



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

Objectives *(page 79)*

- Understand the term “repeated interactive read aloud” and recognize why repeated interactive read alouds are a critical instructional strategy for early literacy development
- 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
- Make connections to key learning from Module 2

Standards

- Repeated interactive read alouds provide rich context for teaching a wide range of standards. This module incorporates several reading, writing, and speaking and listening standards.

TEAM Alignment

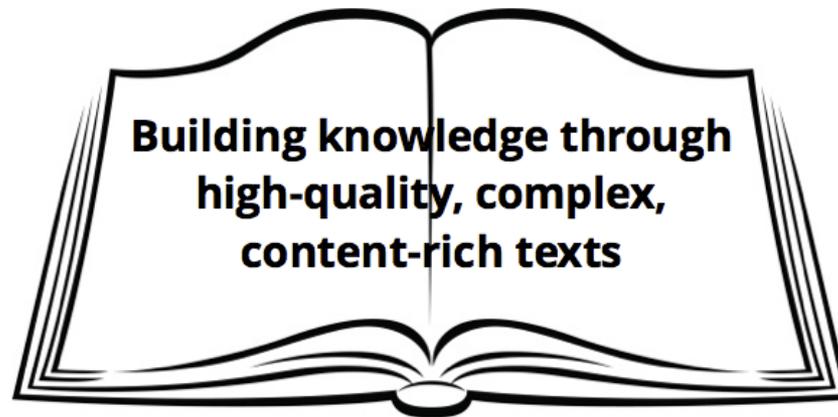
- Standards and Objectives
- Presenting Instructional Content
- Activities and Materials
- **Questioning**
- Teacher Content Knowledge
- **Thinking**
- Problem-Solving
- Instructional Plans
- Student Work
- Assessment

Guiding Principle



Guiding Principle #2

The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary. **Repeated interactive read alouds** support this kind of deep thinking through scaffolded questioning and rigorous tasks.



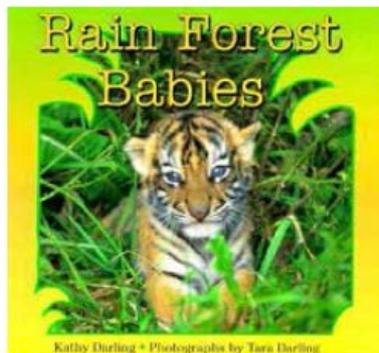
What is a Repeated Interactive Read Aloud?

- Read the research excerpts printed in your manual. Underline or highlight key words or phrases that help you better understand the purpose of repeated interactive read alouds.

Interactive Read Aloud – Classroom Videos

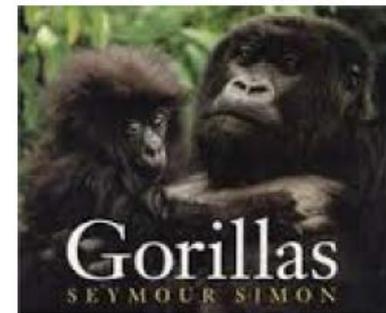
- **First Grade**

- How did this teacher build students' background knowledge to support their engagement with the text?
- How did this teacher model comprehension strategies?
- In what ways are the students engaging with the text and with their peers?
- Is this read aloud a complex, content-rich text? Why or why not?



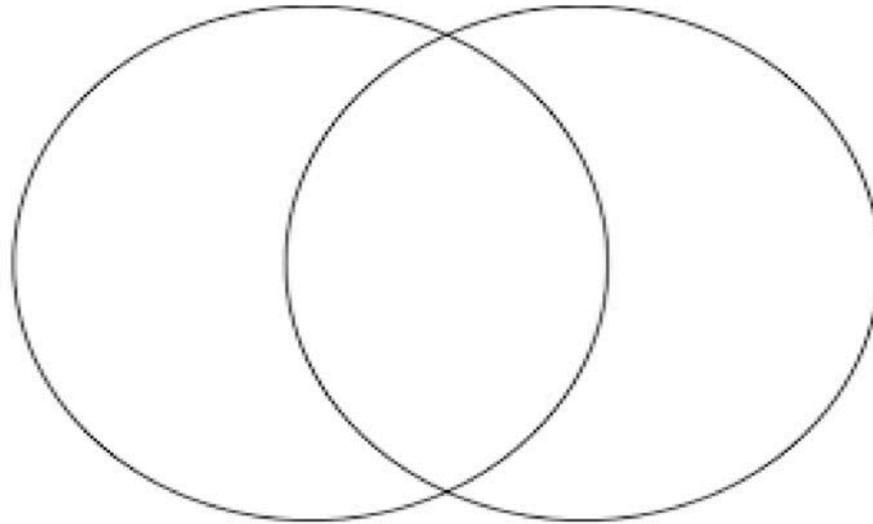
- **5th Grade**

- What did the teacher do while reading so that she could develop student thinking?
- 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 require analysis of the text's structure and content?
- In what ways are the students engaging with the text and with their peers?



