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**Professional Development Series for Grades 3-12:**  
**Content Literacy in Action (Supporting Literacy in**  
**All Content Areas)**

**Session 6: Independent and Whole Class Read**  
**Alouds**

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October 19, 2022



# Objectives

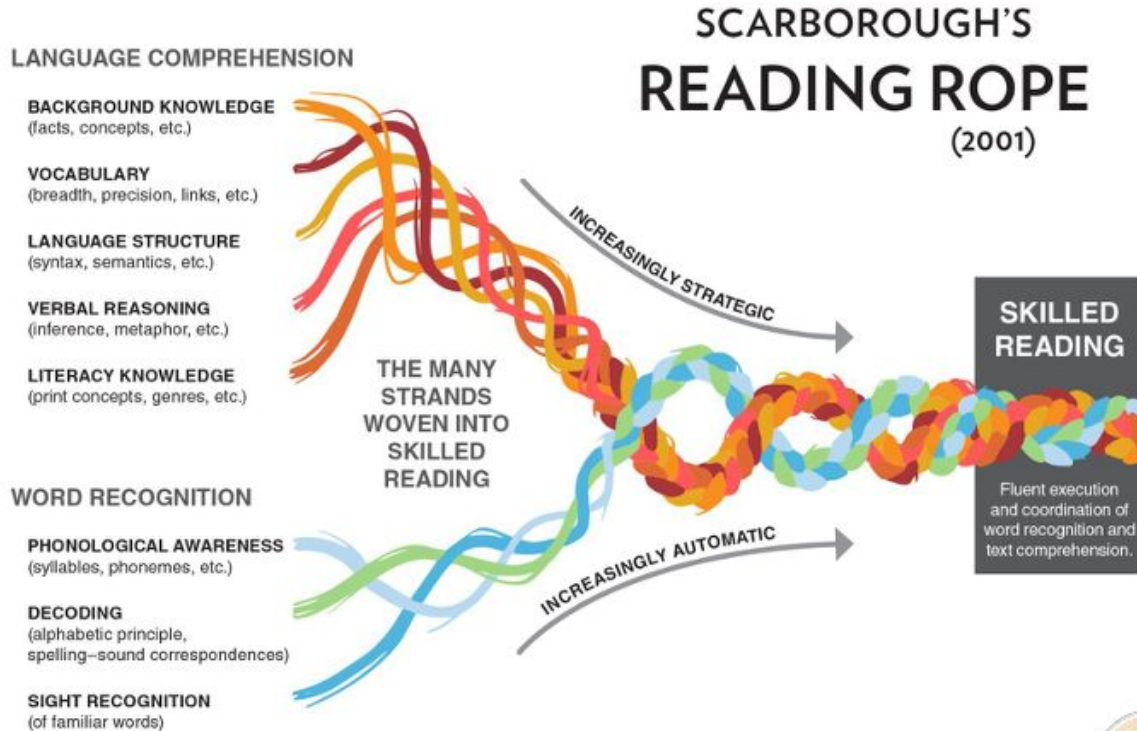
- Participants will be able to
  - implement the Independent Reading and Whole Class Read Aloud Supports with students while using High Quality Instructional Materials.



# Agenda

- Review of Content Literacy Series
- Purpose of Independent Reading Support
- Independent Reading In Action
- Purpose of Whole Class Read Aloud Support
- Whole Class Read Aloud in Action
- Next Steps
- Closure

# Literacy in Grades 3-12





# Content Literacy Series

- The [Content Literacy Series](#) builds proficiency within the four areas of literacy (reading, writing, speaking, and listening) using High Quality Instructional Materials in a whole class setting.
  - Reading
    - [Whole Class Read Aloud](#)
    - Partner Reading
    - [Independent Reading](#)
    - Annotating Text
    - Direct and Explicit Vocabulary Instruction
    - Reading and Writing for a Purpose



# Content Literacy Series Continued

- Writing
  - Creating a Claim
  - Reading and Writing for a Purpose
  - Summary Writing to Develop Comprehension
  - Using Rubrics
  - Using Student Exemplars
  - Writing Frames
- Speaking and Listening (coming soon)
  - Discussion Tracker
  - Socratic Seminar
  - Fishbowl Discussion



# Purpose of Independent Reading

- The purpose of independent reading is to build students' fluency by independently decoding words and determining meaning, as well as building knowledge around a content-specific idea or topic.
- Independent reading is an essential skill in literacy because students need practice in reading to become more proficient.



# Independent Reading in Action

- Pre-read the text for that day's lesson. Determine what parts can be assigned independently and anticipate any struggles students may have with vocabulary, syntax, background knowledge, literacy knowledge, etc. (For more assistance with vocabulary, see [Direct and Explicit Vocabulary Instruction](#).)
- Communicate the purpose of independent reading with students.
- Establish a purpose for reading that day. (See [Reading and Writing for a Purpose](#) for more information regarding this step.) The purpose could be locating the main idea, to support a claim, make an alternate claim, etc.
- Determine how you will hold students accountable for the assigned reading.



# Independent Reading in Action Continued

- Teacher Talk:
  - “Good morning class. Now you will independently read paragraphs 4 and 5 of “Tough Issues” to determine what was a major challenge of the Constitutional Convention. Remember, independent reading helps us practice reading to build skills in vocabulary, grammar and helps us build our sight vocabulary. Practicing reading helps you become a better reader, not just in this class, but in life.”
  - “Remember your annotation procedure as you read, and be sure to select the evidence required to answer the question.”



# Purpose of Whole Class Read Aloud

- The purpose of whole class read alouds is to build students' fluency by hearing the words and seeing the letter/word correspondence so that they will recognize the word(s) again.
- Whole class read alouds also helps to build content knowledge.



# Whole Class Read Aloud in Action

- Pre-read the text for that day's lesson. Determine what parts should be read whole class and anticipate any struggles students may have with vocabulary, syntax, background knowledge, literacy knowledge, etc. (For more assistance with vocabulary, see [Direct and Explicit Vocabulary Instruction](#).)
- Communicate the purpose of a read aloud with students.
- Establish a purpose for reading that day. (See [Reading and Writing for a Purpose](#) for more information regarding this step.) The purpose could be locating the main idea, to support a claim, make an alternate claim, etc.
- Determine how you will hold students accountable for the assigned reading.
- Circulate the room to ensure students are tracking the words read with either their finger or eyes so that you can ensure students are making the sound/letter correspondences.
- Pause intermittently to check for understanding and discuss key ideas.



# Varieties of Reading for Whole Class

- Teacher reads aloud
- Audio recording is played
- Echo reading
- Choral reading

It is important to note that whatever version of the read aloud is chosen, the correct rate and expression are modeled when reading.



## Next Steps

- Look at upcoming lessons to decide where the load should be and whether students should independently read the selection or teacher should read the selection out loud. [Partner reading](#) can be another option when considering the lift.
- Print or bookmark the supports so that you can refer back to the explicit directions.
- Ask yourself after the lesson if you highlighted the intentionality required from that support. Are you noticing a difference as a result of implementation?





# Closure

- Being intentional with our reading supports inside the curriculum will allow us to build literacy skills for students inside our content areas.
- Strategies as simple and independent reading and whole class read alouds can have a significant impact on student outcomes both inside the curriculum and inside content areas.
- Improving skills within content literacy will improve proficiency within everyday literacy skills so that students will become more proficient at reading and writing.



# Questions or Comments

If you have any questions or comments you can reach out to [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

