

WELCOME

# Engaging Children with Books in Read-Alouds

Ohio's Literacy Academy  
March 2019

# Objectives:

The “Why” of engaging children with books using read-alouds

- A. Participants will learn the importance of read-alouds at all age levels and content areas.
- B. Participants will explore intentional practices with evidence-based strategies to ensure read-alouds address comprehension, concepts of print, and vocabulary.

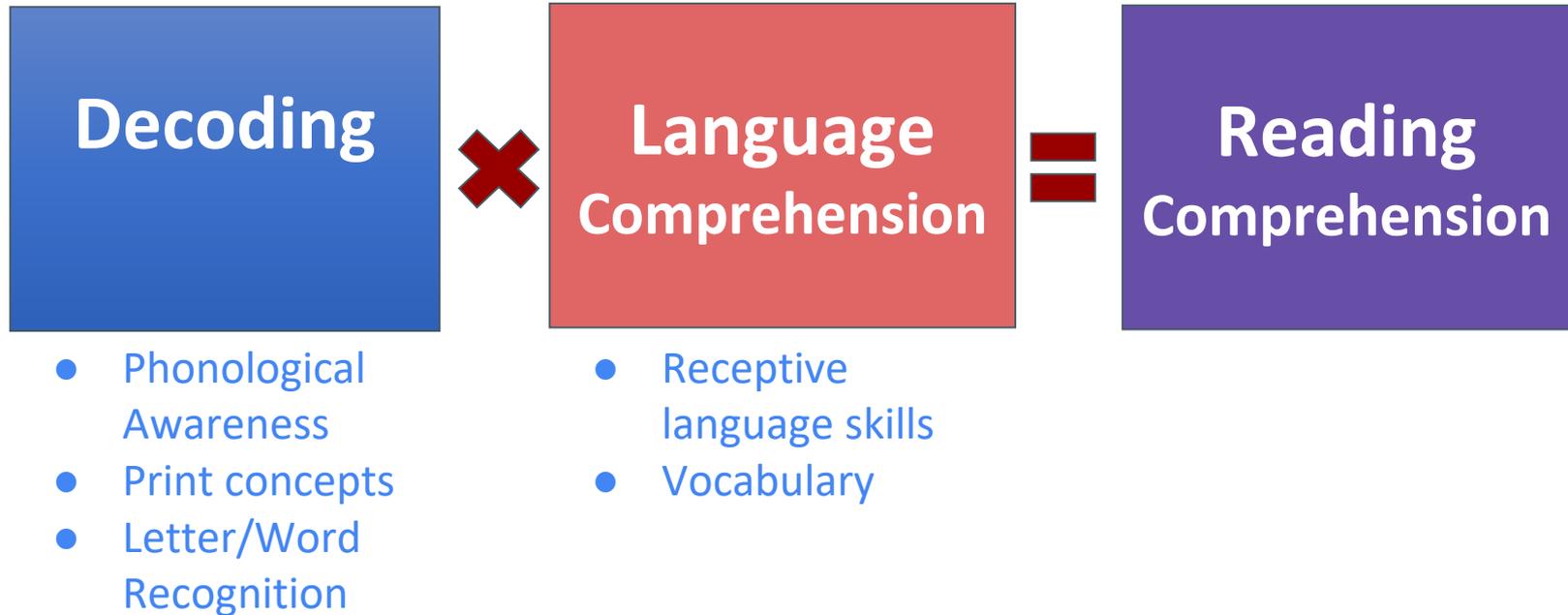
Fact: 63% of children entering kindergarten with poor literacy skills will **NOT** pass the 3<sup>rd</sup> grade reading test.



What if **YOU** could lower that number?