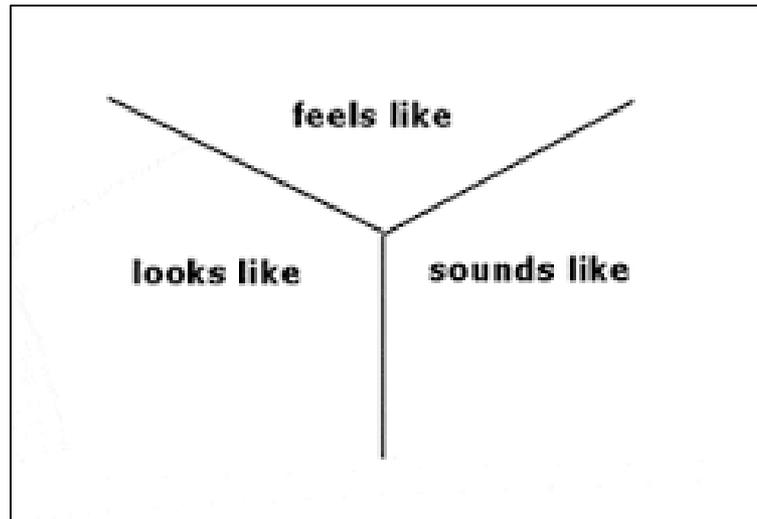
Synthesis: What is a Repeated Interactive Read Aloud?

- Based on the classroom videos you watched, compare and contrast the two approaches to interactive read alouds using the Venn Diagram in your manual. Consider how the teachers planned, what the teachers said and did during the lesson, and what the students said and did during the lesson.



Synthesis: What is a Repeated Interactive Read Aloud?

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



Repeated Interactive Read Alouds

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**.

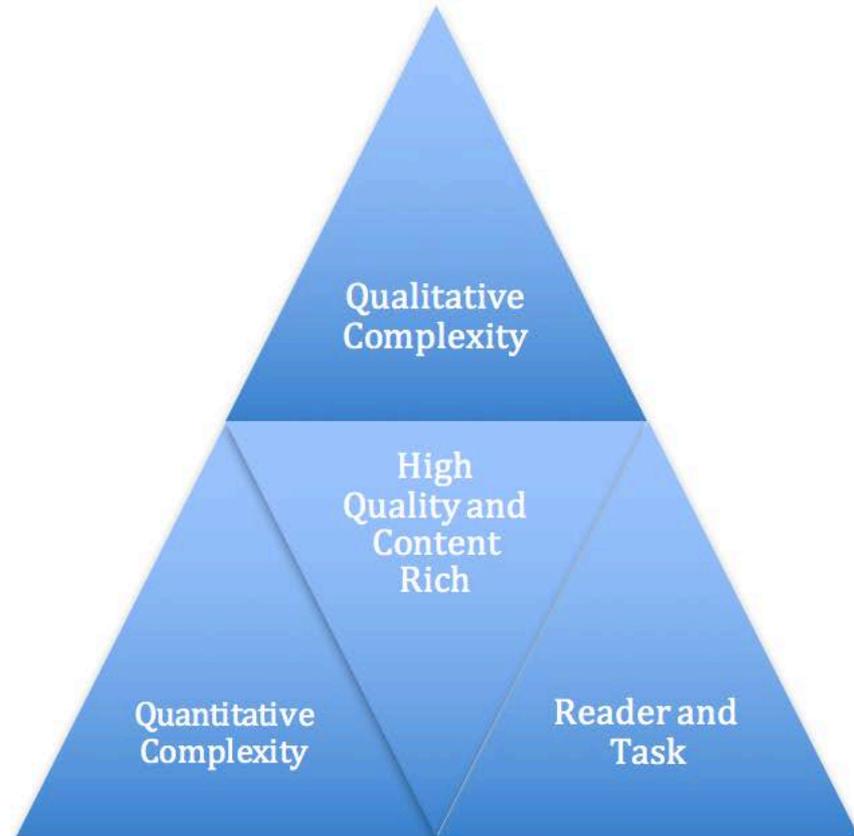
- McGee and Schickedanz, 2007

Remember...

Interactive Read Alouds Are	Interactive Read Alouds Are Not
Carefully planned, systematic text selection	Grabbing any book off the shelf
Engaging, dialogic, interactive	“Rocking chair reading”
Purposeful repeated reads	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



Remember...



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 every idea in one sitting. **The purpose of repeated reading is to provide students with multiple opportunities to explore different features and meanings of the text over time, in a supported, scaffolded, and challenging setting.**
- Through repeated 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)

Promoting Knowledge of Vocabulary through Interactive Read Alouds

- **Reading aloud to children provides a powerful context for word learning.** Books chosen for read alouds are typically engaging, thus increasing both children's motivation and attention and the likelihood that novel words will be learned. As teachers read, they draw students' attention to Tier 2 words - the "high frequency words of mature language users". These words, which "can have a powerful effect on verbal functioning", are less common in everyday conversation, but appear with high frequency in written language, making them ideal for instruction during read alouds.

