

# READ TO BE

# READY



Building thinkers in Tennessee

## Coach Training Manual Cohort 2

Coaching Interactive Read Aloud

Tennessee Department of Education | 2017



Department of  
**Education**



# Accessing Complex Text through Interactive Read Aloud

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# Welcome, Read to be Ready Coaches!

We are excited to welcome you to the Read to be Ready Coaching Network and to the Read to be Ready Fall Convening! We are proud to share that the content of this training was developed in partnership with Tennessee educators. In particular, we'd like to thank the following educators who contributed to the creation and review of this content:

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Educationally yours,



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# Critical Attributes for Semester 1

## **Interactive Read Aloud**

- Integrate the Tennessee Academic Standards
- Select high quality, content-rich, complex text
- Collect texts in a set focused around a concept
- Create text dependent questions
- Craft questions with attention to the conceptual knowledge and enduring understandings of the unit
- Implement impactful vocabulary instruction
- Use think alouds to support meaning-making
- Engage students in synthesizing information from multiple texts
- Create rigorous, authentic daily and end of unit tasks that are aligned to the Tennessee Academic Standards

# Module 1: Reflecting on Past Learning

## Objectives

- Recognize the hard work and dedication of our Read to be Ready Coaches
- Celebrate the successes that have occurred and identify some factors that led to these successes
- Identify areas of need and support for ourselves, our region, and our network

# Read to be Ready Coach of the Month

Each month we will be accepting nominations from the department's Reading Coach Consultants and from teachers across the state for the Read to be Ready Coach of the Month. Coaches who receive this honor will be spotlighted on the Read to be Ready website at <https://www.tn.gov/readtobeready>.

We are excited to announce the recipients of the Read to be Ready Coach of the Month award.

# Celebrate Success

"Creating a culture for collaboration that supports teacher learning is vital to the health and life of the school" (Lyons & Pinnell, 2001, p. 7).

Read the following quote from *Systems for Change in Literacy Education*, and reflect in the space provided about how your work as a coach will support collaborative learning.

In order to be successful, teachers need to know how to use their knowledge and expertise to inform their practice, they need to receive support and encouragement for their efforts, and they need to participate in ongoing professional development to improve, refine, and extend their skills. Most important, they need to know how to work with others as equals and colleagues. (Lyons & Pinnell, 2001, p. 7)

## Reflection

# Year 1 Visioning Guide

As cohort 1 reflects on the implementation of interactive read aloud and shared reading, respond to the same questions, anticipating how you would like to be able to respond at the beginning of next year.

What are you noticing about the ways the coaches/teachers you support are beginning to integrate interactive read aloud into their daily instructional practices?

What are you noticing about the ways the coaches/teachers you support are beginning to integrate shared reading into their daily instructional practices?

What type of a culture of collaborative learning is continuing to form within your district/school?

What instructional shifts are occurring based on the work you have been engaged in thus far? How are the coaches/teachers working together in more collegial ways?

How are the professional learning opportunities supporting the growth of the teachers?

Share your thoughts with the participants at your table. Note any patterns or trends amongst the members of your table. As a table, summarize and chart your group's reflections.

**Reflection**

What are you taking away from this experience?

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# Being the Learning Leader

"Organizational theorists advise that a key to improving any organization is honestly assessing the current reality (Collins, 2001) and confronting the hard facts (Pfeffer & Sutton, 2006)" (DuFour, DuFour, & Eaker, 2009, p. 95).

It is important to recognize and celebrate the successes of change initiatives as a learning leader. As you begin to think about developing cultures of collaboration, support, and growth, take time to consider and analyze what might halt growth patterns.

Read the "Ten Barriers to Change" (Lyons & Pinnell, 2001) and consider which barriers might affect the schools/teachers that you are working with.

## Ten Barriers to Change:

1. **Unstable Environments:** changing administration, transient teachers, student mobility
2. **No Clear Vision:** competing agendas among staff, administration
3. **Isolationism:** tradition of working individually and alone rather as professional colleagues
4. **Rigid Organizational Patterns:** rules, regulations, traditions, and ways to manage time that are hard to change
5. **Balkanized Domains:** separation of departments, grade levels, and other groups that compete
6. **Fear of Leading:** fear of jealousy, negative attention for stepping out front
7. **Paralyzing Sameness:** a feeling of inertia, resulting in reluctance to expend extra energy that change requires
8. **Fear of Failure:** lack of confidence that the change will "work" or that individuals can accomplish the goals
9. **Oppressive Power Relationships:** feelings of powerlessness because changes are imposed; lack of ownership
10. **Desire for the Quick Fix:** going too fast without time to reflect, building ownership, and improve the program

(Lyons & Pinnell, 2001, p. 186)

Selected barrier(s):

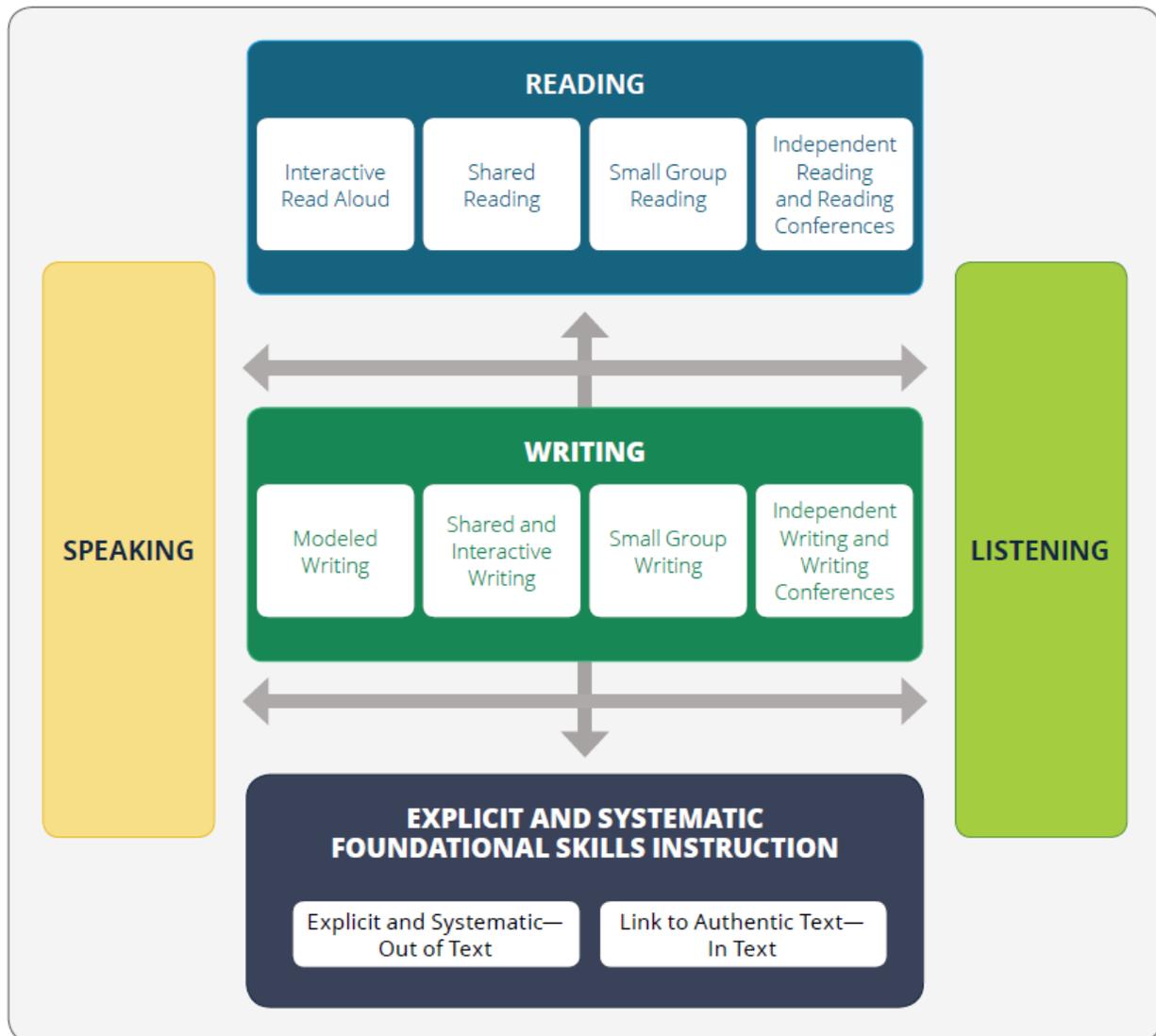
Beginning steps to working on the selected barrier(s):

Turn and talk to a person at your table. Share one barrier you have selected and some beginning steps for working on that barrier.

# Elements of the Literacy Block

Take a moment to review the Elements of the Literacy Block visual. This graphic represents the elements of high quality literacy instruction. This semester will focus on Interactive Read Aloud. Next semester will focus on Shared Reading.

The Tennessee English Language Arts Standards offer multiple strands, including reading (comprehension), language, writing, speaking and listening, and foundational skills. Standards from all of the strands are integrated within this sequence of lessons to support students in developing both skills-based and knowledge-based competencies based on the texts and student needs. In addition to building students' knowledge-based competencies through listening, reading, speaking, and writing, teachers need to explicitly and systematically teach the foundational skills and give students ample opportunities to practice those skills in reading and writing.



“Learning to read is a developmental process. Most children follow a similar pattern and sequence of reading behaviors as they learn how to read: from appreciation for and awareness of print to phonological and phonemic awareness to phonics and word recognition. Foundational skills are reading skills that students typically develop in the primary grades. The skills and behaviors that develop early serve as the base for later competence and proficiency. They are the building blocks that children learn to utilize to develop subsequent, higher-level skills to become proficient readers” (Brown, C. S., 2014, p. 35).

## Reflection

How does interactive read aloud fit within the elements of the literacy block?

# Identifying Our Resources

## **Tennessee English Language Arts Standards**

The Tennessee English Language Arts Standards are your guide for instruction. They serve as learning outcomes for every grade level. Within each standard are grade-level goals you should plan to accomplish over the school year.

### ***The Fountas & Pinnell Literacy Continuum***

*The Fountas & Pinnell Literacy Continuum* describes competencies in each instructional strategy that students will experience. Included in this resource are goals and behaviors that can be used to inform instruction. It also provides ways to look at and analyze texts. This resource can be used as a:

- foundation for setting school and/or district goals,
- link to state and national standards,
- support to help administrators and teachers achieve a common vision, and
- basis for instructional coaching.

### **Alignment of Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum* (Alignment Document)**

The Alignment of Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum* (Alignment Document) lists the Tennessee English Language Arts Standards. This document provides examples of the literacy behaviors that represent observable evidence of the standards. The sample behaviors are taken from a comprehensive description of observable reading, writing, listening, speaking, and foundational skills from *The Fountas & Pinnell Literacy Continuum*.

You will be referring to the Alignment Document throughout this semester and in future semesters. The document will be used as a resource tool for identifying goals and documenting specific behavioral evidence of student learning. It will be important for you to become familiar with the tool so that you can use it as an instructional resource.

It is important to note that this document is not meant to replace The Tennessee English Language Arts Standards nor *The Fountas & Pinnell Literacy Continuum*, but to illustrate the alignment between the two documents. Each goal, stated as a standard, may have hundreds of behaviors that support it. Therefore, this Alignment Document provides only a sample of those behaviors from *The Fountas & Pinnell Literacy Continuum* that most closely align with the standard. This document also illustrates how each of the instructional outcomes supports the Tennessee English Language Arts Standards. A comprehensive list of behaviors is available in *The Fountas & Pinnell Literacy Continuum*.

## **Taking a Look at the Alignment Document and the *Fountas & Pinnell Literacy Continuum***

Investigate the Alignment Document and *The Fountas & Pinnell Literacy Continuum* (2017a) so you can begin to think about what each one has to offer and how they can be used to support observation and instruction.

1. Turn to p. 45 of the Alignment Document, Grade 2, Foundational Literacy Standards 3 (2.FL.PWR.3), “Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.” In the goldenrod band, notice a few of the important behaviors you might notice, teach and/or support in order to support this standard during Phonics, Spelling and Word Study.
2. Turn to pp. 370-373 of *The Fountas & Pinnell Literacy Continuum* (2017a) and notice how many behaviors and understandings there actually are within the goals for Phonics, Spelling and Word Study. Teaching outside of text.
3. Now, look at pp. 126–129 of *The Fountas & Pinnell Literacy Continuum* (2017a) and notice how many behaviors and understandings there are within the goals for Shared and Performance Reading and how you might support the teaching of foundational skills within text (lavender band).

### **Reflection**

What are some ways the Alignment Document can be used as an instructional resource? How can it help teachers understand more about the Tennessee English Language Arts Standards?

How can you use the Alignment Document and *The Fountas & Pinnell Literacy Continuum* (2017a) to support your own professional learning?

When and how might you use the Alignment Document and *The Fountas & Pinnell Literacy Continuum* (2017a) while working with a teacher or a principal?

### **Vision for Third Grade Reading Proficiency and Teaching Literacy in Tennessee**

The *Vision for Third Grade Reading Proficiency and Teaching Literacy in Tennessee* documents are companions that may be used in conjunction with the Tennessee English Language Arts Standards and *The Alignment Document* to guide planning and instruction. The *Vision for Third Grade Reading Proficiency* was created by the state's Early Literacy Council to present a vision for what reading proficiency looks like and explains the necessary factors to achieving this vision. *Teaching Literacy in Tennessee* provides practical guidance and resources that support educators in implementing effective Tier I literacy practices. You will see elements of both of these documents woven throughout the materials as each offers practical guidance for developing proficient readers, writers, and thinkers.

## Closing Words

A network can be very helpful in solving the problems of change. Working across networks, in different contexts and with different problems, promotes out-of-the-box thinking. You get different ideas by looking at things from a different perspective.

Everyone involved in a network begins to see that he is not the only one who has problems, that she is not the only one who is experiencing success. Everyone sees that teacher development and educational change are ongoing. (Lyons & Pinnell, p. 193, 2001)

# Module 2: Read to be Ready

## Objectives

- Review the key messages and goals of the Read to be Ready campaign and reflect on Tennessee's current literacy landscape
- Preview the purpose and objectives of this training and how they connect to the broader Read to be Ready campaign
- Develop an understanding of the vision for Teaching Literacy in Tennessee

## Link to Tennessee Academic Standards

Students are the keystone of the Tennessee Academic Standards. The term keystone offers the relevant descriptive metaphor: in masonry, the keystone is the central stone at the summit of the arch, which holds the other pieces in place. While not mentioned directly in the standards, the students as keystone remind all who implement the standards to keep students as the focus.

## TEAM Alignment

- Standards and Objectives
- Questioning
- Teacher Content Knowledge

# The Read to be Ready Campaign

On Feb. 17, 2016, Tennessee Education Commissioner Dr. Candice McQueen, Governor Bill Haslam, and First Lady Crissy Haslam launched the Read to be Ready Campaign. **The Read to be Ready Campaign unites stakeholders across Tennessee in the pursuit of one common, critical goal—by 2025, 75% of Tennessee third graders will read on grade level.** The campaign is driven by five key beliefs:

<b>Early Literacy Matters</b>	<p>A strong start to reading directly impacts a child’s long-term learning and life success. A good start in language and literacy development is a strong predictor of successful literacy achievement in the early grades, reports of fewer literacy difficulties as students move through their academic career, and preparation for lifelong learning. Early literacy activities shared with family members and caregivers are associated with students’ sustained interest and engagement in reading and writing.</p> <p>When children enter school, teachers help students take their early experiences with language to the next level. Realizing the potential of all students to be successful literate learners is at the heart of productive early literacy instruction. A particularly powerful approach is coupling this expectation for student learning with instruction that provides explicit comprehension of texts at varying difficulty levels, meaningful conversations around text ideas, and knowledge and vocabulary building activities.</p>
<b>But, It’s Never Too Late</b>	<p>With quality resources and support, even those students who are not reading on grade level can catch up. Instruction that is research-based and provided by expert educators can reduce students’ reading difficulties and sustain successful reading progress across grades. Additionally, high-quality reading instruction can lead to equitable outcomes for historically underserved populations. Such instruction is differentiated, intensive, and individualized according to students’ reading strengths and needs.</p>

<p><b>Reading is More than “Sounding Out” Words</b></p>	<p>Reading is thinking deeply about a text’s meaning and how it builds knowledge of the world around us. Why would we read if not to learn about authors’ ideas and enter new worlds that engage our imaginations, invite our questions, and advance our knowledge? While many students require explicit instruction in word learning skills, they also require explicit comprehension instruction and must develop skills and strategies for deriving meaning, analyzing the logic of argumentation, and generating conclusions and interpretations. If taught well, word learning and comprehension skills and strategies support each other to develop vocabulary, extend language, and enhance knowledge development.</p>
<p><b>Teachers are Critical</b></p>	<p>Educators must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers. Expert teachers know their students’ capabilities and needs, and they routinely implement student-centered formative assessments to monitor progress. They provide carefully guided and mentored literacy instruction that engages students in authentic and purposeful reading, writing, listening, and speaking activities. They approach literacy instruction comprehensively, integrating English language arts throughout the curriculum, supporting students’ connections across academic subjects, and building knowledge that is broad-based and useful for solving real-life problems.</p>
<p><b>It Takes a Community</b></p>	<p>Because our students do not just learn while they are in the classroom, everyone plays a key role in helping them grow into successful, lifelong learners, readers, and leaders. Parents, educators, businesses, and community members all hold a piece of the puzzle that, if completed, will make Tennessee a better place to live, work, and raise a family.</p>

**Discussion**

- Of the five Read to be Ready beliefs, which stands out most to you? Why?

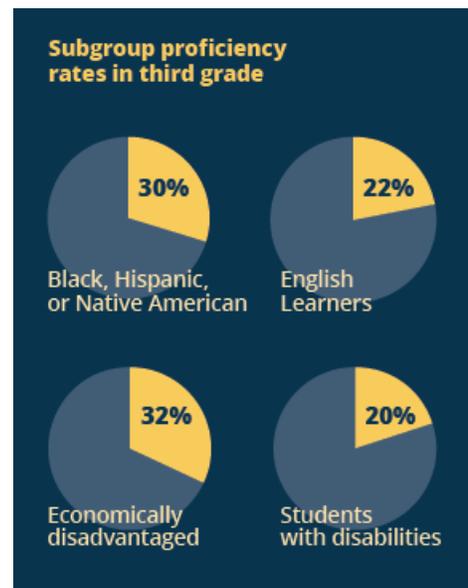
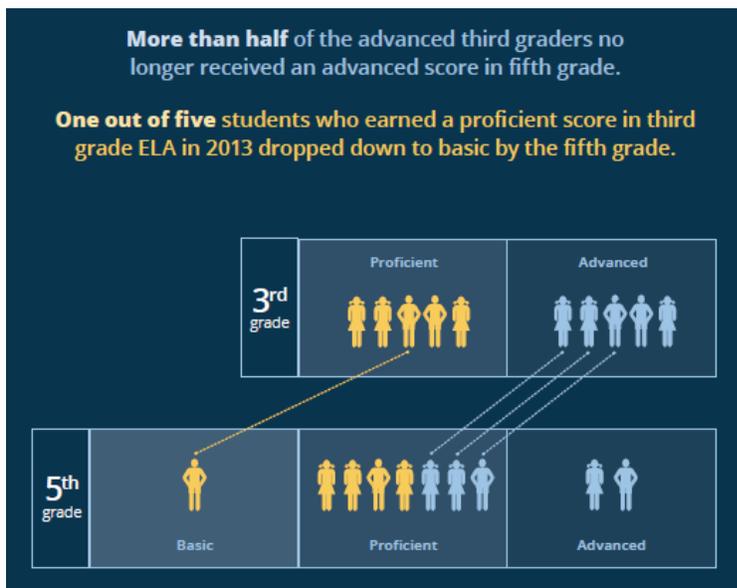


*Learn more about the Ready to be Ready Campaign at [www.tn.gov/readtobeready](http://www.tn.gov/readtobeready)*

# Why Read to be Ready

When the Read to be Ready campaign was launched in 2016, **fewer than half of our third and fourth graders were reading on grade level** based on state tests, and more rigorous national assessments suggested that only one-third of our fourth graders were proficient. **Achievement gaps were also striking:** only one-third of economically disadvantaged students and just one in every five of our students with disabilities achieved proficiency by the end of third grade. English learners were trailing their native peers. On top of that, too often students who started behind stayed behind: state data told us that only three percent of students who tested at Below Basic in third grade earned a score of Proficient by grade five.

Over the long term, national research shows that **children who are not reading proficiently by third grade are four times less likely to graduate** from high school by age 19. Dropping out of high school severely damages earning and job market appeal, and it impacts chances of leading a healthy and productive life, in addition to increasing odds of incarceration, poverty, and single parenting.







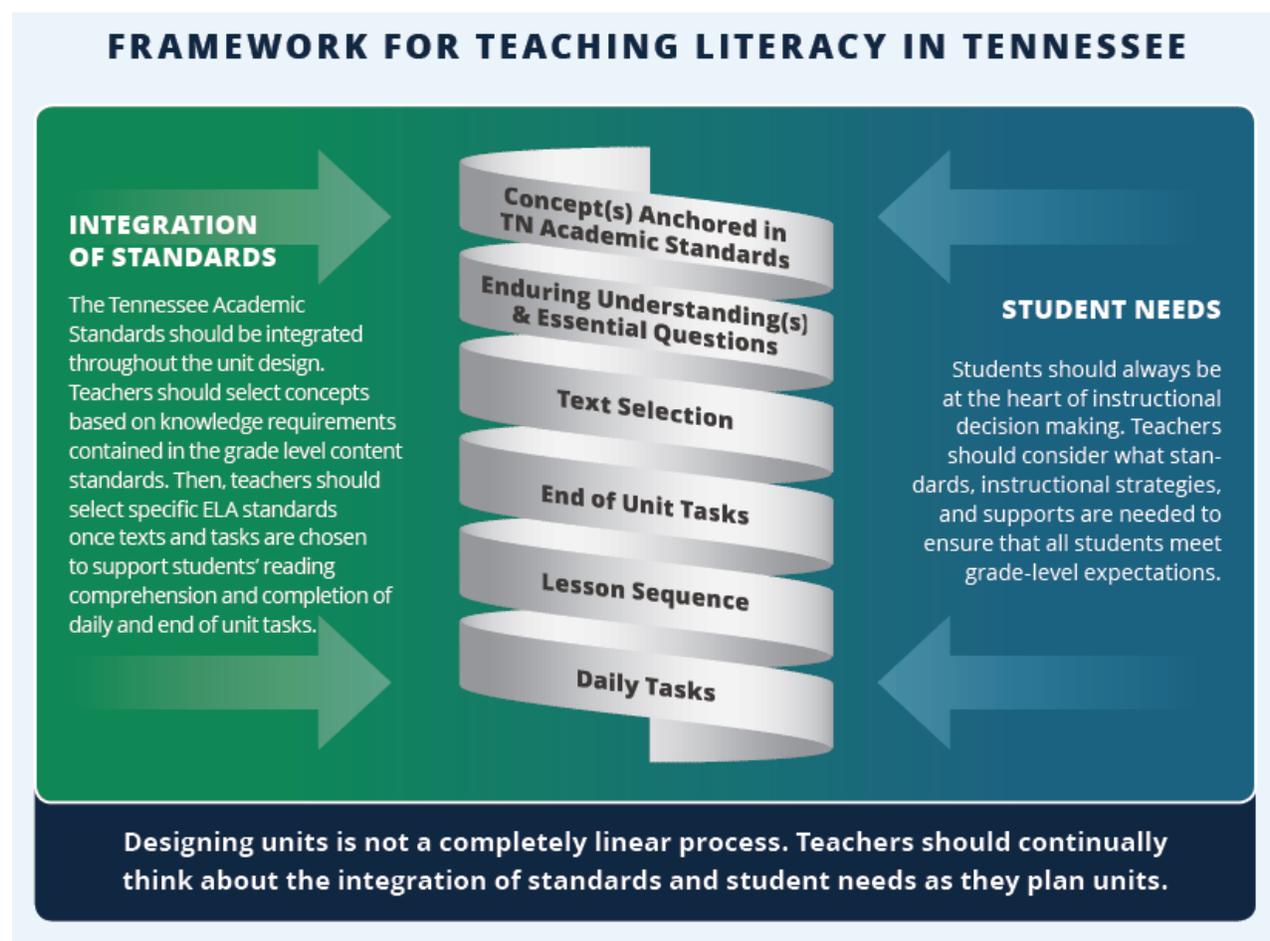
# A Framework that Supports Skills-based and Knowledge-based Instruction

*Teaching Literacy in Tennessee* outlines an approach to literacy that integrates both skills-based and knowledge-based competencies (defined on pg. 8) into a framework for K-3 instruction that emphasizes the importance of students listening to, reading, thinking, talking, and writing about texts. Tennessee's approach is informed by research and evidence from the field, and it does not adhere to any one specific approach (e.g., balanced literacy, whole language, or phonics first). Tennessee's framework recognizes the flexibility that is needed to plan instruction. It is anchored in the Tennessee Academic Standards and the needs of Tennessee students.

The theory of action for *Teaching Literacy in Tennessee* is reflected in the instructional framework that follows. The framework highlights the ways in which teachers create the types of daily opportunities outlined in the theory of action by utilizing:

- literacy-based instructional strategies,
- multiple sources of data, and
- differentiation

to provide effective Tier I instruction to all students.



## Reflection

How might units designed around conceptual knowledge impact the connection between skills-based and knowledge-based competencies during instruction?



# Knowledge Matters

*Restoring Wonder and Excitement to the Classroom*

## Top Three Takeaways

**1. Some strategies that boost reading scores in the short term are counterproductive long term.**

**2. Younger grades should be privy to content curriculum if literacy is expected to prosper in later grades.**

**3. A responsive learning environment for teachers coupled with content-rich curriculum is necessary to improving literacy and vocabulary.**

*Torrey Palmer is a project director with [TNTP](#); she supports districts in analyzing, selecting, and implementing curricular resources aligned to college- and career-ready standards. Previously, Palmer was a teacher and teacher leader with Washoe County School District in Reno, Nevada, where she co-created the Core Task Project, a [nationally recognized model](#) of professional development to support teachers in understanding and applying the Common Core standards for literacy.*

## Building Knowledge

How Washoe's Core Task Project Revealed the Key to the Common Core and Reading Comprehension

*By Torrey Palmer*

**A**s a second- and third-grade teacher in the early 2000s, and a fifth- and sixth-grade teacher in the latter part of the decade, I developed as an educator under No Child Left Behind (NCLB). Like thousands of others during this era, I taught in a large, diverse district where we worked relentlessly to boost graduation rates and close achievement gaps, often on a shoestring budget.\* My former district, Washoe County, Nevada, serves 64,000 students. Across 63 elementary schools, 39 percent of the students are Hispanic and 45 percent are white, with the rest being a diverse array. Sixteen percent are English learners and 48 percent receive free or reduced-price lunch. My colleagues and I were committed to ensuring an excellent education for each and every one of them—and we were especially focused on developing proficient readers.

Early on in my 10 years in the classroom, my literacy instruction focused on skills and strategies as learning outcomes. I expected my students to learn certain skills each week, and I built my lessons accordingly. Dictated by my school's basal series, this approach was further reinforced by my district's weekly pacing of target standards. My colleagues and I introduced a skill or standard on Monday, taught the standard throughout the week (often in leveled reading groups), and then gathered data from a common assessment on Friday. The following week we would introduce a new standard while attempting to remediate students who did not perform well the prior week. Not surprisingly, students in the remedial group were largely the same week after week. Common planning time was spent identifying activities or lessons that would enhance the week's focus skill or standard. As expectations for NCLB's "adequate yearly progress" ramped up, we ensured students had sufficient opportunities to practice with assessment question "stems" released by the state.

