

# Influencing the Value of Reading through Interactive Read-Alouds

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# Context

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- Teachers applied for a grant that gave them the opportunity to participate in a reading motivational study where they were given a 6-hour training over two days on reading motivational principles.
- Each teacher was allowed to select practices they would implement in their classrooms based on seven motivational principles.
- Teachers received grant money
  - To select books for classroom libraries to encourage reading
  - To provide an end-of-the-year event in celebration of reading

# Principles of Reading Motivation (the Salient 7)

1. Choice (Jang, Conradi, Mckenna, & Jones, 2015)
2. Collaboration (Wigfield & Guthrie, 2000)
3. Control (Turner & Paris, 1995)
4. Challenge (Wigfield & Guthrie, 2000)
5. Authenticity (Gambrell, Hughes, Calvert, & Malloy, 2011)
6. Technology (Conradi, 2014)
7. Proximal Reward Theory (Gambrell, 1996)

# Interactive Read-Alouds

a systematic method of reading aloud

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- Expands and enhances oral language and stimulates deeper thinking (Hoyt, 2007; Lennox, 2013)
- Allows teachers to scaffold children's understanding and to teach vocabulary and concepts (McGee & Schickerdanz, 2007; Steinert, 2013)
- Provides a means to engaging students as they construct meaning and explore the reading process (Barrentine, 1996).
- Creates a community of learners (Wiseman, 2011)
- Shapes literature discussion in important ways (Maloch & Beutel, 2010)

# Research Questions

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1. How were initial goals implemented in the classroom?
2. How did the students respond to interactive read alouds?
3. How did teachers react to students' responses?

# Qualitative Methods

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## Data collection

- Observation Notes – once/month
- Self-journaling – monthly
- Pre, intermittent, and post interviews
- Questionnaires – end of study
- End-of-year student focus groups

## Participants

- Five fourth grade teachers
- 150 students

# Analysis

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**Triangulation** through analysis of the classroom observations, pre and post interviews, teacher self-journaling, and student focus groups.

## **5-Step content analysis**

(Taylor-Powell and Renner, 2003)

1. Get to know your data
2. Focus the analysis
3. Categorize information
4. Identify patterns and connections within and between categories
5. Interpretation-bringing it all together

Answering Question One

# How were initial goals implemented in the classroom?

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## Initial Goals Collectively

- More consistent read alouds
- Change read alouds to be interactive
- Give students choice
- Read with expression

## How teachers implemented their initial goals

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- Stopped frequently during the reading
- Included a think aloud component
- Built background knowledge
- Addressed unknown words, context clues, inferences during reading
- Discussed decoding and comprehension elements
- Asked questions throughout
- Taught concepts
- Discussed favorite parts
- Compared characters
- Compared book to movie
- Reenacted scenes
- Challenged students to read other books by that author

## Answering Question Two

How did the students respond to interactive read alouds?

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- Expands and enhances oral language and stimulates deeper thinking (Hoyt, 2007; Lennox, 2013)
  - Initiated rich, spontaneous discussions
  - Initiated think and search inquiry
  - Became interested in other works from the same author

# Engaged in the Meaning Making Process

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- Provides a means to engaging students as they construct meaning and explore the reading process (Barrentine, 1996)
  - Questions being asked
  - Comprehension strategies being employed
  - Vocabulary meaning revealed

# Shaped literature discussions

(Maloch & Beutel, 2010)

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- Allows teachers to scaffold children's understanding and to teach vocabulary and concepts (McGee & Schickerdanz, 2007; Steinert, 2013)
  - Initiated research related to books read
  - Liked being taught words they didn't understand
  - Became familiar with authors and genre

# Created a Community of Readers

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- Creates a community of learners (Wiseman, 2011)
  - Read more both at home and school
  - Involved families in book interests

# Motivated Student to Value Reading

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- Increased the value of reading (Sharp & Brandt, 2018)
  - Became immersed in the story
  - Became more invested - including boys, reluctant readers, struggling readers
  - Remembered and valued books - memorable
  - Begged not to stop, upset when canceled
  - Deemed the read aloud as their favorite part of reading instruction

## Answering Question Three

### How did teachers react to students' responses?

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- Used book choice as an insight to student preferences
- Became aware of needs in students' reading comprehension
- Reported spontaneous conversation about the authors
- Used read alouds as an impetus for student research
- Made connections between nonfiction and fiction
- Reported spontaneous conversations about the authors
- Became active learners with the students
- Made read aloud a daily priority
- Enjoyed teaching reading more
- Committed to a lifelong application

# Discussion

## Cultivating Read Alouds within the Classroom

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### **Teachers**

- Shifts in commitment and confidence towards the interactive read aloud
- Small goals at first; vision enlarged with students' responses
- Enjoyment for teaching reading renewed

### **Students**

- Developing intrinsic motivation
- Learning within the authentic context of an interactive read aloud
- Approaching text in noticeably different ways

# Conclusion

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**TEACHERS:** Interactive read alouds provided a forum for teachers to augment their reading instruction in spontaneous ways, promote awareness of students' comprehension needs, and brought enjoyment back into their reading instruction.

**STUDENTS:** Interactive read alouds provided an authentic context for students to ask questions, make connections, increase vocabulary, develop understanding, and foster motivation.

Questions?

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# Thank you!

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