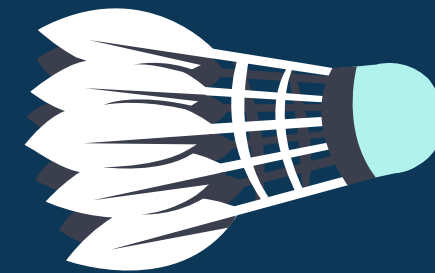


INTERACTIVE READ ALOUD:

WHERE EVERY STUDENT
GETS OFF THE BENCH

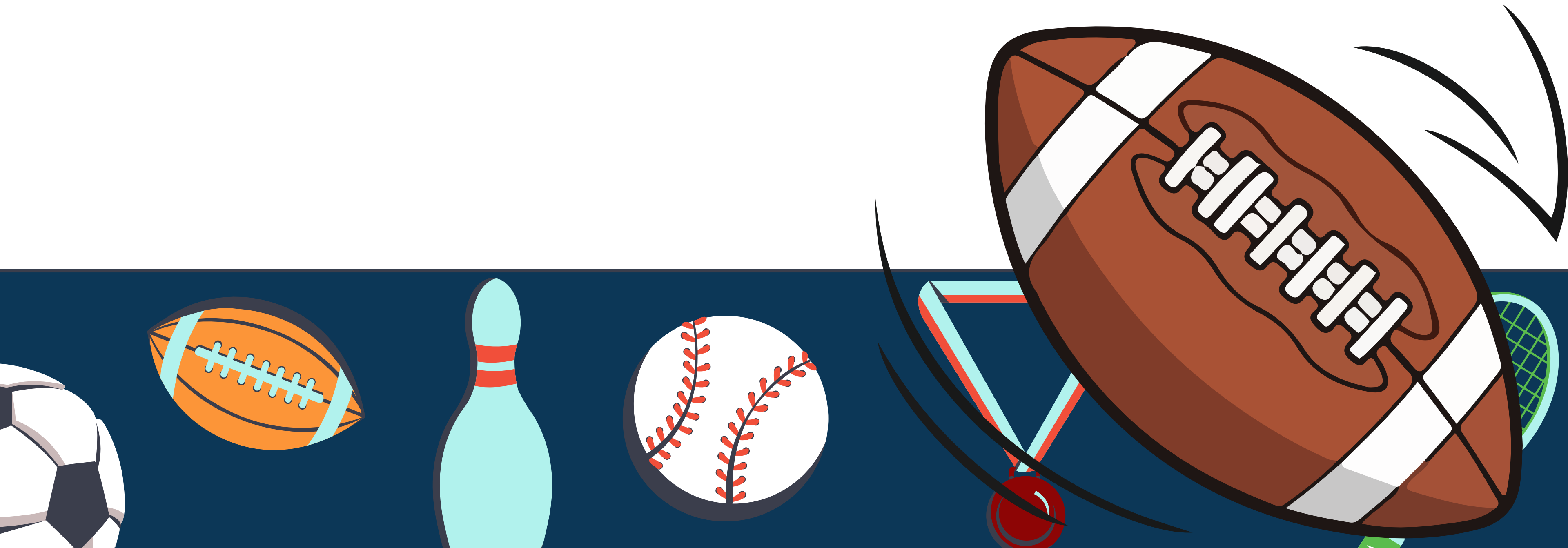


Melissa Garcia
2-5 ELA Instructional Coach

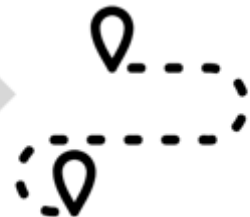


Mitzie Buss
5th Grade - Granger Elementary

**TO RECEIVE CREDIT FOR THIS SESSION, MAKE
SURE YOU COMPLETE THE SURVEY AT THE END!**



Northwest ISD
Professional Learning Expectations
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 

**PROFESSIONAL
LEARNING
NORMS HELP US
SECURE A WIN!**

LEARNING TARGET

Today I will explore the research behind Interactive Read Aloud and practice planning an intentional, TEKS-aligned read aloud,

so I can use this tier 1 instructional time to give every student access to grade-level text and thinking.

I know I'll have it when I can apply today's planning process to any read aloud in my classroom