Promoting Knowledge of Vocabulary through Interactive Read Alouds

Read the description of the three vocabulary tiers in your manual (page 86). Then, **stand up, find a partner** from another table, and do a **3-2-1**:

- **3** – Share three examples of Tier III words
- **2** – Share two examples of Tier II words
- **1** – Share one example of a Tier I word

Tier 3 Words: Low-frequency words that are limited to a specific content domain. These words are best learned within the context of the subject matter.

Examples: continent, molecule, agriculture

Tier 2 Words: High-frequency words that are used across contexts. These words are used by mature language users and are more commonly found in text than in everyday speech. Tier 2 words are important for students to know to enhance comprehension of selected texts. **Tier 2 words are the best words for targeted explicit vocabulary instruction.**

Examples: hilarious, endure, arrange

Tier 1 Words: Words used in everyday speech. These words are typically learned through conversation and rarely require direct instruction.

Examples: happy, beautiful, come

- Adapted from *Bringing Words to Life* by Beck, McKeown, & Kucan, 2002.

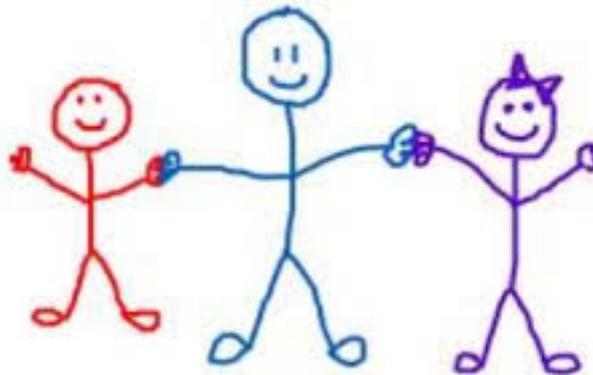
Learning Vocabulary in Context

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.

Learning Vocabulary in Context

Pictionary – With a group of three, create a visual that illustrates the three levels of vocabulary instruction.

- Implicit
- Embedded
- Explicit



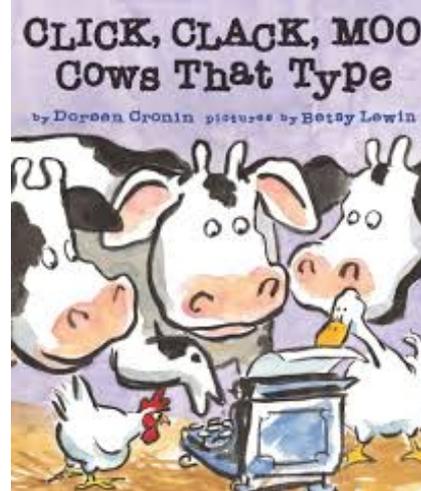
Remember...

- A common misconception is that vocabulary should be taught from a list. However, research shows that this method of vocabulary instruction is not as effective as when students learn vocabulary and word meanings in context.
- The Tennessee Academic Standards do not include a vocabulary list. Additionally, **TCAP** vocabulary items will require students to use context to determine the meaning of words.



Teaching Vocabulary through Interactive Read Aloud

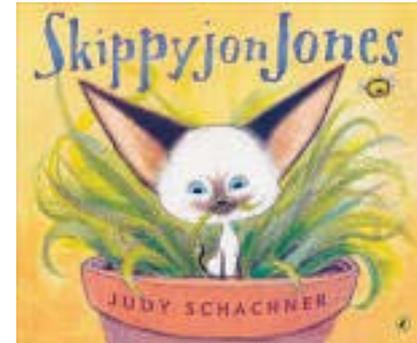
- Read the steps for teaching vocabulary through read alouds.
- Analyze the example for the text *Click Clack Moo*.
- Then, discuss the following question with a small group:
 - What is most important to think about and do when selecting words for vocabulary instruction?



Practice: Selecting Vocabulary Words to Teach During Read Alouds

- Read the following excerpt from *Skippyjon Jones*. Follow the steps for selecting vocabulary words to teach through an interactive read aloud.

