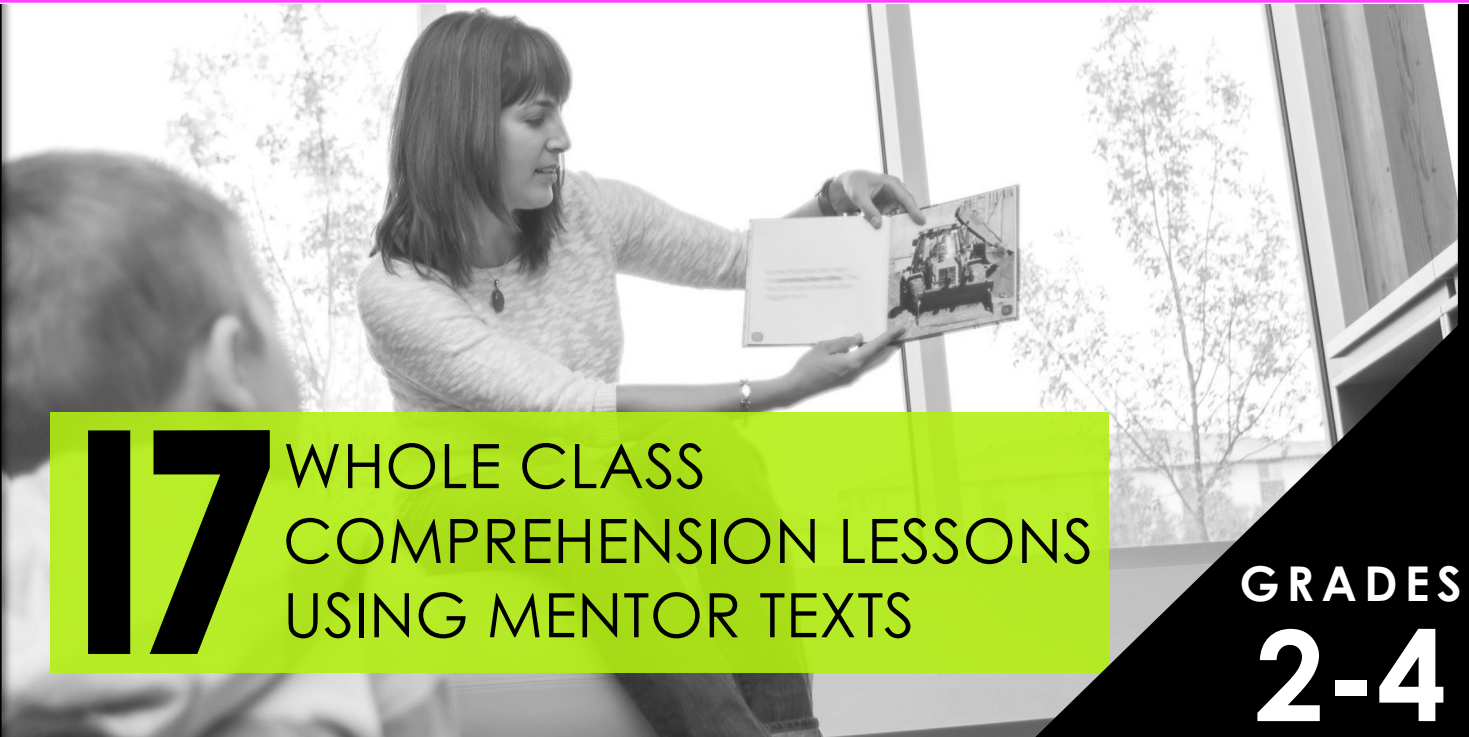


INTERACTIVE READ ALOUD

**TEXT FEATURES
& TEXT STRUCTURES**



17 WHOLE CLASS
COMPREHENSION LESSONS
USING MENTOR TEXTS

GRADES
2-4

BY TEACHING AND TAPAS

IN-PERSON *option*

This product works perfectly for teachers who are either new or experienced with teaching using an Interactive Read Aloud. I have included a concise primer that everyone can use for making every read aloud as effective as possible!

Each lesson includes a detailed script that goes along with a mentor text. I give you interactive stopping points for every read aloud. The stopping points use interactive elements such as turn and talk, sign language, and stop and jot.



DISTANCE LEARNING *option*

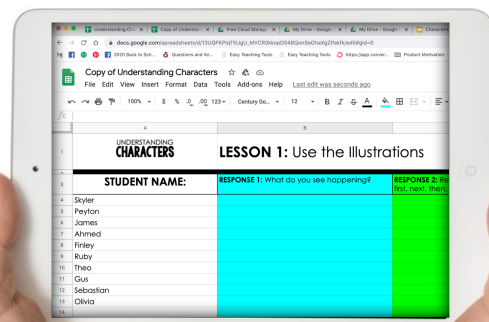
The distance learning version of these Interactive Read Aloud lessons is easy to set-up and use!

After you have a copy of the mentor text for the lessons, you will turn your video camera on and teach the lessons as if you were teaching in-person.

During an in-person lesson, your students typically “turn and talk” to a reading partner as they respond to the text. With the distance learning version, students type their responses into a shared Google sheet.

Instead of the printed bookmarks found in the in-person option, the distance learning option includes exit tasks that are shared through google docs.

Everything was made with EASE and EFFECTIVENESS in mind!