AGENDA



Interactive
Read Aloud:
What + Why

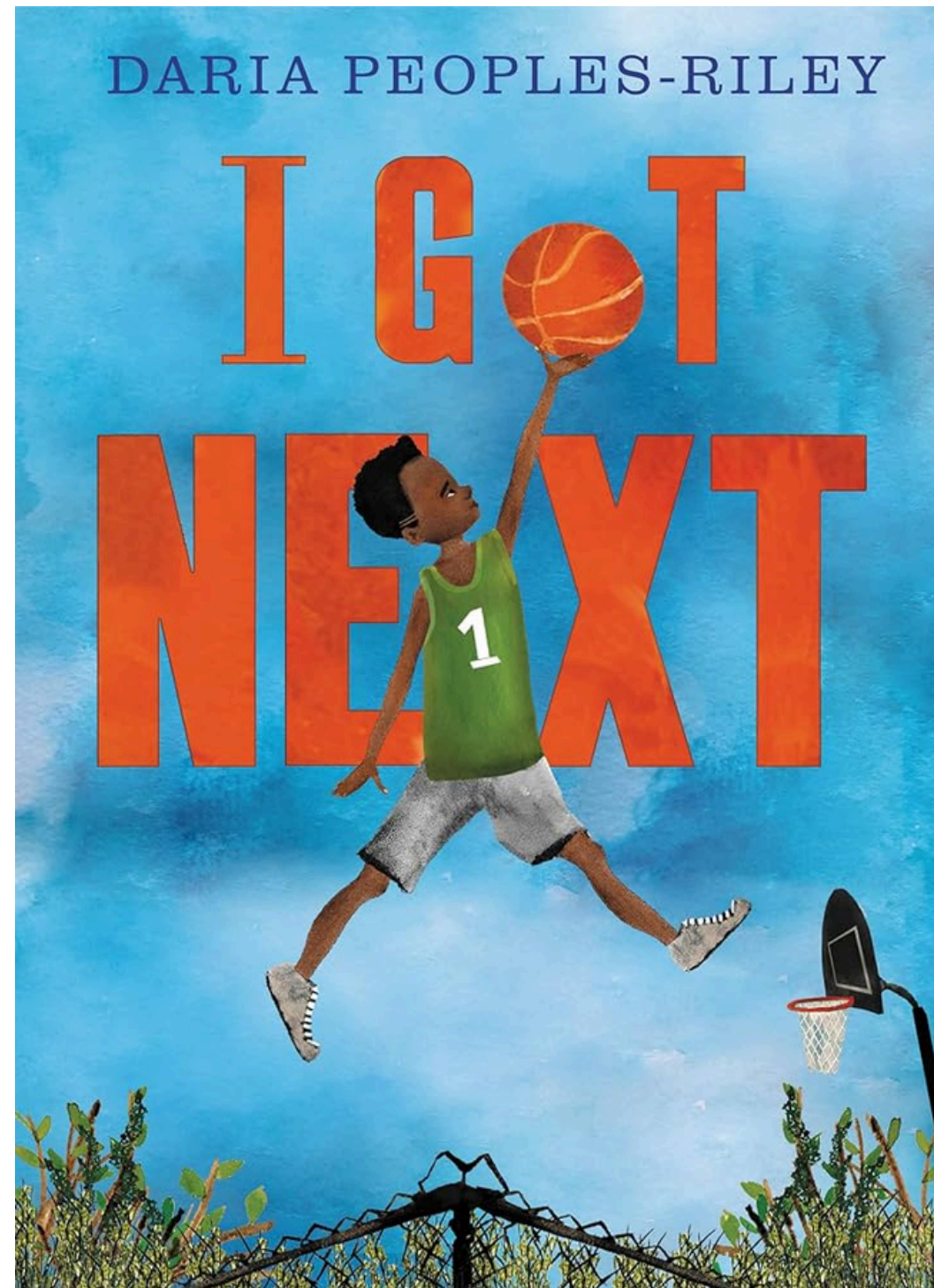


From
Planning to
Practice



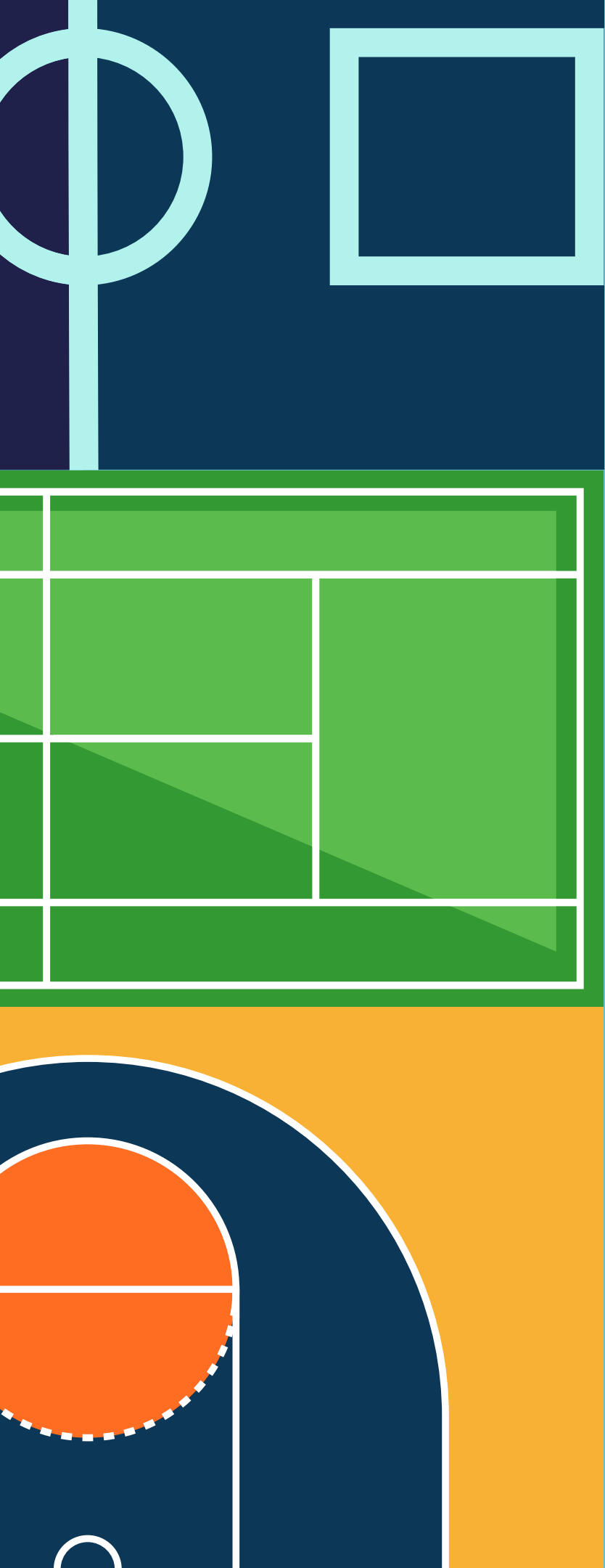
Taking It
Into the
Classroom





READ ALOUD





LITERACY BLOCK

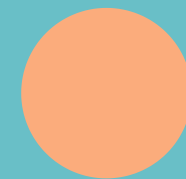
**Reading
Workshop**

**Writing
Workshop**

**Skills
Block**

**Read
Aloud**

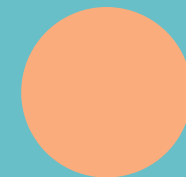
LITERACY BLOCK



Read Aloud



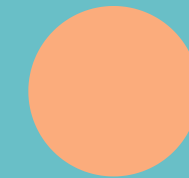
Writing Workshop



Skills Block



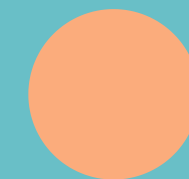
Reading Workshop



Writing Workshop



Reading Workshop



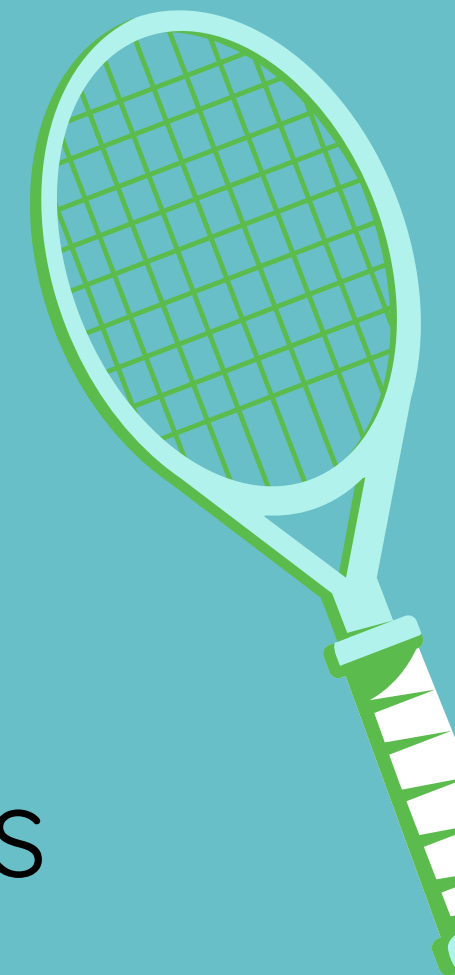
Skills Block



Read Aloud



INTERACTIVE READ ALOUD



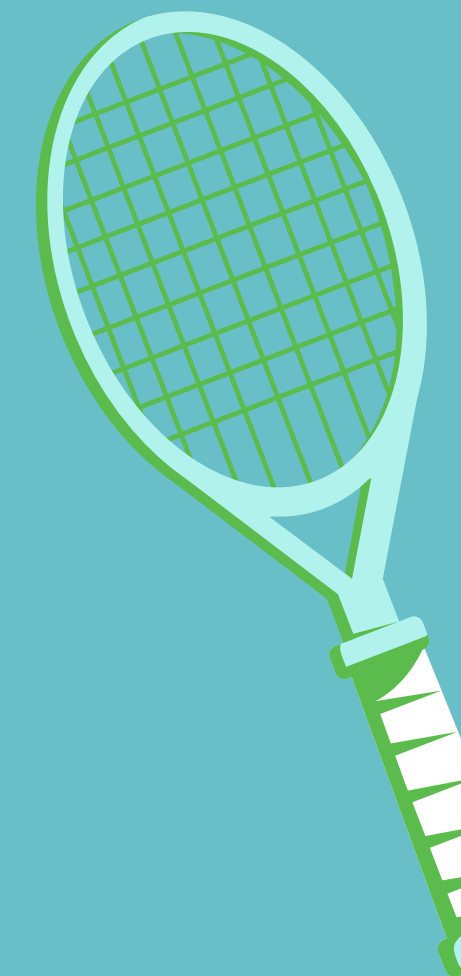
Research suggests the most effective read alouds happen when children ask and answer questions about the text, instead of just listening to the story —this is what's called an **Interactive Read Aloud**.

-Kate Nelson, PhD
[Interactive Read Alouds](#)
The Ohio State University

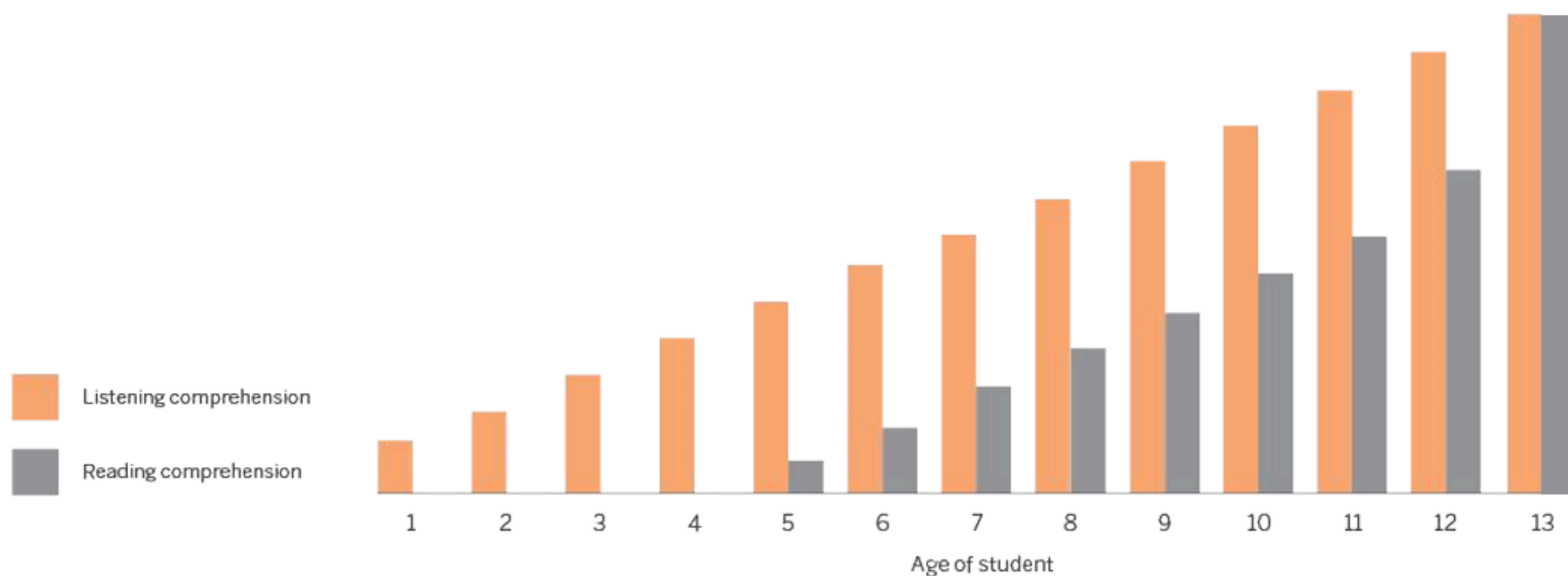




INTERACTIVE READ ALOUD



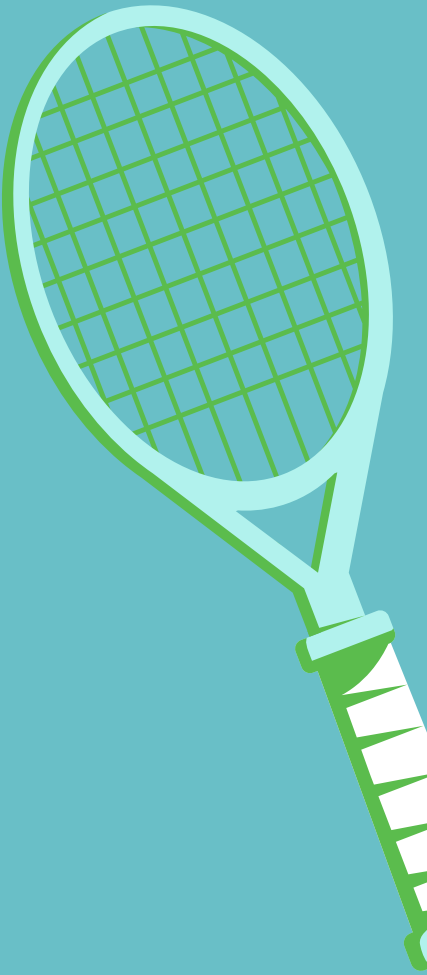
The Advantage of Listening Comprehension



T.G. Sticht, 1974, 1984



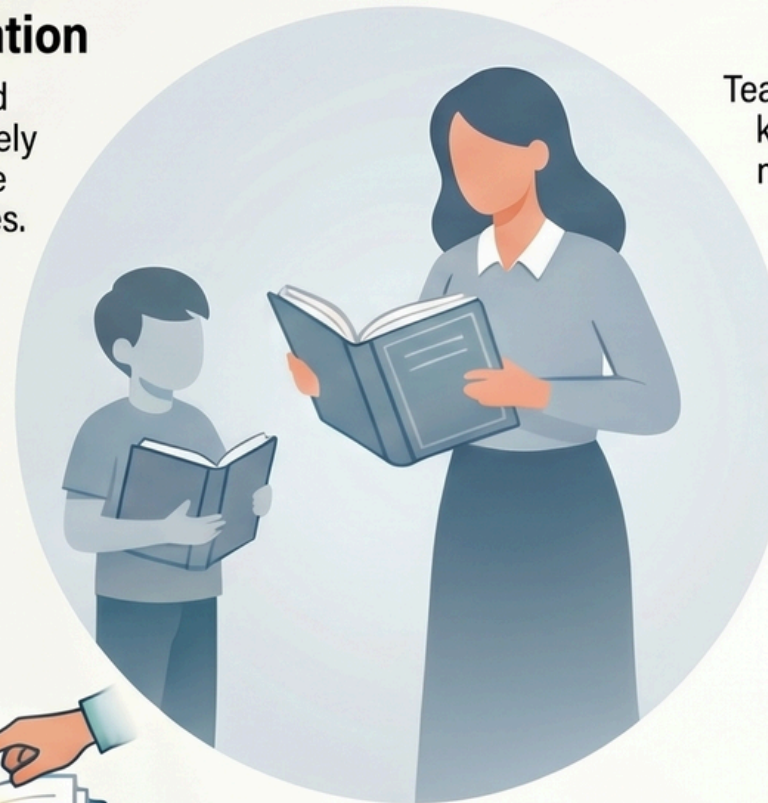
INTERACTIVE READ ALOUD



Beyond Listening: The Power of the Interactive Read-Aloud

From Passive to Active Participation

Students move beyond quiet listening to actively speaking with both the teacher and classmates.



Scaffolding Complex Text

Purposeful modeling makes high-level literature accessible to students who cannot yet read it independently.

A Conversation About Literature

Teachers and students construct knowledge together through meaningful, shared dialogue about the text.

