

Module 3: Planning Repeated Interactive Read Aloud Lessons

[TAB PAGE]

Course of Study

Read to be Ready

Selecting High-Quality and Appropriately-Complex Texts for Read Aloud

Planning Repeated Interactive Read Aloud Lessons

Creating Text Sets that Build Knowledge and Vocabulary

Designing Your Literacy Block

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

1. 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.

Link to Tennessee Kindergarten Standards for Reading and Writing

The following Kindergarten Standards for Reading, Writing, and Speaking and Listening correspond to the College and Career Readiness (CCR) anchor standards previously highlighted. These standards frame what kindergarten children should understand and be able to do by the end of the kindergarten year.

Kindergarten Reading Standards for Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

9. Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Standards for Informational Text**Key Ideas and Details**

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a texts.
5. Identify the front cover, back cover and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Writing Standards

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic of the book (e.g., *My favorite book is...*)
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Research to Build and Present Knowledge

1. 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Kindergarten Speaking and Listening Standards

Comprehension and Collaboration

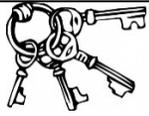
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Speak audibly and express thoughts, feeling, and ideas clearly.

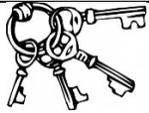
TEAM Alignment

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



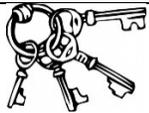
Key Idea #1

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

Interactive Read Aloud - Classroom Exemplar Video

Watch a video of an interactive read aloud. Reflect on the questions below.

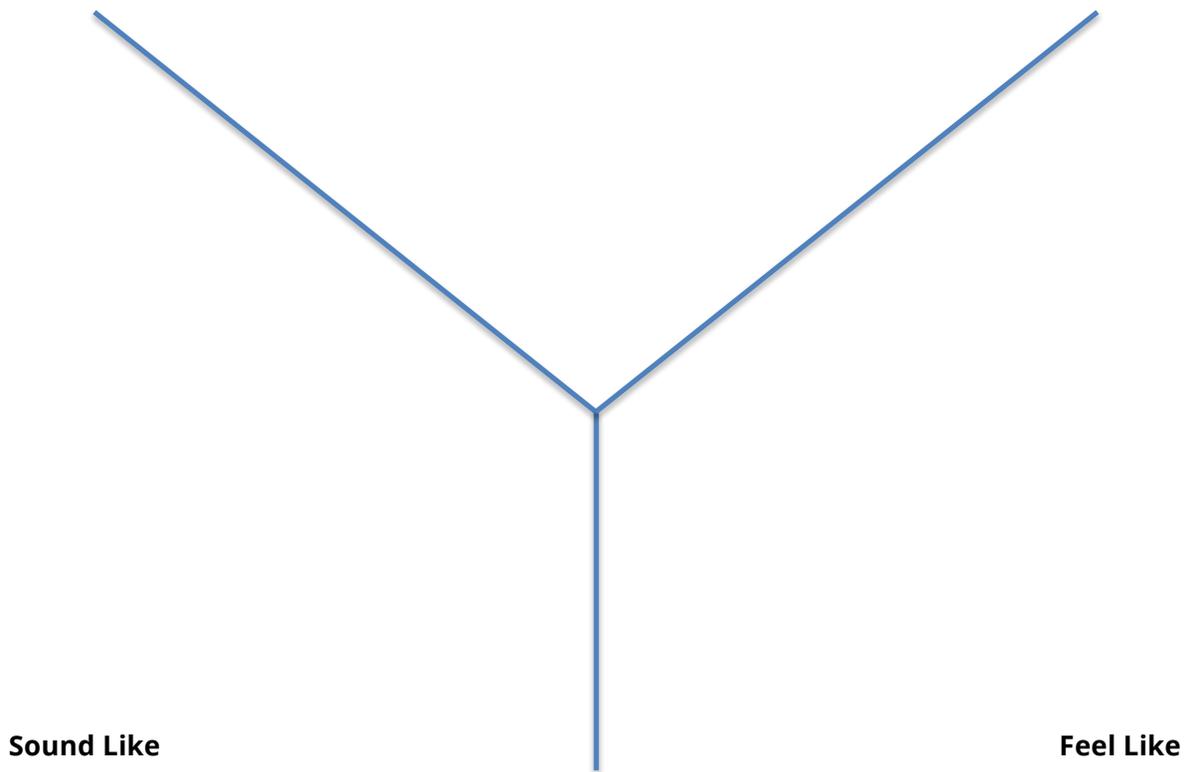
- Was the teacher intentional in the selection of a complex text and in her use of questioning? How can you tell?
- How does the teacher address vocabulary instruction throughout the lesson? Provide examples.
- In what ways are the students engaging with the text and with their peers?