LESSON 1 **FOCUS:** Sketch and Reread

- STRATEGY:** Make a quick sketch to help you understand the information in a text. Keep going back to the text to find more details to add to your sketch until you have most of the information.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that describes something with many details. I suggest a science-based text (i.e., books from the *DK Eyewitness* series work well). You do not need to read the entire text. Just plan to do multiple reads of a portion of text that describes something.
- LESSON LANGUAGE:** Read the text. Make a sketch. Read the text again. Are there any more details that you can add to your sketch?
- SUGGESTED GRADE LEVEL:** Grade 2, Grade 3

LESSON 2 **FOCUS:** Text Features

- STRATEGY:** Use various text features to find helpful or interesting information in an informational text.
- TEXT:** FLEXIBLE TEXT OPTION - You can use an informational text from your classroom library that includes multiple text features. The *National Geographic Kids* series is great for modeling this lesson because they usually include a table of contents, headings, diagrams, glossaries, etc. Level 2 in this series is great for this lesson because you can read the entire text within a reasonable amount of time.
- LESSON LANGUAGE:** What text features does this text have? How can this text feature help a reader understand the text? (table of contents, headings, captions, bold words, glossary, diagrams, photos, index)
- SUGGESTED GRADE LEVEL:** Grade 2

LESSON 3 **FOCUS:** Helpful Headings

- STRATEGY:** Use the headings and subheadings to quickly find helpful or interesting information.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has a lot of headings and subheadings. You will not need to read the entire text, so it is okay if you choose a content-heavy text (i.e., books from the *DK Eyewitness* series).
- LESSON LANGUAGE:** How can you use the headings or subheadings to quickly find useful or interesting information?
- SUGGESTED GRADE LEVEL:** Grade 2, Grade 3

LESSON 4 **FOCUS:** Using Bold Words and the Glossary

- STRATEGY:** Use bold words and the glossary to help you understand the important vocabulary in the text.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has bold words and a glossary. I recommend a text that uses content-specific bold words that your students probably do not already know. For example, bold words such as **conduction** or **convection** are not likely to be in your students' working vocabulary, yet words such as **solid**, **liquid**, or **gas** are already in their working vocabulary.
- LESSON LANGUAGE:** Do you see any bold words on the page? Do you know what each bold word means? If not, check the glossary.
- SUGGESTED GRADE LEVEL:** Grade 2, Grade 3

LESSON 5

FOCUS: Start with the Glossary

- STRATEGY:** Read the glossary before reading the text.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has a glossary. I recommend a text that uses topic-specific bold words that your students probably do not already know. For example, words such as **conduction** or **convection** are not likely to be in your students' working vocabulary, yet words such as **solid**, **liquid**, or **gas** are already in their working vocabulary. (i.e., *National Geographic Kids Readers*, Level 3, are great mentor texts for this.)
- LESSON LANGUAGE:** (BEFORE READING) Preview the words in this book by reading the glossary first. Try to get an understanding of the words that you will find in this text. Read the text. (DURING READING) When you get to a bold word, do you remember it from the glossary? Does the text add more meaning to the glossary definition?
- SUGGESTED GRADE LEVEL:** Grade 2, Grade 3

LESSON 6

FOCUS: Using the Captions

- STRATEGY:** Match the information from the text to the photos the author used.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has photographs (with no captions).
- LESSON LANGUAGE:** What is a one-sentence caption for the photo? Think about the information you get from the text.
- SUGGESTED GRADE LEVEL:** Grade 2, Grade 3

LESSON 7

FOCUS: Photos Add to the Text

- STRATEGY:** Study the photographs. Think about the information you get from them.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has photographs (with no captions).
- LESSON LANGUAGE:** What new information can you get from the photographs that is not included in the text?
- SUGGESTED GRADE LEVEL:** Grade 2, Grade 3

LESSON 8

FOCUS: Cover It, Then Study It

- STRATEGY:** Study the images. Think about the new information they add to the text or how they help you understand the text.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that includes images (photographs, diagrams, illustrations, etc.). Before your lesson, choose three images to study in the lesson. Cover these images with sticky notes.
- LESSON LANGUAGE:** What new information do you get from the image? How does the image help you understand the text?
- SUGGESTED GRADE LEVEL:** Grade 2, Grade 3

LESSON 9

FOCUS: Understanding Diagrams

- STRATEGY:** Sometimes a diagram does not make sense to you unless you read the text. This is because diagrams go together with the text. You need to integrate the information from the text with the information on the diagram.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that includes at least three diagrams. I suggest a science-based text (i.e., books from the *DK Eyewitness* series work well). I recommend looking for diagrams that are somewhat complicated, yet easier to understand after reading the text.
- LESSON LANGUAGE:** Does the diagram make sense to you? Do you know what the diagram is showing? How does reading the text help you understand the diagram? Describe what the diagram shows.
- SUGGESTED GRADE LEVEL:** Grade 2, Grade 3, Grade 4

LESSON 10

FOCUS: Understanding Timelines

- STRATEGY:** Study timelines when they are included in a text.
- TEXT:** *Earth! My First 4.54 Billion Years* by Stacy McAnulty
- LESSON LANGUAGE:** How does the timeline title match the information it shares? What do you learn from the timeline? What information in the timeline matches the information written in the text?
- SUGGESTED GRADE LEVEL:** Grade 4

LESSON 11

FOCUS: Learn from Everything on the Page

- STRATEGY:** Make a scan plan so that you read everything on the page, including the text and images.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that includes a variety of text features on each page. Books from the *DK Eyewitness* series work well for this lesson because each page is VERY dense and packed with a variety of text features (running text, diagrams, images, timelines, etc.).
- LESSON LANGUAGE:** What will you look at first- the images or the text? How will you make sure that you see all of the important information?
- SUGGESTED GRADE LEVEL:** Grade 3, Grade 4

LESSON 12

FOCUS: Putting It All Together

- STRATEGY:** Integrate the text with all of the information from the various text features.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that includes a variety of text features on each page. Books from the *DK Eyewitness* series work well for this lesson because each page is VERY dense and packed with a variety of text features (running text, diagrams, images, timelines, etc.).
- LESSON LANGUAGE:** What text features did the author use on this page? Do you feel like you saw all of the important information on the page? Does the diagram make sense to you after reading the text? How do the images add to the information in the text or help you understand the text?
- SUGGESTED GRADE LEVEL:** Grade 3, Grade 4

