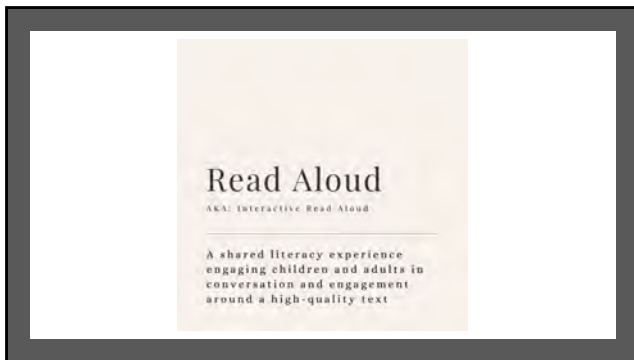


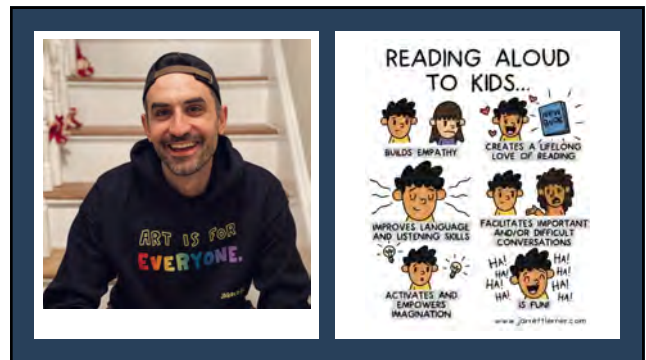
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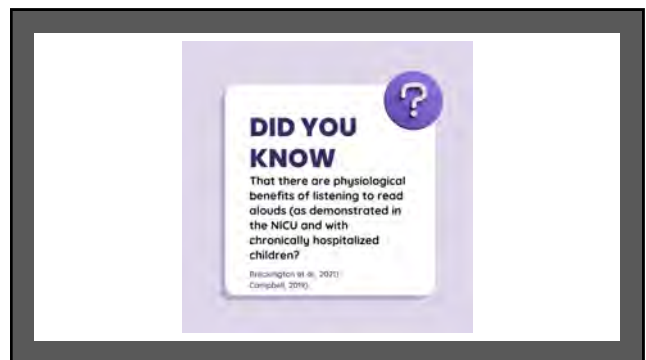
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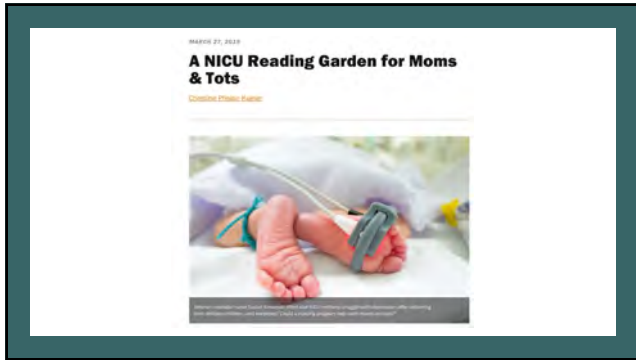
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- Overwhelming Research Showing the Benefits of Read Alouds
- Develop students' identities as readers (Wiseman, 2012).
  - Serve as a model for students' independent writing (Graham et al., 2012)
  - Develop students' content knowledge and vocabulary in content-area classrooms (Dwyer & Martin-Chang, 2023). Build students' vocabulary and expressive, receptive, and written communications (Baker, Mogna, Rodriguez, Farmer, & Yovanoff, 2016; Dowdall et al., 2020).
  - Increase likelihood to engage in independent reading (Ledger & Merga, 2018).
  - Improve longitudinal academic achievement, including larger vocabularies and more advanced comprehension skills (Mol & Bus, 2011).
  - Build language skills of young students with developmental disabilities or delays (Towson, Akemoglu, Watkins, & Zeng, 2021).
  - Foster students' higher-order-thinking skills (Lennox, 2013).

