About Me . . .

Share one thing that no one in this room knows about you.

Session Objectives

Participants will:

• Make connections to State Standards and to Universal Design for Learning (UDL).
• Identify ways to adapt learning opportunities and texts to meet the needs of ALL learners.
• Apply the standards and see the benefits, characteristics, and routines of daily planned Read-Alouds.
• Learn how children's understanding, creating, and communicating of meaning improves when read to daily.
• Set a focus on extending the reading opportunity with shared reading opportunities and include family involvement.
Literacy Shifts

- Building knowledge through content-rich nonfiction
- Reading, writing, and speaking grounded in evidence from text, both literary and informational
- Regular practice with complex texts and its academic language

Agenda

- Foundation of Interactive Read-Aloud – Standards, Benefits, Characteristics, and Routines
- Planning an Effective Interactive Read-Aloud for All Learners Utilizing Principles of UDL
- Focus on Extensions, Shared Reading, Family Involvement
- Reflection and Closure

Is Reading Aloud Important?

Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.

Adams, M.J. Beginning to Read: Thinking and Learning about Print, p. 86.

Expose students to books, concepts of print
**Benefits of Reading Aloud**

- Encourages use of imagination to explore people, places, times, and events beyond their experience.
- Introduces children to the language of books which differs from conversational language.
- Expands vocabulary and thinking.
- Provides opportunity for parents and teachers to be role models for reading.

**What does an effective Read-Aloud look and sound like?**

- Plan instruction using sticky notes as reminders of thinking aloud or interaction.
- Link text to other books or topics – why was it chosen?
- Bring attention to the author and illustrator.
- Vary intonation and speed as you read.
- Invite children to share their thinking.
- Make sure there is time for conversation.
- Read (and teach) for approximately 15 minutes.

**How to Teach with a Read-Aloud**

- Turn and Talk
- Post-it Note Activity
- Plan instruction using sticky notes as reminders of thinking aloud or interaction.
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Interactive read-aloud is infinitely more productive and fun if you take the time to explicitly teach children the routines early on. Fountas and Pinnell, Literacy Beginnings, p. 116

Setting Up Routines
Using your Welcome to School book with a partner:
• Explore the front matter and mini-lessons.
• What information supports active engagement for ALL learners?
• What mini-lessons are provided that will help set routines for an effective whole group lesson?
• What mini-lessons do you already have in place?
• Designate one person at table to share your findings.

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Share your routines
Children's enjoyment of story reading and sharing is dependent on their active engagement. Justice and Kaderavek

**Sharing Books With ALL Children**

**Universal Design for Learning**

**Primary Brain Networks**

- **PRESENTATION**
  - "What" of learning
- **EXPRESSION**
  - "How" of learning
- **ENGAGEMENT**
  - "Why" of learning

- Present content in different ways
- Differentiate the ways students can express what they know
- Stimulate interest/motivate and engage

**How Do You Make Text Accessible for ALL Learners?** Handout

- Physical Impairments
- Visual Impairments
- Hearing Impairments
- Cognitive and Communication Impairments
- Challenging Behavior
Thinking about Children with Special Needs

Think about examples of how to engage all learners that the trainer has shared with you today.

Using the anecdote found at your table, brainstorm with your table group various ways that the children described can participate in an Interactive Read Aloud.

Describe specific modifications.

Lesson Sequence

- Opening Remarks
- Think Aloud – Invite Comments
- Turn and Talk
- Discussion After Reading
- Extension: Book Activities

Is 15 Minutes Enough?

- YES!
- More is, of course, better but....
- Reading Aloud to Children 15 minutes every day for 5 years is 27,375 minutes OR 456.25 hours!
- That is enough to make a difference!
Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)

So how do we use the read-aloud to not only increase the vocabulary but to develop oral language?

Developing Oral Language

Book Choice Makes a Difference

- Predictable Books
- Informational Books/Nonfiction
- Story Books
- Concept Books
- Wordless Books
- Poetry/Nursery Rhymes

Characteristics of a Good Book

- Matches developmental needs and interests
- Easy to follow storyline
- Large, clear illustrations
- Familiar or relevant topics to which children can connect
- Playful language
- Manageable, interesting vocabulary
- Provokes questions and engagement
- Sequential series of events, simple problems
- Characters children can understand
Once the book is chosen, where are opportunities for teaching.....

- Vocabulary?
- Comprehension?
- Concepts of Print?
- Fluency?

