

**Module 3: Planning Repeated Interactive Read  
Aloud Lessons**

**[TAB PAGE]**



# Module 3: Planning Repeated Interactive Read Aloud Lessons

## Objectives

- Understand the term “repeated interactive read aloud” and recognize why repeated interactive read alouds are a critical instructional strategy for early literacy development
- Make connections to key learning from Module 2
- Learn how to build rigor across multiple reads by scaffolding questions and tasks
- Learn how to create culminating tasks that require speaking, drawing, and writing
- Create a repeated interactive read aloud lesson plan with daily and culminating tasks

## Standards

Repeated interactive read alouds provide rich context for teaching a wide range of standards. This module most closely aligns with the following standards:

### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## College and Career Readiness Anchor Standards for Writing

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## College and Career Readiness Anchor Standards for Speaking and Listening

### **Comprehension and Collaboration**

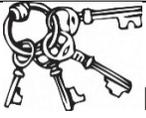
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### **Presentation of Knowledge and Ideas**

3. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

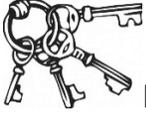
### **TEAM Alignment**

- Standards and Objectives
- Presenting Instructional Content
- Activities and Materials
- Questioning
- Teacher Content Knowledge
- Thinking
- Problem-Solving
- Instructional Plans
- Student Work
- Assessment



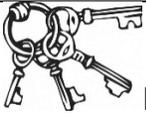
### **Key Idea #1**

All students need regular practice with high-quality, appropriately-complex texts that build knowledge and vocabulary. In the early grades, the primary method for engaging students with these kinds of texts is through read alouds.



### **Key Idea #2**

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.



### **Key Idea #3**

The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary, with the end goal of building knowledge about the world.

## What is a Repeated Interactive Read Aloud?

The term interactive read aloud is used in a broad sense to “describe the context in which a teacher genuinely shares, not abandons, authority with the children” (Smolkin and Donovan 2002, p. 28). Before, during, and after reading, adults may use opportunities to incorporate dialogic strategies. These are strategies that actively engage children in reciprocal, conversational exchanges with participants sharing ideas with each other and listening to alternative perspectives. Teachers intentionally build on their own and the children’s ideas to keep the focus on the text and to expand on the content in ways that support and enhance language and thinking skills.

Read alouds, especially when dialogic strategies are incorporated, are positively linked to children’s overall academic achievement, reading skills and interest in reading and writing. Not only is it an enjoyable and engaging experience, but it also enhances oral language through exposure to new and interesting words and grammatical structures that are quite different from everyday conversation. It provides opportunities for participation in sustained conversations, expansion of language use for a wider range of functions, and growth of conceptual knowledge. The basic skills of beginning reading such as print awareness, phonological awareness, and alphabet knowledge are also supported within a meaningful context.

- *Interactive Read Alouds—An Avenue for Enhancing Children’s Language for Thinking and Understanding: A Review of Recent Research*, Lennox, 2013.

Repeated interactive read alouds, a systematic method of reading aloud, allow teachers to scaffold children’s understanding of the book being read, model strategies for making inferences and explanations, and teach vocabulary and concepts. A storybook is read multiple times in slightly different ways in order to increase the amount and quality of children’s analytical talk as they answer carefully crafted questions. These techniques have shown to be effective in increasing children’s engagement, understanding, and appreciation of literature.

- McGee and Schickedanz, 2007

A key feature of interactive reading is the intentionality of the adult reader, who carefully structures the interactive reading experience to purposefully “challenge, extend, and scaffold children’s skills” to propel children forward on their path of learning.”

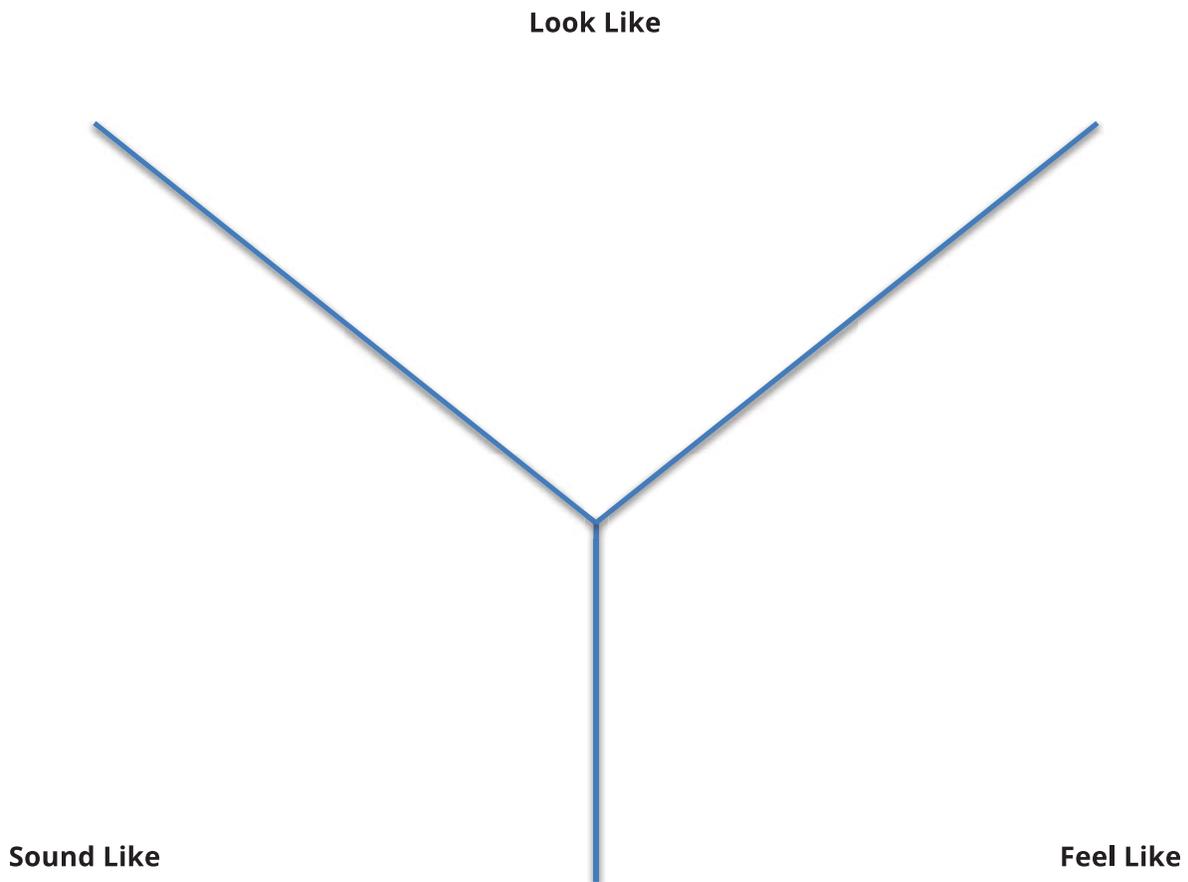
- *Scaffolding with Storybooks: A Guide for Enhancing Young Children’s Language and Literacy Achievement*, Pianta & La Paro, 2003, Justice and Pence, 2005

**WATCH:** First Grade Repeated Interactive Read Aloud. (*Note: This is the second day students have listened to this text. The lesson plans for both days can be found in the appendix.*)

### What is a Repeated Interactive Read Aloud?

Based on the research excerpts printed on the previous page and the video clip you watched, draw or write your own definition of a repeated interactive read aloud using the graphic organizer below.