Though my colleagues and I were meeting regularly and there were many hours of professional learning offered, we never paused to discuss the unintended consequences of our efforts to double down on adequate yearly progress. Teaching reading is complex work. In our well-meaning push to accelerate our students' progress on discrete standards and skills, we were walking further and further away from research-based best practices for improving literacy.

In many ways, this was a product of the context in which we were working. In the NCLB era, standards-based teaching and learning prioritized this focus

\* Nevada is [ranked](#) 43rd in per-pupil funding.



**In our push to accelerate our students' progress on discrete skills, we were walking away from best practices for improving literacy.**

on discrete skills, isolating standards, and monitoring for mastery to yield the desired increases on the state and local benchmark assessments. To some degree, this approach worked in Washoe: We made slight gains on state assessments. But those gains were test specific; we'd found ways to obtain small boosts in scores through sustained and targeted test preparation. Our students were not really advancing as critical readers, writers, and thinkers.

In the younger, "untested" grades, teachers were beholden to a basal textbook that, despite offering strong programming in foundational skills, featured low-level texts and emphasized pushing state assessment stems into the primary grades as a means of gaining an additional advantage. This approach failed to provide students sufficient opportunities to master complex language, engage with rich content, or develop academic knowledge and vocabulary.

I ensured my students left second grade able to read. However, I generally did not follow their progress after they left me in June of each year. I didn't often think about how they read in fourth and fifth grades, or how their later achievement was related to my work with them in second grade. *—Debbie Reynolds, second grade teacher*

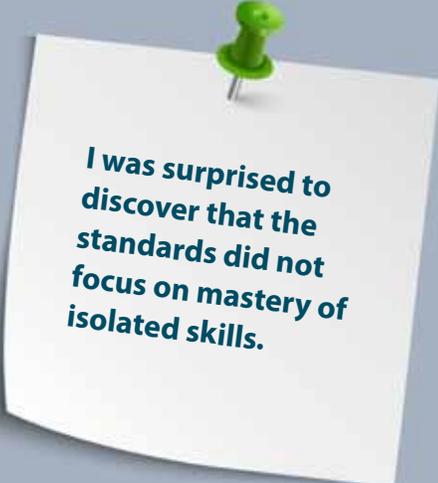
## Shifting Toward the Common Core

When Nevada adopted the Common Core State Standards in 2010, I was teaching fifth grade. I was apprehensive about the standards, largely because they felt like one more initiative that we would have to implement with too little time and not enough support. Washoe's district leaders encouraged school administrators and teachers to approach the new standards in the same way we'd worked with the previous Nevada State Standards. Crosswalk documents, released district-wide, offered explicit guidance on where standards had moved under the Common Core, or highlighted subtle changes in language. We spent a huge amount of time analyzing these documents, but the district message was to continue with business as usual: We would focus on one standard at a time to teach reading comprehension.

In our district we had been doing what was called "Skill of the Week," where teachers focused on a single standard or reading skill for that week, assessing for mastery on Friday. *—Aaron Grossman, then a teacher-leader in the district department of Curriculum & Instruction, now a fourth-grade teacher*

It was within this context that I left the classroom, troubled by the deluge of policy mandates that interfered with (rather than aided) effective classroom practice. Frustrated but committed, in 2011 I became a district coach and, eventually, part of the department of Curriculum & Instruction, where my colleagues and I were tasked with rolling out the Common Core State Standards.

Given my experience as a teacher during the early implementation of the Common Core, I was surprised to discover—once I got closer to the standards themselves—that the standards did not focus on mastery of isolated skills. The supporting research for the standards, and the explanations accompanying the standards, called for an integrated approach to literacy instruction, one that prioritizes quality text, use of evidence, and building knowledge. These priorities



**I was surprised to discover that the standards did not focus on mastery of isolated skills.**

# Knowledge Matters

are articulated explicitly in the guidance on instructional shifts as well as in the introduction and appendices of the standards themselves.

What would these new priorities mean in practice? Under the Common Core standards, it is still essential that in the early grades students learn *how* to read (in other words, that they gain the foundational skills that Washoe was already teaching), *and also* acquire a solid foundation of broad content knowledge and vocabulary for later comprehension. With our basal texts, leveled readers, and assessment stems, we were hardly building any knowledge or vocabulary at all. Building content knowledge is an essential element of the Common Core, but in districts across the US it's all too often misunderstood or written off—as it was when my colleagues and I were encouraged to continue focusing only on skill development in our literacy lessons.

Part of the challenge in shifting the paradigm for literacy instruction is that most of us are already assuming that students gain knowledge in school—that they “learn stuff.” Pre-NCLB, many students experienced primarily thematic units in school—lessons that integrated literature, science, history texts, and more, all related to a common theme; however, a challenge with this approach was that there were not common expectations for what students would learn. NCLB sought, critically, to promote equity and introduce some accountability for districts to ensure that students were meeting standards. In the process of implementation, however, many districts—like mine—lost their focus on academic content in the push to build skills. If we were to take the best from the past 25 years, it would be setting clear expectations for student performance *and* helping students meet those expectations with a content-rich curriculum.

The trend in elementary schools has been to emphasize skills and strategies rather than knowledge acquisition. The topics in the texts don't matter, this idea holds, as long as students have the opportunity to practice the required skills. The research supporting the Common Core standards sought to rectify this—to show that what students are reading about, hearing about, and discussing is just as important as which skills they are mastering. The knowledge students glean in the primary grades serves as a critical foundation for comprehending what they read later on, and indeed, for building the very literacy skills they need to understand any content they're given.

The great reading researcher Jeanne C. Chall introduced the concept of the “fourth-grade slump,” or the deceleration of students' literacy achievement in later elementary grades and onward. The slump is the result of limited vocabulary and lack of exposure to broad content knowledge. It's particularly common among at-risk students in comparison to their more privileged peers, with at-risk children typically having fewer opportunities to learn academic words and concepts at home and at school.

While a content-rich curriculum seems to be an obvious solution, educators would need a collective understanding of why such a curriculum matters and the desired changes we all need to make to get there. In Washoe, this was new territory for all of us.



**With our basal texts, leveled readers, and assessment stems, we were hardly building any knowledge or vocabulary at all.**



**What students are reading about, hearing about, and discussing about, and discussing is just as important as which skills they are mastering.**

# A Focus on Building Knowledge

## Discussion

- What resonates with you when you read this article?
  
- How does this article connect with the theory of action and the framework outlined in *Teaching Literacy in Tennessee*?
  
- How might interactive read alouds support students in building knowledge?

“Students with prior knowledge or experience with particular topics can more readily make connections between what they are reading and what they know. The more students know about a topic, the stronger their framework for reading (and listening) comprehension. A knowledge-building literacy curriculum just makes sense for kids, but as we’ve seen, shifting from the randomly sequenced stories in the basal reader to such a curriculum would be an enormous change for many teachers and schools. The first barrier to making this shift is simply embracing the premise that knowledge, vocabulary, and literacy development start long before children begin learning to read, and that reading well depends on building broad knowledge. Actually finding high-quality materials and enhancing instruction is another huge barrier, one that requires a long-term commitment to intensive professional development and support.”

- Knowledge Matters: Restoring Wonder and Excitement in the Classroom  
Retrieved from [www.KnowledgeMattersCampaign.org](http://www.KnowledgeMattersCampaign.org)



# Module 3: Read to be Ready Coaching Framework

## Objectives

- Understand the Read to be Ready Coaching Framework
- Be prepared to implement each phase of the coaching cycle to support teachers in literacy learning

## Link to Professional Learning Standards

- Implementation
- Data
- Outcomes
- Learning Communities
- Leadership
- Resources

# Read to be Ready Coaching Framework and Beliefs

## Framework Rationale and Beliefs:

- We believe that **high expectations** and **effective instruction** in grades K–3 can cause students to become proficient readers.
- We believe that **improving reading instruction** in grades K–3 is a **valuable investment** and prepares students for a future of academic, personal, and professional success.
- We believe to achieve the dramatic academic growth we’re aiming for, schools and districts need a **plan of support** that is high impact, sustainable, and proven to work.
- We believe that the kind of **ongoing, job-embedded professional support** that is needed for continuous learning and sustained application is only possible at the school or district- level.

## Tenets of Effective Coaching:

- We embrace that being **goal oriented** increases the focus of conversations between coaches and teachers.
- We embrace that coaching conversations will be **driven by evidence** and focused on student learning.
- We embrace that **collaboration** between the coach and the teacher supports the development of a reciprocal relationship.
- We embrace that coaches being **open to voice and choice** honors teacher expertise, builds teacher ownership, and fosters practice improvement.
- We embrace that **reflective practices** enhance the ability to identify strengths, opportunities for growth, and next steps for action.
- We embrace that **modeling, team teaching, and implementation of new practices** creates opportunities for new learning to occur.

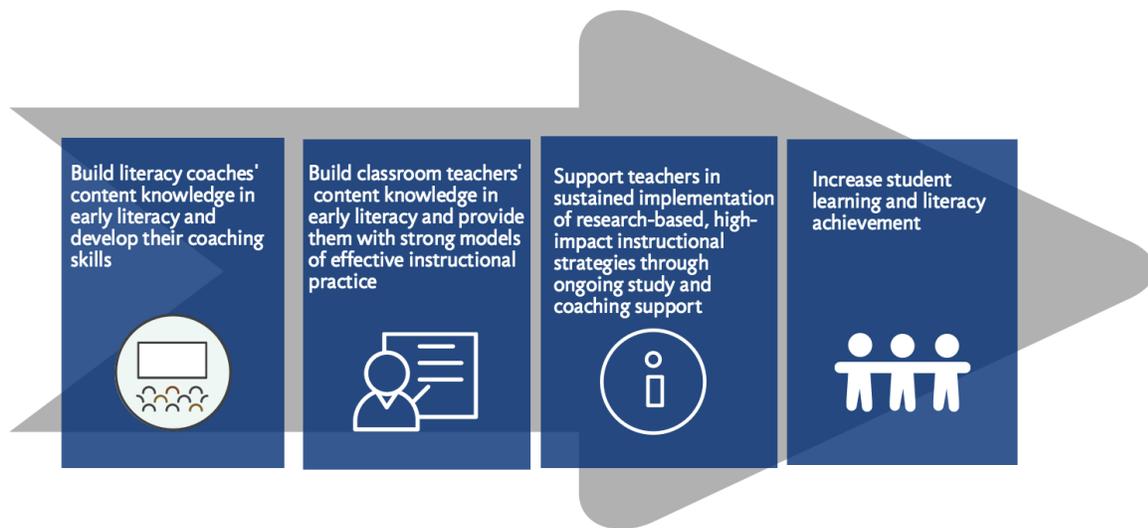
## Reflection

What resonates with you?

What might you expect to see in the coaching framework based on these beliefs and tenets?

# Coaching Network Theory of Action

The Read to be Ready Coaching Network was based on the following theory of action. If the state partners with districts to build literacy coaches' content knowledge in early literacy and develop their coaching skills, then coaches will be able to build teachers' content knowledge in early literacy and provide them with strong models of effective instructional practices. In addition, if teachers are supported in sustained implementation of research-based, high impact instructional strategies through ongoing study and coaching support, then student learning and literacy achievement will increase.



Time has been noted as one of the major barriers to completely embracing this theory of action for several of our districts and coaches in year 1.

## Reflection

How might you ensure that you have adequate time to devote to your coaching role?

Why is it important that you have time to devote to coaching teachers based on this theory of action?

# Instructional Outcomes

The Read to be Ready Coaching Network will focus on six instructional outcomes over a three year period. As mentioned in the theory of action, coaches will focus professional learning and ongoing support around research-based practices for literacy. Each instructional outcome is supported over the course of a semester to create long-term goals that can be easily segmented into narrowly focused chunks of learning.

Year 1	Semester 1	Accessing Complex Texts through Interactive Read Aloud
	Semester 2	Accessing On-grade-level Texts through Shared Reading
Year 2	Semester 1	Responding to Texts through Interactive Speaking and Writing Activities
	Semester 2	Teaching Foundational Skills through Reading and Writing
Year 3	Semester 1	Small Group Reading with Appropriately Complex Text
	Semester 2	Independent Reading and Reading Conferences

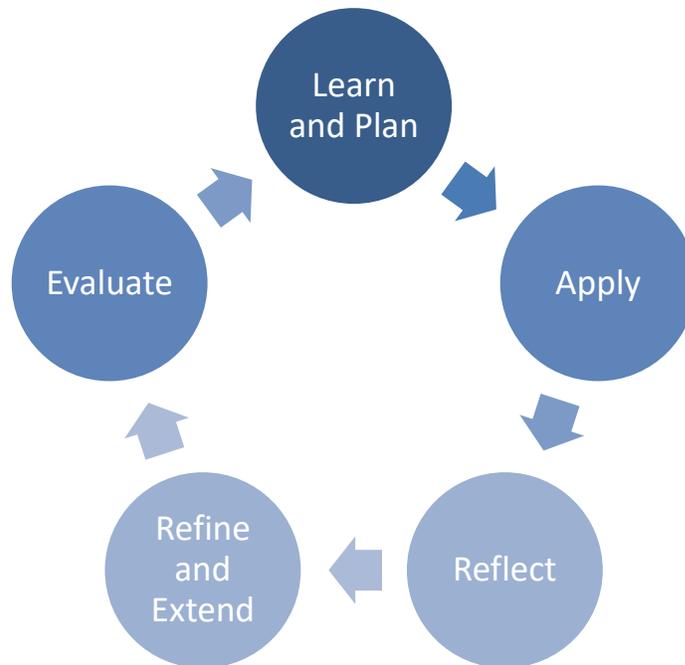
## Reflection

How might these instructional outcomes support Tennessee teachers in improving outcomes for students?

Why might segmenting the learning for teachers across six instructional outcomes be important?

# The Coaching Cycle

The Read to be Ready Coaching Network utilizes a five-phase coaching framework. The coaching cycle focuses on coaching that provides and supports specific professional learning for teachers. As coaches engage teachers in professional learning for each instructional outcome, they will support teachers in a series of connected coaching cycles. Each phase can be completed with a group or one-on-one with an individual teacher.



The Read to be Ready coaching cycle provides a framework for ensuring high-quality professional learning for teachers. This coaching framework is grounded in the Tennessee Standards for Professional Learning. These standards can be found on the following page.

# Tennessee Standards for Professional Learning

**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

# The Learn and Plan Phase

The “Learn and Plan” phase consists of two main pathways for delivering professional learning. Professional learning can be delivered through formal learning sessions, like after school professional development sessions or professional learning community meetings (PLCs) during the school day. Professional learning can also be delivered as coaches assist teachers in planning for lessons in small groups or one-on-one. Regardless of the pathway, high quality professional learning culminates in teachers setting goals for application. Consider the research below as it relates to professional learning for teachers.

## **Formal Professional Learning Sessions**

Effective professional learning is organized around long-term goals broken into explicit segments of learning that can be unified through sustained effort over time (Hasbrouck & Denton, 2005 and Guskey, 1995). When the learning is job-embedded, grounded in day-to-day teaching practices and content, and supported in the classroom with many opportunities for coaching, greater classroom transfer occurs (Viadero, 2010). Effective professional learning connects theory to practice by providing opportunities for teachers to actively engage in learning that is relevant, self-directed, and problem-solution oriented (Knowles, 1984 and Croft et al, 2010).

## **Planning**

Planning provides an additional opportunity to support teachers in adopting new practices. Through modeling, co-planning, and conducting planning conversations, a coach can engage with teachers in relevant and meaningful ways. Modeling of planning includes talking out loud about one’s planning rationale and provides metacognition about the particular behavior being modeled (Garmston & Wellman, 2009). Co-planning facilitates an opportunity for collaboration. Teacher collaboration has been found to have positive effects on both student achievement and teacher satisfaction (Ronfeldt, et al., 2015). In fact, Moran (2007), found that more effective schools can be differentiated from less effective schools by degree of teacher collegiality. Co-planning together and teaching one another about the practice of teaching are opportunities to build a collegial school culture. Planning conversations further engage teachers and coaches in collaborative dialogue, allowing the coach and teacher to establish clear goals for evidence collection during the apply phase of the coaching cycle (Carr, Herman, & Harris, 2005). These conversations also allow the coach and teacher to specify observable indicators of success, which can later be used for providing feedback (Costa & Garmston, 2002).

## **Goal Setting**

Setting goals helps move the focus of the conversation away from the worries and concerns about the problem and towards some potential positive outcomes (Hasbrouck & Denton, 2005). Goal setting can bring a wave of positive feeling and optimism to the coaching process and can provide a clear path to follow (Hasbrouck & Denton, 2005).

# Learn and Plan: Two Pathways for Delivery of Learning

The two pathways for the “Learn and Plan” phase are further clarified in the chart below. Coaches should consider the structures that they currently have for delivery of professional learning as they develop plans for supporting teachers in the instructional outcomes for each semester.

Learn and Plan	
Provides professional learning opportunities that align to the Tennessee standards for professional learning	
Formal Professional Development Sessions	Planning
	
<p><b>Data:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p> <p><b>Learning Communities:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p><b>Implementation:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p><b>Outcomes:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<p><b>Model Planning:</b> The coach models the metacognition behind effectively planning for implementation of a specific pedagogical practice.</p>
	<p><b>Co-Planning:</b> The coach and the teacher(s) interact as equal parties engaged in shared decision making working towards a common goal. This might be conducted one-on-one or may be facilitated with a larger group.</p>
	<p><b>Planning Conversation:</b> The coach utilizes probing questions to engage the teacher in planning for an upcoming lesson. Questions focus on ensuring a deep and specific discussion of the literacy content and the pedagogy that will support student learning around the instructional practice, student outcomes, and content, otherwise known as the Instructional Triangle. The teacher commits to enacting what has been discussed. The teacher identifies the type and format of evidence that will be collected to evaluate the progress towards stated student and pedagogical goals.</p>
<p><b>Goal Setting:</b> The “Learn and Plan” portion of the coaching cycle anchors the learning for teachers through the establishment of teacher, system, and student goals. Specific goals individualized to each teacher and the students in his/her classroom ensure that the coaching cycle is relevant and needs driven.</p>	

## Discussion

What are essential components of the “Learn and Plan” phase of the coaching cycle?

Why might it be beneficial to break learning into explicit segments of learning that can be delivered through sustained delivery over time?

What structures might be beneficial for delivering learning during the “Learn and Plan” phase of the coaching cycle?

Why might it be important to have teachers set goals for implementation at the conclusion of this phase?

# The Apply Phase

Opportunities for teachers to practice with support before implementation and during implementation are essential to effective transfer of professional learning (Showers et al., 1987). During the “Apply” phase of the coaching cycle, coaches support teachers through modeling, co-teaching, or observing. Moran (2007) suggested that all professionals become more confident in implementing new tasks or skills after observing someone else put these new practices into action. Knight (2007) also found that teachers reported model lessons provided by instructional coaches assisted them in teaching with fidelity to research-based practices, supported their learning of new practices, and increased their confidence in adopting those practices. However, varying opportunities for support allows for differentiation to meet a variety of teacher and student needs. Jackson (2013) explained, “Teachers at different stages of skill development need different types of support to move to the next stage...The best way to increase a teacher’s skill is to do so incrementally, always working within-but at the outer edge of- a teacher’s current abilities.”

Apply		
Ensures transfer to the classroom through on-going, job-embedded support		
Model 	Co-Teach 	Observe 
Demonstration lessons that are conducted in the classroom of the teacher or the opportunity for the <b>teacher to observe</b> the practice in another teacher’s classroom with preplanned look-fors in both teacher practice and student outcomes	Preplanned for delivery of the lesson as a team where the <b>teacher and the coach both have roles in the delivery and/or observation</b> of the instruction with preplanned look-fors in both teacher practice and student outcomes	<b>Coach observes</b> the teacher with preplanned look-fors in both teacher practice and student outcomes

## Reflection

Why is the “Apply” phase essential to ensuing high-quality coaching support?

How might the “Apply” phase assist us in creating coaching relationships that reflect the tenets for coaching in the Read to be Ready coaching network?

# Evidence Collection Guide

Each option for support during the “Apply” phase includes ensuring that there are preplanned look-fors in both teacher practice and student outcomes. The chart below can assist coaches in collecting the agreed upon evidence during the support visit.

<b>Focus of Observation:</b>	
<b>Evidence the teacher would like collected:</b>	
<b>Teacher</b>	<b>Student</b>

# The Reflect Phase

A person's beliefs form the basis for the actions that he/she performs (Bandura, 1977). For teachers, their pedagogical beliefs inform their instructional decisions and the relationships they form with students (Institute for Adult Learning, 2011). Reflection allows for challenging beliefs as a result of new experiences. To promote the deep reflection necessary to establish new thinking patterns, coaches engage teachers in reflective dialogue (Cheliotis & Reilly, 2010). This reflective dialogue occurs during the "Reflect" phase of the coaching cycle.

<b>Reflect</b>		
<b>Provides reflective coaching conversations following the application in the classroom to prompt teacher reflection and promote sustained transfer</b>		
<b>Coaching Stance Continuum</b>		
←	→	→
<b>Consultant</b>	<b>Collaborator</b>	<b>Coach</b>
<p><b>R</b>emember to ground the conversation</p> <p><b>E</b>vidence in teacher and student data  <i>Ensure the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provide an opportunity for dialogue that facilitates understanding</i></p> <p><b>F</b>ind connections between the instructional triangle  <i>Prompt reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle (content, pedagogy, and student learning)</i></p> <p><b>L</b>ead teachers to deepen understanding</p> <p><b>E</b>xplore possibilities  <i>Deepen the teacher's content and pedagogical knowledge</i></p> <p><b>C</b>ommit to refinement or extension  <i>Acknowledge critical content or pedagogical information &amp; provide a means for having the teacher commit to continuing to refine the area of focus or make connections to other areas</i></p> <p><b>T</b>ake time to reflect on the process  <i>Provide an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices</i></p>		

## Reflection

Why is promoting teacher reflection important?

What might be some skills you need as a coach to effectively lead teachers in reflective dialogue?

# Coaching Skills for Promoting Reflection

In order to conduct reflective conversations that allow for the maintenance of positive relationships with teachers, coaches must rely on a variety of skills. Cheliotis and Reilly (2010) stated:

Coaching is a way of listening and speaking to colleagues that assumes a belief that others are whole and capable...Coaches operate with an underlying assumption that giving advice to others undermines the confidence and self-worth of others. Coaching conversations require leaders that think of themselves as partners and collaborators, rather than experts and bosses (p. 9)

During the reflective conversation, the coach engages the teacher in solidifying new practices so that the teacher can apply that learning in the future. Both individual and group reflections generate opportunities for teachers to approach teaching as a series of challenges we respond to, rather than a series of challenges we react to (Moran, 2007). Open-ended questions, those without a yes or no answer, encourage reflection and provide opportunities for transformative thinking (Toll, 2005). Active listening and paraphrasing also support the coach in sustaining positive relationships throughout the reflective process.

The coaching moves and purposes for a reflective conversation handout on the following pages provides some examples of the types of questions that coaches might ask during each step of a reflective conversation. Explore the questions and the steps for leading a reflective conversation. Then answer the following questions:

What stands out to you in the Reflective Conversation?
How will this conversation help you prompt teachers to use reflection as a tool to stimulate changes to their practice?
What are some elements of the conversation that you are wondering how to implement?

## Coaching Moves and Purpose for a Reflective Conversation

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p><b>Ground the Conversation in Student Evidence</b></p> <p><i>Purpose: Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
<p><u>Discuss objectives</u></p>	<ul style="list-style-type: none"> <li>• What were your goals for this lesson? What did you want students to say or do to let you know it was successful?</li> <li>• Talk to me about why you wanted students to complete this particular task. What were you hoping students would learn?</li> </ul>
<p><u>Explore student and teacher evidence</u></p>	<ul style="list-style-type: none"> <li>• What were your impressions of how the lesson went? What leads you to believe it went well/did not go well?</li> <li>• How did your use (insert instructional practice) influence your students' ability to (insert student evidence look-fors)? How do you know?</li> <li>• How did your student work compare to the outcomes you wanted?</li> <li>• What evidence supports that your students understand___?</li> <li>• How did you engage students in developing their understanding of (insert topic here) during the lesson? How did what you heard students say compare to what you wanted to hear?</li> <li>• What does the students' work tell us about students' ability to (insert student evidence look-fors)?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p><b>Connect the Instructional Triangle</b></p> <p>Purpose: <i>Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle</i></p>	
<p><u>Utilize open-ended, probing questions</u></p>	<ul style="list-style-type: none"> <li>• What are some of your hunches about why students ___?</li> <li>• What effect did your (insert instructional practice) have on your student outcomes?</li> <li>• How did you plan for (insert instructional practice) for this lesson? How did planning for ___ that way influence students' ___?</li> <li>• Talk to me about your student work in connection to your goals for this lesson. What might be some instructional practices that caused (insert observations of student work)?</li> <li>• How did (insert instructional practice) impact the responses you heard from students? What effect did your instructional decisions have on the results that you saw in your student work?</li> </ul>
<p><u>Provide evidence from lesson:</u> When a teacher is not accurately surfacing areas of focus, the coach may provide evidence of what he/she noticed in the lesson and prompt further inquiry</p>	<ul style="list-style-type: none"> <li>• I noticed when the students were asked to ____, students ____.</li> <li>• We identified that the success indicators for this lesson were _____. As you look at the student evidence, one thing that I notice is _____. What else are you noticing?</li> </ul> <p><i>Follow-up question...</i>How do you think (insert instructional practice referenced) influenced your student outcomes?</p>
<p><b>Deepen Understanding and Explore Possibilities</b></p> <p>Purpose: <i>Means of deepening the teacher's content and pedagogical knowledge</i></p>	
<p><u>Utilize open-ended, probing questions</u></p>	<ul style="list-style-type: none"> <li>• What might be some ways that you could continue to reinforce the students' -(insert student evidence look-fors)?</li> <li>• What might be some ways (insert instructional practice) could continue to impact your students?</li> <li>• How might your (insert instructional practice) be impacting your student data? What might be some ways you could adjust your (insert instructional practice) to see different results?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p><u>Provide research-based options:</u> When the teacher struggles to surface focused ideas or solutions</p>	<ul style="list-style-type: none"> <li>• Some possible options might be...</li> <li>• What thoughts do you have about using...</li> <li>• As we consider (anchor document or thought), what might be some ways that (insert practice)...</li> <li>• Here is an example of a way...</li> </ul>
<p><b>Refine or Extend</b></p> <p><i><u>Purpose:</u> Means of acknowledging critical content or pedagogical information &amp; providing an opportunity for the teacher commit to continuing to refine the area of focus or make connections to other areas</i></p>	
<p><u>Discuss purpose</u></p>	<ul style="list-style-type: none"> <li>• Why is it important to...?</li> <li>• What might be some reasons you would want to...?</li> <li>• How might ____ impact student learning?</li> </ul>
<p><u>Commit to refinement</u></p>	<ul style="list-style-type: none"> <li>• How might you apply what we discussed today?</li> <li>• You talked about (insert teacher idea). How might I support you in implementing that idea in an upcoming lesson?</li> <li>• What will you do in your next lesson based on today's conversation?</li> <li>• What are some things you want to continue to do? What are some things you want to try as a result of today's conversation?</li> <li>• What teacher actions or adjustments are you considering that might positively impact what you are seeing from your student data?</li> </ul>
<p><u>Commit to extension</u></p>	<ul style="list-style-type: none"> <li>• What might be some ways you could support other teachers in developing their ability to (insert instructional practice)?</li> <li>• How might (insert instructional practice) assist you in (insert other content area)?</li> <li>• What might be some other times it would be helpful to (insert instructional practice)?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p style="text-align: center;"><b>Reflect on Process</b></p> <p>Purpose: <i>Means of providing an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices</i></p>	
<p><u>Close the conversation</u></p>	<ul style="list-style-type: none"> <li>• How has today's conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> <li>• How has the support this week helped you?</li> <li>• What have you found most beneficial in this coaching cycle?</li> </ul>

*-Adapted from Coaching Moves and Purposes ©2016  
University of Pittsburgh*

# Coaching Video

As previously noted, active listening, questioning, and paraphrasing are skills that are essential to being an effective coach. Review the coaching observation checklist below. During the video, make note of the elements of the coaching observation checklist as they are labeled and explained.

