

# Read Alouds

## How to ramp up reading to students



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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

2021-2022





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**ALL** Students Proficient and Showing Growth in All Assessed Areas

**EVERY** School Has Effective Teachers and Leaders

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2

**EVERY** Student Graduates from High School and is Ready for College and Career

**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

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3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School and District is Rated “C” or Higher

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## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community





Children without basic literacy skills when they enter school are **3-4 times** more likely to drop out later.

Reading to a child in an interactive style raises his or her IQ by over **6 points**.

15 minutes per day of independent reading can equal **1 million+** words in a year.

Daily reading to children puts them almost **1 year** ahead of those who are not being read to.

Children who read 3,000 words per day will be in the **top 2%** of standardized tests.



# Warm-Up Talk

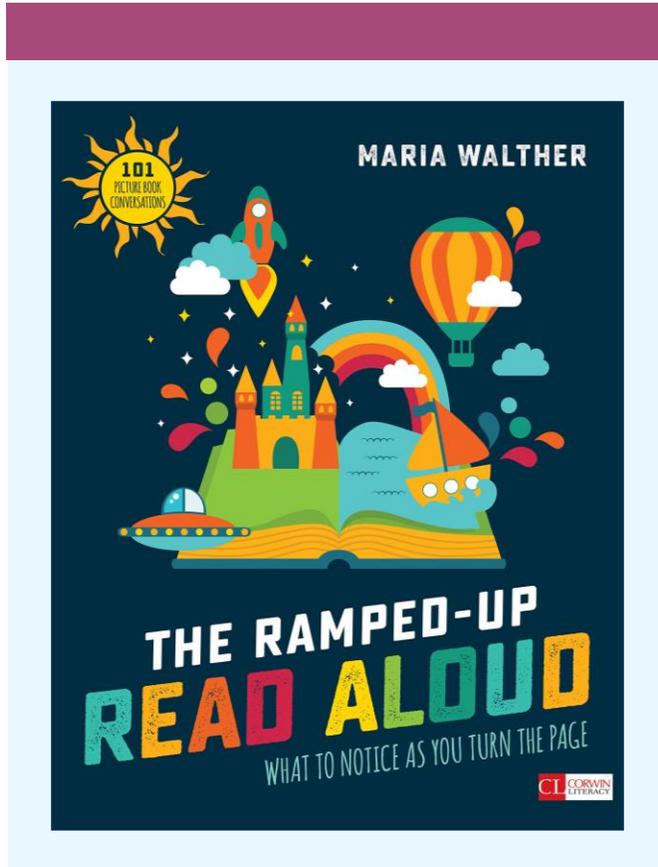
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Do you include read alouds in your library or classroom?

# Introduction

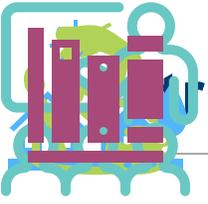
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Ramping Up Read Alouds



## This book...

- Expands vocabulary
- Supports writing, listening, and speaking skills
- Encourages a growth mindset
- Celebrates fiction and nonfiction picture books



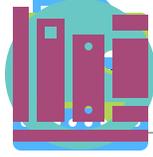
Promotes reading

Fosters a strong sense of community

Celebrates the written and illustrated word

Builds a foundation for future learning

Expands vocabulary



Showcases  
a proficient  
reader's  
strategy  
use

Supports  
budding  
writers

Sparks  
collaborative  
conversations

Encourages  
perspective  
-taking and  
empathy

Opens  
windows  
to other  
worlds

**#1 Strategic Book Selection:** Look books that engage characters and include rich language, through-provoking themes, and kid-appealing content.

**#2 Comfortable Place to Read and Listen:** Create an area that is both comfortable for you and the kids. Make sure that students can see the illustrations.

**#3 Expressive Oral Reading:** When reading make sure to match your tone to the book, vary voices or pitches, and use pacing, pauses, and volume for dramatic effect.

**#4 Frequent Brain Breaks:** Remember that students can only sit and listen for so long. If reading a lengthy book, then make sure to include brain breaks.

**#5 Joyful and Purposeful Classroom Climate:** Make sure to have some go-to responses to common read-aloud interruptions such as “I’ve read this book before”.

