). <i>Note: The text can be used if such pages are omitted from the read-aloud.</i>		
<b>Diversity</b> Portrays diversity in a sensitive manner (e.g., a book about the fall season was not used as a read-aloud because it included the generalization, "Everyone has a big feast for Thanksgiving.").		
<b>Book Size</b> Is large enough for students to be able to see illustrations from a distance.		
<b>Read-Aloud</b>	yes	no
The text meets the criteria		