## Coaching Observation Checklist

- Demonstrates Active Listening
  - Listens to learn and understand
  - Pauses and allows think time
  - Paraphrases
  - Avoids autobiographical responses or providing immediate solutions
  
- Questions Promote Reflection
  - Questions are open-ended (questions primarily begin with “how or “what”)
  - Questions are positively framed
  - Questions elicit multiple solution paths
  - Questions allow for clarification of teacher’s thoughts and ideas
  - Questions are focused and deepen the teachers reflection around the instructional practice and content goals
  
- Grounds Conversation in Evidence
  - Focuses conversation on goals for student learning
  - Elicits the teacher to make connections between pedagogical practice and student results
  - Provides teacher with requested evidence collection as needed
  
- Maintains Rapport
  - Maintains eye contact
  - Matches body language and positioning
  - Nods head
  - Expression is relaxed, open, and inviting

Adapted from Elena Aguilar. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: Jossey-Bass, 2013.

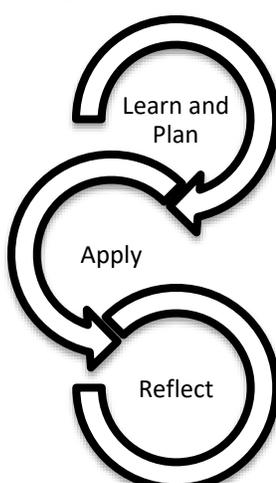
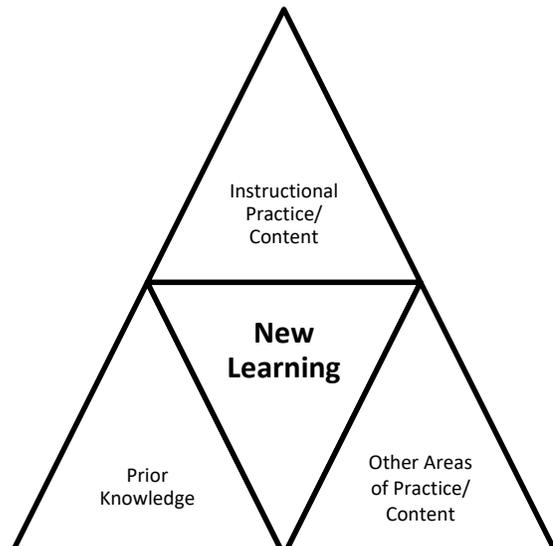
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# The Refine and Extend Phase

The “Refine and Extend” phase of the coaching cycle begins during the “Reflect” phase as teachers commit to either refining or extending their practice. This phase provides an opportunity to further differentiate for teachers based on their own individual needs and goals.

Prochaska, Norcross, and DiClemente (1994) suggest that successful change doesn’t always follow a linear pattern, but rather people may move back and forth and in and out of various change stages before they finally successfully integrate the change into their behavior patterns. The refine and extend phase of the coaching cycle allows for the opportunity to solidify effective changes into a teacher’s repertoire.

Brown, Roediger, and McDaniel (2014) suggested that the ability to make connections and explain how new learning connects to prior knowledge can assist in retaining information for later use. In addition, Cross (1999) suggested in her paper “Learning is About Making Connections” that in order for people to move beyond surface learning it is essential to make cognitive connections.

Refine and Extend	
Supports refinement in connection to the goals set for the coaching cycle, or prompts the teacher to make connections and extend the new learning to other areas of the teacher’s practice	
Repeat Portions of the Coaching Cycle	Make Connections
<p>While staying focused on the goals for this coaching cycle, the coach and the teacher may identify additional areas for either refining the same pedagogical skill or a related pedagogical skill. To refine these skills, the coach and the teacher may opt to go back through certain portions of the coaching cycle. The collaborative decision about next steps should be based on student and teacher needs.</p> <div style="text-align: center;">  </div>	<p>The coach utilizes probing questions to prompt the teacher to make connections between the new learning, best practice for instruction (evaluation language), prior knowledge and other areas of the teachers instructional practice (i.e. subjects &amp; classes).</p> <div style="text-align: center;">  </div>

# Coaching Video

As you watch the remainder of the coaching video, consider the following:

Who is in control of the "Refine and Extend" portion of the conversation?

How does the coach support the teacher in reflecting to make decisions about what to refine and/or extend?

What will the teacher and the coach do during the "Refine and Extend" phase of the coaching cycle?

# The Evaluate Phase

The "Evaluate" phase is the opportunity for all stakeholders to ensure that the professional learning and support being provided to teachers is impacting teacher practice and improving student outcomes. Multiple sources of data assist school leaders, coaches, and teachers in setting the goals for professional learning before a cycle and evaluating the impact following a cycle. Coach, teacher, student, and system data can assist school leadership teams in creating continuous cycles of improvement at all levels.

Data-driven school cultures foster mutual accountability in efforts for continuous improvement (Datnow, Park, & Wohlstetter, 2007). Collaborative goal setting allows for amendment, revision, and input from multiple stakeholders as they collectively decide whether to terminate, continue, or restructure the current plan of professional learning based on the analysis of a variety of data sources (Hasbrouck & Denton, 2005). Datnow, Park, and Wohlstetter (2007, p. 42) stressed that when "schools and systems gather multiple kinds of data, they can make a greater variety of data informed decisions." Burgess and Bates (2009) captured the essence of creating shared leadership in decision making stating:

The truth is, the critical work of schools is done through relationships among people. These relationships must be nurtured and attended to so that conversations move beyond collegiality to collaboration and a commitment to improving one's practice... As William D. Greenfield (2005) writes, "The challenge for a school leader is to spark and sustain such a dialogue and to work with and through teachers to develop a shared commitment to implementing the desired practices effectively" (p. 249).

Effective data use in a school can provide the catalyst for generating the sense of urgency needed to elicit change efforts and to measure success along the way.

<b>Evaluate</b>	
<b>Engages all stakeholders in evaluating professional learning and results using a variety of sources and types of <u>coach</u>, <u>teacher</u>, <u>student</u>, and <u>system</u> data.</b>	
<b>Data:</b> <ul style="list-style-type: none"> <li>• Evidence-driven purpose</li> <li>• Qualitative and quantitative data sources</li> <li>• Formative assessment precipitate adjustments</li> </ul>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Objective alignment to professional and student needs</li> <li>• Alignment of outcomes to learning standards and teacher evaluation</li> <li>• Demonstration of complete and accurate understanding</li> </ul>
<p>Goals are evaluated both individually and collectively by a variety of stakeholder groups. The leadership team evaluates the overall effectiveness of the professional learning being provided and ensures that progress is being made towards the goals that have been established. Teacher groups evaluate the success of each cycle and use the data collected to determine the next goal for professional learning. Coaches evaluate their own skills and reflect upon the success of the coaching cycle with teachers. Evaluating success through a variety of data points can assist coaches, teachers, and school leaders in creating continuous cycles of improvement that are focused on relevant needs.</p>	

**Discussion:**

What data was used in setting the instructional outcomes for the Read to be Ready Coaching Network?

What changes do you expect to see in your teachers and students?

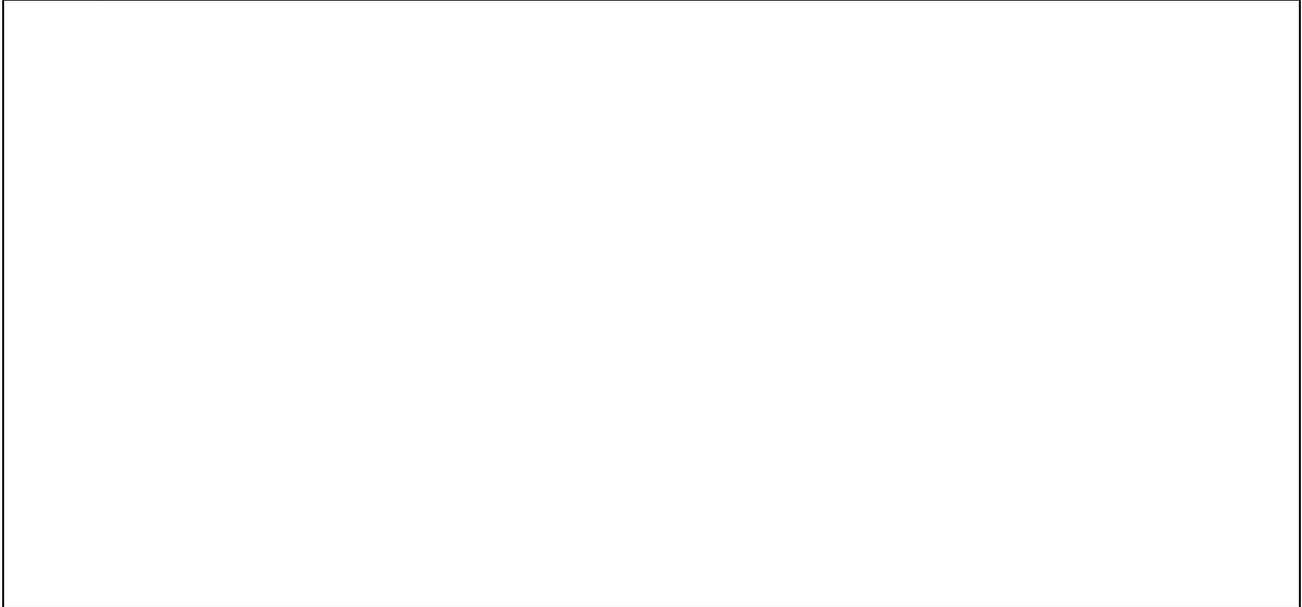
What data might you use to help you track and monitor your progress?

# Read Aloud Experience

Consider how the story connects to the idea of evaluating progress in multiple ways.

## Notes

Record types of evidence that might be useful in evaluating the effectiveness of professional learning.



## Reflect

- Why is it important to evaluate the effectiveness of the coaching cycle?
  
- Why is it important to look at a variety of data sources and analyze implementation from multiple perspectives?

# Module 4: Introduction to Interactive Read Aloud

## Objectives

- Understand how interactive read aloud fits within the larger literacy block.
- Understand what an interactive read aloud is and recognize why repeated interactive read alouds are a critical instructional strategy for early literacy development.

## Link to Tennessee Academic Standards

Interactive read alouds provide rich context for teaching a wide range of **Reading, Speaking,** and **Listening** standards. In addition, they provide an opportunity to integrate content area standards from science, social studies, and the fine arts.

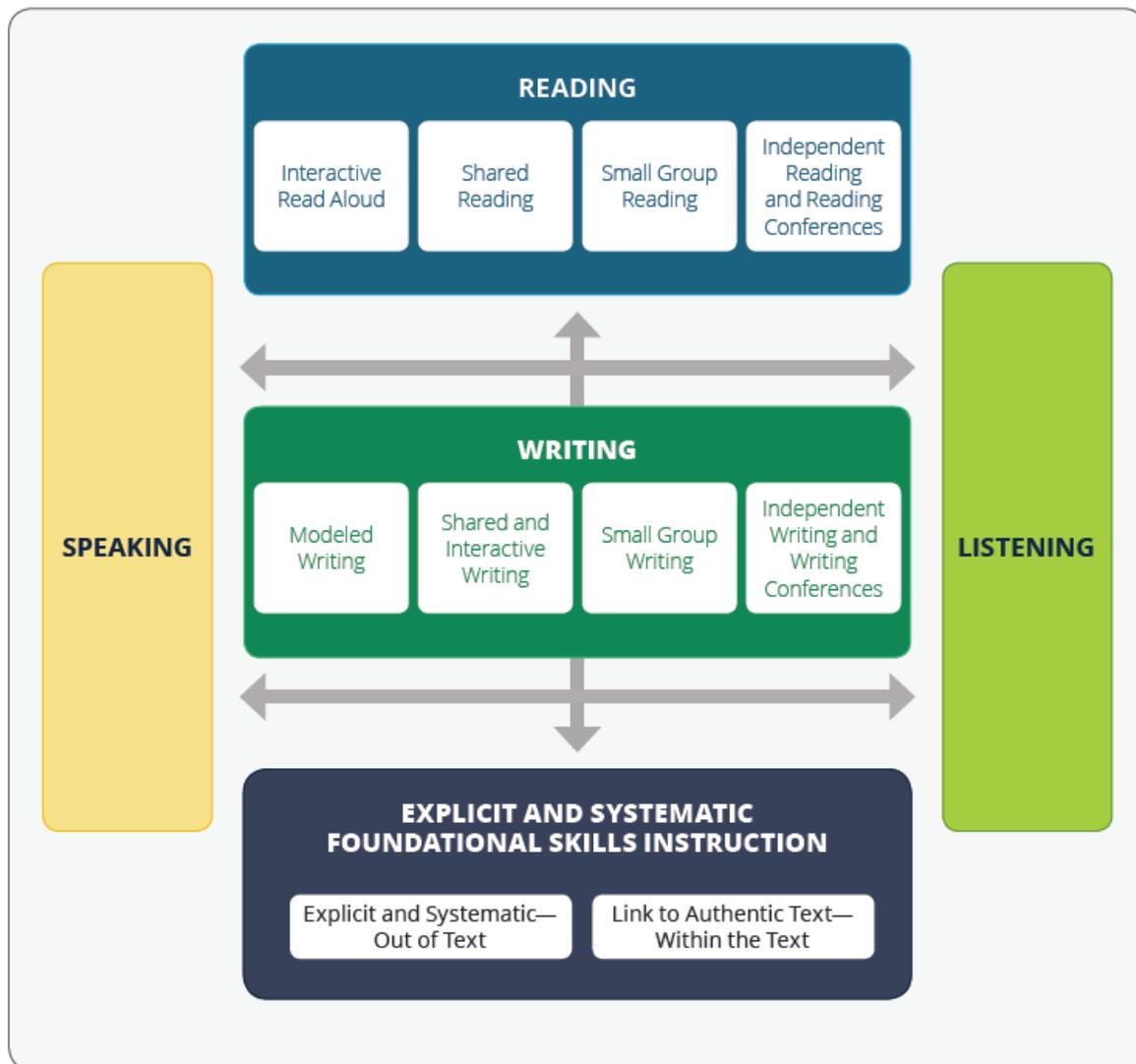
## TEAM Alignment

- Standards and Objectives
- Presenting Instructional Content
- Instructional Plans

# What is an Interactive Read Aloud?

As teachers plan for effective literacy instruction, they flexibly select from multiple instructional strategies (e.g., interactive read aloud, shared reading, interactive writing, etc.). Students should spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts. Interactive read aloud is an instructional strategy in which students actively listen and respond to above grade level complex text.

## ELEMENTS OF THE LITERACY BLOCK



**The research quotes below provide more information on essential components to an 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

## Discussion

Utilizing the previous quotes, what might be some teacher actions that are essential to implementing effective interactive read alouds?

How does your list here align with the critical attributes for interactive read aloud listed at the front of your manual?

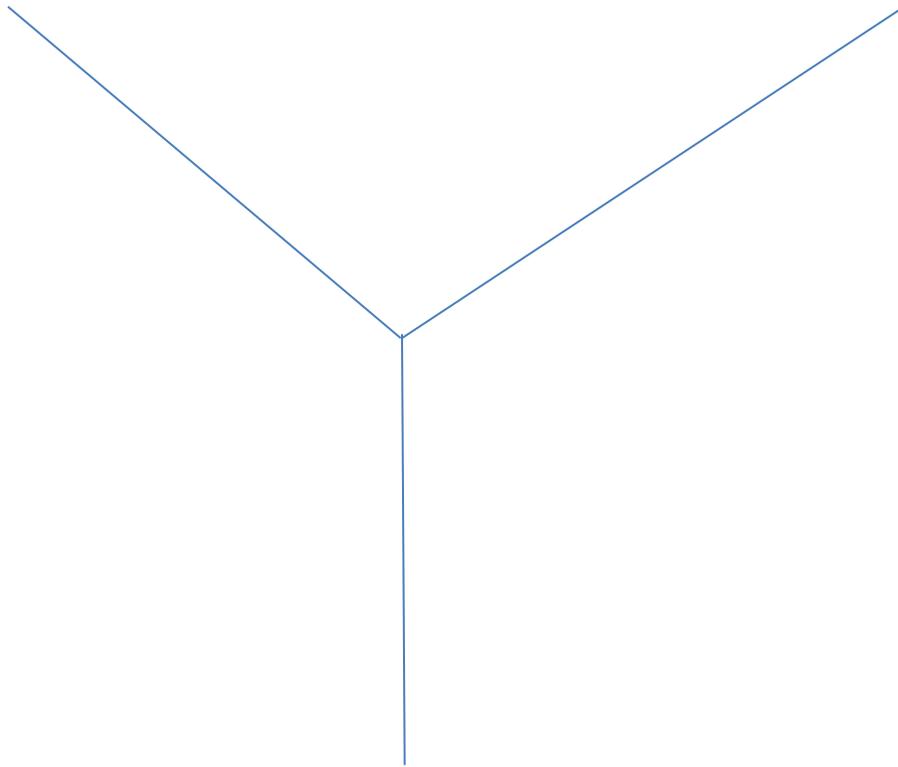
Consider these critical attributes as you watch an interactive read aloud video.

# Interactive Read Aloud Video Synthesis

Based on the research excerpts and the video, draw or write a definition of an interactive read aloud using the graphic organizer below.

## Interactive Read Alouds

Look Like



Sound Like

Feel Like

Additional Notes:

# Characteristics of Interactive Read Aloud

Interactive read aloud is an instructional strategy for engaging students in high-quality complex text. An interactive read aloud is planned intentionally with attention to the knowledge and vocabulary that students should learn from the text. The following chart outlines what an interactive read aloud should and should not do. As you read through this chart, note the differences between the two columns.

<b>Characteristics of Interactive Read Aloud</b>	
<b>Interactive read aloud lessons should...</b>	<b>Interactive read aloud lessons should NOT...</b>
<ul style="list-style-type: none"> <li>• use texts that are purposefully selected based on their complexity, quality, and connections to instructional goals and student interests.</li> </ul>	<ul style="list-style-type: none"> <li>• use just any book grabbed off the shelf.</li> </ul>
<ul style="list-style-type: none"> <li>• make complex ideas and information accessible to students through teacher modeling, think alouds, and interactive dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• rely strictly on the teacher reading aloud with students as listeners without opportunities to engage in a text discussion.</li> </ul>
<ul style="list-style-type: none"> <li>• utilize purposeful repeated readings that build in rigor and depth.</li> </ul>	<ul style="list-style-type: none"> <li>• expect to read the selected text only one time.</li> </ul>
<ul style="list-style-type: none"> <li>• engage students in answering text-dependent questions that promote students' use of text evidence to support claims and critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• be limited to a few questions at the end of the story or focus solely on questions that can be answered without textual evidence (e.g., personal connections).</li> </ul>
<ul style="list-style-type: none"> <li>• connect to conceptual knowledge building across other texts in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• focus on only lower level details or the mechanics of reading.</li> </ul>

# Repeated Readings

## 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 readings 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 practice 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)

## Discussion

How might multiple readings of a text support students in developing reading proficiency?

Why might text selection be a critical part of planning for an interactive read aloud?

# Module 5: Selecting High-Quality, Content-rich, Complex Texts for Interactive Read Aloud

## Objectives

- Understand measures of text complexity and practice analyzing and selecting texts for read aloud.
- Understand the importance of balancing text complexity measures when selecting texts.
- Explore characteristics of high-quality and content-rich texts.

## Link to Tennessee Academic Standards

To gain proficiency in the **Tennessee Reading Standards**, students need to experience a wide range in **text variety, complexity, and length**.

## TEAM Alignment

- Teacher Content Knowledge
- Standards and Objectives
- Activities and Materials

# Selecting Texts for Read Aloud

Specifically, reading aloud builds oral language and vocabulary, listening comprehension—a precursor to reading comprehension—content knowledge, concepts about print and alphabet knowledge and phonological awareness. **Equally important, reading aloud is one way we enculturate young children into literacy—helping them acquire the language, values, practices and dispositions of the literate world.**

- Hoffman, Teale & Yokota, 2015

## Activity

Create a list of books that you read aloud to students this past year and the reason(s) why you chose each particular text.

Read Aloud Book Title	Reason(s) for Selecting this Text

## Reflection

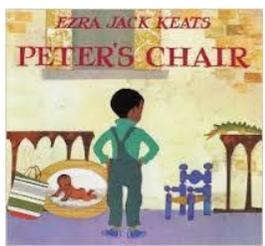
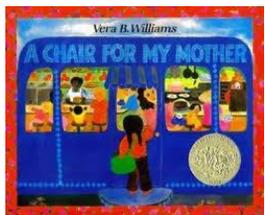
- Do the texts you currently choose to read to students impact the “language, values, practices and dispositions” they develop as early readers? Why or why not?
  
- Do the texts you currently choose to read to students develop conceptual knowledge and vocabulary acquisition? Why or why not?

# Selecting Texts with Purpose

The first step in selecting a text for read aloud is determining if the text is purposeful. Begin by reflecting on the following questions:

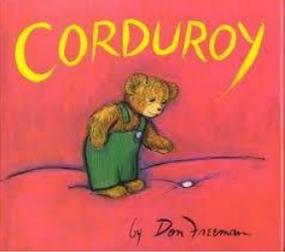
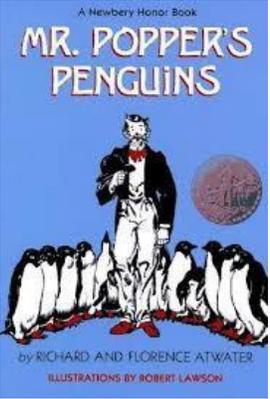
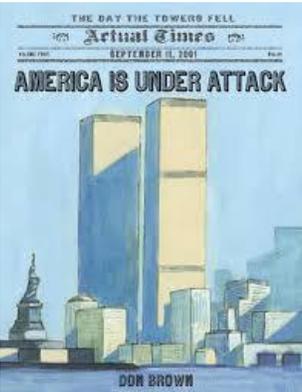
- **Does engagement with this text make sense given my current instructional aims?**
- **Is the content of this text appropriate for my students, given their age, strengths, needs, and experiences?**

*If you answer “no” to either of these questions, select a different text!*

	<p><b>Does engagement with this text make sense given my current instructional aims?</b></p> <p><i>Yes! We're really working on making inferences, and this text gives students many opportunities to make inferences about characters' feelings and actions and how and why they change throughout a story. The story also provides an opportunity to discuss how living things resemble their parents and how living things change and grow.</i></p> <p><b>Is the content of this text appropriate for my students, given their age, strengths, needs, and experiences?</b></p> <p><i>Yes! A handful of my students had younger siblings born recently, so they'll be able to relate to this plot. Also, the way Peter's feelings towards his younger sister evolve through the story may be an important lesson for my students' who struggle with jealousy or change.</i></p>
	<p><b>Does engagement with this text make sense given my current instructional aims?</b></p> <p><i>While this story gives students many opportunities to make inferences, the real power is recognizing the symbolism of the chair. I think we need to scaffold up to this text - maybe in a few months, after lots of practice making inferences and interpreting author's implied meaning, my students will be ready to comprehend and analyze this text and its primary symbol. This story also connects well to an economics unit I have planned.</i></p> <p><b>Is the content of this text appropriate for my students, given their age, strengths, needs, and experiences?</b></p> <p><i>The themes of poverty, and even the event of having a house burn down, are pretty serious for young readers. While this is a wonderfully complex text, my students will be more ready to take it on a little later this school year when they're a bit more mature.</i></p>

# Practice: Selecting Texts with Purpose

Consider the following texts and the likely strengths, needs, and experiences of your students. Would you select these texts for **the first month of school**? Why or why not?

	<p><b>Does engagement with this text make sense given my current instructional aims?</b></p> <p><b>Is the content of this text appropriate for my students, given their age, strengths, needs, and experiences?</b></p>
	<p><b>Does engagement with this text make sense given my current instructional aims?</b></p> <p><b>Is the content of this text appropriate for my students, given their age, strengths, needs, and experiences?</b></p>
	<p><b>Does engagement with this text make sense given my current instructional aims?</b></p> <p><b>Is the content of this text appropriate for my students, given their age, strengths, needs, and experiences?</b></p>

# Text Complexity and Why It Matters

Text complexity is a measure of how challenging a text is for a child at their particular grade level. One of the key shifts of the Tennessee Academic Standards for English language arts is that all students must be able to comprehend texts of steadily increasing complexity as they progress through grade levels. By the time they graduate, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in postsecondary and the workforce.

## Activity

In a group of four, read the following excerpts about text complexity. Each group member should read one section. Highlight information that is personally impactful. Then, reflect on and discuss the following:

- What is text complexity and why does it matter?
- Why is exposing children to complex texts in early grades important?
- How can we expose children to complex texts in ways that are developmentally appropriate?

## **Section 1**

### **Text Complexity Defined**

What is meant by text complexity is a measurement of how challenging a particular text is to read. There are a myriad of different ways of explaining what makes text challenging to read, from the sophistication of the vocabulary employed to the length of its sentences to even measurements of how the text as a whole coheres. Research shows that no matter what combination of factors is considered when defining text complexity, the ability to read complex text is the single greatest predictor of success in college. This finding is true regardless of gender, race, or socio-economic status. The implication is that teaching that focused solely on critical thinking would be insufficient: it turns out that being able to proficiently read complex text is the critical factor in actually understanding complex text.

Yet that same research also shows that while the complexity of text in college and career has remained steady, the complexity of texts students are given in elementary and secondary school has diminished over time. The result is a significant gap between the reading ability of students and what will be expected of them upon graduation—a gap so large that less than 50% of high school graduates are able to read college and career ready complex text independently.

It is undeniable that the challenge of reading complex text is even more taxing for those students who arrive at school unable to read on grade level. Students whose families have less education are exposed less to complex text at home, and hence arrive at school with fewer reading skills than their classmates who have been encouraged to become independent readers. Yet being able to read complex text is critical for success in college and the workplace, and research shows that working with complex text is the only way to gain mature language skills. It is critical that all students develop the skill, concentration, and stamina to read complex texts. The ultimate goal of instruction therefore is to move students in the direction of independent reading at successive levels of text complexity, culminating in college and career ready reading proficiency.

## Section 2

### **Text Complexity Matters**

Being able to read complex text critically with understanding and insight is essential for high achievement in college and the workplace (Achieve, 2007, ACT, 2006). Moreover, if students cannot read challenging texts with understanding, they will read less in general, extending the societal effects the Reading at Risk report already documented. If students cannot read complex expository text, they will likely turn to sources such as tweets, videos, podcasts, and similar media for information. These sources, while not without value, cannot capture the nuances, subtlety, depth, or breadth of ideas developed through complex text. Consequently, these practices are likely to lead to a general impoverishment of knowledge, which in turn will accelerate the decline in ability to comprehend challenging texts, leading to still further declines. This pattern has additional serious implications for the ability of our citizens to meet the demands of participating wisely in a functional democracy within an increasingly complex world.

The ACT findings in relation to performance on the science test bear repeating. The need for scientific and technical literacy increases yearly. Numerous “STEM” (Science Technology Engineering Math) programs are beginning to dot the educational map. Yet only 5% of students who did not meet the ACT reading benchmark met the science benchmark. Science is a process, but it is also a body of knowledge. This body of knowledge is most efficiently accessed through its texts. This cannot be done without the ability to comprehend complex expository text. A final thought: the problems noted here are not “equal opportunity” in their impact. Students arriving at school from less-educated families are disproportionately represented in many of these statistics. The stakes are high regarding complex text for everyone, but they are even higher for students who are largely disenfranchised from text prior to arriving at the schoolhouse door.

