Support: Whole-Class Read Aloud

ELA	Math	Science	Social Studies
➔ research tasks ➔ assigned readings ➔ giving feedback	➔ solving word problems ➔ learning new concepts or vocabulary	➔ reading: ◆scientific journals ◆charts ◆graphs ◆secondary sources that cover scientific processes. ➔ looking at the Science and Engineering Practices: obtaining, evaluating, and communicating information; analyzing and interpreting data	➔ reading: ◆primary sources ◆secondary sources ◆charts ◆graphs ◆timelines

Who could this support?

Students who are struggling to independently read the text selection, or when there is a key idea that students need to grasp from the text that may not happen when independently reading.

Purpose:

- to build students' fluency by hearing the words and seeing the letter/word correspondence so that they will recognize the word(s) again
- to build content knowledge

Communicating the purpose:

It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic. Building fluency helps aid students in better comprehending the text.

Process

Prework

- Pre-read the selected text so that you can become familiar with the words/ideas and read the text at an appropriate rate and with the appropriate prosody (patterns and intonation in a language) aloud to the students. For text with heavy domain-specific vocabulary, consider some work with words before reading by selecting the "Vocabulary Support" document from the Disciplinary Literacy documents for the students. Be sure to follow the guidelines if you are teaching from an exploratory curriculum by not front-loading Tier III vocabulary. See Vocabulary Support document for more information. Consider teaching the Annotating strategy prior to the reading strategies so that students know best practices while reading.

Process (continued)

Step 1   Communicate the purpose of the strategy (Whole class read aloud) to the students.

Step 2   Inform students that they need to track the words read with their fingers or with eye movement and why that is important (see purpose).

Step 3   Establish a purpose for reading so that students are not just reading to read. The purpose could be to find the main idea, to support or make an alternate claim, to find the development of a claim, to answer key questions, etc.

Step 4   While reading the selection, ensure that students are tracking the words and redirect when they are not.

Step 5   Pause intermittently to check for understanding by asking questions about key ideas in the text that you want students to take away. When you come across a word your students may not know, but it isn't integral to understanding the text, consider reading the word and simply telling them a synonym for the word, and then continue reading.

I know I'm successful when…

- You will be successful when you see ALL students tracking the reading, as well as when students start to recognize some of the words read, and begin reading your content-area text with the appropriate fluency and prosody, or at least building towards it. This will build success with students reading independently on texts like this in the future and understanding key ideas in the content area.

Additional Considerations

- For students who need additional support:
  - Set the purpose for reading that section, letting them know up front what essential question you want them to answer from reading.
  - Have students discuss what they read with a partner before a whole-class share out to build confidence and work through ideas.