LESSON 13

FOCUS: Firsthand vs. Secondhand Account

- STRATEGY:** Notice the differences between a firsthand and secondhand account of the same event or topic.
- TEXT:** *The Story of My Life* by Helen Keller (public domain: <https://digital.library.upenn.edu/women/keller/life/life.html>) and any Helen Keller biography you can find in your classroom or school library
- LESSON LANGUAGE:** How are the firsthand and secondhand accounts the same? How do the details, tones, or feelings in the firsthand account differ from what is described in the secondhand account?
- SUGGESTED GRADE LEVEL:** Grade 4

LESSON 14

FOCUS: Text Structure: Compare and Contrast

- STRATEGY:** Identify when an author uses a compare/contrast text structure so that you can understand how the information is organized.
- TEXT:** *Who Would Win?* series by Jerry Pallotta
I am referencing *Who Would Win? Lion vs. Tiger*. However, you can use ANY of the texts from this series if you switch the names of the animals that are compared in the text you are using.
- LESSON LANGUAGE:** What is the author comparing and contrasting? What clues are there that this is a compare/contrast text structure? What are the similarities? What are the differences? Does the author use any other text structures within this text?
- SUGGESTED GRADE LEVEL:** Grade 3, Grade 4

LESSON 15

FOCUS: Text Structure: Sequence/Chronology

- STRATEGY:** Identify when an author uses a sequence/chronology text structure so that you can understand how the information is organized.
- TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has a sequence or chronology text structure. Generally, these can be books that describe historical events (i.e., *Hidden Figures* or *My Daddy, Dr. Martin Luther King, Jr.*) or science books that describe how things happen (i.e., *The Adventures of a Plastic Bottle* or *What Happens to a Hamburger*).
- LESSON LANGUAGE:** What was first? ...second? ...third?
- SUGGESTED GRADE LEVEL:** Grade 3, Grade 4

LESSON 16

FOCUS: Text Structure: Cause and Effect

- STRATEGY:** Identify when an author uses a cause and effect text structure so that you can understand how the information is organized.
- TEXT:** I am referencing *DK EYEWITNESS: Volcano & Earthquake*. However, you can use ANY text where at least part of the text fits a cause and effect text structure. In general, any book about volcanoes, earthquakes, or tectonic plates will have a cause/effect relationship included.
- LESSON LANGUAGE:** What caused _____? What was the effect of _____?
- SUGGESTED GRADE LEVEL:** Grade 3, Grade 4

LESSON 17 **FOCUS:** Identify Multiple Text Structures

STRATEGY: Identify multiple text structures so that you can better understand how the information is organized.

TEXT: I am referencing *DK EYEWITNESS: Volcano & Earthquake* (the same book used in LESSON 14). However, you can use ANY text that includes multiple text structures. Books about volcanoes or earthquakes are great books for identifying multiple text structures because they often include the following types of text structures: description (i.e., text explaining what an earthquake or a volcano is), sequence/chronology (i.e., the eruption of Mt. St. Helens), and problem/solution (i.e., building earthquake-proof cities).

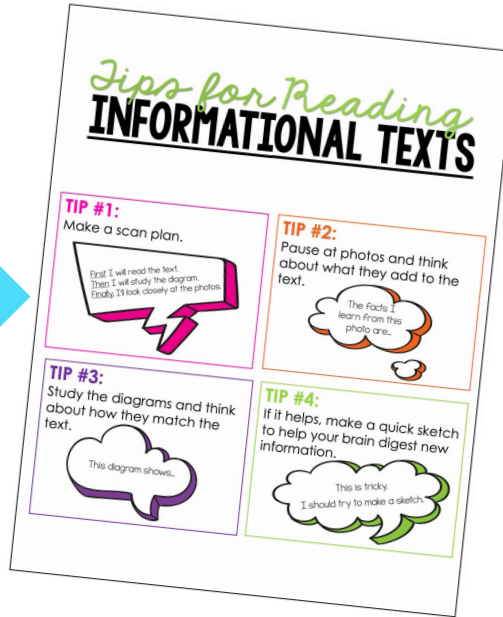
LESSON LANGUAGE: What text structure matches this section of text?

SUGGESTED GRADE LEVEL: Grade 4

EVERY LESSON INCLUDES:

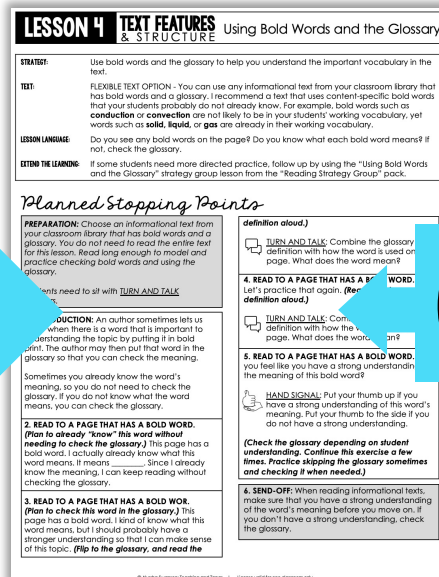
ANCHOR CHART

Each lesson includes a printable anchor chart that you can print either on full-size chart paper or on 8"x11" paper (great for a notebook reference!).

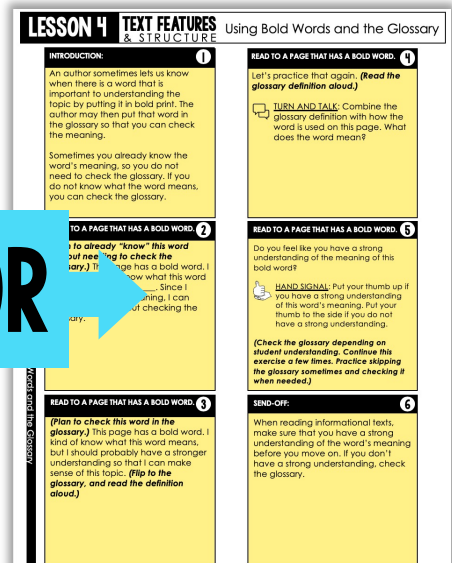


ONE-PAGE LESSON

The interactive read-aloud lesson can either be printed conveniently onto **one** piece of paper **or** onto sticky notes that you can place directly on the mentor text.