Activity: 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

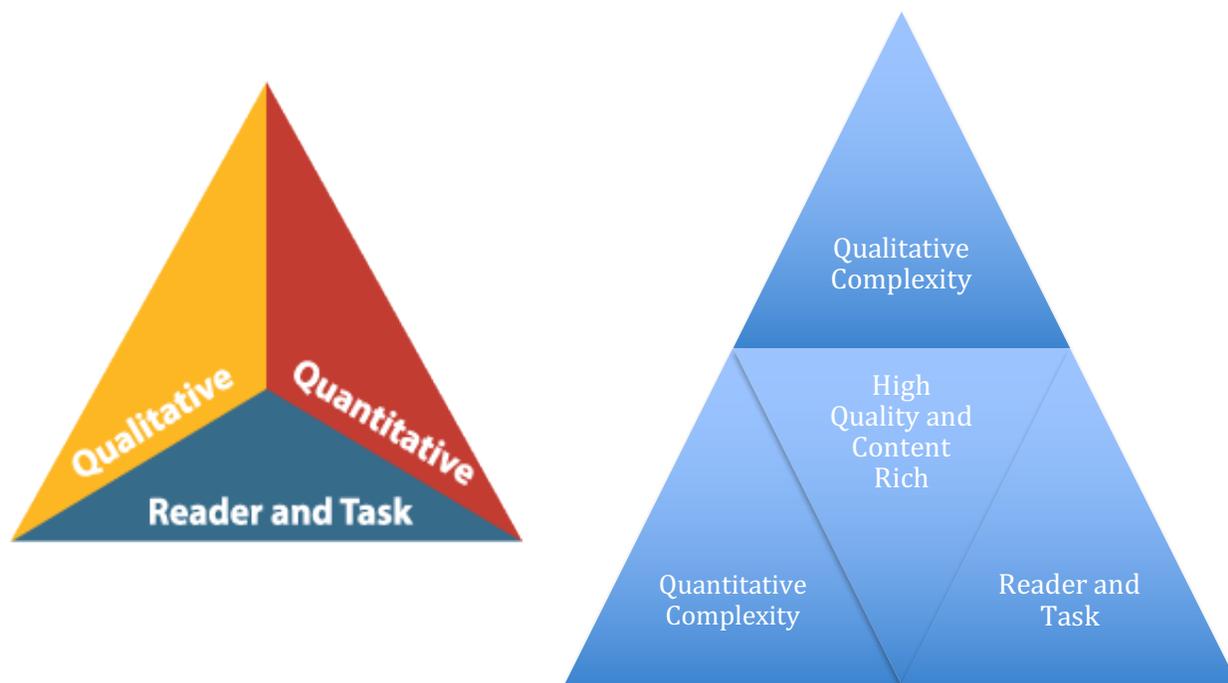
Look Like



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

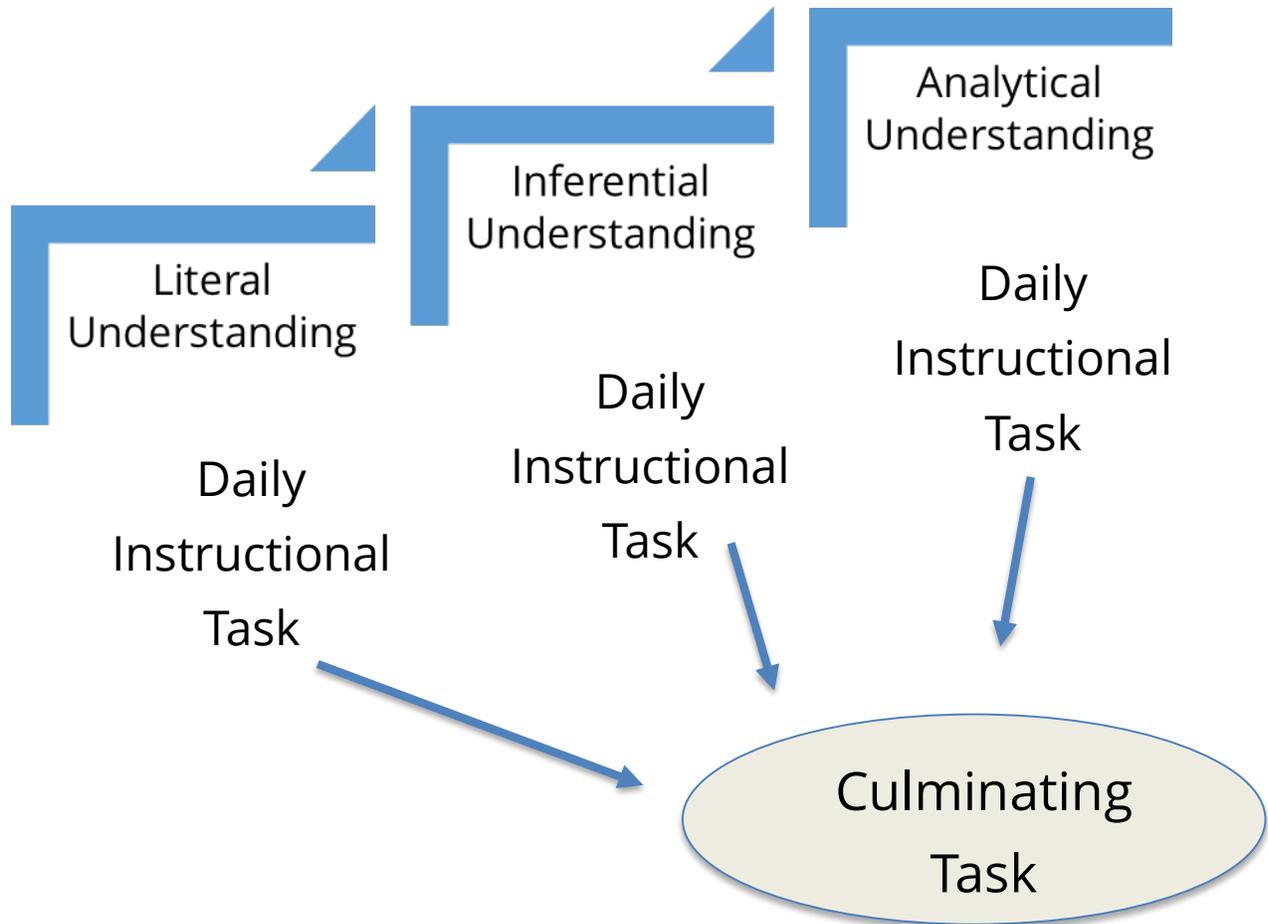
- *Implicit Vocabulary Instruction* – There is not an attempt to teach word meanings. Instead, teachers weave this language into discussion or through drawing attention to context clues, illustrations, or the use of more common synonyms. The flow of the story is not interrupted for these words.
- *Embedded 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 include speaking, drawing, writing or dramatic play. They are useful 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 are used as a summative assessment of content and standards.
- *Extension Task*: (unit wrap up) This task is a drawing or writing task that connects and extends the concepts taught in the text set. This task connects several texts together. For example, after a unit on sea life, students might create their own book about a sea animal using illustrations, labels, and/or sentences.