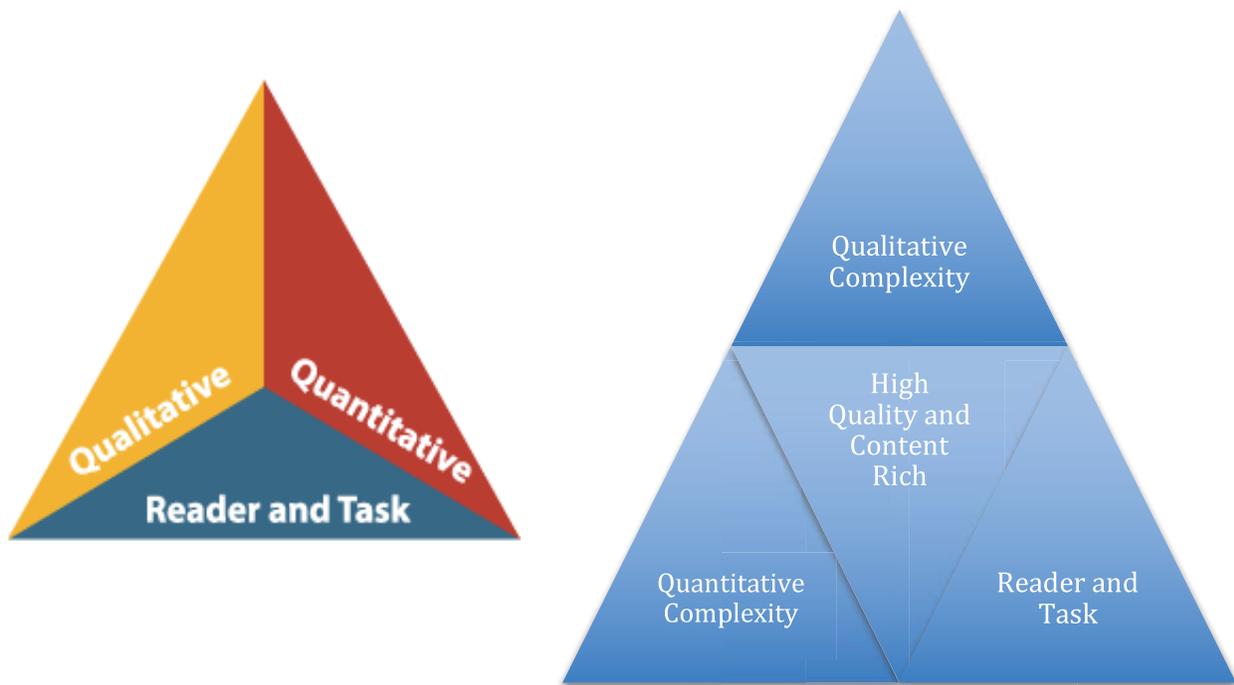
#### Repeated Interactive Read Alouds



**Additional Notes:**

## Repeated Interactive Read Alouds

What it is...	What it is not...
Carefully planned, systematic text selection	Grabbing any book off the shelf
Engaging, dialogic, interactive	“Rocking chair reading”
Purposeful repeated readings	One and done
Reading for different purposes each time	Broken record reading
Includes pre-planned questions and tasks	Thinking up some questions at the end



### Why read a text more than once?

- Because high-quality complex texts are rich with content and meaning, it is nearly impossible to explore and comprehend everything in one sitting. The purpose of repeated close reading is to provide students opportunities to explore different features and meanings of the text over time, in a supported, scaffolded, and challenging setting.
- Through repeated close reading students learn and apply important comprehension strategies that they can use later when reading independently.
- Repeated readings promote vocabulary acquisition: “Repeated readings may have a positive influence on children’s receptive vocabulary because several exposures to a book and its vocabulary provide children with additional opportunities to encode, associate, and store new information.” (Biemiller and Boote, 2006)

## A Focus on Learning Vocabulary in Context

Kindle (2012) identifies three different levels of [vocabulary] instruction...In implicit instruction, children hear more complex language as books are read and teachers weave this language into discussion; there is no attempt to teach word meanings. In embedded instruction attention is provided to target words. Child-friendly definitions are inserted within the supportive context of the read aloud, but with minimal disruption to reading. Explicit focused instruction usually occurs before or after reading, when teachers identify and work with target words that are critical for comprehension. This allows for multiple opportunities to interact with target words outside the context of the book.

- *Interactive Read Alouds—An Avenue for Enhancing Children's Language for Thinking and Understanding: A Review of Recent Research*, Kindle, 2012 in Lennox, 2013.

