

Strategy Index Grades 3-5

During Reading

Comprehension Strategies

Read Aloud

A read aloud is a purposeful oral reading used to motivate, engage, teach and inspire readers.

To develop context with a read aloud, share books that correlate with the location, culture, time period or events of your topic

Read Aloud Tips:

1. Choose a book you can enjoy and **read enthusiastically**. The primary purpose of a read aloud is to inspire a love of reading..
2. **Preview the book** before reading. The book should be above students' independent reading level, but on their listening comprehension level.
3. **Plan your instructional goals** for the read aloud. Identify the questions you will ask before, during and after reading.
4. Whenever possible, **read a book the first time through without interruption** to let students enjoy the art of storytelling.
5. After the first read aloud, **read it again!** This time **connect your read aloud strategy with a think aloud strategy** as a high-interest way to model the thinking skills we use while reading.

Consider modeling:

- Making connections.
- Making predictions
- Reading fluently
- Reading with expression.
- Making sense of text structure
- Using graphic aids
- Self-Monitoring Skills
- Fix-Up Strategies
- Visualizing

- Summarizing
- Wondering
- Matching reading strategies to appropriate genres and text structures

We read aloud to....

- develop a love of reading
- build background knowledge about a topic before independent reading
- expose students to different text structures and genres.
- support curriculum
- introduce new topics
- engage students in meaningful book talk
- model reading skills and thinking skills
- demonstrate fluency
- encourage students to hear the sound of the book: rhythm, rhyme, cadence and repetition

Common Core State ELA Standards Correlation: Grades 3-5 Reading Standards for Literature

Key Ideas and Details

RL-1 Ask and answer questions to demonstrate understanding of a text; refer to text as basis for answers (gr. 3); refer to details and examples (gr. 4); quote accurately from a text in explanations (gr. 5)

RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text (gr. 4-5)

RL-3 Describe characters, setting, events drawing on specific details from a text

Craft and Structure

RL-4 Determine the meaning of words and phrases as they are used in a text.

RL-5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using structural elements.

RL-6 Distinguish own point of view from that of the narrator or characters

Integration of Knowledge and Ideas

RL-7 Explain how specific aspects of a text's illustration contribute to what is conveyed by the words in a story (gr. 3); Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of text (gr. 5)

RL-9 Compare and contrast the themes, settings, and plots of stories written by the same author (gr. 3); compare and contrast stories on approaches to similar themes and topics (gr. 5)

Reading Standards for Foundational Skills

RF-1 Know and apply grade-level phonics and word analysis skills in decoding words.

Reading Standards for Informational Text

Key Ideas and Details

RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers (gr 3); refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences (gr 4); quote accurately from text when explaining the text and drawing inference from text (gr 5)

RI-2 Determine the main idea of a text, recount the key details and explain how they support the main idea (gr 3); summarize text (gr 4, 5)

RI-3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

RI-4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade level or subject area

RI-5 Use text features and text search tools to locate information relevant to a given topic efficiently (gr. 3); Describe the overall structure of events, ideas, concepts or information in a text (gr. 4); Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts (gr. 5)

RI-6 Distinguish their own point of view from that of the author of a text.

Tags: fluency, comprehension, modeling, think aloud, text structure, reading strategy, during reading, during reading strategy