

Reading Aloud... and Beyond
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13 Scientifically-Based Reasons to Read Aloud with Older Readers

Reading Aloud introduces readers to new titles, authors, illustrators, text structures and genres

Reading Aloud builds a community of readers

Reading Aloud provides space for extended, invested discussions

Reading Aloud connects readers with content area subjects

Reading Aloud provides demonstrations of how to respond to a text

Reading Aloud increases interest in selecting literature for independent reading

Reading Aloud provides access to books and ideas that readers may not be able to experience on their own

Reading Aloud provides demonstrations of oral fluency, phrasing and intonation

Reading Aloud helps readers understand the connection between reading in school and in life

Reading Aloud provides demonstrations of quality writing

Reading Aloud helps readers learn to read more proficiently

Reading Aloud is an enjoyable experience

Reading Aloud raises test scores

The Reading Workshop (3 Primary Goals)

Change the Way We Think and Talk about Texts and Literature

Expand What it Means to Comprehend

Develop Novice Readers' Abilities and Confidence to Manage the Challenges of Reading

The Reading Workshop (Essential Components)

A Literate Environment

Reading Aloud as Foundation

Extensive & Intensive Reading

Invested Discussions of Literature

Establishing a Literate Environment: The Role of the Teacher

Reader

Literacy Promoter

Discussion Facilitator

Joyfully Literate Human Being

Literary Docent

The Literary Docent

Has an Extensive Knowledge of Literature and Literacy Processes
Develops Students' Interpretive Repertoires
Challenges Readers to "Go Deeper"
Facilitates Discussions and Inquiry
Understands a Variety of Literary Perspectives for Analyzing Texts

We need to create a **Preferred Vision** for the types of readers we want to support, the communities of readers we want to develop and the kinds of learning experiences that will help us achieve our goals.

Readers that...

Find a Place for Reading in Their Lives
Enjoy Reading & Its Challenges
Utilize a Variety of Reading Strategies to Make Sense of Texts
Are Able to Make Informed Selections
Are Emotionally Invested in Literature
Read a Wide Variety of Texts
Understand that Images and Texts May Possess Meanings Beyond What is Represented
Understand Texts are Social Artifacts

Glenna Sloan

The truly literate are not those who know how to read, but those who read; independently, responsively, critically, and because they want to.

Excuses for Reading Aloud *at* Readers

Quiets Children Down After Lunch
A Nice Break for the teacher
Easy to Do
Teacher Stays in Control
Fills Time
It a Fun Thing to Do
Because Someone Told Me It was Important

Reading Aloud *with* Readers

Includes Teacher as Co-Reader
Sets Expectations for Response
Develops Common Vocabulary
Involves Negotiation of Meaning
Allows the Literature to "Speak"
Generates Curriculum
Demands a Respect for Literature as a Work of Art

Questions About “Performing” Literature

Should I Strive for Word “Perfect” Reading?

How Long Do I Show the Illustrations?

Should Students have a Copy of the Book?

How Often Do I Stop and Ask Questions, or Should I Just Read the Book Straight Through?

Should I Re-Visit Our Favorite Stories or Should I Always Read New Ones?

Do I Stand or Sit? Where Do Students Sit?

How Do I Introduce the Book?

Reading Aloud Tips

Only Read Books You Love

Read with Cool Voices!

Let Us Talk about the Book

Read Non-Fiction Too!

Practice Reading Aloud

Show the Pictures... Slowly!

Let Us Choose Books Sometimes

Don't Read Too Fast

Selecting Literature

Attractive / Appealing

Worth Re-Reading

Provides Opportunities for Teaching and Discussing Significant Topics

Appropriate Conceptually

Relevant to the Lives of Our Students

Doesn't Reveal Itself Immediately

E. M. Forster

I suggest that the only books that influence us are those for which we are ready, and which have gone a little further down our particular path than we have gone ourselves.

Extensive Reading

Teachers must know readers' abilities and preferences to ensure manageable challenge (appropriate “levels”).

Must have an extensive array of reading materials to ensure, choice, interest and pleasure.