# Simple View of Reading



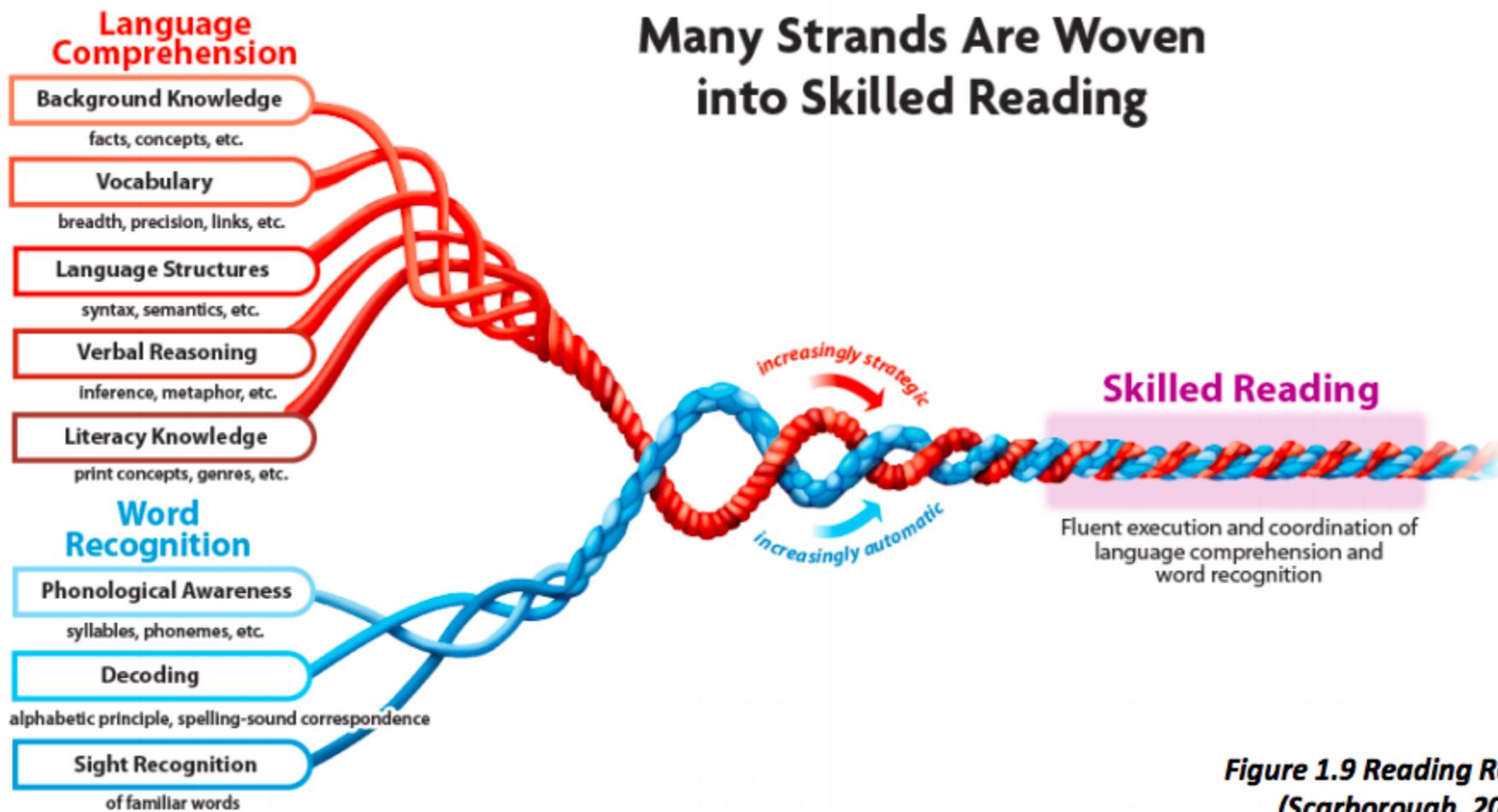
(Gough & Tunmer, 1986)

# Simple View of Reading



1	x	1	=	1
0	x	1	=	0
1	x	0	=	0
0.5	x	0.5	=	0.25

# Many Strands Are Woven into Skilled Reading



**Figure 1.9 Reading Rope**  
(Scarborough, 2001)

# Changing Emphasis of Big Ideas

	PreK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>PHONEMIC AWARENESS</b>	Rhyming, Alliteration, Blending & Segmenting	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
<b>PHONICS</b>		Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multi-Syllabic & Word Study	
<b>FLUENCY</b>		Sounds & Words	Words & Connected Text			Connected Text	
<b>VOCABULARY</b>	Speaking & Listening	Listening		Listening & Reading		Reading	
<b>COMPREHENSION</b>	Listening	Listening		Listening & Reading		Reading	