- Retrieved from [http://achievethecore.org/content/upload/Why\\_Text\\_Complexity\\_Matters.pdf](http://achievethecore.org/content/upload/Why_Text_Complexity_Matters.pdf)

### **Section 3**

#### **The Importance of Read Alouds**

Considerable diversity in children's oral and written language experiences occurs in these [early] years (Hart & Risley 1995). In home and child care situations, children encounter many different resources and types and degrees of support for early reading and writing (McGill-Franzen & Lanford 1994). Some children may have ready access to a range of writing and reading materials, while others may not; some children will observe their parents writing and reading frequently, others only occasionally; some children receive direct instruction, while others receive much more casual, informal assistance.

What this means is that no one teaching method or approach is likely to be the most effective for all children (Strickland 1994). Rather, good teachers bring into play a variety of teaching strategies that can encompass the great diversity of children in schools. Excellent instruction builds on what children already know, and can do, and provides knowledge, skills, and dispositions for lifelong learning. Children need to learn not only the technical skills of reading and writing but also how to use these tools to better their thinking and reasoning (Neuman 1998).

The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children (Wells 1985; Bus, Van Ijzendoorn, & Pellegrini 1995). High-quality book reading occurs when children feel emotionally secure (Bus & Van Ijzendoorn 1995; Bus et al. 1997) and are active participants in reading (Whitehurst et al. 1994). Asking predictive and analytic questions in small group settings appears to affect children's vocabulary and comprehension of stories (Karweit & Wasik 1996). Children may talk about the pictures, retell the story, discuss their favorite actions, and request multiple re-readings. It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives (Dickinson & Smith 1994; Snow et al. 1995). Snow (1991) has described these types of conversations as "decontextualized language" in which teachers may induce higher-level thinking by moving experiences in stories from what the children may see in front of them to what they can imagine.

## **Section 4**

### **Text Complexity and Classroom Read Alouds**

Different approaches to reading aloud in early childhood classrooms have recently garnered increased attention in the United States because of the Common Core State Standards (CCSS). The standards call for all students to engage with complex texts that offer opportunities for higher-level thinking (for a discussion of complex text, see CCSS for English Language Arts, Appendix A [NGA & CCSSO 2010]). Because most children kindergarten through second grade have not yet developed foundational reading skills well enough to independently read complex picture books, read alouds offer the most robust opportunities for such interactions to occur (IRA 2012).

Read alouds that engage young children with complex texts rely on interactive discussions focused on interpretations of texts that may vary with the backgrounds, perspectives, and experiences of the children listening. In other words, discussing multiple interpretations of texts helps children realize that there are many possible responses to complex literature. Interactive read-aloud discussions focused on interpretations of complex texts promote basic comprehension and have the potential to extend from basic comprehension to analysis of text elements, integration of ideas to make connections, and critical evaluation of the texts themselves and the ideas in them.

- Hoffman, Teale & Yokota, *Young Children*, 2015

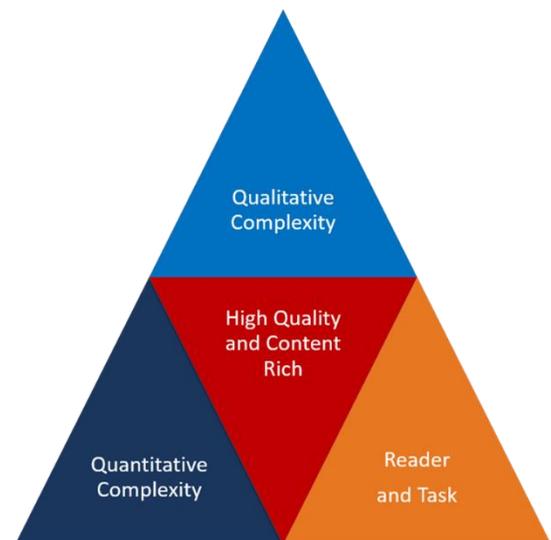
# Text Complexity Measures

Text complexity encompasses three interdependent measures: qualitative complexity, quantitative complexity, and reader and task demands.

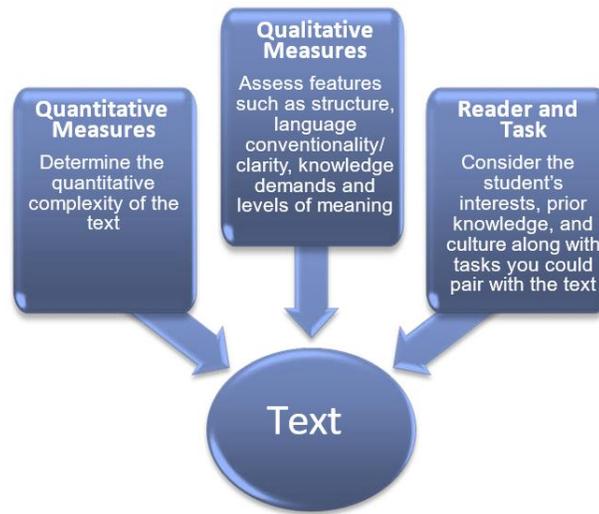
- *Quantitatively complex texts* provide experience with high-level vocabulary, sentence length, and word structure that build a foundation for the continuum towards postsecondary and workforce preparedness.
- *Qualitatively complex texts* present interactions with multiple levels of meaning, irregular text structures, unconventional language, and other stylistic features that provide a context for close reading and critical thinking.

In turn, as readers explore both quantitatively and qualitatively complex texts, speaking and writing skills are addressed as they discover multiple ways to express meaning.

- **Quantitative** dimensions of text complexity are measured by word length or frequency and sentence length. Software programs, such as the Lexile leveling system, measure quantitative complexity.
- **Qualitative** dimensions of text complexity are measured by multiple levels of meaning, irregular text structures, unconventional language, and other stylistic features that require the reader to read closely and think critically.
- **Reader and task** considerations must be considered in addition to the two measures above. Variables specific to readers include student interest, background knowledge, and culture. When considering tasks, experiences, purpose, grouping structure, and complexity of the task all play an important role.



# Guidelines for Text Complexity Analysis



- **Determine the quantitative measure to place a text in a grade-level band.**

Quantitative complexity—such as word frequency, sentence length, and text cohesion—is best analyzed by a computer and is difficult for a human reader to evaluate. There are multiple tools for determining the quantitative complexity of a text (such as ATOS, Degrees of Reading Power, Flesch-Kincaid, The Lexile Framework, SourceRater).

For a read aloud to be quantitatively complex, its Lexile should be 1-2 grade levels above students' current grade level. In early grades classrooms, the Lexile may be even more than two grade levels above.

- **Using your professional judgment, perform a qualitative analysis of text complexity to situate a text within a specific grade level.**

Qualitative analysis measures such features of text complexity as text structure, language clarity and conventions, knowledge demands, and levels of meaning and purpose that cannot be measured by computers and must be evaluated by skilled educators.

**Structure.** Text structure refers to the ways authors organize information in a text. Structure can range from complex to simple.

<b>Complex Structure</b>	<b>Simple Structure</b>
Implicit and unconventional structure	Well marked, conventional structure
Uses flashbacks, flash forwards, multiple points of view, and other manipulations of time and sequence	Sequenced in chronological order
Informational texts that conform to the norms and conventions of a specific discipline (such as an academic textbook or history book)	Informational texts that do not deviate from the conventions of common genres and subgenres
Graphics are complex, provide an independent source of information, and are essential to understanding a text *	Graphics are simple and supplementary

*\*Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.*

**Language Conventionalty and Clarity.** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (such as academic and domain-specific vocabulary).

**Knowledge Demands.** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

**Levels of Meaning (literary texts) or Purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

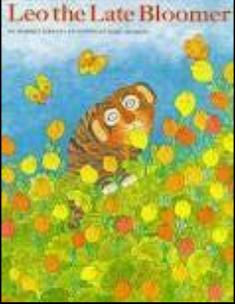
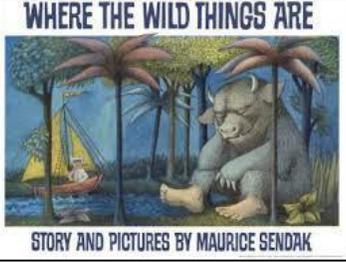
- **Educators should evaluate the text in light of the students they plan to teach and the task they will assign.**

Consider possible struggles students might face, as well as brainstorm potential scaffolding to support students in unpacking the most complex features of the text. Reader and Task Considerations enable the educator to “bring” the text into a realistic setting—their classroom.

Some elementary texts contain features to aid early readers in learning to read that are difficult to assess using the quantitative tools alone. Educators must employ their professional judgment in the consideration of these texts for early readers.

- Retrieved and adapted from  
[www.ccsso.org/Navigating\\_Text\\_Complexity](http://www.ccsso.org/Navigating_Text_Complexity)

## Example: Quantitative Analysis Comparison

	<p>Lexile: 120</p>	<p>"Leo couldn't do anything right. He couldn't read. He couldn't write. He was a sloppy eater. And, he never said a word. "What's the matter with Leo?" asked Leo's father. "Nothing," said Leo's mother. "Leo is just a late bloomer."</p>
	<p>Lexile: AD 740</p>	<p>"That very night in Max's room a forest grew and grew  and grew until his ceiling hung with vines and the walls became the world all around  and an ocean tumbled by with a private boat for Max and he sailed off through night and day  and in and out of weeks and almost over a year to where the wild things are"</p>

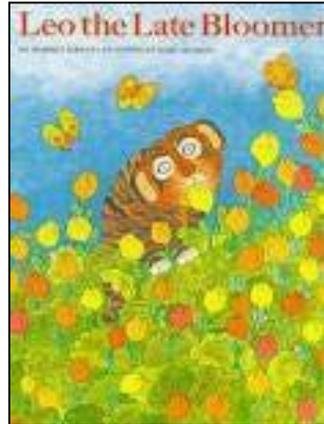
### Lexile to Grade Level Correlation

Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740L to 1010L
6-8	925L to 1185L
9-10	1050L to 1335L
11-12	1185L to 1385L

# Example: Qualitative Text Analysis

*Leo the Late Bloomer* by Robert Kraus

Lexile: 120L  
Grade Level Band:  
K-1<sup>st</sup> grade

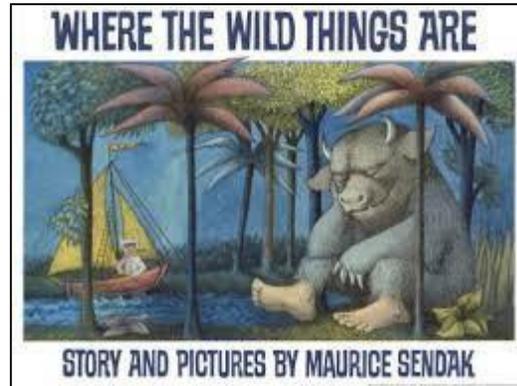


<p><b><u>Levels of Meaning/Purpose</u></b></p> <p>The levels of meaning in this text are <b>moderately complex</b>. Leo’s slow development is explicitly documented throughout the story, as is his parents’ feelings about it. However, the conclusion that everyone learns and grows at their own pace – and that we should all be patient and optimistic about this growth – must be inferred.</p>	<p><b><u>Structure</u></b></p> <p>The structure in this text is <b>slightly complex</b>. The story is written in a simple, chronological order and the illustrations are highly supportive of the text.</p>
<p><b><u>Language Conventinality/Clarity</u></b></p> <p>The language conventionality and clarity in this text is <b>moderately complex</b>. There are some sophisticated Tier II vocabulary words, such as <i>sloppy</i>, <i>patience</i>, and <i>neatly</i>. Most language complexity comes from the use of idioms, such as “better late than never” and “in his own good time”, as well as the overall understanding of what “late bloomer” means.</p>	<p><b><u>Theme and Knowledge Demands</u></b></p> <p>The theme and knowledge demands of this text are <b>moderately complex</b>. The themes of development readiness and parental expectations may be complex for some children. However, the specific knowledge demands are not complex: animal names are familiar, as are the actions of reading, drawing, eating, etc.</p>

# Example: Qualitative Text Analysis

*Where the Wild Things Are* by Maurice Sendak

Lexile: AD740  
Grade Level  
Band: 2<sup>nd</sup>-3<sup>rd</sup>



<p><b><u>Levels of Meaning/Purpose</u></b></p> <p>The levels of meaning in this text are <b>very complex</b>. The reader must infer what actually happens to Max, and theme is not explicitly stated.</p>	<p><b><u>Structure</u></b></p> <p>The structure in this text is <b>very complex</b>. There are multiple manipulations of time and place. Graphics are complex and are essential to understanding the text; the illustrations provide information that is not otherwise available in the text.</p>
<p><b><u>Language Conventinality/Clarity</u></b></p> <p>The language conventionality and clarity in this text is <b>very complex</b>. Many sophisticated Tier II vocabulary words are used, such as <i>rumpus</i>, <i>mischief</i>, <i>tumbled</i>, <i>private</i>, and <i>gnashed</i>. Dialog is used, and there is some ironic language, such as Max shouting that he'll eat his mother.</p>	<p><b><u>Theme and Knowledge Demands</u></b></p> <p>The theme and knowledge demands of this text are <b>moderately complex</b>. The theme of imagination may be complex for some children. However, the specific knowledge demands are much less complex: while Sendak creates a fictional world, no prior knowledge of this world is assumed.</p>

# Text Complexity: Qualitative Measures Rubric<sup>1</sup>

## LITERATURE

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> May include subplots, time shifts and more complex characters</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Is clear, chronological or easy to predict</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> </ul>
LANGUAGE FEATURES	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li><input type="radio"/> <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><input type="radio"/> <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li><input type="radio"/> <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
MEANING	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li> <li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li>○ <b>Text Features:</b> If used, are essential in understanding content</li> <li>○ <b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li>○ <b>Text Features:</b> If used, directly enhance the reader’s understanding of content</li> <li>○ <b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li>○ <b>Text Features:</b> If used, enhance the reader’s understanding of content</li> <li>○ <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li>○ <b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li>○ <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>
LANGUAGE FEATURES	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li>○ <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li>○ <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li>○ <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely overly academic</li> <li>○ <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li>○ <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li>○ <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
PURPOSE	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Implied but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Explicitly stated, clear, concrete, narrowly focused</li> </ul>
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</li> <li>○ <b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</li> <li>○ <b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</li> <li>○ <b>Intertextuality:</b> Few references or allusions to other texts or outside ideas, theories, etc</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas</li> <li>○ <b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>

# Reader and Task Considerations

After analyzing a text for complexity, consider

1. the needs and interests of the **reader (your students!)**, and
2. the type of **task** that will support students in comprehending the text's meaning(s).

## Reader Considerations

- What prior background knowledge or experience will readers need to successfully access and comprehend the text? Do readers already have this background knowledge and experience?
- What cultural information will students need to know to access/engage with/comprehend the text?
- What vocabulary will readers need to know to access and comprehend the text? Will readers need to know domain-specific (specific to a discipline) vocabulary?
- How much support will readers need to access/comprehend the text? What will challenge my students most in this texts? What supports and/or extensions can I provide?
- Will my students enjoy this text? Will they find it engaging?

## Task Considerations

What do you want students to demonstrate after reading this text? (e.g. key text understanding, academic vocabulary, fluency, etc.?)

- Use the answer to identify which **Tennessee Academic Standards** will be the instructional focus of the text and the content of questions about the text.

Based on clear understanding of each child's reading ability, what aspects of the text will likely pose the most challenge for your children?

- Use the answer to guide the design of instructional **supports** so that all the children can access the text independently and proficiently through multiple readings of the text.

How is this text best presented to children and how can this text be used with other texts?

- Use the answer to determine how the text "fits" with a larger **unit** of instruction. Can the text serve as an "anchor" text? Does the text require background knowledge that could be learned by reading other texts?

# Reader and Task Considerations

A daily task is an instructional activity that students complete after reading or listening to a text.

An effective daily 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; and
- be appropriately complex.

As teachers select texts, they should consider how learning the concept(s), enduring understanding(s), and selected standards will be assessed. End-of-unit tasks allow students to demonstrate their critical thinking and textual analysis skills, as well as their conceptual knowledge.

These standards-aligned tasks are rigorous and ask students to:

- organize, interpret, analyze, synthesize, and evaluate information rather than simply reproduce;
- draw conclusions, make generalizations, and develop arguments that are supported through extended writing; and
- connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.

Since rigorous end-of-unit tasks are multi-dimensional, multiple English language arts standards are integrated and assessed in the process.

Read Think Aloud 1: Text Selection on pages 26-28 of *Teaching Literacy in Tennessee*.

## Discussion:

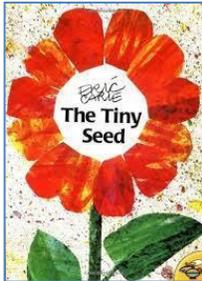
How did Mr. Hermann select his text for interactive read aloud?	
What reader and task considerations did Mr. Hermann make?	
Reader Considerations:	Task Considerations:

# Example: Text Complexity Analysis

## *The Tiny Seed* by Eric Carle

### Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right corner of the home page. Most texts will have a Lexile measure in this database.



400L

The texts that we read aloud should be more complex than what students can read independently. It is recommended that read alouds be **1-2 grade levels above** students' current grade.

2-3 Band 420-820L  
4-5 Band 740-1010L

### Qualitative Features

Consider the four dimensions of qualitative text complexity below. For each dimension, note some examples from the text that make it more or less complex. Use the rubric as a guide.

<p><b><u>Levels of Meaning/Purpose</u></b></p> <p><b>Very Complex.</b> There are multiple levels of meaning in this text - this is a story about the life cycle of a plant and also a tale of perseverance. The theme of perseverance is subtle and is revealed over the entire text.</p>	<p><b><u>Structure</u></b></p> <p><b>Slightly Complex.</b> The text is organized clearly and chronologically. Graphics are used to support and extend the meaning of the text.</p>
<p><b><u>Language Conventinality/Clarity</u></b></p> <p><b>Moderately Complex.</b> There is some figurative language; fairly complex vocabulary, including many Tier II words, such as <i>drowns</i>, <i>shines</i>, <i>drifts</i>, and <i>bends</i>; and, some complex and varied sentence structure.</p>	<p><b><u>Theme and Knowledge Demands</u></b></p> <p><b>Moderately Complex.</b> Some knowledge of seeds, plants, and different types of landforms is helpful in comprehending the text.</p>

## **Reader and Task Considerations**

### **What will challenge my students most in this text? What supports can I provide?**

*The main idea of this text is the life cycle of a plant/flower. To provide some background knowledge, I will surround this text with pieces of literature that clearly depict that cycle, as well as identify plant structures. Throughout the text discussions, we will draw connections to plant growth in the school garden and in the children's neighborhoods. Some of the vocabulary in the text will be unfamiliar to the children, so I will plan for moments of explicit instruction throughout the reads.*

### **How will this text help my students build knowledge about the world?**

*This text will build knowledge about the life cycle of a plant (flower), and specifically develop an understanding that living things change over time.*

### **How can I connect this text to other texts we've read or will read?**

*The children are familiar with texts such as *Pumpkin Pumpkin* (by Jeanne Titherington) that depicts the stages and growth of pumpkin plants from seeds to plants. I will plan to briefly revisit that text, as well as build in new resources. The *Tiny Seed* connects well to the literary text *The Carrot Seed*, and to the informational text *The Mystery Seed*.*

### **Will my students enjoy this text? Will they find it engaging?**

*The children in my classroom have demonstrated an interest in the newly sprouted dandelions on the playground. This text will provide children with an appropriately-complex text that provides engaging illustrations, a direct correlation to their growing interest, and an interesting look at the fictional story of a seed.*

### **Considering the quantitative measures of complexity, what kinds of tasks would be rigorous and appropriate for my students?**

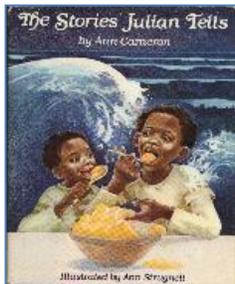
*In order to connect this reading to a writing response experience, one task could include illustrating a diagram of a plant (using the text, the informational text, and seed observations for reference). For a deeper look into the text specifically, the children (with adult modeling, guidance and support) could be prompted to use the text to answer the question "What dangers did the seed face and what dangers did the plant face?"*

# Example: Text Complexity Analysis

## *The Stories Julian Tells* by Ann Cameron

### Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right corner of the home page. Most texts will have a Lexile measure in this database.



520L

The texts that we read aloud should be more complex than what students can read independently. It is recommended that read alouds be **1-2 grade levels above** students' current grade.

2-3 grade band 420-820L

4-5 grade band 740-1010L

6-8 grade band 925-1185L

### Qualitative Features

Consider the four dimensions of qualitative text complexity below. For each dimension, note some examples from the text that make it more or less complex. Use the rubric as a guide.

<p><b><u>Levels of Meaning/Purpose</u></b></p> <p><b>Moderately Complex.</b> The text is a collection of stories, each tying back to the theme in a slightly different way. Some of the stories are more surface level and about how Julian gets in and out of trouble, while others have more layered meaning about growing up and the importance of family. The sophisticated layers emerge as the stories progress.</p>	<p><b><u>Structure</u></b></p> <p><b>Very Complex.</b> The narrative structure of the text is familiar to students. However, each story provides its own plot and information about Julian, whose character develops over the course of the text. Each story must be synthesized to determine the various plots and come to an overall conclusion about Julian and his family.</p>
<p><b><u>Language Conventinality/Clarity</u></b></p> <p><b>Very Complex.</b> Figurative language is used throughout the stories. Understanding the use of figurative language may be difficult for some students. Some academic vocabulary is used, but language is mostly conversational. The sentences are varied but not overly</p>	<p><b><u>Theme and Knowledge Demands</u></b></p> <p><b>Slightly Complex.</b> Getting in trouble and recognizing the importance of maintaining a positive relationship with family are common to most readers. The context of this text (the daily life of a child) requires little specific background knowledge.</p>

## **Reader and Task Considerations**

### **What will challenge my students most in this text? What supports can I provide?**

*The use of figurative language will challenge some of my students. We will identify examples of figurative language that we have used in our classroom (e.g., the sun is like a yellow ball of fire) to support developing understandings of figurative language. The narrative structure of the text will be familiar, but some students may have trouble with the notion of a collection of stories, all tying back to a main theme but in slightly different ways. Also, it may be difficult for some students to separate Julian's imagination from Julian's reality (i.e., determining when he is embellishing).*

### **How will this text help my students build knowledge about the world?**

*My students will learn about figurative language and how it can be used to enhance storytelling. The sophisticated layers of meaning in the text center on the trials and excitement of growing up and the need of a supportive family, which will help students grapple with their identity and place in their family.*

### **How can I connect this text to other texts we've read or will read?**

*My class will complete this text at the beginning of the school year. I will pull in other texts that show how books are important for learning about ourselves and others. We will also discuss how storytelling can be a way to learn about other cultures, pass on family history and traditions, and build a strong identity. We will also locate examples of figurative language in these other texts and discuss how they help us visualize what the author is imagining.*

### **Will my students enjoy this text? Will they find it engaging?**

*My students will enjoy reading about a boy, close to their age, who gets in and out trouble.*

### **Considering the quantitative and qualitative measures of complexity, what kinds of tasks would be rigorous and appropriate for my students?**

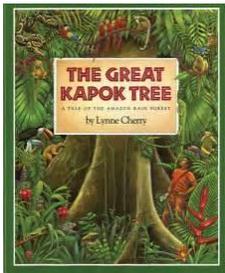
*Students should identify the central message of each chapter, make connections across the chapters to the theme of the text, and map these connections as we read. Also, because Julian is such a strong central character in the story, students could create a character map to illustrate his actions and determine how they help the reader identify his character's traits. This text will be great for discussing the structure of narrative writing. Students could write their own story in the style of Julian pulling inspiration from another text in the unit..*

# Practice: Evaluating Text Complexity

Read *The Great Kapok Tree* and complete the following text complexity analysis.

## Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right corner of the home page. Most texts will have a Lexile measure in this database.



The texts that we read aloud should be more complex than what students can read independently. It is recommended that read alouds be **1-2 grade levels above** students' current grade.

2-3 grade band 420-820L

4-5 grade band 740-1010L

6-8 grade band 925-1185L

## Qualitative Features

Consider the four dimensions of qualitative text complexity below. For each dimension, note some examples from the text that make it more or less complex. Use the rubric as a guide.

<u>Levels of Meaning/Purpose</u>	<u>Structure</u>
<u>Language Conventionalty/Clarity</u>	<u>Theme and Knowledge Demands</u>

## **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

How will this text help my students build knowledge about the world?

How can I connect this text to other texts we've read or will read?

Will my students enjoy this text? Will they find it engaging?

Considering the quantitative measures of complexity, what kinds of tasks would be rigorous and appropriate for my students?

# Practice: Evaluating Text Complexity

Read the *Nature's Green Umbrella* and complete the following text complexity analysis.

## Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right corner of the home page. Most texts will have a Lexile measure in this database.



The texts that we read aloud should be more complex than what students can read independently. It is recommended that read alouds be **1-2 grade levels above** students' current grade.

2-3 grade band 420-820L

4-5 grade band 740-1010L

6-8 grade band 925-1185L

## Qualitative Features

Consider the four dimensions of qualitative text complexity below. For each dimension, note some examples from the text that make it more or less complex. Use the rubric as a guide.

<u>Levels of Meaning/Purpose</u>	<u>Structure</u>
<u>Language Conventinality/Clarity</u>	<u>Theme and Knowledge Demands</u>

## **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

How will this text help my students build knowledge about the world?

How can I connect this text to other texts we've read or will read?

Will my students enjoy this text? Will they find it engaging?

Considering the quantitative measures of complexity, what kinds of tasks would be rigorous and appropriate for my students?

# Balancing Measures of Text Complexity

Exposure to appropriately-complex texts is critical for children to develop strong literacy foundations and to build knowledge and vocabulary. However, that doesn't mean that we should just give students hard texts. Texts and tasks must be appropriately complex.

Teachers should be mindful of balancing the three measures of text complexity (quantitative, quality, reader and task) in a way that is developmentally appropriate and scaffolds expectations for children. For example,

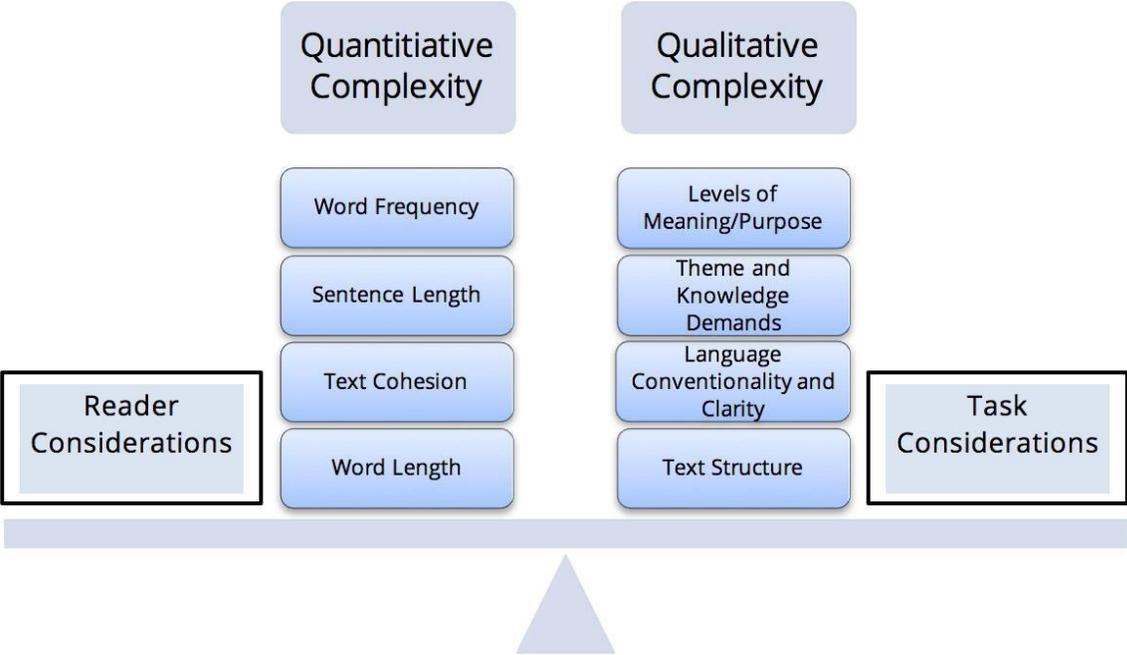
- A teacher may choose a text with **lower quantitative complexity if the qualitative measure is especially complex**, such as a text that addresses complex themes like grief or prejudice, as in *The Story of Ruby Bridges* by Robert Coles.
- A teacher may choose a text with **lower qualitative complexity in theme and knowledge if the language is especially complex**, such as a text with sophisticated vocabulary, syntax, or word play, as in *Skippyjon Jones* by Judy Schachnar.

