

Putting Some Muscle Into Read Aloud...

Linda Hoyt



Frogs... An Onomatopoeia Poem

By Linda Hoyt

Big frogs
Little frogs
Leaping frogs
Sleeping frogs

Croak! Croak!
Peep!
Gr-r-ump!
Ribbit...
Splash!



Interactive Read Alouds marry joyful experiences with print and the standards and strategies that our learners need to control as readers and writers.

Key Points:

•Plan for 3 Read Alouds a Day

Fiction

Nonfiction

For the art of it!

(Select one for an Interactive Experience)

•Turn and Talk moments build oral language, support vocabulary expansion and scaffold content retention.

•Well-crafted picture books serve as mentors to readers and writers.

•It is vital to revisit familiar favorites and continue to see the selection with new eyes... noticing additional elements of craft or literary devices.

•An infusion of formal language helps children become comfortable with "test style" structures. Over time, these formal terms become "just another way we talk about books."

Which of the following is not true?

A good title for this story would be ____.

This story is mostly about ____.

In the selection ____ means ____.

The ____ is mostly likely to be found in

- A.
- B.
- C.
- D.

Standards for Comprehension:

Infer.	No David!	Where the Wild Things Are
Ask/Answer Questions	Where's Spot?	Officer Buckle and Gloria
Make connections	Frog and Toad Are Friends, "A Lost Button"	The Relatives Came
Connect life experiences to experiences/cultures of others	Wilfred Gordon McDonald Partridge	Grandfather's Journey
Analyze/Evaluate: Think critically and offer opinions	Miss Nelson is Missing	It Could Always Be Worse
Interpret: Contribute descriptions, explanations and details.	Kitten's First Full Moon	What Do You Do With a Tail Like This?

Standards for Vocabulary/Literary Language

Attend to well-chosen words and vocabulary in a selection.	Sylvester and the Magic Pebble	Lilly's Purple Plastic Purse
Use context clues to determine word meaning.	The Story of Jumping Mouse	Mufaro's Beautiful Daughters
Literary Language: Once Upon a Time There once was... In the beginning...	The Frog Prince Continued Rumpelstiltskin Mirandy and Brother Wind	Leads: Frederick Song and Dance Man The Ghost Eye Tree
Alliteration	Chicken Little, Kellogg	Some Smug Slug
Rhyme	Brown Bear, Brown Bear	In a Small Small Pond

Standards for Story Elements

Sequence Events/Plot	Tops and Bottoms	Goggles
Beginning/Middle/End	The Wednesday Surprise	Owen
Climax	Casey at the Bat	The Ghost Eye Tree
Main Idea	Joseph Had A Little	Snowflake Bentley
Problem/Solution Structure	Inch by Inch	Puss In Boots
Character development	Strega Nona	Mufaro's Beautiful Daughters

Publications by Linda Hoyt

- Mastering the Mechanics: Ready to Use Lessons For Modeled, Guided and Independent Editing, k/1; 2/3; 4/5 Editions*, Scholastic, 2008
- Interactive Read Aloud: Linking Standards, Comprehension and Fluency. k/1; 2/3,4/5 editions*, Heinemann First Hand, 2006. (Middle School, Spring 2009)
- Spotlight on Comprehension: Building a Literacy of Thoughtfulness*, Heinemann, 2005
- Exploring Informational Texts: From Theory to Practice*, Hoyt, Mooney, Parkes, Heinemann, 2003
- Make It Real: Strategies For Success With Informational Texts*, Heinemann, 2002
- Snapshots: Literacy Minilessons Up Close*, Heinemann, 2001
- Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension*, Heinemann, 2008, 1999
- Video Programs:**
- Navigating Informational Texts: Easy and Explicit Strategies*, Video Series, Hoyt, Heinemann, 2003
- Improving Comprehension Through Guided Reading*, grades 3-6, BER Video Program, 2002
- Snapshots: The Video*, Heinemann, 2001
- Comprehension Strategies for Struggling Students*, Video Training Program, BER, 1999
- Resources for Children:**
- National Geographic, *Language, Literacy and Vocabulary*, 2006
- Rigby, *Literacy by Design*, 2008.