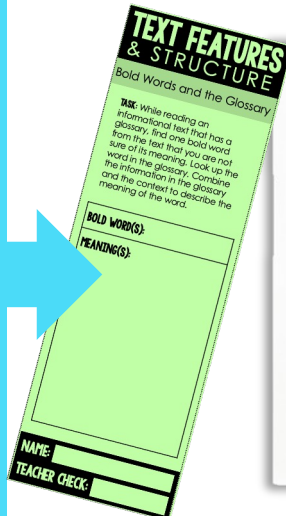


OR

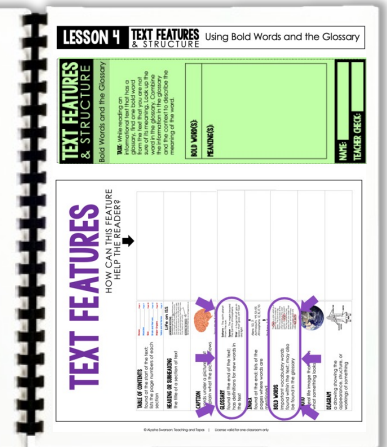


EXIT TICKET

After the lesson, send students to read independently with exit task bookmarks aligned to the day's lesson. There is a student workbook included that holds completed bookmarks, along with a copy of the anchor chart that went with the lesson.



READING REMINDER BOOKMARKS



STEP 1

review the basics

This product works perfectly for teachers who are either new or experienced with teaching using an interactive read-aloud. I have included a concise primer that everyone can use for making every read-aloud as effective as possible!

INTERACTIVE READ ALOUD IN SIX EASY STEPS

- CHOOSE THE SKILL YOU WANT TO TEACH**
Think about what skills your students need in order to be successful readers.
- CHOOSE THE RIGHT MENTOR TEXT**
We have access to many great mentor texts in our school libraries, classroom libraries, or public libraries. You can find book lists organized by skill OR you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.
- PLAN YOUR READ ALOUD**
- Sit down with a pack of sticky notes.
- As you read, pay attention to your "mentor reader".
- Mark down places where you notice yourself using the reading skill you want your students to focus on.
- Mark some places in the text where your students could practice using the skill during your lesson (plan for practicing this on one step four).
- Plan only about 3-5 "stops" during each read-aloud session.
- Each read-aloud session should last around 10 minutes.
- You do not have to finish a book in one reading session.
- MAKE YOUR LESSON INTERACTIVE**
When you read your book aloud, you will also be teaching your mini-lesson. To do this, stop 3-5 times during your read-aloud and model how you used the strategy. You should also give your students a chance to practice the skill. Our classrooms are too full for us to rely on calling on one student at a time. Every student needs to be thinking and interacting for every question you ask.
- SET UP ACCOUNTABLE INDEPENDENT READING**
Give your students time to continuously read (15-30 minutes) books they choose, at their "just right" reading level. Keep students accountable to the skills you are teaching with exit slips.
- CONFERRING AND SMALL GROUP WORK**
While students are reading independently, you can confer with individuals or teach small group strategy lessons.

TURN AND TALK **SIGN LANGUAGE** **STOP AND JOY**

INCLUDE: The product includes a suggested one-stop read-aloud.

INCLUDE: The product tells you where to stop and what to say at each stop.

INCLUDE: The product tells you where to stop and what to say at each stop. These stops can be used as a suggested text. These stops can be used as a suggested text. These stops can be used as a suggested text.

INCLUDE: The product gives you the interactive stopping points for every read-aloud. The stopping points include: interactive elements, such as turn and talk, sign language, and stop and joy.

OPTIONAL ADD-ON: The product gives you exit ticket bookends for every lesson.

NINE RULES FOR AN EFFECTIVE INTERACTIVE READ ALOUD

- THERE IS A DIFFERENCE BETWEEN A READ ALOUD AND AN INTERACTIVE READ ALOUD**
The phrase "interactive read-aloud" refers to a read-aloud that is a teaching lesson. A "read-aloud" generally refers to reading a text aloud solely for enjoyment. Both have a place in an elementary classroom. Use to have a quiet, practicing session of reading aloud from a long or chapter book for the last 15 minutes of our day. This is very different from my interactive read-aloud, which is when I read a text aloud for a focused, specific lesson.
- FOCUS ON ONLY ONE SKILL PER DAY**
Keep your interactive read-aloud focused. For example, if you choose a text to read for a lesson focused on "character motivation," keep all of the commentary and interactive practice focused on that skill rather than mixing other skills into the lesson.
- CHOOSE RICH MENTOR TEXTS**
Be deliberate when choosing the mentor texts that you use for your interactive read-aloud. I suggest looking for books that give you a very clear opportunity to practice the skill you are teaching. Often early chapter books that are written at an early elementary reading level are NOT rich texts and do not provide meaningful opportunities to practice the skill. The more complex, many great mentor texts in our school libraries, classroom libraries, or public libraries. You can find book lists organized by skill or you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.
- MAKE THE READ ALOUD INTERACTIVE**
Our classrooms have too many students for us to rely on calling on one student at a time. Every student needs to be thinking and interacting for every question you ask.
- PLAN AHEAD**
Your goal will be to model how you use the skill in your own reading during your lesson. The more authentic your modeling is, the more effective your lesson will be. To do this, sit down with the book before you teach the skill. Read it with the strategy in mind. For example, if you are going to do a lesson on "character traits," read the book and notice when you use the skill yourself. Write the skill on a sticky note and put it on that page of the book as a reminder for when you read the text to the class.
- KEEP IT SHORT (ABOUT 10 MINUTES)**
A concise lesson that does not drag on for too long is the best for keeping all students engaged.
- YOU DO NOT NEED TO FINISH A TEXT IN ONE SESSION**
It is totally okay to read only part of a book for your lesson. If needed, you can use just a small section of text to illustrate and practice the strategy.
- PLAN 3-5 STOPS**
Ideally, you should stop 3-5 times during your read-aloud and model how you used the strategy. Don't stop too often or you will affect the story so much that it's hard to follow. Include the interactive elements such as "turn and talk" within this 3-5 stop range.
- YOU CAN USE THE SAME BOOK FOR MANY LESSONS**
Remember, the purpose of the interactive read-aloud is the lesson, not the story. When you read a familiar story with a new focus, your students may see it with fresh eyes.