Adapted from MIBLSI

Preschool Grade Level Big Ideas added by Leeann Weigman (leeann.weigman@email.sparcc.org)



# Benefits of Read Aloud

- Helps students learn how to use language to make sense of the world
- Improves information processing skills, vocabulary and comprehension.
- Discussions generated by read alouds can be used to encourage listeners to construct meanings, connect ideas and experiences across texts, use their prior knowledge and question unfamiliar words from the text.

# Components of a “Good” Read-Aloud

- Print Knowledge
- Vocabulary
- Comprehension/Background Knowledge
- Family Engagement

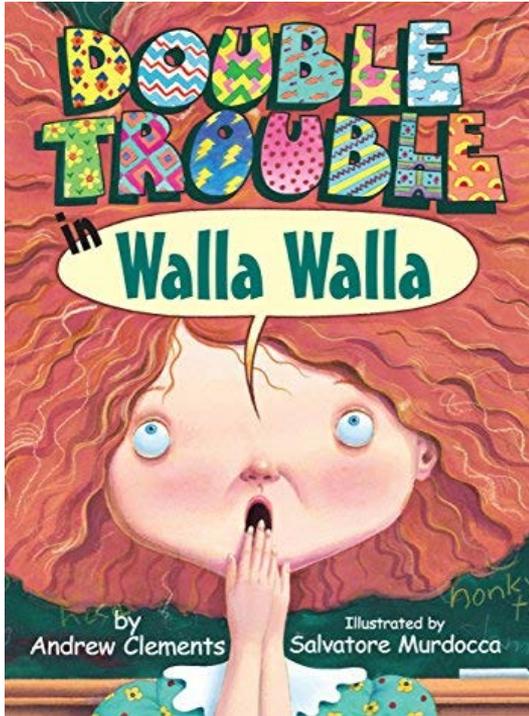
# Print Knowledge

Print Knowledge

Equity: students with low vision: Complex, diverse challenges

# Print Knowledge

## 1. Book and print organization



Book organization  
(title page, author, illustrator)

Arrangement of print  
(left to right, top to bottom)

Interest in print

# Print Knowledge

## 2. Print meaning

Print carries meaning

Print is different than pictures

Print has specific rules



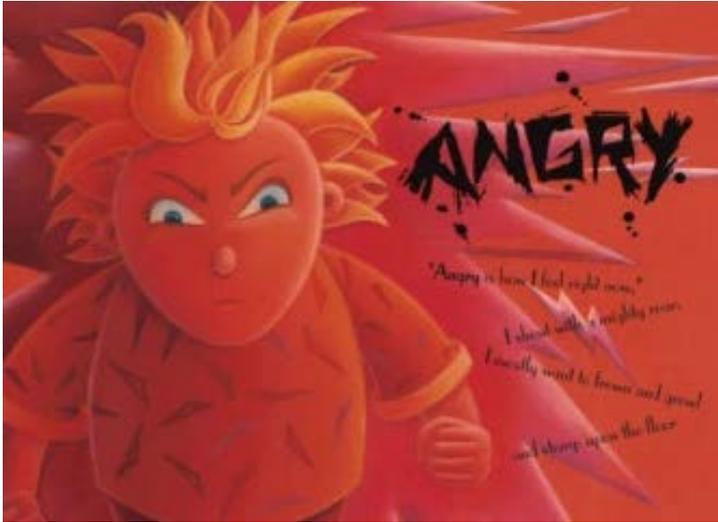
# Print Knowledge

## 3. Words



# Print Knowledge

## 3. Letters



Letters make up words

Distinguishing features of individual letters

Letters map to sounds

# Teaching students with a visual impairment

Preparing or obtaining materials in accessible format.