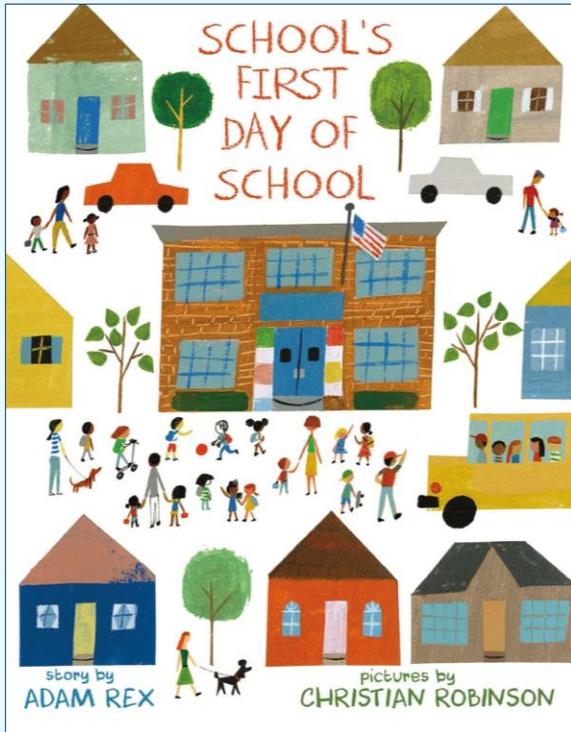
**#6 Meaningful Technology Connections:** Use tech connections such as author/illustrators’ websites, book trailers, or Google Images to help define words or concepts.

# Examples

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Ramping Up Read Alouds

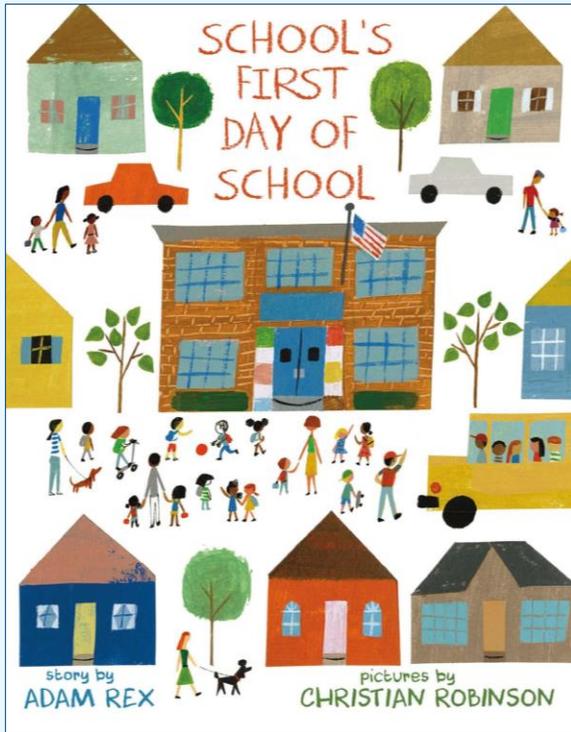
## Consider Different Points of View: *School's First Day of School*



### Learning Targets

- I can use illustrations, text clues, and my schema to infer a character is feeling.
- I can notice who is telling the story.
- I can ponder why the author chose to tell the story from a certain point of view.

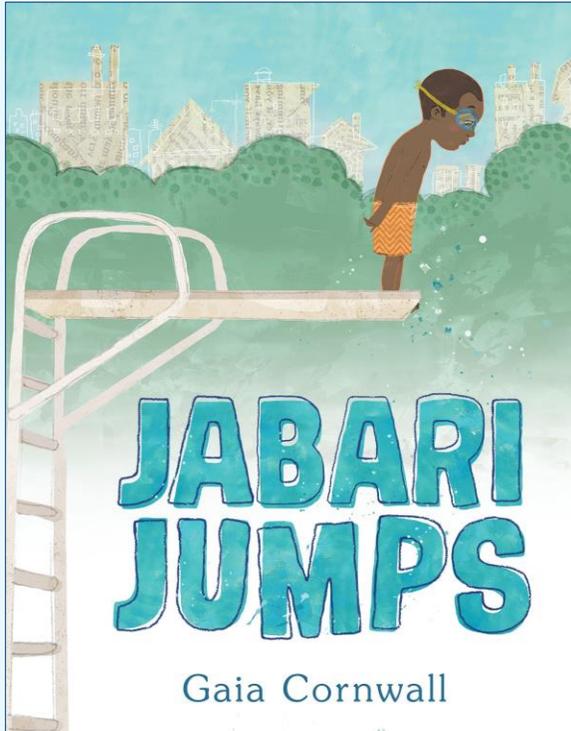
## Consider Different Points of View: *School's First Day of School*



### Standards Connections

- Art: “Look at the wrap-around cover that Christian Robinson created using paint and collage techniques.”
- English Language: “Can you infer how school is feeling on \_\_\_\_\_ page? What do you think the author mean by, *The school sagged a little?*”
- Library: “Why do you think the author chose to write this story from the school’s point of view?”
- Social Emotional: “How is the school feeling about children coming? Did any of you feel that way on your first day?”

