



Department of  
**Education**

# **Teaching Literacy in Tennessee**

## **K-3 Interactive Read Aloud**

**#TeachLitTN**

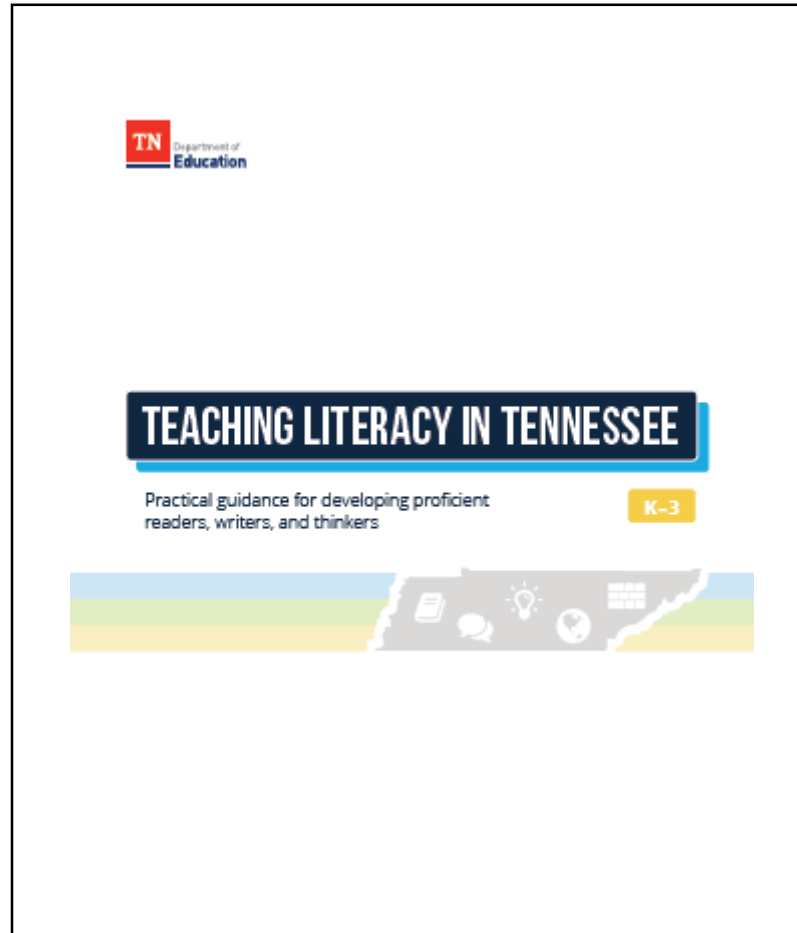
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**Executive Director of  
Reading, Becky Cox**

