

**Course Title: Reading Aloud to Discover Author's Craft**

**Instructor:** Hilary Kissel, M. Ed and M.A.

**August 12th-16th-8:30-4:00 daily**

**Grade Levels:** 3-5

**3 Graduate credits**

**St. Michael's College**

**Course Description:**

Reading aloud to students often stops in the primary grades, but reading aloud is a powerful instructional tool for students in the upper elementary grades as well. Through the lens of the read-aloud, participants will learn about the specific elements of author's craft, ways to help students think and talk about them, how these elements build from grade 3 to grade 5, and various resources, both print and digital, for finding text to investigate author's craft. Both fiction and nonfiction will be discussed, and although the focus will be on the skills listed below, others may be included. Planning time for implementation of ideas in the classroom will be included in class time. Time will also be spent exploring the use of the read-aloud in grades 3-5, the importance of reading aloud to students in the intermediate grades, and how the read-aloud fits into the structure of the reading workshop and the school day.

The final project will be a plan for including read-alouds in the first four weeks of the school year which will include a series of read-aloud lessons, a bibliography, and long-term and daily schedules that show how read-alouds will be incorporated into the school day and how the work of the interactive read-aloud will be extended into other parts of the reading workshop.

Students will be keeping a reader's notebook where they will practice response to text. An additional six hours of reading will be required outside of class time.

**Goals:**

1. Gain an understanding of the importance of reading aloud to students in the intermediate grades.
2. Learn about different ways of reading aloud to students.
3. Gain understanding of how to use both picture books and novels as read-aloud material.
4. Learn and practice ways of responding to author's craft in text both orally and in writing.
5. Learn how to choose quality read-aloud texts.
6. Find resources for book lists and bibliographies of books that help students to discover author's craft.
7. Gain an understanding of some of the elements of author's craft and their developmental progression from grades 3-5.
8. Gain an understanding of how to use read-alouds to build curriculum.

**Learning Outcomes:**

1. Participants will become familiar with the reasons for, and research that supports, reading aloud to students.
2. Participants will become familiar with various types of read-alouds, including interactive read-alouds.
3. Participants will learn how to use picture books and novels to study author's craft with students.
4. Participants will understand, and learn to facilitate ,discussion and response to text about the following elements of author's craft: form and organization, perspective, use of techniques to build suspense, and figurative language.
5. Participants will keep a reader's notebook in which they will practice ways of responding to text.
6. Participants will build a 4 week plan for using read-alouds to explore author's craft in their own classrooms which will include: specific read aloud lessons that facilitate discussion and response to text and help students build an understanding of author's craft, a bibliography of read-aloud texts, a daily plan for using read-alouds, and a long-term plan for using read-alouds.

## **Required Texts**

*Reading Aloud and Beyond: Fostering the Intellectual Life with Older Readers* by Cyndi Giorgis and Frank Serafini

*Learning Under the Influence of Language and Literature: Making the Most of Read-Alouds Across the Day* by Lester Laminack and Reba M. Wadsworth

***Other articles and excerpts from texts will be used throughout the week, including, but not limited to:***

*The Fountas and Pinnell Literacy Continuum: A Tool for Assessment* by Gay Su Pinnell and Irene Fountas-**Please have students bring this with them if they have a copy in their building.**

*Learning Progressions from Reading Units of Study* by Lucy Calkins

*The Common Core Standards for Literature and Informational Text*

*Becoming a Nation of Readers* by Anderson, Hiebert, Scott, and Wilkinson

*Writing with Pictures* by Uri Shulevitz

*Looking at Pictures in Picture Books* by Jane Doonan

*Reading Contemporary Picture Books* by David Lewis

*Picture This: How Pictures Work* by Molly Bang

*The Reading Strategies Book* by Jennifer Serravallo

*Understanding Texts and Readers* by Jennifer Serravallo

*In the Company of Children* by Joanne Hindley

*Beyond Leveled Books* by Karen Szymusiak and Franki Sibberson

### **Student Evaluation/Assessment**

Evaluation is based on in-class participation in discussions and partner work, responses to text in a reader's notebook, and a final project which includes: five interactive read aloud lessons, a daily schedule for read-aloud, a 4-week plan for how to use different types of read-aloud in class, and a bibliography of books that can be used to teach different aspects of author's craft.