Lesson Sequence
- Opening Remarks
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Building Meaningful Vocabulary
- Reading aloud is an effective way to build vocabulary. The reading should be accompanied by conversation about the text.
- Vocabulary instruction should be embedded in meaningful conversation.

Fountas and Pinnell, Literacy Beginnings, p. 88
Every read-aloud text should offer opportunities to learn a few new words.

Type of words to teach:
- Words critical to understanding the story (cracked)
- Words likely to be encountered in other books (reflection)
- Words unlikely in children’s oral language but that are easily reinforced (vibrant)

While reading the story, targeted vocabulary can be taught in several ways:
- Pointing to the illustration
- Using an object or gesture to demonstrate meaning
- Using the word in a sentence (exposure)
- Using a synonym for the word (embedded instruction)
- Using in conversation (focused instruction)

Reminder: Words do not need to be pre-taught.

What experiences do you have in teaching vocabulary? What have you found to be effective? Challenging?

How do you know your vocabulary instruction is effective?
## Developing Oral Language

- Linguistically “poor” first graders knew 5,000 words; linguistically “rich” first graders knew 20,000 words. (Moats, 2001)
- So how do we use the read-aloud to not only increase the vocabulary but to develop oral language?

### Using Interactive Read-Aloud to Focus on Story Awareness and Language Awareness

<table>
<thead>
<tr>
<th>Opening Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the Book</td>
</tr>
<tr>
<td>Stimulate Thinking</td>
</tr>
<tr>
<td>Think Aloud/Invite Comments</td>
</tr>
<tr>
<td>Engage ALL Learners</td>
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<tr>
<td>Promote Thinking</td>
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<tr>
<td>Discuss the Text After Reading</td>
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<tr>
<td>Enhance Language</td>
</tr>
<tr>
<td>Extend Comprehension</td>
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</tbody>
</table>

### Opening Remarks

- Listen to the opening remarks.
- What opportunities for engaging all learners do you observe?

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**Early Learning Model Interactive Read-Aloud**

- Model Interactive Read-Aloud
- Listen to the opening remarks.
- What opportunities for engaging all learners do you observe?
Your Turn

Opening Remarks

- Read the Read-Aloud Classic you were given.
- Plan your opening remarks including vocabulary, concepts of print and predicting.
- Remember to model your thinking.
- Plan thinking of a child in your class with special needs or one of the children described in the anecdote HO found on your table.
- Share your plan with a partner. What special needs have you accommodated?

Opening Remarks

<table>
<thead>
<tr>
<th>Title of Book, Author, Illustrator (Cover)</th>
<th>Analyze Learning Opportunity/Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concepts of Print</td>
</tr>
<tr>
<td>Have you ever seen a turtle? What does the shell look like? What does it mean when something is cracked?</td>
<td>Use of background knowledge</td>
</tr>
<tr>
<td>Think aloud: Reread the title (pointing to the words): How the Turtle Cracked Its Shell. Say: When I look at the turtle on the cover I think he looks worried or maybe scared. On the back of the book he looks very happy. I wonder what happened that made him look so worried or scared and why he looks happy on the back of the book. “Let’s read to see how the turtle cracked his shell.”</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Thinking critically about the story</td>
</tr>
<tr>
<td></td>
<td>Predicting</td>
</tr>
<tr>
<td></td>
<td>Concepts of print (cover &amp; back of book)</td>
</tr>
<tr>
<td></td>
<td>Prediction/wondering</td>
</tr>
</tbody>
</table>
Using Interactive Read Aloud to Focus on Story Awareness and Language Awareness

Opening Remarks
- Introduce the Book
- Stimulate Thinking

Think Aloud/Invite Comments
- Engage ALL Learners
- Promote Thinking

Discuss the Text After Reading
- Enhance Language
- Extend Comprehension

Think Aloud
Stop the reading at 2 or 3 places to model your thinking:
- “What I think is important so far is ________”
- “What I notice in this picture is ________”
- “I think _____ is feeling _____ because _____”
- “I think the author is telling me ________.”

Invite Comments
- Invite comments at 2 or 3 places to promote thinking:
  - “Talk about what you are thinking.”
  - “What do you think will happen?”
  - “How do you think ______ is feeling?”
  - “Turn and talk about ________.” (May use sentence stem early in year.)
Model Interactive Read Aloud

Think Aloud / Invite Comments

• Listen to the reader as she thinks aloud and invites comments.
• What opportunities for engaging all learners do you observe?
After reading page 5 say, Turtle says: “You can ________ .” When he says that he can see his reflection in his shell, it makes me think that his shell is like a mirror and he can see himself.