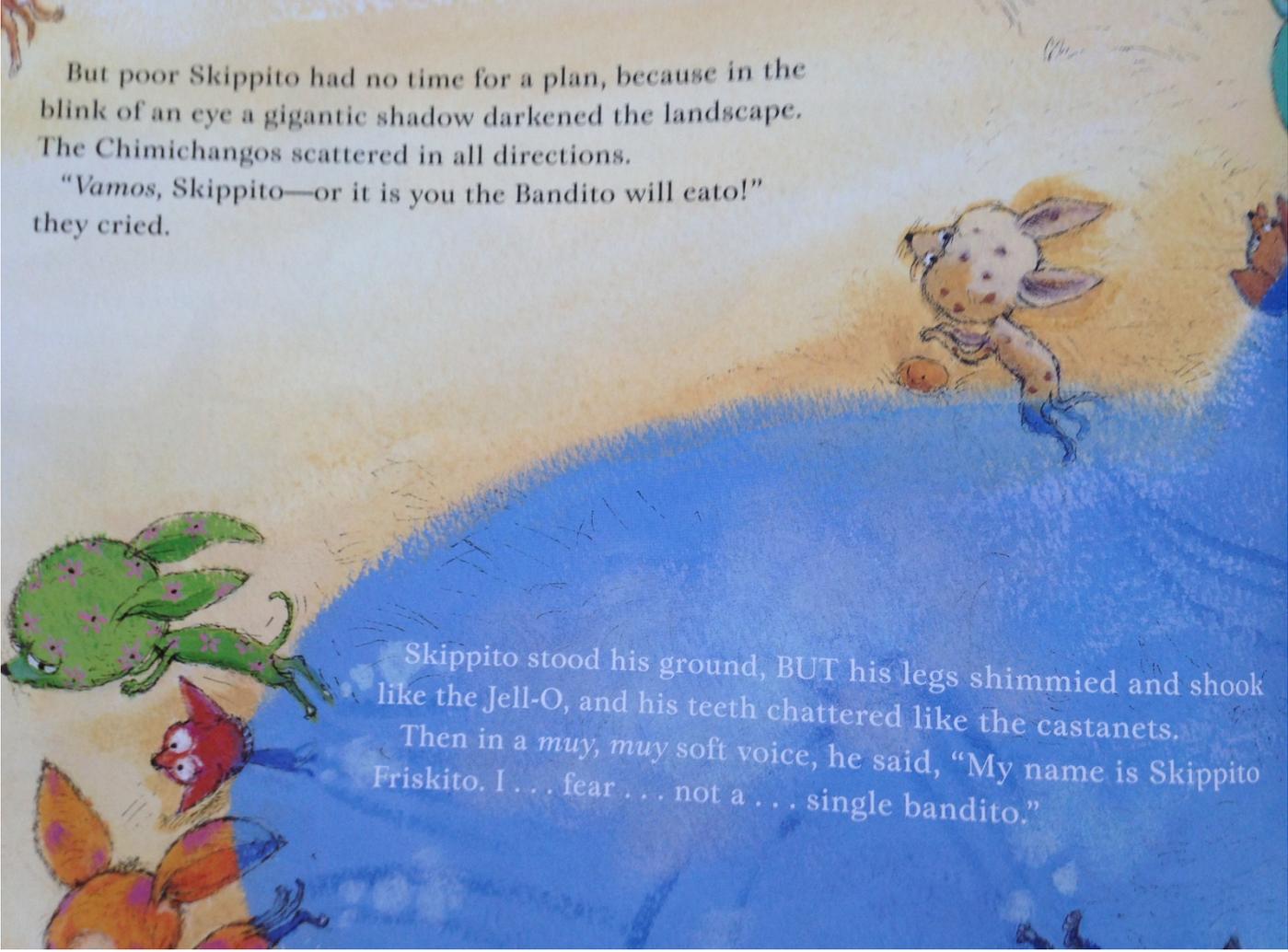
<i>Skippyjon Jones</i> by Judy Schachner					
Tier 2 Word	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching this word?



Practice: Selecting Vocabulary Words to Teach During Read Alouds

But poor Skippito had no time for a plan, because in the blink of an eye a gigantic shadow darkened the landscape. The Chimichangos scattered in all directions.

"*Vamos, Skippito—or it is you the Bandito will eat!*" they cried.



Skippito stood his ground, BUT his legs shimmied and shook like the Jell-O, and his teeth chattered like the castanets. Then in a *muy, muy* soft voice, he said, "My name is Skippito Friskito. I . . . fear . . . not a . . . single bandito."

Vocabulary Routine for Explicit Instruction

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.



Remember...

- The more thoroughly students learn high-utility words, the better they will be able to comprehend text that contains those words or similar ones.