Grade: A

-Present and prepared at all classes, participates actively in all discussions and activities, and

-Response to readings and new learning successfully documented in a reading response journal and evident in thoughtful discussions, and

-A final project which includes:

- five robust interactive read aloud lessons which show evidence of an understanding of the gradual release of responsibility and the elements of author's craft
- a daily schedule for read-aloud that demonstrates knowledge of all of the different types of read-alouds and all of the elements of author's craft discussed in class
- a 4-week plan for how to use different types of read-alouds on a daily basis that shows evidence of a long-term plan for examining author's craft or building curriculum
- a bibliography of books that shows thoughtful selection of a range of genres, authors, and author's craft

Grade: B

-Present and prepared at all classes, participates actively in all discussions and activities, and

-Response to readings and new learning successfully documented in a reading response journal and evident in thoughtful discussions, and

-A final project which includes:

- five interactive read aloud lessons which show some evidence of an understanding of the gradual release of responsibility and the elements of author's craft
- a daily schedule for read-aloud that demonstrates knowledge of some of the different types of read-aloud and/or does not address examination of all of the elements of author's craft discussed in class
- a 4-week plan for how to use different types of read-alouds on a daily basis that does not show evidence of a long-term plan for examining author's craft or building curriculum
- a bibliography of books that does not include books that examine all aspects of author's craft discussed in class and/or shows an uneven or random selection of a range of genres, authors, and author's craft

Grade: F

- 2 or more days missed and not made up, or
- Missing responses to readings and new learning in the reading response journal and/or lack of engaged participation in discussions, and
- a long-term plan that is less than 4 weeks or no 4-week plan and
- No bibliography or a bibliography that does not include books that examine all the aspects of author's craft discussed in class

Note: If an absence is unavoidable, please discuss requirements for making up the session with the instructor.

## **Course Design**

This course will consist of 5 face-to-face meetings in which students will engage in the learning outcomes listed on this syllabus, complete work on a final project that can be used in the fall semester of the upcoming school year, and document learning in a reader's notebook.

Readings will be completed outside of class, and responses to those readings will be completed in class. Time will be given each day to work on the final project for the class, but the bulk of the work will need to be completed outside of class.

## **Grading**

### **Participation in Partner and Whole Class Discussions (5 discussions)-4 points each-a rubric will be provided)**

- Listens actively to the contributions of partner and others and responds in ways that show evidence of active listening
- Solicits conversation and input from partner
- Stays on topic and discusses the material presented
- Shows willingness to honor the ideas, practices, and research of others
- Shares ideas willingly with partner and class

**Assigned value: 20 points**

### **Reading Responses (6 responses-5 points each-a rubric will be provided)**

Participants will submit five reading responses completed in class-one each day on an assigned topic

- Responses reference assigned reading material
- Responses reference conversation with turn and talk partner
- Responses show connection to background knowledge, current job responsibilities, and knowledge of classroom practices
- Responses show willingness to consider the point of view of others and to possibly modify thinking

**Assigned value: 30 points**

### **Final Project (a rubric will be provided)**

- Includes five robust interactive read aloud lessons which show evidence of an understanding of the gradual release of responsibility and the elements of author's craft **(15 points)**
- Includes a daily schedule for read-aloud that demonstrates knowledge of all of the different types of read-alouds and all of the elements of author's craft discussed in class **(10 points)**
- Includes a 4-week plan for how to use different types of read-aloud on a daily basis and shows evidence of a long-term plan for examining author's craft or building curriculum **(15 points)**

- Includes a bibliography of books that shows thoughtful selection of a range of genres, authors, and author's craft **(10 points)**

**Assigned value: 50 points**

**Total value: 100%**

### **Schedule of Meetings**

#### **Work to Be Completed Before Day 1**

Read introduction and chapters 1,2, and 5-Serafini

Read introduction and Chapter 1-Laminack

#### **Day 1**

Investigating the progression of skills from grades 3-5: How authors use form and organization to create a text. How to embed the content in an interactive read aloud, and great resources for interactive read- aloud books that extend understanding of form and organization.

#### **Grade 3:**

- **Recognize a writer's use of embedded forms (e.g., letters, journal entries) within narrative or expository texts**
- **Recognize and follow chronological sequence of events**
- **Understand that a nonfiction book may be procedural ( i.e., how-to) or have "how-to" procedures embedded within it**
- **Recognize a writer's use of problem and solution and compare and contrast**
- **Notice that a writer organizes a text into categories and subcategories**

#### **Grade 4 and 5:**

- **Analyze text structures: description, cause and effect, temporal (chronological) order, question and answer**
- **Notice and understand expository text structure (categorized information) and the use of narrative structure for biographical texts and other types of narrative nonfiction**

#### **Grade 5:**

- ***Recognize and understand variety in narrative structure; e.g., circular plot, parallel plots, main plot and subplot(s), story-within-a-story, flashback, flash-forward, time-lapse***

### **9:00-11:00-Introduction of Reader's Notebook and Rubric for Response to Text**

-Introduce Laminack's Six Ways of Reading Aloud and how they fit with the idea of author's craft

-Introduce the concept of the Reader's Notebook, set it up, examine rubric for response to text and discussion

-Respond to the following question from your reading so far:

How do you currently use read-alouds in your classroom, and how could you see yourself using it differently after reading these chapters? What barriers are stopping you from using read-alouds in the ways that Laminack and Serafini discuss in their books?