# Teaching Literacy in Tennessee

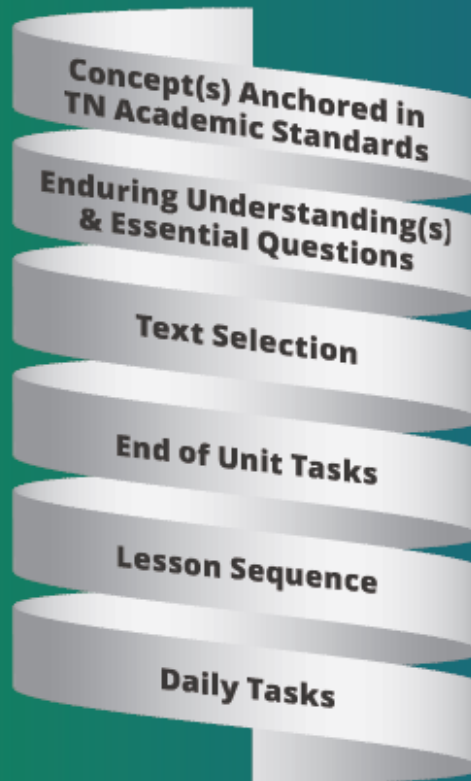


# Interactive Read Aloud within the Unit Design

## FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

### INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



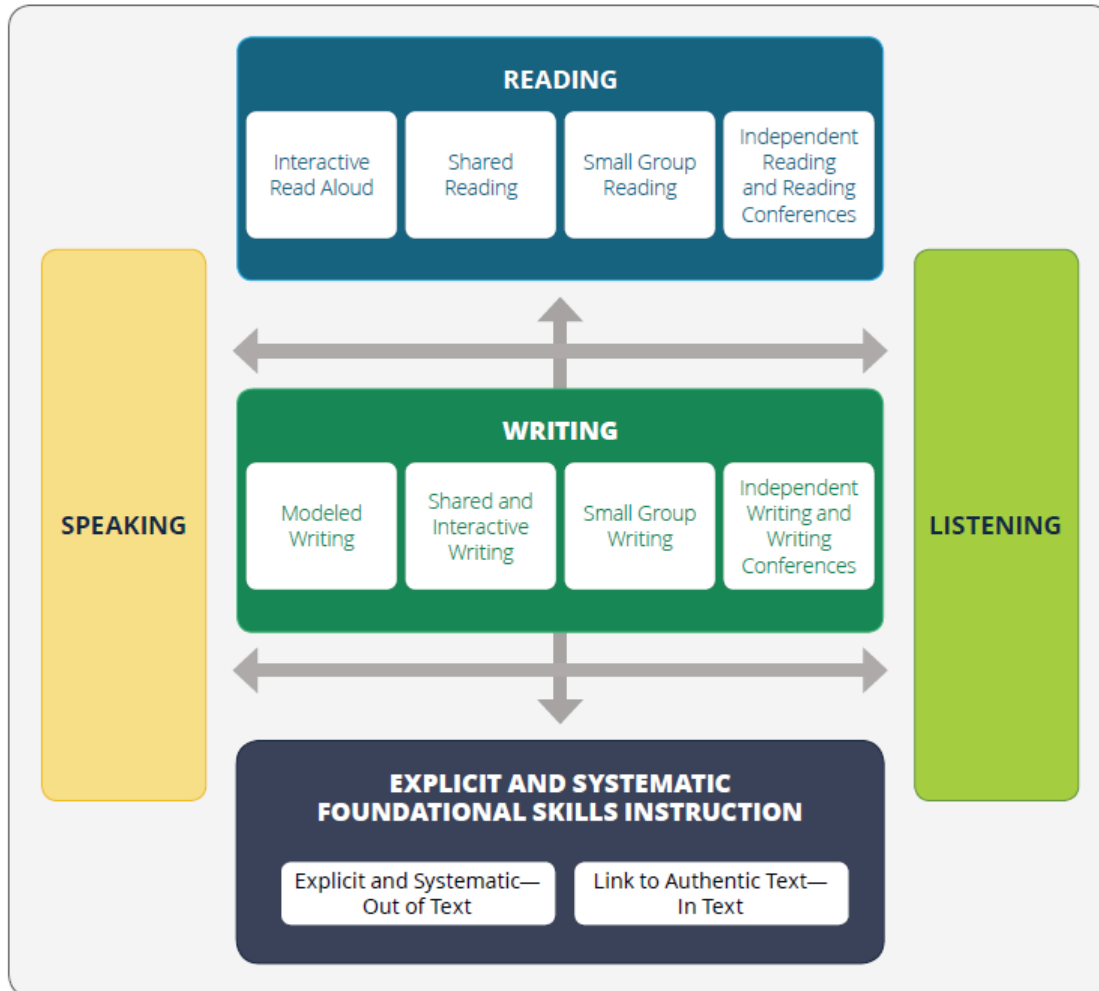
### STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

# An Interconnected ELA Block

ELEMENTS OF THE LITERACY BLOCK



**As you look at the visual to the left, what are some things you notice?**

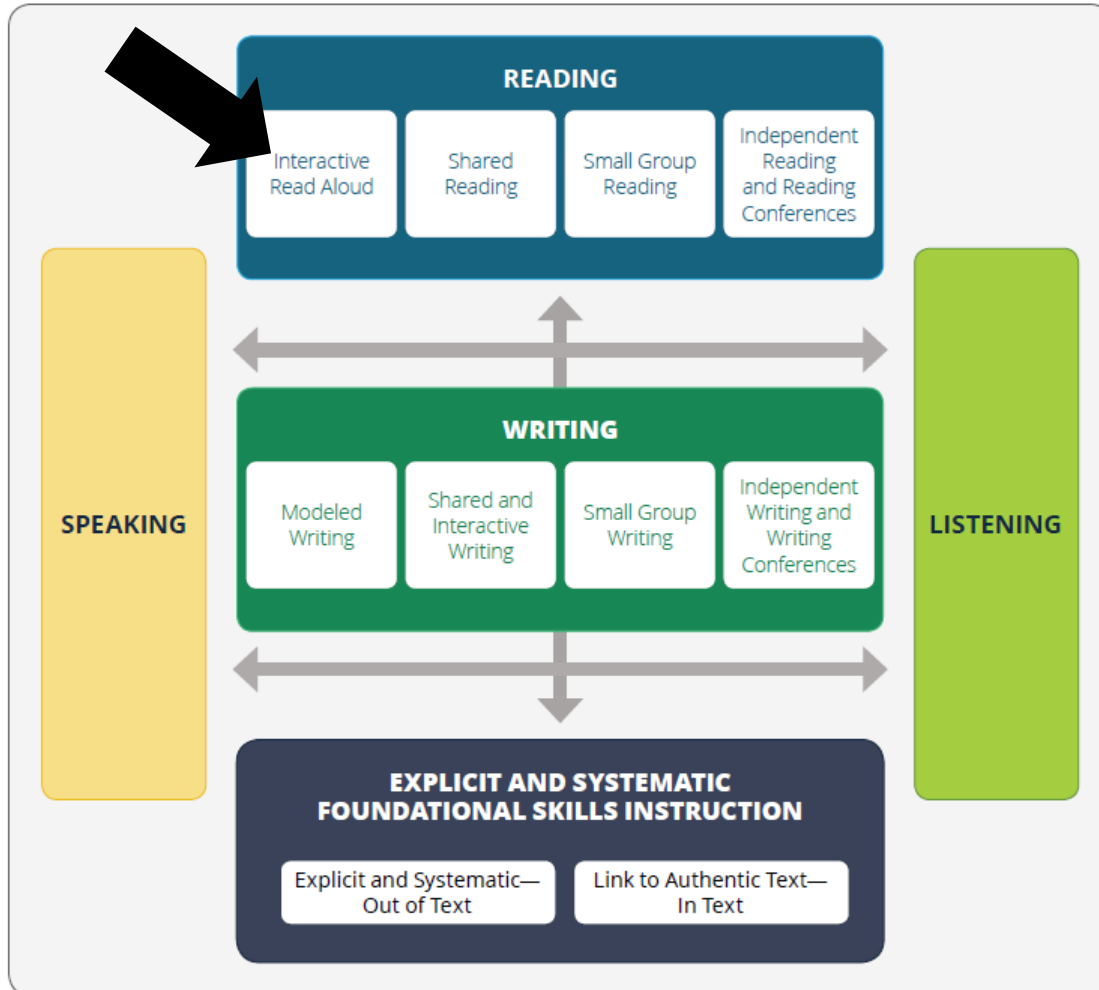
- The ELA block allows students to listen to, read about, speak about, and write about text.
- There are connections to explicit and systematic foundational skills instruction.
- There are a variety of instructional strategies that teachers incorporate depending on student need and purpose.



# **Interactive Read Aloud**

# Instructional Strategies for Reading

## ELEMENTS OF THE LITERACY BLOCK



**IRA Definition:** Interactive read aloud is an instructional strategy in which students actively listen and respond to above grade level complex text.

# Theory of Action

**If we provide daily opportunities for ALL students to build skills-based and knowledge-based competencies by...**

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer;
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

**Then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.**



# How does interactive read aloud support student proficiency?



Frequent IRA experiences contribute to the high volume of text that students need to access and build knowledge about the world



Complex, above grade level text used during IRA promotes cognitive stretch



Intentionally planned questions and instructional sequences promote deep thinking



Speaking and writing in response to texts read allows students to share knowledge, interpretations, and arguments