Constructing Knowledge Together



A Community of Collaboration

The process builds a safe, respectful environment where every student's voice is valued.

Engagement Through Interaction

Peer-to-peer strategies like turn-and-talk allow students to process and build knowledge in real-time.



Purposeful Planning

Success requires intentional book selection and pre-planned questions to ensure a productive learning environment.



CHOOSING A TEXT



Engaging

Various Genres

At + Grade Level

Author Studies

Rich Vocabulary

Text Sets

Craft Moves

Award Winners





PLANNING A READ ALOUD





TEKS QUESTION STEMS



e				
TEKS Student Expectation	R or S	Item #	Question Stem 2021, 2022, 2023, 2024, 2025	Genre
4.7C use text evidence to support an appropriate response	R	5	represent text with a main idea and supporting details. [In this question, the text says, "elephant herds try to guard themselves from danger"?]	Informational
		9	Which line from the play suggests that (Character) disagrees with (Character's action)?	Drama
		17	Which sentence from the article "(title of text)" best supports the conclusion that (Character's action brought a positive outcome)?	Informational
		18	Which sentence from the article "(title of text)" supports the idea that the author likes (Character's main topic from text)?	Informational
		34	Which sentence from the story suggests that (Character) is (feeling) to/about (Character's action)?	Fiction
		3	Which line from the play best supports the idea that___?	Drama
		13	Which sentence best explains why children should visit as many parks as they can?	Informational
		14	Which sentence from the story __ supports the idea that___?	Fiction
		2	Which sentence best explains why _____ is surprised that the _____ failed?	Fiction
		6	Which sentence from paragraph __ shows that _____?	Argument
		22	Which sentence from the story shows that _____?	Fiction
		16	Which sentence from paragraph __ in the article "____" shows that _____?	Informational
4.7D retell and paraphrase, or summarize texts in ways that maintain meaning and logical order	R	2	What is best summary of the selection?	Informational
		21	What is the best summary of the selection "(title of text)"?	Informational
		29	What is the best summary of the selection?	Argument
		21	What is the best summary for the section titled "_____?"	Informational
		24	Read the sentences from paragraph ____ What is the best paraphrase of these sentences?	Informational
		2	What is the best summary of the article?	Argument
		1	Which idea should be included in a summary of the story?	Fiction/Fable
Multiple Genres				
4.8A infer the theme of a work, distinguishing theme from topic	S	36	What theme does the poet express in the poem?	Poetry
		12	Which sentence shows a theme of the poem?	Poetry



PLANNING A READ ALOUD



Think
Aloud

dog
BY VALERIE WORTH

Under a maple tree
The dog lies down,
Lolls his limp
Tongue, yawns,
Rests his long chin
Carefully between
Front paws;
Looks up, alert;
Chops, with heavy
Jaws, at a slow fly,
Blinks, rolls
On his side,
Sighs, closes
His eyes: sleeps
All afternoon
In his loose skin.

Think Aloud
author's use of
imagery + word
choice

and the phone is ringing
and the fax is going
and the bills need paying
and sometimes they get sick
(I hope you are not sick,
Mr. Walter Dean Myers)
or their family gets sick
or their electricity goes off
or the car needs fixing
or they have to go
to the grocery store
or do the laundry
or clean up messes
I don't
you find
to write
if you
and m
a help

56

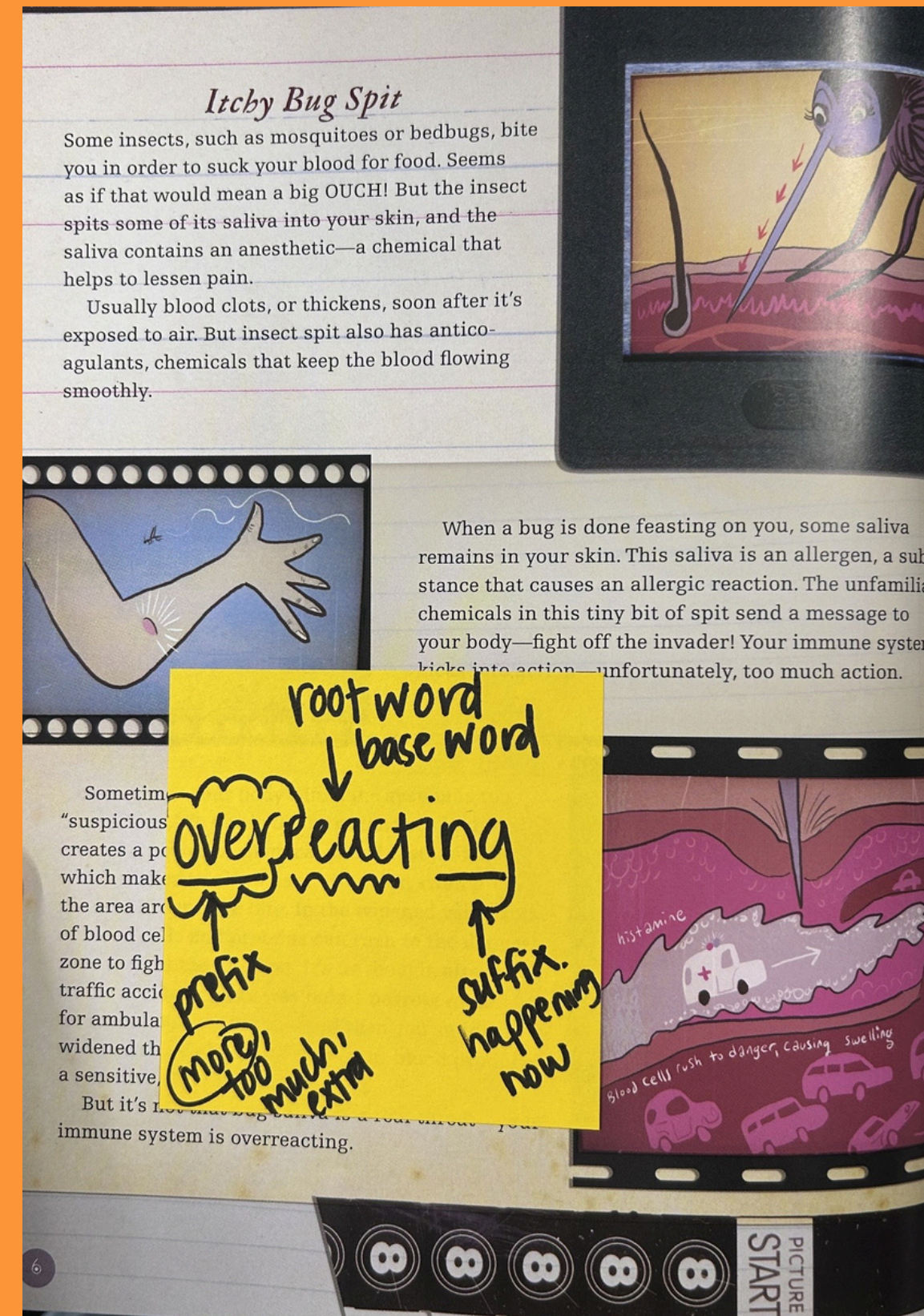
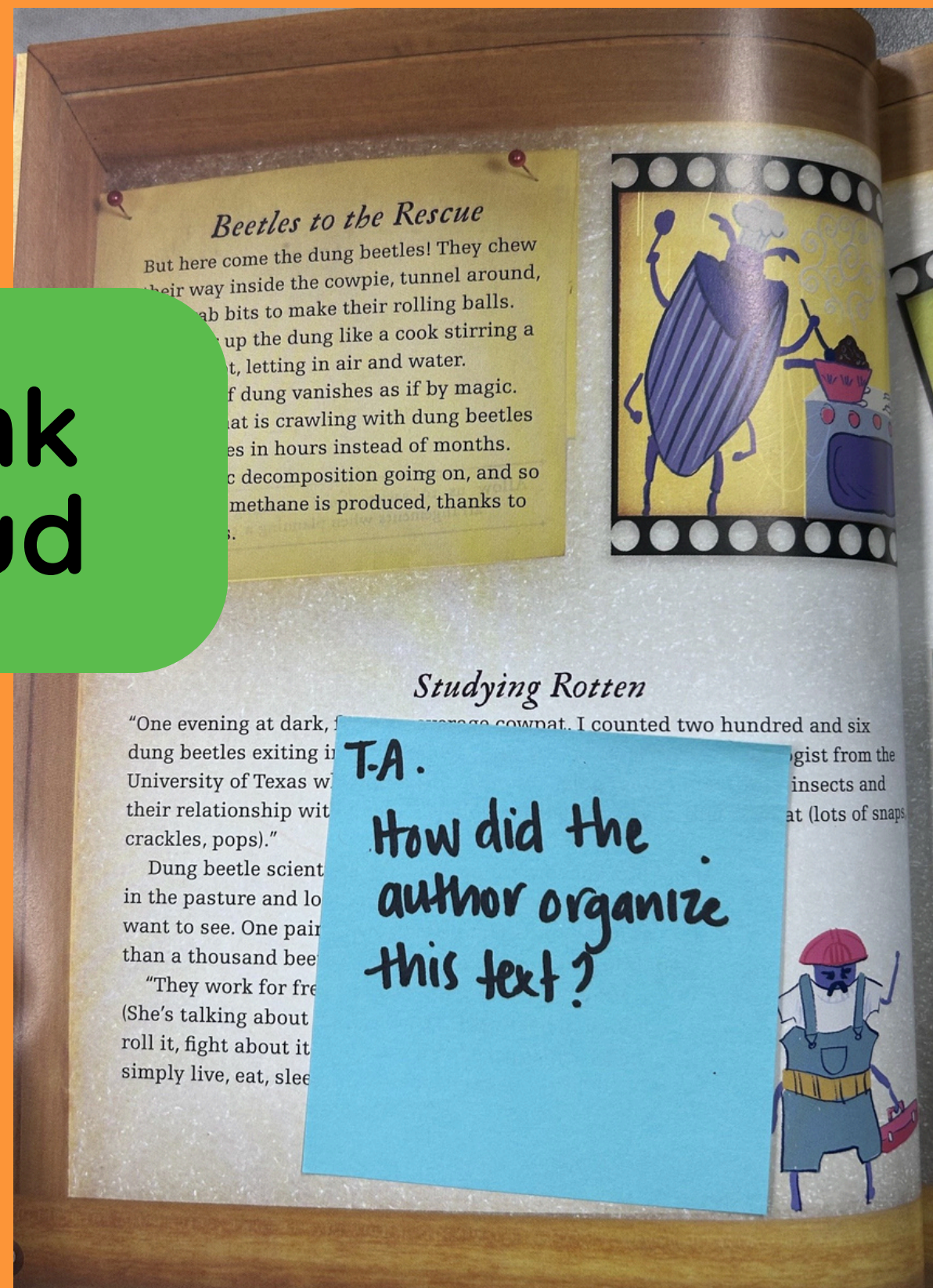
T.A.
What is the author's
purpose for using
repetition?