- Large print
- Magnifiers
- Monoculars
- Telescopes
- Braille
- Audio format
- Closed-circuit television systems

# Teaching students with a visual impairment

## Classroom environment



- Seat location
- Individual copy of material
- Material read aloud to student
- Electronic files of material
- Task lighting
- Reading stand

# Optical Aids

## Hard Copy

- Break text into shorter sections
- Provide large print version of text
- Incorporated pictures; diagrams; charts
- Bold markers
- Dark-lined paper

## Electronic Copy

- Change appearance of text
- Adjust background color or intensity
- Provide E-text with tracking support or highlighting tool
- Engage E-text auditory support
- Computer with screen magnification

# Useful information in the classroom

- The use of glasses cannot help improve visual acuity for all eye conditions. Glasses may be worn to reduce glare and help with fatigue.
- Eyes cannot be "strained" but may tire quickly. An activity that allows the student to change focus is often helpful and appreciated.
- Holding materials close to the eyes will not harm them. Allow the student to position materials at a distance he/she chooses.
- Preferential seating is often necessary for a student with low vision.
- Let the student select a seat where he/she sees best
- Reduce glare from windows and lights, as much as possible
- Seat the student with his/her back to windows

# Useful information in the classroom

- Black print on white paper is usually best.
- Contrast, print style, and spacing of letters can be more important than print size.
- Low vision students may require more time to complete assignment.
- Low vision students are usually slow readers because of the visual impairment.
- Standardized tests that require separate answer sheets may be especially difficult for a student to use.
- Word games, puzzles and graphs may be inappropriate for a low vision student.
- Storing and using large print materials may be difficult for the student to manage in a classroom. Help the student find a place for books and supplies. Also, a locker may not be accessible if it has a combination lock.

# Vocabulary

Vocabulary: BR

Equity: Students with hearing issues PK Hearing

- Text selection
- Vocabulary Teaching Routines
- Creating Child-Friendly Definitions
- Literal and Inferential Questioning
- Contextual and Decontextual Talk

Lucy Hart Paulson, 2018

# Vocabulary, Continued

- Selection of Words for Explicit Instruction
- Vocabulary Instructional Routine
  - > Before reading
  - > During reading
  - > After reading



# Activity : Identify Tier 2 and 3 Vocabulary



On the handout, find the appropriate level reading passage for your team. Read the paragraph and determine which words you would introduce as Tier 2 vocabulary words and which you would consider Tier 3 words.

Be prepared to share your thinking.



# TTAC Online

A community sharing resources to educate students with disabilities

## **Instructional Strategies for Students who are Deaf or Hard of Hearing**

Team members working with students who are deaf or hard of hearing need to carefully consider each student's unique needs and learning style, as well as the demands of the task. Strategies are offered to provide a [starting](#) point for thinking about possible adaptations. It is important to remember that all team members should have input into decisions regarding instructional strategies.

## **Possible effects of hearing loss on skill development in English**

The task of learning to read is more difficult for children who can't hear. According to Traxler's research in 2000, less than half of the 18-year old deaf students leaving high school had reached a fifth grade level in reading and writing skills. Ironically, reading and writing are more critical for people who are deaf than for hearing people, because they rely on e-mails, telecommunication devices for the telephone, and other written means to communicate.

# Understand your student's hearing loss

With back-to-school just around the corner, it's important to talk about an issue that is becoming increasingly prevalent in children under 18—hearing loss. Three of every 1,000 children are born with some form of hearing loss, and 15% of children develop hearing loss later in childhood. It's crucial to be mindful of this, as unaddressed hearing loss can lead to challenges in the classroom, especially when it comes to verbal communication.

Children with hearing loss often require certain accommodations to help them reach their full potential in the classroom. Many will have an [Individualized Education Plan](#) (IEP), which is a legally binding plan that notes what accommodations the student must have, and benchmarks they should be reaching. Beyond the IEP, there are other things teachers and parents can do to provide the best environment possible. Below are some helpful tips for teachers that can foster an awesome classroom experience for students with hearing loss. Take a look!

The ways in which our ears and brain works to hear is a complex system, and people with hearing loss often require more than just amplified sound. The more you educate yourself on [hearing loss](#), the better equipped you will be to understand how your student hears best and what they need. Remember, each student is different and their hearing loss will be too. While you probably won't be able to get a full understanding of your specific student's hearing loss, it is definitely worth learning more about.

