

Kindergarten

Read Aloud Remote Plan

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

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>Students identify the central message or lesson of a familiar story, then report on the key ideas, details, and events that help convey this message.</i></p> <p>Reading, Standard 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Reading, Standard 9 <i>Students identify how the adventures and experiences of characters in two distinct but familiar stories are alike and different.</i></p>	<p>Reading, Standard 2 <i>Students identify the main topic of an informational text, then report on the key ideas, details, and events that help convey the main topic.</i></p> <p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 9 <i>Students identify how two texts on the same topic are alike or different.</i></p>	<ol style="list-style-type: none"> Shift the read alouds to a virtual platform with your entire class or with small groups. Plan on having on 3-5 read alouds/day that focus on different aspects of literacy (word solving, predicting, comprehension strategies, story elements, etc.). Emphasize reading text sets, (a collection of texts focused on a specific topic). 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. <p style="margin-left: 20px;">Key Ideas:</p> <ol style="list-style-type: none"> Talk around the text is the most critical component A text doesn't necessarily have to be a book; it could also be an article or poem Read text across content areas that are related by theme or concept Teachers can record themselves reading stories aloud. <ol style="list-style-type: none"> Stopping points are directly aligned to the lesson's literacy goals and <i>are not just at the end of the reading</i> After students have listened to a read-aloud, they can recount a story, respond to comprehension questions, share their opinion, or compare/contrast one or more texts verbally or by drawing or writing. 	<p>Digital Texts: Unite for Literacy - Provides free digital access to picture books, narrated in many languages. Most books are readers but are organized by topics</p> <p>https://www.storylineonline.net/ - Opportunities for students to hear books read aloud by some of the world's best storytellers.</p> <p>https://mel.org/kids</p> <p>Epic School: Free Access for Students at Home!</p> <p>National Geographic for kids - Teacher and student resources for informational reading and writing, including text sets</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>5 Tips for Teaching Comprehension During Shared Reading (in K-2)</p> <p>Reading Anchor Charts for Kindergarten</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, including sets of texts that are thematically and conceptually related 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"> 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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<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 ask and answer questions about unknown words in a text.</i></p> <p>Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases on kindergarten reading and content.</i></p>	<p>1. Plan your daily (interactive) read aloud lessons by doing the following:</p> <ol style="list-style-type: none"> a. carefully select words b. pre-teach the words c. relate new words to known words d. include videos and photographs when possible e. revisit the words after reading f. use the words often in different situations over time 	<p>Digital Texts: Epic School: Free Access for Students at Home!</p> <p>Read Aloud Template.docx</p> <p>Explicit Vocabulary Planning Template</p> <p>Flocabulary - Activities to help students master standards and build vocabulary</p>

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The Teacher:	The Student:
<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 • Teaching of clusters of words related to those in the text • Provides explicit instruction in general academic (Tier 2) and content area (Tier 3) vocabulary • Describes and models strategies for word recognition 	<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>E2.4 Higher-order discussion among children and teacher before, during, and after reading</p>	<p>Reading, Standard 1 <i>Students ask and answer questions about key details in a text.</i></p> <p>Speaking and Listening, Standard 1 <i>Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, and stay on topic throughout multiple exchanges.</i></p> <p>Speaking and Listening, Standard 2 <i>Students show they understand key details of a text that is read aloud or presented through other media by asking questions or requesting clarification.</i></p> <p>Speaking and Listening, Standard 3 <i>Students ask and answer questions in order to seek help, get information, or clarify something that is not understood.</i></p>	<ol style="list-style-type: none"> As you plan your daily (interactive) read alouds, remember that talk around the text is the most critical component. <ol style="list-style-type: none"> Choose your stopping points and design questions ahead of time. Consider the following two points to design high quality questions that lead to rich discussions. Use the DOK Levels of questioning to engage students in higher order thinking. Use sentence starters/prompts to help students discuss text. 	<p>Digital Texts: K-3 Essential 2, Higher-order Discussions Sample Video</p> <p>Kindergarten Question Stems</p> <p>Webb DOK.docx - DOK chart</p> <p>Reading Anchor Charts for Kindergarten</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 Teaching 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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E2.5.2 Model application of knowledge and strategies for word recognition	Foundational Skills, Standards 3 <i>Students know and apply grade-level phonics and word analysis in decoding words.</i> Language, Standard 6 <i>Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i>	1. The teacher guides and models strategies using a mentor text during a mini-lesson. 2. Use an emergent reader. 3. During guided practice, students will try the strategy on their own.	Digital Texts: Reading A-Z Word Solving Lower Elementary Chart

