

Grade 3

Read Aloud Remote Plan

**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 3**

Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.1 Sets of texts, across read aloud sessions, that are thematically and conceptually related and that offer opportunities to learn that children could not yet experience independently</p>	<p>Reading, Standard 2 <i>After establishing the text's explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell stories, fables, folktales, and myths.</i></p> <p>Reading, Standard 3 <i>Students reading 'for the characters' describe traits, feelings, and motivations, noting how characters' actions add to the plot and move along the sequence of events toward the ending.</i></p> <p>Reading, Standard 9 <i>Students read various stories by the same author or books in a series, with the same or similar characters comparing and contrasting themes, setting, and plots.</i></p>	<p>Reading, Standard 2 <i>After establishing the text's explicit meaning, students identify the main idea. They examine how the main idea is supported through key details. Students recount the key details.</i></p> <p>Reading, Standard 3 <i>Students reading 'for information' to describe the relationship between a series of events, ideas, concepts, or steps requires them to understand and use technical language. Having established this, students focus on time, sequences, and cause/effect to determine importance.</i></p> <p>Reading, Standard 9 <i>Students compare and contrast two texts on the same topic, focusing on the most important points and key details.</i></p>	<ol style="list-style-type: none"> Shift the read alouds to an online forum such as Zoom, Facebook, or Google Meet with the entire class or with small groups. Whether you've downloaded a book or found a text hosted on a website, you can project a digital text on the big screen for students to follow along with the animations as you read. <ol style="list-style-type: none"> Talk around the text is the most critical component. Remember, it's about the text, not the book. Read across content areas. Teachers can record themselves reading aloud stories. <ol style="list-style-type: none"> Pre-record a text reading so you can mute, watch, and discuss at critical points and not just at the end of the reading. Stopping points are directly aligned to the lesson's literacy goals . After students have listened to a read-aloud, they can recount a story, respond to comprehension questions or share their opinion through an exit slip on their tablet, on a dry erase whiteboard, online share document like Google Jamboard or to a peer in breakout rooms. Students can also respond through an online share document like Google Form. 	<p>Digital Texts: Readworks.org: Teach the main idea</p> <p>Library of Congress's Aesop Fables</p> <p>Fables for Kids</p> <p>Unite for Literacy - provides free digital access to picture books, narrated in many languages</p> <p>https://www.storylineonline.net/</p> <p>Read, Wonder, and Learn by Kate Messner - Contains a collection of resources that include everything from first-chapter and picture book read-alouds (shared with permission from publishers) to drawing and writing mini-lessons</p> <p>Reading A-Z - Shared reading lessons</p> <p>Epic.com - Free digital texts</p> <p>Using the following form, teachers can unpack the standards for interactive read alouds Teaching Points</p> <p>Free eBook library - This site is from the United Kingdom; they have great literature though the leveling is a bit different</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> Models reading for purpose and enjoyment Creates a community of readers through enjoyment of reading and shared knowledge Plans purposeful lessons related to focus area or essential question/s Reads age-appropriate books and other materials, print or digital, included sets of texts that are thematically and conceptually related Uses a variety of text (both narrative and informational) including texts relates to science, social studies, and mathematics 	<p>The Student:</p> <ul style="list-style-type: none"> Demonstrates active listening by attending to the text and illustrations Engages in the text by responding to questions or prompts or by asking questions Constructs meaning through personal thoughts, knowledge, and experiences Can retell the text and move toward paraphrasing and summarizing
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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 3**

Read Alouds Involve...	Remote Application	Additional Resources
E2.2 Modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading	<ol style="list-style-type: none"> 1. Use breakout rooms to group students in dyads or triads to practice rereading of text. 2. Pair an older child in the home with a younger child to practice reading. 3. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). 	<p>Digital Texts: FCCR Fluency Activities for Second and Third Grades - Scroll down the page for the fluency activities</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>https://www.storylineonline.net/ - Opportunities for them to hear texts read (at home)</p> <p>Epic.com - Free digital texts</p> <p>MISD Fluency Strategies based upon Tim Rasinski</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Models appropriate fluency (accuracy, automaticity, prosody) when reading 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
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<p>E2.3 Child-friendly explanations of words within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud and using the words at other points in the day and over time</p>	<p>Reading, Standard 4 <i>Students determine what words and phrases mean in text. They discern if the language is literal or nonliteral.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p>	<p>Reading, Standard 4 <i>Students determine what words and phrases mean in texts relevant to third-grade topics or subject areas.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p>	<ol style="list-style-type: none"> 1. Carefully select words. 2. Pre-teach. 3. Relate new words to known words. 4. Home and online virtual scavenger hunts to connect to vocabulary. 5. Interactive read alouds, videos, and photographs. 6. Revisit the words after reading. 	<p>Digital Texts: Flocabulary - Activities to help students master standards and build vocabulary</p> <p>Infercabulary - A web-based, visual vocabulary and reasoning program</p> <p>Vocabulary.com - Systematically exposes students to a wide array of activities that will help them understand all the meanings and nuances of words learned</p> <p>Bubbl.U.s - Concept mapping</p> <p>Vocabulary games - To play online</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> • Higher-order discussion with children before, during, and after reading • Child-friendly explanations of words within the text • Revisiting of words after reading and using throughout the day • Teacher of clusters of words related to those in the text • Provide explicit instruction in general academic (Tier 2) and content area (Tier 3) vocabulary • Describes and models strategies for word recognition 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable

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Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.4 Higher-order discussion among children and teacher before, during, and after reading</p>	<p>Reading, Standard 1 <i>Students say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literacy understanding before, during, and after reading.</i></p> <p>Speaking and Listening, Standard 2 <i>Students determine the main ideas and key details in all information delivered in different media and formats and in texts read aloud.</i></p>	<p>Reading, Standard 1 <i>Students say what happened in the text or what it's about based on evidence from the text. Ask and answer questions of the text to build literal understanding before, during, and after.</i></p> <p>Speaking and Listening, Standard 2 <i>Students determine the main ideas and key details in all information delivered in different media and formats and in texts read aloud.</i></p>	<ol style="list-style-type: none"> 1. Use the DOK Levels of questioning to engage students in higher order thinking. 2. Talk around the text is <i>the most critical</i> component. 3. Create virtual polls to assess understanding. 4. Use sentence starters/prompts to help students discuss text. 5. Using digital resources, such as Google Slides or Reader's Notebook, each child can have a number slide assigned to them to respond to what they are reading. Or, students can record their response teachers can review what each child writes on their slide. 6. Teach children how to create their own graphic organizers. Students can create in their notebook and respond to what they read. 	<p>Digital Texts: K-3 Essential 2, Higher-order Discussions Sample Video Grade 3 Question Stem Bank: Common Core State Standards 3rd Grade Question Stems Reader's Notebook in Google Slides Story Mountain Google Slides - Story mapping template</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> • Higher-order discussion with children before, during, and after reading • Child-friendly explanations of words within the text • Revisiting of words after reading and using throughout the day • Teacher of clusters of words related to those in the text • Embeds the teaching of story elements (characters, plot, setting, etc.) • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates active listening by attending to the text and illustrations • Engages in the text by responding to questions or prompts or by asking questions • Constructs meaning through personal thoughts, knowledge, and experiences • Makes connections to the text (text-text, text-self, text-world) • Responds to text by drawing, writing, or retelling • Shares their opinions of the text
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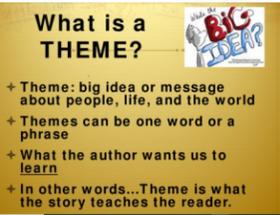
Read alouds involve instructional strategies that...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.5.2 Model application of knowledge and strategies for word recognition</p>	<p>Reading, Standard 4 <i>Students determine what words and phrases mean in text. They discern if the language is literal or nonliteral.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p> <p>Foundational Skills, Standard 5 <i>Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly misspelled words.</i></p>	<p>Reading, Standard 4 <i>Students determine what words and phrases mean in texts relevant to third grade topics or subject areas.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p> <p>Foundational Skills, Standard 5 <i>Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly misspelled words.</i></p>	<p>1. Teacher Guides and models use of strategies. 2. Use decodable texts.</p> <p>Fly Leaf Publishing Decodable books free for online use Extended for 2020-2021 school year</p>	<p>Digital Texts: Reading A-Z</p> <p>Reading Rockets Decodable Text</p> <p>MISD Reading Strategies bookmark/chart</p> <p>Reading Strategies Chart based upon Nell Duke research</p> <p>Reader's Toolbox for Reading Strategies</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> • Higher-order discussion with children before, during, and after reading • Child-friendly explanations of words within the text • Revisiting of words after reading and using throughout the day • Teacher of clusters of words related to those in the text • Describes and models strategies for word recognition 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
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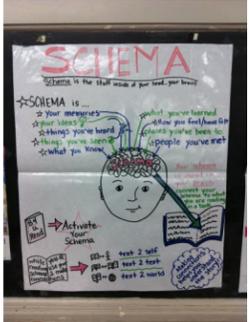
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Read alouds involve instructional strategies that...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.5.3 Build knowledge of the structure and features of text, including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index</p>	<p>Reading, Standard 5 <i>Students know the function of parts of a text (stories, dramas, and poems) and can use this knowledge to help them see how each progressive part builds on previous sections. In stories, they have a concept of beginning, middle, and end; they have a sense of chapters; and they are familiar with the function of stanzas in poetry and scenes in drama.</i></p> <p>Reading, Standard 7 <i>Students examine how the illustrations in a text enhance the meaning conveyed by the words. Students explain how the illustrations contribute to the mood in the text or reveal aspects of characters, plot, and setting.</i></p>	<p>Reading, Standard 5 <i>Students locate information on a specific topic by using text features and search tools - key words, sidebars, hyperlinks - in an efficient manner.</i></p> <p>Reading, Standard 7 <i>Students combine visual information such as illustrations, maps, and photographs with the words in a text to demonstrate understanding. Students identify where, when, why, and how key events occur.</i></p>	<ol style="list-style-type: none"> Choose a goal that allows children to compare/contrast two books by the same author or two texts on the same topic by different authors. Explicitly teach and model the text structures/features using gradual release (I do, we do, you do). Create digital anchor charts illustrating the skill. <p align="center">Theme Anchor Chart:</p> 	<p>Digital Texts: Library of Congress's Aesop Fables</p> <p>Reading A-Z</p> <p>Online tool with templates, pictures, shapes, and frames to create visuals. graphics, etc.</p> <p>Flocabulary Text Features</p> <p>FCRR Narrative Text Structure - Scroll down the page and it will be under "Comprehension"</p> <p>FCRR Expository Text Structure</p> <p>Brainpop Cause/Effect</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> Uses a variety of text (both narrative and informational) including texts related to science, social studies, and mathematics Teaches common types of texts and the structure of those texts Embeds the teaching of story elements (characters, plot, setting, etc.) 	<p>The Student:</p> <ul style="list-style-type: none"> Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable

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Read alouds involve instructional strategies that...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.5.4 Describe and model comprehension strategies, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling</p>	<p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell stories, fables, folktales, and myths.</i></p> <p>Speaking and Listening, Standard 2 <i>Students determine the main ideas and key details in all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in texts read aloud.</i></p>	<p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify the main idea. They examine how the main idea is supported through key details. Students recount the key details.</i></p> <p>Speaking and Listening, Standard 2 <i>Students determine the main ideas and key details in all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in texts read aloud.</i></p>	<ol style="list-style-type: none"> 1. Choose a text to model the chosen comprehension strategy. 2. Explicitly teach the comprehension strategy. 3. Model how, why, and when to use the comprehension strategy. 4. Create digital anchor charts illustrating the comprehension strategy. 	<p>Digital Texts: FCRR Comprehension Strategies - Scroll down the page to find the Comprehension section</p> <p>Comprehension Strategies Chart</p> <p>Comprehension Toolkit - Harvey and Goudvis</p> <p>MISD K-3 Comprehension Strategies Based based upon WWCH</p> <p>MISD Reading Strategies Chart based upon Nell Duke Research</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Models comprehension strategies by “thinking aloud” • Describes and models “fix-up” strategies to use when comprehension breaks down • Uses a variety of text (both narrative and informational) including texts related to science, social studies, and mathematics 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies “fix-up” strategies when comprehension breaks down • Revisits text that has been read aloud
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Read alouds involve instructional strategies that...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E.2.5.5 Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context</p>	<p>Reading, Standard 4, Narrative Text <i>Students determine what words and phrases mean in text. They discern if the language is literal or nonliteral.</i></p> <p>Reading, Standard 4, Informational Text <i>Students determine what words and phrases mean in texts relevant to third-grade topics or subject areas.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p> <p>Foundational Skills, Standard 3 <i>Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly spelled words.</i></p>	<p>1. Teach and model strategies:</p> <ol style="list-style-type: none"> a. say it out loud b. context clues c. word part clues (morphology) d. think of the word in another language e. try another strategy (read on, ask someone, use a dictionary or thesaurus) 	<p>Digital Texts: FCRR.org - This website contains literacy activities for the following areas:</p> <ul style="list-style-type: none"> • word knowledge • morphemic elements • word meaning • word analysis • words in context <p>Vocabulary games - To play online</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary • Describes and models strategies for word recognition 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable