

Running Head: Quality Read Alouds Matter

Quality Read Alouds Matter: *How* you Teach is Just as Important as What you Teach

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Acknowledgements. The research reported here was supported, in part, by the Institute of Education Sciences, U.S. Department of Education, through Grant No. R305G050216 to the University of Oregon. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Conflict of Interest Statement. Dr. Lana Santoro receives royalties from the sale of the Read Aloud intervention.

This article was accepted for publication by The Reading Teacher on 8/17/2023: (DOI: 10.1002/trtr.2241)

Abstract

Quality Read Alouds Matter: *How* you Teach is Just as Important as *What* you Teach

In this manuscript we show how read alouds can significantly enrich student vocabulary and comprehension by demonstrating enhancements that will foster student learning and language development. We anchor our examples to empirical evidence demonstrating that the content of a read aloud (i.e., the what we teach) as well as the quality of the instruction (i.e., the how we teach content during a read aloud) are important and necessary to enhance student learning. We use authentic scenarios to illustrate the difference between a read aloud taught with basic instructional fidelity and a read aloud with basic instructional fidelity that was enhanced with features of instructional quality. Specific steps to action before, during, and after a read aloud using examples from a first grade read aloud science unit are provided.

Keywords: read aloud, instruction, vocabulary, reading comprehension

Teaser Text:

How teachers use read alouds in science and connect them to **what** students are learning is key to increasing student language and comprehension. This article will show you why and how.

Quality Read Alouds Matter: *How* you Teach is Just as Important as *What* you Teach

Ms. Johnson, an elementary school principal in a large city is very proud of her first-grade team. All teachers, and especially two of them, Ms. Perez and Ms. Gonzales, are very competent. Ms. Johnson is particularly impressed by the teachers' use of read alouds when teaching science content after both teachers participated in a series of workshops on how to teach science concepts by using teacher read alouds. The workshops were part of a research study designed to increase student science vocabulary, listening comprehension and retelling skills. Both teachers enjoyed the workshops and implemented the lessons they had learned in their classrooms with fidelity. One of the lessons taught through the workshop was related to animals, and more specifically to turtles. Ms. Johnson was thrilled to learn that the workshops were helpful. She also learned that parents shared with both teachers how much their children enjoyed science instruction and the read alouds.

Findings from the research study revealed that both classrooms significantly increased student use of science vocabulary compared to other classrooms in the study where teachers did not receive the same read aloud workshops. However, only students in Ms. Gonzales's class appeared to make more gains in their listening comprehension and retelling skills compared to the students in Ms. Perez's classroom. Puzzled by the results, the principal and Ms. Perez decided to observe Ms. Gonzales's teaching to see how she was using read alouds to support their student comprehension and retelling skills. The fictional teachers presented in this vignette represent a composite of the many teachers who participated in our research, and examples discussed in this article are from real scenarios observed during our study.

Pause and Ponder

1. How do you currently use read alouds? Do you incorporate read alouds in language arts as well as in other content areas such as science and social studies?
2. How do you teach vocabulary and comprehension in the context of read alouds? Can you further enhance your read alouds to support vocabulary and comprehension with increased instructional quality (e.g., student use of vocabulary, writing prompts, question asking and answering)?
3. Consider the diversity of students in your class. How can you support English learners (ELs) and students struggling with language and vocabulary development through your read aloud instruction?

What the Research Says About Quality Read Alouds

Read alouds are commonly used in the early elementary grades to provide students with an opportunity to develop their listening comprehension skills and their knowledge of specific topics that can be academic or socioemotional in nature (e.g., learning about animal characteristics or about feelings of frustration, sadness, and joy). Read alouds can be done with information text, in which students are learning specific content (e.g., animal characteristics) or they can be done with stories (i.e., narrative text) in which students learn about story grammar, character traits, or story events (e.g., what happened first, what happened next, and what happened in the end). In general, read alouds can be a venue for making sense of complex issues, learning about diversity, developing student discourse skills, and connecting student experiences to others and to the world they live in (Authors, 2020; Swanson et al., 2011). Moreover, using read alouds to teach content in science or social studies can support student development of discipline specific topics. Several studies that have synthesized the effects of read alouds have found that read aloud practices have shown a positive effect on student vocabulary and

comprehension knowledge in the early elementary grades (see Authors et al., 2020, 2013, Swanson et al., 2011, What Works Clearinghouse, 2007). The strategies and routines that benefit all students during read alouds are explicit comprehension instruction, the use of teacher facilitated text-based discourse, differentiating between story and information text, and using routines before, during, and after reading as illustrated in the example provided in Tables 1-3 (S. K. Baker, et al., 2013; August et al., 2018; Collins, 2016; Lennox, 2013; Neugebauer et al., 2017; Silverman et al., 2013; Wasik et al., 2006).

