



CollegeCoursesOnline

Professional Growth with a Personal Touch



Read-Aloud!

Motivate the Reluctant and Struggling Reader

Sample Pages



Dr. Anne F. Goiran-Bevelhimer

Course Overview

“If every teacher found 25 fabulous new-to-you books each year, 25 inspirational, beautiful, hilarious, touching or eye-opening books each year- a glad jumble of picture books, fiction, poetry, biography, nonfiction, jokes and folktales - burnout rates would plummet.” *From Books that Kids will Sit Still for: A Read-Aloud Guide 3* by Judy Freeman, 2006, p.7.

Read-Aloud! Motivate the Reluctant and Struggling Reader is a content-based graduate level course, exploring the use and application of read-aloud in the English Language Arts & History/ Social Studies, Science, and Technical Subjects, across the curriculum, K-12 to meet the Common Core State Standards and most importantly to motivate and inspire reluctant and struggling readers to read.

Struggling readers, reluctant readers, and non-readers need to hear rich, provocative words out-loud, the fluency and flow of sentences, the weave of the story, the organization of informational text before they can read it, before they can write it. Reading aloud is the single most influential way to spark a student’s interest, inspire reading and writing, and improve scores on reading and writing tests.

In this course, *Read-Aloud!* you will be introduced to the research about reading aloud. You will study the art and science of reading aloud by listening to audio books and analyzing the strategies of professional narrators. You will become knowledgeable in the literature and resources to choose appropriate read-alouds for your content area as well as your grade level. Take time to read, re-read and practice effective oral reading strategies to maximize the effects of reading aloud. And though you are doing this for the students in your classroom, you are also reading to renew your energies and your passion for literacy. Reading aloud is not about teaching students *to* read. It is about teaching students to *want to* read.

Read and respond to the exercises in the text. The text will discuss the power and efficacy of reading aloud and the impact it has on bringing students to read. You will be offered a myriad of resources to find read-alouds. Deepen your thinking about reading aloud by delving into the literature on reading aloud. Choose activities to justify taking time to read in an assessment driven world and to meet literacy standards.

But the heart of the course is in choosing and reading texts with reading aloud in mind. Immerse yourself in high quality literature. Choose texts from any print or digital source, fiction, informational, nonfiction and poetry, from picture books to adult literature. Listen to read-aloud performances by professional narrators. Document your reading in an annotated reading log that is useful to you. Examples are provided.

In the end, you will reflect and synthesize what you learned about the positive effects of reading aloud to motivate any reader, and your experience of reading and collecting texts to read aloud in your classroom.

Read Aloud is available for (1.0), (2.0) or (3.0) semester credit hours. Please see syllabus for *Read-Aloud!* www.collegecoursesonline.com

Table of Contents

"Stories are medicine. They have such power; they do not require that we do, be, act anything -we need only listen". Clarrisa Pinkola-Estes

Instructor's Comments	13
Why Read?	16
Section 1:	17
Defining the Reluctant and Struggling Reader	18
Building the Want to Read	20
Once Upon a Time, a long time ago...	22
Reading-Aloud in an Assessment Driven Environment	24
Some Suggested Books on Reading Aloud	29
Making Time	31
14 Really Good Reasons to Read Aloud	33
Section 2:	36
Looking for the Perfect Read-Aloud	37
Resources to Find Books to Read-Aloud	40
Staying Up to Date on New Books	42
Web Sites	43
Hey! Listen to This!	44
Section 3:	45
The Secrets of Successful Oral Reading	46
Quotes from Golden Voices	49
Presentation Tricks for a Great Read-Aloud & Get a Great Work Out, All in one!	51
Section 4:	53
The Book Tease	54
Book Discussions	58
Reader's Theater	60
Beyond Read Aloud	61
Parent Teacher Conferences	62
Section 5:	63
Read-Aloud: Some Book Suggestions	64
Read-Aloud Reading Log Sample	66
Reading Interest Interview	67
How <u>Not</u> to Encourage a Reluctant Reader	68
My Reading Log for Read-Aloud- An Example	69
The Reflection Essay	77
Bibliography for Read-Aloud!	78

Section 1

This section discusses the power and efficacy of reading aloud and the impact it can have for improving reading, particularly for engaging the reluctant and struggling reader. A review of research justifies reading aloud as essential for motivating reading at all levels. Common Core State Standards advocates reading aloud. Making time for reading aloud may be the most fun thing you do all day, and it may be the one strategy that gets kids willing to get through the hard parts to become independent readers. The research on the efficacy of reading aloud is deep and abundant. Support or dispute the claims made in this text by doing some outside reading and research. Use your findings to write a short review.

- Defining the Reluctant and Struggling Reader
- Building the Want to Read
- Once Upon a Time, a long time ago...
- Reading-Aloud in an Assessment Driven Environment
- Some Suggested Books on Reading Aloud
- Making Time
- 14 Really Good Reasons to Read Aloud

Defining the Reluctant and Struggling Reader

“In their private lives, nearly half of my student population noted that they were ‘nonreaders’, that they read rarely, that they regarded reading as something required by school, instead of something to do on your own... They wrote that they would not choose to read as a leisure-time activity, ranking it far below television, video games, sports and, for some, even below chores.” (Jeff Wilhelm, *You Gotta Be the Book*, 1996)

A struggling reader may be a person who doesn’t understand print, does not have the skills to decode words, does not recognize words in print, and does not connect meaning or comprehension with the printed word. This reader might be you when you try to read text in a foreign language or a text that exceeds your reading ability, such as legal documents or pharmaceutical information in very small print folded at least twenty times that comes with your prescription. Struggling readers lack reading skills.