### **Discussion**

-With a reading partner, discuss your response to text and be ready to share with the class.

-As a group, generate a list of questions, thoughts, and things to investigate so far.

### **11:00-11:30 Research-The Value of Reading Aloud to Students**

-Protocol-The Last Word-discussion of research article

### **11:30-12:00 What is an Interactive Read Aloud and How Does It Fit Into the Reading Workshop?**

-Interactive read aloud planning template

-Explaining the gradual release of responsibility

-How does the interactive read aloud lead to independent work?

### **12:00-12:30-Lunch**

### **12:30-1:00-The Progression of Skills for Form and Organization of Text**

-Examine three sources:

The Common Core  
Fountas and Pinnell's Continuum of Literacy Learning  
Lucy Calkins' Learning Progressions

**1:00-1:30-Read Aloud Model-Investigating Author's Craft**

**1:30-2:30-Take It Into Response-Practice Discussing and Responding to the Text In Your Reader's Notebook**

**2:30-3:00-Explore a Text Set and Resources-Grades 3-5-For Examining Form and Organization**

**3:00-4:00-Introduce the Final Project Requirements and Rubric and Work on a Read Aloud Lesson for Examining Form and Organization**

**Work to Be Completed Before Day 2**

Read Chapters 3 and 4-Serafini  
Read the brief 3-4 page explanation of each of the six types of reading in chapters 2-7—  
Laminack (not the whole chapter-the rest is just the book lists)

**Day 2**

Investigating the progression of skills from grades 3-5: How authors use perspective (first, second, and third person) to create a text. How to embed the content in an interactive read aloud, and great resources for interactive read aloud books that extend understanding of perspective.

**Grade 3:**

- ***Understand the use of first, second, and third person in texts***
- ***Notice and follow unassigned dialogue***

**Grades 4 and 5**

- ***Analyze a text to think about the perspective from which the story is told and notice when that perspective changes***

**9:00-11:00-Discussion**

-Discussion of and resources for a question, wondering, etc. from our brainstormed list

-Respond to the idea of Laminack's Six Types of Reading and my idea that work on author's craft can be done within any of these six types of reading in your response journal

### **Discussion**

-With a reading partner, discuss your response to text and be ready to share with the class.

### **Discussion of Possible Schedules and How Read Aloud Fits in the Reading Workshop**

-With a partner-draft your dream schedule that includes as many of the types of read-alouds as you can imagine in it in your Reader's Notebook.

### **11:00-12:00-Research on the Art of the Picture Book**

Additional readings from Writing with Pictures by Uri Shulevitz, Picture This by Molly Bang, Looking at Pictures in Picture Books by Jane Doonan, and Reading Contemporary Picture Books by David Lewis

-Read in pairs and share info with the group

### **12:00-12:30-Lunch**

### **12:30-1:00-The Progression of Skills for Perspective**

-What are the two types of "perspective"?

-Examine three sources:

The Common Core  
Fountas and Pinnell's Continuum of Literacy Learning  
Lucy Calkins' Learning Progressions

### **1:00-1:30-Read Aloud Model 1-"Perspective as in Point of View from Which the Story is Told"**

**1:30-2:00-Take It Into Response-Practice Discussing and Responding to the Text In Your Reader's Notebook**

### **2:00-2:30-Read Aloud Model 2-"Perspective as in the Author's Opinion or Bias"**

**2:30-3:00-Take it Into Response-Practice Discussing and Responding to the Text in Your Reader's Notebook**

**3:00-3:30-Explore a Text Set and Resources-Grades 3-5-For Perspective**

**3:30-4:00-Work on a Read Aloud Lesson for Examining Perspective**

**Work to Be Completed Before Day 3**

Read Chapters 7, 8, and 10-Serafini

**Day 3**

Investigating the progression of skills from grades 3-5: How authors build suspense in fiction texts. How to embed the content in an interactive read aloud, and great resources for interactive read aloud books that extend understanding of suspense.