Read aloud instruction using these strategies and routines has also been shown to support the vocabulary and comprehension of English learners (D. L. Baker et al., 2020; Giroir et al., 2015). Every Student Succeeds Act (ESSA, 2015) defines ELs as students whose native language is not English and who are receiving additional language supports while they develop their English proficiency. Vocabulary and language development instructional routines before, during, and after read alouds can provide ELs with opportunities to develop and practice language (i.e., either their native language or English), by interacting with others and with the text. For example, before reading a text, teachers can put ELs in a small group and discuss the target vocabulary that will be introduced with the read aloud. The teacher provides a student-friendly definition of the target words, multiple examples and non-examples of the use of the word in the context of the read aloud and in other contexts, and opportunities for students to write the word and use it in a sentence. During the read aloud, the teacher then asks students to raise their hand when they hear the target word. ELs can repeat saying the word for additional practice. After the read aloud, the teacher can review with their ELs what they learned during the read aloud. The focus here is on checking for understanding as well as for providing more

opportunities for ELs to practice using the target words in a retell or in answering comprehension questions.

Another component that engages ELs in read alouds is to use text that is linguistically and culturally relevant to them to increase their opportunities to (1) develop their literacy skills, (2) make connections to their own language and background knowledge, and (3) promote diverse interpretations of text. Culturally relevant text is not only related to student cultural heritage, but it also has connections to student lived experiences such as attending a school for the first time and speaking their native language only with their siblings (D. L. Baker et al., 2020; Giroir et al., 2015).

Routines particularly designed to teach vocabulary are highly beneficial to ELs because they lead to better comprehension, and to a stronger recognition and use of newly learned words in multiple contexts (D. L. Baker et al., 2020; Beck et al., 2002; Giroir et al., 2014). For example, routines that include a direct and systematic presentation of target vocabulary words with student friendly definitions and the opportunity for students to meaningfully use words in various contexts support EL understanding of text. Routines provided in this manuscript enhanced read aloud practices and student talk, and they increased students' meaningful interactions with their peers.

Empirical Evidence of the Relation between Quality of Read Alouds, Vocabulary, and Comprehension Outcomes

In two read aloud studies (D. L. Baker et al., 2020; S. K. Baker et al., 2013) designed to test whether the read aloud routines and strategies developed by researchers benefitted students more than typical read alouds provided by the school, findings indicated that students in the

group receiving the researcher developed instructional read aloud routines increased their vocabulary more than students receiving the read aloud instruction provided by the school. S. K. Baker et al. (2013) and D. L. Baker et al. (2020) found that students receiving the researcher developed read aloud instructional routines increased their vocabulary, listening comprehension skills and overall language more if the teacher taught the researcher developed read aloud routines with basic implementation fidelity and high instructional quality compared to teachers who taught the researcher developed read aloud routines with basic instructional fidelity and low instructional quality.

Developing a Framework for the What and the How in Read Alouds

Despite the evidence suggesting that read alouds enhance student vocabulary and comprehension, *how to* enhance student knowledge requires a deeper understanding of the process of conducting a read aloud and, more specifically, an understanding of what instructional routines can support rich and robust discussions around relevant age-appropriate topics that develop student language proficiency.

Based on the findings from the previous empirical studies, we propose a framework of critical instructional components that are relevant for teaching ELs and native English speakers. The framework is composed of the “what to teach” of instruction and the “how” to deliver the instruction. The “what to teach” refers to the basic ingredients for fidelity of implementation of read alouds. The “what to teach” represents the instructional components that are the basis of completing a read aloud and what is typical about standard read aloud practice (Swanson et al., 2011). Before reading, a teacher will identify the purpose for reading and remind students about the framework used for comprehension. Specifically, in story read alouds, students should be

listening for aspects of story grammar, including main characters and story events. In information read alouds, students should be listening for information that will help them understand a science concept or a social studies issue. For example, in a lesson about reptiles, students should be listening to the characteristics of animals that are reptiles (e.g., their babies hatch from eggs, they are cold-blooded, they have backbones, and they are covered in scales), a science standard in first grade. During reading, teachers ask questions and clarify details to foster comprehension, and after reading, important vocabulary is addressed, and content is reviewed.

