Chapter 5 Notes

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| **Heading** | **Important Info** | **Personal Reaction** |
| Well Read: Promoting Comprehension through read alouds and shared readings | A read aloud is a text or passage selected by the teacher to read publicly to a large or small group of students.  A shared reading is a text or passage that is jointly shared by teacher and student, but is read aloud by the teacher | This is a great practice to help the students read better. |
| Read Alouds | Reading aloud by teachers enhances literacy development in young children. | I agree because some students don’t respond to punctuation like they should and don’t read with the rhythm of the text. Teachers can demonstrate what is needed. |
| Effectiveness of Read Alouds for older students | Read alouds can raise the level of complexity of the text.  Read alouds can promote engagement and foster critical thinking skills in content area instruction.  Gives the opportunity to expose students to content that is multidimensional. | As children get older the more reluctant they are to read. Reading aloud to them can keep them engaged and can help students that still struggle to read. |
| Benefits for ELL | Can teach intonation, facial expressions, and gestures. | Americans are expressive in their reading and students from other countries may not understand why or how they are used. |
| Planning for Read Alouds | 1. Select readings appropriate to content, students’ emotional and social development, and interests 2. Practice the selection 3. Model fluent oral reading 4. Engage students and hook them into listening to the text 5. Stop periodically to ask questions. | Know what you are reading and if you show how much you love to read, then maybe they will love it too. |
| Shared Reading | Shared reading serves as a bridge between the teacher-directed read aloud and student-directed independent reading. | I like this approach the best because the student can see what the teacher is reading. |
| Implementing shared reading | Teachers need to decide how they will implement it into the class | Make it count!! |
| Selecting Texts for Shared Reading | Text should be at the independent or instructional level.   1. Choose text that is appropriate for the purpose 2. Make the purpose of the reading explicit. 3. Decide how the text will be accessible to all students. 4. Scaffold, scaffold, scaffold 5. Make sure students are aware of what they are supposed to do with the new knowledge. | Don’t just give a text for the students to read and then do nothing with it. |
| Read Alouds and Shared Reading in English | 1. Activate background knowledge 2. Develop vocabulary 3. Identify significant patterns of text organization 4. Ask springboard questions 5. Read the selection 6. Review, reinforce, and evaluate | Use the process. This will help you stay on track |
| Shared Reading in Mathematics | Reread and utilize readers theatre | This is a great way to practice for exams by acting out the terminology that they need to know. |
| Shared Reading and Think Alouds in Social Studies | Reinforcing the topics or subjects that are being taught instead of just using the textbook. Articles and other books | This keeps the students engaged. |
| Shared Reading in Science | Adding to what the text said | This allows teachers to further explain the text to help understanding |
| Conclusion | When using read alouds and shared readings, remember to stay on the content. | Make it have purpose and stay on task. |

I like read alouds and shared reading. It is a great way for your students to stay involved and to make sure they are reading what you want them to read. There is nothing worse than having to read 20 pages in a textbook and not understand what you are reading. This direction helps to better understand the content. This is a must for all age groups and content areas.