STEP 2

make a plan

There is a **year-long plan** included that breaks down the lessons that should be taught in each unit.

September: SETTING UP PROCEDURES & BUILDING STANZA

NOTE: There are no interactive read-aloud lessons written for this introductory unit.

Use these first few weeks of school to assess reading levels and recommend setting the line on the first day with a word about your expectations for the following routines.

THE FIRST 15 DAYS OF READING LESSONS

- DAY 1: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 2: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 3: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 4: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 5: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 6: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 7: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 8: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 9: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 10: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 11: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 12: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 13: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 14: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 15: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)

October: UNDERSTANDING CHARACTERS

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 6-8
Character Motivation	Yes	Week 6: Character Motivation
Character Traits	Yes	Week 7: Character Traits
Character Relationships	Yes	Week 8: Character Relationships
Character Actions	Yes	Week 9: Character Actions
Character Emotions	Yes	Week 10: Character Emotions
Character Thoughts	Yes	Week 11: Character Thoughts
Character Interactions	Yes	Week 12: Character Interactions

November: TEXT FEATURES & STRUCTURE

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 9-12
Text Features	Yes	Week 9: Text Features
Text Structure	Yes	Week 10: Text Structure
Text Organization	Yes	Week 11: Text Organization
Text Style	Yes	Week 12: Text Style
Text Tone	Yes	Week 13: Text Tone
Text Voice	Yes	Week 14: Text Voice
Text Mood	Yes	Week 15: Text Mood
Text Atmosphere	Yes	Week 16: Text Atmosphere

December: VOCABULARY AND CONTEXT CLUES

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 13-16
Vocabulary	Yes	Week 13: Vocabulary
Context Clues	Yes	Week 14: Context Clues
Word Meaning	Yes	Week 15: Word Meaning
Word Relationships	Yes	Week 16: Word Relationships
Word Usage	Yes	Week 17: Word Usage
Word Choice	Yes	Week 18: Word Choice
Word Structure	Yes	Week 19: Word Structure
Word Origin	Yes	Week 20: Word Origin

January: MAIN IDEA AND KEY DETAILS

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 17-20
Main Idea	Yes	Week 17: Main Idea
Key Details	Yes	Week 18: Key Details
Text Organization	Yes	Week 19: Text Organization
Text Style	Yes	Week 20: Text Style
Text Tone	Yes	Week 21: Text Tone
Text Voice	Yes	Week 22: Text Voice
Text Mood	Yes	Week 23: Text Mood
Text Atmosphere	Yes	Week 24: Text Atmosphere

January: MAIN IDEA AND KEY DETAILS (CONTINUED)

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 21-24
Main Idea	Yes	Week 21: Main Idea
Key Details	Yes	Week 22: Key Details
Text Organization	Yes	Week 23: Text Organization
Text Style	Yes	Week 24: Text Style
Text Tone	Yes	Week 25: Text Tone
Text Voice	Yes	Week 26: Text Voice
Text Mood	Yes	Week 27: Text Mood
Text Atmosphere	Yes	Week 28: Text Atmosphere

February: THEME

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 25-28
Theme	Yes	Week 25: Theme
Text Organization	Yes	Week 26: Text Organization
Text Style	Yes	Week 27: Text Style
Text Tone	Yes	Week 28: Text Tone
Text Voice	Yes	Week 29: Text Voice
Text Mood	Yes	Week 30: Text Mood
Text Atmosphere	Yes	Week 31: Text Atmosphere

March: FOCUS ON TEST PREP

Use this time to prepare your students for standardized testing.

April: AUTHOR'S PURPOSE

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 29-32
Author's Purpose	Yes	Week 29: Author's Purpose
Text Organization	Yes	Week 30: Text Organization
Text Style	Yes	Week 31: Text Style
Text Tone	Yes	Week 32: Text Tone
Text Voice	Yes	Week 33: Text Voice
Text Mood	Yes	Week 34: Text Mood
Text Atmosphere	Yes	Week 35: Text Atmosphere

May: SUMMARIZING

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 33-36
Summarizing	Yes	Week 33: Summarizing
Text Organization	Yes	Week 34: Text Organization
Text Style	Yes	Week 35: Text Style
Text Tone	Yes	Week 36: Text Tone
Text Voice	Yes	Week 37: Text Voice
Text Mood	Yes	Week 38: Text Mood
Text Atmosphere	Yes	Week 39: Text Atmosphere

BONUS: I HAVE SUGGESTED 15 DAYS OF LESSONS FOR SETTING UP YOUR READING BLOCK PROCEDURES STARTING FROM DAY ONE.

THIS PRODUCT WORKS SEAMLESSLY WITH MY "READING STRATEGY GROUP" BUNDLE AND DAILY WARM-UPS. THIS PLANNING PAGE SHOWS HOW ALL THREE PRODUCT LINES FIT TOGETHER.

STEP 3

print the lesson

The interactive read-aloud lesson can either be printed conveniently onto **one** piece of paper **or** onto sticky notes that you can place directly on the mentor text. A guide to printing on sticky notes is included.

LESSON 4 TEXT FEATURES & STRUCTURE Using Bold Words and the Glossary

STRATEGY: Use bold words and the glossary to help you understand the important vocabulary in the text.