Instructional quality represents the “how” to teach. Teachers familiar with the basic structure and essential ingredients of a read aloud can become empowered to focus on instructional delivery (i.e., the “how”) where read aloud components become seamless, and instructional routines are more effortlessly enhanced. The focus of the read aloud becomes *how* teachers can support student development of strong mental representations of the texts being read and, over the course of read aloud instruction, provide deeper layers of instruction to help students develop higher standards of coherence for text comprehension (S. K., Baker et al., 2013).

Instructional quality is a multi-dimensional, dynamic concept. For example, a teacher might enhance their instruction with engagement strategies to ensure all students participate or ask more sophisticated questions to nudge students to grasp nuances in meaning. Therefore, rather than just asking questions to prompt basic comprehension of the text, a teacher might ask different levels of questions, with more why’s and how’s, to get at deeper comprehension. Instructional quality is more than addressing important vocabulary. Rather, instructional quality would extend initial vocabulary instruction with additional application discussion involving key vocabulary words, including prompting students to use the new vocabulary words themselves

when responding to questions or when retelling. A comparison of instructional fidelity (what) and quality (how) is provided in Tables 1-3. To summarize:

- Instructional fidelity focuses on what the read aloud lessons indicate teachers should do
- Instructional quality enhances the delivery of the lessons based on teacher awareness of student level of language proficiency, vocabulary knowledge, and comprehension

How to Enhance Read Aloud Lessons Through Vocabulary Activities

Next, we discuss how teachers enhanced an evidence-based read aloud lesson that was part of the read aloud studies in first grade described briefly above. Tables 1-3 provide specific examples of instructional fidelity (see Column A), and instructional quality (see Column B) before, during, and after read alouds. In this section we focus specifically on the vocabulary component of the lessons. We emphasize vocabulary given that in both empirical read aloud studies we observed significant increases in vocabulary knowledge in the treatment groups versus the control groups. Moreover, vocabulary is an important and necessary component in understanding a text read aloud and being able to engage in deeper discussions about the topic (Authors, 2008; Coyne, 2004; 2022). We will use the same case scenario with Ms. Perez and Ms. Gonzalez to illustrate the difference between instructional fidelity and instructional quality of the different vocabulary activities.

Ms. Perez knows that emphasizing the meaning of key words during a read aloud will help her students better understand the story. **Before** she starts reading the book *Albert's Impossible Toothache* by Williams (2004), she first reads a book on Sea Turtles by Gibbons (1995) to build student background knowledge (*Albert's Impossible Toothache* is a story whose main character is a turtle). Ms. Perez starts the lesson by introducing a new word (*extinct*). She

repeats the word and says the definition of the word (*extinct is no longer existing*). She also briefly reviews the words students learned in the previous two units on Reptiles (i.e., *reptile*, *migrate*, *protect*). **During** the read aloud she reminds students to focus on the information on what turtles look like, what they eat, and how they hatch their young. She completes a KWL chart with the students based on the new information they learned. She points out that turtles have no teeth. During the read aloud, Ms. Perez stops a few times and asks students literal questions about what she is reading. Students turn to their peers to answer and discuss her questions. In the after reading activities, Ms. Perez asks students to summarize what they learned.

Ms. Gonzalez starts the **before** read aloud activities on Sea Turtles by reviewing key words students have learned in previous lessons (e.g., *reptile*, *migrate*, *protect*). She then introduces the new vocabulary word, *extinct*. She asks students to repeat saying the word three times. She asks students to say the syllables in the word, and to write it. She also provides the definition of the word and asks students to repeat the definition. Given that she has several ELs who are native Spanish speakers, she translates the word into Spanish (i.e., *extintos*) and says that this word looks and sounds very similar in Spanish and in English. The intention of repeating the word several times is to provide students the opportunity to hear themselves saying and writing the word to form a mental representation of the word (Archer & Hughes, 2011; Authors et al., 2020; Beck et al., 2002; Coyne et al., 2010; Perfetti & Hart, 2002). The teacher also provides an example of reptiles and mammals that have become extinct.

During the read aloud, Ms. Gonzalez follows the same steps as Ms. Perez, but she also shows students pictures of turtles that are in danger of becoming extinct or that are extinct. In the description of Sea Turtles, Ms. Gonzalez also emphasizes very clearly that no turtles have teeth.

She tells students that this fact is necessary to understand the story text that she will read on the next day. Finally, during the **after** reading activities, Ms. Gonzales reviews the content students learned by connecting them to previous books. She encourages students to use the words they have learned in the unit on reptiles and mammals, and she draws attention to the newly taught word *extinct*. She asks students what the word means and to use it in a sentence. The teacher paraphrases what students say, using correct grammar and reminds students that in the next few days they are going to hear a story about a turtle. She reminds students that they can use what they have learned in the information book about Sea Turtles to understand the story.