# Be aware of certain habits or other factors in the environment

**CART Reporters:** CART reporters are people who are either present in the classroom or work remotely via Skype. They use a stenographer's keyboard to type out everything that is said in the classroom, and the report is displayed on the student's laptop in real-time. This allows them to better follow along with classroom conversations and improve their participation. Most CART reporters are remote, so they can't see you or the students. Repeating or summarizing what other students say will help if the CART reporter misses some of the conversation. It's also helpful to make sure only one student is talking at a time or the conversation isn't moving too quickly to follow.

**Interpreters:** Interpreters are used for those who know [American Sign Language](#) and need someone to sign and for them. The interpreter will be in your classroom signing what's being said and relaying it to the student. While you teach like you normally would, the student will follow the interpreter. While some students may need the interpreter to translate their words for them, some only need the interpreter to translate the words of others. It's important to make sure your student and the interpreter have an unobstructed view of each other.

Many people who have never experienced hearing loss don't recognize environmental factors or habits that can cause people with hearing loss to miss important sounds. It is especially important to be mindful of this in the classroom.

# Support in the classroom

Videos are helpful, but if you decide to play a movie or short clip, be sure to find one with closed captioning. If a video isn't closed captioned, tell your student beforehand and figure out a way to help, such as showing them the video before class, having their CART reporter caption it live, or find a transcript online. It's also recommended not to test students on information presented in films unless there are corresponding notes or a transcript.

It can be difficult for students with hearing loss to follow along with the class and take notes simultaneously, especially if they are looking up to read lips or see their interpreter. If you write notes that you reference while teaching, providing those for the hard of hearing student can increase their ability to focus in class instead of struggling to keep up. When possible, print out hard copies of documents. If the documents are digital—like a website—make sure they are shared and easy to access.

# Websites and YouTube Addresses for Tips

Flintstones clip with various degrees of hearing loss:

<https://www.youtube.com/watch?feature=endscreen&v=TD5E88fFnxE& NR=1>

Sample spelling test with mild hearing loss:

<https://www.youtube.com/watch?v=pPoaFQGpTVU>

# Equity Issue...

**dirty** (dûr' fî), *adj.* The downturned right hand is placed under the chin. Its fingers, pointing left, wiggle repeatedly.



## wail (cry)

**cry** *v.* (Tears falling.) The index finger on each hand should touch the face near the eyes and then move downward, as tears would.



<https://www.signingsavvy.com/>



Search Sign Language Dictionary

type a word or phrase



FIND SIGNS

# LEARN

ASL  
1

finger  
spell



SigningSavvy.com

LEARN

Pause

Loop (on)

**Video Options:**

OPTIONS EXPLAINED

English Equivalent: LEARN

# VOCABULARY

ASL  
1

English  
2

finger  
spell



SigningSavvy.com

VOCABULARY

Pause

Loop (on)

**Video Options:**

OPTIONS EXPLAINED

English Equivalent: VOCABULARY

# Comprehension / Background Knowledge

- comprehension/background knowledge: DM
- Equity: PK ESL/Learning challenges

# Background Knowledge & Comprehension

Reading / Language Comprehension starts with Background Knowledge - You have to know something to learn something.

Comprehension work with preschool and young elementary children looks different than it does with older students, starting with the fact we are using read-alouds.

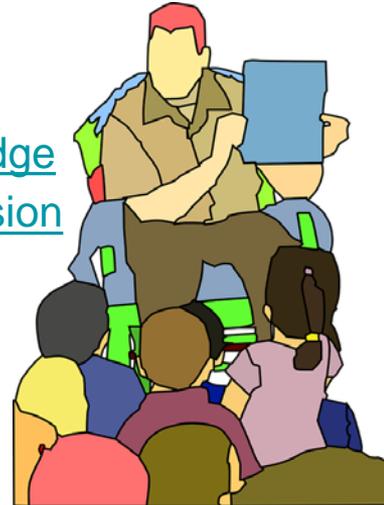
English Learning students and families may need to approach reading comprehension differently.