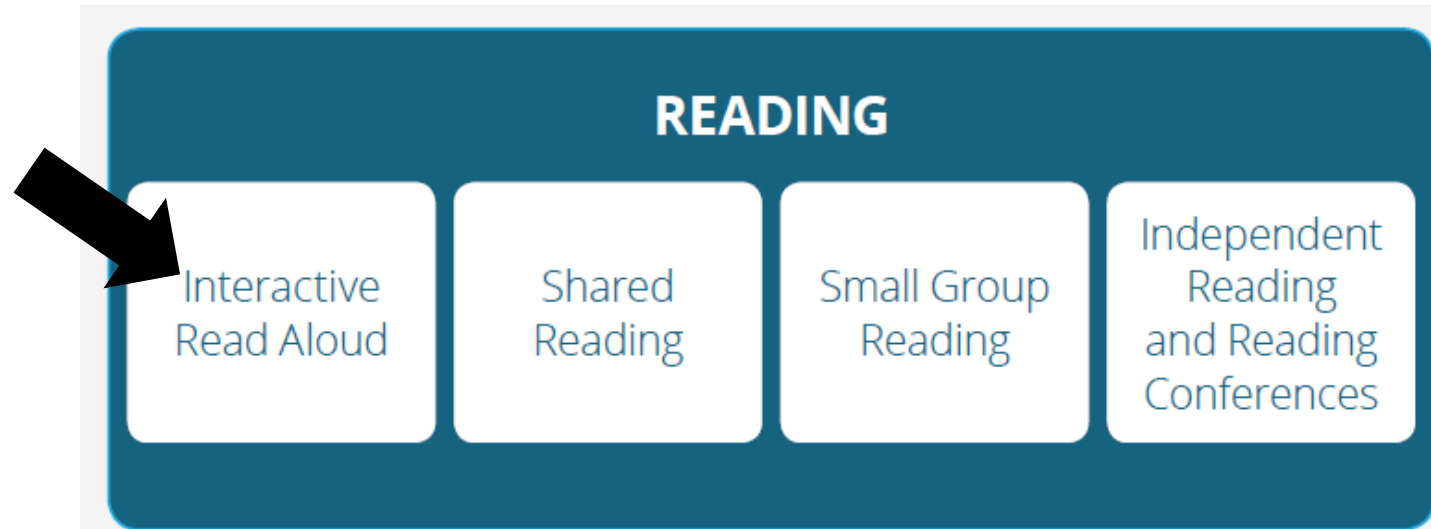


Short or extended tasks following reading develop the skill and craft of writers and build connections between reading and writing



IRA experiences model fluent and phrased reading as well as develop receptive and expressive vocabulary.

# Instructional Strategies for Reading



## Purposes of Interactive Read Aloud

- Provide access to complex text that is above grade level
- Provide opportunities for teacher modeling
- Provide opportunities for oral language development
- Develop knowledge and vocabulary
- Develop understanding of complex syntax and text structure
- Promote critical thinking and analysis of text
- Support comprehension strategies

# The Impact of Interactive Read Alouds



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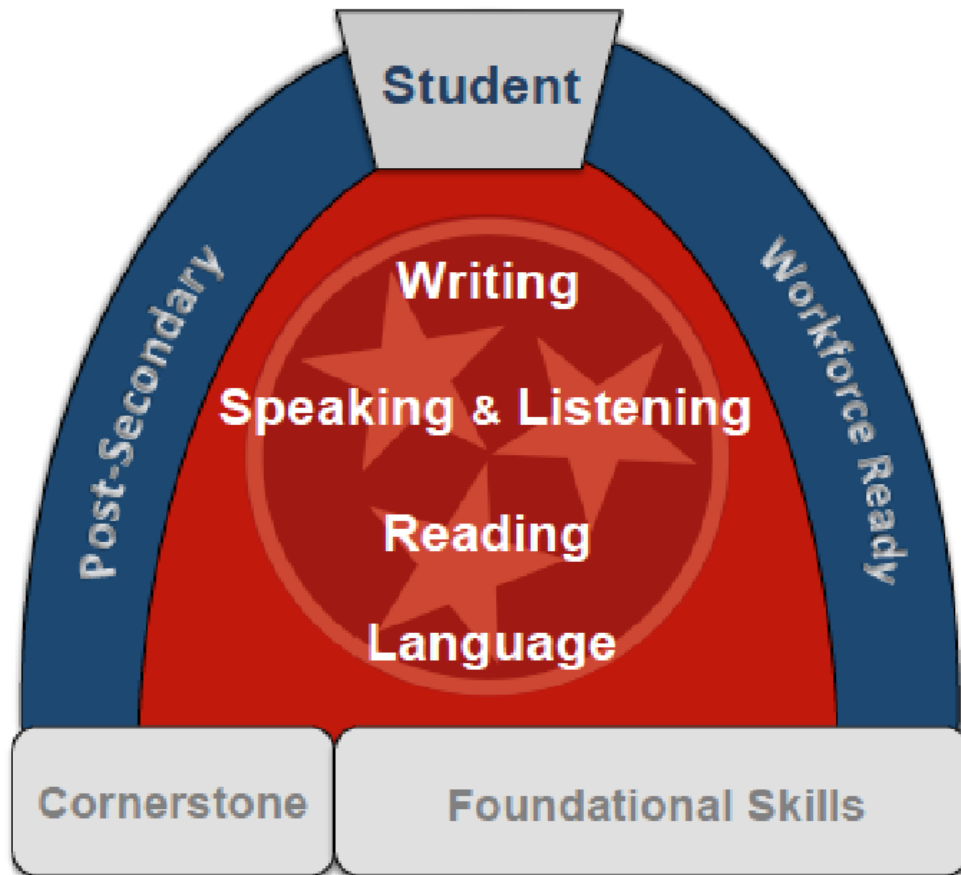
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**Director of Reading  
Coaching,  
Ann Marie Schulz**