While both teachers use information text to set the stage to read the story book *Alex's Impossible Toothache* (Williams, 2004), Ms. Perez provides fewer opportunities than Ms. Gonzalez for students to practice saying and writing key vocabulary words. She also does not explicitly have students use these newly learned words in their retells, nor remind them to consider what they know (background knowledge) about mammals and reptiles to help them understand the taught words (McKeown et al., 2017). Although in both studies students in the treatment group improved their vocabulary knowledge more than students in the control group, students in classrooms where teachers connected the new vocabulary with comprehension activities had higher scores in listening comprehension and retells compared to students where teachers did not make the connection explicitly (Coyne et al., 2004, Giroir et al., 2015; Santoro et al., 2008). To summarize, high quality vocabulary activities during read alouds include:

- Explicitly modeling vocabulary activities
- Providing activities that build on EL language proficiency and makes connections with the student native language and/or cultural background.

- Creating many opportunities for students to hear, say, and write newly learned words
- Explicitly connecting new vocabulary to listening comprehension and retelling activities to increase student use of abstract words.

How to Enhance Read Aloud Lessons Through Comprehension Activities

In terms of instructional quality of listening comprehension activities, how teachers support student interactions with the read aloud text is key. For example, to improve student understanding of what they hear, and build their competence and confidence in forming ideas about book content, a strategic balance of teacher–student interactions before, during, and after reading the text is required (see Tables 1-3).

To highlight differences in instructional quality related to comprehension, we present two different read aloud examples using the scenarios with Ms. Perez, and Ms. Gonzales. As you read each one, note the qualitative differences in the dialogic interactions presented, and how they can incorporate conversations that include ELs. In the first scenario, you will observe Ms. Perez, doing a read aloud for the book *Albert's Impossible Toothache* (Williams, 2004). You see her introduce the book during the **before reading activities** by showing the book's cover. She asks the whole class to make predictions about what the book is going to be about, then she selects one or two students to tell their predictions. As Ms. Perez reads the book aloud to her class, **during reading**, you see her pause to clarify a vocabulary word or ask students a comprehension question or two. Ms. Perez focuses on reading and doesn't stop the flow of the story to discuss whether student predictions are confirmed. Overall, Ms. Perez likes to let her students enjoy listening to the book. She keeps discussion about what happens in the text to a minimum to avoid interruptions of the read aloud. **After reading**, Ms. Perez might ask the class

a literal comprehension question about what happened to confirm student understanding. Ms. Perez views the purpose of her read aloud as an opportunity for students to learn about literature and how text works.

In contrast, Ms. Gonzales likes to find ways to integrate her comprehension instruction during read aloud time. To optimize and make the most of her instructional time, Ms. Gonzales finds ways to incorporate comprehension instruction into read aloud time while attempting to maintain the integrity and overall experience of a read aloud.

Ms. Gonzales begins the read aloud by helping her students prepare to read. She says, “Because this is a new book, what is the first thing we want to know before reading? What question can we ask to help us know our purpose for reading?” After one or two student responses, Ms. Gonzales confirms, “Right, and the reason we ask, ‘Is this a story book or an information book?’ is because we read information and story books for different reasons. Knowing whether a book is a story book or information book helps us know what our purpose is and what we should be doing before, during, and after reading.”

Ms. Gonzales continues to prepare students for the read aloud. She shows students the cover of *Albert’s Impossible Toothache* (Williams, 2004), and she guides students in making “text to self” connections about *toothaches*. Ms. Gonzales says, “Everyone, point to the part of your body where you would have a toothache. Have any of you ever had a toothache? How did it feel?” Ms. Gonzales provides examples of words that could be used such as: painful, sore, not very good. Also, before reading, Ms. Gonzales previews and explicitly defines one or two critical vocabulary words, including the words *impossible* and *worry*. Then she asks students to make predictions about who they think the story will be about. She also reminds students to listen for story elements during the read aloud. Ms. Gonzales points to the wall where she has a chart with

all the story elements written down in Spanish and in English (e.g., characteristics of main characters, sequence of events). She repeats these elements in both languages to ensure that her Spanish-speaking students are also understanding what they must do.

During the reading, Ms. Gonzales pauses to review and clarify vocabulary. She also reminds students that one way to make sure they are paying attention to the story is to predict what will happen next. Ms. Gonzales asks students to share and discuss their predictions with a partner. She says:

“I want you to turn to your partner to discuss what you think Albert’s mother is going to do next and what words you think the author is going to use to describe what she does.