PLANNING A READ ALOUD



Think
Aloud



PLANNING A READ ALOUD

Think Aloud

T.A.
Author's use of quotation marks to punctuate dialogue

Lift up:
• 2 quotes - " " " "
• punctuation inside quotes
• comma or ! to separate dialogue + tag



Since young fleas grow up in an animal's bedding, fleas are a big, itchy problem for animals that return to the same bed—pet dogs and cats, as well as mice, beavers, woodchucks, squirrels, or rats. Animals that don't sleep in the same place every night, such as apes or deer, don't tend to get fleas.

Soothe the Itch: OIL YOUR DOG

If your dog has sore, itchy skin from fleabites, coconut oil. This pleasant-smelling oil is packed with vitamins and nutrients to help heal sore skin. Rub it into your dog's skin, especially around the neck and ears. The dog will love it! When you get the oil on your skin, it nourishes your skin, too. Coconut oil is not greasy and doesn't matter if your pet licks its fur afterward.

Fleas live all their adult life on some animal. They're weirdly shaped. If you look at a flea from the side, you look head-on, it's narrow. This makes them hard to see. And fleas' bodies are hard and smooth, so they're impossible to catch.

Fleas and lice can travel from place to place. But there are other irritating things out there, ones that don't jump around. Often we hardly notice them—they're quiet, and they don't move a whole lot. But keep a sharp eye out for organisms that are powerful, itch-causing—and green.

T.A.
Why the author included ending #.
How does it help me?
What if it wasn't there?
Connects fleas by comparing to new topic



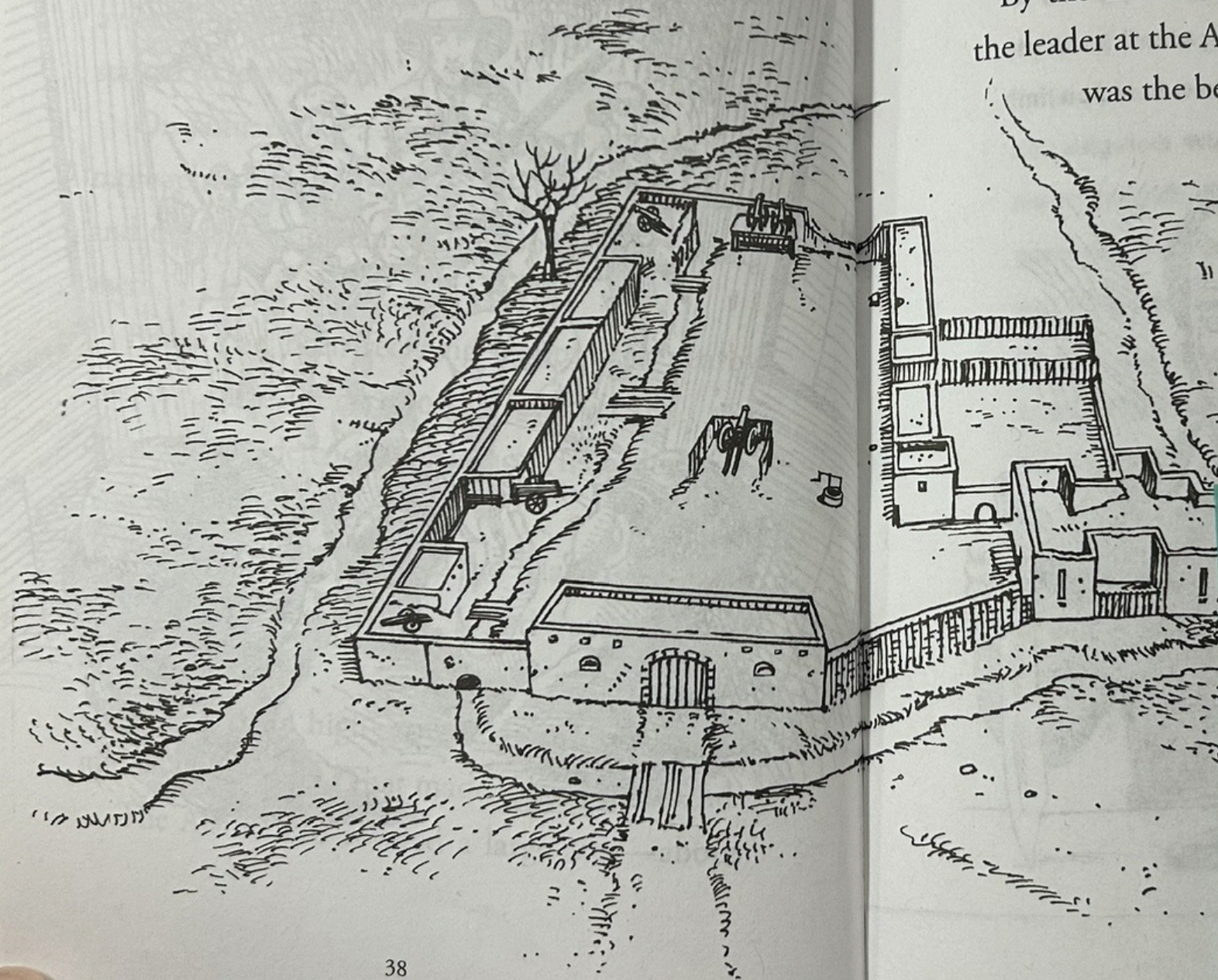
PLANNING A READ ALOUD



three acres. The walls were made of adobe, a mixture of straw and mud. They could withstand Native American arrows, but not cannon fire.

Sooner or later the rebels would be forced to surrender. So Houston wanted to move the cannons out and then destroy the buildings.

By the time Bowie arrived, James Neill, now the leader at the Alamo, had begun to think this was the best plan.



Turn & Talk

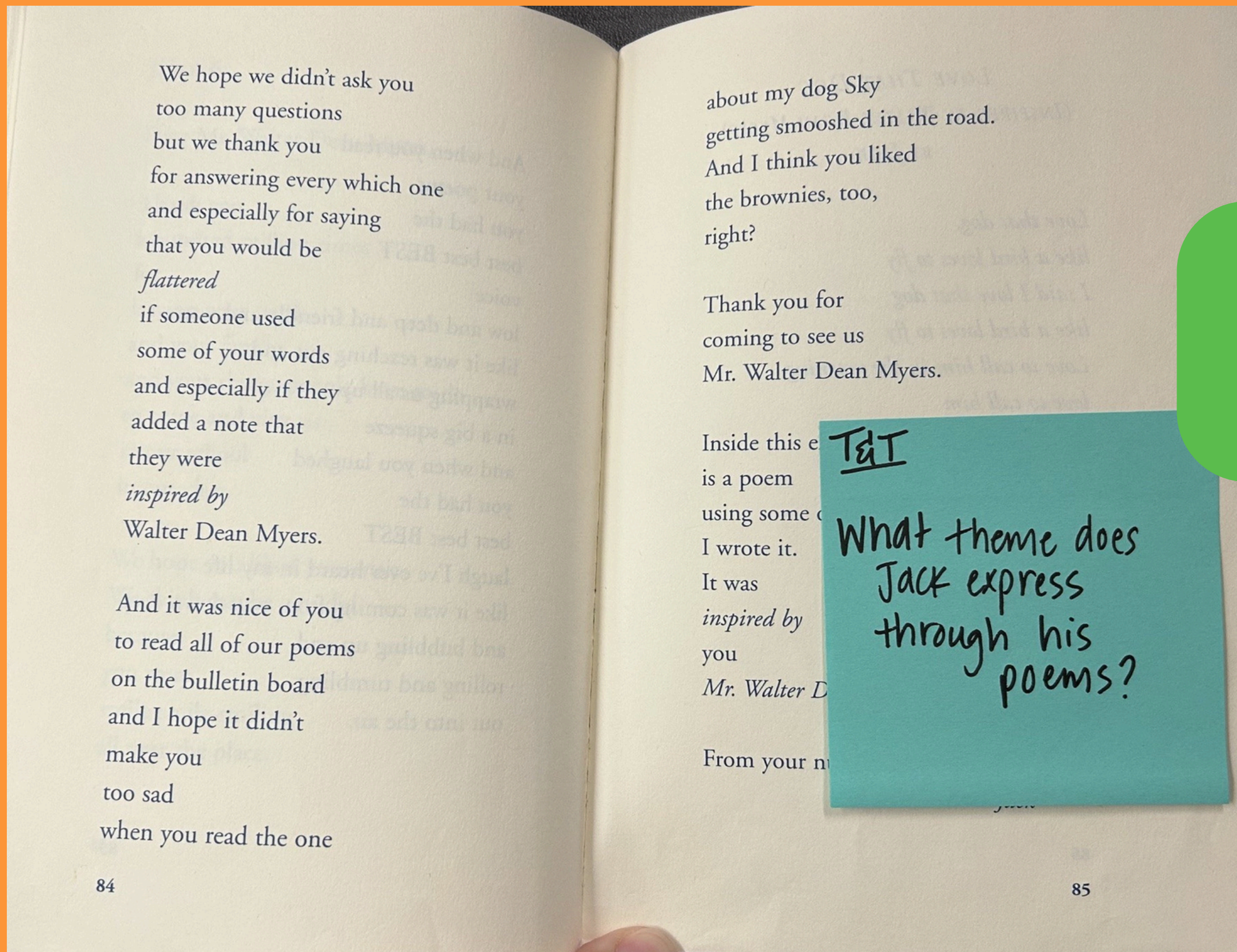
T&T

Why wasn't the Alamo a good fort?

(Key ideas + details)



PLANNING A READ ALOUD



Turn &
Talk



PLANNING A READ ALOUD



A TRIPLE-DECKER SANDWICH

Your skin is made up of three layers:



The dermis helps your body.
produces
• oil moisturizes skin.
makes sweat that can cool you down
produces hair that protects our body

A EPIDERMIS
B DERMIS
C HYPODERMIS

Epidermis

The topmost part—the part you see and touch—is not living tissue. It's made up of skin cells that have died. These cells flake off a little at a time. In fact, you are constantly shedding your entire skin, speck by speck. When you vacuum up the dust under your bed, a lot of it is you.

Other creatures also shed their epidermis. Furry mammals such as bears or mice shed epidermal cells the way we do, a flake at a time. Some animals shed their skin all in one piece. Snakes, for example, wriggle and rub against things until the outer layer of skin loosens. Even the skin over their eyeballs peels off. The snake slithers away in its glossy new skin, leaving the dead skin behind like a dry, rustling ghost. Imagine if humans did that!

Underneath the dead skin cells is the epidermis: living skin that's constantly at work. It creates new skin cells, which work their way upward. It takes only a few weeks for them to the top layer and flake off. Your epidermis creates a whole new skin for you every month or so.

Dermis

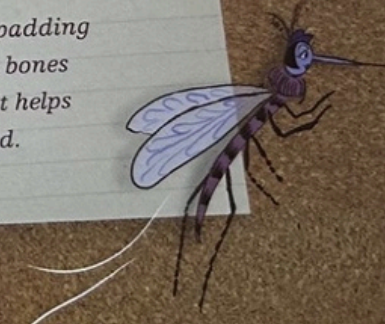
This skin layer is like a factory, cranking out many products. The dermis makes the hairs that sprout on your head, arms, and other parts of your body. It creates oil that keeps your skin healthy and supple. And it oozes sweat, which cools you when it evaporates.