### Three Levels of Vocabulary Instruction

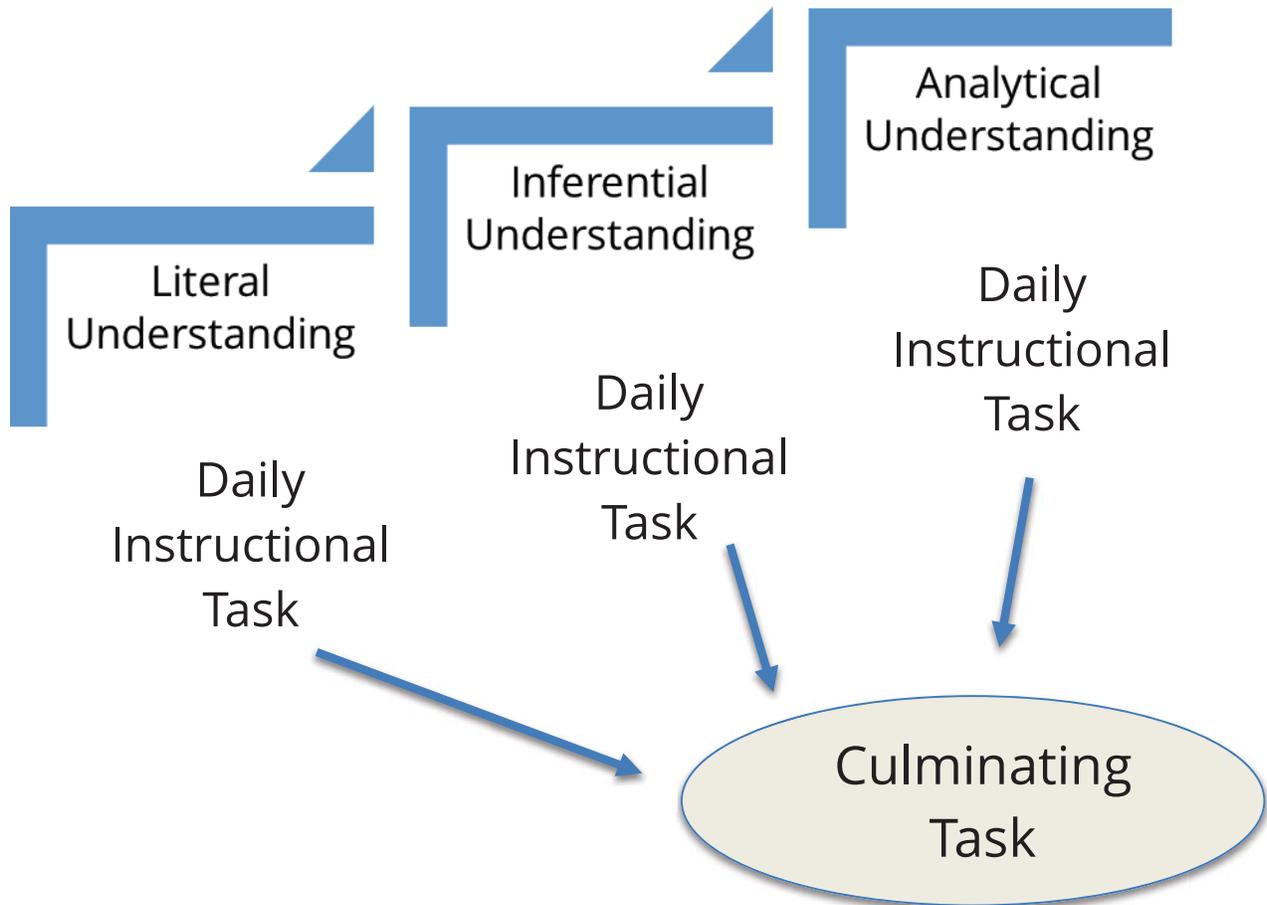
- *Implicit Vocabulary Instruction* – There is not an attempt to teach word meanings. Instead, teachers weave this language into discussion or through drawing attention to context clues, illustrations, or the use of more common synonyms. The flow of the story is not interrupted for these words.
- *Embedded Vocabulary Instruction* – These words are also not through direct instruction. Instead teachers provide a quick, child-friendly definition. The flow of the story is not interrupted. Words targeted for embedded instruction would be those that help with comprehension but are not essential to the story.
- *Explicit Instruction* – This instruction occurs before or after reading. Teachers identify and work with target words that are critical for comprehension or are powerful academic vocabulary.

## Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading

1. Select a high-quality and content-rich text. Analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself: if students deeply understand this text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Draft potential culminating tasks aligned to the key information, ideas, and meanings.
4. Create a series of text-dependent questions that scaffold students to a deep understanding of the text and its essential information/ideas/meanings. Be sure to sequence questions in a way that supports literal, inferential, and analytical understanding.
5. Locate important vocabulary words and language in the text and integrate questions and discussion that highlight their meaning and significance. Identify vocabulary words that might be unknown to students, and determine how you will teach them (implicit, embedded, or explicit instruction).
6. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are well-suited for this text. If so, form questions that align to those standards. *Note: Teachers can begin with the standard(s) in mind before selecting text for a read aloud, especially if there is a specific instructional standard that needs to be taught or that students need practice with.*
7. Find the sections of the text that will present the greatest difficulty and craft questions that support students in comprehending these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.
8. Plan places when teacher think alouds may be needed to clarify the text or assist comprehension. Plan additional supports, such as anchor charts.
9. Select and refine one culminating task, based on your ideas from step #2. Double check that the text-dependent questions you planned support and scaffold students toward that culminating task. Refine your questions as needed.
10. Reflect on the rigor and complexity of the text and the questions you drafted. Determine how many days of study students will need to deeply comprehend the text and successfully complete the culminating task. Add in daily tasks that synthesize each read and provide additional scaffolding toward the culminating task.

- This guide borrowed and adapted from two sources: Achieve the Core's Read Aloud Project; *Great Habits, Great Readers: A Practical Guide for K-4 Reading* by Bambrick-Santoyo, Settles, and Worrell

## Scaffolding Readings and Tasks



### Types of Tasks

- *Daily Instructional Task*: These tasks are small, daily assignments that wrap up learning at the end of a lesson. These tasks can vary from speaking to drawing to writing tasks, but are all generally used as a type of quick formative assessment to give teachers information about students' developing understanding of the text.
- *Culminating Task*: These tasks are larger assignments that demonstrate understanding of the anchor text and/or two paired texts in a text set. These tasks typically require writing and are used as a summative assessment of content and standards.
- *Extension Task*: (unit wrap up) This task is a writing tasks that connects and extends the concepts taught in the text set. This task connects several texts together, such as a research project where students organize information learned throughout the text set and pursue additional questions through independent research.

## Example: Repeated Interactive Read Aloud

<b>Text</b>	<i>Amelia Bedelia</i> by Peggy Parish (Genre: Literary)
<b>Standards</b>	<p>RL.1.3 Describe characters, setting, and major events in a story, using key details.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>
<b>Culminating Tasks</b>	Demonstrate understanding of character and supporting evidence through the completion of character trading cards
<b>Objectives</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Analyze a qualitatively-complex text by answering text-dependent questions and using this information to create their own representations of a character</li> <li>• Define words and phrases with multiple meanings by completing the Amelia Bedelia Chore Table printout</li> <li>• Form and support opinions and arguments about a character, citing textual evidence in their critical writing</li> <li>• Infer the feelings of a character using textual evidence to support their claims in a group discussion</li> </ul>
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Introduce the text by saying, “Today we are going to use details from a story, like the words and phrases used by the author, to describe a character.”</li> <li>• Read aloud the entire text of Peggy Parish’s <i>Amelia Bedelia</i>. To promote a close listen by the students, do not stop reading to model or think aloud about the text.</li> <li>• As a whole group, discuss the following text-dependent questions to promote general understanding of the story: <ul style="list-style-type: none"> <li>○ “Who is the main character in this story? How do you know?” Students should provide examples from the text as they answer the questions.</li> <li>○ “What words and phrases did the author use to describe the character?” Record students’ answers on chart paper.</li> </ul> </li> <li>• Distribute blank paper and writing supplies.</li> <li>• Have students work individually to draw a picture of Amelia Bedelia and use at least three words from the text, which the teacher just recorded on chart paper, as descriptors. For example, a line from her mouth could say, “She’s a good baker. She makes lemon meringue pie.” A thought bubble could include the statement “My, these folks want me to do strange things.” The teacher could do an example illustration with the students before they complete this activity</li> </ul>