This is a discussion so you both will talk. You’ll have to make sure you both get a chance to talk, and you’ll want to think about and respond to what your partner says. I want you both to agree, as partners, on what you think is going to happen next. I will be asking for volunteers to share what they and their partner think.”

Throughout the read aloud, Ms. Gonzales pauses at intentional moments to ask questions and clarify story elements. Her use of conversation is planned and purposeful. She tries to incorporate brief teacher-to-student and student-to-student discussions at critical points in the story. She always tries to focus discussion on the main story elements because she knows these story features can be used as a framework when students do their post-reading retells of part of the story or the whole story. Her pauses and connection of the discussion to the main story elements helps ELs know what they must do in preparation for their retells.

Rather than ending the read aloud with one or two comprehension questions, Ms. Gonzales wants students to demonstrate their understanding of the story by retelling. She points to the large chart with graphic representations of the main parts of a story on the wall. As she

points to this graphic organizer, Ms. Gonzales describes the parts of a story retell. She says: “The first thing we say in a retell is the book type and title. Next, we tell who the story is about.” She passes out student copies of the retell chart and asks students to practice retelling the story with their partner. During the student retells, Ms. Gonzales circulates among students to make sure that each student gets a chance to talk, discuss, and retell the story. She listens to her English learners first to ensure they understand the assignment. She encourages them to use Spanish to conduct the retell if it is easier for them. Ms. Gonzales understands Spanish very well, and she speaks it at an intermediate level so she can detect whether students are understanding the task they need to complete. Ms. Gonzales paraphrases what students are saying in English to ensure that the partner is also following the retell from their peers.

After reading, Ms. Gonzales reviews and organizes the information from the KWL chart or the graphic organizer, discusses and reviews the content covered using the newly learned vocabulary, and asks students to retell the information again using the vocabulary and the information they have learned from their peers. Ms. Gonzales also connects the content of the books they covered to other books or to an overarching topic such as Reptiles. In this case, the turtle book makes part of the broader topic on reptiles Ms. Gonzales is covering as part of the science unit on animals.

While both examples presented here include vocabulary and comprehension activities to support student learning, Ms. Gonzales uses strategies and activities before, during, and after that provide all students, and particularly ELs, many opportunities to develop their language proficiency. For example, before reading, Ms. Gonzales asks students to identify the purpose of the text (e.g., information or story) and the framework to use (e.g., KWL, graphic organizer). Ms. Gonzales also connected student background knowledge for the text (e.g., *Have you had a*

toothache, how does it feel?). Even though both teachers address important vocabulary, Ms. Gonzales uses the newly learned words to support student comprehension and retells. To summarize, high quality comprehension activities during read alouds include:

- Explicitly making text to text and text to self-connections
- Strategically discussing parts of the story that are important to understanding the text (e.g., *Why is Albert complaining about a toothache?*)
- Modeling a story retell in the first few lessons, and then providing students many opportunities to practice retelling the story using their newly learned vocabulary

Pulling it All Together

Optimally, the vocabulary and comprehension routines just discussed are integrated in a read aloud with about five to ten minutes spent on the before reading component, ten to fifteen minutes on the during reading component, and five to ten minutes on the after reading component. The instructional features described here are also part of the observation forms that we used to assess the quality of the read alouds. The observation forms can be found in the supplemental materials on the journal's website. The observation forms are not intended to be an evaluation of teacher performance, but as a way for teachers to self-reflect on their read aloud instructional practices. The forms can also be used to identify students who are struggling or English learners who might need additional scaffolds to understand the activities. For more details on the read aloud instruction, see Authors (2008; 2013; 2020).

Returning to the composite scenario presented at the start, our work on read alouds revealed that instructional quality, and how read alouds were delivered, made a difference for students. So, even though our teachers, Ms. Perez and Ms. Gonzales, both taught the read aloud instruction with fidelity, there were qualitative things that Ms. Gonzales did with *how* she

delivered the read aloud instruction that made a difference in student outcomes. When Ms. Perez and the principal went to visit Ms. Gonzales' classroom to see her read aloud instruction, they saw instructional quality that was dynamic and responsive. Students were highly engaged and focused, and one discussion or activity seamlessly blended into the next. Students were asked to define words, use words in sentences and, whenever appropriate, answer more sophisticated questions that required students to grasp subtle differences in word meaning. Vocabulary even served as an instructional framework, or bridge, for other classroom activities.

Moving forward, Ms. Perez and Ms. Gonzales continued peer-to-peer observations during read alouds and both learned how to enhance read alouds in ways that were more engaging and responsive to their students. They also used the instructional fidelity and instructional quality items included in Tables 1-3 as a self-reflection tool and framework for lesson planning during professional learning communities with their grade-level team. Overall, their work with read alouds was guided by the *what* and *how* of instruction - knowing that *how* read alouds are implemented is equally as important as *what* instructional content is included in read alouds.