Likewise, teachers must be intentional in selecting read aloud texts that diversify reader experience *within* each measure of complexity. Because it is impossible for a single text to meet every complexity measure, teachers must knowingly select a range of texts in order to provide opportunities for children to engage with various types of text complexities across the year.

## Discussion

- What does it mean for texts to be appropriately complex?
- In your own words, what does it mean to “balance” measures of text complexity?

# Balancing Measures of Text Complexity



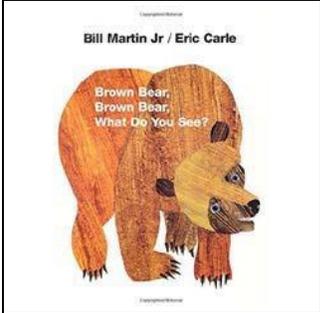
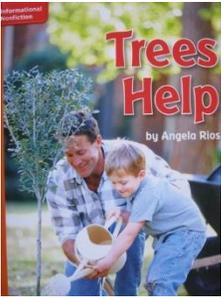
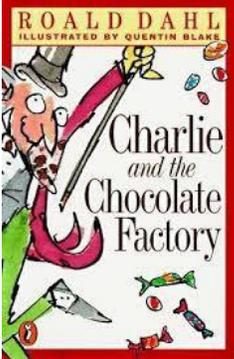
# Text Complexity and Purpose for Reading

Engaging students with complex texts is important for developing their knowledge and vocabulary and preparing them for the demands of future grade levels. While interactive read aloud texts should be complex and approximately 1-2 grade levels above the students' grade band, not all texts that student engage with throughout the day will be as complex. The purpose of the reading activity should inform the type, and complexity level, of the text selected. Refer to pages 37-39 in *Teaching Literacy in Tennessee* to learn more about other types of texts and their purposes.

## Discussion

Compare the texts below and discuss the following questions:

- How would you use these texts in your classroom?
- Would these texts make good interactive read alouds?
- What is the difference in purpose?

# Layering Texts to Balance Complexity

It is important to consider a variety of text genres and complexities during Tier I instruction. Interactive read alouds are just one of the instructional strategies that can be used to engage students in reading text. It is important to remember that the texts selected for interactive read aloud are not the only texts being selected in a classroom. By creating **text sets**, teachers can ensure that children are intentionally exposed to a variety of interesting and complex literary and informational texts.

## What is a Text Set?

A text set is a collection of related texts organized around concept(s) and enduring understandings. Text sets are related texts from different genres and media, such as books, charts, maps, informational pamphlets, poetry, videos, etc.

The purpose of study for a given text set is determined by selection of concept(s) and enduring understandings. As an initial step in developing text sets, the purpose of study could be guided by an anchor text. An anchor text is a complex read aloud text that introduces the themes and major concepts that will be explored through the text set.

As teachers become more sophisticated in their text set development, texts are chosen based on their connections to the concepts and enduring understandings of the unit. During the learning process, the text set should shift from being anchored in a single text to being anchored in a collection of central texts unified by the conceptual knowledge the texts will build. Consider the following learning progression.

## Progression of Text Set Development

<b>Starting</b>	<b>Progressing</b>	<b>Refining</b>	<b>Accomplished</b>
Teacher uses a read aloud text during instruction.	Teacher uses several read aloud texts that are connected around some central ideas, topics, or concepts.	Teacher uses texts connected around a topic or concept across the literacy block (i.e. for interactive read aloud, shared reading, small group reading, etc.)	Teacher uses texts connected around a concept and sequenced to build enduring understanding across the literacy block.

The number of texts in a set can vary depending on purpose and resource availability. What is important is that the texts in the set are connected meaningfully to each other, build knowledge and vocabulary of a specific topic, and that themes and concepts are sufficiently developed in a way that promotes sustained interest for students and the deep examination of content.

### Features of Strong Text Sets

Strong Text Sets	Weak Text Sets
<ul style="list-style-type: none"> <li>• Build student knowledge around a concept</li> <li>• Connect meaningfully to the central texts</li> <li>• Include authentic, rich texts worthy of study</li> <li>• Immerse students in a range of text types (literary and informational), formats, and genres</li> <li>• Support student achievement through text complexity</li> <li>• Include texts that represent various forms of complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Make superficial connection or no connection across texts in the set</li> <li>• Include only commissioned texts or textbook passages</li> <li>• Focus on one genre or format (unless that set is a genre study)</li> <li>• Include text complexity levels that are not appropriate for students (too low or too high)</li> <li>• Do not represent diverse types of texts or diverse measures of complexity</li> </ul>

- Borrowed and adapted from *Guide to Creating Text Sets*, retrieved from [www.ccsso.org](http://www.ccsso.org)

### Reflection

<p>How does the selection of high-quality read aloud texts influence the overall text set development?</p>
<p>How might the selection of other texts in the unit aid in the selection of the read aloud texts?</p>

# Activity: Exploring Text Sets

Review the text set used in the *Teaching Literacy in Tennessee* vignette. As a group, discuss the question below.

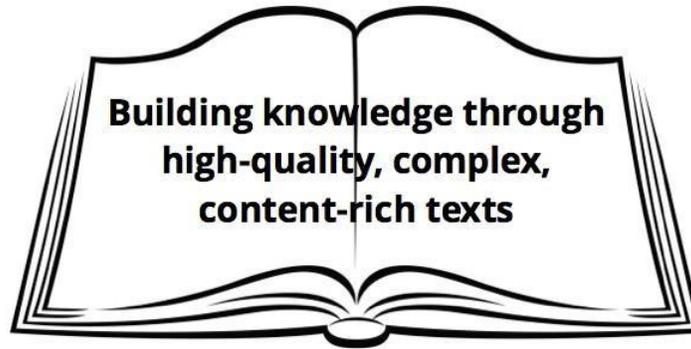
## Discussion

How does this text set layer resources to create a balance of text types and complexities?

How does this text set work to develop students' conceptual knowledge?

How do the interactive read aloud texts connect to the other texts in the set?

# High-Quality Texts



The Tennessee Reading Standards call for an equal division of time in literature and informational text for elementary students.

Elementary Students
50% literature with introduction to different genres.
50% informational text with introduction to different text features and text structures in scientific and social science texts.

Through careful attention to word choice and structures in literature and literary non-fiction, students can:

[become] fluent in decoding and processes [enabling them] to allocate the time and attention necessary to process the ideas, information, story, and intellectual arguments and assumptions presented...For that reason, readers must engage in an active construction of meaning, in which they grapple with the text and apply their earlier knowledge as they question, analyze, and probe. In the process, they learn to build knowledge and go beyond the wisdom of the author to think their own thoughts (Woolf & Barzillai, 2009).

Read "Characteristics of Text for Interactive Read Aloud and Literature Discussion" pages 15-17 of *The Fountas and Pinnell Literacy Continuum*.

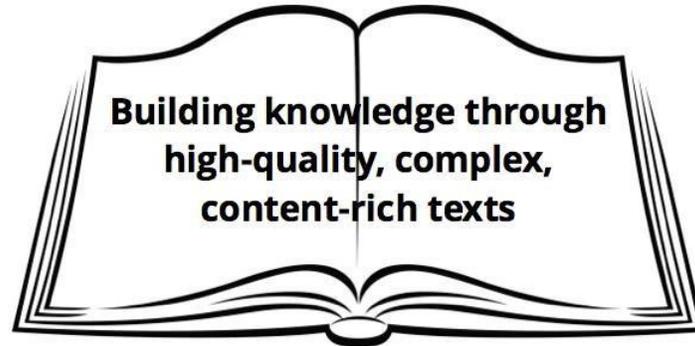
# Characteristics of High-Quality Literary Texts

The Fountas and Pinnell Literacy Continuum highlighted many characteristics in defining high-quality literary texts. Explore some of those characteristics using the chart below.

<b>Theme and Ideas</b>	<p>High-quality texts center on themes that children enjoy or that are important for students to think about or learn. For example:</p> <ul style="list-style-type: none"><li>• <i>Darcy and Gran Don't Like Babies</i> by Jane Cutler – helps students adjust to life with new siblings</li><li>• <i>Officer Buckle and Gloria</i> by Peggy Rathmann – teaches the importance of friendship</li><li>• <i>Hooway for Wodney Wat</i> by Helen Lester – reminds students that our unique differences are special and powerful</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>
<b>Characters</b>	<p>High-quality texts include protagonists who are inspiring, model positive traits, are dynamic and interesting, and remind students of themselves. For example:</p> <ul style="list-style-type: none"><li>• <i>Wilma Unlimited</i> by Kathleen Krull – the inspiring story of Wilma Rudolph, who overcame crippling polio to win three gold medals at the Olympics</li><li>• <i>Akiko on the Planet Smoo</i> by Mark Criley – a science fiction thriller for young readers, where Akiko transforms dynamically from an ordinary girl into an intergalactic hero</li><li>• <i>Amazing Grace</i> by Mary Hoffman – young girls and African American students can be inspired by Grace's perseverance and her desire to break stereotypes</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>
<b>Plot</b>	<p>High-quality texts contain plots that are engaging, surprising, and new. They make students want to keep reading, or spark conversations about the book outside of the classroom.</p> <ul style="list-style-type: none"><li>• <i>Doctor De Soto</i> by William Steig – readers are on edge wondering if mouse-dentist Doctor De Soto should trust his fox patient</li><li>• <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg – fourteen black-and-white pictures accompanied by a title and caption invite children to make up their own stories</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>

<p><b>Literary Features</b></p>	<p>High-quality texts contain literary features that expand students' ability to process complex texts. This includes settings that are interesting and that teach students about different places and time periods. High-quality fictional settings capture students' imagination and encourage creative thinking.</p> <ul style="list-style-type: none"> <li>• The Legend of the Bluebonnet by Tomie DePaola – a folktale about the Comanche tribe and the history of the bluebonnet flower</li> <li>• Alice in Wonderland by Lewis Carroll – a fantastical world of interesting creatures</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Language</b></p>	<p>High-quality texts contain rich language that promote the acquisition of Tier II vocabulary, as well as knowledge of figurative and idiomatic language. High-quality texts utilize various language structures to convey meaning and information, including descriptions, dialog, and characters' internal monologs. High-quality texts also use rhythm and rhyme and build students' phonological awareness.</p> <ul style="list-style-type: none"> <li>• Skippyjon Jones by Judy Schachner – includes many Tier II words, such as scolded, bounce, exclaimed, and junk, as well as a playful rhyme scheme, monolog, and dialog.</li> <li>• The Velveteen Rabbit by Margery Williams – introduces children to language from a different time period; includes Tier II vocabulary such as splendid, rustling, and snubbed; and includes interesting sentences and phrasing, such as "On Christmas morning, when he sat wedged in the top of the Boy's stocking, with a sprig of holly between his paws, the effect was charming."</li> <li>• _____</li> <li>• _____</li> </ul>
<p><b>Illustrations</b></p>	<p>High-quality texts include illustrations that are accurate to the plot, characters, and setting and that are also interesting and beautiful to look at. They utilize various media – drawing, collage, photography – and teach students about artistic and visual elements such as line, color, shape, and texture. (The Caldecott Medal is awarded annually to the artist who created the most distinguished picture book for children, and is a helpful reference for finding high-quality illustrated literature.)</p> <ul style="list-style-type: none"> <li>• The Polar Express by Chris Van Allsburg</li> <li>• Mirette on the High Wire by Emily Arnold McCully</li> <li>• _____</li> <li>• _____</li> </ul>

# Characteristics of High-Quality Informational Texts



Providing balanced book collections at all grade levels is vital to engagement during both reading instruction and self-selection. This work suggests that a balanced collection includes lots of informational titles and a variety of print materials. Pappas (1993) found that children as young as kindergarten showed a preference for informational text and Mohr (2006) noted that nonfiction books were the overwhelming choice of first grade students. In addition, Marinak and Gambrell (2007) found that third grade boys and girls valued reading newspapers and magazines as well as books.

- Reading Motivation: What the Research Says, retrieved from [www.readingrockets.org](http://www.readingrockets.org)

## Considerations for Informational Texts

- Does the text contain **new information** that students likely don't already know?
- Does the text **build background knowledge** that will help students comprehend later texts and experiences?
- Does the text contain information that is **useful** in the real world?
- Does the text contain information that is **relevant** to students' needs or interests?
- Does it help them **answer questions** or **solve problems**?
- Does the text contain information that helps students **connect** their own experiences and situations to others and to the broader world?
- Is the content of the text **authentic** and does it lend itself to **further research, exploration, and inquiry**?

- List borrowed and modified from two sources: *The importance of content rich texts to learners and students*, retrieved from Oxford University Press English Language Teaching Global Blog; and *Informational Text and Young Children: When, Why, What, Where, and How* by Dr. Nell K. Duke

# Characteristics of High-Quality Informational Texts

The Fountas and Pinnell Literacy Continuum identifies characteristics of high quality informational texts. Additionally, Duke and Bennett-Armistead (2003), Maloch & Boomer (2013), and Smith & Robertson (2016) provide an elaboration of characteristics of high quality informational texts.

<p><b>Content</b></p>	<p>High-quality informational texts provide accurate information about scientific, natural, cultural, historical, and social events and the arts in the real world. Informational texts include:</p> <ul style="list-style-type: none"> <li>• biographies, autobiographies;</li> <li>• instructional and procedural/technical texts, magazines, documents, and digital texts, including information represented in graphs, charts, maps, and graphic representations (i.e., graphic novels);</li> <li>• persuasive and argumentative texts;</li> <li>• memoirs; and</li> <li>• personal narratives.</li> </ul>
<p><b>Text Structure</b></p>	<p>High-quality informational texts are organized around concepts and sub-topics, with structures such as:</p> <ul style="list-style-type: none"> <li>• descriptive;</li> <li>• narrative (at least partly within biographies and autobiographies);</li> <li>• chronological order;</li> <li>• sequence;</li> <li>• cause and effect;</li> <li>• comparison and contrast; and</li> <li>• problem and solution.</li> </ul> <p>These structures may be used in combination or as standalone structures for organizing the text information.</p>
<p><b>Text Features</b></p>	<p>High-quality informational texts provide features that are useful for readers to locate specific information and these include:</p> <ul style="list-style-type: none"> <li>• headings;</li> <li>• bold words;</li> <li>• labels;</li> <li>• captions;</li> <li>• charts; and</li> <li>• timelines.</li> </ul>
<p><b>Language and vocabulary</b></p>	<p>High-quality informational texts provide rich language and academic vocabulary that expand students' vocabulary knowledge and knowledge of nonfiction information.</p>
<p><b>Illustrations</b></p>	<p>High-quality informational texts provide information through illustrations and art forms that include images, graphics (e.g., maps, diagrams, drawings), and sounds.</p>



# Module 6: Preparing to Teach Interactive Read Alouds

## Objectives

- Be able to purposefully plan for vocabulary instruction during an interactive read aloud.
- Be able to plan for question sequences that develop conceptual understanding through text discussion.
- Be able to plan for think alouds that support meaning-making
- Be able to plan for daily and culminating tasks that engage students in speaking, drawing, and writing about texts.
- Develop an understanding of end-of-unit tasks and their purpose

## Link to Tennessee Academic Standards

Interactive read alouds support students in **reading, speaking, and listening** standards as listen to and answer questions about high-quality, content-rich complex texts.

## TEAM Alignment

- Teacher Content Knowledge
- Assessment
- Student Work
- Questioning
- Activities and Materials
- Thinking

# Guide to Planning Interactive Read Aloud

## 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 organize 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; and, *Great Habits, Great Readers: A Practical Guide for K-4 Reading* by Bambrick-Santoyo, Settles, and Worrell

Review the guide to planning an interactive read aloud and the critical attributes listed at the beginning of this manual.

**Discussion:**

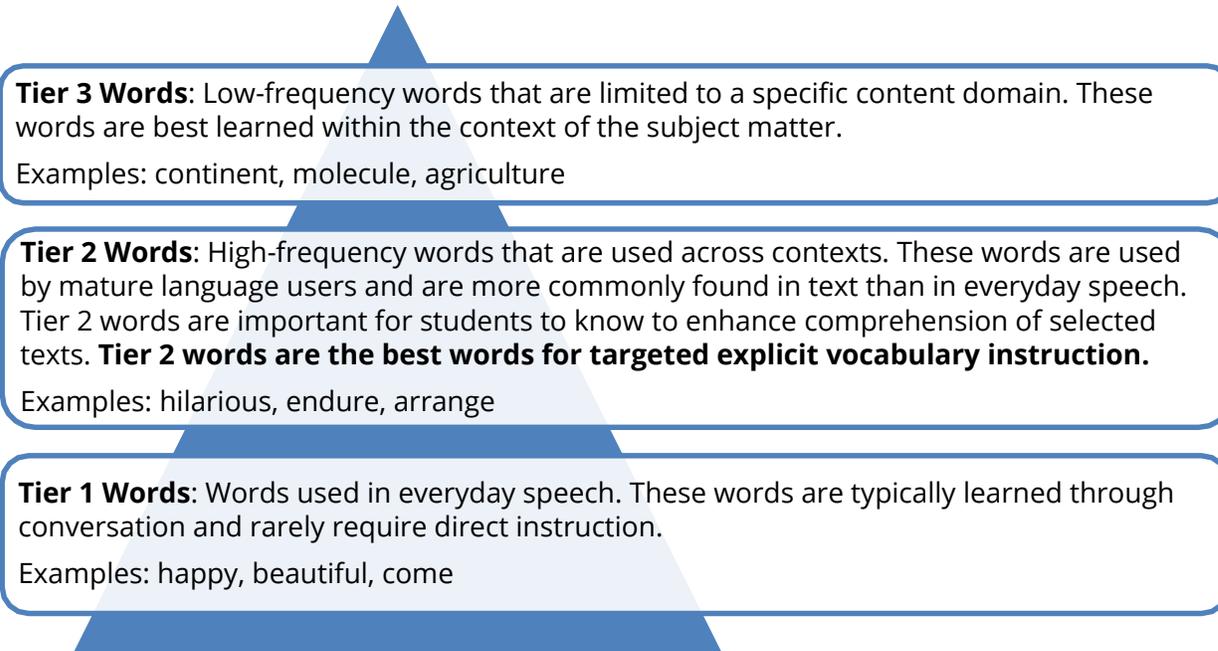
What are some key instructional practices that are essential to implementing high quality interactive read alouds?

What do teachers need to consider as they plan for an interactive read aloud?

# Promoting Knowledge of Vocabulary through Interactive Read Alouds

Reading aloud to children provides a powerful context for word learning (Biemiller & Boote, 2006; Bravo, Hiebert, & Pearson, 2007). Books chosen for read alouds are typically engaging, thus increasing both children's motivation and attention (Fisher, Flood, Lapp, & Frey, 2004) and the likelihood that novel words will be learned (Bloom, 2000). As teachers read, they draw students' attention to Tier 2 words - the "high frequency words of mature language users" (Beck, McKeown, & Kucan, 2002, p. 8). These words, which "can have a powerful effect on verbal functioning" (Beck et al., 2002, p. 8), are less common in everyday conversation, but appear with high frequency in written language, making them ideal for instruction during read alouds.

- *Vocabulary Development During Read Alouds: Primary Practices*. Kindle, 2009



**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.

## Examples of Tier 2 Words from Trade Books

Text	Vocabulary
<i>Bear Snores On</i> by Karma Wilson	lair, divvy, fret
<i>Where the Wild Things Are</i> by Maurice Sendak	mischief, gnashed, rumpus
<i>The Kissing Hand</i> by Audrey Penn	nuzzled, palm, scamper

# 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 may not be 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.

### Note:

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, TNReady vocabulary items will require students to use context to determine the meaning of words.

# Teaching Vocabulary through Interactive Read Alouds

**Step 1:** Read the text closely and list all of the words that seem likely to be unfamiliar to students. Focus on the Tier 2 words.

**Step 2:** Note which words are most significant to comprehending the plot or meaning of the text.

**Step 3:** Note which words have meanings that are more easily conveyed by the story's context, such as through illustrations or dialogue.

**Step 4:** Note which words have meanings that students can identify with, that are likely to appear in other texts, or that students are likely to hear in other settings, such as during a conversation with a parent or while watching a movie.

**Step 5:** Choose 2-4 vocabulary words from your list that are significant to comprehending the plot or meaning of the text, with meanings that aren't easily conveyed through context, and that students can identify with and will likely encounter in other settings. These are the words you should teach through **explicit instruction**.

**Step 6:** Create "kid-friendly" definitions for the words you'll teach explicitly, determine gestures that emphasize the words' meaning, and find visuals that supports students' understanding of the words' meaning.

**Step 7:** Revisit the rest of the words you identified. Determine which words' meanings can be conveyed quickly or through context and would be best taught through **implicit instruction**. Decide how you will convey the meanings of these words to your students, either by pointing to an illustration or stating a common synonym. Also, determine which words need child-friendly definitions and would be best taught through **embedded instruction**.

# Video of Teaching Vocabulary During Interactive Read Aloud

The teacher in the video has purposefully planned for vocabulary instruction for the text "A Hummingbird's Life."

## Discussion

What types of vocabulary instruction did you observe?
What did you notice about the students' acquisition of the vocabulary words?
What opportunities were provided for students to utilize the vocabulary words?

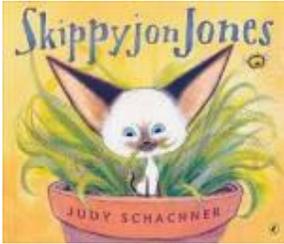
## Example: Selecting Vocabulary Words to Teach During Read Alouds

<i>Click Clack Moo Cows That Type by Doreen Cronin</i>					
<b>Tier 2 Word</b>	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?
Strike	Yes. The cows' and hens' strike is a major plot element, and the source of much of the humor of this story.	Not really. Some students might be able to infer the meaning based on the signs the animals type.	Yes. Students have likely refused to do a task before (e.g. homework, clean their room).	Yes. Strike is a word they may encounter during Social Studies lessons.	Explicit
Furious	Yes. It's important to understand that Farmer Brown is upset about the strike.	Maybe. There is a small illustration that shows Farmer Brown with his hands in the air.	Yes. Students have definitely been mad or upset about something before!	Yes. Furious is a common Tier 2 word that students are likely to hear in a range of settings.	Explicit
Typewriter	Sort of. The animals share messages with Farmer Brown using the typewriter. The title of the book references the sound that the keys make (click clack). But the typewriter itself is not significant.	Mostly. The typewriter appears in many illustrations throughout the book, and is easily visible.	Probably not. Students are familiar with computers, but probably haven't seen a typewriter before.	Maybe...Given that typewriters are outdated technology, they're unlikely to see or interact with them. It's possible they would appear in a history text, though.	Implicit – point to the illustration and quickly define a typewriters as “an older version of a computer”

Electric blanket	Not really – it's a minor detail. The animals want electric blankets and go on strike when they don't get them.	Mostly. Electric blankets appear in an illustration. It can also be easily inferred that an electric blanket provides warmth, given the context of the cows' request.	Perhaps. Electric blankets are fairly outdated. But students have all likely been cold before and wanted a regular blanket.	Less likely. Electric blankets are not common and are less likely to appear in other settings.	Implicit – point to the illustration and quickly state that “an electric blanket is a kind of blanket that is heated by electricity; when you turn it on it gets warm”
Impatient	A little. The animals get impatient with Farmer Brown when he doesn't give them electric blankets.	No. There is no clear illustration depicting this word or additional supporting context.	Yes. Students have all wanted something and not gotten it as quickly as they wanted!	Yes. Impatient is a common Tier 2 word that students are likely to hear in a range of settings.	Embedded – define as “feeling angry or annoyed when you have to wait for something”
Ultimatum	Sort of. Farmer Brown gives the animals an ultimatum. But, other words could be used instead and retain the meaning of the event (e.g. demand).	No. There is no clear illustration depicting this word or additional supporting context.	Probably not. An ultimatum is a tricky concept, especially for young children.	Rarely. Students are less likely to encounter this word in other settings.	Embedded – rephrase the sentence “Ultimatum means that Farmer Brown is demanding that the cows and hens end their strike. He says there's no way he will give them electric blankets.”

# 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.



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 eato!” 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.”

## Skippyjon Jones by Judy Schachner

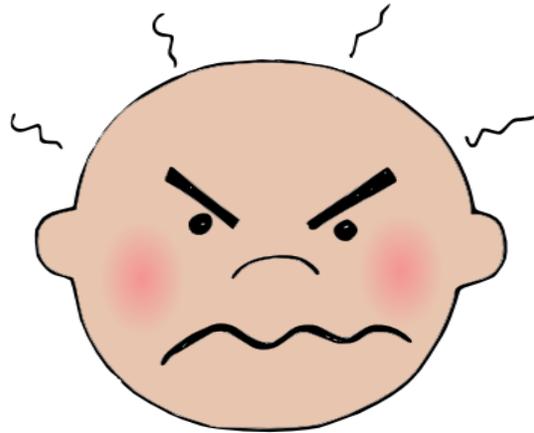
Tier 2 Word	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching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

## 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.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson

**furious**



**Furious** means being really mad or angry.

I was **furious** when I dropped my lunch tray on the floor.

“How can I run a farm with no milk and no eggs? Farmer Brown was **furious**.”

- From *Click, Clack, Moo: Cows that Type* (Cronin, 2000)

# Practice: Vocabulary Routine for Engagement

With a partner, practice using the Vocabulary Routine for Engagement for one of your selected words from *Skippyjon Jones*.

Word:	Visual:
Student-friendly definition:	
Sentence (using familiar context):	
How the word is used in the text:	

Gesture: \_\_\_\_\_

# Generating Text Dependent Questions

Well-planned questions are essential to leading students in deep reading and discussions of text. Deep reading, also called Close Reading by some researchers, is defined as “an instructional routine in which students critically examine a text, especially through repeated readings...Close reading invites students to examine the deep structures of a piece of text” (Fisher & Frey, 2012, p. 179). Text-dependent questions are questions that can only be answered by referring back to the text as students are immersed in experiences that prompt deep reading, thinking, and discussion. Review the following guide to creating questions for deep reading.

## Creating Questions for Deep Reading

1. Consider central themes, main ideas, and key supporting details from the text to build into learning activities, including the culminating task.
2. As you consider the important learning to be obtained, create and sequence questions to build understanding at the literal, inferential, and analytical levels.
  - Literal: Understanding what the text says at a surface level from the key ideas and details
  - Inferential: Understanding what the means and how it works from the perspective of craft and structure of the text
  - Analytical: Synthesizing and analyzing the text for deeper meaning with a particular focus on the integration of knowledge and ideas
3. Locate the most powerful conversational, general academic, and domain specific words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other conversational, general academic, and domain specific words that students that would enhance learning. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the central themes, main ideas, and key supporting details identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

*-Downloaded and adapted from <http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions>*

Review the "Systems of Strategic Actions" wheel on the front cover of *The Fountas and Pinnell Literacy Continuum* and review the *Tennessee Academic Standards for Reading*.

