

Read Aloud/Interactive Read Aloud

Read Aloud
Teacher reads a variety of texts aloud to students modeling strategies efficient readers use and what fluent, expressive reading sounds like.

Interactive Read Aloud
Teacher reads a text to the students and stops periodically during the reading to pose questions that encourage deep thinking (think aloud).

Read Alouds

- Provide students the opportunity to listen to text they are unable to read independently
- Enable students to learn new concepts without having to worry about decoding the text
- Benefit all levels of readers
- Provide teachers the opportunity to develop background knowledge in all content areas
- Allow for integration in all content areas
- Develop listening skills
- Expose students to various genres
- Provide for small group discussion and productive talk
- Provide a model for fluent reading
- Enable teachers to model reading strategies

Teacher's Role

As students listen to a variety of genres, often written beyond their independent reading levels, the teacher demonstrates multiple behaviors related to reading, including vocabulary, comprehension, fluency, etc.

- Provides a comfortable environment that allows for all children to see the pictures and text
- Provides opportunities to foster motivation in reading, model fluent reading, and demonstrate comprehension strategies

- Provides background information, discusses the cover, and introduces the story
- Shows and values the illustrations in the book
- Selects a variety of meaningful texts
- Demonstrates that good readers read in phrases
- Reads with an expressive voice
- Invites children to question, discuss, and make predictions
- Guides and supports discussion
- Demonstrates his or her thinking while reading (think alouds)
- Provides opportunities for students to connect new information to prior knowledge
- Poses questions for discussion
- Uses as a springboard for students' writing
- Places books that have been read in book baskets for students to read on their own

Students' Role

- Attend to text and illustrations
- Construct meaning based on their own thoughts, knowledge, and experiences
- Listen to complex language patterns to acquire knowledge of text – structure, specialized vocabulary, and concepts from books above their instructional reading levels
- Generate questions and opinions about the text
- Respond orally
- Make meaningful predictions
- Think about what is happening in the text
- Interact with peers to discuss the text

Resources

- Quality literature from a variety of genres (fantasy, fairy tales, traditional literature, nonfiction, poetry, etc.) that connects to students' interests, needs, culture, and curriculum

Procedures

- Teacher should be familiar with the text before reading aloud

- If reading interactively, teaching points should be planned before the reading
- Make sure all students can easily see the book
- Introduce book; talk about the title, author, illustrator, cover; provide background knowledge for understanding; encourage predictions
- Encourage students to use illustrations and text to make predictions, make connections, and visualize what is going on in the story
- Text can be read straight through or in an interactive setting
- Text may be reread as teacher models strategies or writing craft with students

Assessment of Read Aloud/Interactive Read Aloud

- Use a teacher-made checklist of student behaviors during read aloud
- Observe students' attention while reading
- Observe students' discussions/conversations
- Determine if the book motivates deeper thinking
- Allow students to respond to the text in a variety of ways