The dermis also contains blood vessels that bring nutrients and oxygen to the skin and carry away waste. Nerve endings are located there, too.

The author uses a description organizational pattern on this page to —

ermis

in is mostly a padding
r muscles and bones
nsulation, so it helps
hot or too cold.

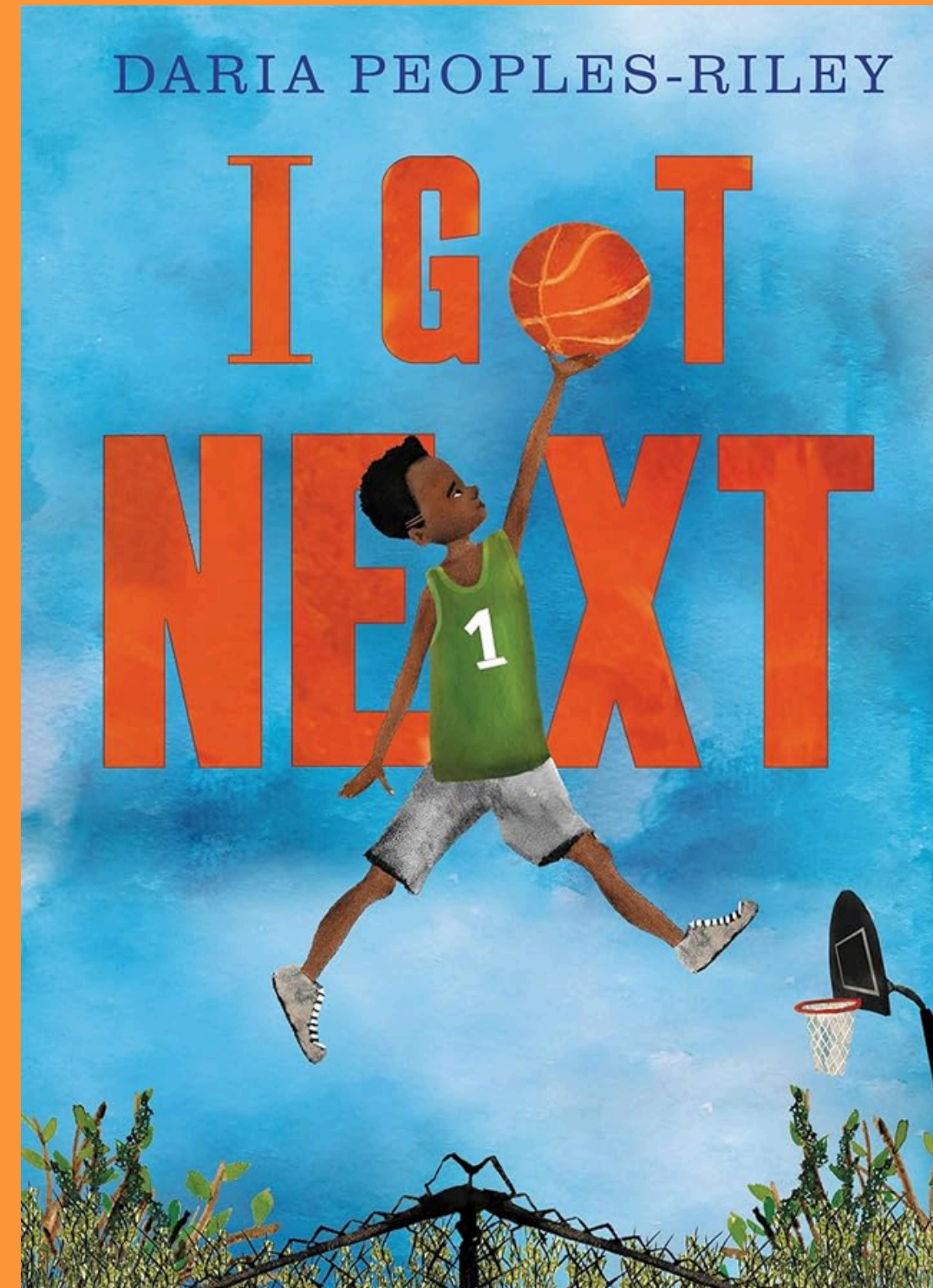
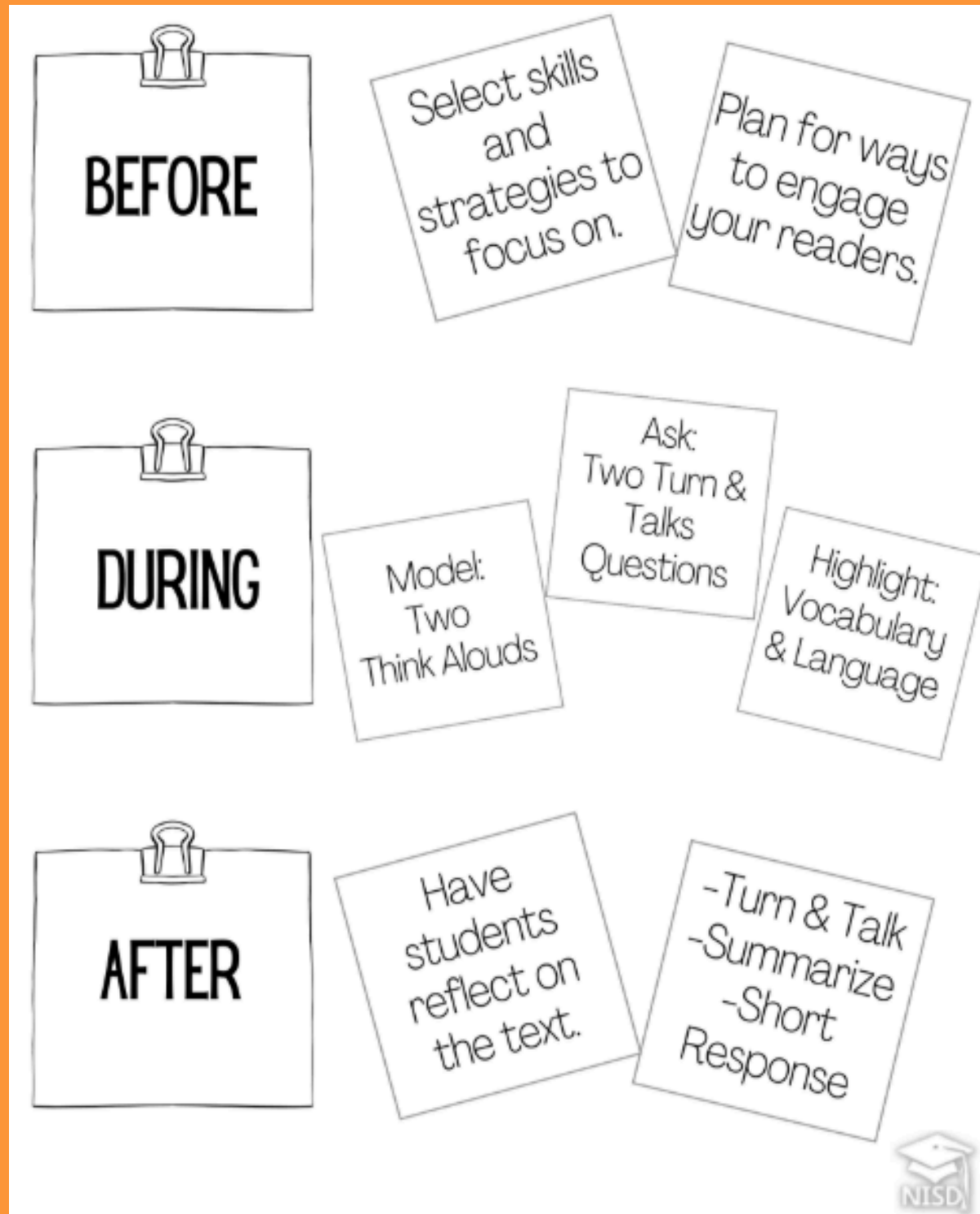