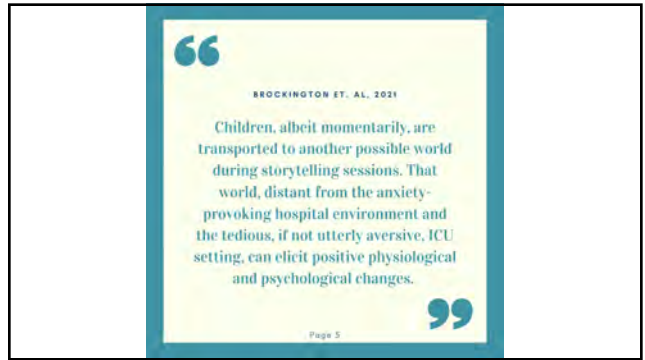
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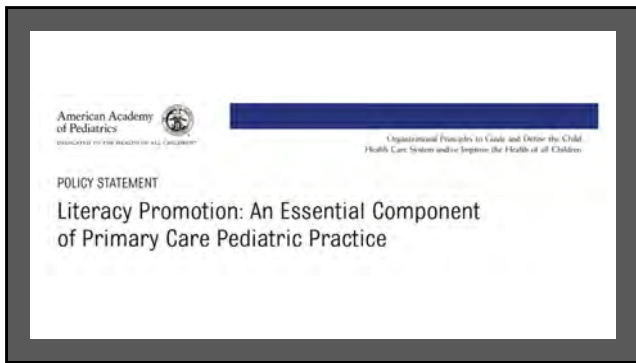
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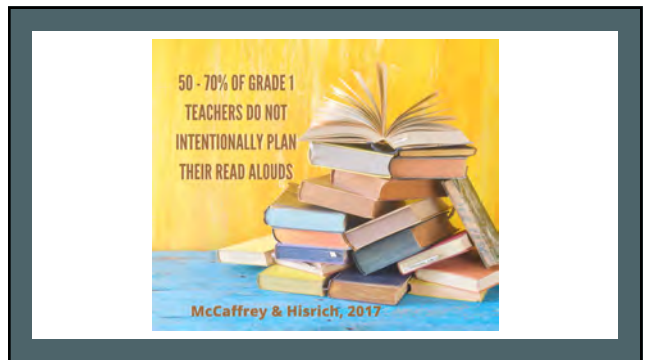
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When Read Alouds are Not Planned  
Haland et al., 2021

Teachers more likely to....

- Pose surface-level questions
- Ask for content clarifications
- Request simple summarizations



13

**77% of teachers read aloud to students, but only 36% read aloud daily.**

**27% of middle school teachers report never reading aloud.**

Scholastic, 2017



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**Table 1.2: Teachers' Self-Reported Inclusion of Read Alouds**


Teachers' Selections During Read Alouds	Corresponding Percentage
Inclusion of fiction text	93.7 percent
Featured nonhuman or animal characters	13.2 percent
Use of picture books	35.9 percent
Classified as easy for beginning readers	2.5 percent
Books in verse	0.39 percent
Collections of short stories or poetry	0.73 percent
Bilingual or Spanish books	0.88 percent
Inclusion of nonfiction text	6 percent
Use of seasonal text (corresponding to the time of year)	16.2 percent

*Source: Adapted from Smith et al., 2022.*

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Teachers' Text Choices (Giles & Morrison, 2023)

- 151 Prekindergarten Teachers
- 102 books read aloud
- 93 fiction, 9 nonfiction
- Only 15 books published within last five years
- Most holiday books were Christian & American focused



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**27% OF MS TEACHERS NEVER READ ALOUD**

**47% OF HIGH SCHOOL TEACHERS NEVER READ ALOUD**

**SCHOLASTIC, 2017**



17

**HOW DO READ ALOUDS FIT INTO THE SCIENCE OF READING?**

Let's first define SOR... with help from the National Center on Improving Literacy



18



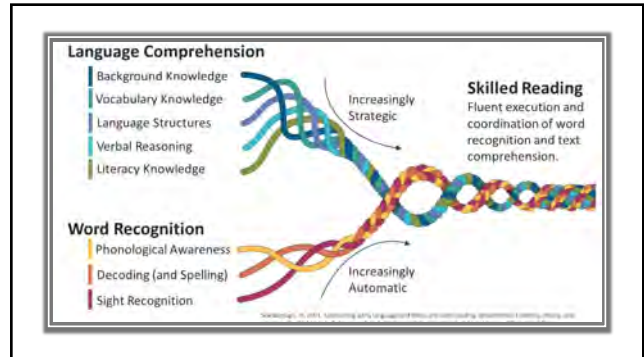
# the science of reading

SOR  
*noun.*

a comprehensive body of research that encompasses years of scientific knowledge, spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, neurology, and more.

The Reading League, 2021

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## Picture Books as Lexical Reservoirs

Reading one picture book per day provides young children with exposure to 78,000 words a year (Logan, Justice, Yumus, & Chapparro-Moreno, 2019).

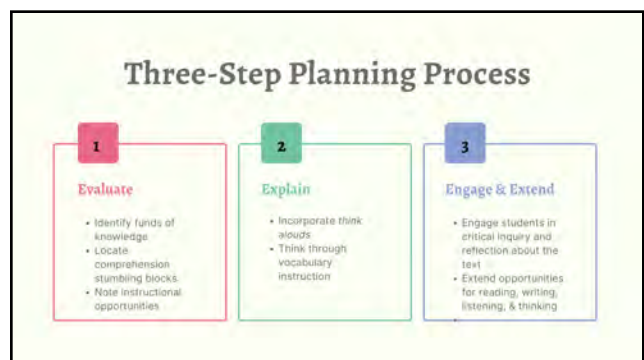
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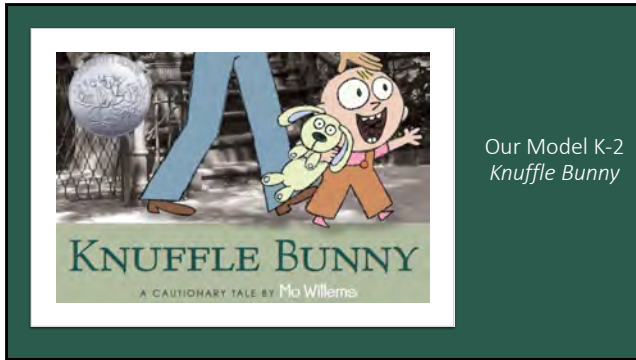
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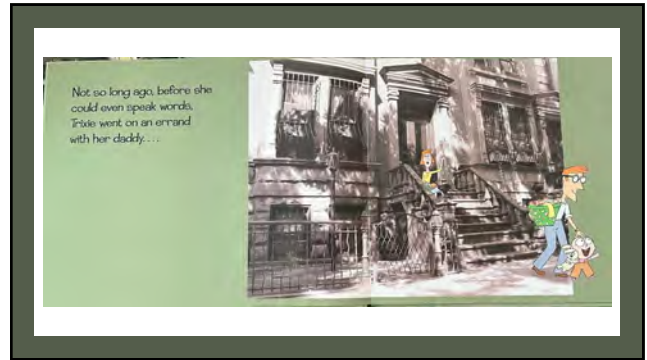


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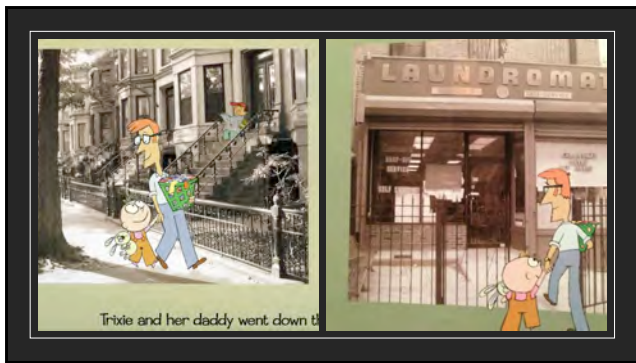