	<p>independently (or in small groups). The teacher can use think aloud techniques to describe the thought process for choosing information to include in the model drawing. Students are encouraged to use examples from the chart paper or others from the text to include in their drawing.</p> <ul style="list-style-type: none"> <li>• Collect students' drawings for assessment.</li> <li>• Bring the class back together to discuss how words as well as pictures help us visualize this character.</li> </ul>
<p><b>Session 2</b></p>	<ul style="list-style-type: none"> <li>• Review Session 1 by asking students to describe Amelia Bedelia.</li> <li>• Explain the purpose of this session, saying, "Today we are going to reread a section of <i>Amelia Bedelia</i> and use the words in the text to figure out how the character of Amelia Bedelia thinks."</li> <li>• Distribute Amelia Bedelia's Chore Table to all students. Explain that in the first two columns they will pause during the reading to record answers about chores and what Amelia Bedelia does, and then fill in the third column about what Amelia Bedelia should do after they finish reading.</li> <li>• Read the text from when Amelia Bedelia begins her chores ("Now let's see what this list says.") through Amelia Bedelia measuring the rice ("And Amelia Bedelia measured that rice."). Do not stop to model or think aloud while reading, but pause to allow students time to write.</li> <li>• After reading, provide students with time to complete their tables, and then use their notes during the following discussion. The discussion should focus students' attention on words with multiple meanings, asking them to support their opinions and arguments with examples from the text. <ul style="list-style-type: none"> <li>○ "What are Amelia Bedelia's chores?"</li> <li>○ "What does she do as she follows the list? What is she supposed to do?"</li> <li>○ "What words on the list confuse Amelia Bedelia?"</li> <li>○ Divide the class into small groups to discuss the following, using "I agree" / "I disagree" statements: "Is Amelia Bedelia right or wrong in how she completes her chores?"</li> </ul> </li> <li>• Have students take out a writing utensil and turn to the back of their table (or distribute blank paper). Ask them to complete the following writing prompt: "Would you like Amelia Bedelia to be your maid? Why or why not? Use specific examples from the text to support your answer." Collect student work for assessment. Share student responses in whole group or small group settings as time permits.</li> </ul>

<p><b>Session 3</b></p>	<ul style="list-style-type: none"> <li>• Review Session 2, asking students to restate and support their opinions of whether or not Amelia Bedelia was correct in how she completed the chores. During this discussion, also review the terms that caused confusion for Amelia Bedelia.</li> <li>• Introduce this session with the following: “Amelia Bedelia is not the only character in the story. Today as we reread, we are going to think about how Amelia Bedelia and the Rogers react differently to the same events.”</li> <li>• Begin reading when the Rogers return (“Amelia Bedelia heard the door open.”). Read until the end of the book.</li> <li>• Divide students into groups to discuss the reading. Ask the following questions, requiring students to form opinions and arguments using the text as supporting evidence:             <ul style="list-style-type: none"> <li>○ “Does Amelia Bedelia think she has done a good job? What evidence from the text supports your answer?”</li> <li>○ “How does Mrs. Rogers feel about Amelia Bedelia? How does Mr. Rogers feel? Support your answers with evidence from the text.”</li> <li>○ “All three characters are seeing the same results from Amelia Bedelia’s work, but they have different reactions. How are their thoughts the same? How are they different?” <i>(If you are completing this lesson early in the year, it may be necessary to have a mini lesson on comparing/contrasting prior to this session, depending on the abilities of your students.)</i></li> </ul> </li> <li>• After the discussion, distribute the Trading Card Creator Planning Sheet and have students record their answers. By completing the planning sheet, students can form their thoughts before being required to type, as doing both simultaneously can be a challenge for young students. It would be helpful if teachers also provided an example of a “real” trading card, as some students may not be familiar with these types of cards.</li> </ul>
<p><b>Extension</b></p>	<p>Collect leveled texts or read alouds (i.e. <i>Stand Tall, Molly Lou Melon, Enemy Pie</i>, etc.) with strong leading characters. Have students read or listen to an appropriate text and complete a character trading card based on the book. This enables students to apply the deep thinking they have engaged in throughout this lesson to their independent and/or ongoing work.</p>

- *Amelia Bedelia* plans retrieved and adapted from <http://www.readwritethink.org/classroom-resources/lesson-plans/amelia-bedelia-close-closely-30977.html>

\* Additional repeated close reading lesson plans for both literary and expository texts from Student Achievement Partners’ Read Aloud Project are located in the appendix.

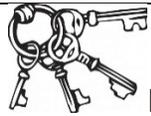
# Developing Culminating Tasks

Teachers must make purposeful matches between text, task, and reader.

- Wessling, 2013

Teaching is a means to an end. Having a clear goal helps us educators to focus our planning and guide purposeful action toward the intended results.

- Center for Teaching, 2015



## Key Idea #2

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.

## What is a Culminating Task?

A culminating task is an instructional activity that students complete after deep study of a text. The culminating task prompts students to think about the most important meanings presented in the text and gives them an opportunity to demonstrate their comprehension.

Culminating tasks help students build critical thinking and textual analysis skills, and give them meaningful practice in articulating and defining ideas, supported by evidence, through speaking, drawing, and writing.

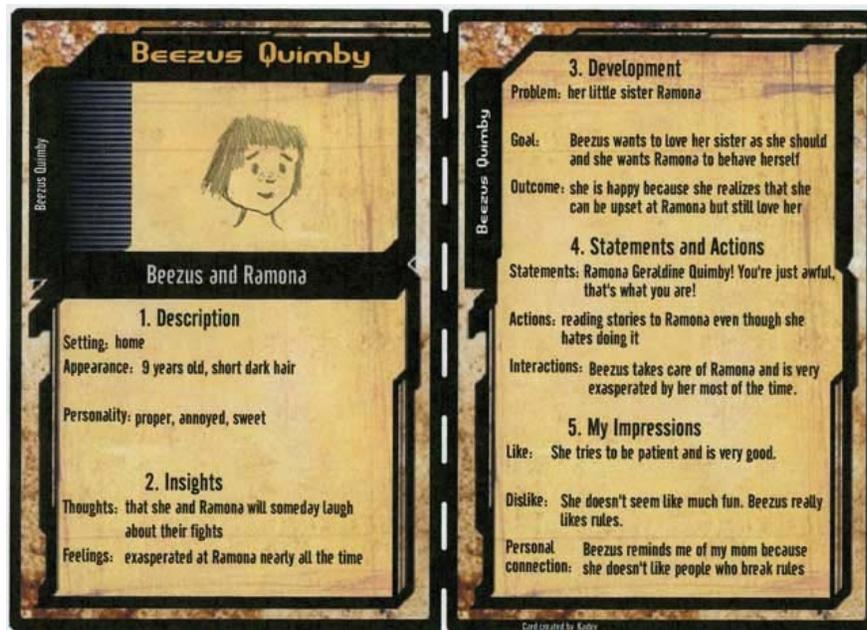
An effective culminating task should:

- Support students in comprehending the meaning(s) of the text
- Hinge on a thoughtful prompt that is based on Tennessee Academic Standards
- Provide opportunities to express comprehension through speaking, drawing, or writing
- Be appropriately complex
- Be text dependent
- Be clear – not a “gotcha”
- Require textual evidence
- Pull from complex portions of the text
- Require analysis, synthesis, and evaluation of the text
- Require thoughtful reading and rereading of the text
- Should be a culmination of instruction that sets students up for success

## Example: Culminating Task

Below are the matching tasks the teacher used to evaluate her students' comprehension throughout the reads, concluding with the culminating task of having students create an "Amelia Bedelia Character Trading Card."