Example: Repeated Interactive Read Aloud – *The Tiny Seed* by Eric Carle

First Read

Questions/Activities/Vocabulary/Task	Expected Outcome or Response (for each)
<p>Pull the children together in a close group or use a document camera so that all students can see the illustrations.</p> <p>Introduce <i>The Tiny Seed</i> by looking closely at the cover of the book. Briefly dialogue with the children about the illustration on the front, pondering details of the plant. Tell the children that the title of the book is <i>The Tiny Seed</i> (underline with finger each word as it is read), and the author (writes the words) and illustrator (draws the pictures) is the same person, Eric Carle. Explain that tiny describes this seed as very small.</p> <p>Set the book read by giving children a basic overview of the plot: this story is about a very tiny seed blown in the wind across many miles. When it lands, it roots in the soil and becomes a big and beautiful flower. Today we will read the story to discover what happens to this seed, pay close attention to where the seed travels.</p> <p>Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings (embedded) or clarify only when you know the majority of the children will be confused.</p>	<p>The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.</p> <p>After the first read: in small group work, with guidance and support, children will dictate, use a combination of drawing and writing to recall major events, settings and characters in the story.</p> <p>Extension: Also in small group, examine and explore different types of seeds, identifying characteristics of each and connecting the concept of a seed to the story. Seeds can be placed in science area for child discovery.</p>

Second Read

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
<p>The goal of this reading is to use illustrations to recall events within the story, and examine the meaning of any unknown vocabulary.</p> <p>During the second reading, the teacher should continue to elaborate with gestures and voice to build vocabulary concepts. It is possible to leave out parts the children understood easily during the first read, allowing children to use the illustrations to recall parts of the story.</p> <p>Begin the read aloud by telling the children that in today's read, we will look closely at the illustrations as we recall the story of <i>The Tiny Seed</i>. We will also look for new words that we want to know the meaning of. We will make a list for us to use as we read the story, and in our own writing!</p> <p>Create a chart with words and drawings that will allow children to refer back to the words during multiple reads.</p> <p>Turn to the first page and look at illustration. "The text says 'It is Autumn.' Autumn is the season that the leaves on the trees turn red, yellow and brown and fall to the ground. Do you see that happening in the picture?"</p> <p>Pg. 3 Examine the illustration with children. "Here, the text says the tiny seed 'sails' on. The author is telling us that the seed is blowing in the wind.'</p> <p>Pg. 7 "Look at the illustration. The text reads, 'Now they fly over the ocean' This body of water is called an ocean, different than a lake, stream or river."</p>	<p>Children comment on the illustration of trees and leaves blowing.</p> <p>Children comment on their perceptions of 'sail'</p> <p>Children comment on the water, maybe some have prior knowledge of an ocean.</p>