TEXT: FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has bold words and a glossary. I recommend a text that uses content-specific bold words that your students probably do not already know. For example, bold words such as **conduction** or **convection** are not likely to be in your students' working vocabulary, yet words such as **solid**, **liquid**, or **gas** are already in their working vocabulary.

LESSON LANGUAGE: Do you see any bold words on the page? Do you know what each bold word means? If not, check the glossary.

EXTEND THE LEARNING: If some students need more directed practice, follow up by using the "Using Bold Words and the Glossary" strategy group lesson from the "Reading Strategy Group" pack.

Planned Stepping Points

PREPARATION: Choose an informational text from your classroom library that has bold words and a glossary. You do not need to read the entire text for this lesson. Read long enough to model and practice checking bold words and using the glossary.

Students need to sit with **TURN AND TALK** partners.

1. INTRODUCTION: An author sometimes lets us know when there is a word that is important to understanding the topic by putting it in bold print. The author may then put that word in the glossary so that you can check the meaning. Sometimes you already know the word's meaning, so you do not need to check the glossary. If you do not know what the word means, you can check the glossary.

2. READ TO A PAGE THAT HAS A BOLD WORD (Plan to already "know" this word without needing to check the glossary.) This page has a bold word. I actually already know what this word means. It means _____. Since I already know the meaning, I can keep reading without checking the glossary.

3. READ TO A PAGE THAT HAS A BOLD WORD (Plan to check this word in the glossary.) This page has a bold word. I kind of know what this word means, but I should probably have a stronger understanding so that I can make sense of this topic. (Flip to the glossary, and read the definition aloud.)

4. READ TO A PAGE THAT HAS A BOLD WORD (Let's practice that again. Read the glossary definition aloud.) This page has a bold word. I actually already know what this word means. It means _____. Since I already know the meaning, I can keep reading without checking the glossary.

5. READ TO A PAGE THAT HAS A BOLD WORD (Do you feel like you have a strong understanding of the meaning of this bold word?) Do you feel like you have a strong understanding of the meaning of this bold word? If you do not have a strong understanding of this word's meaning, put your thumb up if you do not have a strong understanding. (Check the glossary depending on student understanding. Continue this exercise a few times. Practice skipping the glossary sometimes and checking it when needed.)

6. SEND-OFF: When reading informational texts, make sure that you have a strong understanding of the word's meaning before you move on. If you don't have a strong understanding, check the glossary.



LESSON 4 TEXT FEATURES & STRUCTURE Using Bold Words and the Glossary

INTRODUCTION: An author sometimes lets us know when there is a word that is important to understanding the topic by putting it in bold print. The author may then put that word in the glossary so that you can check the meaning. Sometimes you already know the word's meaning, so you do not need to check the glossary. If you do not know what the word means, you can check the glossary.

READ TO A PAGE THAT HAS A BOLD WORD (1) (Let's practice that again. Read the glossary definition aloud.)

TURN AND TALK: Combine the glossary definition with how the word is used on this page. What does the word mean?

READ TO A PAGE THAT HAS A BOLD WORD (2) (Plan to already "know" this word without needing to check the glossary.) This page has a bold word. I actually already know what this word means. It means _____. Since I already know the meaning, I can keep reading without checking the glossary.

READ TO A PAGE THAT HAS A BOLD WORD (3) (Plan to check this word in the glossary.) This page has a bold word. I kind of know what this word means, but I should probably have a stronger understanding so that I can make sense of this topic. (Flip to the glossary, and read the definition aloud.)

READ TO A PAGE THAT HAS A BOLD WORD (4) (Let's practice that again. Read the glossary definition aloud.)

TURN AND TALK: Combine the glossary definition with how the word is used on this page. What does the word mean?

READ TO A PAGE THAT HAS A BOLD WORD (5) (Do you feel like you have a strong understanding of the meaning of this bold word?)

HAND SIGNAL: Put your thumb up if you have a strong understanding of the word's meaning. Put your thumb to the side if you do not have a strong understanding.

(Check the glossary depending on student understanding. Continue this exercise a few times. Practice skipping the glossary sometimes and checking it when needed.)

SEND-OFF: When reading informational texts, make sure that you have a strong understanding of the word's meaning before you move on. If you don't have a strong understanding, check the glossary.

STEP 4

introduce the lesson

Each lesson includes an introduction to the lesson and a **printable anchor chart** that you can print either on full-size chart paper or on 8"x11" paper.

Tips for Reading INFORMATIONAL

TIP #1: Make a scan plan.

First I will read the text.
Then I will study the diagram.
Finally, I'll look closely at the photos.

TIP #3: Study the diagrams and think about how they match the text.

This diagram shows...

TIP #2: Pause at photos about what the text.

The facts I learn from photos are...

TIP #4: If it helps, make a quick sketch to help your brain digest new information.

This is tricky. I should try to make a sketch.

LEARN FROM THE TEXT AND IMAGES

FACTS I LEARN FROM THE TEXT:

- Each martial art comes with different safety equipment.
- Striking sports require martial arts headgear to help prevent brain injuries.
- Mouth guards can protect your teeth in martial arts.

MARTIAL ARTS SAFETY

If you value your health and safety in martial arts, you should use protective gear. Each martial art will come with a different safety equipment. Each gear saved the body part of many competitors. Striking sports require martial arts headgear to help prevent brain injuries. Mouth guards are always a good idea to protect your teeth and help guard against concussions.



FACTS I LEARN FROM THE IMAGE:

- Tae Kwon Do uses kicks.
- Head gear is used in Tae Kwon Do competition.
- Tae Kwon Do Competitors wear pants and long sleeve shirts.

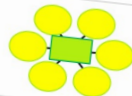
TEXT STRUCTURE

Sometimes an entire text uses mostly one text structure.

Sometimes multiple text structures can be found inside one text.

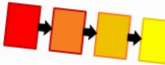
DESCRIPTION

details or specifics of a topic; initial picture



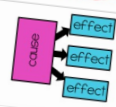
CHRONOLOGY

a series of events in time



CAUSE AND EFFECT

events that are connected by cause and effect



STEP 5

teach the lesson

Prepare for the lesson.
Introduce the lesson.
Teach the lesson.