**Reflect**

What types of questions might teachers need to craft to support students in making meaning from text?
How might teachers consider organizing these questions to support the reading standards?
Why is it important that students have the opportunity to discuss complex texts?

# Leading Literacy Discussions

Structures for academic talk and collaboration (e.g., turn and talk, accountable talk, think-pair-share, cooperative learning, etc.) generate engagement for all students by providing them with opportunities to ponder the well-crafted question sequence that teachers have prepared. These structures provide opportunities for students to process their learning with peers, moving students toward independent thinking. Opportunities for speaking and listening serve as a kind of oral rehearsal, allowing students to grow more sophisticated in their ideas. Oral language supports a stronger foundation for comprehension and writing. In addition to planning questions for deep reading, teachers may also utilize questions to deepen discussion and clarify thinking. Review the guide for planning discussion questions is on the following page and then respond to the following questions:

How might teachers use questioning to engage students in deep discussion of the text?

How will planning for these questions support teachers in implementing effective interactive read alouds?

What might be some talk structures teachers could use to engage students in the questions that they have prepared?

How might teachers bring students' ideas that occurred during the talk structure back to the larger group for further discussion?

# Guide to Planning Questions

Step 1: Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.		
Category of Comprehension	Description	Question Options
<b>Locate and Recall</b>	Identify the main ideas and supporting details; find elements of a story; focus on small amounts of text	<ul style="list-style-type: none"> <li>• What is the main idea of this section?</li> <li>• What details did the author give about _____?</li> <li>• Who were the main characters in _____?</li> </ul>
<b>Integrate and Interpret</b>	Compare and contrast information or actions by characters; examine connections across parts of text; consider alternatives to what is presented in the text; use mental images	<ul style="list-style-type: none"> <li>• How did (character) feel when _____? Why did he feel that way?</li> <li>• What connections can we make to events/facts across the text?</li> <li>• What similarities and differences do we see with _____?</li> </ul>
<b>Critique and Evaluate</b>	Assess text from numerous perspectives, synthesizing what is read with other texts and other experiences; determine what is most significant in a passage; judge whether and the extent to which certain features in the text accomplish the purpose of the text; judge either the likelihood that an event could actually occur or the adequacy of an explanation in the text	<ul style="list-style-type: none"> <li>• What do you think is the most important message in this text?</li> <li>• How well did the author describe the new ideas in what you just read?</li> <li>• If the author asked you what she could have done differently or better to help other students understand, what would you tell her?</li> <li>• How might (character) behave in the future based on her experience in this story?</li> </ul>
Step 2: Develop discussion questions that require students to think deeply about text.		
<b>Discussion Questions</b>	Teachers should develop higher-order questions that encourage students to think deeply about what the text means rather than simply recalling details.	<ul style="list-style-type: none"> <li>• Why did _____?</li> <li>• What do you think _____?</li> <li>• If you were the author _____?</li> <li>• What does _____ remind you of and why?</li> </ul>
Step 3: Ask follow-up questions to encourage and facilitate discussion.		
<b>Follow-up Questions</b>	Teachers should ask students to refer to the text to justify their answers. Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow up questions should both provide students with a model for thinking about the text and its meaning more actively, and help them learn to construct and support opinions with textual evidence.	<ul style="list-style-type: none"> <li>• What makes you say that?</li> <li>• What happened in the book that makes you think that?</li> <li>• Can you explain what you meant when you said _____?</li> <li>• Do you agree with what _____ said? Why or why not?</li> <li>• How does what you said connect with what _____ already said?</li> <li>• Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement.</li> <li>• What does the author say about that?</li> </ul>

- Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).

# Using Think Alouds to Support Meaning Making

Teachers can support students in making meaning of complex text through the use of think alouds. Modeling how to think makes invisible cognitive processes more tangible for students. Teachers should verbalize the metacognition behind the thinking process about a text to support students in knowing what proficient readers and writers do. The table below provides stems that teachers can use as they plan for think alouds to use during an interactive read aloud.

Effective Strategy	Description	Think Aloud Stems
<b>Activating Prior Knowledge</b>	Students think about what they already know and use knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	As I think about this topic, I know that...  From what I have already read, the meaning that I am constructing is...  The author's clues (or ideas) cause me to predict that...
<b>Questioning</b>	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.	I wonder why...  I am curious about...  I am interested in learning how...
<b>Visualizing</b>	Students develop a mental image of what is described in the text.	As I read the author's words, I see...  As I am reading, the pictures that are forming in my mind are...
<b>Monitoring, Clarifying, and Fix Up</b>	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	One part that left me confused was...  One area that I will go back and reread is...  One strategy that I will use to help me understand is...
<b>Drawing Inferences</b>	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	Based on what I know and the text clues, I infer...  The text evidence and my own knowledge leads me to think that...
<b>Summarizing/ Retelling</b>	Students briefly describe, orally or in writing, the main points of what they read.	My understanding of the text in my own words is...  The passage says that... The main points from my reading are...

*-Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).*

Review the text *The Great Kapok Tree*. Imagine that you are planning an interactive read aloud of this text. Utilize the table from the previous page to plan 1-3 brief think alouds in connection with this text. In addition, utilize either the "Systems of Strategic Action" wheel or the Guide to Planning Questions to craft some text dependent questions that could promote discussion of the text.

\*Note that the needs of students in the classroom will drive the selection of the think alouds needed for a particular text.

**Think Aloud and Question Plan**

<b>Effective Strategy</b>	<b>Think Aloud and Question Plan</b>

# Examples: Repeated Interactive Read Aloud

## Lesson Plans

Review the interactive lesson plan provided. Identify strengths in the plan and areas to strengthen. Pay particular attention to the plans for vocabulary instruction, question sequences, and think alouds.

What did you identify as strengths of the lesson plan as well as areas to strengthen?	

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# Defining Rigorous Tasks

Rigor is defined in *Teaching Literacy in Tennessee* as a level of work that appropriately challenges student thinking. For a task to be rigorous, it should not only allow students to demonstrate their understanding of the content, but it should engage students in applying that knowledge in meaningful ways.

**The TEAM Rubric suggests that highly effective student work requires students to:**

- organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;
- draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and
- connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.

Daily tasks structured as speaking and/or writing activities allow teachers to formatively assess student progress both during and after an interactive read aloud. These tasks are sequenced within a unit to consistently engage students at a level that is cognitively demanding and maintain focus on the unit's enduring understandings. As teachers begin implementing interactive read alouds, they might begin by sequencing these tasks across multiple reads of a single text. Then, they may work towards sequencing the tasks across multiple texts in the set.

## Progression of Task Design

<b>Starting</b>	<b>Progressing</b>	<b>Refining</b>	<b>Accomplished</b>
Teacher designs a task connected to a single read aloud that aligns with the Tennessee Academic Standards.	Teacher designs a series of tasks, aligned to the Tennessee Academic Standards, which build in rigor across multiple reads of a single text.	Teacher designs a series of tasks, aligned to the Tennessee Academic Standards, which build in rigor across multiple texts in a set.	Teacher designs a series of tasks, aligned to the Tennessee Academic Standards, which build in rigor across multiple texts in a set and purposefully prepare students for a rigorous end-of-unit task.

Review the Hess Cognitive Rigor Matrix on the next page. This matrix aligns the six Bloom's Taxonomy levels along the columns of the matrix and the four Webb's Depth-of-Knowledge levels along the rows to create a tool for ensuring cognitive rigor in assessments and tasks.

**Reflection**

Why is it important to engage students in rigorous tasks?

How might the Hess matrix assist teachers in designing rigorous tasks?

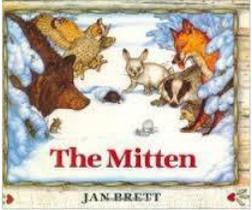
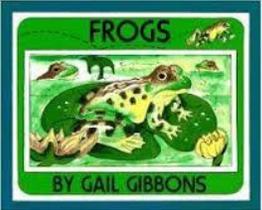
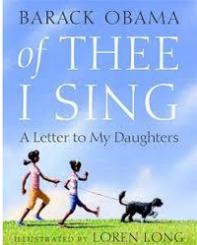
Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> </ul>			
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>

# Analyzing Daily Tasks

Analyze the example tasks below using the Hess matrix and the Tennessee Academic Standards.

## Example

Text	Possible Daily Task
	<p>Create a timeline that illustrates the sequence of the story by organizing a series of pictures. Then, add captions, using transition words to help the reader understand the different events that happened.</p>
	<p>Write a one-paragraph essay describing the life cycle of a frog. Your paragraph should include transition words that help the reader understand the different phases in the life cycle. Then, draw and label an illustration that supports your paragraph.</p>
	<p>Students choose one of the thirteen historical figures discussed in the book <i>Of Thee I Sing</i>. Students will write an opinion piece about why the historical figure they chose is an inspirational figure, using specific evidence from the text <i>Of Thee I Sing</i> as well as other sources.</p>

## Discussion

<p>How well do these tasks align to the rigor of the standards?</p>
<p>Using the Hess matrix, what are the cognitive rigor demands of these tasks?</p>
<p>How might the rigor of these tasks be increased?</p>
<p>When might students engage in tasks that have high cognitive rigor? Low cognitive rigor?</p>

# 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.

- Wiggins & McTighe, 2002



## Remember...

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 *single text*. As a starting place for task development, teachers might plan for culminating tasks to occur as an end goal for a series of interactive read alouds on a single 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. In contrast to daily tasks, which are focused around the reading and learning for the day, culminating tasks require students to apply knowledge they have gained across multiple reads of the text.

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

<p><b>Culminating Task</b></p> <p><i>Amelia Bedelia</i></p>	<p><b>Prompt:</b> What did Mr. and Mrs. Rogers learn from working with Amelia Bedelia? Write a paragraph and include at least two events from the text and some details about what happened. Be sure to include a closing sentence. Your paragraph should have at least four sentences. Create an illustration to compliment your answer.</p> <p><b>Sample Student Response:</b> Mr. and Mrs. Rogers learned that when they work with Amelia Bedelia they have to be careful to make sure Amelia Bedelia understands the directions. For example, instead of writing “draw the curtains” on the list, they need to write “close the curtains”. Also, Mr. and Mrs. Rogers learned that Amelia Bedelia can bake a really delicious pie. Finally, Mr. and Mrs. Rogers learned that if they write the directions clearly, they get their house cleaned the way they like it and some really good pie.</p>
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- Example retrieved from <http://achievethecore.org/page/948/search-for-lessons-to-use-with-read-aloud-stories-early-elementary>

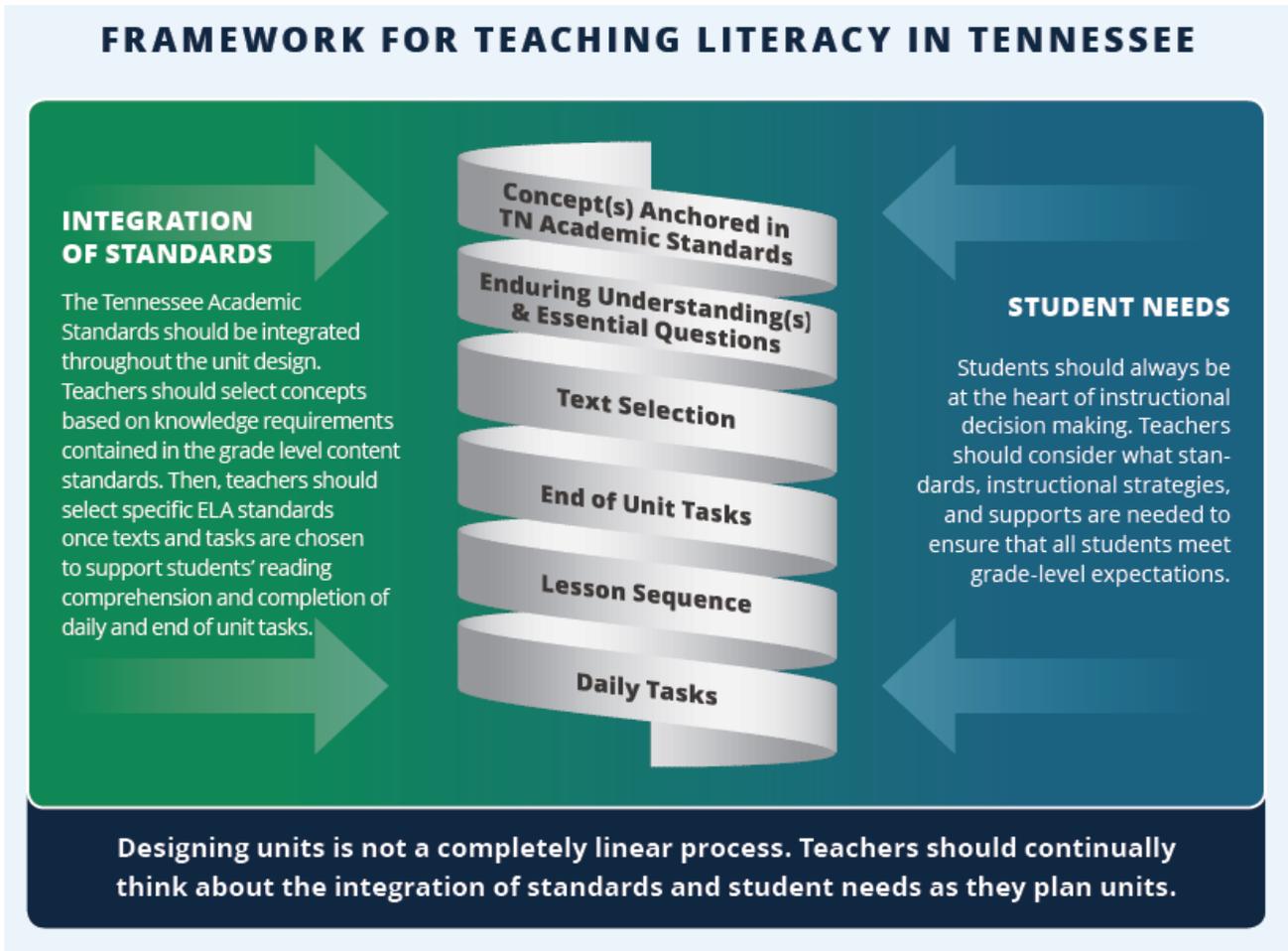
<p><b>Culminating Task</b></p> <p><i>The Stories Julian Tells</i></p>	<p><b>Prompt:</b> What is a central message or lesson that can be learned by reading <i>The Stories Julian Tells</i>? Explain how that message is conveyed through the main characters in the text. Write an opinion essay with an introduction that identifies a central message or lesson that is learned from <i>The Stories Julian Tells</i> and a body paragraph that describes how that message is conveyed through Julian, Huey, and his father. Make sure to refer to the text to provide reasons that support your opinions.</p> <p><b>Teacher Note:</b> The completed writing should use grade-appropriate words and phrases, including those that link opinions and reasons and signal spatial and temporal relationship. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability.</p> <p>This task assesses:</p> <ul style="list-style-type: none"><li>• Identifying a central message</li><li>• Describing main characters</li><li>• Examining how a central message is conveyed through characters</li></ul>
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### Discussion

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

# Planning End of Unit Tasks

Once teachers begin to implement literacy instruction focused through a conceptual unit design, teachers should consider how learning the concept(s), enduring understanding(s), and selected standards will be assessed. End-of-unit tasks, based on a synthesis of multiple texts, should allow students to demonstrate their critical thinking, textual analysis skills, and their conceptual knowledge.



## Reflection

How might your work in interactive read aloud support teachers in moving towards this model?

What role do end of unit tasks play in the overall unit design?

# Video: Repeated Interactive Read Aloud

Watch how this educator thinks through all the pieces of an interactive read aloud with the text *Julius, the Baby of the World* by Kevin Henkes. Use the graphic organizer below to record your observations.

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

# Video: Repeated Interactive Read Aloud

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

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

# Practice Interactive Read Aloud Lesson: Putting the Pieces Together

Using all of the resources and work you've completed so far, work with a group to create an interactive read aloud lesson plan for *The Great Kapok Tree*.

<b>Text</b>	<i>The Great Kapok Tree</i>
<b>Concept(s)</b>	
<b>Enduring Understandings(s)</b>	
<b>Standards</b>	
<b>Culminating Task</b>	
<b>Objectives</b>	

**Session 1**

Daily Task:

**Session 2**

Daily Task

**Session 3**

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 think are the strongest. Learn about your partner's plan. Record any ideas or insights in the space below.

## **Reflect: Interactive Read Aloud**

Reflect on what you've learned from this module about interactive read alouds. Create a diagram or visual of your own that illustrates your understanding of what interactive read alouds are and how they help students build knowledge and vocabulary. Use the space below to create your graphic.

# Module 7: Creating Text Sets that Build Conceptual Knowledge and Vocabulary

## Objectives

- Understand the purpose for utilizing text sets in literacy instruction
- Learn how to plan and assemble a series of texts into a unit designed to build knowledge and vocabulary around concept(s).

## Link to Tennessee Academic Standards

Using text sets as the foundation of literacy instruction exposes students to a wide range of texts around unifying concept(s). These text provide students with authentic opportunities to practice **foundational skills, reading, writing, speaking, and listening standards**. In addition, text sets provide opportunities to integrate **science, social studies, and fine arts** content into the literacy block.

## TEAM Alignment

- Standards and Objectives
- Motivating Students
- Activities and Materials
- Instructional Plans
- Assessment

# Focus on Building Knowledge through Text

Read the quotes for your group. After reading the four quotes, write a short response telling how the quotes connect to each other and to the work we have been doing in this training. After writing your response, share your thoughts with someone from the other group. Then, listen to their reflection.

Group	Quotes	Response
A	<ul style="list-style-type: none"> <li>• “When approached as similar, related composing processes rather than as isolated skills and behaviors, writing and reading can influence and support the development of reading, writing, and thinking (Squire, 1983). (as cited in Langer &amp; Flihan, 2000)</li>   <li>• “It [transfer of knowledge] does not come from being a sort of generic ‘good thinker’ or a ‘good problem solver.’ Rather, it appears to grow from a deep familiarity with a particular body of knowledge.” (Hawkins, Ginty, Kurzman, Leddy, &amp; Miller, 2008)</li>   <li>• “Students of exemplary teachers were exposed to the direct, explicit instruction for skill development in the context of authentic literature and instruction integrated with writing and content area connections.” (Zygouris-Coe, 2001)</li>   <li>• “In the world of reading instruction, this understanding about learning means that students are far more likely to become capable, strategic readers if they are learning reading strategies while in the process of acquiring deep content knowledge.” (Hawkins, et al., 2008)</li> </ul>	

<b>B</b>	<ul style="list-style-type: none"><li>• “Many problems in writing are really problems in understanding: students often know little about what they are trying to write.” (Hawkins, et al., 2008)</li><li>• “Writers incorporate what they have learned about language, structure and style from the texts they have encountered as readers. They also reflect on their own knowledge of texts they have read and experiences they have had as a way of generating and synthesizing ideas for writing.” (Langer &amp; Flihan, 2000)</li><li>• “...no students (nor anyone else, for that matter) can write effectively if she does not have solid knowledge and understanding about her subject, and does not have a clear structure through which to think about, construct, and communicate that knowledge.” (Hawkins, et al., 2008)</li><li>• “Pre- and post-writing activities have also been used as effective instructional activities to promote comprehension for low-achieving readers. These instructional activities effectively address the problem of poor comprehension by providing this sort of instructional scaffolding to help low-achieving readers comprehend texts above their independent reading level. (RAND Reading Study Group, 2002)</li></ul>	
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# Teaching with Text Sets

A text set is a set of texts around a similar topic, theme, or idea. Strong text sets share common vocabulary, which helps bolster students' vocabulary knowledge through repeated readings about similar ideas, which allow them to build knowledge.

- Louisiana Department of Education

A text set is a collection of related texts organized around a topic or line of inquiry. The line of inquiry of a given set is determined by an anchor text – a rich, complex grade-level text.

- Council of Chief State School Officers, 2013

Text sets are resources of different reading levels, genres, and media that offer perspectives on a theme.

- Annenberg Learner

Text sets need to be introduced in Kindergarten and then “used throughout students’ schooling.” They don’t focus on a single type of cognitive processing, but require students to analyze more than one text. For this reason text sets involve many types of texts: “multiple texts by the same author, multiple texts on the same topic, multiple texts that can contribute different but overlapping information on the same subject, and multiple texts that differ in quality or effectiveness of perspective.” Instruction using text sets requires different responses by the readers which often include writing or oral presentation of ideas.

- Shanahan, 2010

Reading a number of texts within a topic grows knowledge and vocabulary far faster than any other approach.

- Student Achievement Partners, Text Set Project

Teachers who provide comprehension strategy instruction that is deeply connected within the context of subject matter learning, such as history and science, foster comprehension development.

- RAND, 2002

# Teaching with Text Sets

Strong Text Sets	Weak Text Sets
<ul style="list-style-type: none"><li>• Build student knowledge around a concept</li><li>• Connect meaningfully to the central texts</li><li>• Include authentic, rich texts worthy of study</li><li>• Immerse students in a range of text types (literary and informational), formats, and genres</li><li>• Support student achievement through text complexity</li><li>• Include texts that represent various forms of complexity</li></ul>	<ul style="list-style-type: none"><li>• Make superficial connection or no connection across texts in the set</li><li>• Include only commissioned texts or textbook passages</li><li>• Focus on one genre or format (unless that set is a genre study)</li><li>• Include text complexity levels that are not appropriate for students (too low or too high)</li><li>• Do not represent diverse types of texts or diverse measures of complexity</li></ul>

- Borrowed and adapted from *Guide to Creating Text Sets*, retrieved from [www.ccsso.org](http://www.ccsso.org)

## How Do You Create Text Sets?

1. Choose concept(s) and determine the enduring understanding of the set.
2. Select some central texts to form the foundation of the text set.
3. Select additional texts and media and organize them as a whole.
4. Create an end-of-unit task that synthesizes knowledge from all texts and emphasizes the enduring understanding(s).
5. Continue to revisit the text set, revising and refining as needed.

\*Note: Teachers should utilize the Tennessee Academic Standards throughout the creation of the text set.

## Discussion

- How do text sets sound similar to other past or current teaching practices?
- What do you think makes text sets different?
- Based on the quote from the RAND study, how do text sets “grow knowledge and vocabulary”?
- How does growing knowledge and vocabulary benefit mastery of standards in ELA and in the content areas?

# Example: Text Set - Classroom Vignette

Read the classroom vignette on the following pages. Annotate the text using the code below:

- \* - I agree because...
- X - I disagree or question this because...
- ! - Wow! I'm experiencing a strong reaction to this because...
- ? - This makes me wonder...

## Reflect on the following questions as you read

How does Ms. Jackson use this text set to develop deep knowledge and vocabulary around a specific topic?

Which texts did Ms. Jackson include in the text set? How is she using them? Do they all have the same purpose?

How does Ms. Jackson teach a range of skills and standards through these texts?

Considering the criteria for strong text sets listed on the previous page, how is Ms. Jackson's text set strong?

How is this vignette similar to or different from the way you teach?

# Authentic Reading, Writing, and Knowledge-Building in Practice

Students in Ms. Jackson's second grade class begin a two-week, text-centered interdisciplinary unit on plants, based on the following science standards:

- 0207.1.1 – Recognize that plants and animals are made up of smaller parts and use food, water, and air to survive.
- 0207.2.2 – Investigate living things found in different places.
- 0207.2.3 – Identify basic ways that plants and animals depend on each other.
- 0207.Inq.2 – Ask questions, make logical predications, plan investigations, and represent data.
- 0207.Inq.3 – Explain the data from an investigation.

Based on the multiple texts she selects for this unit, Ms. Jackson plans to anchor her instruction in the following reading standards:

- RL.2.3 – Describe how characters in a story respond to major events and challenges.
- RL.2.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RI.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.9 – Compare and contrast the most important points presented by two texts on the same topic.

Students begin their unit by visiting a small school garden that was planted by previous students. They walk around the garden and talk about the different kinds of plants they see. Back in the classroom, Ms. Jackson asks them what they noticed about the plants and to identify the ones that seemed interesting to them and why. As students generate their observations in a guided discussion, Ms. Jackson records their ideas on a chart titled "Our Observations". Their ideas include: some plants have flowers; some plants, such as the carrots, will have food that people and animals can eat; and, some plants are tall with many leaves and others have only a few leaves.

Then, Ms. Jackson reads aloud the informational text *From Seed to Plant* by Gail Gibbons. Students discuss what they learned from the text and this information is added to another section of the chart titled "Our New Knowledge". In a separate column, titled "Our Questions", students generate questions they still have about types of plants and how they grow. Students

will continue to add to this chart throughout their unit of study. Ms. Jackson will return to the book *From Seed to Plant*, leading multiple close reads of the text to deepen knowledge and review vocabulary. She uses this text to start a unit-based Word Wall where students log unique vocabulary words associated with plants.

The next day, students participate in a shared reading of the narrative *The Garden from Frog and Toad Together* by Arnold Lobel. They compare and contrast the information presented about planting seeds from this fictional text with yesterday's informational read aloud, using a Venn diagram.

In a small group reading setting later that day, some students re-read *The Garden*. Ms. Jackson lists words from the story that contain common vowel digraphs, such as *seeds*, *grow*, and *shouting*, and asks the students to notice and practice the sounds of the vowels. When students begin reading, Ms. Jackson focuses on how they read vowel digraph words within the text, providing corrective feedback as needed. After reading, Ms. Jackson prompts students to think more about how Toad's feelings about his garden change throughout the story. Tomorrow in this small reading group, Ms. Jackson will guide students to find specific quotes and actions that provide evidence of Toad's shifts in feelings.

In a different small reading group, Ms. Jackson introduces the text *Oh Say Can You Seed? All About Flowering Plants* from the Cat in the Hat's Learning Library Series. Students begin by reading the text independently, and Ms. Jackson asks them to write vocabulary words they encounter that are unfamiliar. Over the course of the week, this small reading group will engage in close readings of each section of the text, with a focus on building knowledge of plants through vocabulary study. Ms. Jackson will call their attention to additional vocabulary words and their meanings, including Tier II words such as *moist* (plants need moist soil) and *anchor* (roots anchor plants), as well as Tier III words, such as *fertilize* and *photosynthesis*. She will also help students make connections to the meanings of these words by reminding them of their experience visiting the school garden and inviting them to share other moments when they've encountered these terms in real-world settings. One student shares that her neighbor has asked her to help pull *weeds* along the sidewalk, while another jokes that his uncle always complains about the *pollen* in the air and how it makes him sneeze. Students add these new vocabulary terms to their Word Wall.

In addition to vocabulary study, Ms. Jackson will lead conversations around key conceptual ideas presented within the text *Oh Say Can You Seed?*, such as what it means for leaves to be a "food factory".

Students plant seeds of their own, recalling information learned from texts to guide their process. For example, to sprout their seeds, they first place them on a wet piece of construction paper inside a glass jar, following the directions from the section “How to Raise Bean Plants” from the text *From Seed to Plant*. Every few days, students use tools to measure their seeds’ growth, amount of sunlight and water, and changes in leaf development. They record their observations through speaking, drawing, and writing, and make predictions about what their seeds will look like in the following days based on the information they’ve gathered from texts. Later, once the seeds have sprouted, they’ll transfer their plants to soil. Students will work in groups to write an informational piece on how to grow plants, using specific vocabulary from their unit, such as *soil*, *sprout*, *root*, and *stem*.