Comprehension is best approached in a Before / During / After Framework.

# Planning for Comprehension: Before Reading

- Check your curriculum for materials and strategies that may be associated with a read-aloud that is part of your core instruction.
- If there is nothing....There are some good resource websites:
  - <https://www.education.com/magazine/article/preschool-reading-comprehension-sequencing/>
  - [http://www.fcrr.org/FAIR\\_Search\\_Tool/FAIR\\_Search\\_Tool.aspx](http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx)
  - <https://www.interventioncentral.org/response-to-intervention>
  - <http://www.readingrockets.org/reading-topics/background-knowledge>
  - <http://www.readingrockets.org/reading-topics/reading-comprehension>

Planning takes time and effort and there are no shortcuts!



# Comprehension within a Read-Aloud: Before Reading

- Establish a purpose for reading the chosen passage or book
- Activate the background knowledge of students
- Look at the cover illustrations and preview those within the text
- Make informed predictions based on inferences
- Generate questions about the text
- Evaluate text structure and make predictions based on that knowledge
- Choose Tier 2 vocabulary to pre-teach (as discussed)

# Planning for Comprehension: During Reading

- With younger students, plan questions that will help them get cues based on illustrations and features of text
- Identify the main ideas and supporting details
- Paraphrase the key ideas
- Make inferences that explain cause-and-effect, temporal, and spatial relationships
- Make informed predictions based on inferences and verify previous predictions

# Planning for Comprehension: During Reading

- Generate questions about the text and monitor their understanding based on their answers to the questions
  - Wonder what the author is trying to tell us or wanting us to think
- Use text structure as a framework for comprehension
  - Try a graphic organizer on the board or chart paper
- Monitor comprehension for understanding and reread sections as necessary
- Monitor understanding of words
  - Use vocabulary strategies appropriate to the age of the students (as discussed)

# Planning for Comprehension: After Reading

- Verify predictions made before and during reading
- Summarize what was learned to respond to the questions
- For younger readers plan activities that will promote retelling and sequencing
- Summarize key ideas from the text
- As appropriate:
  - Make inferences and critically evaluate ideas from the text;
  - Integrate new ideas from the text with prior knowledge to extend, validate, or change previous understandings;
  - Review any graphic organizers used

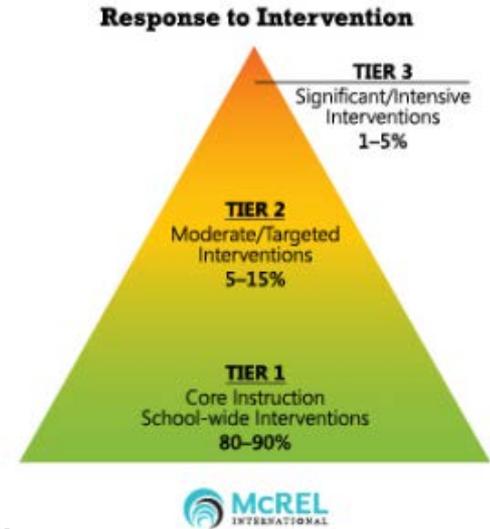
# And when there's no time to plan ahead....?

Before you read a book aloud to your students, you should know the book as well as possible. Sometimes a child brings a book from home and asks you to read it to the class. You should:

- Take a couple of minutes to read it to yourself
  - What is the message of the book? Is there a value beyond a student sharing with friends?
  - Do you need to edit out anything? Be ready to explain anything?
  - What Tier 2 words do you spot that you should ensure you teach?
  - What features of illustrations are important to understanding the story / understanding the information presented?
  - What features of print do you want to point out as you read?
  - Is there a follow-up activity or discussion that could happen to help understanding (if time)?