<b>Amelia Bedelia Close Reading Tasks</b> <i>Evaluated using the Amelia Bedelia Close Reading Rubric</i>
Assess each student's ability to analyze a text and utilize the presented information by reviewing the drawings of Amelia Bedelia created during Session 1.
Assess each student's ability to identify and define words and phrases with multiple meanings using Amelia Bedelia's Chore Table, completed in Session 2.
Determine each student's ability to form and support opinions, citing the text as evidence, by analyzing their critical writing in response to the Session 2 question, "Would you like Amelia Bedelia to be your maid? Why or why not? Use specific examples from the text to support your answer." An alternate question could be, "Do you agree with Mrs. Roger's decision to keep Amelia Bedelia as a maid? Why or why not? Support your reason with evidence from the text."
Assess each student's ability to make inferences about the characters' feelings and to support these inferences with evidence from the text through small-group discussion in Session 3.
Assess each student's understanding of character by analyzing the completed character trading cards at the conclusion of Session 4. Students use their planning sheets to generate ideas, and then can use the interactive online Trading Card Creator (found on <a href="http://www.readwritethink.org">www.readwritethink.org</a> ) for publishing.



- Retrieved and adapted from <http://www.readwritethink.org>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

.....

# Trading Card Creator Planning Sheet

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## 1. Description

Source: Where do you read about or see the character?

\_\_\_\_\_

Appearance: What does the character look like?

\_\_\_\_\_

Personality: How does the character act?

\_\_\_\_\_

## 2. Insights

Thoughts: What are the character's most important thoughts?

\_\_\_\_\_

Feelings: What are the character's most important feelings?

\_\_\_\_\_

## 3. Development

Problem: What is the character's problem or challenge at the beginning of the story?

\_\_\_\_\_

Goal: What does the character want to happen by the end of the story?

\_\_\_\_\_

Outcome: Does the character succeed? What happens as a result?

\_\_\_\_\_

*(continued)*

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## Trading Card Creator Planning Sheet (*continued*)

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### 4. Memorable interactions

Quote: What memorable thing did the character say?

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Action: What was the one thing the character did that got your attention?

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Interactions: How did the character get along with other characters?

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### 5. Personal connection

Do you like the character? Why or why not? Who does the character remind you of and why?

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Amelia Bedelia* Close Reading Rubric

	1	2	3	4
Text analysis/ Character representation Session 1	Student does not attend to the discussion and does not attempt to use words to describe his/her drawing of the character.	Student listens to the discussion and draws a picture of the character, using 2–3 labels not necessarily from the text to describe the picture.	Student participates in the discussion and draws a picture of the character, with 3–4 descriptors from the text used to label the picture.	Student actively participates in the discussion, drawing a picture of the character with 5 or more descriptors from the text to label and describe the pictures.
Word study Session 2	Student identifies 1–2 word phrases in the text that may not have multiple meanings. Student is unable to answer the question, “Is Amelia Bedelia right or wrong?”	Student identifies, but may not explain, the multiple meanings of 2–3 word phrases within the text. Student attempts to answer the question, “Is Amelia Bedelia right or wrong?”	Student identifies and explains the multiple meanings of 2–3 word phrases within the text, using this knowledge to answer the question, “Is Amelia Bedelia right or wrong?”	Student identifies and explains the multiple meanings of 4 or more word phrases within the text, referencing this information to answer the question, “Is Amelia Bedelia right or wrong?”
Forming opinions Session 2	Student does not form an opinion, although attempting to answer the question (i.e. he/she may write about having a maid or about Amelia Bedelia but does not fully address the question).	Student forms an opinion about whether or not Amelia Bedelia would be a good maid but is unable to support this opinion with examples from the text.	Student forms an opinion about whether or not Amelia Bedelia would be a good maid. This opinion is supported with examples from the text.	Student forms a clear opinion about whether or not Amelia Bedelia would be a good maid. This opinion is supported with textual evidence using words and phrases from the text.
Inferences about character feelings Session 3	Student attempts to participate in the discussion but is unable to support inferences about the feelings of the characters with textual evidence.	Student participates in discussion, occasionally providing textual evidence for inferences about the feelings of the characters.	Student participates in discussion, providing textual evidence for the majority of inferences about the feelings of the characters.	Student actively participates in discussion, providing textual evidence for all inferences about the feelings of the characters.
Understanding of character Sessions 3 and 4	Student creates an Amelia Bedelia character trading card, but answers are either missing, incorrect, or not based on the text.	Student creates an Amelia Bedelia character trading card, attempting to answer all of the questions, although some answers may be incomplete or not based on the text.	Student creates an Amelia Bedelia character trading card, accurately answering all of the character trading card questions, referencing the text for the majority of the answers.	Student creates an Amelia Bedelia Character Trading Card in which questions are answered with thorough responses and textual evidence.

\_\_\_\_\_/20 points

Comments:

## Alternate Culminating Task with Prompt

- Prompt:

What did Mr. and Mrs. Rogers learn from working with Amelia Bedelia? Write a paragraph and include at least two events from the text and some details about what happened. Be sure to have a closing sentence. Your paragraph should have at least four sentences. Create an illustration to compliment your answer.
- Sample Answer:

Mr. and Mrs. Rogers learned that when they work with Amelia Bedelia they have to be careful to make sure Amelia Bedelia understands the directions. For example, instead of writing “draw the curtains” on the list, they need to write “close the curtains”. Also, Mr. and Mrs. Rogers learned that Amelia Bedelia can bake a really delicious pie. Finally, Mr. and Mrs. Rogers learned that if they write the directions clearly, they get their house cleaned the way they like it and some really good pie.

- Example retrieved from <http://achievethecore.org/page/948/search-for-lessons-to-use-with-read-aloud-stories-early-elementary>

## Discussion

- How do these example culminating tasks align to the criteria for an effective task?

## Video: Repeated Interactive Read Aloud

Watch how this educator thinks through all the pieces of a repeated interactive read aloud with the text *Julius, the Baby of the World* by Kevin Henkes. Use the graphic organizer below to record your observations. The questions in the graphic organizer align to the steps of the “Guide to Planning Repeated Interactive Read Alouds”.