Our Model K-2  
Knuffle Bunny

25



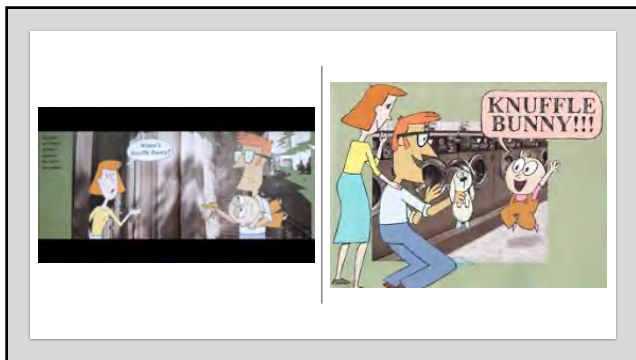
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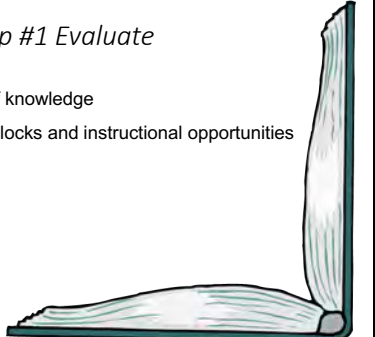
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*Step #1 Evaluate*

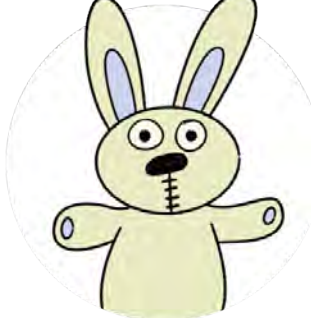
- Define / identify funds of knowledge
- Evaluate for stumbling blocks and instructional opportunities



30



31



**Funds of Knowledge in *Knuffle Bunny***

- Laundromats
- Life in urban neighborhoods / Layout & functions of everyday life
- Parenting roles & responsibilities
- Importance of communication; conversational turns
- Beloved objects of childhood

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Reflective Questions to Evaluate Funds of Knowledge

- What does the book assume that readers bring to the page with them?
- Are there locations, references, interactions, events, and / or experiences in the book that my students are likely to be unfamiliar with?
- Where else in the text might readers struggle? What potential points of confusion are these?

33

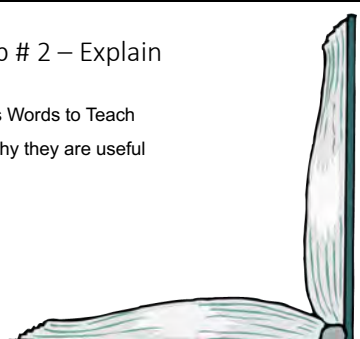
Reflective Questions to Evaluate Funds of Knowledge

- What ways (e.g. conversation, demonstration, photographs / video, explanation) can I enhance students' background knowledge and funds of knowledge?
- How might I head off any potential stumbling blocks?
- What instructional opportunities does the text provide? What lessons, conversations, follow-up activities jump to mind? How might I take advantage of these opportunities?

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**Step # 2 – Explain**

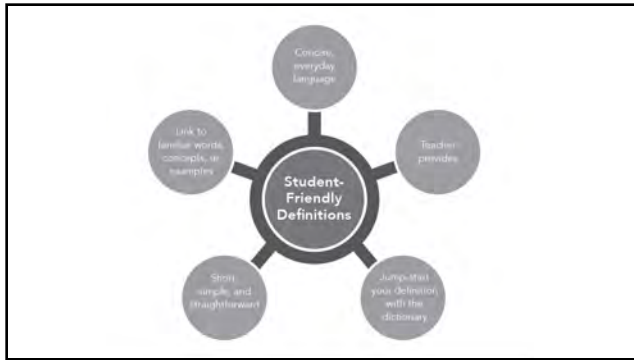
- Words to Explain versus Words to Teach
- Think Alouds - define, why they are useful



