

Read Alouds • Shared Reading • Small Group Reading Instruction • Writing • Phonological Awareness • Word Work • Speaking and Listening • Viewing, Visualizing and Representing • Digital Literacy • Cross-Curricular Literacy • Independent Reading

COMPREHENSIVE LITERACY GUIDES *GRADES K-6*



READ ALOUDS

GRADES K-6



OVERVIEW

Read Aloud is a strategy in which a teacher sets aside time to read orally to students on a consistent basis from texts above their independent reading level but at their listening level.

We read aloud because it is pleasurable and invites visualization and imagination. It supports reading and writing lessons, is relevant to all curriculum, coaches students so they can be successful in their book clubs and during independent reading, models thinking processes and also familiarizes students with text structures and genres.

BENEFITS TO STUDENTS:

- learn the language of books
- learn the sounds of the language they speak
- learn to moderate and modulate their own voices
- use words that they would not normally hear
- discover how one set of words can have a number of interpretations
- learn the impact of pauses and expression
- experience a diversity of sentence structures
- experience the joy of experiencing and discussing a book together and finding continued connections to the book in the future
- see fluent reading modeled and good reader strategies at work
- builds background knowledge

Read aloud, as part of the gradual release of responsibility, feeds naturally into shared, guided, independent reading and book clubs as teachers demonstrate for students how the reading process works (Burkins & Croft, 2010).

As a natural extension of teacher read alouds, students can use read alouds to practice their own fluency, expression and prosody.

RELEVANCE TO PROGRAM OF STUDIES

General Outcome 1:

- Explore thoughts, ideas, feelings and experiences
 - 1.1 Discover and Explore
 - 1.2 Clarify and Extend

General Outcome 2:

- Comprehend and respond personally and critically to oral, print and other media texts
 - 2.1 Use Strategies and Cues
 - 2.2 Respond to Texts
 - 2.3 Understand Forms, Elements and Techniques

CONSIDERATIONS - PLANNING TIPS - CLASSROOM DESIGN

- Create a special storytelling space furnished with a chair and a soft mat on the floor for young children. The best place for the space is near your picture books so that the children are surrounded by enticing covers they can borrow at the end of the session.
- Create visual connection to the books with artifacts, toys or stuffed animals that relate to the story.
- Choose a story that appeals to you - one you can "hear" yourself reading aloud.
- Young children like rhythm, rhyme and repetition and they prefer to have the tale told in one sitting.
- Older children like adventures and mysteries where they can see themselves as characters.
- The illustrations are an essential part of the experience for younger children. Position yourself for maximum visibility so students can orient themselves in the context of the story and clarify their understandings as you read. Preferably, students should be able to see the image while you read rather than a brief look before you turn the page.
- Set the mood for listening: start with soothing music, use soft lighting, create a short verse to mark the transition to storytime, have children slow down their

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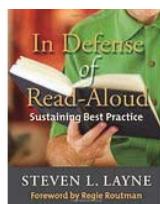
breathing, put on a storytelling cloak and hat, move to your designated storytelling chair and remind students of whole-body listening.

- Consider offering children a choice of which story they want you to read.
- Introduce the story - set the scene, create anticipation, make predictions, talk about unfamiliar concepts, and/or write the character's names on the board. The key is to be as expressive as possible and to read slower than normal conversational speed. Insert dramatic pauses, decide when to speed up/slow down, change your volume, modulate your voice, and stop to make eye contact. Be sure to deliver the first sentence so it hooks the readers and help the last sentence draw the story to a satisfactory conclusion.
- It is okay to pause, discuss the story, and generate ideas. Allow students to join in on repeated lines.
- You don't have to be perfect. You can make a mistake. You can wonder about the meaning of certain words. You can reread a sentence if need be.

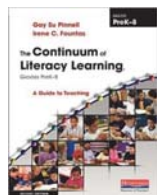
Source: <https://thebottomshelf.edublogs.org/the-art-of-reading-aloud/>



RESOURCES

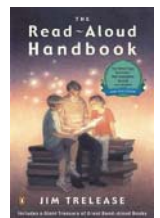


Layne, S. L. (2015). In defense of read-aloud: Sustaining best practice. Stenhouse.



Pinnell, G. S., & Fountas, I. C. (2011). The continuum of literacy learning, grades PreK-8: A guide to teaching. Portsmouth, NH: Heinemann.

*Great tool in this resource: Interactive Read Aloud and Literature Discussion Continuum




Trelease, J. (2013). The Read-Aloud Handbook (7th ed.). Penguin:


DO's of Reading-Aloud: <http://www.trelease-on-reading.com/rah-ch4.html>

DON'Ts of Reading-Aloud: <http://www.trelease-on-reading.com/rah-ch4-pg2.html>


SUGGESTED READ ALOUD TITLES - GRADES K-8

 http://readingandwritingproject.com/public/resources/booklists/archived/reading/interactive_read_aloud.pdf

 Linda Hoyt is the author of Interactive Read-Alouds, 2007 - K-1, 2-3, 4-5, 6-7 - The publisher site provides sample lessons and an annotated lesson walkthrough. These professional resources include Readers' Theatre scripts: <http://www.heinemann.com/interactivereadalds/>

 ReadWriteThink.org explains the Read Aloud strategy and includes a few sample lessons: <http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html>

readwritethink

 Global Read Aloud - One Book to Connect The World - a book is selected by Global Read Aloud and the teacher reads it aloud to their students during a set 6-week period. During that time you try to make as many global connections as possible. Each teacher decides how much time they would like to dedicate and how involved they would like to be.