Repeated Interactive Read Aloud – <i>Julius, the Baby of the World</i>	
How did she <b>select the text</b> ; what did she notice about its complexity?	
How did she analyze the content of the text and determine its <b>key ideas and meaning</b> ?	
How did she <b>scaffold questions</b> to support deeper understanding of the text?	
How did she plan <b>daily tasks</b> that gave students additional opportunities to think about the text?	
Additional Notes	

## Practice: Creating a Culminating Task

Review the text complexity analysis you completed earlier for *The Velveteen Rabbit*, including the sample tasks you identified. Discuss the most important information, ideas, and meanings of the text with a group, and edit or add to your list of culminating tasks for this text.

### **Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading**

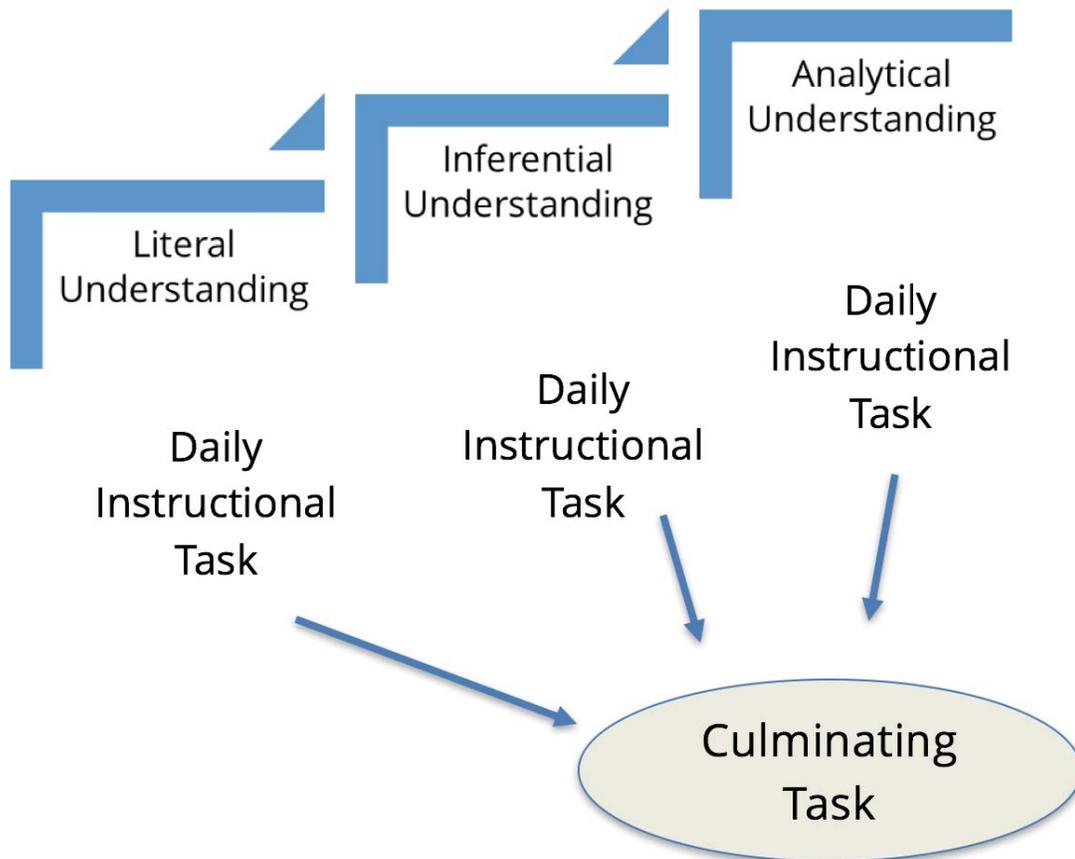
1. Select a high-quality and content-rich text. Analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself: if students deeply understand this text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Draft potential culminating tasks aligned to the key information, ideas, and meanings.

### **Culminating Tasks for *The Velveteen Rabbit*:**

## Practice: Creating Text-Dependent Questions that Scaffold Understanding

### Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading

4. Create a series of text-dependent questions that scaffold students to a deep understanding of the text and its essential information/ideas/meanings. Be sure to sequence questions in a way that supports literal, inferential, and analytical understanding.
5. Locate important vocabulary words and language in the text and integrate questions and discussion that highlight their meaning and significance. Identify vocabulary words that might be unknown to students, and determine how you will teach them (implicit, embedded, or explicit instruction).



## Practice: First Read - Literal Understanding

**Purpose:** Students gain a literal understanding of the text as they focus on what the author explicitly shares about the key ideas and details of the text. The purpose is to understand what the text says.

**Looks Like:** Teachers should read the entire book with minimal interruptions during the initial reading. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. The goal is for students to enjoy the book, both its literature and illustrations, and to experience it as a whole. This gives students context and a sense of completion before they dive into examining sections of the text more carefully on subsequent reads.

**Sounds Like:** Questions focus on identifying and understanding what the text says explicitly, or the information that is “right there”. Questions should support students in understanding the *who, what, when, where, and how* of the text, including story elements (i.e. characters, setting, and plot) and other important details that the author includes.

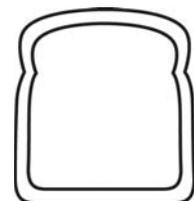
**Text-Dependent Questions:** Locate the Tennessee Academic Standards for your grade level in the appendix of the manual. Work in groups to form questions that support students in understanding *The Velveteen Rabbit* text at a literal level. Start with the **Key Ideas and Details** standards for both Informational Text and Literature, with a specific focus on **Anchor Standard #1**. Brainstorm initial ideas for a daily task that synthesizes learning and supports comprehension.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### DAILY TASK:

*Note: **Anchor Standard #2** focuses on the text’s theme or main idea. Depending on the complexity of the text and students’ abilities, questions aligned to this standard may be appropriate for the first read. However, if the text’s theme or main idea requires inferential thinking, students may need additional exposure to the text before they’re ready to answer these questions. The same is true for **Anchor Standard #3**, which is about describing characters and making connections.*

- Purpose is to understand what the text says
- Teacher reads the full text with minimal interruptions
- After reading the text, ask “right there” questions about information that is stated explicitly



## Practice: Second Read - Inferential Understanding

**Purpose:** Students make inferences to determine implicit meanings and connections within the text, thinking more about the key ideas and details in the text and beginning to explore its craft and structure. Students start answering “why” questions. The purpose is to understand what the text means and how it works.

**Looks Like:** For a second read, select a section of the text that is “close read worthy” or reread the full text, depending on the text’s length. Alert students to sections that include complex elements or ideas that they can explore at greater depth. This read may focus on the author’s craft and organizational patterns. It may include focus on the author’s vocabulary choices, text structure, or text features.