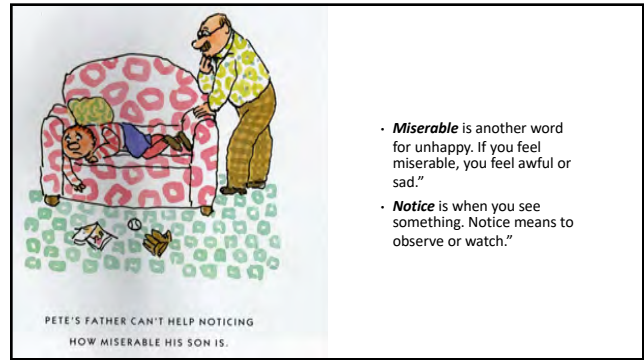
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Words to Teach	Words to Explain
<ul style="list-style-type: none"> <li>• Neither too easy nor too difficult</li> <li>• Useful to students</li> <li>• Likely for students to use in their everyday speaking and writing</li> <li>• Brings students closer to developing sophisticated lexicons (Beck et al., 2013; Biemiller, 2010; Hadley &amp; Mendez, 2021)</li> </ul>	<ul style="list-style-type: none"> <li>• Might impede students' comprehension when the teacher stops the read aloud to teach the word</li> <li>• Not worth a great deal of instructional time or attention</li> <li>• Easy to explain and move on with instruction</li> </ul>

36

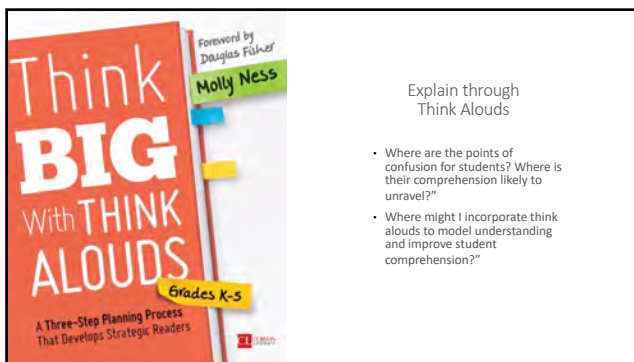


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- **Miserable** is another word for unhappy. If you feel miserable, you feel awful or sad."
- **Notice** is when you see something. Notice means to observe or watch."

38



Explain through Think Alouds

- Where are the points of confusion for students? Where is their comprehension likely to unravel?"
- Where might I incorporate think alouds to model understanding and improve student comprehension?"

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A think aloud is when a proficient reader verbally reports or models his/her thinking as he/she approaches the text. It is first-person narrative modeling.

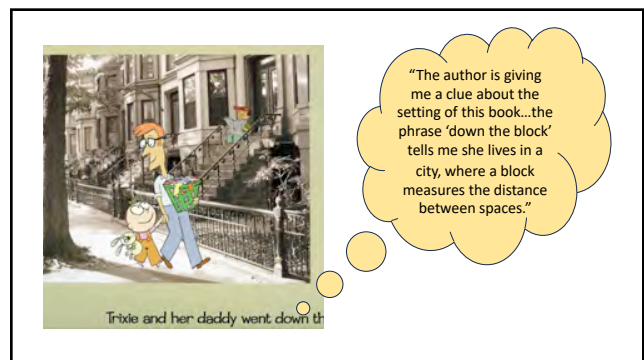
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Generate Think Alouds with Sentence Starters

