

Good Afternoon, “Course Builder”,

Thank you for the quick turnaround on this module.

With high standards at the forefront, I’ve reviewed the completed module and will provide some feedback, suggestions and resources to assist you with delivering a high quality product. The course looks clean and provides graphics to visualize concepts where appropriate. Lastly, I’ve appended annotations of the module below this review.

As ADA guidelines are important for universal access to individuals with disabilities, keep in mind ADA color contrasting standards. There are blue and orange highlighted and bolded texts within the LMS module. However, the storyboard does not highlight or bold these texts. Here’s a great resource to assist in ensuring course text and content is ADA compliant: <http://contrastchecker.com/>. As a rule of thumb, avoid using “color” to highlight important information.

I am aware that you’re working from an “approved” storyboard and it may not be appropriate to alter the contents, but remember to implement proper APA format when citing titles and authors. In reviewing the storyboard, it is also often hard to decipher small punctuation marks when comparing PDF to pictures. Moreover, the size of a punctuation mark in American English can have several meanings; it appears as if you consistently use a “hyphen” in place of a colon. Do not mistake the “em” dash (—) for the slightly narrower “en” dash (–) or the even narrower hyphen (-). Those marks serve different purposes. Here’s a resource to differentiate the proper use of these punctuation marks: <http://www.thepunctuationguide.com/em-dash.html>.

Feel free to contact me if you need clarification on the above review.

Assumptions: The storyboard has been “approved”. The information must match exactly (within reason). The storyboard has already undergone editing (as I see grammatical issues, but did not mention as I assumed it had been through the quality assurance process). The objectives are absent as it is not included on the storyboard. The discussion board icon in BB has a mirror (for reflection). I’m assuming that BB is aware that discussion boards and reflections are not the same.

Using Text-Dependent Questions to Lead Read-Aloud Lessons

Module objective?



During the course of this module you will review how to use text-dependent questions to facilitate read-aloud lessons with students.



This module will take approximately 20 to 30 minutes to complete.

The Literacy Block

Highly effective literacy teachers **ensure that all of their students are engaging with rigorous texts throughout their literacy lessons** (and, indeed, throughout the day). Those teachers also realize that students need to engage in many different types of reading activities in order to become truly proficient readers who are ready for college and career – these range from reading independently to reading as a part of a group to being read to, and also span the boundaries of fiction and non-fiction texts.

You first encountered this graphic in Cycle 1, Module 2, when we investigated each component of the literacy block.



Literacy Teachers:

You've likely already been engaging your students in read-alouds for several months at this point. In this module, we'll look at this component of the literacy block much more deeply to make sure your students get the most out of this time.

Non-Literacy Teachers:

The concepts and techniques in this module still apply to you!

Even if you don't use read-aloud in your content-based lessons, your students should be engaging with texts throughout the day and you should be using context-dependent questions (similar to text-dependent questions) to encourage discussion about what they're learning.

Non ADA Compliant and does not match storyboard

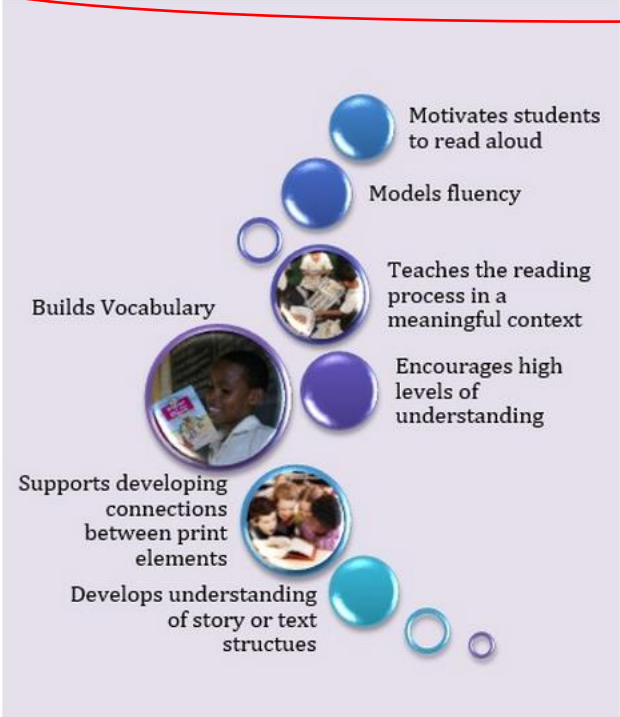
Read-Aloud Purpose

Bold font does not match storyboard

You learned in Module 2 that read-alouds demonstrate the power of reading and are a powerful teaching tool used in all elementary grades. Read-alouds are an opportunity for your students to hear fluent reading (led by you!) as they think critically about the text and build foundational literacy skills.

Review the graphic from Module 2 below and then move on to deepen your prior knowledge about read-alouds!