<p>Pg. 9 Pointing to the words as they are read. “The text says ‘One seed drifts (is carried slowly by the wind) down into the desert. It is hot and dry, and the seeds cannot grow’. In the desert there is little rain and the temperatures are very warm. Only certain plants and animals can live in the desert like a cactus.”</p> <p>Pg. 11 “The text says, ‘Now it is Winter.’ The author describes the snow like a soft white blanket over the sleeping seeds.” [pointing to illustrations]. Listen to the words as I read them ‘After a long trip the seeds settle down. They look just as if they are going to sleep in the earth. Snow falls and covers them like a soft white blanket.’</p> <p>Pg. 12 “Now it is Spring. The text and illustrations describes the Spring season [weather] as ‘The sun shines and rain falls.’ On this page, the seeds are not seeds anymore. They are plants. They have grown roots (point to illustration) and stems (point to illustration) and leaves (point to illustration).</p> <p>Pg. 13 “Look at the illustration. What is happening? The text says ‘One child doesn’t see the plants as he runs along and – Oh! He breaks one! Now it cannot grow anymore.’ Why will the plant not grow anymore?”</p> <p>Pg. 17 “It is Summer. Summer is the season after Spring.”</p> <p>Pg. 20 “The wind is blowing. It has even blown the petals.” [point to petals] Petals are a part of the flower.</p>	<p>Children may comment on the cactus illustrated on this page.</p> <p>Children may comment on their previous experiences with snow.</p> <p>Children may grapple with the metaphor of snow as a white blanket.</p> <p>Children offer ideas about why plant will not grow after being broken. Teacher may offer corrections to any misconceptions, explaining that it is the root system that feeds the growing plant.</p> <p>Children may know Summer as a time of swimming, no school, etc.</p>
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<p>To conclude the second read, prompt children to consider the theme of the story by saying “ The tiny seed traveled through many seasons, across a mountain, desert and even an ocean! It did not give up – it wanted to land where it could grow! The seed did not give up so it demonstrated perseverance.”</p>	<p>After the second read: Take a class walk outside to talk about the weather and current season. With clipboards, paper and writing tools, children can record outdoor observations that correlate with story events through dictation, illustrations or print with guidance and support (e.g. wind, sun, clouds, temperature, birds, hot, dry, cold, leaves). Post children’s work in room.</p> <p>If available, visit the school garden. Carefully examine the parts of the plants or flowers growing.</p> <p>Ideas for extending story comprehension by placing the following items for child manipulation: flannel board story pieces for retelling, fake flowers in house keeping, real flowers/plants in science area, dirt in sand table, T chart in writing (with other pictures of plants), etc.</p>
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Third Read

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
<p>The goal of this reading is to focus on a specific section of text for better understanding. During this read, close attention will be given to the different structures of plants (roots, stems, leaves). (S.PK.8; Life Science K Standard 8).</p> <p>Set the read aloud by quickly reintroducing <i>The Tiny Seed</i> as the current book study, leading children in recalling events from the story that illustrate the perseverance of the seed. In a turn and talk scenario, children will talk with a partner using the following language frame:</p> <p>Partner A: The wind blew the tiny seed over... Partner B: And the tiny seed also sailed over...</p>	

<p>Open the book to page 12. The teacher can model a readers thinking voice by wondering out loud “how does the tiny seed begin to develop into a plant? What does the text say?” Before beginning to read page 15, the teacher provides comments to ready the children to listen for how the text explains the process of the seed growing into a plant. As the text is read, the teacher will point to the illustrations as reference (roots, stem, leaves).</p> <p>The teacher will respond to comments, and will introduce pictures of various plants/flowers, directing children’s attention to the major parts of a plant. Comparisons and similarities between plants can be made. Reference can be made to the informational text <i>The Mystery Seed</i>, which describes the parts of plants.</p> <p>Next, the teacher will model writing by creating a diagram of a plant with the children, labeling each part with printed word.</p> <p>Finally, revisit page 15. Read the text that leads the children in locating the illustration of the tiny seed plant. Ask the children how it is that the tiny seed grows to be the biggest plant? What effect does the sun and rain have on the tiny seed?</p> <p>Read the final illustrations to determine how the tiny seed “outgrows” the other plants.</p>	<p>Children may comment, repeat, or speak to the seed growing roots, stem and leaves.</p> <p>[“Now they are not seeds any more. They are plants. First they send roots down into the earth. Then their little stems and leaves begin to grow up toward the sun and air.”]</p> <p>The children may comment about various plant pictures, parts of plants, size of plants, etc.</p> <p>Children may vary in answers or ideas. As needed, teacher will direct back to text.</p> <p>With guidance and support, children ‘read’ illustrations to find answers. [One plant is stepped on, one is picked, and the tiny seed plant continues to grow as it.]</p> <p>Children can refer to both texts (The Tiny Seed and The Mystery Seed) to complete a diagram of a plant and its parts.</p>
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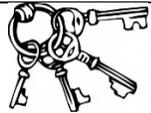
Developing Culminating Tasks

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

Consider the lesson plan exemplars provided earlier using the text *The Tiny Seed*. Below are the matching tasks the teacher used to evaluate her students' comprehension throughout the reads, concluding with the culminating task of writing to the prompt of identifying the dangers the seed/plant faced.