Ms. Jackson guides her students through a word study, vocabulary, and comprehension lesson based on the poem *Gathering Leaves* by Robert Frost. For vocabulary study, students discuss Frost’s choice of some of the words and the mind pictures they create, such as how “bags full of leaves are light as balloons” and the meaning of the word “rustling”. For word study, students read and analyze the vowel patterns that make up the rhyme scheme, including two different patterns that both produce the long A sound. Ms. Jackson points out how the words “duller” and “color” rhyme, even though the r-controlled vowels are different, and invites students to notice and identify other interesting phonics relationships. Once again, students think about how these words sound, how they contribute to the rhythm of the poem, and what they mean. Students engage in repeated readings of the poem throughout the week to build fluency, and focus specifically on reading with appropriate expression based on the end punctuation of each line and the meanings that are conveyed with their expressions.

To extend comprehension and knowledge building, Ms. Jackson uses ideas from the *Gathering Leaves* poem to pose an inquiry question: why do leaves change color? Students discuss their independent hypotheses together, and then put their predictions in writing. Ms. Jackson invites students to collaboratively research their question, using the text *Why Do Leaves Change Color?* by Betsy Maestro as a keystone text. One differentiated small group reads the text independently, while another small group listens to a video recording of the text on the computer. After reading, both small groups discuss what they learned and return to their written predictions to edit and add more. Ms. Jackson works with another small group, reading the text aloud to them and asking questions along the way to assist their comprehension. In addition to the keystone text, Ms. Jackson shares other texts and forms of media that students explore during independent learning centers.

Later, Ms. Jackson takes the class outside to collect leaves. Students seek leaves of different colors from different kinds of trees. Back in their classroom, they discuss the physical

characteristics of the leaves they found and make inferences about the temperature, levels of chlorophyll, and other factors that may have influenced the leaves' colors. Students each choose one leaf and write an essay describing the leaf and its coloration, drawing information from the various texts they've read to support their inferences.

After reading several texts on plants, Ms. Jackson introduces a new idea – she asks students to think about examples of how plants and animals work together. Students think and write independently, then share their ideas with partners. Recalling from multiple sources, students list how bees transfer pollen from flower to flower, how burr-like seeds stick to animals' fur and are carried around, and how various animals drink nectar from flowers. Then, Ms. Jackson leads a shared reading lesson using *Green Invaders*, an article from National Geographic for Kids, which discusses the impact of invasive plant species on local ecosystems and food chains. Students identify additional relationships between plants and animals cited in the article, such as how monarch butterflies only eat milkweed.

While reading the *Green Invaders* article, students get excited about the following passage: "*The good news is, gardeners everywhere are working hard to protect native plants and get rid of the invaders. Many local garden centers sell native plants. 'Just Google 'native plants' and your location, and you can find out which plants really belong where you live,' says Tallamy.*" Students beg Ms. Jackson to do the search, and together they browse images of local plants on the projector screen. The class decides to look for these plants when they're outside in their neighborhoods and to bring pictures or written descriptions back to the class. Ms. Jackson suggests that the class create their own encyclopedia of local plants, reminding students that they can use the vocabulary they've learned in their unit to label and describe the plants.

Students conclude their unit on plants by studying the impact of agriculture on communities, especially communities in different places from their own. During guided reading, they read *A Weed is a Flower: The Life of George Washington Carver* by Alike. Ms. Jackson reads aloud *Farmer Will Allen and the Growing Table* by Jacqueline Briggs Martin, the story of a modern urban farmer whose goal is to provide affordable and healthy food to underserved communities. Ms. Jackson also reads aloud *Planting the Trees of Kenya* by Claire Nivola, about 2004 Nobel Peace Prize winner and founder of the Green Belt Movement, Wangari Maathai. Finally, through read aloud and shared reading experiences, students read the fictional poem *The Lorax*, by Dr. Seuss. Students synthesize their learning by writing and presenting two pieces: an informational piece about plants and their importance to the world, and an opinion piece about which of the final texts they read poses the best argument for the value of plants and the need for conservation.

At the end of the unit, Ms. Jackson reviews student work and recalls conversations with students and their families about what they learned. She's confident that students developed a deep bank of knowledge and vocabulary about plants, and also improved their reading, speaking, and writing skill through the process.

### **Additional Standards Taught Through this Unit:**

#### Reading

- RI.2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Foundational Skills

- RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words
- RF.2.4 – Read with sufficient accuracy and fluency to support comprehension

#### Writing

- W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.

#### Speaking and Listening

- SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### Language

- L.2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

#### Mathematics

- MD.2.1 – Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

# Blank Text Set

<b>Text Set Title:</b>	
<b>Text Set Grade Placement:</b>	
<b>Concept(s)</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<b>Text and Resources</b> (Indicate in what order the supporting works are to be introduced and taught.)	
<b>Anchor Text or Central Texts</b>	
<b>Supporting Works</b>	<b>Book(s)</b> 1. 2. <b>Article(s)</b> 3. 4. <b>Poem(s)</b> 1. 2. <b>Infographic(s)</b> 3. 4. <b>Other Media</b> 5. 6.
<b>Standards</b>	
<b>Knowledge</b>	<b>Skills</b>
<b>End-of-Unit Task</b>	



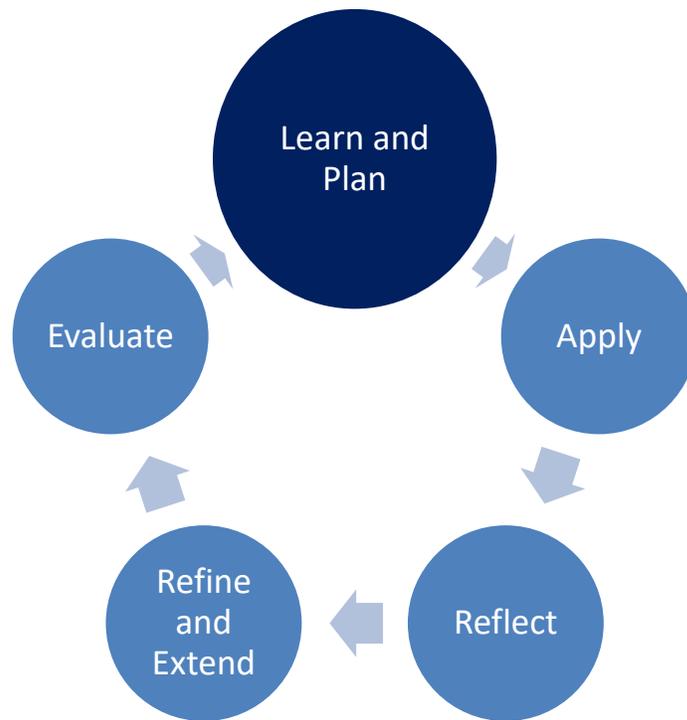
# Module 8: Supporting Interactive Read Aloud through the Learn and Plan Phase

## Objectives

- Be able to deliver high quality professional learning to teachers
- Understand the importance of designing professional learning to meet the needs of adult learners
- Understand and be able to use the professional learning feedback tool to ensure that the professional learning provided will result in improved teacher practice and student outcomes
- Be prepared to sequence the learning for interactive read aloud across the semester to support transfer to classroom application

# The Learn and Plan Phase

The Read to be Ready Coaching Cycle begins with the “Learn and Plan” phase. It is during this phase that coaches introduce teachers to new learning that they will apply in their classrooms. Remember the “Learn and Plan” phase consists of two pathways, or options, for delivering professional learning: formal learning sessions and planning.



# High-Quality Professional Learning

Consider professional learning you have participated in that you found particularly helpful in improving your practice. Record some of the characteristics of that professional learning in the box below.

## Reflection

Why is it important that we provide high quality professional learning to our teachers?

# Professional Learning Connections

Consider the Tennessee professional learning standards listed below.

## Standards for Professional Learning

**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

What connections can you make between these standards and the characteristics of high quality professional learning experiences in which you have engaged?

# Adult Learning Theory

Knowles's adult learning theory suggests four principles that best support adult learners. First, adult learners need to be involved in the planning and evaluation of the learning. They need to see the learning as problem centered, rather than content oriented. In addition, adults are most interested in learning things that have immediate relevance to them. Finally, learning should provide opportunities for adults to learn through experience, having opportunities to practice and to make mistakes. These elements of adult learning theory are reflected in the standards for professional learning.



Involved in planning and evaluation



Engage in experiences



Relevance and impact to learners' lives



Problem centered

# Teacher Collaboration is Key

High quality professional learning occurs within learning communities that are committed to continuous improvement. Supporting teachers in collaborating effectively will be an important tool to improving practice. Consider the coach's role in facilitating collaboration as described in the article below. (\*Note: JEPD stands for Job-embedded professional development.)

## Professional Learning in a Community and as a Community

Evaluating and solving problems of practice in order to improve a teacher's practice, which is at the heart of JEPD, is usually best accomplished through sustained collaboration in identifying and supporting the implementation of evidence-based instructional practices. Teachers' experiences with collaborative problem solving can be mixed; under some circumstances, it may merely lead to perpetuating existing practice. Done well, however, it holds the power to lead to the building of collective knowledge and expertise as well as a shared understanding of good practice (Hawley & Valli, 1999).

To help ensure positive outcomes of collaboration, researchers suggest providing teachers with guided opportunities to develop their collaborative skills, including conflict resolution, problem-solving strategies, consensus building, and other meeting skills (Hord, Rutherford, Huling-Austin, & Hall, 1998; National Staff Development Council, 2001). While the teachers are congregated together, the disclosure of full expectations—including roles and responsibilities for each teacher—is necessary for successful JEPD (Fogarty & Pete, 2009). The development of norms for collaboration and the use of conversation protocols can benefit all participants in a learning community. Teachers are each others' main resource for professional learning in JEPD, making successful collaboration key to professional growth.

## Facilitator Skills

The quality of JEPD depends in significant part on the skills of JEPD facilitators. Facilitators may have a variety of formal roles and titles; they can be principals or assistant principals, mentors, department chairs, instructional coaches, teacher leaders, subject-area specialists, or teachers. In addition to having expertise in instruction, JEPD facilitators also must have effective interpersonal and group-process skills, which can be acquired through targeted professional development. These skills are critical because JEPD facilitators serve as catalysts for professional learning, supporting teachers in conducting inquiries and team collaboration while strengthening the connection of teacher learning to student learning.

JEPD facilitators need to know what excellent teaching would look like for their colleagues in their classrooms while supporting teachers in improving their practice. For example, one strategy consists of a JEPD facilitator teaching an example of a class lesson to colleagues, making explicit the decision-making process during the lesson. Finally, JEPD facilitators themselves should have structured opportunities to learn from educators serving in the same role in other schools or districts to improve the quality of the JEPD they are providing to school faculty. (See West and Saphier, 2009, for a discussion on how districts can support instructional leaders.)

**Reflection**

What structures do you currently have where collaborative learning can occur?

What talk structures have we used over the past three days might support you in developing teacher collaboration and discussion in your school?

How might you structure learning opportunities for teachers that promote problem solving and collaboration?

# Professional Learning Feedback Tool

The following tool provides a continuum designed to assist school leaders in identifying areas for continuous improvement in the implementation of professional learning sessions. The tool was developed utilizing adult learning theory, teacher efficacy theory, and research on high quality professional learning.

<b>Professional Learning Feedback Tool</b> This tool provides a continuum designed to assist school leaders in identifying areas for continuous improvement in the implementation of formal professional learning sessions. It focuses on four professional learning standards: data, learning communities, implementation, and outcomes.		
<b>Data</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.		
Transforming	Developing	Emerging
<p>Participants collaboratively engage in the examination of educator, student, and system data to define individual, team, and system goals.</p> <p>Participants are actively engaged in designing both quantitative and qualitative measurement criteria for established goals.</p> <p>Participants are actively engaged in monitoring the impact of the application of their learning on individual student performance.</p> <p>Presenters/Leaders/Facilitators adjust agenda, activities, and support utilizing ongoing formative assessment of the participants' knowledge and skills.</p>	<p>A sense of purpose is established by the Presenter/Leader/Facilitator through the connection of educator, student, or system data to individual, team, and/or system goals.</p> <p>Quantitative or qualitative measurement criteria are set by the presenter/leader/facilitator for the established goals and the plan for monitoring is shared with participants.</p> <p>The presenter/leader/facilitator is responsible for monitoring the impact of the application of the learning on student performance.</p> <p>Presenters/Leaders/Facilitators utilize a set agenda, activities, and opportunities for support to monitor the progress of participants' knowledge and skills to adjust future plans for professional learning.</p>	<p>The objectives and goals are connected to educator, student, and/or system data, though that connection may not be explicitly stated.</p> <p>Quantitative and qualitative data exists that could be useful for monitoring progress towards goals.</p> <p>A plan for monitoring the impact of learning on student performance is not clearly articulated.</p> <p>Presenters/Leaders/Facilitators have a set agenda and activities planned that align to the objectives and goals for the learning session.</p>
<b>Learning Communities</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.		
Transforming	Developing	Emerging
<p>Participants actively engage in an evidence-based reflective cycle to evaluate, refine, and modify their practice both individually and as a group.</p> <p>Participants are actively engaged in the learning process and are able to make connections to their own personal professional goals.</p> <p>Participants work collaboratively throughout the learning session to self-direct their own learning in alignment to established goals.</p> <p>Participants have shared accountability, collective responsibility, and make plans to support one another in the implementation of learning.</p>	<p>Presenters/Leaders/Facilitators engage participants in opportunities to reflect on their practice in connection to specific goals and/or data.</p> <p>Presenters/Leaders/Facilitators structure learning opportunities that encourage active engagement.</p> <p>Presenters/Leaders/Facilitators provide some opportunities for participants to work collaboratively.</p> <p>Participants have personal accountability and make plans for implementation of learning.</p>	<p>Presenters/Leaders/Facilitators direct reflections in connection to specific goals and/or data for participants.</p> <p>Presenters/Leaders/Facilitators present materials to the participants.</p> <p>Presenters/Leaders/Facilitators provide some opportunities for discussion.</p> <p>Presenters/Leaders/Facilitators encourage participants to implement learning.</p>

<b>Implementation</b>		
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Higher order questioning and group discussion challenge pre-existing beliefs and practices as well as establish relevance for the learning.</p> <p>An explicit model of the learning is provided that clearly demonstrates how the learning will be implemented and labels the metacognition behind the practice.</p> <p>Learning is solutions-oriented, consistently building on prior learning and connecting to future learning as part of a plan that is well articulated and clearly defined.</p> <p>Specific, goal-oriented plans are made for on-going support of participants that are differentiated and scaffolded to meet all individual and group learning needs.</p> <p>Opportunities for constructive feedback and reflection are utilized by all participants and planned for both within the learning session and through ongoing job-embedded support.</p>	<p>Probing questions and group discussion are used to establish relevance for the learning and promote motivation for change.</p> <p>A model or example of the learning is provided that demonstrates how the learning will be implemented.</p> <p>Learning builds on prior learning and is connected to future learning as part of a plan that is communicated.</p> <p>Defined and specific plans are made for support of participants in connection to the learning.</p> <p>Opportunities for feedback and reflection are provided and utilized by most participants.</p>	<p>Presenter/Leader/Facilitator has provided the reasoning for why the learning is important.</p> <p>Learning is presented in a way that is clear and understandable.</p> <p>Learning loosely connects to other learning opportunities.</p> <p>Plans are made for support of some participants.</p> <p>Intermittent opportunities for feedback and/or reflection are provided.</p>
<b>Outcomes</b>		
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Objectives for the learning are concrete and narrowly focused on specific professional needs aligned to collaboratively established goals.</p> <p>Participants are able to make clear connections between the learning and their goals related to the standards for teacher evaluation.</p> <p>Participants ensure that individual student goals are aligned to the rigor of the academic standards.</p> <p>Participants demonstrate a complete and accurate understanding of the skills and content knowledge needed to successfully implement the learning.</p>	<p>Objectives for the learning are focused on professional needs aligned to established goals</p> <p>Presenters/leaders/facilitators make connections between the learning and the standards for teacher evaluation.</p> <p>Presenters/leaders/facilitators articulate how student goals are aligned to the rigor of the academic standards.</p> <p>Participants demonstrate an understanding of the skills and content knowledge needed to successfully implement the learning.</p>	<p>Objectives for the learning are focused on professional practices.</p> <p>There are connections between the learning and the standards for teacher evaluation, though they may not be explicitly stated.</p> <p>Established student goals are aligned to the rigor of the academic standards, though those connections may not be explicitly stated.</p> <p>Participants demonstrate some understanding of the skills and/or content knowledge needed to implement the learning.</p>

**Notes**

As groups share about each of the standards for professional learning and the descriptions of transforming, developing, and emerging learning sessions, use the boxes below to take notes on elements that might be important for coaches to consider in professional learning design and planning.

Data
Learning Communities
Implementation
Outcomes

# Planning Professional Learning for Interactive Read Alouds

## Professional Learning Planning Guide for Interactive Reading Alouds

### What might be some potential support areas for teachers to achieve high- quality interactive read-alouds?

- Integrate the Tennessee Academic Standards
- Select high quality, content-rich, complex text
- Collect texts in a set focused around a concept
- Create text dependent questions
- Craft questions with attention to the conceptual knowledge and enduring understandings of the unit
- Implement impactful vocabulary instruction
- Use think alouds to support meaning-making
- Engage students in synthesizing information from multiple texts
- Create rigorous, authentic daily and end of unit tasks that are aligned to the Tennessee Academic Standards

### Guiding Questions for Planning a Learning Session

- What data will I use to establish a purpose for the new learning?
- What protocol will I use to engage teachers in analyzing that data and drawing conclusions?
- What new learning will I provide for teachers?
- How will I engage teachers in generating that new learning for themselves?
- What tools or resources might I use for this new learning?
- What will I look for as teachers prepare to take this learning back to their classrooms?
- How will we set the measurement criteria for the cycle? What evidence might we collect to assess progress?

# Planning for Professional Learning: Choosing the Pathway

Remember there are two potential pathways in the “Learn and Plan” phase of the coaching cycle: formal learning sessions or planning sessions. The plan for how to deliver the content of interactive read aloud across the semester should focus on utilizing existing structures in a way that segments the learning into manageable chunks for implementation. Consider the following example plan.

<b>Structure to be Used</b>	<b>Focus of the Learning</b>	<b>Date</b>
After school PD session (2 hours)	Analyze text complexity to select read aloud texts	End of August
PLC (45 minutes)	Plan for vocabulary instruction for read aloud	Mid-September
Common Planning Time (30 minutes)	Plan for think alouds during the interactive read aloud	End of September
Individual Planning Time	Refine think alouds	October
Common Planning Time (30 minutes)	Planning text dependent questions	October
Individual Planning Time	Continue to refine question sequence and complexity	October
After school PD session (2 hours)	Create high-quality daily and end of unit tasks	Late October
PLC (45 minutes)	Connect vocabulary instruction and think alouds to tasks	November
PLC (45 minutes)	Begin to connect read aloud texts to other texts in a set	December

## Reflect

- What structures are available in my school for delivering professional learning?
- How might I sequence the learning to best support my teachers?
- Why is it important to chunk the learning into smaller segments, rather than redelivering all of the content presented in this training in a similar way?



# Using the Planning Conversation as a Structure for the Delivery of Professional Learning

The planning conversation can be a meaningful structure for supporting the professional learning of teachers. This type of conversation leverages teacher expertise in improving their practice as they plan for instruction. Use the viewing guide below as you watch the planning conversation with the teacher.

What is the teacher learning how to do in this planning conversation?	How is the coach supporting the development of that learning?
What goals did the teacher set for herself at the end of this conversation?	What data might the coach collect as she supports this teacher in the "Apply" phase of the coaching cycle?

Explore the coaching moves and purposes for a planning conversation on the following pages.

## Discussion

How might following the steps outlined in the document assist you in supporting teachers through planning conversations?

# Coaching Moves for a Planning Coaching Conversation

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p><b>Ground Conversation in Student Evidence</b></p> <p><i>Purpose: Means of ensuring the coach and the teacher are thinking about content, pedagogy, and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
<p><u>Discuss objectives and student evidence</u></p>	<ul style="list-style-type: none"> <li>• What might be your goals for this lesson? What do you want students to say or do to let you know your lesson was successful?</li> <li>• Talk to me about what you want students to learn.</li> <li>• How might you know that you have reached that goal?</li> <li>• What might you look for to know that you were successful?</li> </ul>
<p><b>Generate Plans and Explore Possibilities</b></p> <p><i>Purpose: Means of prompting connections between and among the three points of the Instructional Triangle and deepening the teacher's content and pedagogical knowledge</i></p>	
<p><u>Utilize open-ended, probing questions</u></p>	<ul style="list-style-type: none"> <li>• What might be some ways you can ensure students reach that goal?</li> <li>• What might you want to focus on in your instructional practice to assist students in reaching that goal?</li> <li>• How might you use (insert instructional practice) to help you reach that goal?</li> <li>• What might you want to consider as you plan for (insert instructional practice) in order to help students (insert student goal)?</li> </ul>
<p><u>Provide research-based options:</u> When the teacher struggles to surface focused ideas or plans, the coach may consult to provide impactful options</p>	<ul style="list-style-type: none"> <li>• Some possible options might be...</li> <li>• What thoughts do you have about using...</li> <li>• As we consider (anchor document or thought), what might be some ways that (insert practice)...</li> <li>• Here is an example of a way...</li> </ul>
<p><b>Commit to Application</b></p> <p><i>Purpose: Acknowledge critical content or pedagogical information &amp; provide a means for having the teacher commit to implementing work that has been discussed</i></p>	
<p><u>Discuss purpose</u></p>	<ul style="list-style-type: none"> <li>• Why is it important to...?</li> <li>• What might be some reasons you would want to...?</li> <li>• How might _____ impact student learning?</li> </ul>
<p><u>Commit to application</u></p>	<ul style="list-style-type: none"> <li>• What are you going to try in your upcoming lesson?</li> <li>• How will you (insert instructional practice)?</li> <li>• How might I support you as you...</li> </ul>
<p><u>Finalize student evidence</u></p>	<ul style="list-style-type: none"> <li>• What evidence will you collect to determine if your (insert instructional practice) was successful?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
	<ul style="list-style-type: none"> <li>• What evidence might you like me to collect during your lesson?</li> <li>• What teacher/student evidence would you like to be collected? In what specific format would the evidence be useful to you?</li> </ul>
<p><b>Reflect on Process</b>            Purpose: Provides us with an opportunity to solidify the purpose of planning together</p>	
<p><u>Close the conversation</u></p>	<ul style="list-style-type: none"> <li>• How has today's conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> </ul>

# Role Play Planning Conversation

Use the “Coaching Moves for a Planning Conversation” to plan some questions you might use to guide a planning conversation to support a teacher in planning questions for an interactive read aloud. Decide what tools you might want to have available and how you could use those tools to support the conversation.

In groups of three, role play a planning conversation. First decide who will play each role.

1. Teacher- will be guided through planning the questions for an interactive read aloud.
2. Coach- will use the coaching moves for a planning conversation to guide the “teacher” in learning about planning questions for an interactive read aloud.
3. Observer- will use the coaching observation checklist from Module 3 to provide feedback on the coaching conversation.

## Discussion

How did the “Coaching Moves and Purposes for a Planning Conversation” help prepare the coach for the conversation?

What are some important things to remember when leading a coaching conversation?

What are some elements to leading these types of conversations you might want to practice?

# Planning Guide for Learning Session

Review the completed professional learning guide below.

What new learning will I provide for teachers?

*My teachers are new to interactive read alouds. So I know I need to begin by having them select texts that they can use with this instructional strategy. For this session I will provide learning around how to analyze texts for complexity, as well as on the types of texts that make good interactive read aloud texts.*

What data will I use to establish a purpose for the new learning?

*The setting the foundation report talked about the frequency that students are engaged in complex text. If I gathered that kind of data for my students, it could set a purpose for looking at the types of texts that we are using with them. I could create a frequency chart that shows how often students were observed listening to complex text during a series of walk-throughs. I could get my principal and assistant principal to help me collect that data. This is also data that we could use to see if we are increasing the opportunities for students to engage in complex text over the course of the semester.*

What protocol will I use to engage teachers in analyzing that data and drawing conclusions?

*Since this isn't data that my teachers can collect, I know I will need to use a protocol within the meeting itself. I want my teachers to come to their own conclusions about the frequency, so I think I will need to present them with the research from the state study and the reason for engaging students in complex text first. Then I can have them look at the frequency chart for our school. I can use questions like, "What do you notice about the frequency that our students engage in complex text?" "How might this frequency be impacting proficiency outcomes for our students?" "How might we work to increase the complexity of texts in our own classrooms?"*

How will I engage teachers in generating that new learning for themselves?

*Since many of my teachers have never engaged in this type of text analysis before, I think I will need to start by modeling how to analyze a text for complexity. I will walk them through the analysis I did on "The Great Kapok Tree." Then I will have them analyze some of the texts that they planned to use this week. I will also bring some texts that I think might make good interactive read alouds for them to use in their classroom. As they work to analyze texts, they can make some selections for texts that they could use with students in the next few weeks. As teachers analyze the texts, I will ask them "What are you noticing about these texts?" "How might this analysis also help you decide how to best use these texts to support student learning?"*

What tools or resources might I use for this new learning?

*I will use the qualitative complexity rubrics and the handouts on text complexity. I will also use the completed text analysis that I did on "The Great Kapok Tree."*

What will I look for as teachers prepare to take this learning back to their classrooms?  
*I'm going to look to see if anyone is struggling with the text analysis. I am also going to be listening to hear that my teachers are recognizing the potential benefits to analyzing texts for an interactive read aloud. I know that the analysis will help them with planning later. So, as I listen, I am going to be sure to insert how this analysis helped me plan if I hear anyone that doesn't see the benefit. I also want to be sure I know where to differentiate support over the next few weeks as teachers continue to select texts for interactive read aloud.*

How will we set the measurement criteria for the cycle? What evidence might we collect to assess progress?  
*In addition to looking at the frequency with which our students engage in complex text, I also want to set my teachers up to see the benefit for their students. So I might also have them record their noticings in student language and engagement as they begin to implement interactive read alouds in their classroom. I can engage the teachers in helping me design a way to collect those noticings so that they can share with each other what they are noticing in the coming weeks.*

**Discussion:**

What considerations is the coach making as he/she plans for a professional learning session?

How might you connect the learning to meaningful student data for your teachers?

What are some other protocols you might use to engage teachers in the session?

Use the template below to begin to think through a learning session you will provide for your teachers.

What new learning will I provide for teachers?
What data will I use to establish a purpose for the new learning?
What protocol will I use to engage teachers in analyzing that data and drawing conclusions?
How will I engage teachers in generating that new learning for themselves?
What tools or resources might I use for this new learning?
What will I look for as teachers prepare to take this learning back to their classrooms?
How will we set the measurement criteria for the cycle? What evidence might we collect to assess progress?

# Final Reflection

How will implementing interactive read aloud improve student outcomes in your school and/or district?

How does interactive read aloud fit within an effective literacy block?

What might be some challenges you anticipate you will face? How might you overcome those challenges?

Look back at the tenets for effective coaching, how will you begin to build the type of relationships with your teachers that will help you be an effective coach?

# Gots and Wants

Record your "gots."

- What are the things you learned in this training that you are excited to implement? What are the things you want us to be sure to continue to do in future training sessions?

Record your "wants."

- What do you hope the next training session will cover? What can we provide additional information on as we support you in the field? What can we do to make the next training session better?