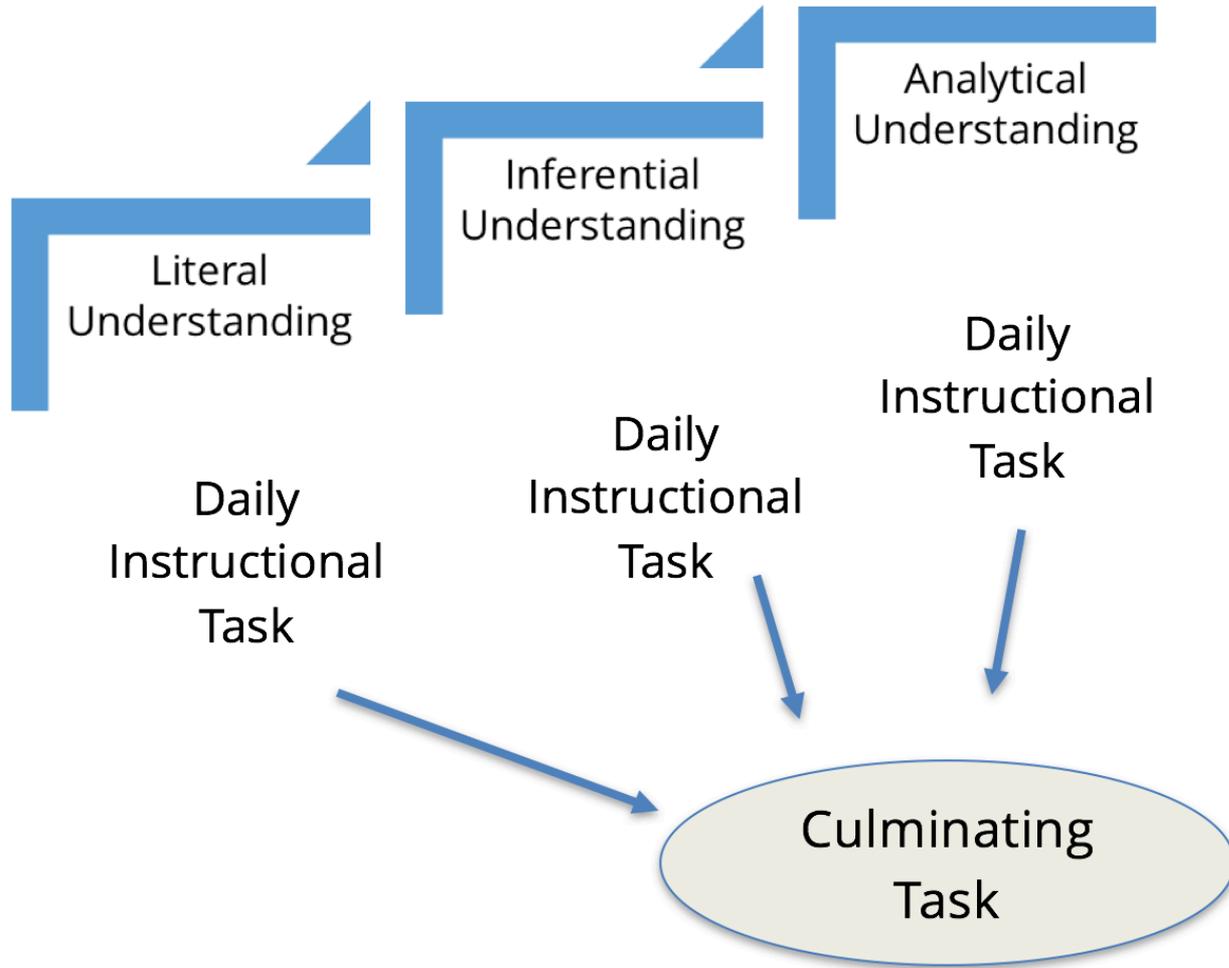
- The National Reading Panel



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

- Read the guide printed in your manual. Note any questions or observations you have.
- We'll see some examples soon!

Scaffolding Readings and Tasks

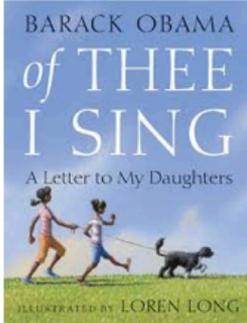


Types of Tasks

- **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.

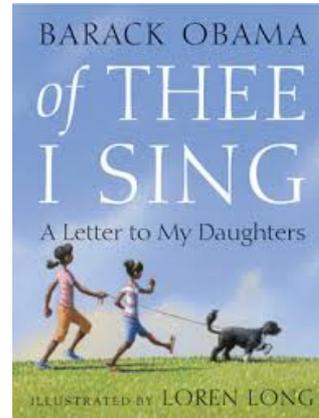
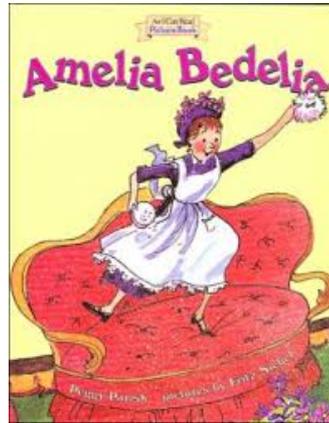
Examples: Types of Tasks

Text	Daily Task(s)	Culminating Task	Extension Task
 <p><i>Rain Forest Babies</i></p>	<p>First Read – Draw a picture of one of the animals you learned about and write two sentences about that animal using facts from the text.</p> <p>Second Read – Students complete the sentence frame “The kangaroo depends on the rainforest trees because _____.”</p>	<p>Students listen to repeated read alouds of two texts: <i>The Great Kapok Tree</i> (narrative) and <i>Rain Forest Babies</i> (informational). Students answer the following question in writing: Both of these texts want the reader to help the rainforest. Which text was the most persuasive? Why?</p>	<p>None. This brief unit of study only lasts one week.</p>