<i>The Tiny Seed</i> Reading Tasks Including Standards Alignment	
	Through teacher observation and anecdotes, record each child's engagement in a read aloud, asking and answering questions, using illustrations to describe story events, settings and characters, and learning new vocabulary. (RL.PK.1,3,4,7; SL.PK.6; L.PK.4; RL.K.1,3,4,7; SL.K.2,6; L.K.4)
	Through teacher observation and child created diagram of a plant (identifying roots, stem, leaves, petals) assess each child's understanding of using writing to communicate information about a familiar topic, recall information from experiences and sources, and to discuss representations with others (W.PK.2,8; SL.PK.6; W.K.2,8, SL.K.5,6). Use developmental continuum of writing development as a reference for assessment.
	Through teacher observation and child artifact, assess each child's understanding of the central message of the text in responding to the prompt 'The Tiny Seed _____' in order to answer the question of what dangers the tiny seed faced as it traveled across lands and grew into a plant. (W.PK.8, SL.PK.5; W.K.8, SL.K.5,6)

Culminating Task	The culminating task is completed individually in a small group setting. For this task, children will be asked to refer to the text to explore how the author tells the reader that the seed is turning into a plant. Children will look closely at both the literary text <i>The Tiny Seed</i> and the informational text <i>The Mystery Seed</i> to complete the task of drawing a diagram of the plant structures mentioned in the texts (roots, stem, leaves, bud, flower).
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Alternate Culminating Task

<p>Prompt: What dangers did the seed face? What dangers did the plants face? Children will be prompted with three open-ended sentence starters. (One seed _____. One plant _____. The tiny seed _____.) Children will use illustrations to compliment the response.</p>	<p>Possible Response: One seed <u>got too much water.</u> One plant <u>did not get any rain.</u> The tiny seed <u>grew into a huge flower.</u></p>
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Discussion

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

Video: Repeated Interactive Read Aloud

Watch how this educator puts repeated interactive read alouds together, using with the text *The Very Hungry Caterpillar* by Eric Carle.

Repeated Interactive Read Aloud – <i>The Very Hungry Caterpillar</i>	
How did she target different standards across the multiple reads?	
How did she support students in engaging with the text at different levels?	
How did she scaffold questions to support deeper understanding of the text?	
How did she focus on specific sections of the text for repeated reading?	
Additional Notes	

Practice: Creating a Culminating Task

Review the text complexity analysis you completed earlier for the text you brought or for *The Tale of Peter 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

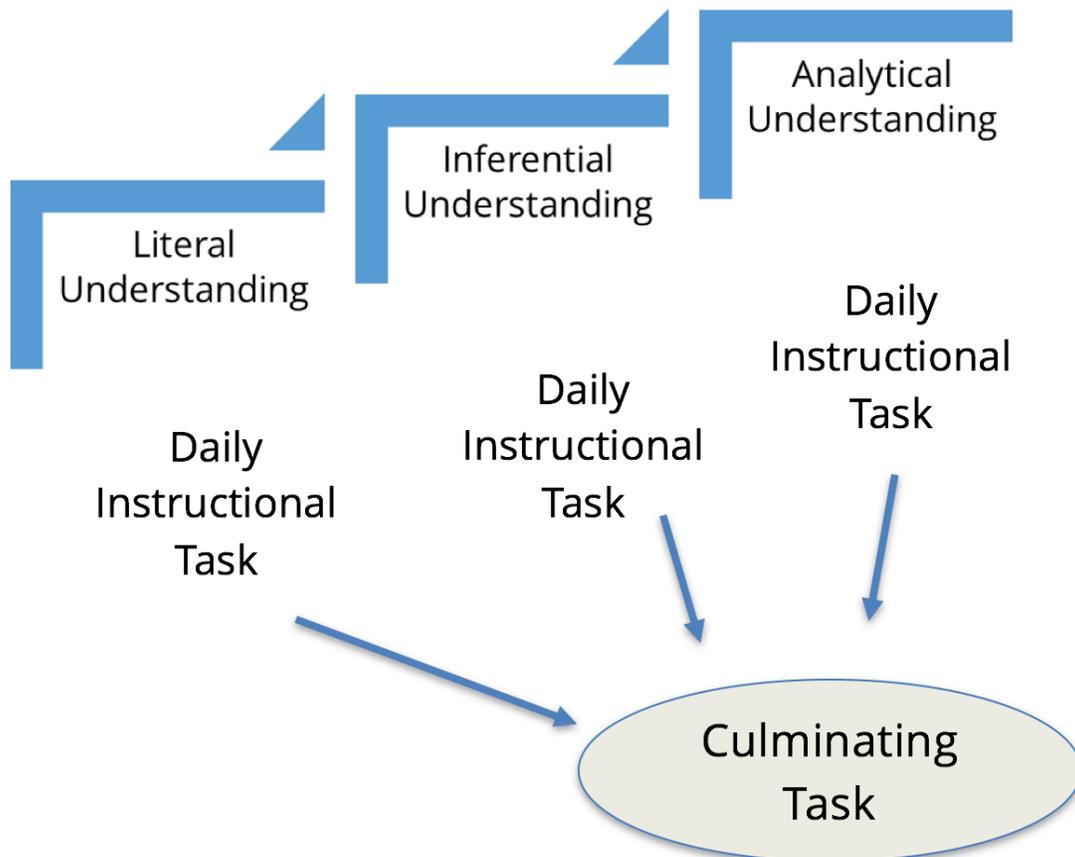
1. Select a high-quality and content-rich text. Analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself: if students deeply understand this text and its essential 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 Tale of Peter Rabbit*:

Practice: Creating Text-Dependent Questions that Scaffold Understanding

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

1. 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.
2. 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).



Activity: Sandwich Foldable

As we investigate repeated interactive read alouds we will use the analogy of making a sandwich. The different ingredients in a sandwich represent the various layers of a complex text. As we move through each read, use each sandwich template to think about how every read is vital to the overall understanding of a text, making each “bite” of the text more rich and tasty. Highlight words, phrases, or questions to write on each layer of the sandwich foldable as we work through the different steps of creating a repeated read aloud lesson plan. The template is located after each close read lesson plan.



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.

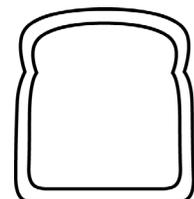
Text-Dependent Questions: Locate the Tennessee Academic Standards for your grade level in the appendix of the manual. Work in groups to form questions that support students in understanding *The Tale of Peter Rabbit* text at a literal level. Start with the **Key Ideas and Details** standards for both 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. _____

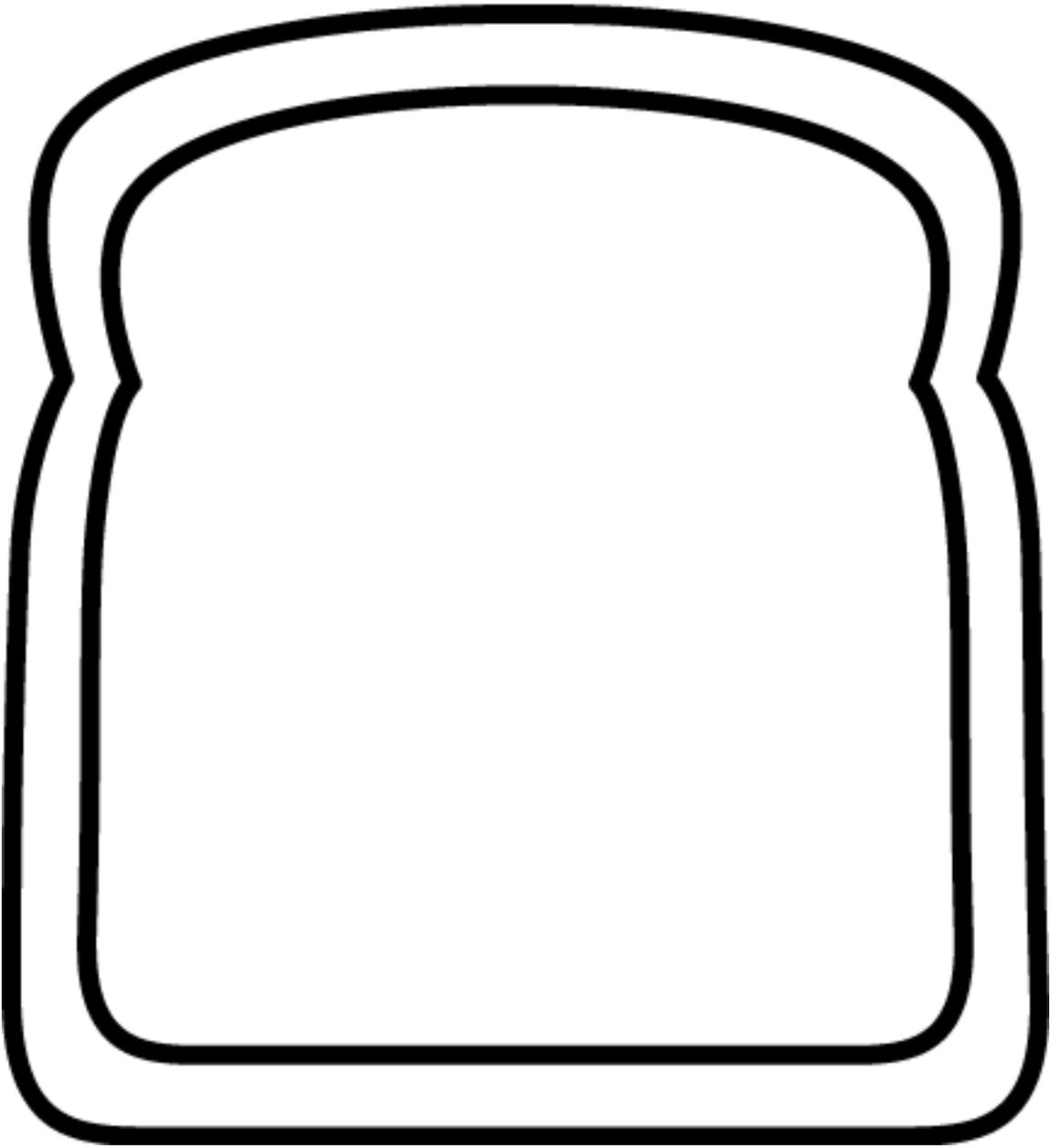
DAILY TASK:

*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



Activity: Sandwich Analogy



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 Tale of Peter 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. _____

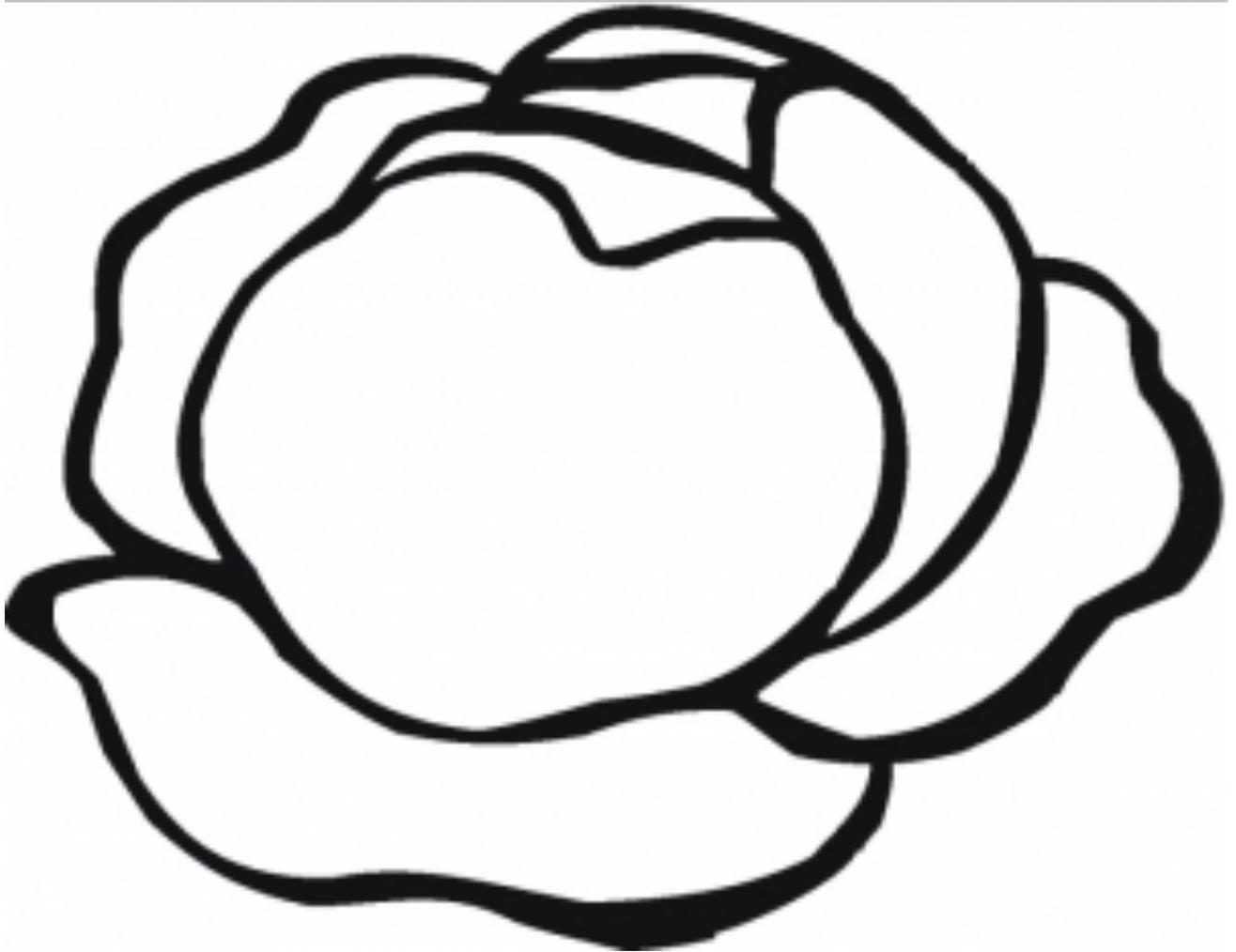
DAILY TASK:

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.



Activity: Sandwich Analogy



Final Reads: 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 Tale of Peter 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.

