New Strategies for Reading Aloud to K-2 Students
Catherine Gewertz
Associate editor, *Education Week*

Follow Catherine on Twitter: @cgewertz
New Strategies for Reading Aloud to K-2 Students

Expert Presenters:

Meredith Liben, director of literacy, Student Achievement Partners

Nikki Longmore, 2nd grade teacher, Ruby Duncan Elementary School, Las Vegas

Related Story:
“New Read-Aloud Strategies Transform Story Time” by Catherine Gewertz

Related Special Report: Building Literacy Skills
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
The Read Aloud Project: Helping K-2 Teachers Bring Common Core Literacy to Life in their classrooms

Education Week Webinar
June 18, 2015

Meredith Liben
What IS the Read Aloud Project (RAP)?

• A collaborative, teacher lead project to create interactive read aloud lessons for K-2 classrooms for anyone to use

• RAP has so far created over 120 lessons which:
  • Demonstrate how the literacy strands are designed to work together
  • Are rich and lively for students and teachers alike
  • Contain many that align to common science and social studies topics
  • Model how reading comprehension can be learned before students can read rich text for themselves
  • Build knowledge and vocabulary for all students
  • Are ongoing! Collaborative trainings continue.
What is the need RAP fills?

• Offers a new way to think about reading aloud to students
• Offers clear guidance for how foundational reading and the ELA standards are designed to work together
• Helps K-2 teachers understand what the heck ‘college and career ready’ means for their children and grade levels
• Helps undo the damage caused by rigid rules about the ‘90 minute literacy block’ through NCLB and other well-intended reforms
• Helps re-open classroom doors to the wide world beyond
Where do I access the RAP lessons and templates?
Two places. Achieve the Core and Edmodo

• You can access both from inside www.achievethecore.org
  • Indicate you are a teacher/coach interested in ELA for grades K-2
Select ‘Try this in your classroom’ and go to sample lessons.
Browse the Lesson Bank

The Lesson Bank is very large. Search it in the way most convenient to you.

- Search for Lessons Organized by Topic (Early Elementary)
  Free, Common Core-aligned lessons appropriate to be read aloud in K-2 classrooms. Organized alphabetically by topic.

- Search for Lessons to Use With Read Aloud Stories (Early Elementary)
  Free, Common Core-aligned lessons appropriate to be read aloud in K-2 classrooms. Organized by grade and alphabetically by title of text.

- Search for Lessons to Use With Popular Stories (Upper Elementary)
Choose a Book Title

You’ll find picture books, chapter books and articles.

Animals

Bats
This informative book by Gail Gibbons offers an intriguing look at some of the many different kinds of bats, their amazing abilities, and how these mammals fit into the natural world.

GO TO RESOURCE

A Butterfly is Patient
This is an illustrated informational text that describes the many characteristics of butterflies. Through a poetic narrative, students are introduced to the world of butterflies and exposed to many fun and interesting facts.

GO TO RESOURCE
Download a Lesson Plan

Title/Author: A Butterfly is Patient

Suggested Time to Spend: 6 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6; W.2.2, W.2.8; SL.1.2, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4

Lesson Objective:
Students will learn about the characteristics of butterflies and will engage in multiple activities to build their understanding of how a butterfly’s characteristics help it survive and interact with its environment.

Teacher Instructions

Before the Lesson
1. Read the Big Ideas and Key Understandings and the Synopsis below. Please do not read this to the students. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

   Big Ideas/Key Understandings/Focusing Question
   How do butterflies’ characteristics help them interact with and survive within their environment?
For access to the RAP Community on Edmodo:
Set up a free teacher account at www.edmodo.com
Access to Materials

On the left side of your home screen, it will say “Groups” under your name and picture. Click on the + next to “Groups” and choose “Join”. Type in the Group Code below:

Edmodo Group Code for RAP (Read Aloud Project)

pkx52i
From your home screen, you should now see “Read Aloud Project” or “Basal Alignment Project” listed under “Groups”. Click on this tab.
Choose “Folders” from the left side of your screen.
Download a Lesson Plan

Title/Author: A Butterfly is Patient

Suggested Time to Spend: 6 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6; W.2.2, W.2.8; SL.1.2, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4

Lesson Objective:

Students will learn about the characteristics of butterflies and will engage in multiple activities to build their understanding of how a butterfly's characteristics help it survive and interact with its environment.

Teacher Instructions

Before the Lesson

1. Read the Big Ideas and Key Understandings and the Synopsis below. Please do not read this to the students. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

How do butterflies' characteristics help them interact with and survive within their environment?
Additional Resources:

• "Both And" - a resource guide for how to insure Common Core alignment in your Guided Reading classroom

• The Matthew Effect - video presenting the research and explaining why it is crucial to build vocabulary and knowledge as early as possible.

Thank you for joining us - on to Nikki!
Meredith Liben
mliben@studentsachieve.net
www.achievethecore.org
The Read Aloud Project (RAP)

Nikki Longmore
2nd Grade Teacher, Ruby Duncan Elementary School
Las Vegas, NV
What’s the Difference?

