

## Newsela and Classroom Literacy Practices

<b>Teaching method and its typical use in an elementary or ELA classroom</b>	<b>How the teacher could use Newsela text(s) in this method of teaching</b>	<b>How students will be able to practice using Newsela text(s)</b>
<p><u>Interactive Read Aloud:</u> The teacher reads aloud a text to the class or to a small group to demonstrate engagement, fluency, and pausing for deeper comprehension. The teacher pauses both to model thinking aloud and to engage students in prompted partner or whole class discussion. Hearing text read aloud well is important for developing a sense for syntax, and for honing listening skills.</p>	<p>The teacher chooses <u>a text that is at a Lexile and level of qualitative complexity that is appropriate</u> for the majority of the class or the small group – in this case it could be a bit above their independent reading levels, as the reading aloud and stopping to process will serve as supports to understanding.</p> <p>The teacher demonstrates transferable reading moves (such as stopping and questioning, using context clues to figure out tough words, etc.) throughout the reading.</p>	<p>Students do not have a copy of the text because if they do, they are not likely to follow the teacher’s pacing and thinking as closely. Instead, students respond and discuss based on their listening closely to the teacher’s reading of a text.</p> <p>In future class periods, the teacher refers back to the transferable reading moves from the read aloud, either in the form of a chart or during subsequent lessons. Students use these same moves when reading Newsela articles they choose, at their appropriate reading levels.</p>
<p><u>Shared Reading:</u> The teacher reads a text out loud with the class or a small group: students see the text projected on a SmartBoard or other screen, or every student has a copy of the text. The teacher leads a reading of the text, with students following along, either silently or in a choral read. This allows for the teacher to support students in navigating a text – either through prompting observations about conventions or tricky words (fluency and decoding) and/or prompting for making sense, synthesizing, and interpreting across the text (comprehension).</p>	<p>The teacher chooses <u>a text that presents noteworthy features</u> for the class or small group to practice navigating together. For example, the teacher might choose a text that presents an internal text structure worth noticing and using to support comprehension, such as problem/solution or compare/contrast. Or a text that presents several domain-specific vocabulary words with their definitions embedded in the text.</p>	<p>Students follow along and/or chorally read along, participating in prompted discussion either by reading from a sufficiently enlarged projection of the text or reading from individual copies. In the case of projecting the text, some students may benefit from holding the text themselves (i.e. students with low vision).</p>

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<p><u>Minilesson:</u> The teacher chooses a text or parts of a text to demonstrate and/or have students practice a specific reading strategy that will support students going forward in reading informational texts with fluency and comprehension. Depending on the structure of the lesson, the teacher might demonstrate on one section of a text as part of the instruction, then ask students to practice the same strategy on another selected excerpt from the same text.</p>	<p>The teacher carefully selects <u>excerpts</u> from a text to project on a screen or to give out to all students that help to demonstrate the strategy that will be taught in the lesson. For example, if the lesson teaches fourth grade students that it's important to read across a number of small details, then pause to ask: "What is the main idea so far?" the teacher will choose selections from the text that present several details that point to a bigger idea, and demonstrate the strategy for the students.</p>	<p>Students get an opportunity to practice the same strategy the teacher has demonstrated in another selected part of the text.</p> <p>During independent work time or during homework reading, students will apply that lesson and other prior lessons as they move to read additional articles that they choose, at their appropriate reading levels.</p>
<p><u>Small Group Guided Reading:</u> The teacher gathers a group of students who, according to assessment, read at a same/similar reading level and/or demonstrate the need for similar reading support. The teacher briefly introduces an instructional text to the students: the content of the text, and some of the structural and vocabulary difficulties that the text presents. The students then read the text independently, with the teacher coaching into their reading and bringing the group back together at the end to share common understandings and name transferable reading strategies.</p>	<p>The teacher selects a text that is at a Lexile and a qualitative complexity level slightly above the reading level of the students in the small group. The teacher plans for a text introduction that scaffolds students' approach to the text by previewing some of the complex elements, including key concepts, vocabulary and structures.</p>	<p>All students are given an independent copy of the text to read – either on the computer or in a hard copy form. The teacher may decide whether or not to ask students to complete the quiz for the text, and whether students complete it independently, after they finish reading, or if the quiz will be part of the group's coming back together, as one way to check for comprehension, or as a way for the teacher to teach into the group's work with the quizzes. The teacher might then ask students in the group to follow up by reading additional articles at the same reading level.</p>

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<p><u>Reading Conference</u>  The teacher meets one-on-one with a student to inquire about the student's reading life and to coach into the student's reading habits and performance, including engagement with reading, decoding, fluency and comprehension. The conference is both a follow-up to prior assessment and a chance to assess in a more conversational, personalized way. The teaching can be personalized as well, with the teacher recommending a course of work for the student, making note of it and following up on it in the next conference.</p>	<p>The teacher might come to a conference with a number of Newsela texts in hand. S/he may bring copies of or links to articles the student has already read to investigate a student's comprehension work, especially if quiz scores indicate misunderstanding. And/or the teacher might bring a copy of or link to a new article that will become a practice text within the conference.</p>	<p>The teacher will work with the student within the conference, likely asking the student to either read aloud or read silently with the teacher, so that the teacher may coach into the student's work.</p> <p>The teacher may also decide to ask the student to practice the strategy that has been taught in the conference on specific articles, or on articles at a particular Lexile, or on a specific topic.</p>