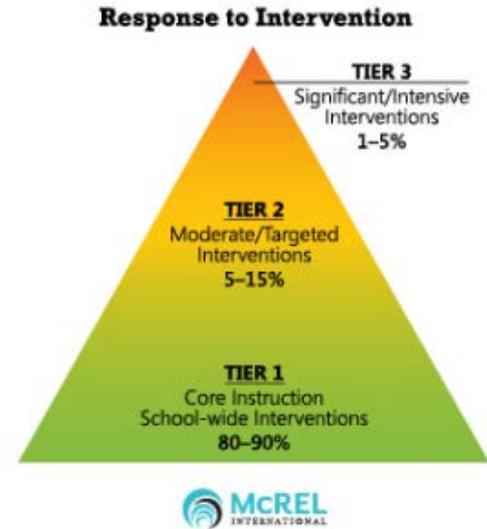
# Equity - Making Comprehension Instruction Accessible to Each and Every Student

- Tier 1 - And UDL - The read-aloud planned to be accessible to everyone in the group:
  - Sign language, sound field system
  - Enlarged visual display, separate copy
  - Alternatives to traditional seating
  - Movement
  - Flexible timing
  - Knowing children's backgrounds and experiences to adjust text/topic choices, honor family situations, etc.



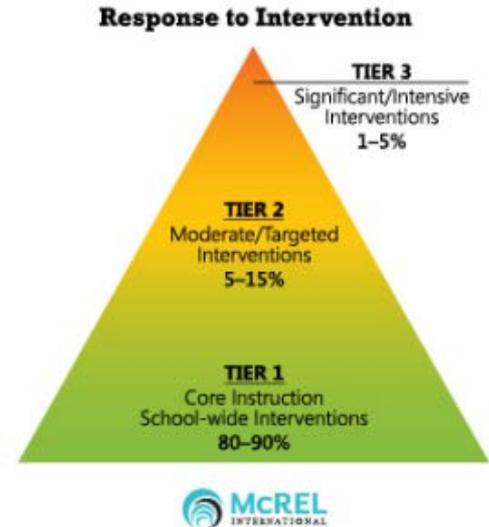
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- Tier 2 - Additional intervention
  - Re-read with a small group
  - Focus vocabulary on fewer, most vital words
  - Give the students one thing to listen/watch for
  - Make one prediction
  - Focus initial questions on facts and recall
  - Use manipulatives for retelling
  - When the sequence and facts are straight, add some basic inferences
  - Check prediction, find the message/purpose



# Equity - Making Comprehension Instruction Accessible to Each and Every Student

- Tier 3 - Intensive Interventions
  - Individual reading
  - Read a few pages at a time and create a graphic organizer to review and add to each time
  - Use a simpler text to work on predictions, inferences and summaries
  - Work with specialists for strategies that will help meet the needs of specific students



# Text For Preschool To Use With ESL

<https://www.readworks.org/article/Pictures-of-the-Year/ff312d88-ae96-4e87-835d-b90066947aa1#!articleTab:content/>

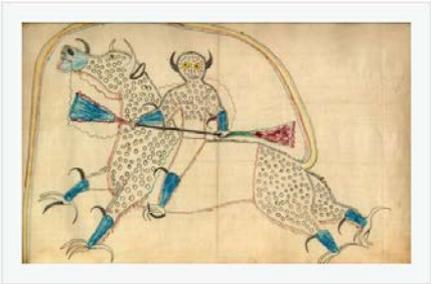
ReadWorks.org Find Content My List Assignments & Progress Class Admin

← Search Results

## Pictures of the Year

[Passage](#) [StepReads<sup>1</sup>](#) [Vocabulary](#) [Question Sets](#) [eBook](#)

0:00 / 1:53



People today take lots of photos. Many people use cell phones to photograph their daily lives with friends and family.

Some photographs are really memorable. They capture important events, such as birthday parties or weddings, or they show beautiful places. Years later, people may look at these special photos to remember the past.

Long ago, however, cameras had not been invented yet. How did people back then record

# Family Engagement

- Family engagement:
- Equity: AD/ ESL/Dual language learners

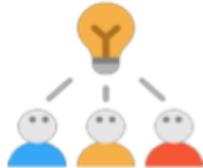
# Partnering with Parents To Foster Family Engagement



Review theoretical model of family engagement



Putting the model into practice



Effective strategies vs. common barriers



Using STAR to foster home-school connections

Parent engagement with schools fosters positive outcomes for children...  
Why?



## Partnering with Parents



NAEYC advocates for childcare centers to implement programs to support family engagement.