(Two formatting options are available – either print the lesson onto one piece of paper, or print it directly onto sticky notes.)

THE STRATEGY

LESSON 4 TEXT FEATURES & STRUCTURE Using Bold Words and the Glossary

STRATEGY:	Use bold words and the glossary to help you understand the important vocabulary in the text.
TEXT:	FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has bold words and a glossary. I recommend a text that uses content-specific bold words that your students probably do not already know. For example, bold words such as conduction or convection are not likely to be in your students' working vocabulary, yet words such as solid , liquid , or gas are already in their working vocabulary.
LESSON LANGUAGE:	Do you see any bold words on the page? Do you know what each bold word means? If not, check the glossary.
EXTEND THE LEARNING:	If some students need more directed practice, follow up by using the "Using Bold Words and the Glossary" strategy group lesson from the "Reading Strategy Group" pack.

TIPS FOR PREPARING FOR THE LESSON

Planned Stopping Points

PREPARATION: Choose an informational text from your classroom library that has bold words and a glossary. You do not need to read the entire text for this lesson. Read long enough to model and practice checking bold words and using the glossary.

Students need to sit with **TURN AND TALK** partners.

1. INTRODUCTION: An author sometimes lets us know when there is a word that is important to understanding the topic by putting it in bold print. The author may then put that word in the glossary so that you can check the meaning.

Sometimes you already know the word's meaning, so you do not need to check the glossary. If you do not know what the word means, you can check the glossary.

2. READ TO A PAGE THAT HAS A BOLD WORD. (Plan to already "know" this word without needing to check the glossary.) This page has a bold word. I actually already know what this word means. It means _____. Since I already know the meaning, I can keep reading without checking the glossary.

3. READ TO A PAGE THAT HAS A BOLD WORD. (Plan to check this word in the glossary.) This page has a bold word. I kind of know what this word means, but I should probably have a stronger understanding so that I can make sense of this topic. (Flip to the glossary, and read the

definition aloud.)

TURN AND TALK: Combine the glossary definition with how the word is used on this page. What does the word mean?

4. READ TO A PAGE THAT HAS A BOLD WORD. Let's practice that again. (Read the glossary definition aloud.)

TURN AND TALK: Combine the glossary definition with how the word is used on this page. What does the word mean?

5. READ TO A PAGE THAT HAS A BOLD WORD. Do you feel like you have a strong understanding of the meaning of this bold word?

HAND SIGNAL: Put your thumb up if you have a strong understanding of this word's meaning. Put your thumb to the side if you do not have a strong understanding.

(Check the glossary depending on student understanding. Continue this exercise a few times. Practice skipping the glossary and checking it when needed.)

6. SEND-OFF: When reading informational texts, make sure that you have a strong understanding of the word's meaning before you move on. If you don't have a strong understanding, check the glossary.

INTERACTIVE ELEMENTS

TIME TO TELL STUDENTS YOUR EXPECTATION FOR USING THE SKILL INDEPENDENTLY

EASILY PRINT ONTO STICKY NOTES

STEP 6

independent practice

Send your students off with accountability practice. When you finish the group lesson, you can expect your students to use the strategy in their **independent reading** with their independently-chosen books.

TEXT FEATURES & STRUCTURE

Bold Words and the Glossary

TASK: While reading an informational text that has a glossary, find one bold word from the text that you are not sure of its meaning. Look up the word in the glossary. Combine the information in the glossary and the context to describe the meaning of the word.

BOLD WORD(S):

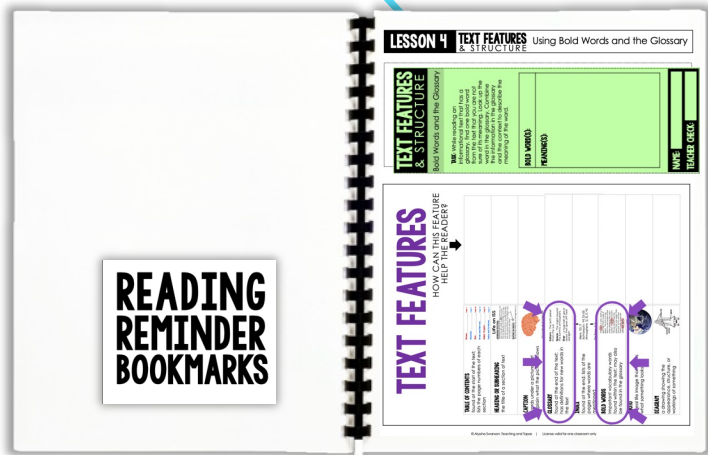
MEANING(S):

NAME:

TEACHER CHECK:

Completed exit slip bookmarks are taped onto the spot indicated in the included workbook pages. It is stored next to a copy of the anchor chart that was used in the interactive read-aloud so that they can be used as reference materials.

Detailed organization tips are included in the download.



PRINT AND GO

Everything in here is ready to go.

All you need to do is print the lessons and gather the mentor texts.

Everything is scripted, so your planning time is less than two minutes per lesson! You can even hand these lessons off to subs or reading aides!

INTERACTIVE READ-ALoud IN SIX EASY STEPS

1. CHOOSE THE SKILL YOU WANT TO TEACH

Think about what skills your students need in order to be successful readers.

INCLUDED!

This product includes a suggested year-long skill breakdown.

2. CHOOSE THE RIGHT MENTOR TEXT

We have access to many great mentor texts in our school libraries, classroom libraries, and/or public libraries. You can find book lists organized by skills, OR you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.

INCLUDED!

This product tells you the commonly found book titles that you should use for each lesson.

