

K-3 Literacy Pilot: MoMEntum Common Professional Learning #5.0



Read- Aloud as a Scaffold

Learning Intentions

Educators will:

- develop a common understanding of read-aloud.
- understand read- aloud as a scaffold to student achievement.
- understand the possible scaffolds within a read–aloud.

Read-Aloud

Usually a whole/large group activity.

Read-aloud is a teaching structure that introduces students to the joy of **constructing meaning** from text.

Teachers are the only one with access to the printed text and they assume all of the responsibility for negotiating the print.

Read-Aloud

Literary and informational read-alouds are important because they:

- provide fluent reading models.
- promote listening and speaking skills.
- increase vocabulary.
- develop a sense of story.
- develop language syntax.

Read-Aloud

Literary and informational read-alouds are important because they:

- allow all students to focus on the meaning of the text.
- build readers' enjoyment of story and sense of community.
- expose students to different text structures, authors and genres.

Read-Aloud

Literary and informational read- alouds are important because they:

- develop social imagination.
- give students a reason to work hard to become better readers.
- give students a safe space to explore complicated topics.
- give access to texts that would otherwise be too difficult.

Scaffolding

A process that “enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts” (Wood, Bruner, and Ross 1976, 90).

Text Selection as a Read-Aloud Scaffold

When selecting a text the teacher should consider:

- the power to spark conversations.
- student interest.
- the complexity of the text.
- the genre.
- the opportunities for addressing vocabulary, skills and strategies.
- the opportunities to build student knowledge.

Text Selection as a Read-Aloud Scaffold

After selecting the text, the teacher should:

- thoroughly read the text.
- identify the purpose of the read- aloud (learning intentions).
- indicate sections for direct instruction.
- jot down open ended and text based questions to facilitate conversations and comprehension.

During the Reading as a Read-Aloud Scaffold

During the read aloud the teacher:

- reads the print aloud to engage the students.
- pauses at preselected points to model/clarify her thinking.
- pauses at preselected points for students to share their thinking.
- listens in on student conversations to assess student thinking.
- shares whole group important points that further comprehension.

A Read-Aloud is Not

Literary and informational read- alouds are not:

- students actually reading the text.
- teaching the book to death
- listening to a recording without any discussion
- reading-aloud a mediocre book or book that is too hard.

Read–Aloud In Action

<https://www.youtube.com/watch?v=-IIWKaT1bsM>

While viewing the read–aloud video, please:

- jot down some of the scaffolds the teacher used during the read–aloud.
- note some scaffolds she might have used but didn't.

Completing the Survey

Copy and paste the link to the survey into a browser window.

<https://www.surveymonkey.com/r/Readaloud5>

Complete the survey.

Certificate of one contact hour will be issued by your literacy coach.