Text	Daily Task(s)	Culminating Task	Extension Task
 <p>BARACK OBAMA <i>of THEE I SING</i> A Letter to My Daughters ILLUSTRATED BY LOREN LONG</p>	<p>First Read – Orally discuss various reasons why the president would have wanted to write this book for his daughters.</p> <p>Second Read – Through discussion and writing, identify and explain the theme of this text.</p> <p>Third Read – Through discussion and writing, identify two historical figures from the text and explain how they represent the text’s theme.</p>	<p>Students choose one historical figure from the text that they want to learn more about. With support from the media specialist, they conduct online research and write two pieces using specific evidence from various sources:</p> <ul style="list-style-type: none"> • an informational piece describing the traits and achievements of their figure • an opinion piece about why their figure is inspirational 	<p>This book is the anchor text for a text set about important American historical figures. In addition to this text, students read and listen to biographies and autobiographies, examine primary source documents, and watch visual media. As an extension task, students identify a member of their own community who is important and write a one-page biography about who they are, their achievements, and how they impact the community.</p>

Example: Repeated Interactive Read Aloud

- Explore repeated interactive read aloud sample lesson plans:
 - *Amelia Bedelia* by Peggy Parish
 - *Of Thee I Sing* by Barack Obama
- As you read, consider the following question:
 - **How do these plans utilize repeated close readings to gradually and intentionally deepen students' comprehension of the text?**



Developing Culminating Tasks

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

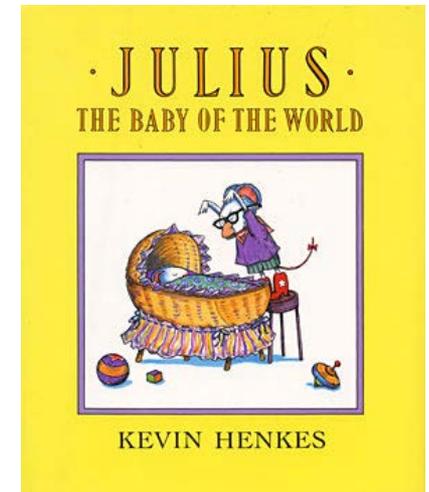


What is a Culminating Task?

- Read the descriptions on page 102, along with the criteria for an effective culminating task. Highlight or underline the words or phrases that best develop your understanding of this topic.
- Then, review the examples on the proceeding pages.
- Stand up, find a partner who you haven't talked with yet, and discuss the following questions:
 - In your own words, what is a culminating task?
 - In your own words, what makes a strong culminating task?

Example: Repeated Interactive Read Aloud - Video

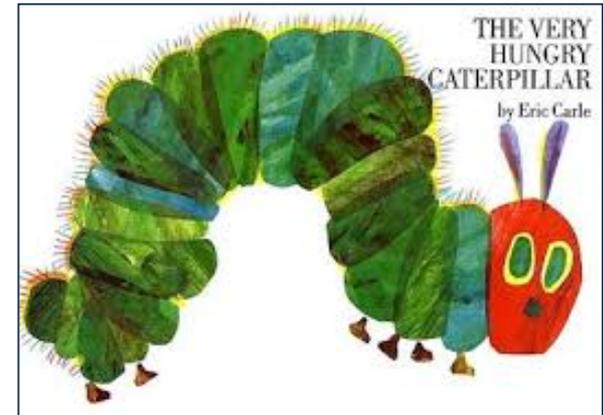
- Watch how this educator thinks through all the pieces of a repeated interactive read aloud with the text *Julius, the Baby of the World* by Kevin Henkes.
- How did she **select the text**; what did she notice about its complexity?
- How did she analyze the content of the text and determine its **key ideas and meaning**?
- How did she **scaffold questions** to support deeper understanding of the text?
- How did she plan **daily tasks** that gave students additional opportunities to think about the text?



Video #2: 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.

- 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?



Kindergarten Close Read

- See the Video “Reading Closely in Kindergarten, Episode 1” located on the Resources for Coaches Page.

Kindergarten Close Read

- See the Video “Reading Closely in Kindergarten, Episode 2” located on the Resources for Coaches Page.

Practice: Creating a Culminating Task

- Review the text complexity analysis you completed earlier for *The Velveteen Rabbit* (page 42), 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.
- For planning purposes, choose one task to work with going forward. The Tennessee Academic Standards for Reading can be found on page 180.

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.