- Build vocabulary

Read through 1st paragraph of page 9 and ask: “How do you think Monkey, Parrot and Crocodile are feeling? Draw attention to pictures on p. 8-9. Call on a few children to answer. Then model your thinking about how they feel. “Yes I think _______ because________.”
Your Turn

Think Aloud / Inviting Comments

- Identify 2 or 3 places where you will stop during the reading.
- Place sticky notes on the pages indicating your plan.
- Plan thinking of a child in your class with special needs or one of the children described in the anecdote HO found on table.
- Share your plan with a partner. What special needs did you accommodate?
“Looks like, Turtlee met Bearded and Jagged. Can you carry me to the kids’ banquet?”

Jagged asked Bearded. “You are such a strong and powerful bird.”

Bearded wanted to help Turtlee, so he kindly agreed to take him to the banquet.

Bearded turned above the tree as Turtlee held on tightly. “Remember, you must not speak!”

Jagged warned Turtlee. “If you open your mouth you will fall. However, I will escort you with my wings!”

“Perhaps you can,” replied Turtlee. “Your shell is hard and unique!”

“Turtlee must be a turtle, Bearded!”

But as soon as he spoke, he released the climb and tumbled to the ground with a loud crack!

Crocodile, Patoot, and Monkey ran to check on him.

“Ooh! my!” exclaimed Crocodile. “Your shell is cracked in a clean place!”

Instead, Turtlee’s nose wrapped around and away, sending wails. Turtlee and Bearded...

“Never mind!” declared the other animals. “Your shell is far more interesting and unique now.”

“You are all so kind and generous,” said Turtlee. “I have learned my lesson, and I promise to change my ways!”

And from that day on, Turtlee always thought before he spoke, and he became a thoughtful and caring friend to all.
Think Aloud and Invite Comments

Analyze Learning Opportunity/Standard

After reading the rest of page 9 say: “Monkey said something really important to Turtle. What did he say?”
Turn and Talk or call on children. Reiterate what was said. Explain “affect others” means how words make people feel. Then say: Let’s see if Turtle listened to Monkey.

Read to page 15 and then say: What happened to Turtle? It says that Turtle was devastated. What does that mean? Turn and tell your neighbor what you think about the word devastated and how Turtle feels now.

Using Interactive Read Aloud to Focus on Story Awareness and Language Awareness

Opening Remarks

Using Interactive Read Aloud to Focus on Story Awareness and Language Awareness

Using Interactive Read Aloud to Focus on Story Awareness and Language Awareness

Discussion After Reading

Model Interactive Read Aloud:

Discussion After Reading

• Listen to the after reading discussion.
• What opportunities for engaging all learners do you observe?
### Discussion After Reading

- **Summarizing Key Events**
- **Retelling**
- **Drawing Conclusions**
- **Comparing and Contrasting**
- **Analyzing Character**
- **Building Vocabulary**
- **Vibrant**

1. **How did Turtle treat his friends throughout the story?**
2. **Did Turtle listen to Monkey’s advice and think about how his words affected others? How do you know?**
3. **How did Turtle’s shell change from the beginning to the end of the story?**
4. **How did Turtle change from the beginning to the end of the story?**
5. **The animals said that Turtle’s shell was unique. Is being unique a good thing? How are you unique?**
6. **Revisit and reinforce the word “vibrant.”**

### Your Turn

- Plan your discussion questions for after the reading.
- If you did focused instruction of vocabulary, include reinforcement of that word(s).
- Plan thinking about a child in your classroom with special needs or a child in the anecdote HO found on your table.
- Share your plan with a partner. What accommodations did you make?

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• Reflect and Closure
Training Reflection

- What are some ideas from today’s session that are floating around in your head?
- What are three points from today’s session that you want to remember?
- What are some of the key elements of today’s session that squared with your beliefs?
- What are some obstacles that could hinder or stop your implementation? What is your plan for working through these obstacles?

Thank You!

Literacy ought to be one of the most joyful undertakings ever in a young child’s life.

Don Holdaway

Get Teachers Hooked on the Reading Habit: Read-Alouds Do Work

Shauna Williams, National Literacy Consultant