1 = Emerging	2 = Developing	3 = Implementing	4 = Sustaining

Standard/Learning Goal or Focus:		Curriculum/Text:
What we want to be true based on research and best practices…	Rubric	Notes

Books and Materials

Books and materials are central to the read aloud. The books must be thought-provoking and useful for starting and sustaining discussions and should send affirming messages, heighten joy, and serve as windows and mirrors.

	Rubric	Notes
A.1 Critical Literacy Text is complex, grade-level appropriate, and a good candidate for critical literacy instruction. Text contains content, themes, or main ideas that are significant, thought-provoking, and that support analysis.	1 — Text is not complex or grade-level appropriate. 2 — Text is complex but not grade-level appropriate or a good candidate for critical literacy. 3 — Text is complex, grade-level appropriate, and a good candidate for critical literacy. 4 — Text is complex, grade-level appropriate, a good candidate for critical literacy, and considers the identities of the children in the class.	
A.2 Diversity and Inclusion Text contributes to the inclusion of diverse voices and ideas in the curriculum.	1 — Text presents only a narrow perspective (singular story). 2 — Text does not contribute to the inclusion of diverse voices and ideas. 3 — Text adds to the diversity of ideas, perspectives, and authors. 4 — Text adds to the diversity of ideas, perspectives, authors, and contributes to children's understanding of themselves, others, and our world.	
A.3 Social Justice and Equity Text authentically and accurately reflects the identities (racial, cultural, linguistic), topics, histories, interests, experiences, and motivations of people within it.	1 — Text contains racial, cultural, or linguistic stereotypes or inaccurate information on a topic. 2 — Text paints an incomplete or unauthentic picture of the topics or identities. 3 — Text authentically and accurately represents the topics and/or the identities of the people within it. 4 — Text authentically and accurately reflects the topics and the identities of people within it and is either culturally relevant to the children in the classroom or provides them with a window to learn about others.	
A.4 Lesson Alignment Strong alignment exists between the text and standards.	1 — Text does not align with the standard(s) of the lesson. 2 — Text somewhat aligns with the standard(s) of the lesson. 3 — Text strongly aligns with the standard(s) of the lesson. 4 — Text strongly aligns with learning goals of the lesson and allows for connection with other classroom texts, goals, units, experiences, etc.	

Child Actions

Child actions are the expression of the experience children are having during the read aloud. The experience of joy is a result of stimulating intellectual engagement.

B.1 Language Practices

Children use a variety of language practices and play as they make meaning of the text and develop a love of reading and language

1 — Children have little to no opportunities to use all of their language practices.
2 — Children's language practices are accepted and encouraged at some times and in some spaces and not others.
3 — Children engage in language play and exploration using all their language practices.
4 — Children engage in language play and exploration using all their language practices and are excited to explore their own and others' language practices.

B.2 Collaboration

Children grow and share ideas by collaborating with peers through discussion, questioning, debate, writing, etc.

1 — Children have no opportunities to share ideas.
2 — Children share answers to low-level or closed questions.
3 — Children grow ideas by asking questions, talking to each other, debating, and writing.
4 — Children's understanding of the text changes and grows as a result of their ongoing collaboration with peers.

B.3 Anchoring Learning in the Text

Children cite evidence from the text to support their understanding of the deepest meaning of the text, attending to vocabulary, syntax, language choice, illustrations, author's craft, and other text structures and features.

1 — Children do not cite evidence from the text that moves the discussion towards the deepest meaning of the text.
2 — Children inconsistently cite evidence from the text that moves the discussion towards the deepest meaning of the text.
3 — Children consistently cite evidence from the text that moves the discussion towards the deepest meaning of the text.
4 — Children additionally cite evidence from the text that moves the discussion towards the deepest meaning of the text and to support, clarify, and challenge each other's ideas and viewpoints.

B.4 Social Justice and Equity

Children identify and discuss the cultural, linguistic, racial, and social justice ideas/themes within the text.

1 — Children do not identify or discuss issues of social justice and/or equity within the text.
2 — Children identify issues of social justice and/or equity within the text.
3 — Children identify AND discuss issues of social justice and/or equity within the text.
4 — Children independently make connections to external social justice and equity issues (real life, other texts, etc.) using ideas within and beyond the text.

B.5 Connecting Learning

Children synthesize and apply key learnings from text across other texts, learning experiences, and life experiences.

1 — Children do not make connections to the text or key learnings.
2 — Children connect to the text in basic or superficial ways.
3 — Children use their connections to the text to develop key learnings, original ideas, and conclusions about the text.
4 — Children use their connections to the text to develop key learnings, original ideas, and conclusions about the text and apply their key learnings from the text to other texts, learning experiences, and life experiences.

Teacher Actions

Teacher actions are intentional and aligned to the experience children should have. The teacher must genuinely value everyone's presence and recognize that everyone contributes to learning.

C.1 Intellectual Prep & Language Practices

Teacher facilitates discussions among children that support them in arriving at the deepest meaning of the text by asking questions that are grounded in the text; children's contributions and responses in all language practices are honored.