A reluctant reader may be a person who does not have enough experience with text to know how to read fluently. This might be you if you are trying to read graphic novels or text with vocabulary way beyond your reading level. You might be a reader like me who late on Christmas Eve night is trying to read the directions for putting together a desk with at least 5,000 pieces, mostly nuts, bolts, screws of all different sizes. The box said, “Some assembly is required.” Reluctant readers have some reading skills.

A reluctant reader may be a person who does not see the purpose in reading. It is easier to watch TV or listen to the radio or stayed wired to electronic devices. Reading has nothing to do with their life! They see reading as time consuming, tedious and hard. This reader might be you when you are barraged, oversaturated with news about a topic, and you can’t see any reason to read more about it. You take someone else’s word for the information. And even though we teach students to support their claims with supporting evidence in the text, let’s face it, critical literacy or disputing or checking the “facts” is hard work, and takes time. Reluctant readers are sometimes just prioritizing.

A reluctant reader may be a person who is told unless they read what the teacher tells them to read, like the required texts and the required novels, that they are not “really” reading. These reluctant readers act as if they don’t care about reading, but away from school they do read, just not “required” or teacher approved texts. Outside of school literacy is often in nonfiction or magazines or “fast food” comic books. This reader might be you if you are a boy and have not been allowed to “count” your kind of reading as real “reading”. This reluctant reader might be you if you are taking a class and told you have to read a text not of your choosing. Reluctant readers might not be so reluctant if they could choose their reading.

A reluctant reader may be a person who believes that reading isn’t cool, books are dumb, and are for girls or little kids. They tell you, “ Books are boring, nothing is happening, there’s no action”. This reluctant reader may believe that reading is for meaning and prefer more functional literature, such as nonfiction or informational or technical texts. This person might be you if you haven’t found a way to connect to the

emotions of a text, laughed out loud from reading a really funny book, like Bill Bryson's *The Life and Times of the Thunderbolt Kid: A Memoir*. Reluctant readers may not have found texts with personal connection and meaning.

And last, but not least, a reluctant reader may be a person who once read, perhaps even love to read, got lost in book, but because of a busy lifestyle, demands and obligations feels guilty for indulging in reading. Reading is pleasurable. Reading for pleasure doesn't fit the work ethic; it really doesn't put food on the table; it's a by-yourself-activity; so it gets pushed to the back burner or summer or retirement or free time, whatever that is. That person might be you. You've come to the right place!

Welcome to *Read-Aloud*, a course designed not just to meet your professional needs, but also to meet your personal needs, to give you back the joy of reading and listening to stories well told.

Exercise 1: Describe the characteristics of the struggling reader, reluctant reader and non-reader. Please consider your own reading behavior. When do you struggle with reading or when are you a reluctant reader or even a nonreader?

Building the Want to Read

“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” *Becoming a Nation of Readers: The Report of the Commission on Reading*, p.23, 1985.

Read-Aloud! Motivate Reluctant and Struggling Readers is not a course about teaching students *how* to read. It is a course about teaching students to *want* to read. Wanting to read is a mix of pleasure, purpose and meaning. Choosing texts specifically for your students, book talking and reading-aloud are the essential ingredients for creating the motivation for reading. The more you want to read, the more you will read, and the more you read the better reader you become. In today’s world, we are bombarded with “unfettered information flow” (Allington, 2006) requiring the ability to sort, comprehend, synthesize, critically analyze, and evaluate information received. Those who are able to read well, those who understand language and use higher-order literacy strategies, such as critical literacy, the ability to infer and synthesize, tend to be the ones who are more successful in life. “Success” is defined by the ability to choose, to be free and autonomous, as opposed to being dependent, or taken advantage of or a burden to society. Reading-aloud to students on a daily basis is a way to introduce and immerse students in a variety of genre, from fiction to nonfiction, expand rare word vocabulary and language constructs in a pleasurable and non-threatening environment. Talking together about what is read is a way to develop critical literacy skills.

Reading is first about hearing. Hearing words, then understanding what they mean in context precedes recognizing vocabulary in print. From watching children learn to speak and those who learn a foreign language, we know that our ability to comprehend language and content is much greater at a listening level than a spoken or written level. This is true for emerging readers or older readers as they tackle more difficult reading material. Our listening vocabulary far exceeds our reading vocabulary. When children learn to speak, they start with a few basic words, motivated by getting what they want; attention, something to eat or to satisfy a need. But their vocabulary increases at an exponential rate if they are spoken to with words and sentences beyond their speaking vocabulary. So, it is with reading. Based on this theory that reading is mostly about hearing, creating an intentional read-aloud program focusing on reading and writing skills is essential to any reader, but particularly the reluctant reader and the struggling reader.

We read-aloud stories students may or may not be able to read to themselves, just as we speak to them with words and sentences and ideas that may be beyond their comprehension. If we choose stories that they connect with, they will eventually reach for the book themselves and want to read on their own; another mark of independence.

END OF SAMPLE PAGES.

SEE DETAILS FOR REGISTERING FOR THIS COURSE
WWW.COLLEGECOURSESONLINE.COM/