T&T

Turn & Talk



PLANNING A READ ALOUD

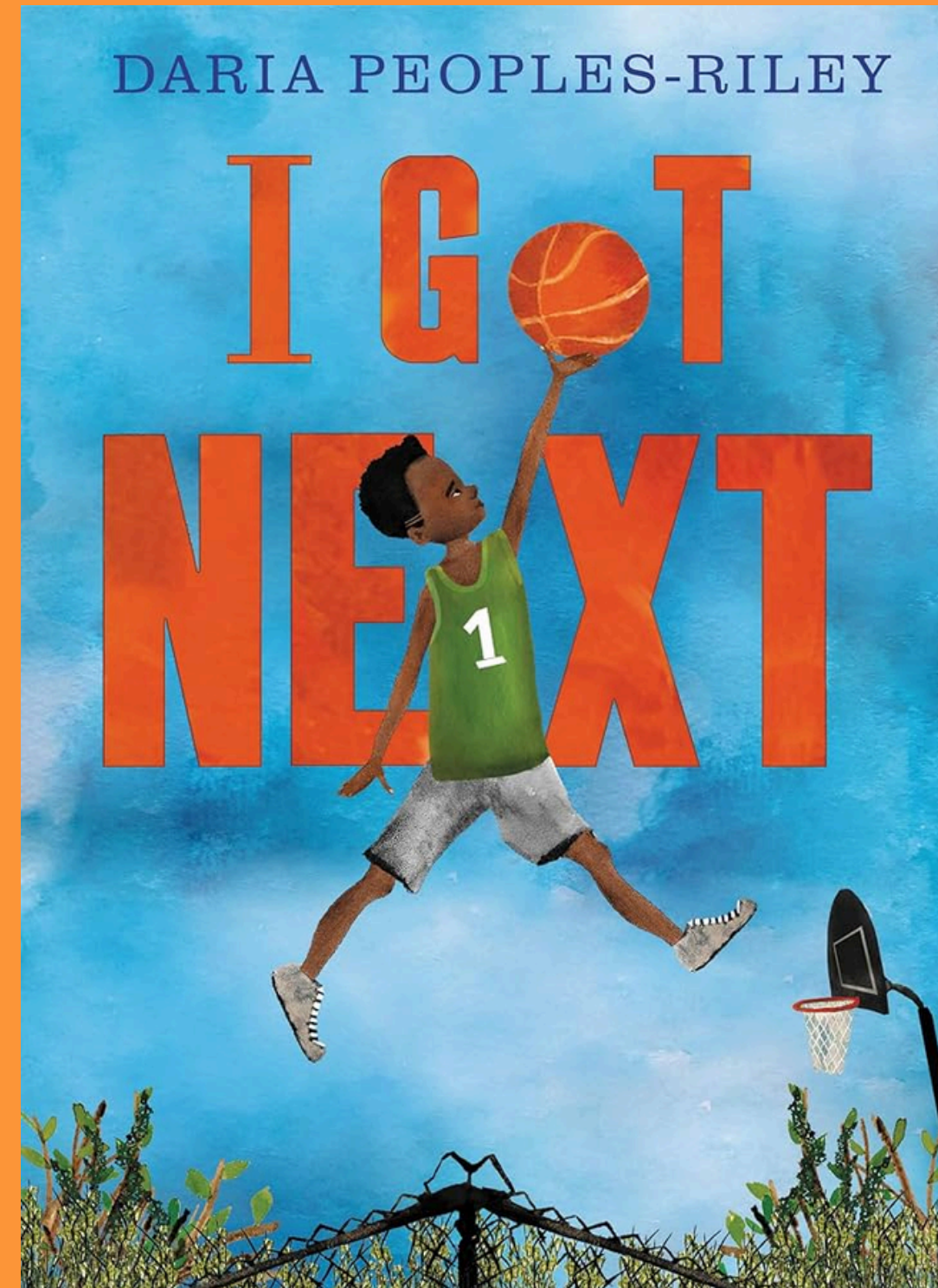


REFLECT

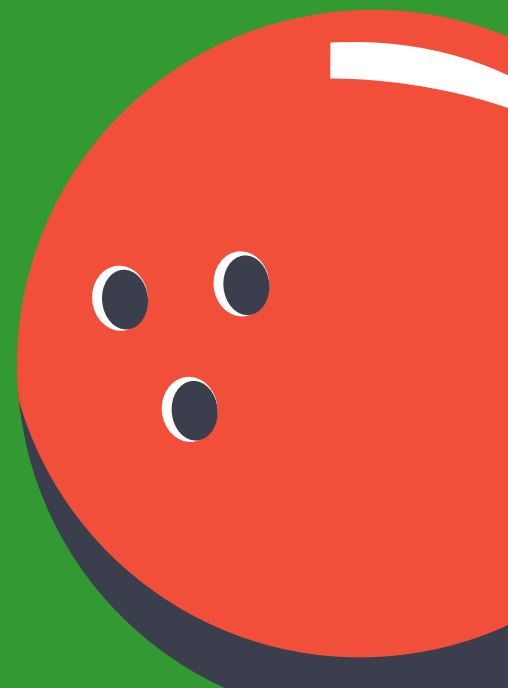
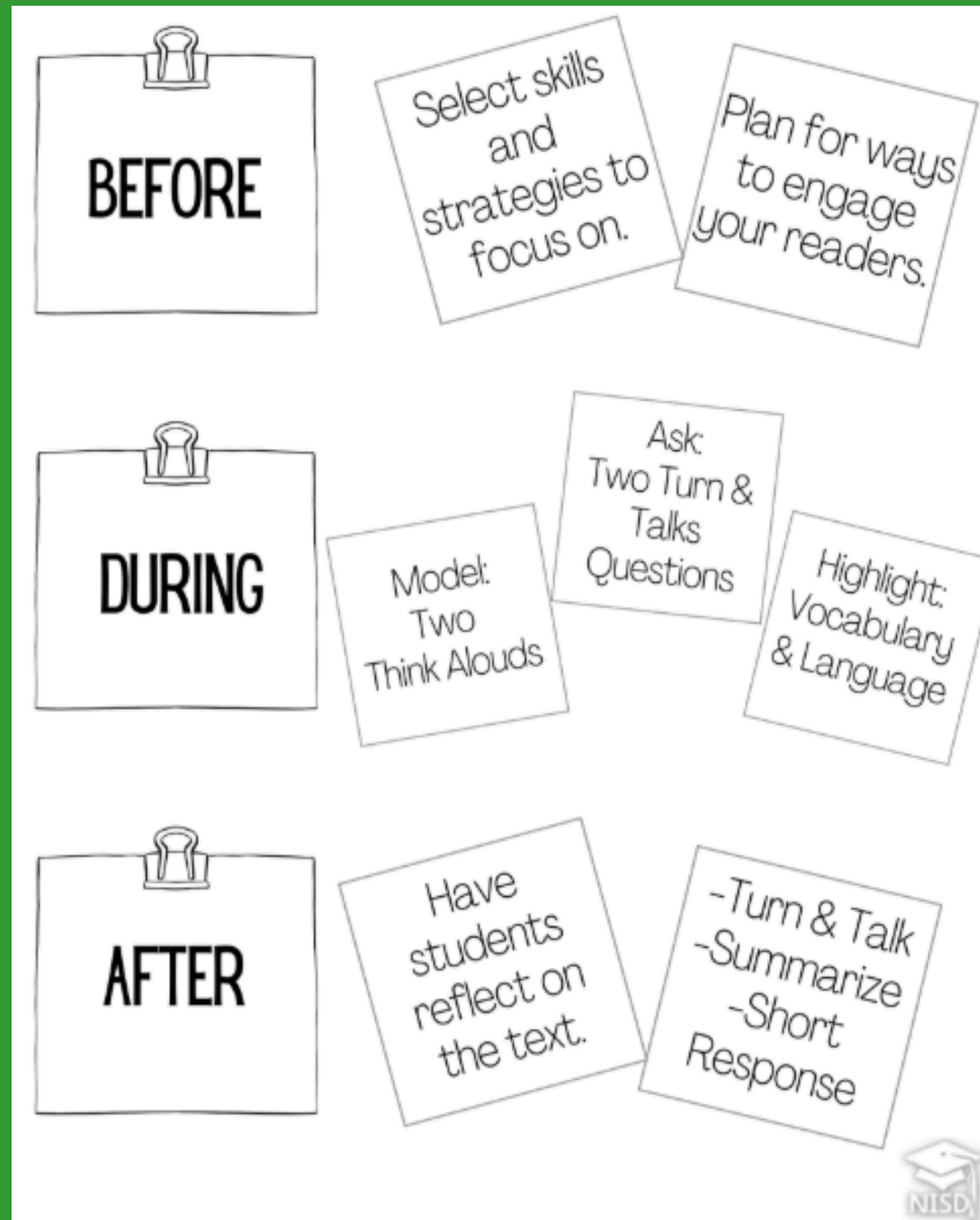


How was this
read aloud
different
than before?

What about
this read
aloud was
effective?



TRY IT: PLAN A READ ALOUD



TRY IT: PLAN A READ ALOUD



4th Grade Master Mentor Text List		
Note: Below, you will find mentor texts used in each quarter of the 2025-2026 scope and sequence. If the book title is labeled NEW!, this book will be provided by C+I. Please locate these books in preparation for instruction. If you cannot locate a book that was purchased by C&I or came from our previous Units of Study curriculum, contact your campus textbook coordinator regarding ordering the book/books.		
Quarter 1		
 <u>Legend of the Bluebonnet</u> by Tomie dePaola From C+I Amazon, Booksource	 <u>Three Armadillos Tuff</u> by Jackie Hopkins From C+I - Digitally (Epic) Amazon	 <u>Frindle</u> by Andrew Clements From C+I Amazon, Booksource

5th Grade Master Mentor Text List		
Note: Below, you will find mentor texts used in each quarter of the 2026-2027 scope and sequence. If the book title is labeled NEW!, this book will be provided by C+I. Please locate these books in preparation for instruction. If you cannot locate a book that was purchased by C&I or came from our previous Units of Study curriculum, contact your campus textbook coordinator regarding ordering the book/books.		
Quarter 1		
 <u>Mufaro's Beautiful Daughters</u> by John Steptoe From Reading UoS Amazon, Booksource	 <u>The Lion the Witch and the Wardrobe</u> by C.S. Lewis NEW! From C+I Amazon	 <u>Fly Away Home</u> by Eve Bunting From Reading UoS Amazon, Booksource
 <u>When Lunch Fights Back</u> by Rebecca L. Johnson From Reading UoS Amazon, Booksource	 <u>Alien Deep</u> by Bradley Hogue From Reading UoS Amazon, Booksource	 <u>Eleven</u> by Sandra Cisneros From Writing UoS Booksource



3rd Grade Master Mentor Text List		
mentor texts used in each quarter of the 2025-2026 scope and sequence. If the book title is provided by C+I. Please locate these books in preparation for instruction. If you purchased by C&I or came from our previous Units of Study curriculum, contact your regarding ordering the book/books.		
Quarter 1		
 <u>Lost in the Library</u> by Josh Funk From C + I Amazon	 <u>Wild Robot</u> by Peter Brown From C + I Amazon, Booksource	 <u>Library Lion</u> by Michelle Knudsen From C + I Amazon, Booksource
 <u>Peter's Chair</u> by Ezra Jack Keats From Reading UoS Amazon, Booksource	 <u>Gorillas</u> by Lori McManus From Reading UoS Amazon	 NEW! <u>Good Morning, Gorillas</u> by Mary P. Osborne From C + I Amazon

2nd Grade Master Mentor Text List		
Note: Below, you will find mentor texts used in each quarter of the 2026-2027 scope and sequence. If the book title is labeled NEW!, this book will be provided by C+I. Please locate these books in preparation for instruction. If you cannot locate a book purchased by C&I or that came from our previous Units of Study curriculum, contact your campus textbook coordinator regarding ordering the book/books.		
Quarter 1		
 <u>The Day You Begin</u> by Jaqueline Woodson From C+I Read Aloud Tub Amazon, Booksource	 <u>Those Darn Squirrels!</u> by Adam Rubin From Reading UoS Amazon, Booksource	 <u>Jabari Jumps</u> by Gaia Cornwall From C+I Read Aloud Tub Amazon, Booksource
 <u>Mercy Watson to the Rescue</u> by Kate DiCamillo From Reading UoS Amazon, Booksource	 <u>Flat Stanley: His Original Adventure</u> by Fran Manushkin From C+I Amazon	



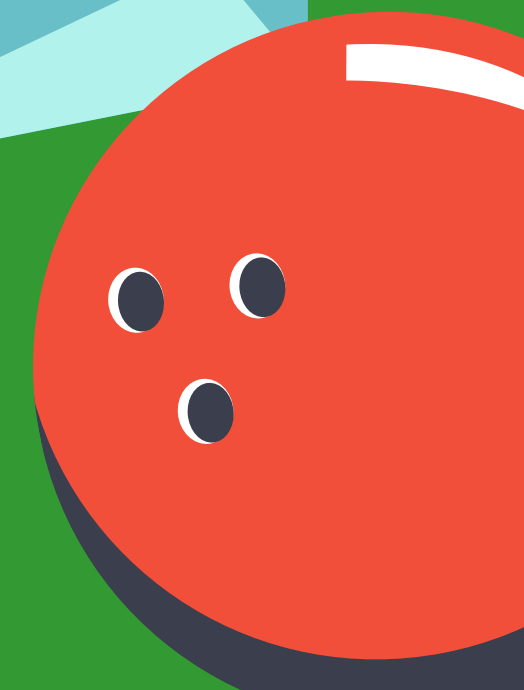
SWAP



Which TEKS
were
highlighted in
this read
aloud?

How is this
read aloud
different
from the one
you planned?

What ideas
did you gain
from seeing
this read
aloud plan?