Take Action!

Activities to do Before a Read Aloud

1. Determine which words to highlight for deeper learning.
2. Prepare student friendly definitions of these words and several different activities in which students hear, say, read, and write the target words.
3. For Spanish-speaking English learners, provide a translation and a definition of the word in Spanish. Also prepare the same activities in English and in Spanish given that a translation of the word might not be enough for students to understand the target word.

4. Have students practice saying the words and using them in different sentences orally or in writing. Focus also on non-examples of the words to help students understand nuances of the words. For example, what is the difference between impossible as in the book Albert's *impossible* toothache because turtles don't have teeth, and *possible* as in a first grader having a toothache because their tooth fell off.

Activities to do During a Read Aloud

5. Make explicit connections between what students are learning during a new read aloud and student background knowledge and previous read alouds.
6. Make explicit connections between newly taught words and comprehension activities.

Activities to do After a Read Aloud

7. Engage students in discussions with peers using "turn and talk" strategies and an explicit routine for what students need to do to carry out the activity.
8. Focus discussions on main story elements to ensure students know what to do when they retell the story.

English learners should be included in all activities and allowed to use their native language to build their understanding of a read aloud. If the teacher understands Spanish, she/he can paraphrase what students are saying in English or she/he can ask a peer in the class to provide the English translation.

More to Explore

Findings from our studies suggest that it is not always enough to teach a program with fidelity to increase student outcomes. What teachers do in the classroom matters, and how they deliver the instruction with fidelity and quality has important implications for all students, and particularly for students who are ELs or for students who might be at risk for a learning disability. In our experimental studies, we did not find similar results in the control group,

suggesting that teacher enhancements in the absence of a robust read aloud program will not necessarily yield higher student outcomes. It is the combination of both **fidelity and quality** that makes the difference. This hypothesis needs to be explored further, particularly given the powerful influence of read alouds on children's content knowledge development, language proficiency, and in general, understanding of the world and of themselves.

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Table 1

Instructional Fidelity and Instructional Quality to Learn about Reptiles and Turtles Before Reading

Classroom Read Aloud BEFORE READING	
Column A: What (Instructional Fidelity)	Column B: How (Instructional Quality)
<p>Identifies purpose for reading (story or information text)</p> <p><i>Is this a story or informational text?</i></p>	<p>Identifies purpose for reading, and connects to an attention grabbing, motivating focus.</p> <p><i>Does the title of this book remind you of another book we have read? Which one and why?</i></p>
<p>Identifies a framework/graphic organizer to use when reading (e.g., information text: KWL chart; story text: story elements chart).</p> <p><i>Let's use a KWL chart to write down what we know about Turtles.</i></p>	<p>Identifies a framework, and explains why and how the framework is important for understanding the text.</p> <p><i>We are going to use a KWL chart. This chart will help us understand what we know and what we want to know about Turtles. Watch me as I model what I know and what I want to learn about Turtles.</i></p>
<p>Primes background knowledge for the text (e.g., set context; makes connections and/or predictions; does a book walk).</p> <p><i>Let's look through some pages to see what the book might be about.</i></p>	<p>Primes background knowledge by including students in discussion and idea sharing.</p> <p><i>Comprehenders look at the title, the picture and at some pages to predict what the book is about. Let me show you how to do this.</i></p>
<p>Addresses important vocabulary.</p> <p><i>Before we start reading the book, let's review three words that are important to understand the text. The words are extinct, etc. (teacher gives a student friendly definition for each of the words).</i></p>	<p>Addresses important vocabulary by explicitly presenting a word and its meaning and has students practice. Uses student friendly definitions. Provides examples and non-examples.</p> <p><i>Today we will learn 3 new words. The first word is: extinct. This word means no longer existing. What does this word mean? Let's all say it together. Let's say the sounds in the word extinct. Now</i></p>