Non ADA Compliant and does not match storyboard



Read-Aloud Structure

If this item does not open automatically you can open [Read-Aloud Structure here](#)

[Click to Launch](#)

Read-aloud lessons with an effective structure can be broken down into 4 chunks -

"em" dash vs "en" dash



Let's spend some time looking at video clips of each chunk of a strong read-aloud lesson in the classroom of teacher Ms. Lauren Moyle as she engages her 1st-grade scholars in a fiction read-aloud using Jane Yolen's text Owl Moon.

Use APA format



Lesson Objective

- Students will be able to determine what a character will probably do based on his/her thoughts, feelings, actions, and desires

Bullet points are used for lists

Unclear. Is this objective for the learner in this course? Or for the learner's students?

Read-Aloud Video

Why is this page repeated?

Use APA

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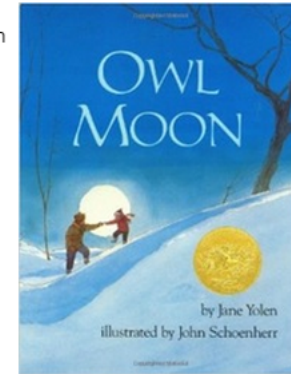
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Lesson Objective:

Students will be able to determine what a character will probably do based on his/her thoughts, feelings, actions, and desires.

Text box fill and colon punctuation does not match storyboard

Unclear. Is this objective for the learner in this course? Or for the learner's students?



Read-Aloud Clip #1: Introduction

If this item does not open automatically you can open [Read-Aloud Clip #1: Introduction here](#)

[Click to Launch](#)

As you engage with this example, try to watch each clip **2-3 times** to catch all the nuances of what Ms. Moyle does. You're also encouraged to jot down some notes to support your engagement in the reflection activity that will follow all 4 clips.

The **Read-Aloud Introduction** is your chance to both hook students on the text you'll be reading and set a clear purpose for the read-aloud. You'll do this by -

- Introducing the focus skills students will be learning.
- Previewing the text.
- Summarizing the previous day's reading (if you're continuing with a previously-started book).



Pull up **Clip 14 from your Great Habits, Great Readers DVD** to watch Ms. Moyle introduce her read-aloud. As you watch this 2:33 minute clip, jot down the very specific ways Ms. Moyle's takes these actions -

- Gets her students actively engaged in the lesson.
- Clearly introduces and defines the reading skills she's getting ready to teach using student-friendly language.
- Checks for student understanding of the objective.
- Previews the text (she does this only minimally).

Bold font does not match storyboard

"em" dash vs "en" dash

This is underlined in Storyboard

Specific is underlined in Storyboard

Module 7 Discussion: Using Text-Dependent Questions to Lead Read-Aloud Lessons

If this item does not open automatically you can open [Module 7 Discussion: Using Text-Dependent Questions to Lead Read-Aloud Lessons here](#)

Repair spacing throughout

Bold headings do not match storyboard format

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Click to Launch



Before moving on, let's take a few minutes to stop and reflect on what we've seen and read thus far.

If you ARE currently executing read-alouds as part of your literacy block...

1. Consider the 4 phases of Ms. Moyle's lesson. Name at least 2-3 specific ways you saw her students benefitting from her effective execution of the read-aloud structure.
2. Now consider the read-alouds you've been executing. Very concretely talk about –
 - a. The ways you've already seen your students benefit from read-alouds, including what you're doing effectively in planning and executing.
 - b. The ways you'd like to leverage read-aloud time more effectively, including what you'd like to improve in your own planning and execution.

If you are NOT currently executing read-alouds as part of your literacy block (but you are teaching literacy)...

1. Consider the 4 phases of Ms. Moyle's lesson. Name at least 2-3 specific ways you saw her students benefitting from her effective execution of the read-aloud structure.
2. Now consider the current structure of your literacy block. Very concretely talk about –
 - a. Why you're not executing read-alouds (because another teacher does the read-aloud, because the curriculum your school follows de-emphasizes this, because lesson pacing is an issue and you have de-prioritized it, etc.).
 - b. The ways your students would benefit from what you've learned about read-alouds (whether or not you actually do this as a formal structure).
 - c. At least 1-2 things you saw from the Ms. Moyle videos that you're committed to working on, regardless of the structure of your literacy block.

If you are NOT currently teaching literacy...

1. Consider the 4 phases of Ms. Moyle's lesson. Name at least 2-3 specific ways you saw her students benefitting from her effective execution of the read-aloud structure.
2. Now consider your teaching assignment. Very concretely talk about –
 - a. The ways your students would benefit from what you've learned about read-alouds (whether or not you actually do this in your teaching).
 - b. At least 1-2 ideas for how you can apply what you're learning about read-alouds to your current teaching assignment.

Feel free to come back to review and comment on the posts of your colleagues!