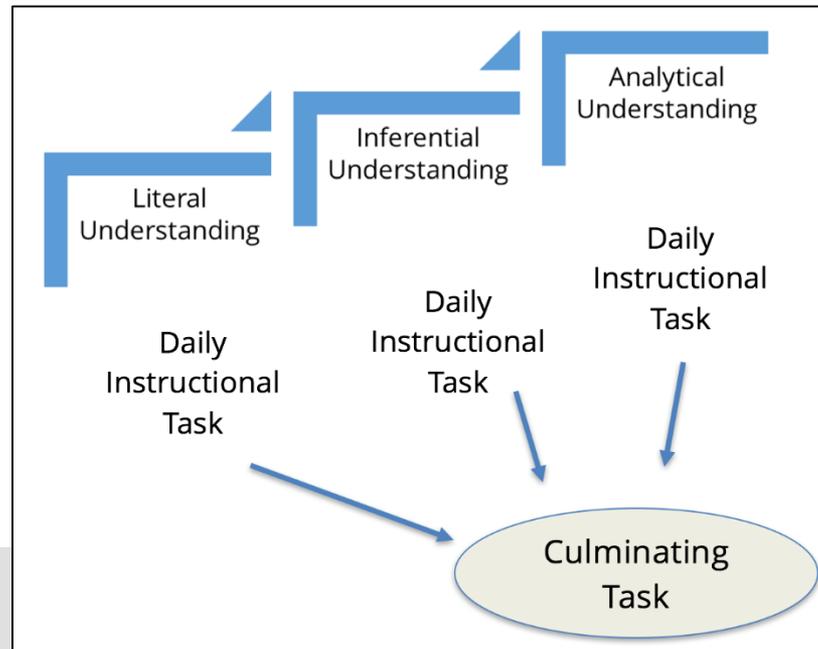
Sample Culminating Tasks: *The Velveteen Rabbit*

- Describe how the Velveteen Rabbit changed from the beginning of Chapter 1 to the end of Chapter 2. What caused this change? Cite specific evidence from the text to explain your reasoning. (Character Development)
- What is “nursery magic”? Use specific quotes from the text to explain your answer. (Theme)
- Which words in the text best describe the Velveteen Rabbit? Why? (Language)

Practice: Creating Text-Dependent Questions that Scaffold Understanding

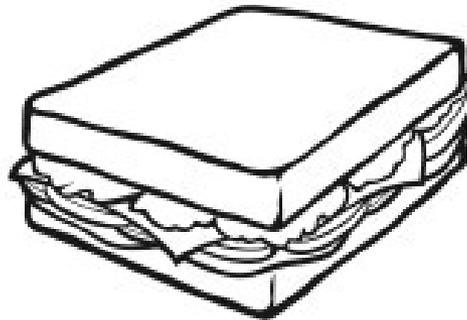
Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading

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 around those words and language.



Activity: Sandwich Foldable (pages 112 & 176)

As we investigate repeated interactive read alouds, it may be helpful to consider the analogy of making a sandwich. The different ingredients in a sandwich represent the different layers – the different levels of meaning, information, ideas – of a complex text. As we move through each read, students “taste” more of what the author has prepared for them. And, with each “bite”, the text becomes more rich and satisfying for readers.



Question Stems (page2 177-179)

As we craft scaffolded questions, we look to integrate various Reading standards. A chart of standards-aligned question stems is printed in the appendix section of your manual. This may be a helpful resource moving forward!

TEXT DEPENDENT QUESTIONS

Key Ideas and Details		
<p>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.</p> <ul style="list-style-type: none"> • What are the key ideas in this text/story? • What can you infer from the title, headings, and anecdotes in this book? • Who was the most important character in the story? What makes • Who, what, where, when, how questions • What key details help support the main idea of _____? • What key details and/or examples support the main idea of _____? • What have you learned from this [text]? 	<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • Retell the story. • What is the story or article beginning to be about? • What is the theme of the story? • What message was the author trying to share? • What could the main character have learned that I could also learn? • What was a moral or lesson in the story? • Summarize the text. • Retell the (fables, folk tales from diverse cultures). • What is the main idea of this text? • What are the 2 or more main ideas in this text? • What key supporting details did the author cite? 	<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • Identify characters, setting, major events, • Explain key details that support the author's message. • Compare and contrast (characters, setting, events, etc.). • Explain how _____ and _____ interact in this story. • Describe how (name of character) respond to (major event and/or challenge). • Explain how (name of character) changed in the story. • Why does _____ think about _____? • How does _____ feel about _____? • How does _____ show persistence (or other character trait) in _____? • How does this help the reader learn more about _____'s character? • What can we infer about the characters _____ and _____? • What do readers learn about the family's relationship from this section? • What does _____'s conversation with _____ reveal? • What event did the author include to show the reader _____? • Describe connections between _____. • Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it. • Explain the procedures described in this article.

Practice: First Read - Literal Understanding

- Read the following sections. Highlight or underline key words or phrases that support your understanding.
 - Purpose
 - Looks Like
 - Sounds Like
- Turn to a partner and quickly discuss the following question:
 - In your own words, what are the most important traits of a **First Read**?



First Read – Text-Dependent Questions

- Locate the Tennessee Academic Standards for your grade level in the appendix of the manual (page 180). 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**. Record your group's ideas. Brainstorm initial ideas for a **daily task** that synthesizes learning and supports comprehension.