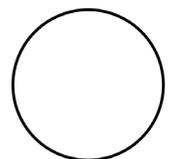
1. _____

2. _____

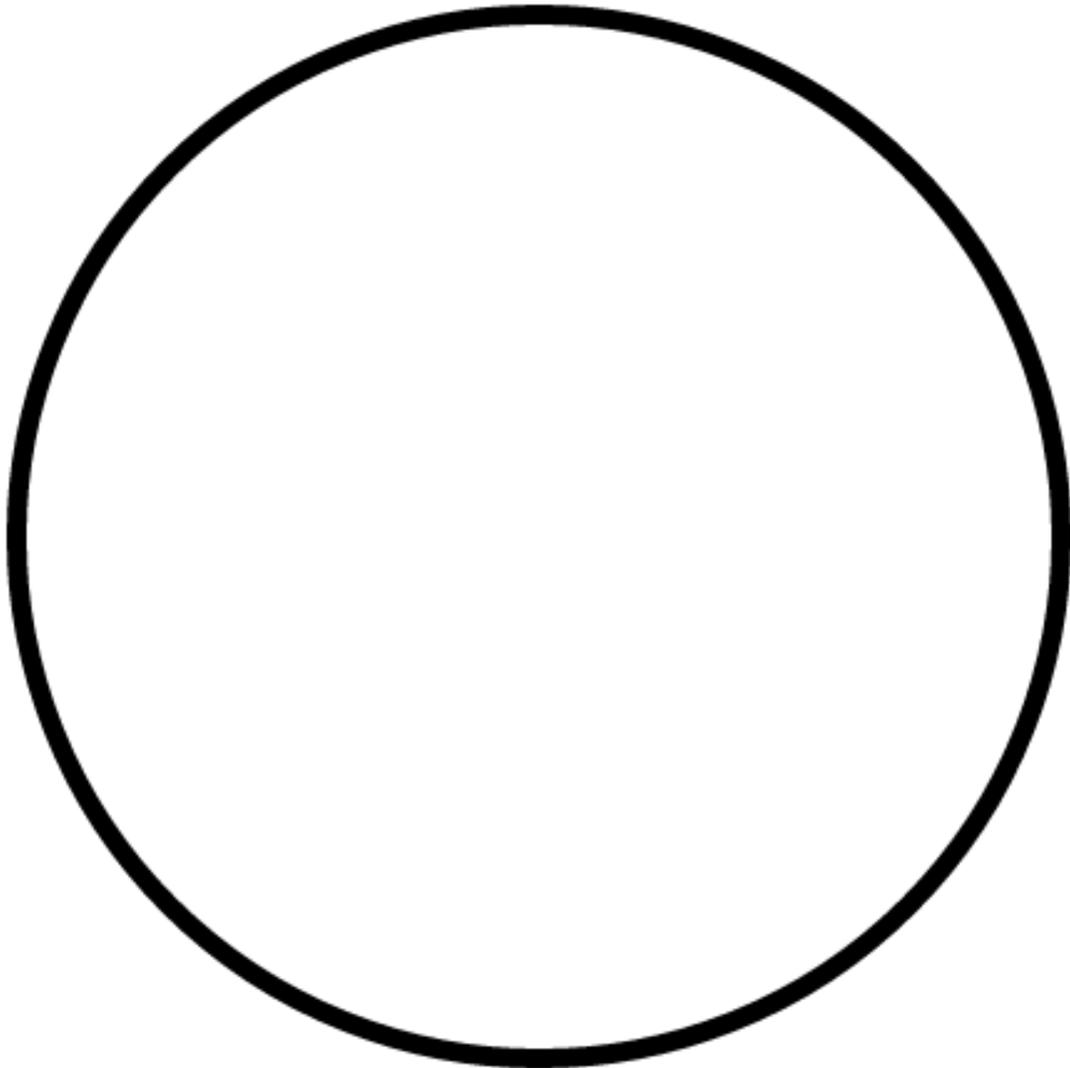
3. _____

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



Activity: Sandwich Analogy



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 the text you brought or using *The Tale of Peter Rabbit*.

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

3. 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.*
4. 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.
5. Plan places when teacher think alouds may be needed to clarify the text or assist comprehension. Plan additional supports, such as anchor charts.
6. 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.
7. 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.

Text	<i>The Tale of Peter Rabbit</i> by Beatrix Potter (Genre: Literary)
Standards	
Culminating Task	
Objectives	
First Read	<p>Daily Task:</p>

Second Read	Daily Task
Third Read	Daily Task
Additional Readings or Notes	

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

Additional Resources

There are many digital resources that teachers can access to obtain repeated close reading lesson plans, culminating task ideas, and various other supplemental tools. Some examples of free potential resources include:

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. Read Write Think

International Literacy Association's Instructional Website

<http://www.readwritethink.org>

3. Reading Rockets

Louisa Moats Compiles Resources for Educators, Parents, and Students

<http://www.readingrockets.org>

4. 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>

5. RubiStar

Free Educational Website for Creating Rubrics

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

6. 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.