

READ ALOUD ASSIGNMENT

PRACTICING READING ALOUD AND LESSON PLANNING

Applying Critical Understanding



How a book is read (tone and expression, questions and engagement, commentary and guidance) greatly impacts what a child takes from a book and as a result, shapes his or her understanding of the world. Toward this end, students should keep the following Essential Instructional Practices in Early Literacy for K-3 students in mind as the goals of their read aloud, which can be found on the second page of these instructions.

In classroom settings, books are almost never read aloud in isolation, but are tied to other activities, lessons, content, or subject area learning. To that end, students will also create a lesson/unit plan that could be paired with the read aloud. These, along with your read aloud, will be share with the class to be used as a resource.

Assignment Objectives

Picturebooks are a medium often designed and created with a particular reading experience in mind: an adult reading a book to a child. This experience is more than simply articulating the words on a page, but creating a moment and often a memory with a child that can have a profound impact.

With this context in mind, students will choose a day from the sign up sheet, selecting the book they wish to share with the class. Reading aloud involves both creative expression and critical analysis; teachers, parents, and other adults mediate an experience in which a child can come to understand a book's meaning.

Resources

If you have difficulty accessing a book for your read aloud at your local library, please ask Dr. Meeusen for help. There are also materials offering tips and structure for lesson planning.

Assignment Specifications and Instructions

1. use the google doc link in e-learning to choose what read aloud text you will share with the class
2. according to the sign-up sheet, either create a video read-aloud (and upload it to youtube or a similar social media platform) OR prepare to share your read-aloud with the class
3. in your read aloud, be sure you're:
 - a. modeling analysis by demonstrating analytical approaches (such as making observations that
 - b. implement these techniques)
 - b. asking questions before/during/after the reading that deepen analysis
 - c. implementing instructional strategies (see subsequent pages)
4. submit your lesson/unit plan as a PDF (with the link, if you've created a video); these should correspond to the book and demonstrate teacher-preparation standards (see rubric)

What Do I Need to Include in My Reading/Lesson?

Essential Instructional Practices in Early Literacy

These essential practices were developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts.



- **Connecting sets of texts**, across read aloud sessions, that are thematically and conceptually related and that offer opportunities to learn that children could not yet experience independently.
- **Modeling of appropriate fluency** (accuracy, automaticity, and prosody) in reading.
- Child-friendly **explanations of words** within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud.
- **Higher-order discussion** among children and teacher before, during, and after reading.
- **Instructional strategies**, depending on children's needs, that:
 - develop **print concepts**, such as developing children's directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print
 - model application of knowledge and strategies for **word recognition**
 - build **knowledge of the structure and features of text**, including key story elements and informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and with regard to text features, tables of content, diagrams, captions, and index
 - describe and model **comprehension strategies**, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling
 - describe and model strategies for ascertaining the meaning of unfamiliar **vocabulary** from context

Unit Plan Guidelines

Typically, a unit surrounding a single text is approximately one week long, including five days of instructional time. Language Arts instructional blocks are typically 2.5 total hours and include:

reading aloud
shared reading
interactive writing
reading workshop
independent language arts activities
teacher led small groups lessons
writing workshop
sustained Silent Reading
whole class direct instruction
small reading group direction
connections to other subject areas
writing assignments
projects or homework
assessment strategies

Your unit should plan out how you'd implement these language arts approaches as they specifically relate to your book by outlining a series of lesson plans.

Reminders and Requirements

Begin with questions, a short discussion, or an activity to lead into reading and provide appropriate background knowledge/context.

Point out and ask open-ended questions about illustrations as well as text, and help students dig more deeply into theme and draw connections with other texts we've read this semester.

Choose three or more instructional strategies to employ (see above).

Engage in discussion after the reading to help listeners think about ideology and messages.

Describe specific assessments in lesson linked clearly with objectives and state standards (show how you'll know students achieve these elements).

Individual Lesson Plans typically include:

Name and Title
Description/Introduction
Objectives or Learning Outcomes
Common Core or State Standards
Time and Materials
Pre-Activity/Anticipatory Set
Detailed Instructions/Description
Standards Driven Assessment
Diverse Learner Accommodations
Technology Learning Support
Extension Ideas
Vocabulary
Additional Resources
Use of Instructional Strategies

Lesson/Unit and Reading will be evaluated for these Standards-Based Learning Outcomes

Create Literacy Learning Environments, Implement Curriculum Design and Culturally Responsive Practices

Lessons, activities, and reading of children's texts teach, model, facilitate, and provide independent practice with opportunities to **use literacy for positive social interactions** (e.g., solving conflicts; negotiating in collaborative projects) and **critically analyze texts with children for social and cultural biases** by analyzing language and visual representations in print and digital texts and media that perpetuate gender, social class, and racial/ethnic stereotypes. Pedagogy uses texts to foster **rich instruction and discussion**, and analyze text to identify specific learning goals, challenges (e.g., the complexity of the ideas in the text, insufficient information) and affordances. Reading and teaching aligns texts with **instructional purposes** (e.g., independent practice, study of author's craft and structure, integration of knowledge and ideas).

Foster Motivation and Engagement

Lessons, activities, and reading of children's texts fosters literacy motivation and engagement, including **setting expectations** for classroom participation; assuring opportunities for developing self-efficacy through **scaffolding**, text and task selection, differentiation, goal-setting and self-monitoring; offering children substantive **options**, choices and input into learning activities; arranging **collaborative activities** that foster literacy learning through social interactions; providing a variety of meaningful purposes for academic units and tasks; providing continual **encouragement** for academic and personal attainment and interests; emphasizing the **utility, value, and enjoyment** of literacy and literacy tasks (e.g., word play, word inquiry, reading of high-interest texts, critical inquiry); building **interpersonal relationships** with children that encourage mutual trust and commitment.

Promoting Reading Fluency

Lessons, activities, and reading of children's texts build reading fluency, such as **repeated reading, partner reading, echo reading, reading while listening** to recorded books and other models of fluent reading and a large volume of silent and/or oral reading, in coordination with techniques that **build word knowledge and skills** foundational to fluency.

Exploring Vocabulary

Lessons, activities, and reading of children's texts develop vocabulary, including for children whose home language is not the language of instruction, through a large volume of **oral and written language exposure** (e.g., through conversation, read aloud, audio books, silent reading, and inquiry); **selecting appropriate words** for instruction; providing accessible, explicit **explanation of the meaning of words**, including, as appropriate, examples and non-examples, visual supports such as video, photo, or props, movement, analogies, and other comparisons; producing the word for children **orally**; having children **repeat** the word; providing a **visual representation** of the word once children are reading conventionally; providing multiple exposures to target words in different contexts over time; explicitly teaching morphology and etymology; and other techniques.

Building Comprehension

Lessons, activities, and reading of children's texts develop comprehension, including daily time for children to read in **motivating and engaging contexts** for the purposes of building disciplinary knowledge and/or advancing personal interests; **comprehension strategy** instruction; modeling and guiding children to be **metacognitive** while reading; instruction in **text search, navigation, and evaluation**; focused, high-quality **discussion of the meanings of text**; text structure and feature instruction; and application tasks (e.g., building an argument from textual evidence) that, collectively, involve the three categories of comprehension in the National Assessment of Educational Progress: **locate and recall, integrate and interpret, and critique and evaluate**; to select and analyze texts for their affordances and challenges, including for specific disciplinary contexts.