## PARTNERING WITH PARENTS

Improves children's learning opportunities

Provides a mechanism for addressing challenges

## FAMILY ENGAGEMENT MODEL

Highlights the role of teachers to empower families to effectively engage in home learning activities.

Engagement requires reciprocal relationships & bidirectional communications

Uses specific activities that foster school-family collaboration.

One framework for educators to consider is Epstein's model.

# SIX TENETS OF EPSTEIN'S FAMILY ENGAGEMENT MODEL

①

## PARENTING

Help families to establish a positive home environment.



②

## COMMUNICATING

Develop effective means of school-home and home-school communication on child's progress



③

## VOLUNTEERING

Provide a range of opportunities for families to be involved in school activities



(Epstein & Sanders, 2006)

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## YOUR PROGRAM TODAY

IDENTIFY STRENGTHS AND LIMITS OF YOUR  
PROGRAM FOR EACH AREA:

- Parenting
- Communicating
- Volunteering
- Decision-making
- Collaborating with community
- Learning at home



# COMMON BARRIERS

## Cultural differences

- Language barriers
- Some cultures will defer to teachers entirely

## Superficial activities

- Notes sent home
- Report cards
- Open house
- Blast emails

## Time!

- Parents are busy
- Teachers are busy



# Review:

Today we explored in the “Why” of engaging children with books using read-alouds

- A. Participants learned the importance of read-alouds at all age levels and content areas.
- B. Participants examined intentional practices with evidence-based strategies to ensure read-alouds address comprehension, concepts of print, and vocabulary.



# Contact Information

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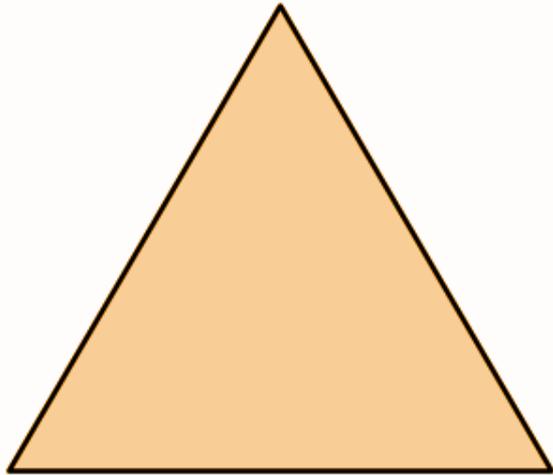
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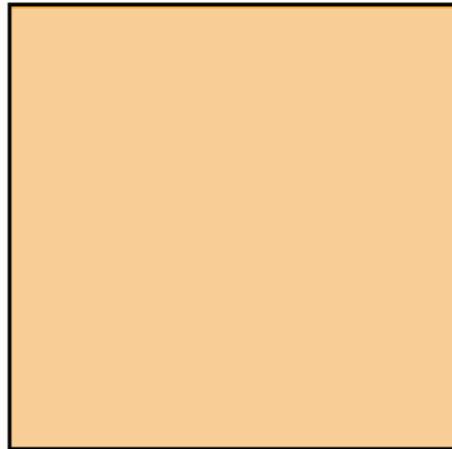
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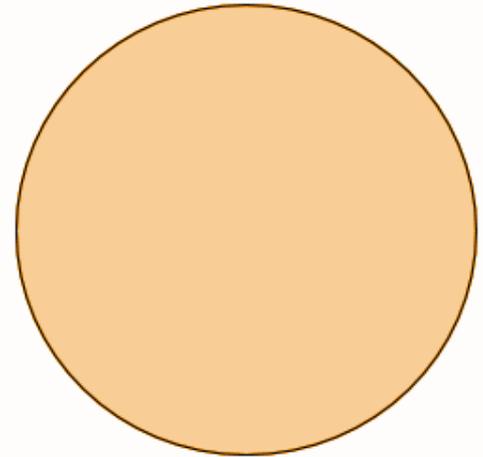
# Activity: Exit Slip



**3 important points from today**



**What 'squares' with your thinking  
(What did you agree with?)**



**What is still circling around in  
your head?**