

Reading Aloud

Reading Aloud <i>AR Early Literacy Model</i>	<i>National Primary Literacy Standard</i>	<i>International Reading Association Standard</i>	<i>National Agenda for Effective Literacy Instruction</i>	<i>Arkansas Standard</i>
<p>Read 2-4 books daily to students.</p> <p>Teacher gives an introduction to the book.</p> <p>Teacher and students discuss concepts of print such as parts of the book (cover, title page, pages).</p> <p>Students are introduced to correct behavior for listening.</p> <p>Teacher and students discuss concepts of print such as author and illustrator.</p> <p>Teacher asks comprehension questions during and after reading.</p> <p>Teacher reads a variety of genre to students including fiction, non-fiction, and multi-cultural.</p>	<p><i>Reading Standard II</i> D -Comprehension-</p> <ol style="list-style-type: none"> 1. Retell the story. 2. Tell what the book is about 3. Describe in their own words what new information they gained from the text. 4. Answer comprehension questions. <p><i>Reading Standard III</i> C-Discussing Books-</p> <ol style="list-style-type: none"> 1. Comprehend text. 2. Compare two books by the same author. 3. Talk about several books on the same theme. 4. Refer explicitly to parts of the text when presenting or defending a claim. 5. Politely disagree when appropriate. 6. Ask others questions that seek elaboration and justification. 7. Attempt to explain why their interpretation of a book is valid. 	<p>Standard 2.2. The teacher understands the interrelationship of language and literacy acquisition.</p> <p>Standard 2.8. The teacher understands the role of metacognition in reading and writing, and listening and speaking</p> <p>Standard 5.1 The teacher creates a literate environment that fosters interest and growth in all aspects of literacy</p> <p>Standard 5.2. The teacher uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.</p> <p>Standard 5.5. The teacher provides opportunities for creative and personal responses to literature, including storytelling.</p>	<p>3. Fluency Instruction: The ability to read a text accurately and quickly. Fluent readers group words quickly to help them gain meaning from what they read.</p> <p>4. Vocabulary Instruction: Vocabulary refers to the words we must know to communicate effectively. Vocabulary can be described as oral vocabulary or reading vocabulary.</p> <p>5. Text Comprehension Instruction: Readers use their experiences and knowledge of the word, their knowledge of vocabulary and language structure, and their knowledge of reading strategies to understand text.</p>	<p>R1.11-Make and explains inferences from texts such as determining main idea, summarizing, drawing conclusions.</p> <p>R1.2-Show respect for the speaker during formal and informal discussions by actively listening (e.g. making eye contact, giving attention, facing the speaker, taking turns to speak).</p> <p>R1.19-Demonstrate ability to listen in various many such as discussing the topic when finished, retelling or drawing what was heard.</p> <p>R1.5-Use a variety of strategies to understand what is heard such as asking questions and connecting with personal experiences.</p>