	<p><i>listen how I give an example of how to use the word. Some of the turtles in this book are extinct (Teacher points to the page). This means that they no longer exist. Teacher repeats the definition and says: We will hear the word extinct when we read this book.. Remember it while you hear me read the word.</i></p>
<p>Identifies what to focus on with this text (e.g., answers to questions; important details about topic; <u>or</u> main character; story events).</p> <p><i>Because this book is an information book, we will focus on how animals look, what they eat, and where they live.</i></p>	<p>Identifies focus, and checks for student understanding.</p> <p><i>We decided that this book is an information book. Why is it an information book? In information books, we learn about facts, things that are real. Because we are talking about animals, turn to your partner and discuss what you want to know about turtles.</i></p>
<p>Identifies strategies that help with comprehension (e.g., asking questions if you are confused).</p> <p><i>One of the strategies that we have learned is asking questions. What questions can you ask about Turtles?</i></p>	<p>Identifies strategies, and explains why and how readers use a particular strategy like listening for vocabulary words or asking questions if something is confusing.</p> <p><i>Readers use strategies to help them comprehend what they read. We have learned the strategy of asking questions. When something is confusing you can ask a question. You can ask questions when you want to learn something. Watch me as I think of a question I want to ask. I want to know if turtles have teeth. Turn to your partner and discuss what you would like to know about turtles.</i></p>

Table 2

Instructional Fidelity and Instructional Quality to Learn about Reptiles and Turtles During Reading

DURING READING	
Column A: What (Instructional Fidelity)	Column B: How (Instructional Quality)

<p>Uses strategies to foster comprehension (e.g., self-monitoring; making connections; using text features).</p> <p><i>Think of other strategies you have learned to help you understand the text better.</i></p>	<p>Uses strategic pause points during reading to check for understanding and model comprehension strategies used by readers.</p> <p><i>I am going to stop at specific parts of the book and use one of the comprehension strategies you have learned. Listen carefully while I read, and watch for the strategies I will use. (T. stops on a page where the author talks about how turtles look). I wanted to know whether turtles have teeth or not. What strategy did I use? Why? Turn to your partner and discuss.</i></p>
<p>Asks questions to foster comprehension.</p> <p><i>Let me ask you a question. What did we just learn about female sea turtles?</i></p>	<p>Purposefully uses questions at a variety of levels, from literal to inferential. Uses follow-up inquiries and prompts (e.g., “talk moves”) to help construct deeper meaning. Prompts students to share an answer to a question with a partner. Provides clear models and directions for student partner responses.</p> <p><i>Let me ask you some questions. Where do female sea turtles make their nests?... All Partner 1s, get ready to turn to your partner and tell them where female sea turtles make their nests. ... When do female sea turtles go to the beach to make their nests? ...All Partner 2s, get ready to turn to your partner and tell them when female sea turtles make their nests. ...Great job, everyone. Why do you think that sea turtles come on shore at night?</i></p>
<p>Clarifies details to foster comprehension.</p> <p><i>Let’s review. We just read that the female sea turtle covers the eggs up with sand and dirt.</i></p>	<p>Clarifies details by using strategic pause points during reading to summarize and discuss the main idea and gist of the text.</p> <p><i>Let’s review. We just read that the female sea turtle covers her eggs with sand and dirt. Think about why the sea turtle is covering her eggs. [Think Time] Raise your hand if you think this has something to do with predators...</i></p>

<p>Makes connections (e.g., text-text; text-self) to foster comprehension.</p> <p><i>Remember, we've learned about how other reptiles lay eggs too. What's another type of reptile that lays eggs?</i></p>	<p>Makes ongoing connections purposefully to construct larger meaning. Prompts students to share an answer to a “making connections” question with a partner. Provides clear models and directions for student partner responses.</p> <p><i>Remember, we've learned about how other reptiles lay eggs too. What's another type of reptile that lays eggs?... We learned that sea turtles go back to the sea and leave their nest of eggs on the beach. What do you remember about crocodiles?... Yes, crocodiles stay and guard their nest.</i></p>
<p>Addresses important vocabulary.</p> <p><i>We just heard a vocabulary word, migrate. Remember, migrate means to travel from one place to another.</i></p>	<p>Addresses important vocabulary and prompts students to raise their hand when they hear a vocabulary word. Supports student practice saying and using target vocabulary words. Uses prompts and sentence stems to support language use.</p> <p><i>We just heard a vocabulary word, migrate. Remember, migrate means to travel from one place to another. Let's see how the text defines the word migrate. ...So, what does migrate mean? Say the definition with me. Migrate means to travel from one place to another. Migrate means to what? ...</i></p> <p><i>We've learned about another animal that migrates. Think to yourself about which animal migrates and why it migrates. Get ready to work with your discussion partner to tell which animal, that we read about before in another book, migrates and why. Come up with your answer together. We'll share answers with the class.</i></p>
<p>Uses a framework/graphic organizer to anchor comprehension activities (e.g., information text: KWL chart; story text: story elements chart).</p>	<p>Uses a framework to connect the focus of discussion and questions asked directly to the comprehension framework. Uses follow-up inquiries and prompts (e.g., “talk moves”) to help construct deeper</p>