**Sounds Like:** Questions should build on the *who, what, where, when, and how* questions from the previous reading by pressing students to link evidence and explain *why*. Teachers should ask questions about the illustrations, vocabulary, and difficult or unique sentences and prompt students to think about how pictures and words convey meaning. Teachers may ask structural questions about genre, point of view, or text features.

**Text-Dependent Questions:** Locate the Tennessee Academic Standards for your grade level in the appendix of the manual. Work in groups to form questions that support students in understanding *The Velveteen Rabbit* text at an inferential level. **Revisit the Key Ideas and Details** standards, then move on to the **Craft and Structure** standards for both Informational Text and Literature. Brainstorm initial ideas for a daily task that synthesizes learning and supports comprehension.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### DAILY TASK:

*Note: Depending on the complexity of the text and students’ abilities, teachers may choose to read the text or sections of the text two or more times with a focus on inferential understanding.*

- Purpose is to understand what the text means and how it works
- Read to answer “why”
- Incorporate questions that require inferences
- Draw students’ attention to specific words, sentences, and images
- Begin to ask higher-order questions around theme, purpose, point of view, etc.



## Practice: Third Read - Analytical Understanding

**Purpose:** Students integrate knowledge and ideas to analyze the text for meaning and purpose. Students may be asked to engage in the comparative analysis of two or more texts. Final reads and deep thinking set students up to demonstrate their comprehension through a rigorous culminating task.

**Looks Like:** The third (or more if needed) reading of a text should go even deeper, requiring students to synthesize and analyze information. This read could include comparing the book to other texts or media. It also may include examining deep themes, analyzing characters' motives, and/or thoroughly examining and comprehending challenging new concepts in an informational text.

**Sounds Like:** Questions should support students in connecting ideas and drawing conclusions, as well as continue to press on the question of "What does the text mean?" and hold students accountable to justifying their reasoning with specific text evidence. The teacher may record ideas on sticky notes or graphic organizers to scaffold information, or refer back to previous discussions of the text. Attention to particular sections of the text that are challenging or significant may occur during the final reading as well. Questions may cover a range of standards, depending on the topic and complexity level of the text.

**Text-Dependent Questions:** Locate the Tennessee Academic Standards for your grade level in the appendix of the manual. Work in groups to form questions that support students in understanding *The Velveteen Rabbit* text at an analytical level. Start with the **Integration of Knowledge and Ideas** standards for both Informational Text and Literature. Depending on the specific text being read, additional questions can be generated from other standards. Brainstorm initial ideas for a daily or culminating task that synthesizes learning and supports comprehension.

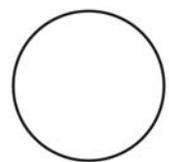
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### DAILY OR CULMINATING TASK:

- The purpose is to synthesize and analyze the text for deeper meaning
- May focus on specific sections of the text that are challenging or significant
- Focuses on the integration of knowledge and ideas, with additional questions based on other relevant standards
- Prepares students to engage with a culminating task



# Practice: Repeated Interactive Read Aloud

## Lesson – Putting the Pieces Together

Using all of the resources and work you completed so far, work with a group to create an interactive read aloud lesson plan for Chapter 1 of *The Velveteen Rabbit*.

### Guide to Planning Repeated Interactive Read Aloud that Support Close Analytic Reading

6. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are well-suited for this text. If so, form questions that align to those standards. *Note: Teachers can begin with the standard(s) in mind before selecting text for a read aloud, especially if there is a specific instructional standard that needs to be taught or that students need practice with.*
7. Find the sections of the text that will present the greatest difficulty and craft questions that support students in comprehending these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.
8. Plan places when teacher think alouds may be needed to clarify the text or assist comprehension. Plan additional supports, such as anchor charts.
9. Select and refine one culminating task, based on your ideas from step #2. Double check that the text-dependent questions you planned support and scaffold students toward that culminating task. Refine your questions as needed.
10. Reflect on the rigor and complexity of the text and the questions you drafted. Determine how many days of study students will need to deeply comprehend the text and successfully complete the culminating task. Add in daily tasks that synthesize each read and provide additional scaffolding toward the culminating task.

<b>Text</b>	<i>The Velveteen Rabbit</i> by Margery Williams (Genre: Literary)
<b>Standards</b>	
<b>Culminating Task</b>	
<b>Objectives</b>	
<b>Session 1</b>	<p>Daily Task:</p>

<p><b>Session 2</b></p>	<p>Daily Task</p>
<p><b>Session 3</b></p>	<p>Daily Task</p>
<p><b>Additional Readings or Notes</b></p>	

## Share: Repeated Interactive Read Aloud Lesson

After completing your group's interactive read aloud lesson, find a partner from another group. Share the parts of your lesson plan that you are most proud of. Learn about their plan. Record any ideas or insights in the space below.

## Reminder: Let the Text Drive Instruction

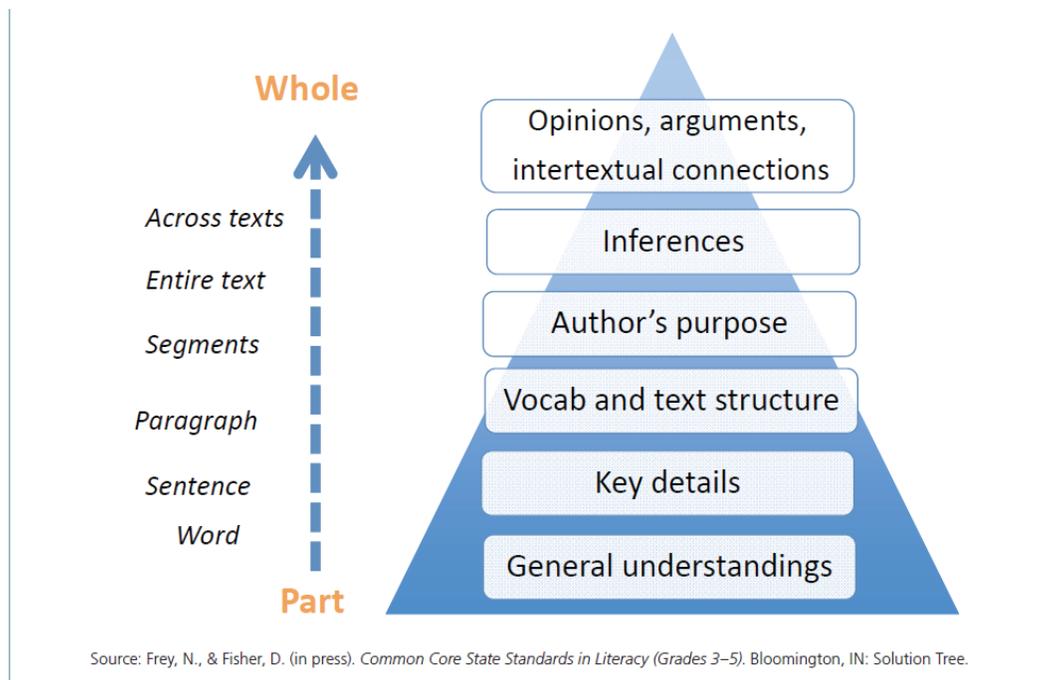
“Clearly a consideration of the reader, the task, and the sociocultural context of the text is necessary, but the text should also inform the type of questions you need to generate for students to achieve critical analysis. Not all questions provide equal support, so you must be very intentional in your analysis of the text and in your crafting of questions.”

