



READ ALOUD PRACTICE GUIDE

USE READ ALOUDS IN YOUR CLASSROOM TO...

Make literacy experience warm, fun, & frequent



- Use **facial expression and fun voices**; Vary your tone, modulate voice to emphasize words & facts
- **Pace the reading** to fit the type of book being read and to allow for children to be **involved** through comments and questions.
- Model **respect and positive feedback** (*Thank you for listening! What a great noticing!*)

Make literacy experience racially & culturally responsive



- Be **intentional** about ensuring students to see themselves, their family, and their community reflected in your read aloud
- Let your book choices and conversations reflect that you **see and know** your students
- Provide **opportunities to connect to social justice and empowerment** by actively learning with and from your students and the story! **Plan and take action together!**

Support comprehension skills



- Introduce, review, and/or discuss **vocabulary words**
- **Make connections** between the story, personal experiences, and/or other related texts
- Actively support students in **discussion** that allows them to **construct, revise, and question meaning**
- **Cue for comprehension!** (*predict, compare/contrast, infer, analyze, summarize*)

Embed code-based learning opportunities



- Discuss **book or print conventions**
- Utilize **explicit instruction and systematic learning opportunities** with the text as your anchor
- **Cue for code-based learning!** (*phonological awareness, letter sounds, rhyme, decoding, syntax*)

Help students develop their identity as readers



- **Set high expectations for students**, make these expectations clear (*engagement, attention, participation*)
- **Model language** to help students build/discuss their reading identity (*I am a reader! I deserve to read!*)
- Model **your own reading moves** (*comprehension, meta-cognition*)
- Acknowledge and welcome the **multiple literacies** students bring as **valued, valid, and supporting their reading identity!**

The read aloud is like the Swiss Army knife of literacy;
it has multiple uses at every age and in every content area. - ASCD

READ ALOUD 101

Even if read alouds are already a common part of your practice, understanding what and how they can impact children's literacy is crucial to designing effective and powerful learning opportunities.



WHY READ ALOUD?

Read alouds are an excellent tool to introduce students to new vocabulary, to build background knowledge, to expose children to language and text structures, and to provide joyful experiences with books.

WHAT MAKES READ ALOUDS EFFECTIVE?

- Interactive, fun experiences
- Ample time for discussion & connection
- Alignment with instructional goals
- Connection with student's background, knowledge, & interests
- Opportunities to build vocabulary and language knowledge
- The ability to see themselves, their families, and their communities reflected in the texts you choose
- Maintaining high expectations

WHAT DO READ ALOUDS HAVE TO DO WITH THE 3RS?

READING

"When it comes to language development, read-aloud is one of the most powerful tools..."
(Burkins & Yates, 2021)

RACIAL EQUITY

"When children cannot find themselves reflected in the books they read...they learn a powerful lesson about how they are devalued in the society of which they are a part." (Bishop, 1990)

RELATIONSHIPS

When a teacher reads aloud, it is a bonding between the teacher, the children, the books, and the act of reading." - Lester L. Laminack

USE READ ALOUDS AS YOUR MAGIC WAND!



If tomorrow we could wave a wand that would guarantee that every first grader was taught phonics the way its advocates seem to suggest, it would certainly help. But if we failed to wave similar wands for good language opportunities, experiences that promote knowledge, and a love of books, we would fall short of our goal. Phonics will do a part of the job, but without these other partners, it will fall short. And that's just the tip of the literacy iceberg. What about those school activities in which kids can develop social competence, self efficacy, identity, and agency. Why aren't we waving that magic wand for them as well?

- P. David Pearson