## **Appendix – Table of Contents**

# Exemplar Complex Texts for Read Alouds

## K-1 Exemplar Text List

### Read Aloud Stories

Baum, L. Frank. *The Wonderful Wizard of Oz*  
Wilder, Laura Ingalls. *Little House in the Big Woods*  
Atwater, Richard and Florence. *Mr. Popper's Penguins*  
Jansson, Tove. *Finn Family Moomintroll*  
Haley, Gail E. *A Story, A Story*  
Bang, Molly. *The Paper Crane*  
Young, Ed. *Lon Po Po: A Red-Riding Hood Story from China*  
Garza, Carmen Lomas. *Family Pictures*  
Mora, Pat. *Tomás and the Library Lady*  
Henkes, Kevin. *Kitten's First Full Moon*

### Read Aloud Poetry

Anonymous. *The Fox's Foray*  
Langstaff, John. *Over in the Meadow.*  
Lear, Edward. *The Owl and the Pussycat*  
Hughes, Langston. *April Rain Song*  
Moss, Lloyd. *Zin! Zin! Zin! a Violin*

### Read Aloud Informational Texts

Provinsen, Alice and Martin. *The Year at Maple Hill Farm*  
Gibbons, Gail. *Fire! Fire!*  
Dorros, Arthur. *Follow the Water from Brook to Ocean*  
Rauzon, Mark, and Cynthia Overbeck Bix. *Water, Water Everywhere*  
Llewellyn, Claire. *Earthworms*  
Jenkins, Steve, and Robin Page. *What Do You Do with a Tail Like This?*  
Pfeffer, Wendy. *From Seed to Pumpkin*  
Thomson, Sarah L. *Amazing Whales!*  
Hodgkins, Fran, and True Kelley. *How People Learned to Fly*

# Exemplar Complex Texts for Read Alouds

## Grade 2-3 Exemplar Text List

### Read Aloud Stories

Kipling, Rudyard. *How the Camel Got His Hump*.

Thurber, James. *The Thirteen Clocks*

White, E. B. *Charlotte's Web*

Selden, George. *The Cricket in Times Square*

Babbitt, Natalie. *The Search for Delicious*

Curtis, Christopher Paul. *Bud, Not Buddy*

Say, Allen. *The Sign Painter*

### Read Aloud Poetry

Lear, Edward. *The Jumblies*

Browning, Robert. *The Pied Piper of Hamelin*

Johnson, Georgia Douglas. *Your World*

Eliot, T. S. *The Song of the Jellicles*

Fleischman, Paul. *Fireflies*

### Read Aloud Informational Texts

Freedman, Russell. *Lincoln: A Photobiography*

Coles, Robert. *The Story of Ruby Bridges*

Wick, Walter. *A Drop of Water: A Book of Science and Wonder*

Smith, David J. *If the World Were a Village: A Book about the World's People*

Aliki. *Ah, Music!*

Mark, Jan. *The Museum Book: A Guide to Strange and Wonderful Collections*

D'Aluisio, Faith. *What the World Eats*

Arnosky, Jim. *Wild Tracks! A Guide to Nature's Footprints*

Deedy, Carmen Agra. *14 Cows for America*

# Resources for Locating High-Quality Texts

## Social Media Sites

[www.readworks.org](http://www.readworks.org) - ReadWorks provides research-based units, lessons, and authentic, leveled non-fiction and literary passages directly to educators online, for free, to be shared broadly.

[www.goodreads.com](http://www.goodreads.com) - The website allows individuals to freely search Goodreads' extensive user-populated database of books, annotations, and reviews.

## Children's Literature Review Journals

[www.schoollibraryjournal.com/article/CA6703692.html](http://www.schoollibraryjournal.com/article/CA6703692.html) - A collection of book reviews, blogs and articles

[www.hbook.com/category/choosing-books/reviews/#](http://www.hbook.com/category/choosing-books/reviews/#) - Publications about books for children and young adults

## Newspaper (Children's Book Reviews)

[www.nytimes.com/column/childrens-books](http://www.nytimes.com/column/childrens-books) - Review of and essays about children's books

<https://www.washingtonpost.com/entertainment/books/children-young-adult/> - Book reviews and recommendations

## Children's Literature Databases

[www.cld.com/#/welcome](http://www.cld.com/#/welcome) - A source for searching the best in children and young adult literature

[www.ala.org/alsc/awardsgrants/notalists](http://www.ala.org/alsc/awardsgrants/notalists) - Association for Library Services to Children, a list of notable children's literature

[www.cbcbooks.org](http://www.cbcbooks.org) - The Children's Book Council (CBC) is the nonprofit trade association of children's book publishers in North America, dedicated to supporting the industry and promoting children's books and reading

[www.nsta.org/publications/ostb](http://www.nsta.org/publications/ostb) - National Science Teacher Association outstanding science trade books

<http://tntel.tnsos.org/> - TN Electronic Library

[www.newsela.org](http://www.newsela.org) - NewsELA has tons of articles one can search by interest or difficulty

<http://www.frontrowed.com> - Front Row has free and great articles- each article has five different reading levels

<http://dp.la/> - The Digital Public Library of America (DPLA) provides millions of easily filtered resources for students and teachers to use in a variety of subjects. DPLA brings together primary sources, pictures, sound files, maps, timelines, books, periodicals, apps, and more.

# 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 organize 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

# Culminating Task Ideas

Additional examples of culminating tasks are listed below.

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

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

# Additional Resources

Many websites include helpful information to consult in connection with unit and lesson design. Teachers who consult these sites should consider their alignment to the Tennessee Academic Standards.

## 1. The Read Aloud Project

Includes a bank of already-created repeated interactive read aloud lesson plans for grades K-2 (can be modified for higher grades).

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

## 2. The Basal Alignment Project

Offers replacement lessons for basal readers developed prior to the adoption of college and career readiness standards. Lessons emphasize text-dependent questions, improved integrated writing tasks, and academic vocabulary.

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

## 3. CPalms

Additional Close Reading Lesson

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

## 4. Read Write Think

International Literacy Association's Instructional

Website <http://www.readwritethink.org>

## 5. Reading Rockets

Louisa Moats Compiles Resources for Educators, Parents, and

Students <http://www.readingrockets.org>

## 6. INVEST Video Library

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

*Note: This is a free resource, but you must create a log-in and password to*

*access it.* <http://www.lipscomb.edu/ayers/invest>

## 7. eduToolbox

Additional Repeated Close Reading Lesson Plans (\*Migrated from

TNCore) <http://www.edutoolbox.org>

Username: tneducation

Password:

fastestimproving

# Resources for Completed Text Sets

Many text sets already exist and can be adapted to fit your students, your curriculum, and your pacing guide. Teachers using these text sets should consider how to organize the texts around concept(s) and enduring understandings that are aligned to the Tennessee Academic Standards.

- **Achieve the Core, Text Set Project** - <http://achievethecore.org/page/1112/text-set-project-building-knowledge-and-vocabulary>
- **Louisiana Department of Education, K-12 Planning Resources** - <http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>
- **Achieve the Core, Read Aloud Project** (*This site is helpful in finding strong anchor texts. Many literary texts have a paired informational text.*)  
<http://achievethecore.org/page/948/search-for-lessons-to-use-with-read-aloud-stories-early-elementary>
- **NewsELA Text Sets** - (*You can pull from here, but you will need to add to the sets to vary the text formats and will have to do pre-work to create the Read Aloud Lessons*)  
<https://newsela.com/text-sets/#/featured>
- **Council of Chief State School Officers (CCSSO) Text Sets** - [http://www.ccsso.org/Navigating\\_Text\\_Complexity/Showroom\\_Models.html](http://www.ccsso.org/Navigating_Text_Complexity/Showroom_Models.html)

# Interactive Read Aloud Planning Sheet

What area of the interactive read aloud experience are you interested in exploring?

- Integrate the Tennessee Academic Standards
- Select high quality, content-rich, complex text
- Collect texts in a set focused around a concept
- Create text dependent questions
- Craft questions with attention to the conceptual knowledge and enduring understandings of the unit
- Implement impactful vocabulary instruction
- Use think alouds to support meaning-making
- Engage students in synthesizing information from multiple texts
- Create rigorous, authentic daily and end of unit tasks that are aligned to the Tennessee Academic Standards

What is your goal? \_\_\_\_\_  
\_\_\_\_\_

How might you know that you achieved that goal? \_\_\_\_\_  
\_\_\_\_\_

What might be some steps for learning more about your interactive read aloud area of interest? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are your next steps to move to application with this area? \_\_\_\_\_  
\_\_\_\_\_

How might this area of study impact student learning? \_\_\_\_\_  
\_\_\_\_\_

**Text Complexity: Qualitative Measures Rubric:**

**LITERATURE**

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	<b>Exceedingly Complex</b>	<b>Very Complex</b>	<b>Moderately Complex</b>	<b>Slightly Complex</b>
<b>TEXT STRUCTURE</b>	<p>0 <b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and details</p> <p>0 <b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</p>	<p>0 <b>Organization:</b> May include subplots, time shifts and more complex characters</p> <p>0 <b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</p>	<p>0 <b>Organization:</b> May have two or more storylines, and occasionally be difficult to predict</p> <p>0 <b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</p>	<p>0 <b>Organization:</b> Is clear, chronological or easy to predict</p> <p>0 <b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary for understanding the meaning of the text</p>
<b>LANGUAGE FEATURES</b>	<p>0 <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</p> <p>0 <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</p> <p>0 <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</p>	<p>0 <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</p> <p>0 <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p>0 <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</p>	<p>0 <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</p> <p>0 <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</p> <p>0 <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</p>	<p>0 <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</p> <p>0 <b>Vocabulary:</b> Contemporary, familiar, conversational language</p> <p>0 <b>Sentence Structure:</b> Mainly simple sentences</p>
<b>MEANING</b>	<p>0 <b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; themes implicit or subtle, often ambiguous, and revealed over the entirety of the text</p>	<p>0 <b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; themes implicit or subtle and may be revealed over the entirety of the text</p>	<p>0 <b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; themes clear but may be conveyed with some subtlety</p>	<p>0 <b>Meaning:</b> One level of meaning; themes obvious, and revealed early in the text.</p>
<b>KNOWLEDGE DEMANDS</b>	<p>0 <b>Life Experiences:</b> Explores complex, sophisticated or abstract themes experiences portrayed are distinctly different from the common reader</p> <p>0 <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</p>	<p>0 <b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</p> <p>0 <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</p>	<p>0 <b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</p> <p>0 <b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</p>	<p>0 <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</p> <p>0 <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</p>

Adopted from Appendix k Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<p>0 <b>Organization</b> : Connections between on extensive range of Ideas, processes or events or are deep , Intricate and often ambiguous; organization is intricate or discipline-specific</p> <p>0 <b>Text Features</b>: If used, are essential in understanding content</p> <p>0 <b>Use of Graphics</b> : If used, Intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text</p>	<p>0 <b>Organization</b> : Connections between an expanded range Ideas, processes or events are often Implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</p> <p>0 <b>Text Features</b>: If used, directly enhance the reader's <b>understanding</b> of content</p> <p>0 <b>Use of Graphics</b>: If used, graphics, tables, charts, are support or are integral to understanding the text</p>	<p>0 <b>Organization</b>: Connections between some Ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</p> <p>0 <b>Text Features</b>, If used , enhance the reader's understanding of content</p> <p>0 <b>Use of Graphics</b> : If used, graphic, pictures, tables , and charts, etc. are mostly supplementary to understanding the text</p>	<p>0 <b>Organization</b>: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</p> <p>0 <b>Text Features</b>: If used, help the reader navigate and understand content but are not essential to understanding content.</p> <p>0 <b>Use of Graphics</b> : If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</p>
<b>LANGUAGE FEATURES</b>	<p>0 <b>Conventionality</b> : Dense and complex ; contains considerable abstract, ironic, and/ or figurative language</p> <p>0 <b>Vocabulary</b>: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</p> <p>0 <b>Sentence Structure</b>: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain <u>multiple concepts</u></p>	<p>0 <b>Conventionality</b> : Fairly complex; contains some abstract , ironic, and/ or figurative language</p> <p>0 <b>Vocabulary</b>: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p>0 <b>Sentence Structure</b>: Mainly complex sentences with several subordinate phrases or clauses and transition words</p>	<p>0 <b>Conventionality</b>: Largely explicit and easy to understand with some occasions for more complex meaning</p> <p>0 <b>Vocabulary</b> : Mostly contemporary, familiar, conversational; rarely overly academic</p> <p>0 <b>Sentence Structure</b>: Primarily simple and compound sentences, with some complex constructions</p>	<p>0 <b>Conventionality</b> : Explicit, literal, straightforward, easy to understand</p> <p>0 <b>Vocabulary</b> : Contemporary, familiar, conversational language</p> <p>0 <b>Sentence Structure</b>: Mainly simple sentences</p>
<b>PURPOSE</b>	<p>0 <b>Purpose</b>: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</p>	<p>0 <b>Purpose</b>: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</p>	<p>0 <b>Purpose</b>: Implied but easy to identify based upon context or source</p>	<p>0 <b>Purpose</b>: Explicitly stated, clear, concrete, narrowly focused</p>
<b>KNOWLEDGE DEMANDS</b>	<p>0 <b>Subject Matter Knowledge</b>: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</p> <p>0 <b>Intertextuality</b>: Many references or allusions to other texts or outside Ideas, theories, etc.</p>	<p>0 <b>Subject Matter Knowledge</b>: Relies on moderate levels of discipline-specific or theoretical knowledge; Includes a mix of recognizable ideas and challenging abstract concepts</p> <p>0 <b>Intertextuality</b> : Some references or allusions to other texts or outside Ideas, theories, etc.</p>	<p>0 <b>Subject Matter Knowledge</b>: Relies on common practical knowledge and some discipline-specific content knowledge; Includes a mix of simple and more complicated, abstract Ideas</p> <p>0 <b>Intertextuality</b> : Few references or allusions to other texts or outside Ideas, theories, etc</p>	<p>0 <b>Subject Matter Knowledge</b>: Relies on everyday, practical knowledge; Includes simple, concrete ideas</p> <p>0 <b>Intertextuality</b> : No references or allusions to other texts, or outside Ideas, theories, etc.</p>

# Blank Text Set

<b>Text Set Title:</b>	
<b>Text Set Grade Placement:</b>	
<b>Concept(s)</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<b>Text and Resources</b> (Indicate in what order the supporting works are to be introduced and taught.)	
<b>Anchor Text or Central Texts</b>	
<b>Supporting Works</b>	<b>Book(s)</b> 1. 2. <b>Article(s)</b> 3. 4. <b>Poem(s)</b> 1. 2. <b>Infographic(s)</b> 3. 4. <b>Other Media</b> 5. 6.
<b>Standards</b>	
<b>Knowledge</b>	<b>Skills</b>
<b>End-of-Unit Task</b>	

# Creating Questions for Deep Reading

1. Consider central themes, main ideas, and key supporting details from the text to build into learning activities, including the culminating task.
2. As you consider the important learning to be obtained, create and sequence questions to build understanding at the literal, inferential, and analytical levels.
  - ▪ Literal: Understanding what the text says at a surface level from the key ideas and details
  - Inferential: Understanding what the means and how it works from the perspective of craft and structure of the text
  - Analytical: Synthesizing and analyzing the text for deeper meaning with a particular focus on the integration of knowledge and ideas
3. Locate the most powerful conversational, general academic, and domain specific words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other conversational, general academic, and domain specific words that students that would enhance learning. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the central themes, main ideas, and key supporting details identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

-Downloaded and adapted from <http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions>

# Steps in Question Planning

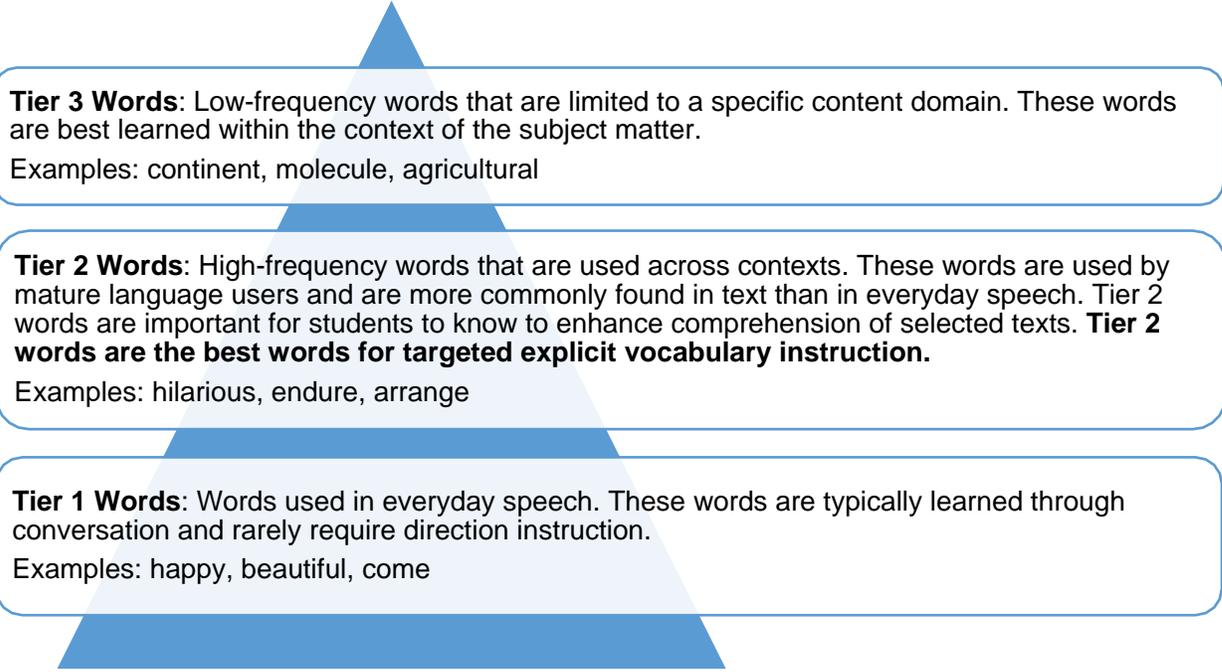
Step 1: Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.		
Category of Comprehension	Description	Question Options
<b>Locate and Recall</b>	Identify the main ideas and supporting details; find elements of a story; focus on small amounts of text	<ul style="list-style-type: none"> <li>• What is the main idea of this section?</li> <li>• What details did the author give about _____?</li> <li>• Who were the main characters in _____?</li> </ul>
<b>Integrate and Interpret</b>	Compare and contrast information or actions by characters; examine connections across parts of text; consider alternatives to what is presented in the text; use mental images	<ul style="list-style-type: none"> <li>• How did (character) feel when _____? Why did he feel that way?</li> <li>• What connections can we make to events/facts across the text?</li> <li>• What similarities and differences do we see with _____?</li> </ul>
<b>Critique and Evaluate</b>	Assess text from numerous perspectives, synthesizing what is read with other texts and other experiences; determine what is most significant in a passage; judge whether and the extent to which certain features in the text accomplish the purpose of the text; judge either the likelihood that an event could actually occur or the adequacy of an explanation in the text	<ul style="list-style-type: none"> <li>• What do you think is the most important message in this text?</li> <li>• How well did the author describe the new ideas in what you just read?</li> <li>• If the author asked you what she could have done differently or better to help other students understand, what would you tell her?</li> <li>• How might (character) behave in the future based on her experience in this story?</li> </ul>
Step 2: Develop discussion questions that require students to think deeply about text.		
<b>Discussion Questions</b>	Teachers should develop higher-order questions that encourage students to think deeply about what the text means rather than simply recalling details.	<ul style="list-style-type: none"> <li>• Why did _____?</li> <li>• What do you think _____?</li> <li>• If you were the author _____?</li> <li>• What does _____ remind you of and why?</li> </ul>
Step 3: Ask follow-up questions to encourage and facilitate discussion.		
<b>Follow-up Questions</b>	Teachers should ask students to refer to the text to justify their answers. Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow up questions should both provide students with a model for thinking about the text and its meaning more actively, and help them learn to construct and support opinions with textual evidence.	<ul style="list-style-type: none"> <li>• What makes you say that?</li> <li>• What happened in the book that makes you think that?</li> <li>• Can you explain what you meant when you said _____?</li> <li>• Do you agree with what _____ said? Why or why not?</li> <li>• How does what you said connect with what _____ already said?</li> <li>• Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement.</li> <li>• What does the author say about that?</li> </ul>

- Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).

# Promoting Knowledge of Vocabulary through Interactive Read Alouds

Reading aloud to children provides a powerful context for word learning (Biemiller & Boote, 2006; Bravo, Hiebert, & Pearson, 2007). Books chosen for read alouds are typically engaging, thus increasing both children's motivation and attention (Fisher, Flood, Lapp, & Frey, 2004) and the likelihood that novel words will be learned (Bloom, 2000). As teachers read, they draw students' attention to Tier 2 words—the "high frequency words of mature language users" (Beck, McKeown, & Kucan, 2002, p. 8). These words, which "can have a powerful effect on verbal functioning" (Beck et al., 2002, p. 8), are less common in everyday conversation, but appear with high frequency in written language, making them ideal for instruction during read alouds.

- *Vocabulary Development During Read Alouds: Primary Practices*. Kindle, 2009



**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, agricultural

**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 direction instruction.

Examples: happy, beautiful, come

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

## Examples of Tier 2 Words from Trade Books

Text	Vocabulary
<i>Bear Snores On</i> by Karma Wilson	lair, divvy, fret
<i>Where the Wild Things Are</i> by Maurice Sendak	mischief, gnashed, rumpus
<i>The Kissing Hand</i> by Audrey Penn	nuzzled, palm, scamper

# Teaching Vocabulary through Interactive Read Alouds

**Step 1:** Read the text closely and list all of the words that seem likely to be unfamiliar to students. Focus on the Tier 2 words.

**Step 2:** Note which words are most significant to comprehending the plot or meaning of the text.

**Step 3:** Note which words have meanings that are easily conveyed by the story's context, such as through illustrations or dialogue.

**Step 4:** Note which words have meanings that students can identify with, that are likely to appear in other texts, or that students are likely to hear in other settings, such as during a conversation with a parent or while watching a movie.

**Step 5:** Choose 2-4 vocabulary words from your list that are significant to comprehending the plot or meaning of the text, with meanings that aren't easily conveyed through context, and that students can identify with and will encounter in other settings. These are the words you should teach through **explicit instruction**.

**Step 6:** Create "kid-friendly" definitions for the words you'll teach explicitly, determine gestures that emphasize the words' meaning, and find visuals that supports students' understanding of the words' meaning.

**Step 7:** Revisit the rest of the words you identified. Determine which words' meanings can be conveyed quickly or through context and would be best taught through **implicit instruction**. Decide how you will convey the meanings of these words to your students, either by pointing to an illustration or stating a common synonym. Also, determine which words require explicit definitions and would be best taught through **embedded instruction**.





# 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.

Word:	Visual:
Student-friendly definition:	
Sentence (using familiar context):	
How the word is used in the book:	

Gesture:

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# Think Aloud Planning

Effective Strategy	Description	Think Aloud Stems
<b>Activating Prior Knowledge</b>	Students think about what they already know and use knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	As I think about this topic, I know that...  From what I have already read, the meaning that I am constructing is...  The author's clues (or ideas) cause me to predict that...
<b>Questioning</b>	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.	I wonder why...  I am curious about...  I am interested in learning how...
<b>Visualizing</b>	Students develop a mental image of what is described in the text.	As I read the author's words, I see...  As I am reading, the pictures that are forming in my mind are...
<b>Monitoring, Clarifying, and Fix Up</b>	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	One part that left me confused was...  One area that I will go back and reread is...  One strategy that I will use to help me understand is...
<b>Drawing Inferences</b>	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	Based on what I know and the text clues, I infer...  The text evidence and my own knowledge leads me to think that...
<b>Summarizing/ Retelling</b>	Students briefly describe, orally or in writing, the main points of what they read.	My understanding of the text in my own words is...  The passage says that... The main points from my reading are...

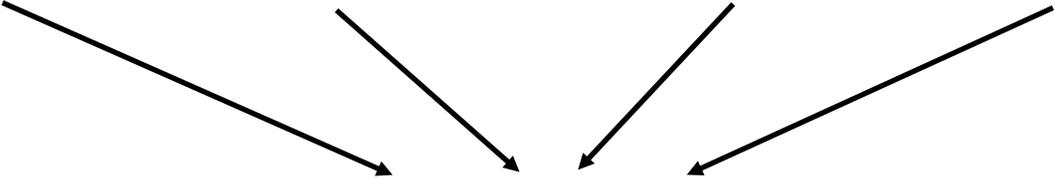
*-Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, K. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).*

# Text Synthesis

Topic \_\_\_\_\_

<b>What I know about the topic...</b>
---------------------------------------

<b>What the resources say about the topic</b>			
<b>Resource #1 Information</b>	<b>Resource #2 Information</b>	<b>Resource #3 Information</b>	<b>Resource #4 Information</b>



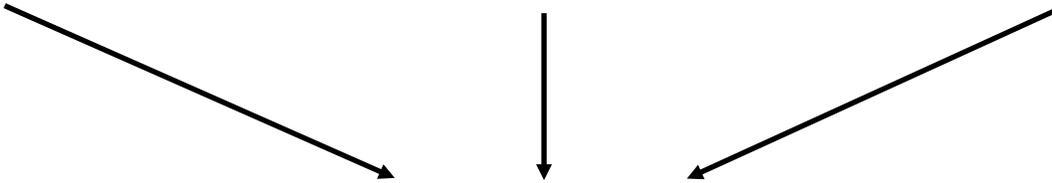
<b>My new thinking based on what I know and the information I have learned from the resources...</b>
--

# Text Synthesis

Topic \_\_\_\_\_

**What I know about the topic...**

<b>What the resources say about the topic...</b>		
Resource #1 Information	Resource #2 Information	Resource #3 Information



**My new thinking based on what I know and the information I have learned from the resources...**

**Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA**

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> </ul>			
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>

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# **TEAM Connections: Interactive Read Aloud**

<b>Interactive read aloud lessons should</b>	<b>Interactive read aloud lessons should NOT</b>	<b>TEAM Connections</b>
Use texts that are purposefully selected, based on their complexity, quality, and connections to instructional goals and student interests	Use just any book grabbed off the shelf	<b>Activities and Materials:</b> Activities and materials include texts and tasks that are appropriately complex.
Make complex ideas and information accessible to students through teacher modeling, think alouds, and interactive dialogue	Rely strictly on the teacher reading aloud with students as listeners without opportunities to engage in a text discussion	<b>Presenting Instructional Content:</b> Presentation of content includes effective modeling of thinking process by the teacher <b>Activities and Materials:</b> provide opportunities for student to student interaction
Utilize purposeful repeated readings that build in rigor and depth	Expect to read the selected text only one time	<b>Instructional Plans:</b> include activities, materials, and assessments that are sequenced from basic to complex
Engage students in answering text-dependent questions that promote students' use of text evidence to support claims and critical thinking	Be limited to a few questions at the end of the story or focus solely on questions that can be answered without textual evidence (e.g., personal connections)	<b>Questioning:</b> Questions are consistently sequenced with attention to the instructional goals and when text is involved, majority of questions are text based
Connect to conceptual knowledge building across other texts in the unit.	Focus on only lower level details or the mechanics of reading	<b>Instructional Plans:</b> Instructional plans include measurable and explicit goals aligned to state content standards. <b>Teacher Content Knowledge:</b> The teacher regularly highlights key concepts and ideas and uses them as the bases to connect to other powerful ideas <b>Thinking:</b> The teacher provides opportunities where students monitor their thinking to ensure that they understand what they are learning (or reading), are attending to critical information, and are aware of the learning (or reading) strategies that they are using and why.

Interactive read aloud lessons should	Interactive read aloud lessons should NOT	TEAM Connections
Connect to content area standards when possible, such as science and social studies	Focus on only the mechanics of reading	<b>Standards and Objectives:</b> Learning objectives are consistently integrated with other disciplines
Support students in developing vocabulary and world knowledge	Focus on skills or strategies in isolation	<b>Expectations:</b> Teacher sets high and demanding academic expectations for every student
Provide students with the background knowledge needed to access other complex texts by connecting read aloud texts to other texts in a set	Be disconnected from other texts students will read	<b>Expectations:</b> Teacher creates learning opportunities where all students can experience success
Be aligned to rigorous and authentic tasks	Lack application or demonstration of knowledge	<b>Student Work:</b> Assignments require students to <ul style="list-style-type: none"> <li>• organize, interpret, synthesize, and evaluate information, rather than reproduce it.</li> <li>• draw conclusions, make generalizations, and support arguments through writing.</li> <li>• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul>

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