

Getting More Bang for Your Book: Read Alouds in 6-12

Professional Reading

- Lester L. Laminack and Katie Kelly, *Reading to Make a Difference: Using Literature to Help Students Speak Freely, Think Deeply, and Take Action*, Portsmouth, NH, Heinemann, 2019.
- Steven L. Layne, *Igniting a Passion for Reading: Successful Strategies for Building Lifetime Readers*, Portsmouth, NH, Stenhouse Publishers, 2009.
- Maria Walther, *The Ramped-Up Read Aloud: What to Notice As You Turn The Page*, Thousand Oaks, California: Corwin Literacy, 2019.

Links to Find Read Aloud Titles

- Notable Tradebooks in Social Studies - <https://www.socialstudies.org/publications/notables>
- Carter Woodson Award Winners - <https://www.socialstudies.org/awards/woodson/winners>
- Georgia Council for Social Studies – <https://www.gcss.net/site/page/view/childrens-literature>

Recommend books to your colleagues

https://drive.google.com/file/d/1jhHT0iXCKTWiDFwX_d9B0krkPaxGYLrO/view?usp=sharing

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Why Read Alouds? What the research says:

- Change our attitudes about books and reading.
- Listen to and comprehend a book on a significantly higher level than if we were reading silently. **Listen UP!**
- Foster a love of reading.
- Understand characters better, including ourselves.
- Go beyond stereotypes and become more tolerant of differences in the world.
- Become part of a thoughtful classroom community through the deep reflection and discussion a great read-aloud can promote.
- Value the role of stories in our lives.
- Research in myriad studies strongly supports read alouds.
- Stimulates language development
- Helps students move naturally into reading
- Demonstrates that print is meaningful
- Fosters an interest in books
- Stimulates students to react to what is read
- Encourages students to listen actively
- Serves as a model
- Builds rapport

Jerry L. Johns cited in Steven L. Layne 2015

Good Professional Learning Texts:

Lester L. Laminack and Reba M. Wadsworth, *Reading Aloud Across the Curriculum: How to Build Bridges in Language Arts, Math, Science, and Social Studies*. Portsmouth, NH: Heinemann, 2006.

Lester L. Laminack, *Unwrapping the Read Aloud: Making Every Read Aloud Intentional and Instructional*, New York: Scholastic, 2009.

Steven L. Layne, *In Defense of the Read-Aloud: Sustaining Best Practice*. Portland, Maine: Stenhouse Publishers, 2015.

Donalyn Miller, *The Book Whisperer: Awakening the Inner Reader in Every Child*, San Francisco, CA: Jossey-Bass, 2009.

Read Aloud Guidelines from the Professionals

From Lester L. Laminack, *Unwrapping the Read Aloud: Making Every Read Aloud Intentional and Instructional*

3 intentions – inspire, invest, and instruct

Criteria for selecting good read-alouds:

- Know your students.
- Know children’s literature, authors, and illustrators and keep up with new titles.
- Make it a daily occurrence or ritual at a specific time.
- Group books by author, genre, text structure, topic, theme
- Layer some readings, either by re-reading picture books, poems, etc., or for longer works, reading over time.

Lester’s favorite ways to introduce a book:

- Picture Walk
- Book Talk/Commercial
- Author Profile
- Theme/Topic Link
- Just Start Reading

From Steven L. Layne, *In Defense of the Read-Aloud*

1. Become familiar with the book before reading it.
2. Launch the book successfully. For books longer than picture books, use a book trailer, reviews, visit author’s website, or a thorough preview of the book.
3. Provide a purpose for listening.
4. Work out an advantageous seating arrangement.
5. Plan stopping points: “Every stopping point is a secret reading-skill-reinforcement lesson just waiting to happen.” (p. 34)
6. Teach reading skills such as visualization, inferring, and sequencing. For visualizing, use a phrase like “what is the movie in your mind at this point?”
7. Plan strategically for the end of the read-aloud. Make sure there’s time to discuss; don’t delegate the ending to another reader; use it as a springboard to other rich learning experiences.
8. Work out a positive solution for those students who get the book and read ahead.
9. Choose and balance the books and genres we read aloud. Don’t forget poetry and non-fiction.
10. Limit interruptions to read aloud time.
11. Pick books that help your students “listen up” – avoid books they will easily read themselves.