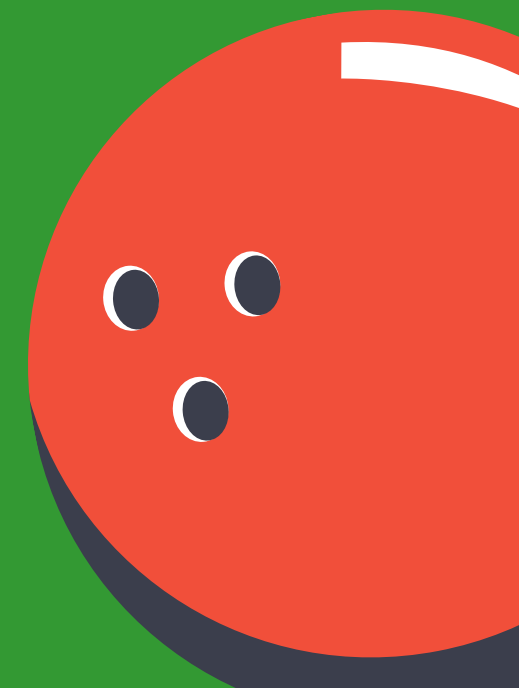


SHARE

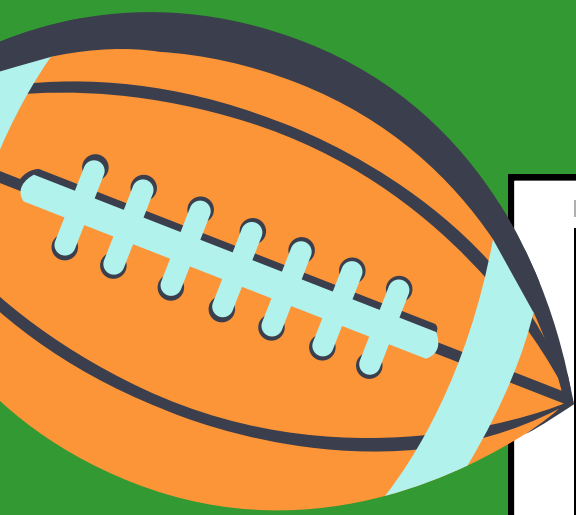


What did you
plan that was
powerful or
that you feel
good about?

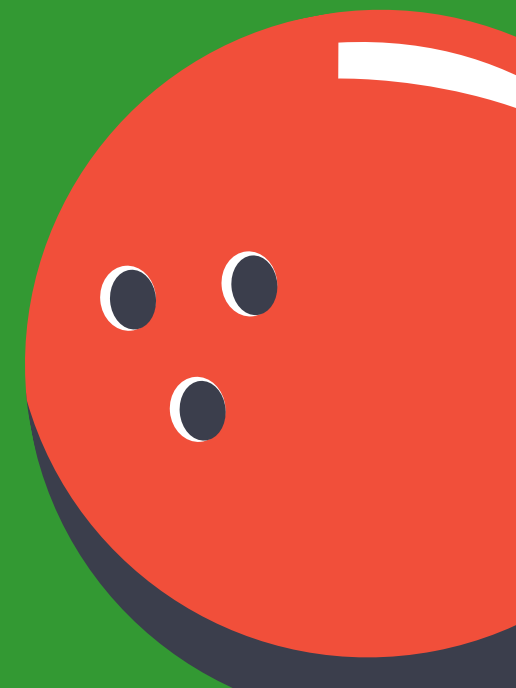
What did you
see in
another read
aloud that
you want to
remember?



PLAN A READ ALOUD



Read Aloud	
T.A. - pg. 3 The author uses the words... ...to describe the character. This makes me think the character is...	T&T - pg. 7 What is the likely reason the author used the phrase....



PLAN A READ ALOUD

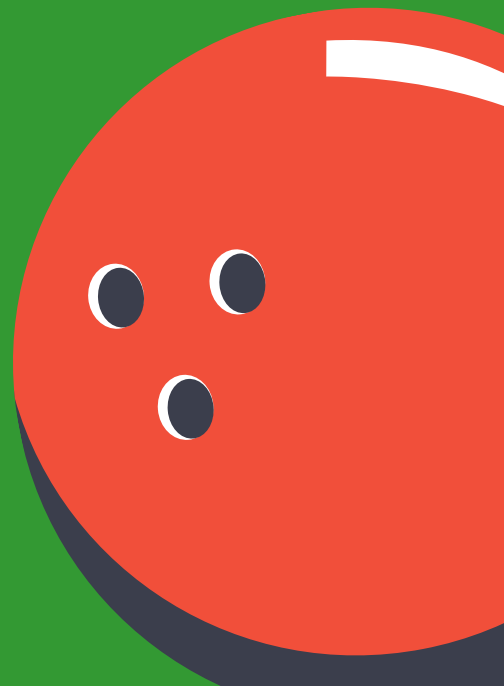
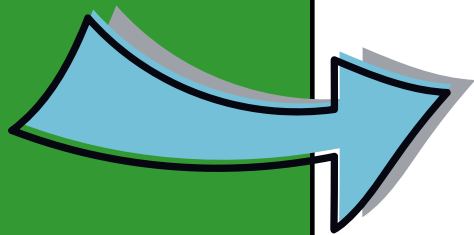


TEKS-Sorted Picture Book List (Grades 3–5)

Making Inferences (3.6F/4.6F/5.6F)

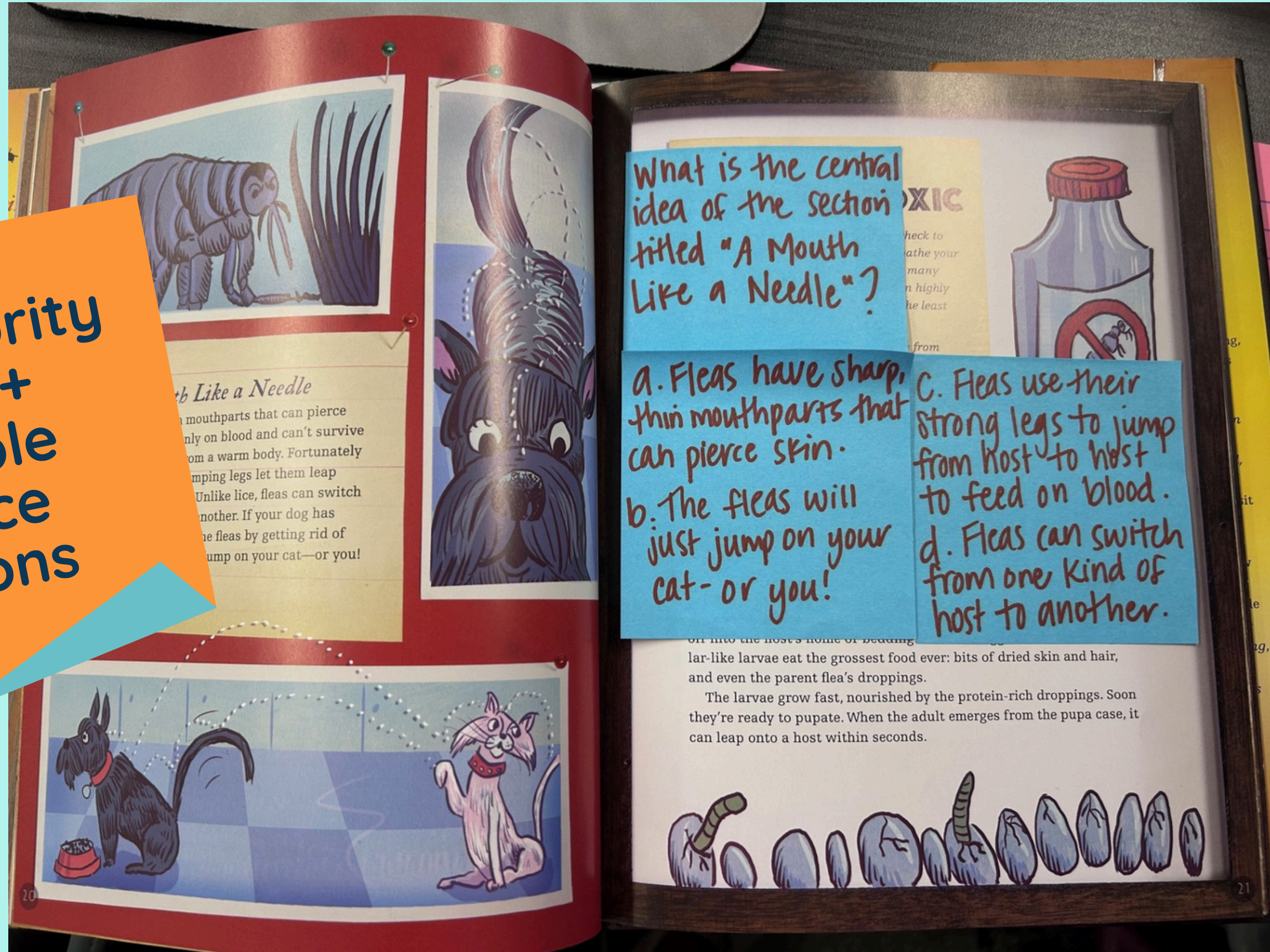
Books with rich illustrations and implied meaning.

- **The Bear Ate Your Sandwich** -visual clues and background knowledge to infer
- **The Sweetest Fig** — Great for predicting and inferring character traits.
- **The Man Who Walked Between the Towers** — Inferring risk, courage, and mood.
- **Two Bad Ants** - text and illustrations to infer setting
- **The Stranger** -gather clues to infer true identity
- **The Stray Dog** - infer characters feelings
- **Don't Let the Pigeon Drive the Bus** - infer character's thoughts
- **Piggie Pie** -wordless pages to infer action and conflicting words/pictures
- **Never Take a Shark to the Dentist** - infer physical/character traits of animals
- **Small in the City** - infer who the narrator is speaking to
- **Dirt + Water = Mud** -infer how math equations will be solved using prior knowledge
- **What Do You Do With a Tail Like This?** - book offers questions for reader to infer
-