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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 • Teaching 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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<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 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Reading, Standard 5 <i>Students name the type of text they are reading or discussing (e.g., story, poem).</i></p> <p>Reading, Standard 7 <i>Students describe how the words and illustrations work together to tell a story.</i></p>	<p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 5 <i>Students refer to the front and back covers and the title page when reading or speaking about a text.</i></p> <p>Reading, Standard 7 <i>Students describe how the words and illustrations work together to provide information.</i></p>	<ol style="list-style-type: none"> 1. Choose a goal that allows children to compare/contrast either two books by the same author or two texts on the same topic by different authors. 2. Explicitly teach and model the text structures/features. 3. Create anchor charts illustrating the skills being taught. 	<p>Digital Texts: Reading A-Z</p> <p>Vocabulary Text Features</p> <p>Interactive Text Feature Booklet</p> <p>K-3 Comprehension Strategies</p> <p>Reading Anchor Charts for Kindergarten</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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<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 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Speaking and Listening, Standard 4 <i>Students describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p>	<p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 8 <i>Students identify key points in a text and the reasons the author gives to support those points.</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 anchor charts illustrating the comprehension strategy. 	<p>Digital Texts: K-3 Comprehension Strategies Reading Anchor Charts for Kindergarten</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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E2.5.5 Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context	Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i> Language, Standard 5 <i>With guidance and support from adults, students explore word relationships and nuances in word meanings.</i>	1. Teacher selects unfamiliar vocabulary and models strategies to determine the meaning: <ol style="list-style-type: none"> a. say it out loud b. context clues c. try another strategy (look at the illustrations/photographs, read on, ask someone) 	Digital Texts: Explicit Vocabulary Planning Template

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The Teacher: <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 	The Student: <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>E2.5.1 Develop print concepts such as developing children’s directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print</p>	<p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print. They consider:</i></p> <ul style="list-style-type: none"> • <i>Can I point to the first word in a sentence? Can I point to the last word in a sentence?</i> • <i>Do I know that the first word in a sentence begins with a capital letter? (Do I capitalize the first word of sentences I write?)</i> • <i>Do I know that sentences end with a period, question mark, or exclamation point? (Do I end the sentences I write with a period, question mark, or exclamation point?)</i> • <i>Do I know that my voice should go down when I come to a period and up when I come to a question mark or exclamation point?</i> • <i>Do I know what a period, question mark, and exclamation point mean as a reader? (As a writer?)</i> 	<ol style="list-style-type: none"> 1. Allow students to articulate: <ol style="list-style-type: none"> a. where to begin reading b. the first and last word of a sentence c. the number of words in a shorter sentence d. the punctuation used at the end of a sentence and the purpose of that punctuation mark 2. Choose books and poems that lend themselves to modeling fluency including a focus on punctuation and intonation (e.g., rhythmic poetry or texts with varied punctuation). 	<p>Digital Texts: Sentence Game - Sentence segmenting game from FCRR</p> <p>Balanced Literacy Diet - Concepts of Print - Developed by the University of Toronto, this site has activities for developing concepts of print with students, many of which can be adapted to a virtual setting</p> <p>Concepts of Print for Kindergarten Video</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Reading in PreK

An instructional practice that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by the teacher. Shared reading can also include reading a text with the teacher taking the lead and the students following along either silently or orally.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Draws attention to concepts of print such as: <ul style="list-style-type: none"> • Front of the book/back of the book • Title • Directionality • First word/last word • Letter vs. word 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in the lesson and is attending to the print • Tracks print from left to right and word by word • Understands print and book handling concepts including directionality, title, etc.
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<p>E2.2 Modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading</p>	<p>Foundational Skills, Standard 4 <i>Students read emergent-reader texts with purpose and understanding</i></p>	<ol style="list-style-type: none"> 1. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). Also consider the use of morning messages, songs, poems, and big books. 2. Following teacher modeling, repeated readings can consist of methods such as echo & shared/choral reading. 3. Encourage rereading of familiar texts at home, if possible, with an older child or parent. 4. Prompt and encourage elements of fluency such as pausing, intonation, phrasing, etc. 	<p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>https://www.storylineonline.net/ - Opportunities for students to hear books read aloud by some of the world’s best storytellers. Each video includes an activity guide with lessons for K-5 students to do at home</p> <p>Morning messages</p> <p>Fluency Strategies</p>