
The New Read-Aloud Teacher Classroom Inventory

1. About how often do you read aloud to your class?
2. How often do you read informational and nonfiction selections to your class?
3. About how long do you spend reading a selection to your class?
4. Do you ever reread the selection as a repeated reading to your class?
5. How do you decide what selection to read to your class?
6. Do you model close reading behaviors with your students?
7. Do you consider the text complexity when you decide on a selection?
8. Does your school have a read-aloud library?
9. Do you share and collaborate about your read-aloud with your peers?
10. Is there time in grade-level team meetings to collaborate and share about read-aloud?
11. Do you think about pairing up a fictional passage with a nonfiction or an informational text?
12. What kinds of questions do you ask when you read aloud?
13. How do students interact when you read aloud?
14. Do you allow time for rich conversations to evolve from the read-aloud?
15. Do you give students a chance to find evidence in the text from your read-aloud?

What's New? at-a-Glance: The New Read-Aloud

- 50 percent informational and challenging text in kindergarten through fifth grade
- 70 percent informational and challenging text in grades six and up
- Teacher models close reading
- Teacher asks text-based questions
- Repeated reading is emphasized
- All content areas and poetry are covered
- Social discourse is generated throughout
- Rich conversations and academic vocabulary are used
- Read-alouds take place in all the content areas, including art, music, physical education, and technology

Teacher Tips for the New Read-Aloud in All Grades

- Aim for at least two daily read-alouds, and pair up a fictional passage with a nonfiction or informational text.
- Connect or tie in the two read-alouds to a common theme. For example, if you are studying the ocean, you could read any informational book and connect it to a fiction book that involves the ocean.
- Read poetry selections from the Common Core exemplars, which may be found in Appendix B of CCSS, or other favorite poems, and model close reading.
- Take your time during read-alouds; consider rereading a selection, and model close reading behaviors.
- Think about text complexity when deciding upon a book; take the students to a more challenging level when possible.
- Make your read-alouds interactive. Have students use small whiteboards to respond to questions you pose. Younger children can draw their response and older children can write out responses.
- Ask higher-level questions as you read to align with the standards. (Do you agree or disagree and why? Show evidence for your answer.)
- Promote social discourse during your read-aloud, and always give time for serious and humorous conversations about the information you are reading.
- Go from a word wall to a language wall from the rich conversations and discourse that evolve from the read-aloud.

- Keep track of the read-alouds you have completed, and post them publicly for the children and school community to see, such as outside your classroom. Share this list periodically with parents to show the amount of books and subjects covered.
- Celebrate your read-aloud selections by placing them in a prominent place in the classroom. Cookbook stands work well for all books, and clear plastic napkin holders display chapter books well.

Teacher Tips for the New Read-Aloud in Grades Five through Eight

- 70 percent of the read-alouds should be informational and complex texts in grades six and above.
- Be ambitious and bold in selecting informational texts for older students.
- Make reading aloud an important part of your daily routine.
- Select challenging texts to read aloud and stretch students' thinking during the lesson.
- Select chapter books that are engaging and will be sure to capture students' interests.
- Model close reading during read-aloud, and repeat the reading when appropriate.

The tips on the following page can be made into a one-sheet handout or bookmark for the parent library (see Appendix A).