1 — Teacher does most of the talking with little to no facilitation of discussion among children.
2 — Teacher facilitates some peer discussion that may or may not arrive at the deepest meaning of the text.
3 — Teacher facilitates discussions grounded in the text and supports them in arriving at the deepest meaning of the text.
4 — Teacher facilitates discussions among children that honor diversity of thought; children use their language practices freely as they gain a deeper understanding of the text.

C.2 Instructional Routines & Pacing

Teacher uses instructional routines that support children's understanding of the deepest meaning of the text by including appropriate think time, talk time, wait time, and feedback.

1 — Teacher includes instructional routines and feedback primarily focused on classroom management.
2 — Teacher includes too many or too few opportunities for think time, talk time, wait time, and/or feedback that focuses on right or wrong responses.
3 — Teacher includes instructional routines that consider the differences among children by pacing the lesson to provide think time, talk time, wait time, and feedback that is direct and non-judgmental.
4 — Teacher includes instructional routines that consider the differences among children and provide opportunities for children to utilize feedback to reflect, apply, and contribute to their learning and the learning of others.

C.3 Anchoring Learning in the Text

Teacher scaffolds children's understanding of the deepest meaning of the text by drawing their attention to specific phrases, words, illustrations, and language practices that are significant to understanding.

1 — Teacher provides little to no scaffolding for children to use textual evidence to grow their understanding towards the deepest meaning of the text.
2 — Teacher provides some scaffolding for children to use textual evidence to grow their understanding towards the deepest meaning of the text.
3 — Teacher consistently provides scaffolding for children to use textual evidence to grow their understanding towards the deepest meaning of the text.
4 — Teacher flexibly uses scaffolds that meet the diverse needs of children to enable all children to use textual evidence to grow their understanding towards the deepest meaning of the text.

C.4 Social Justice and Equity

Teacher dedicates time and attention to criticality so that children read, write, think, and speak in ways to understand power and equity.

1 — Teacher does not notice or dedicate time to discuss social justice themes, bias, stereotypes, and inequities in the text with children.
2 — Teacher points out but does not discuss social justice themes, bias, stereotypes, and inequities in the text with children.
3 — Teacher notices and dedicates time to discuss social justice themes, bias, stereotypes, and inequities in the text with children.
4 — Teacher notices and dedicates time to discuss social justice themes, bias, stereotypes, and inequities in text with children and prompts and supports children to take action.

C.5 Connecting Learning

Teacher creates opportunities for children to synthesize, connect, and apply their learning; teacher stamps key learnings throughout the lesson.

1 — Teacher does not create opportunities for children to make connections, synthesize, and apply their learning.
2 — Teacher creates opportunities for their own connections or low-level child connections. (E.g., "thumbs up if…")
3 — Teacher creates opportunities for children's meaningful connections.
4 — Teacher creates opportunities for children to apply their connections and stamps key learnings.

Classroom Ecology

Classroom ecology is the interdependence of the people and the space. The classroom ecology is inclusive, respectful, and affirming. It promotes a positive self-identity so that children feel comfortable sharing their whole selves: their cultures, languages, gifts, talents, oral traditions, etc. It offers access, choice, voice, and the materials and tools necessary for children to thrive.

D.1 Extend Learning

Spaces, time, and materials are designed to extend and support children's learning (e.g., learning centers, library, writing tools, and anchor charts).

1 — There are no or limited spaces and materials to support and extend children's learning.
2 — There are learning centers and spaces but no time or opportunity to extend or apply learning.
3 — The classroom has materials, time, and spaces where children independently extend their learning from the read aloud.
4 — Spaces or materials offer a variety of choices for children to apply, explore, and extend their learning.

D.2 Seating Arrangements Build Ideas

Seating arrangements promote conversation and sharing of ideas amongst children.

1 — Seating is arranged to facilitate discussion between teacher and children only.
2 — Seating arrangements promote limited conversations (e.g., only turn and talk).
3 — Seating arrangements support whole group and partner discussions.
4 — Seating arrangement configurations are used flexibly to promote conversation and idea sharing.

D.3 Access to Text

Children have access to read aloud text through visual and/or auditory means.

1 — Not all children have access to the text.
2 — Children have access to the text (visual, auditory, tactile) but it is unstructured, inconsistent, not developmentally appropriate, or highly managed by the teacher.
3 — Children have full access to the text (visual, auditory, tactile) to allow them to build comprehension, cite evidence, and learn about the forms and functions of print.
4 — Children have full access and autonomy over the text at any time to cite evidence, review text, and confirm their thinking.

D.4 Culture, Identity, and Language

Artifacts and children's work represent their language practices, interests, cultures, and identities.

1 — There are few or no artifacts or children's work in the classroom.
2 — There are artifacts and children's work in the classroom, but they do not reflect all children's cultures, identities, and languages.
3 — The artifacts and children's work in the classroom represent their language practices, interests, cultures, and identities.
4 — Children access and use the artifacts in the classroom to learn about the classroom, themselves, each other, and the world; artifacts are an extension of their learning.