<https://theglobalreadaloud.com/>



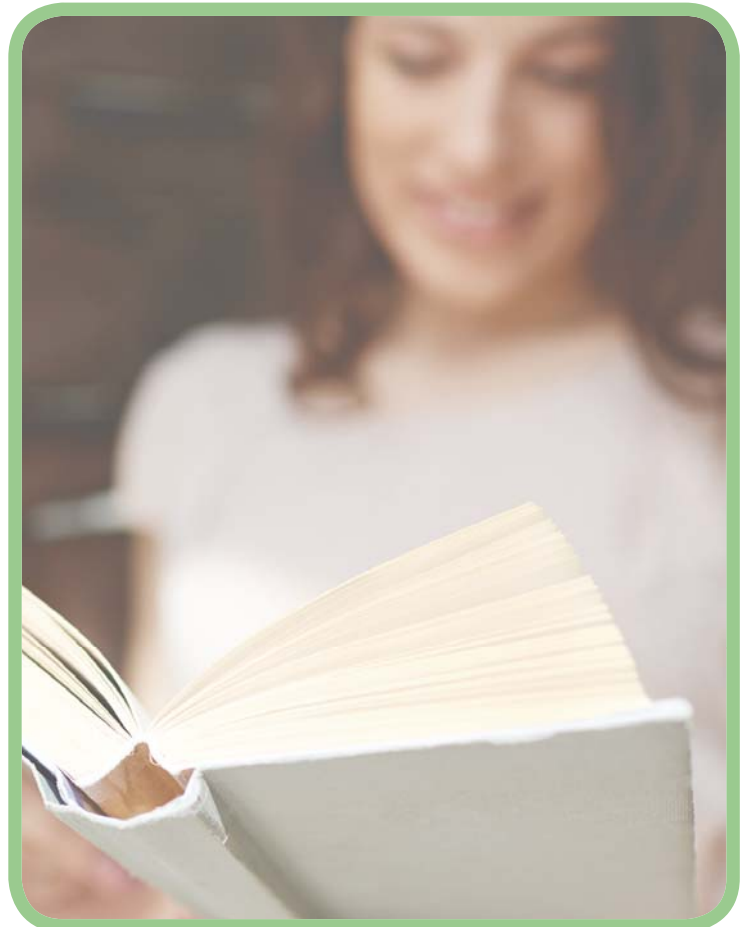
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A FEW THOUGHTS FROM EDUCATIONAL EXPERTS IN THIS AREA:

- 🌿 Readers don't grow in trees. But they are grown-in places where they are fertilized with lots of print, and above all, read to daily ~ Neither books nor people have Velcro Sides -- there must be a bonding agent -- someone who attaches child to book. ~ Reading aloud is the best advertisement because it works. It allows a child to sample the delights of reading and conditions him to believe that reading is a pleasurable experience, not a painful or boring one. (*Jim Trelease*)
- When I plan those brief pauses for interaction during the reading of a text, I'm not simply considering the questions I might wish to ask. Instead, I'm contemplating the strategic thinking I want my students to do, and I design my language to push for that sort of thinking...I recommend the Prompting Guide for Comprehension: Thinking, Talking, and Writing, Part 2 (*Fountas & Pinnell, 2012*) for specific support in demonstrating, prompting for, or reinforcing reading behaviors related to comprehension. (*Wendy Sheets: <http://literacycollaborative.org/blog/interactive-read-aloud-as-a-foundational-practice/>*)
- Simply inviting children to talk during interactive read-alouds doesn't provide the needed learning boost. It's the close reading and textual analysis — deep, intentional conversation about the text (*Dickinson & Smith, 1994; Fountas & Pinnell, 2006; 2012; Serravallo, 2012; and Shanahan, 2012*)—that makes the difference. *Scholastic Comprehension Clubs, Research Paper, Fountas & Pinnell, 2012 http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_research_final.pdf*

- 🗨️ Reading aloud to students should include think-aloud or interactive elements and focus intentionally on the meaning “within the text,” “about the text,” and “beyond the text” (*Fountas & Pinnell, 2006, p.33*)
- ...● The teacher's participation is important, but students also respond to one another. Articulating thinking daily through this kind of discussion not only extends students' understanding but also sets a clear expectation that reading is about meaning. (*www.ascd.org/ASCD/pdf/journals/ed_lead/el200510_scharer.pdf*)
- 🔗 There is a high correlation between student understanding of academic words and levels of reading comprehension. (*Nell Duke, 2011*) Words are learned best in the context of reading following by rich discussion. (*Fountas & Pinnell, 2012*).