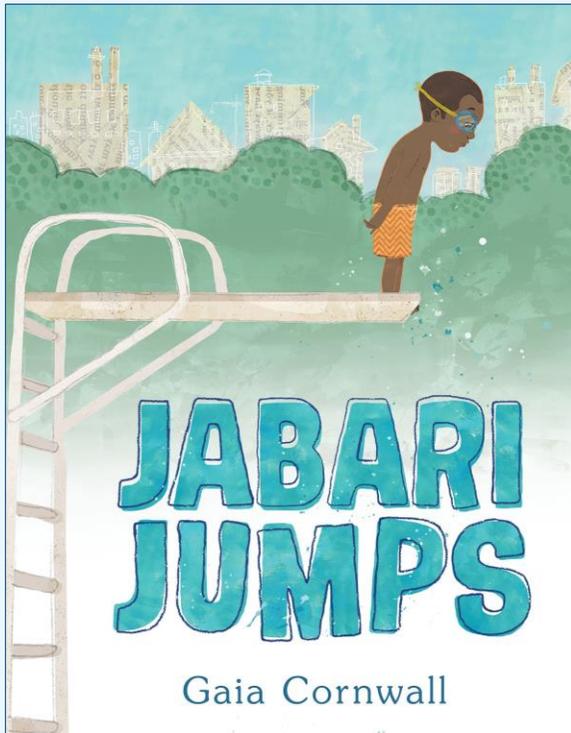
Learn from Characters Who Overcome Fears:  
*Jabari Jumps*



## Learning Targets

- I can understand how the character is feeling to better understand the story.
- I can think about how I would feel in the same situation.
- I can use what I've learned from reading this book in my own life.

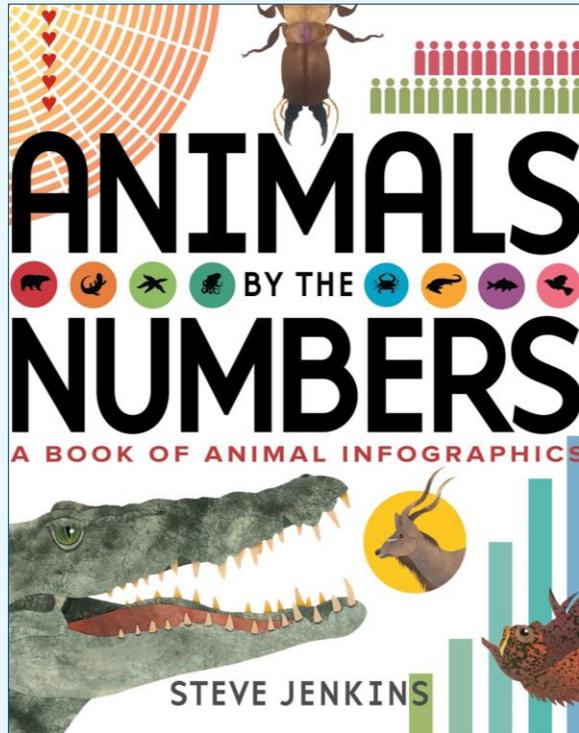
Learn from Characters Who Overcome Fears:  
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## Questions to Connect Standards

- Art: “What do you notice in the artwork that Gaia Cornwall created for the cover of her book?”
- English Language: “Jabari and his dad squeeze each other’s hands. What do you think they are *saying* to each other? ”
- Social Emotional: “How did Jabari feel after his jump?”

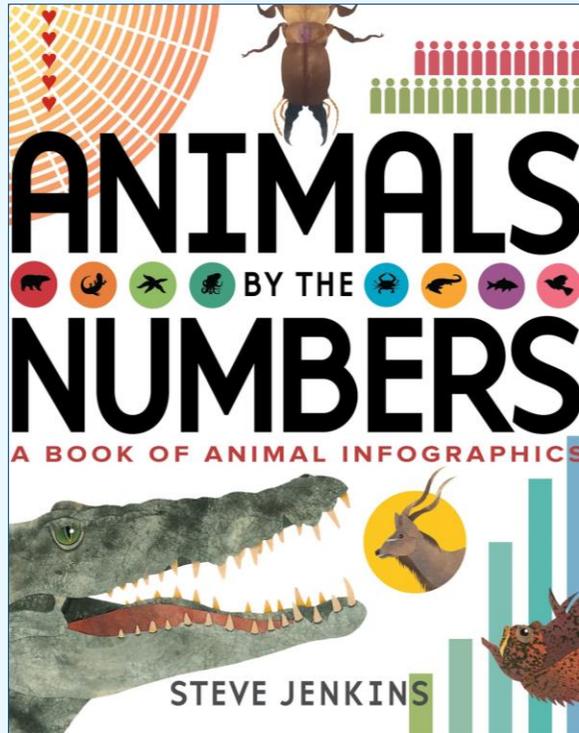
Use Text Features to Learn  
Key Details:  
*Animals by the Numbers*



