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| **Read Aloud / Text Talk** | |
| GOALS | * Children develop together as a community of readers. * Children engage with joy, intellect, curiosity, and criticality with a wide variety of texts, including fictional and informational books, poems, images, videos, articles, and interviews. * Children read, discuss, analyze, and draw and write to build collective understanding. * Through discussion with teachers and peers, children flexibly use academic and content-related vocabulary and language. * Children build knowledge on a topic and draw on funds of knowledge to collectively construct meaning of new texts. * Children use texts to expand their understanding of the world and their place in it. * Children access culturally sustaining and affirming texts at grade level and above. * Children engage with texts in order to reach grade level literature, informational, and social emotional standards. |

Every day, children and teachers gather for a lesson called Read Aloud (PreK and K) or Text Talk (first and second grades). This whole group meeting brings experiences with text to the center of classroom work and creates a structure from which all other activities emanate. Children build content knowledge, language and vocabulary, a confident sense of self, and personal investment in the topic of study through multiple encounters of narrative and informational text in a variety of media. Through daily Read Aloud/Text Talk, teachers and children form a community of readers. Multiple readings—depending on a text’s purpose and complexity—offer room for vigorous and playful consideration of texts up close and from differing perspectives. In some lessons the focus is on an entire text; in others, teachers and children zoom in to analyze one illustration, section, or feature. Gradually developing discourse routines facilitate collaborative meaning making and oral language development; these include Turn and Talk, Think, Pair, Share, Visual Thinking Strategies, and accountable talk prompts.

In each unit of study, the texts reflect children’s own worlds and to provide access to those less familiar. Engaging, enabling, and culturally and linguistically sustaining books and other media are purposefully selected to highlight connections and thus to support children’s deepening understanding and the pleasure that comes from recognizing one’s own developing expertise. Often, the texts are also used as mentor texts in Writing lessons, as well. Beyond the Read Aloud lesson, children make connections, build on, and extend texts’ big ideas, topics and language through projects and play throughout the day and especially in Centers/Studios.

Many opportunities for oral and written formative assessment of children’s understandings of the text as well as unit content weave throughout Read Aloud/Text Talk lessons. Additionally, teachers take observational notes about children’s meaning-making skills. These formative assessments and observational notes can inform small group reading instruction and differentiated foundational literacy instruction.

Read Aloud/Text Talk lessons align with the *Massachusetts Curriculum Frameworks* for English Language Arts and Literacy and for the History and Social Studies on which the units of study are constructed, as well with as the BPS Essentials for Instructional Equity, the BPS Social Emotional Learning Competencies and Practices, and the Massachusetts Guidelines for Preschool and Kindergarten Learning Experiences, as appropriate for each grade.

***How does Read Aloud / Text Talk support playful learning?***

Some texts are more playful than others, with lively narratives, adventurous characters, dramatic events, or surprising information. Alongside the text, a teacher’s disposition, and structured opportunities for children to engage with the text and with each other determine the tenor of a Read Aloud/Text Talk lesson. Routines such as Matching Crayons—inviting children to move around to find new talking partners with a detail as seemingly minute as adding color and comparison—infuse playfulness and joy to academic exercises. Most importantly, these lessons, grounded in communication, relationships, and knowledge building, feed the play-based learning in Centers / Studios, extending its meaning and purpose.

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| Specific to **PreK** | Specific to **Kindergarten (K2)** |
| * Lesson duration: builds to 15 minutes through the year * Texts include fiction, wordless books, poems, songs, images, and various types of informational text. * Lesson activities may include asking and answering questions in the whole group and with partners, chiming in to support phonological awareness, or reconstructing texts by acting them out, for example. * Read Aloud is paired with vocabulary lessons (Grow a Definition) and lessons highlight vocabulary through embedded and explicit instruction. | * Lesson duration: 20 minutes * Texts include fiction, poems, images, captions, videos, and various types of informational text. * Lesson activities include asking and answering questions in the whole group and with partners, drawing, and writing about reading. * Read Aloud is paired with vocabulary lessons (Grow a Definition) and lessons highlight vocabulary through embedded and explicit instruction. |
| Specific to **First Grade** | Specific to **Second Grade** |
| * Lesson duration: 25 minutes * Texts include fiction, artwork, poems, videos, photographs, captions, and articles, interviews, maps, videos, data, and other types of informational text. * Lesson activities include discussing, drawing, and writing about reading. | * Lesson duration: 40 minutes * Texts include fiction, artwork, music, poems, videos, photographs, captions, and articles, interviews, maps, videos, data, and other types of informational text. * Lesson activities includediscussing, analyzing, annotating, and writing in response to text. |