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PHOTOS/ VIDEOS - SEE IT IN ACTION

Blog Post - a step by step approach to Interactive Read Alouds and how they connect to a Reading Workshop structure:

<http://www.teachingandtapas.com/2013/04/interactive-read-aloud-in-six-easy-steps.html>

Strategic planning for Selecting and Opening a Read Aloud: <https://www.youtube.com/watch?v=3s1FL8oYAno>

An Interactive Non-fiction Gr 2 Read aloud - Bugs:

<https://www.youtube.com/watch?v=akGmRgF1jy0>

Close Reading & Accountable Talk & Interactive Read Aloud:

<https://www.youtube.com/watch?v=nznO1BMtahw>

CONSULTANT TIPS

Be really strategic about the reading behaviours you plan to model for your students. This list will give you some sample prompts to spark your thinking:

http://www.scholastic.com/teachers/article/collateral_resources/pdf/r/reading_bestpractices_comprehension_promptsthatguide.pdf



CRITERIA OF EFFECTIVE IMPLEMENTATION

- ✓ Teacher has pre-read the book. Has a plan for what to highlight, where to pause and what the key learning for the day will be - particular concept, strategy
- ✓ Teacher uses pre-reading strategies - activating background knowledge, creating a hook/opener, making predictions, setting a purpose for listening
- ✓ Expressive reading of the story - students are visibly engaged
- ✓ There are interactive moments during the read aloud : students turn and talk, share thoughts, ask questions, make observations, react to text, predict, jump in on the choral parts, etc.
- ✓ Time is spent focusing in on key vocabulary
- ✓ There is evidence of deeper thinking about texts
- ✓ Post-listening tasks extend the learning - students draw, write and apply strategy in own book.

If students would like to take an active role in performing a read aloud to the class, help them understand the key components of expressive reading: how to breathe between phrases, slow and clear articulation, effective body language, dynamic facial expressions and remembering the overarching goal of making the words come alive.

CHALLENGES/PITFALLS

- ! Never be afraid to abandon a book if it isn't the spellbinding tale you were hoping for. You can discuss why the class lost interest and model what real readers do in these situations.
- ! If you have a child that struggles to sit still, ask them to hold the book. It gives them something to focus on and they will have to concentrate to turn the pages.
- ! Children can bring a teddy to the mat, have a quiet fidget to use while listening or they can draw as long as it is clear they are still listening (not fully distracted).

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MODIFICATIONS, SUPPORTS AND TECHNOLOGY TOOLS

- Read Alouds can involve the whole class or can be specific to a small guided reading group.
- Consider asking students to read the passage silently to themselves. Next, have them take turns reading the passage aloud. At natural breaks, a new volunteer can jump in and take over the reading. You can also assign character voices to students.
- You could read the same short book for different mini-lessons. One time you read it for enjoyment, then for character development, etc.
- Provide students with a narrative frame or graphic organizer that corresponds to book so they can follow the progression of ideas.
- Readers' Theatre is one way to develop student fluency. Here are two sites filled with ideas for building fluency:

<http://www.erintegration.com/2015/07/27/using-the-ipad-for-fluency-practice-during-reading/>

<https://msjordanreads.com/2012/02/26/fluency-boot-camp/>

- A Grade 2 teacher had students read books using a recording app (any recording app will work). She then converted the student audio files into QR codes and placed these codes inside book covers. Students enjoyed signing out an ipad and hearing a book read to them by another student: <https://www.edsurge.com/news/2014-12-14-using-audioboom-in-the-classroom-to-improve-reading-fluency>

PLANNING AND ASSESSMENT TOOLS

Visualization Self-Assessment Questions for Readers following a Read Aloud:

http://www.scholastic.com/teachers/article/collateral_resources/pdf/r/reading_bestpractices_comprehension_visualization.pdf

Read-Aloud Rubric for Students:

http://www.readwritethink.org/files/resources/lesson_images/lesson1005/rubric.pdf

Fluency Rubric: http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

Oral Reading Observation Checklist for Reading with Expression and Prosody

http://micms.org/phrase_rubric.pdf

Lesson Plan for Interactive Read Aloud: Template for designing a read aloud with maximum impact (*Template on page 6*).

Read Aloud Snapshot for Tracking Reading:

<http://www.lauracandler.com/filecabinet/literacy/PDFRead/ReadAloudSnapshot.pdf>



Read Aloud Snapshot



<p>Selection Title</p> <hr/> <hr/>	1	2
<p>Author</p> <hr/>		
<p>Student Name</p> <hr/>		
3	4	5

Lesson Plan for Interactive Read-Aloud

	GRADE:	DATE:
Name:		
Title of text:		
Author:		
Illustrator:		
Genre:		
Summary (1-2 sentences):		
Demands of this text on listeners (summarize):		
Opening:		
Stopping places (pages) and directions for "turn and talk":		
Notes for discussion after reading:		
Reflection:		

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