# Critical Attributes

- Integration of standards
- Selection of high quality, content-rich, complex text
- Collection of text set
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
- Creation of authentic tasks

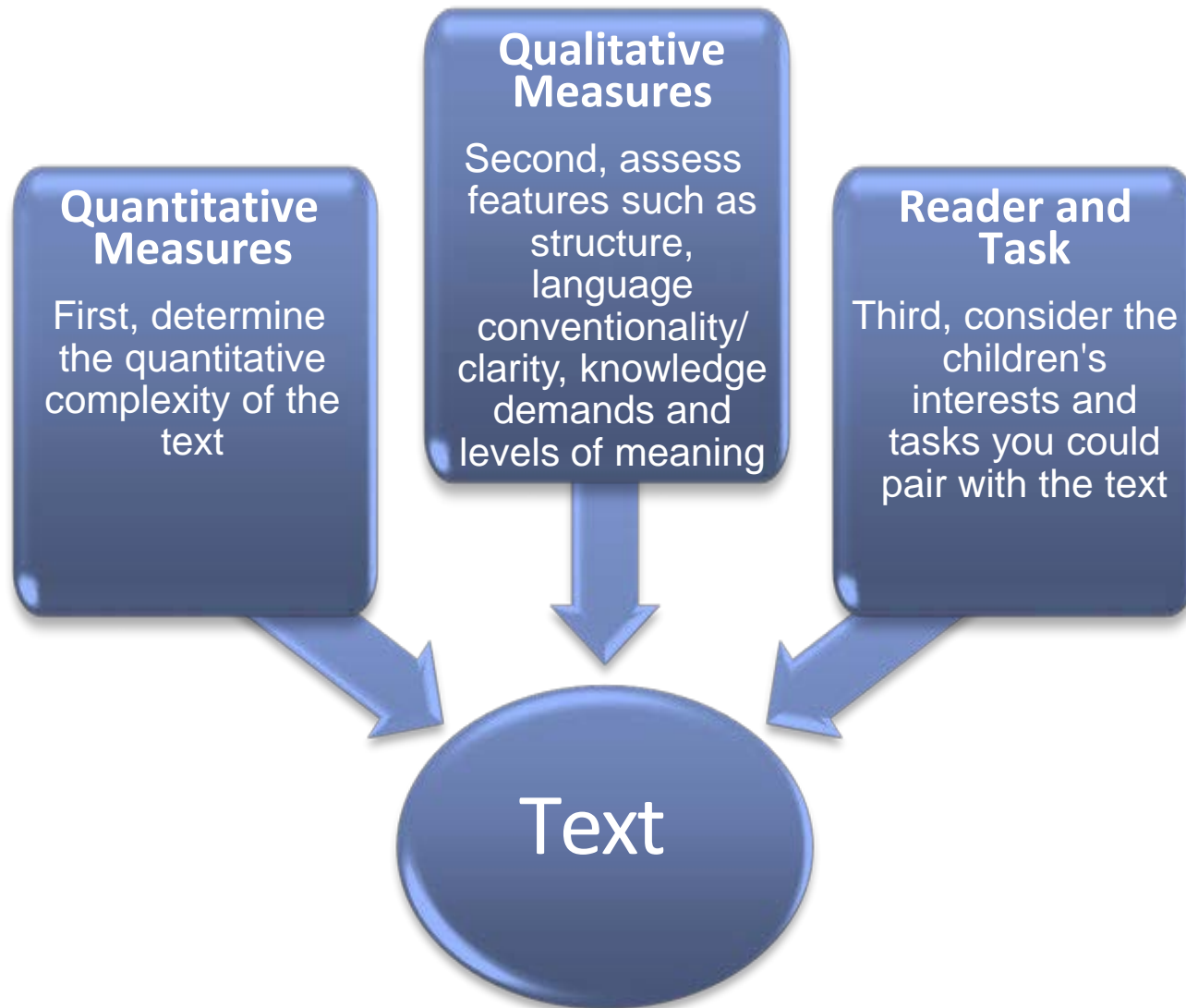
# Integration of Standards



TENNESSEE STATE BOARD OF EDUCATION

What standards will be integrated together with the interactive read aloud so that students think about, speak about, and write about the text they have heard?

