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

Session Objectives

Participants will:

• Make connections to the 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, and 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.

Turn and Talk
Post-it Note Activity

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.
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

Share your routines.

Setting Up Routines

Using your Welcome to School Mini-Lessons with a partner:

• Explore the 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?
• Share your findings.

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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
Present content in different ways

EXPRESSION
“How” of learning
Differentiate the ways students can express what they know

ENGAGEMENT
“Why” of learning
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 was 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.

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!

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

Selecting Vocabulary

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)
Teaching Vocabulary
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?

Developing Concepts of Print
- Identifies front/back and top/bottom of book
- Understands print contains a message
- Knows where to start reading
- Understand that pictures are related to print
- Knows the terms “author” and “illustrator” and understands their roles in books
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

Opening Remarks

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

Model Interactive Read-Aloud

How the Turtle Cracked Its Shell

Use book
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>Concepts of Print</th>
</tr>
</thead>
<tbody>
<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>- Thinking critically about the story</td>
</tr>
<tr>
<td>- Concepts of print (cover &amp; back of book)</td>
<td></td>
</tr>
<tr>
<td>- Prediction/wondering</td>
<td></td>
</tr>
</tbody>
</table>

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

| Introduce the Book | Stimulate Thinking |
| Think Aloud/Invite Comments | Engage ALL Learners |
| Discuss the Text After Reading | Extend Comprehension |

Think Aloud: Use sticky notes
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.)

Think Aloud / Invite Comments
• Listen to the reader as she thinks aloud and invites comments.
• What opportunities for engaging all learners do you observe?
How the Turtle Cracked Its Shell

Once upon a time, long ago, when only animals lived, Crocodile and Turtle were two friends in the forest.

“Hello, Turtle,” called Crocodile. “It is so warm today. Wouldn’t it be refreshing to play in the cool water? Come and cool off and have fun!”

Turtle replied by saying, “Oh, no, dear Crocodile! I wouldn’t do that! Just look at how beautiful and defense my shell is. Why, you can see your own reflection in my smooth, shiny shell!”
Think Aloud and Invite Comments

Analyze Learning Opportunity/Standard

After reading page 5 say, Turtle says: “You can _____shiny shell.” 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______.”

Predicting

Making Connections

Using Illustrations to gain meaning

Extending comprehension

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?
Later on, Earlie and Racoon awoke to the sound of a commotion. “Can you carry me to the food banquet?” Earlie asked Racoon. “You are such a strong and powerful bird!”

Racoon relented to help Earlie, so he kindly agreed to take him to the banquet.

Racoon entered the room at the food banquet and exclaimed, “Remember, you must not speak!” Earlie seemed relieved. “If you open your mouth, you will fall. However, I will entertain you with my song.”
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:

• Listening comprehension
• Extending comprehension
• Vocabulary

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.

• Vocabulary
• Using illustrations

Compare to other books read (reflection)
Using Interactive Read Aloud to Focus on Story Awareness and Language Awareness

- Introduce the Book
- Stimulate Thinking

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

- Discuss the Text After Reading
- Enhance Language
- Extend Comprehension

Model Interactive Read-Aloud:

Discussion After Reading

- Listen to the after reading discussion.
- What opportunities for engaging all learners do you observe?

<table>
<thead>
<tr>
<th>After Reading Discussion</th>
<th>Analyze Learning Opportunity/Standard</th>
</tr>
</thead>
</table>
| How did Turtle treat his friends throughout the story? | - Summarizing Key Events
| Did Turtle listen to Monkey’s advice and think about how his words affected others? How do you know? | - Retelling
| How did Turtle’s shell change from the beginning to the end of the story? | - Drawing Conclusions
| How did Turtle change from the beginning to the end of the story? | - Comparing and Contrasting
| The animals said that Turtle’s shell was unique. Is being unique a good thing? How are you unique? | - Analyzing Character
| * Revisit and reinforce the word “vibrant.” | - Building Vocabulary
| | - Vocabulary |
Your Turn

Discussion After Reading

• 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?

Repeated Readings

• Repeated readings can be done in a variety of ways such as including puppets or picture cards with a different instructional focus for each reading.
• Well-chosen, engaging books should be reread several times. Each time draw attention to a different aspect of the text such as the illustrations or the writing techniques – the aspects of the book that make readers love it or help readers to understand it.

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Retelling and Extending

- Innovations
- Murals
- Puppets
- Music
- Recipes
- Art
- Class Big Books

Extending the Read-Aloud

- Identify several ways children can use language and concepts learned in a read-aloud in centers.
- How can extension activities based on the read-aloud develop oral language, vocabulary, comprehension and print concepts? How can extensions be adapted to engage all learners?

Compare and Contrast

Read Aloud
- Purpose
- Materials
- Focus
- Teacher Role
- Student Role

Shared Reading
Read Aloud to Your Children HO

Brain Development
Language
Knowledge
Why Read Aloud?
Love of Reading
Bonding
Literacy Skills

Benchmark Universe

Benchmark Universe Demo Logins

https://nat-pd.benchmarkuniverse.com
User Name: bec_student_01
Password: password
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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