**RAP**
- Purposefully planned
- Variety of standards
- Focuses on skills and knowledge
- Text Dependent Questions
- Complex Text
- Emphasizes Vocabulary

**Traditional Read Aloud**
- Not always purposefully planned
- Focused mainly on ‘reading’ standards
- Draws on student’s prior knowledge
- Grade appropriate texts
- Pre-teaching of vocabulary
Ways to Use a RAP Lesson

- Using it as is
- Modify to meet student’s needs
- Writing your own
As a Teacher....Key Things to Keep In Mind

- Read Text
- Read Lesson
- Take Notes
- Prepare Materials
- Be Reflective
The RAP in Action

SPECIAL ANNIVERSARY EDITION

THE STORY OF RUBY BRIDGES

by ROBERT COLES illustrated by GEORGE FORD

SCHOLASTIC
Standards and Big Idea

**Common Core grade-level ELA/Literacy Standards**

RL.2.1, RL.2.2, RL.2.7; W.2.2, W.2.8; SL.2.1, SL.2.2, S.2.6; L.2.4

**Big Ideas/Key Understandings/Focusing Question**

What were the challenges that Ruby Bridges faced when she was in first grade and why were they so challenging for her? What characteristics helped her to overcome these challenges, and what were the results of her actions?
### 1st Read

<table>
<thead>
<tr>
<th>Questions/Activities/Vocabulary/Tasks</th>
<th>Expected Outcome or Response (for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST READING:</strong> Read aloud the entire book, including the forward and afterward, with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. Activity: Teach what segregation is to students. Give Definition of segregation, desegregation, and integration to students. Show images and discuss. Read the article “Martin Marches” by This article can be accessed through EBSCO HOST through a primary search of segregation.</td>
<td>The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.</td>
</tr>
</tbody>
</table>
SECOND READING:
For the second reading, the entire text will be read to help students to understand what was happening with segregation in the 19602 and how this posed challenges to Ruby. Activity Throughout: The teacher will record information in the left side of the chart example during discussion.

Challenges Ruby Faced
Characteristics that helped Ruby Overcome challenges

Pg. 5
How does the author describe Ruby’s early life when she was little?

The author tells us that Ruby’s family was very poor by telling us that they lived in a small cabin, and her father lost his job forcing them to move.

Page 8-9
What wasn’t fair about the schools in New Orleans when Ruby’s family was there?

The author shared Ruby’s quote that they were “very poor, very, very poor”

Why did Ruby go to the William Franz Elementary School in 1960, and why was this important?

Black and white children were not able to receive the same education and went to separate schools. (segregation)

A judge ordered Ruby to go to the William Franz Elementary School in 1960, and this was important because this was a school for white children only. She would be the only black student.
Additional Reads with Text Dependent Questions

Pg. 10-15
How did the citizens of New Orleans feel about Ruby Attending the William Franz School? How do you know?

Pg. 18-19
Why did Mrs. Henry say that, “Sometimes I’d look at her and wonder how she did it. How she went by those mobs and sat there all by herself and yet seemed so relaxed and comfortable.”
Culminating Task and Additional Activities

Final Day With The Book-Culminating Task

- Write to describe the challenges the Ruby Bridges faced in the United States when she was six years old. What characteristics helped her to overcome these challenges and how did her actions affect others? Be sure to use examples from the text to support your answer.
Culminating Task and Additional Activities cont.

Sample Student Response:
Ruby Bridges faced many challenges when she was six years old. She was ordered by a judge to attend the William Franz Elementary School, which was a school for white students only. For months, she walked to school through an angry mob that yelled at her and called her names. She worked in an empty classroom with just her and her teacher, but loved to learn and worked hard. Her family taught her to work hard and to love others. Ruby had a lot of courage and was brave walking to school every day. Ruby never got angry at the mob of people, and she never stopped coming to school. In fact, she prayed for the angry people every day, which showed her amazing forgiveness. Eventually, others returned to school and began to understand that people with different colored skin can learn and go to school together. Today Ruby is very successful and even works and even works to help parents get more involved in school.
Benefits of RAP

**Teacher Benefit**
- Quality instruction
- Difference in RAP and read aloud
- Focus on student’s learning
- Multiple standards addressed

**Student Benefit**
- Allows to access quality text
- Discourse
- Writing to text
- Connections of real world experiences
For additional information please feel free to contact me.

Nikki Longmore
njlongmore@interact.ccsd.net
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
New Strategies for Reading Aloud to K-2 Students

Required Reading from Education Week:

**Spotlight on English/Language Arts for K-8**
The English/language arts skills taught in elementary and middle school are essential to students’ success throughout their academic careers. In this Spotlight, learn how teachers can spark student interest in reading, how some schools are automating student writing evaluations, and how personalized learning can boost English/language arts instruction.