# Text Selection



# Text Set

- Build knowledge around a concept within the unit
- Provide meaningful connections to the anchor text
- Are made of authentic, rich texts worthy of study
- Include a range of text types (literary and informational) and genres
- Include texts that represent various forms of complexity
- Include visual media, such as videos, maps, timelines, and other graphics or text features



# Text Dependent Questions

- Teachers should design question sequences that help students make meaning of the text.
- Teachers should purposefully plan questions in advance with attention to the enduring understanding(s) and essential questions.
- Teachers should organize questions of varying levels to support students in gaining a deep understanding of the text.
- As teachers consider the daily tasks, questions should support students in recall, application, analysis, creation, and evaluation of the content.

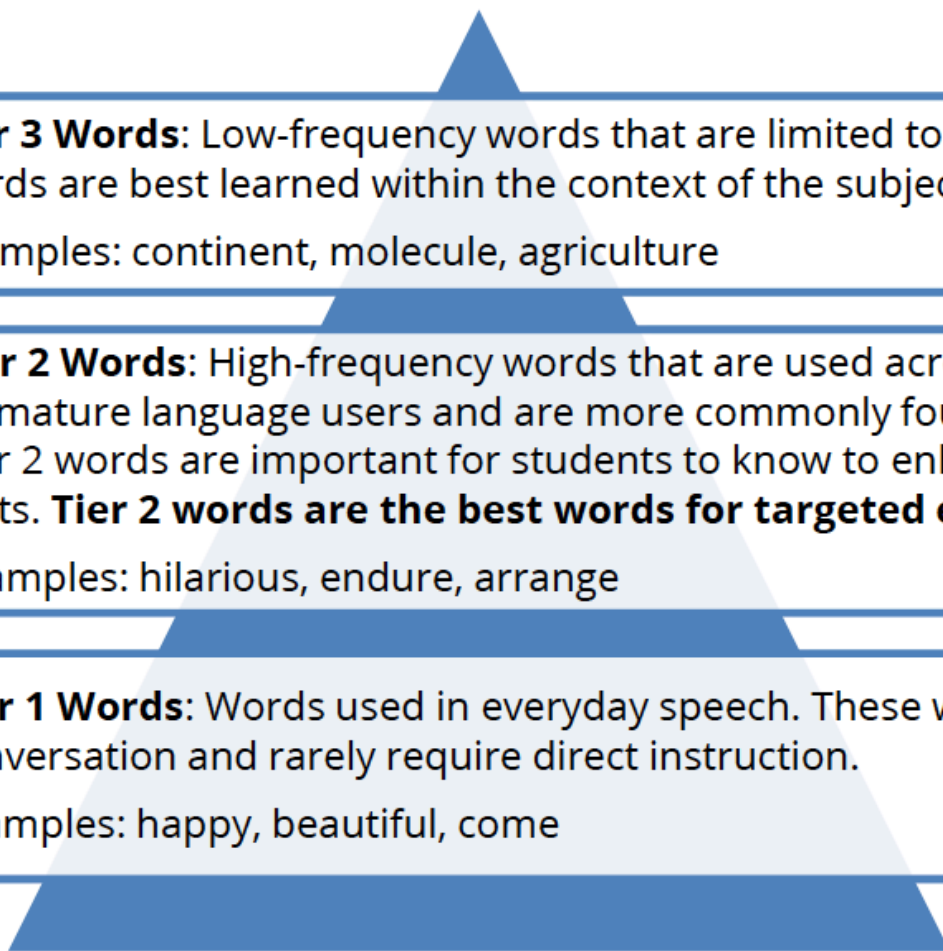
# Academic Talk

- Use structures for academic talk and collaboration (e.g., turn and talk, accountable talk, cooperative learning, etc.) that generate engagement for all students
- Ask students to share partner conversations with the full group
- Make explicit connections between students' ideas and the text discussion and/or clarify misconceptions by returning to text ideas
- Use graphic organizers designed to capture student thinking during collaborative conversations
- Incorporate students' tasks and writing as prompts for discussion during repeated readings or with related texts in the text set

# Academic Talk in Action



# Impactful Vocabulary Instruction



**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.

# Impactful Vocabulary Instruction

***Implicit Vocabulary Instruction*** – Teachers support students by 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*** – Teachers provide a quick, child-friendly definition. The flow of the story is not interrupted. Words targeted for embedded instruction would be those that help with comprehension but are not essential to the story.

