

6 Elements of Effective Instruction:

LISTENS TO A FLUENT
ADULT READ

READ SOMETHING
THEY CHOOSE

TALKS WITH PEERS
ABOUT READING &
WRITING

WRITES
ABOUT SOMETHING
PERSONALLY
MEANINGFUL

READS ACCURATELY

READS SOMETHING
THEY UNDERSTAND

Listening to a Fluent Adult Read Aloud

This resource is designed to support the transition to a Balanced Literacy instructional approach. Readers of all ages reap benefits from listening to a fluent adult read aloud. **Reading aloud is one of the most important things that teachers and parents can do to support literacy development at any age.** Read-alouds build key literacy skills that include: vocabulary, expressive reading, fluency, comprehension and engagement. Even at the middle school and high school level, read-alouds demonstrate that reading for pleasure and enjoyment is a rewarding activity.

Elementary Level

At the elementary level, the read-aloud is an integral component of a literacy program. When we share books with children, we model how to act like fluent, engaged readers. By listening to a read-aloud, younger students learn that they can make connections between what they hear and what they know.

If we do a “think-aloud” by talking through our thoughts and connections as we read, students learn from modeling how to make connections and draw even deeper meanings from texts. This contributes to the development of literacy skills.

Secondary Level

Students venture into more sophisticated texts in the older grades, and they develop higher-level comprehension and analysis abilities. Those skills are specifically taught and modeled by using those complex texts. A research-based, effective way to do this is with a “think aloud”; the reader’s thoughts and comments are added while reading aloud. When teachers provide models for reading discipline-specific texts, students witness how a historian reads a primary source document, how a scientist reads an article from a research journal, and how a coach reads the rules of a game.

McKnight, K., (2018). Read Alouds [Pamphlet]. Engaging Learners.

Self-Regulation Stages:

The read-aloud aligns with these student self-regulation stages:

- 1. Modeling and Observing.** When the teacher reads aloud to students, they provide a model for intonation, connotation and fluency in reading.
- 2. Copying and Doing.** As students listen to an adult read aloud, they will copy the teacher read-aloud model. Specifically, they integrate intonation, connotation and fluency in reading as modeled by the teacher.

Cash, R. M. (2016). Self-regulation in the classroom: Helping students learn how to learn. Minneapolis, MN: Free Spirit Publishing.

Look-Fors in an Interactive Read-Aloud:

1. Preview the text
2. Model making predictions
3. Elicit prior knowledge
4. Embed vocabulary support
5. Ask purposeful questions; focus on how and why
6. Amplify comprehension with think-alouds
7. Summarize the text to bring closure

Video Examples & Resources

[Curriculum & Instruction Support Form TED X: Why we should all be reading aloud to children - Rebecca Bellingham](#)

[Pre-K- Interactive Read Aloud](#)

[Grade 2 - Interactive Read Aloud](#)

[Grade 4 - Interactive Read Aloud](#)

[Middle School - Read Aloud/Whole Class Conversation](#)

[High School - Interactive Read-Aloud](#)

[K5chalkbox.com](#)

Any time you read aloud to students, you have an opportunity to support fluency, amplify comprehension and develop vocabulary.



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Prepare:

1. Draw from a wide variety of genres
2. Locate texts that are rich with high-level vocabulary, tap into readers' interests and reflect students' culture
3. Read and reread the book to yourself
4. Plan stop points and open-ended questions on post-its, along with ways for students to respond (stop-and-jot, stop-and-act, turn-and-talk, stop-and-think, etc)
5. Select vocabulary to discuss

Steps with Students:

1. Preview

- Share the title, author and illustrator
- Observe and discuss artwork
- Read the back cover to hook students
- Take a picture walk (no reading) or chapter title walk to make predictions

2. Scaffold prior knowledge

- What is important for students to know about this book? Historical context? Organization of text? How can it connect to them?

3. Vocabulary

- Identify important vocabulary that should be addressed in advance

4. Emphasizing elements of the story

- Predict genre and what elements student might find in this genre
- Introduce genre vocabulary (ie. characters, setting, plot, compare/contrast, chronological, cause/effect)
- Discuss what to expect in this genre

ie. Elements of a Fairy Tale

- "Once upon a time..."
- Conflict between good and bad characters
- Magic

ie. Elements of a Science Article

- Data
- Hypothesis
- Graphics or Charts
- Conclusion

5. Ask purposeful questions and use think-alouds

- Think of comprehension skills you are working on (inferring, recalling a sequence of events, etc) and ask purposeful questions at high levels of Depth of Knowledge. Give opportunities to respond orally or in writing. Use open-ended questions to get students talking and thinking.

Examples for fictional text	Examples for expository text
"I wonder why the character said that?" "How might the character show up as the hero in this situation?" "What do you think the author is trying to tell us on this page?"	"How does the graph/chart help you understand the text?" "How can you convince me that your conclusion makes sense?" "Why did the author choose to write the article in this format and from this perspective?"

6. Summarize and share thoughts about the story

- Summarize the story to solidify comprehension
- Ask students how they related to the story