- Retrieved from <http://www.literacyworldwide.org>, Grant and Lapp, 2016

Repeated close reading begins with a literal understanding of the text and builds towards deeper, complex thinking as students’ background knowledge and comprehension increase. The repeated close reading ideas shared in this module are not an exhaustive list: they are intended to serve as one tool when planning multiple reads of a text. **What’s most important is that the content of the text, the Tennessee Academic Standards, and students’ level of understanding drive questioning and instruction during each read of the text.**

### Reflection

- The infographic below presents another view of repeated reading as a process where students move from understanding the parts of the text to understanding it as a whole. How does this model help you understand the purpose and goal of repeated readings?



## Additional Resources

### **Blog Post: Close Reading and the Reading of Complex Text Are Not the Same Thing**

Recently, I was asked to make some presentations. I suggested a session on close reading and another on teaching with complex text. The person who invited me said, “But that’s just one subject... the close reading of complex text. What else will you talk about?”

Her response puzzled me, but since then I’ve been noting that many people are confounding those two subjects. They really are two separate and separable constructs. That means that many efforts to implement the so-called Common Core standards may be missing an important beat.

Close reading refers to an approach to text interpretation that focuses heavily not just on what a text says, but on *how* it communicates that message. The sophisticated close reader carefully sifts what an author explicitly expresses and implies, but he/she also digs below the surface, considering rhetorical features, literary devices, layers of meaning, graphic elements, symbolism, structural elements, cultural references, and allusions to grasp the meaning of a text. Close readers take text as a unity — reflecting on how these elements magnify or extend the meaning.

Complex text includes those “rhetorical features, literary devices, layers of meaning, graphic elements, symbolism, structural elements, cultural references, and allusions.” (Text that is particularly literal or straightforward is usually not a great candidate for close reading). But there is more to text complexity than that — especially for developing readers.

Text complexity also includes all the other linguistic elements that might make one text more difficult than another. That includes the sophistication of the author’s diction (vocabulary), sentence complexity (syntax or grammar), cohesion, text organization, and tone.

A close reader might be interested in the implications of an author’s grammar choices. For example, interpretations of Faulkner often suggest that his use of extended sentences with lots of explicit subordination and interconnection reveals a world that is nearly fully determined... in other words the characters (like the readers) do not necessarily get to make free choices.

And, while that might be an interesting interpretation of how an author’s style helps convey his meaning (prime close reading territory), there is another more basic issue inherent in

Faulkner's sentence construction. The issue of reading comprehension. Readers have to determine what in the heck Faulkner is saying or implying in his sentences. Grasping the meaning of a sentence that goes on for more than a page requires a feat of linguistic analysis and memory that has nothing to do with close reading. It is a text complexity issue. Of course, if you are a fourth-grader, you don't need a page-long sentence to feel challenged by an author's grammar.

Text complexity refers to both the sophisticated content and the linguistic complexity of texts. A book like, *To Kill a Mockingbird* is a good example of sophisticated content, but with little linguistic complexity. It is a good candidate for a close reading lesson, but it won't serve to extend most kids' language. While a book like *Turn of the Screw* could be a good candidate for close reading, but only if a teacher is willing to teach students to negotiate its linguistic challenges.

The standards are asking teachers to do just that: to teach kids to comprehend linguistically complex texts and to carry out close reads. They definitely are not the same thing.

- Written by Timothy Shanahan, retrieved from <http://www.shanahanonliteracy.com/2016/01/close-reading-and-reading-of-complex.html>

# Additional Resources

## Culminating Task Ideas

Additional examples of culminating tasks are listed below.

- Create a class book based on student responses to the author’s work.
- Present on a topic of interest from a non-fiction text. Have students give presentations to the class sharing their knowledge.
- Have students create additional graphics for a non-fiction text, complete with captions, picture labels, charts, etc.
- Compose poetry about information gained from a text or about specific characters.
- Create an entire magazine with a series of articles about characters or events in the story. This could work well with a group, as each student could contribute an article and collaborate on the cover.
- Develop a timeline about the books’ events. Adding photos and art to the timeline would strengthen its value and interest.
- For picture books, have students create a “Reader’s Theater” piece from the entire book or dramatize a single scene from the book.
- Have students create some visuals — a display board, PowerPoint presentation, or even a brief video — as they show their classmates what they’ve learned.
- Create a literary social network. Have students create social media profiles or trading cards for various characters.
- Write a fan letter to the author. This project is perfect for individual, group, or classroom. Have students mention specific characters and say why they are such favorites. Or have them talk about particular themes found in text.
- Create a comic. Students can make a storyboard and illustrate a graphic novel sequel or prequel to a book.
- Write a letter to one of the characters in the books.

- Modified from [http://www.readingrockets.org/content/pdfs/authortoolkit\\_rr.pdf](http://www.readingrockets.org/content/pdfs/authortoolkit_rr.pdf)

## Additional Resources

### 1. The Read Aloud Project

Student Achievement Partners' Achieve the Core Website

<http://achievethecore.org/page/948/search-for-lessons-to-use-with-read-aloud-stories-early-elementary>

### 2. The Basal Alignment Project

Student Achievement Partners' Achieve the Core Website

<http://achievethecore.org/page/696/search-for-lessons-to-use-with-basal-readers-upper-elementary-list-pg>

### 3. CPalms

Additional Close Reading Lesson Plans

<http://www.cpalms.org/>

### 4. Read Write Think

International Literacy Association's Instructional Website

<http://www.readwritethink.org>

### 5. Reading Rockets

Louisa Moats Compiles Resources for Educators, Parents, and Students

<http://www.readingrockets.org>

### 6. INVEST Video Library

Ayer's Institute by Lipscomb University: Video Library of Exemplar Teaching

Note: This is a free resource, but you need to create a log-in and password to access it.

<http://www.lipscomb.edu/ayers/invest>

### 7. RubiStar

Free Educational Website for Creating Rubrics

<http://rubistar.4teachers.org/index.php>

### 8. eduToolbox

Additional Repeated Close Reading Lesson Plans (\*Migrated from TNCore)

<http://www.edutoolbox.org>

Username: tneducation

Password: fastestimproving

## Wrap Up

Spend some time reflecting upon Module 3's discussion of interactive read alouds with repeated close reading and culminating tasks. Develop an attainable goal of how to implement these instructional practices in your own classroom. Record your thoughts here for future reference.