***Explicit Instruction*** – Teachers identify and work with target words that are critical for comprehension or are powerful academic vocabulary.

# Application of Think Alouds

- Modeling makes invisible cognitive processes more tangible for students.
- Teachers verbalize their own thinking process about a text to support students in knowing what proficient readers and writers do.
- As teachers plan for how they will model their thinking, they should consider the processes they use to make sense of what they read.

# Teacher Think Alouds and Vocabulary in Action



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Elizabeth Norton**

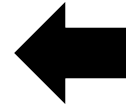


# Synthesis of Multiple Texts

## Synthesizing

Topic \_\_\_\_\_

What I know about the concept...



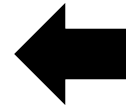
Before Reading: What do I know about the concept?

What the resources say about the concept...

Resource #1 Information

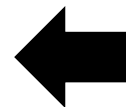
Resource #2 Information

Resource #3 Information



While Reading Multiple Texts:  
What does each resource say about the concept?

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




After Reading Multiple Texts:  
What is my new thinking based on what I know and what I have learned from the texts?


# Authentic Daily Tasks

- Address essential questions and build towards enduring understandings
- Prompt students to utilize multiple standards for the purpose of demonstrating knowledge
- Can be molded and practiced within the instructional structures for reading and writing including during whole group, small group, individual worktime, or literacy stations
- Allow students to demonstrate their learning through daily speaking and writing opportunities
- Build in complexity and culminate in a rich, authentic end-of-unit task


# Student Writing




Which wolf's point of view is more believable and why?



In my opinion I believe big  
Bad Wolf's point of view is  
 more believable.  
 cuz the other wolf was  
 making a brtha clock  
 for his grove and it has  
 snow in it.  
 snow is not in the  
 diet. I lost food  
 you will I think the  
 big bad wolf is more believ.





Which wolf's point of view is more believable and why?



In my opinion I believe that  
 the big bad wolf's point of  
 view is more believable because  
 he eat's little red because  
 he think's that little red  
 is like a sweet little red  
 apple. This is why I believe  
 the big bad wolf pont  
 of view.



# Student Writing



Which wolf's point of view is more believable and why?

A.T. wolf B.B. wolf

In my opinion, I believe big bad wolf's point of view is more believable. Beacouse suger is not on a wolf's diet and A.T. wolf was makeing a cake with suger in it. And it was not his folt he ate littlered it was his noses folt. And beacaus he did not have any food. I just told you why I am on B.B. wolf's side.



Which wolf's point of view is more believable and why?

In my opinio I believe the pig bad wolf iz the most blevudolla becu 2 all B.B. wolf wuz neding iz food, so he aet the girl an the jam n



# Authentic End of Unit Tasks

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
- Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.



# **Connections to the TEAM Rubric**

# TEAM Alignment

- **Standards and Objectives**
  - Learning objectives are: (a) connected to what students have previously learned, (b) know from life experiences, (c) integrated with other disciplines
- **Motivating Students**
  - The teacher consistently organizes the content so that it is personally meaningful and relevant to students.
  - The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.
- **Activities and Materials**
  - Are challenging
  - Are relevant to students' lives
  - Incorporate multimedia and technology
  - Incorporate resources beyond the school curriculum texts
  - The preponderance of activities demand complex thinking and analysis
- **Instructional Materials**
  - Build on prior student knowledge, are relevant to students' lives, and integrate other disciplines
- **Assessment**
  - Require extended written tasks

# Summer Learning Series

**Session #3:** July 13 at 10 a.m. CDT

- Shared Reading

**Session #4:** August 10 at 4 p.m. CDT

- Supporting Literacy for the Range of Learners

**Session #5:** September (regional sessions-dates and times forthcoming)

- Framework for Teaching Literacy

**THANK YOU FOR JOINING US!**