

# Read Alouds

A decorative horizontal bar consisting of various colored segments in shades of blue, teal, yellow, and black, positioned below the title.

Adapted by Linda Robert from the works of  
Linda Dorn: *Apprenticeship in Literacy*,  
*Teaching for Deep Comprehension* and  
Lester Laminack



# Importance of Reading to Children

- Introduce them to the language of books (different from speech and conversation)
- Acquire knowledge about:
  - book concepts
  - story structures
  - literate language
  - specialized vocabulary
  - relationships between texts



# Reading Aloud Provides Opportunities for Reading Development

- Opens a world of new and exciting knowledge
- Helps to learn concepts without having to worry about reading the words
- Encourages further independent reading
- Bridges the gap between oral and written language



# Purposes of the Read Aloud

- Provide a good model of fluent and expressive reading
- Expose students to a wide variety of story structures, genres, characters, and writing styles.
- Develop concept and vocabulary knowledge
- Expose students to language structures used in books-figurative and descriptive language



# Purposes, cont.

- Provide examples of author's craft to use in writing
- Develop the ability to answer open-ended questions
- Learn to express ideas orally
- Apply comprehension strategies for interpreting texts
- Enjoy reading as a rewarding experience.



# Read Aloud Procedures

- Select a book (can be somewhat above the reading level of the students)
- Show the cover of the book and tell the title, author, illustrator (make links to other known books)
- Give a main idea statement
- Give prompts or questions for follow-up discussion
- Make predictions (you may want to record them)



# Read Aloud Procedures (cont.)

- Read the story expressively
- Pause at appropriate points to have the students respond to particular events or to model comprehension strategies
- Point out examples of author's craft
- Have students summarize or retell the story
- After reading the book, engage students in an interactive discussion, using prompts and questions set up at the beginning



# Read-Alouds in the Perfect World

6 per day

by Lester Laminack

- One book first thing in the morning to build community in your classroom.
- One book to enjoy the beauty of language.
- One piece of poetry to hear the rhythm of language
- One piece tied to writer's workshop. (Just a snippet, not a whole piece)
- One piece tied to the curriculum.
- One book to close the day, an ongoing novel to train the mind to sustain story over time.