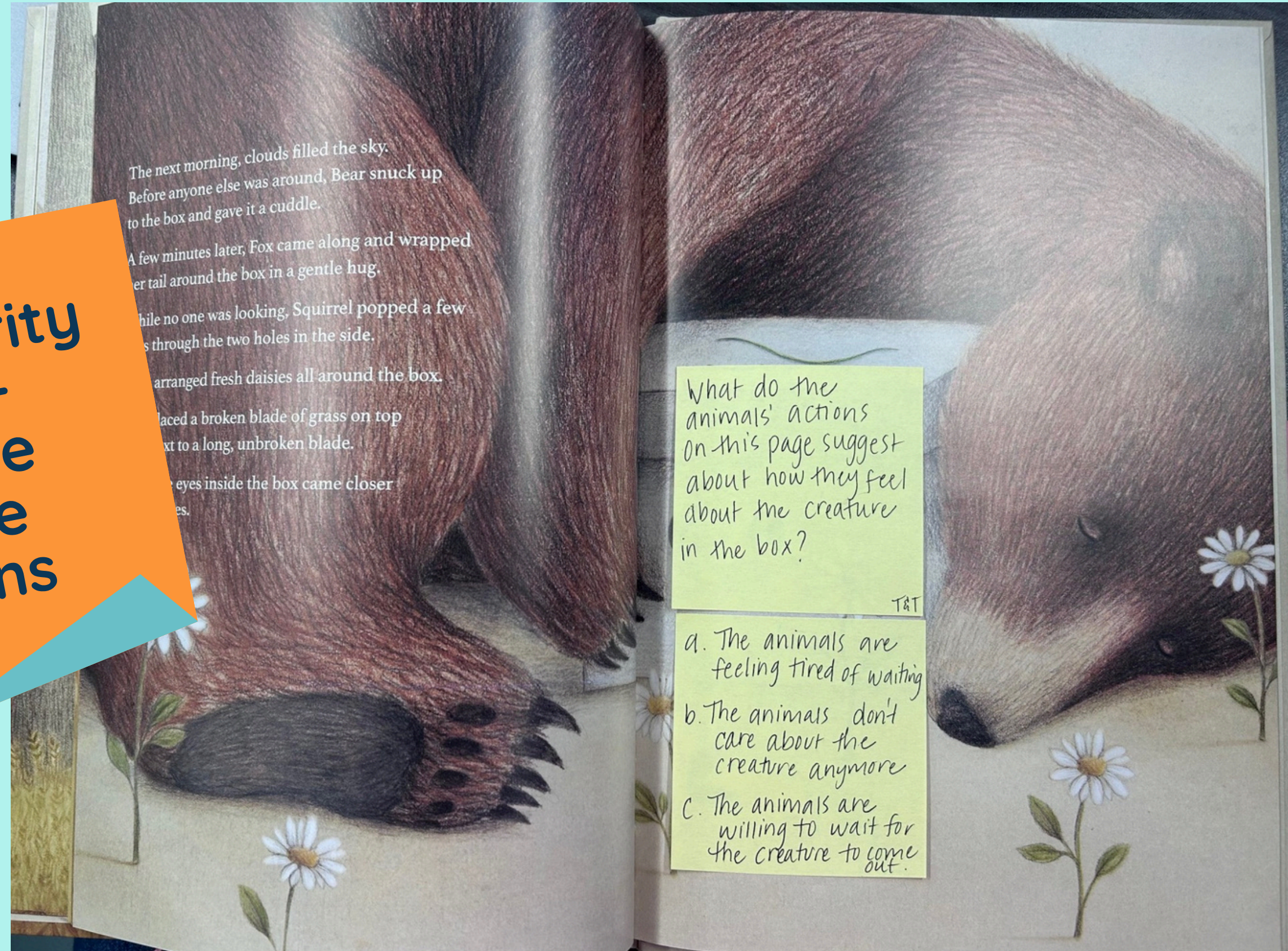
TEST PREP YOUR READ ALOUD

High Priority
TEKS +
Multiple
Choice
Options

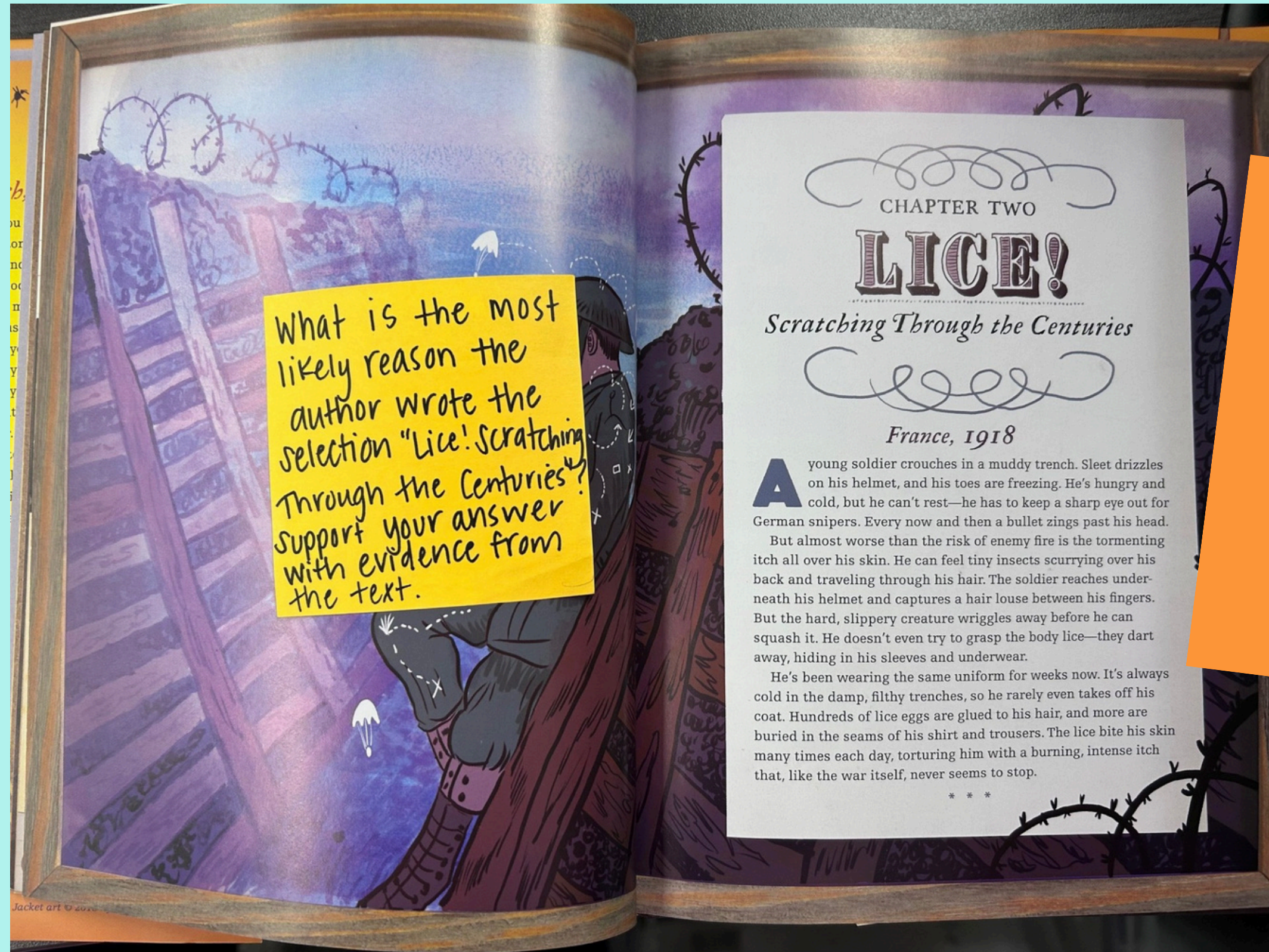


TEST PREP YOUR READ ALOUD

High Priority
TEKS +
Multiple
Choice
Options



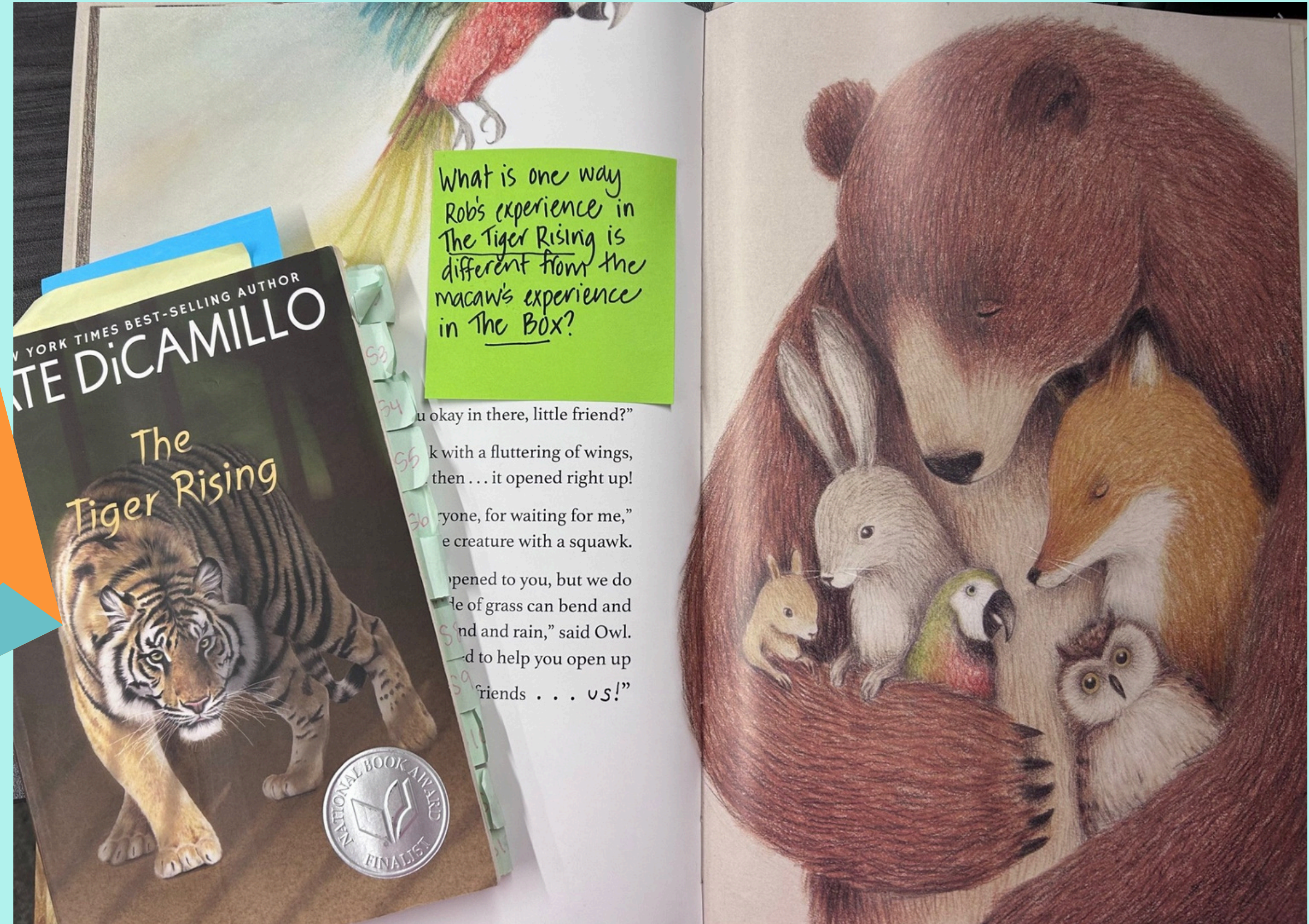
TEST PREP YOUR READ ALOUD



Constructed
Response
Prompts

TEST PREP YOUR READ ALOUD

Paired Text Opportunities



What will you
take back to
your
classroom?





WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE ➤



THANK YOU!



Melissa Garcia
2-5 ELA Instructional Coach



Mitzie Buss
5th Grade - Granger Elementary