## Learning Targets

- I can ask and answer questions about key details in the text.
- I can use the text features to help me better understand information.

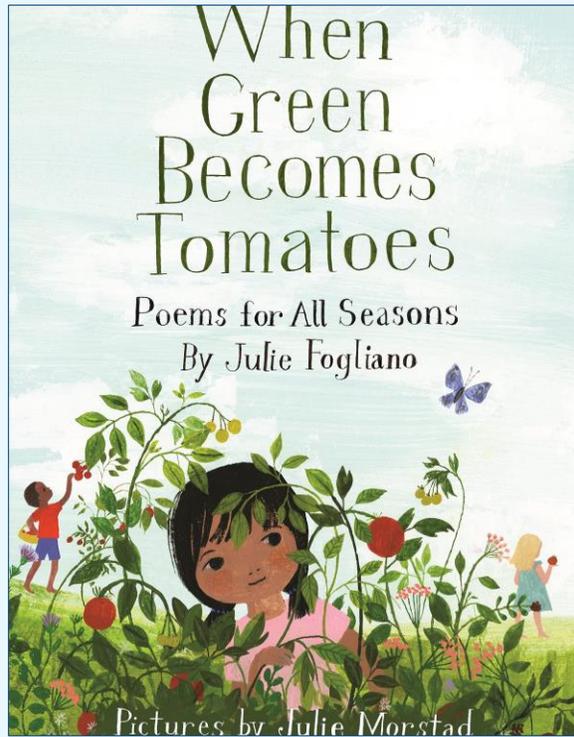
Use Text Features to Learn  
Key Details:  
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## Questions to Connect Standards

- Art: "What type of materials did Steve Jenkins use to create his illustrations?"
- Library: "What is the subtitle of the book? What is an infographic?"
- Math: "What did Steve Jenkins say numbers can help us do?"

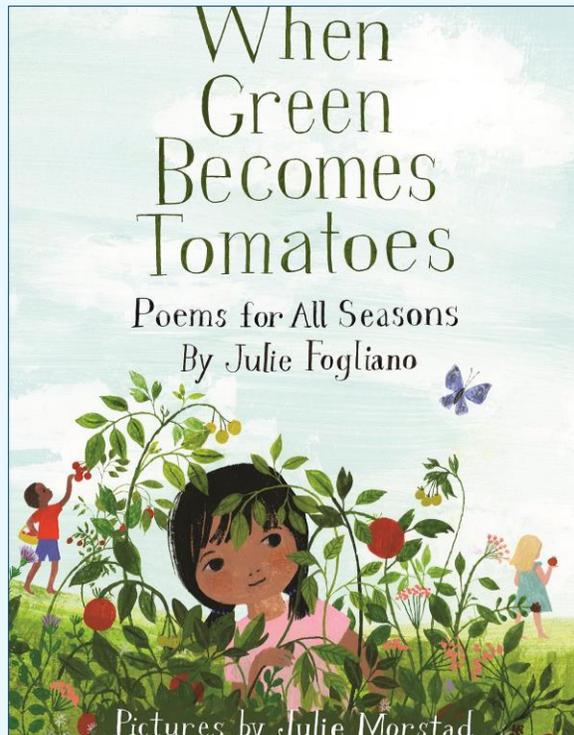
Read Poetry All Year Long:  
*When Green Becomes Tomatoes*



## Learning Targets

- I can talk, write, or draw about poems.
- I can think about how poems are organized.
- I can use what I learn about poetry to write my own poems.

Read Poetry All Year Long:  
*When Green Becomes Tomatoes*



## Questions to Connect Standards

- Art: "What type of materials did the author use to create the book's cover?"
- Library: "How did Julie Fogliano choose to organize the poems in her book?"
- English: "Writers always capitalize the word I. Why do you think the author chose not to in her poems?"



# Wrap-Up Talk

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What are some best practices to share this information with teachers?



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