3. PLAN YOUR READ-ALoud

- Sit down with a pack of **sticky notes**.
- As you read, pay attention to your "inner reader".
- **Mark down places** where you notice yourself using the reading skill you want your students to focus on.
- Mark some places in the text where your **students could practice using the skill** during your lesson (tips for practicing this are on step four).
- Plan only about **3-5 "stops"** during each read-aloud session.
- Each read-aloud session should last **around 10 minutes**.
- You do not have to finish a book in one reading session.

INCLUDED!

This product tells you where to stop and what to say with a suggested text. These stops can be printed directly onto sticky notes that you add to the text before your read-aloud.

4. MAKE YOUR LESSON INTERACTIVE

When you read your book aloud, you will also be teaching your mini lesson. To do this, stop 3-5 times during your read-aloud, and model how you used the strategy. You should also give your students a chance to practice the skill. Our classrooms are too full for us to rely on calling on one student at a time. Every student needs to be thinking and interacting with every question you ask.

TURN AND TALK



SIGN LANGUAGE



STOP AND JOT



INCLUDED!

This product gives you the interactive stopping points for every read-aloud. The stopping points included use interactive elements such as turn and talk, sign language, and stop and jot.

5. SET UP ACCOUNTABLE INDEPENDENT READING

Give your students time (15-30 minutes) to continuously read books they choose at their "just right" reading level. Keep students accountable to the skills you are teaching with exit slips.

INCLUDED!

This product gives you exit ticket bookmarks for every lesson.

6. CONFERRING AND SMALL-GROUP WORK

While students are reading independently, you can confer with individuals or teach small-group strategy lessons.

OPTIONAL ADD-ON

This product works seamlessly with my strategy group bundle.

NINE RULES FOR AN EFFECTIVE INTERACTIVE READ-ALoud

1. **THERE IS A DIFFERENCE BETWEEN A READ-ALoud AND AN INTERACTIVE READ-ALoud**

The phrase “interactive read-aloud” refers to a read-aloud that is a teaching lesson. A “read-aloud” generally refers to reading a text aloud solely for enjoyment. BOTH have a place in an elementary classroom. I like to have a quiet and relaxing session of reading aloud from a long chapter book for the last 15 minutes of our day. This is very different from my interactive read-aloud, which is when I read a text aloud for a focused, specific lesson.

2. **FOCUS ON ONLY ONE SKILL PER DAY**

Keep your interactive read-aloud focused. For example, if you choose a text that is focused on “character expressions” to read for a lesson, keep all of the commentary and interactive practice focused on that skill, rather than mixing other skills into the lesson.

3. **CHOOSE RICH MENTOR TEXTS**

Be deliberate when choosing the mentor texts that you use for your interactive read-alouds. I suggest looking for books that give you very clear opportunities to practice the skills you are teaching. Early chapter books that are written at an early elementary reading level are often NOT rich texts and do not provide meaningful opportunities to practice the skill. We have access to many great mentor texts in our school libraries, classroom libraries, and/or public libraries. You can find book lists organized by skill online, OR you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.

4. **MAKE THE READ-ALoud INTERACTIVE**

Our classrooms have too many students for us to rely on calling on one student at a time. Every student needs to be thinking and interacting with every question you ask.

5. **PLAN AHEAD**

Your goal will be to model how you use the skill in your own reading during your lesson. The more authentic your modeling is, the more effective your lesson will be. To do this, sit down with the book before you teach the skill. Read it with the strategy in mind. For example, if you are going to do a lesson on “context clues”, read the book, and notice when you use the skill yourself. Write this on a sticky note, and put it on that page of the book as a reminder for when you read the text to the class.

6. **KEEP IT SHORT (ABOUT 10 MINUTES)**

A concise lesson that does not drag on for too long is the best for keeping all students engaged.

7. **YOU DO NOT NEED TO FINISH A TEXT IN ONE SESSION**

It is totally okay to read only part of a book for your lesson. If needed, you can use just a small section of text to illustrate and practice the strategy.

8. **PLAN 3-5 STOPS**

Ideally, you should stop 3-5 times during your read-aloud and model how you used the strategy. Don’t stop too often, or you will stifle the story so much that it is hard to follow. Include interactive elements such as “turn and talk” within this 3-5 stop range.

9. **YOU CAN USE THE SAME BOOK FOR MANY LESSONS**

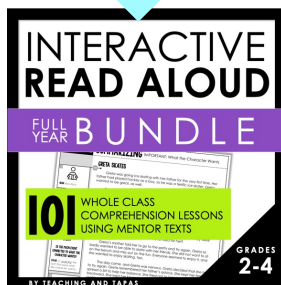
Remember, the purpose of the interactive read-aloud is the lesson, not the story. When you read a familiar story with a new focus, your students may see it with fresh eyes.

WANT MORE?

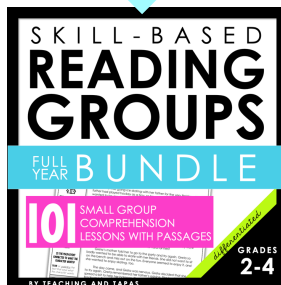
For every reading group lesson, you can get matching whole class lessons, daily practice bell ringers, as well as pre- and post-assessments.

- Differentiated
- Print or digital
- Made by a TEACHER for TEACHERS

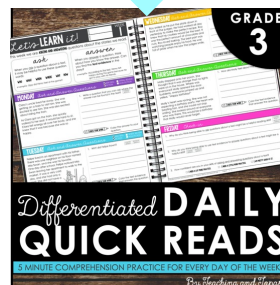
WHOLE CLASS LESSONS



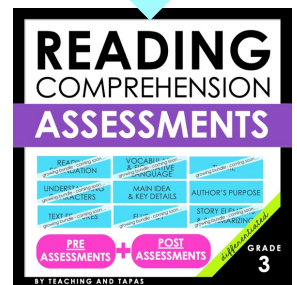
SMALL GROUP INTERVENTION



DAILY PRACTICE



ASSESSMENTS



QUESTIONS?

teachingandtapas@gmail.com

THANK YOU

& HAVE AN AWESOME DAY!



Alyssa Swanson