Extensive reading reinforces reading strategies and skills demonstrated during explicit instruction.

Be leery of too much time spent responding, not reading.

Reader Response Notebooks

Designed to get readers to share their ideas and reactions
Can become glorified book reports
Need continued response from peers and teacher
Not a writing assessment
Used with Homework Reading

Evaluating Responses (Robert Scholes - Textual Power - 1985)

Text Within Text
Engagement / Connections
Text Upon Text
Interpretation / Generating Meanings
Text Against Text
Critique / Analysis

Responding to Literature

Talk About Texts
Read Another Connected Text
Make Suggestions for Other Readers
Sketch Ideas About Texts
Research a Related Topic of Interest
Question the Text / Ideas
Re-Read Text
Reflect in Writing
Write to the Author / Illustrator
Use Ideas for Own Writing

Responding to Literature in Classrooms

Talk

Literature Study Groups
Class Discussions
Not-So-Silent Reading
Book Share Circles

Read

Connected texts
Re-Read
Question the Text

Write

Reader Response Logs
Inquiry Projects
Book Reviews
Write to Author
Ideas for Own Writing
Authors as Mentors
Art / Drama
Reader's Theater
Interpretive Drawings - Sketches

Criteria for Response Activities

Relationship to Literature: What is the connection between the activity and the reading?

Time Ratio: Is the amount of time to respond greater than the time to read?

Objective / Purpose: Does the activity become an end in itself?

Locus of Control: Do students have any choice in the activity?

Relevance: Does this activity remind you of anything that occurs in the “real” world?

Promotes Thinking: How does this activity promote thinking about texts and reading?

Promoting Interactive Discussions

Employs Quality Literature

Shared Contemplation

Expanding Reader Perspectives

Focus on Initial Responses & Reflection

Utilizes Visual Artifacts & Coding

Setting Expectations for Discussions

Honestly Reported

Listening Well & Thinking is As Important As Talking Well

Address Other Students as Well as the Teacher

Half Baked Ideas are Encouraged

Consider What Has Been Offered

Invested Discussion Strategies

Noticings / Connections / Wonderings

Noticings / Interpretations / So What ?

Four (4) Post-Its

Graffiti Boards

Think & Sketch

Open Coding

Reflecting on Codes

Structured Coding

Word Storms

Jigsaw Reading

Story Structures

Debra Myhill

Asking More Open Questions will NOT Change the Quality of Children’s Thinking if They Think There is One Correct Answer (Hidden in the Teacher’s Head)

Using Questions More Effectively

Teachers should stop asking questions they know the answers to all the time.

Teachers Should ask More Questions in Response to Students’ Ideas Than In Front of Them.

The questions teachers ask should allow for an acceptable range of answers or interpretations.

Students should be invited to ask the questions that matter to them.

Units of Study

Select Central Focus
Choose a Cornerstone Text
Set Unit Objectives
Design Learning Experiences
Create Text Sets
Response Centered Instruction
Culminating Experiences

Units of Study Framework

Exposure

Immersion in the Unit of Study

Exploration

Understand the elements and structures of the genre, author theme, topic, ect

Experimentation

Make Competence Visible

Multi-literacies

Lessons in Comprehension: Interplay Between Text & Illustrations

Interplay of Text & Illustrations

Symmetrical - images parallel the information provided in the text and vica versa

Enhancing - illustrations enhance the text and vica versa

Counterpoint - images provide information that is contradicted by the text and vica versa

Things We Don't Want to Unintentionally Demonstrate

There is one right interpretation of a text and only the teacher or the "Cliff Notes" knows it.

Reading is the ability to stand on demand and pronounce every word in a text correctly.

Reading poetry and literature is difficult for most students.

Students cannot be trusted to choose appropriate books for independent reading.

What we do after the reading is done is more important than the reading itself.

The only way to know if students understand what they read is by asking them questions, lots of questions.

Readers need to finish EVERY book they start reading.

Teachers ask questions, students answer them.

You read for enjoyment at home, you read what teachers want at school.

If you struggle with reading when you are young, you will always struggle with reading.

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