**Grades 3, 4 and 5:**

- ***Notice how a fiction writer creates suspense***

**9:00-11:00-Discussion**

-Discussion of and resources for a question, wondering, etc. from our brainstormed list

-Think about your reading and your own classroom experiences. After reading Serafini and Laminack's ideas about how to engage students in authentic ways with literature, would you modify what you already do in your classroom, and, if so, how? Respond in your Reader's Notebook.

**Discussion**

-With a reading partner, discuss your response to text and be ready to share with the class.

**Discussion of Ways of Assessing Response to Text**

-With a partner-draft five new ways you will try assessing response to text in your classroom

**11:00-12:00-Research on Authentic Response to Text**

-Additional readings from Jennifer Serravallo, Szymusiak and Sibberson, and Hindley

-Read in pairs and share info with the group

**12:00-12:30-Lunch**

**12:30-1:00-The Progression of Skills for Creating Suspense-How do they do it?**

-Examine three sources:

The Common Core  
Fountas and Pinnell's Continuum of Literacy Learning  
Lucy Calkins' Learning Progressions

**1:00-1:30-Read Aloud Model 1-with a picture book**

**1:30-2:00-Take It Into Response-Practice Discussing and Responding to the Text In Your Reader's Notebook**

**2:00-2:30-Read Aloud Model 2-with a novel**

**2:30-3:00-Take it Into Response-Practice Discussing and Responding to the Text in Your Reader's Notebook**

**3:00-3:30-Explore a Text Set and Resources-Grades 3-5-For Creating Suspense**

**3:30-4:00-Work on a Read Aloud Lesson for Creating Suspense**

**Work to Be Completed Before Day 4**

Read Chapters 6, 9, 11 and 12-Serafini

**Day 4**

Investigating the progression of skills from grades 3-5: How authors use figurative language to create texts. How to embed the content in an interactive read aloud, and great resources for interactive read aloud books that extend understanding of figurative language.

***Grades 3, 4, and 5:***

- ***Notice a writer's use of figurative language***

**9:00-11:00-Discussion**

-Discussion of and resources for a question, wondering, etc. from our brainstormed list

-Choose a picture book from the text set and practice presenting it and reading it aloud.

-Present the book to the class.

-When you read the book out loud to the class, what was challenging and what went well?  
Respond to Serafini's ideas about why it is so important to know the book well before you read it aloud.

### **Discussion**

-With a reading partner, discuss your response to text and be ready to share with the class.

### **Discussion of Using a Novel as a Read-Aloud**

-Reread Laminack-Chapter 7

-What makes a good read aloud in a novel?

-Examine a novel text set

### **11:00-12:00-Research on Using Texts to Build Curriculum**

-Compare Laminack and Serafini's ideas

-Look at the way a Calkins unit of study is structured with regard to book choices

-Examples of units of study in science and social studies

-Read in pairs and share info with the group

### **12:00-12:30-Lunch**

### **12:30-1:00-The Progression of Skills for Using Figurative Language**

-Examine three sources:

The Common Core

Fountas and Pinnell's Continuum of Literacy Learning

Lucy Calkins' Learning Progressions

### **1:00-1:30-Read Aloud Model 1-with poetry**

### **1:30-2:00-Take It Into Response-Practice Discussing and Responding to the Text In Your Reader's Notebook**

### **2:00-2:30-Read Aloud Model 2-with a picture book**

**2:30-3:00-Take it Into Response-Practice Discussing and Responding to the Text in Your Reader's Notebook**

**3:00-3:30-Explore a Text Set and Resources-Grades 3-5-For Figurative Language**

**3:30-4:00-Work on a Read Aloud Lesson for Figurative Language**

**Day 5**

**9:00-10:00 Discussion**

-Respond to the following quote from *Grand Conversations* by Ralph Peterson and MaryAnn Eeds in your Reader's Notebook:

"Life in literature-based classrooms is in a constant state of becoming. Books, children and teachers all count. There is no prescribed plan to be acted out."

What does this mean to you and the readers in your classroom going forward?

**10:00-11:00 Book Share**

Bring a book that has not been mentioned in class, share it with us, and describe the elements of author's craft that you feel make it worth considering as a read aloud.

**11:00-12:00**

Put the finishing touches on your projects.

**12:00-12:30 Lunch**

**Presentation of Projects and Feedback from Peers**

-Present your final project to your turn and talk partner and follow a critical friends protocol.

-Present your final project to the class.