Practice: Second Read - Inferential Understanding

- Read the following sections. Highlight or underline key words or phrases that support your understanding.
 - Purpose
 - Looks Like
 - Sounds Like
- Turn to a partner and quickly discuss the following question:
 - In your own words, what are the most important traits of a **Second Read**?



Second Read – 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. Record your group's ideas. Brainstorm initial ideas for a **daily task** that synthesizes learning and supports comprehension.



Practice: Third Read - Analytical Understanding

- Read the following sections. Highlight or underline key words or phrases that support your understanding.
 - Purpose
 - Looks Like
 - Sounds Like
- Turn to a partner and quickly discuss the following question:
 - In your own words, what are the most important traits of a **Third Read**?



Third Read – 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.



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 Velveteen Rabbit*.
- If you need some inspiration, check out additional sample repeated interactive read aloud lesson plans in the appendix.

Lesson Plan	Page #
How My Family Lives in America (Grade K - Informational)	194
The Spider and the Fly (Grade 1 – Narrative Poem)	207
Emu and Eagle’s Great Quarrel (Grade 2 – Narrative Folktale)	221

Guide to Planning Repeated Interactive Read Alouds 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.

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 your manual.



Reminder: Let the Text Drive Instruction

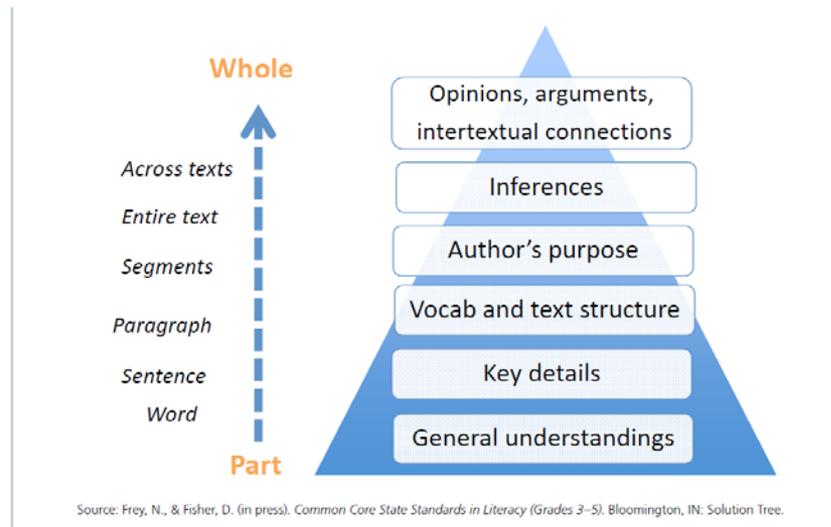
“Clearly a consideration of the reader, the task, and the sociocultural context of the text is necessary, but the text should also inform the type of questions you need to generate for students to achieve critical analysis. Not all questions provide equal support, so you must be very intentional in your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

- 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.**

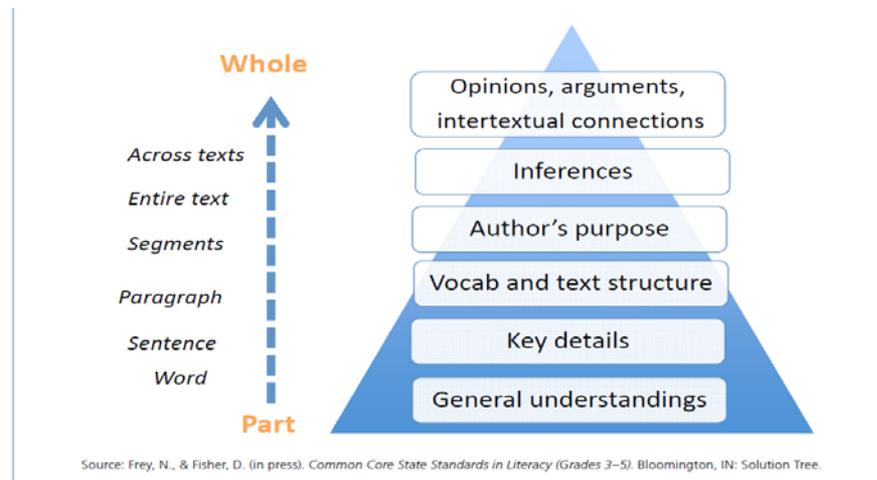
Reminder: Let the Text Drive Instruction

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?**



Reflect: Repeated Interactive Read Alouds

- Reflect on what you've learned from this module about repeated interactive read alouds. Create a diagram or visual of your own, like the infographic on the previous page, that illustrates your understanding of what repeated interactive read alouds are and how they help students build knowledge and vocabulary.



Additional Resources

- Blog Post: Close Reading and the Reading of Complex Text Are Not the Same Thing
- Culminating Task Ideas

Additional Resources

- [The Read Aloud Project](#)
- [The Basal Alignment Project](#)
- [Cpalms](#)
- [Read Write Think](#)
- [Reading Rockets](#)
- [INVEST Video Library](#)
- [EduTOOLBOX](#)