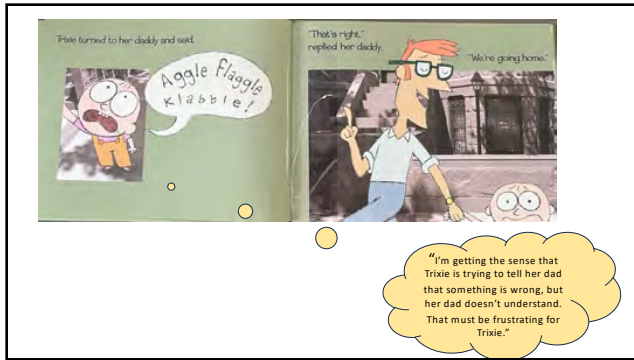
- I'm confused here because ...
- I'm getting the sense that ...
- I'm wondering ...
- Before I read, I thought ... Now I'm thinking ...
- This makes me think ...
- Now I understand ...
- This information makes me think ...
- The details I need to remember are ...

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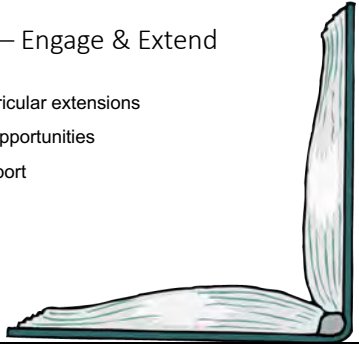




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### Step # 3 – Engage & Extend

- How to create cross curricular extensions
- How to extend literacy opportunities
- How to extend SEL support



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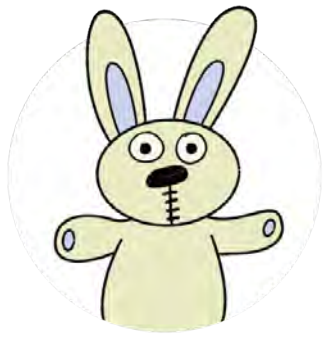
### Cross-Curricular Extensions

- What text opportunities might I draw out to remind my students of cross-curricular connections?
- How might the events, characters, setting, plot, or theme of the text relate to different domains of knowledge?
- What are my students learning about in different content areas and how might I connect that to this text?
- With extra time, what might I showcase from this book to feature arts, music, social studies, math, science, or English?

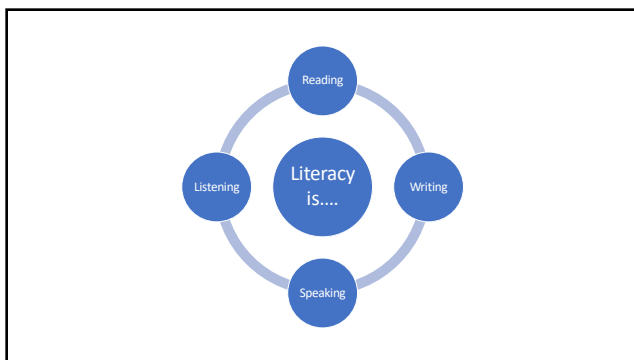
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### We might...

- Map Trixie's neighborhood
- Make maps of their own neighborhoods



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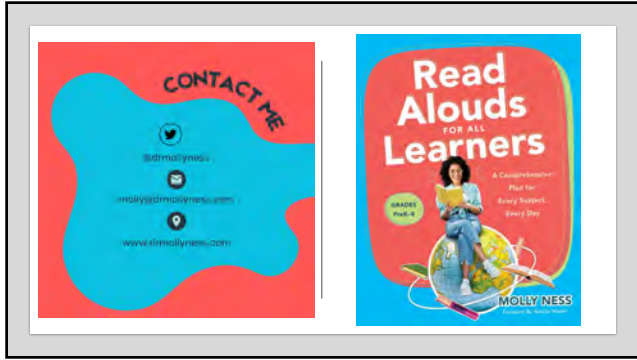
### Engage & Extend *Authentic* Literacy Experiences

- "In what ways might I extend students' comprehension or retention of the text through reading and writing?"
- "What sorts of follow-up activities will enhance my students' knowledge of and connection with the text?"
- "How might writing, listening, or speaking help students better understand the book?"
- "What engaging and literacy-rich opportunities does this text offer after reading?"

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