<p><i>We are learning about what sea turtles eat. Let's write some notes on our KWL chart. ... We learned that sea turtles don't have teeth. ... We also learned that most sea turtles eat seaweed, fish, crabs, and jellyfish.</i></p>	<p>meaning. Prompts students to share an answer to a framework-related question with a partner. Provides clear models and directions for student partner responses.</p> <p>We are learning about what sea turtles eat. Let's write some notes on our KWL chart.</p> <p><i>We learned that sea turtles don't have teeth. Remember, this important fact from our information book. The next book we'll read is called "Albert's Impossible Toothache." Knowing that turtles don't have teeth will be important when we read our story book.</i></p> <p><i>We also learned that most sea turtles eat seaweed, fish, crabs, and jellyfish. This information makes me think about the Green Sea Turtles we read about before. They only eat plants. Only eating plants is one of our vocabulary words ... Herbivores. Everyone, say herbivores with me. Herbivores. Green Sea Turtles are what? Herbivores.</i></p>
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Table 3

Instructional Fidelity and Instructional Quality to Learn about Reptiles and Turtles After Reading

AFTER READING	
Column A: What (Instructional Fidelity)	Column B: How (Instructional Quality)
Identifies strategies to use after reading to improve comprehension (e.g., reviewing & organizing information; retelling).	Explains the importance of why it's important to review and think about the text after reading.

<p><i>Let's get ready to retell what we just read about today.</i></p>	<p><i>Let's get ready to retell what we just read about today. We're going to complete a retell because it will help us remember and understand what we read.</i></p>
<p>Uses a framework/graphic organizer to anchor comprehension activities (e.g., information text: KWL chart; story text: story elements chart).</p> <p><i>We're going to use our KWL chart to guide our retell.</i></p>	<p>Connects the focus of review and questions asked directly to the comprehension framework.</p> <p><i>Since we read an informational text, we're going to use our KWL chart to guide our retell. As we retell, we're going to answer the questions: How do sea turtles look? What do sea turtles eat? Where do sea turtles live?</i></p>
<p>Discusses/reviews the content covered (e.g., main ideas; important details; vocabulary).</p> <p><i>Let's review what we learned. . .</i></p>	<p>Engages students in review through question asking and answering. Purposefully uses questions at a variety of levels, from literal to inferential. Uses follow-up inquiries and prompts (e.g., “talk moves”) to help construct deeper meaning.</p> <p><i>Before we retell, let's review what we have learned so we'll be clear about how to answer the questions about how sea turtles look, what they eat, and where they live. . .</i></p>
<p>Addresses specific vocabulary.</p> <p><i>Let's review our vocabulary words. . .</i></p>	<p>Reviews vocabulary, including student friendly definitions, examples, and non-examples. Prompts students to use target vocabulary words in expressive language. Asks students questions to prompt a complete understanding of the vocabulary word or its meaning.</p> <p><i>It's always better to include vocabulary words in your retells. Let's review some of the words that you can use when you do your retell.</i></p>
<p>Practices retelling the information.</p>	<p>Models a retell before students practice. Uses student partners for retell practice.</p>

<p><i>Now that we've reviewed our KWL chart, it's time for you to practice retelling what you learned about sea turtles. You'll have a turn to practice retelling with your partner. Let's go!</i></p>	<p>Provides clear models and directions for student partner responses. Aligns retelling with the comprehension framework/graphic organizer (KWL, story elements chart). Prompts students to use target vocabulary words during retell.</p> <p><i>Listen to me as I do a retell. As I retell, follow along on the KWL chart. I want you to see whether I use any vocabuarly words and answer all of the questions. Make sure I tell you about how sea turtles look, what they eat, and where they live. When I finish, I want you to give me feedback.</i></p> <p><i>Now you and your partner will take turns doing the first part of an informational retell on our see turtle book. Use your KWL chart to help you remember what to say. Start by telling the type of book we read (information) and the topic (sea turtles). Then tell some information you've learned about sea turtles. Today, I want you to practice telling how sea turtles look, what they eat, and where they live. Each partner will have 30 seconds. I'll tell you when it's time to switch turns. Raise your hand if you are going first. Listeners, remember to pay atttention so you can give your partner useful feedback.</i></p>
<p>Identifies future activities related to the book.</p> <p><i>Great job today, everyone! We'll continue reading more about sea turtles next time.</i></p>	<p>Identified future activities by connecting to an attention grabbing, motivating focus.</p> <p><i>Great job today, everyone! We'll continue reading more about sea turtles next time and find out what happens when baby sea turtles hatch from eggs!</i></p>

