



2022-2023 Three-Credit Hour Course: Early Childhood Read Aloud Strategies and Practices

- ▶ **Audience:** Active West Virginia Teachers/Educators Grades Pre-K - 2
- ▶ **Type:** Self-Paced with Rolling Enrollment
- ▶ **Enrollment:** September 1, 2022 - April 14, 2023
- ▶ **Duration:** September 1, 2022 - May 19, 2023

Description: Reading books aloud in the early childhood classroom is not only one of the most important practices for building later reading success, but it is probably one of the more enjoyable experiences for both teachers and children. In this course, early childhood educators will explore quality children's literature and best book read-aloud strategies and practices. They will learn the importance of multiple re-readings, strategies to foster children's vocabulary knowledge, and practices to deepen reading comprehension during large and small group readings. Participants will learn ways to share various genres of books in the classroom in support of both literacy and curricular content. Course assignments will invite participants to research quality children's literature, develop book reading planners with specific goals for children's learning, and think about the design of their classroom book areas.

Course Goals:

- ▶ Recognize and practice effective techniques for reading aloud to children.
- ▶ Evaluate a child's oral reading and literacy skills.
- ▶ Understand how book reading impacts children's language and literacy development.
- ▶ Support vocabulary development through read alouds.
- ▶ Understand the concept of text talk practices for vocabulary planning and implementation.
- ▶ Select words, define words, and use reinforcement strategies to develop and expand children's vocabulary.
- ▶ Understand how multiple readings of the same book can enhance children's cognitive and literacy skills.
- ▶ Use re-reading as a strategy for students to interact with read alouds.
- ▶ Learn strategies to plan repeat readings of a book for in depth discussion and vocabulary development.
- ▶ Understand informational text support vocabulary development.
- ▶ Utilize informational text to aid in the understanding of narratives.
- ▶ realize informational text supports the acquisition of content knowledge.
- ▶ Learn ways to integrate books and book reading into classroom curricular activities.
- ▶ Learn how to connect read alouds into content areas.
- ▶ Connect books to student's experiences.
- ▶ Realize the benefits of surrounding children with a book rich environment.
- ▶ Understand the role of a book area in developing literacy.
- ▶ Inventory and evaluate classroom book areas for multiple opportunities for children's literacy development.



Session Overviews

▶ **Session 1 – Effective Read Aloud Practices**

In this first session you will learn about the significant impact reading aloud to young children has on language and literacy development. Through the readings and tasks in this session, you will begin to think about how to incorporate effective book reading practices into your daily curriculum. You will review your own book reading practices and complete an oral language and literacy evaluation of a student.

▶ **Session 2 - Building Vocabulary Through Read Alouds**

Building children’s vocabulary skills is one of the most effective ways to support language and literacy development. Research shows a strong correlation between vocabulary knowledge and reading proficiency and later school performance. This session will highlight key strategies in the session’s readings and tasks that you can use during book readings to develop and expand children’s vocabulary. The session will culminate in a project that you will develop for building vocabulary during a book reading.

▶ **Session 3 - The Importance of Multiple Readings**

Repeated, interactive book readings provide children with rich opportunities for cognitive and language growth. When children are provided with re-readings of the same story, they can discuss the story line and vocabulary in more depth. Re-reading also allows children to interact with the story by asking questions and talking about interesting parts. Using the readings and video clips, you will learn about effective book reading strategies for repeated readings. You will then plan for repeated readings of a selected book as part of your Session Three Project.

▶ **Session 4 – Getting the Most Out of Informational Text**

Like a healthy diet, children need to experience a variety of genres of books. Children, as well as the teachers, often have preferences for certain types of books, and narrative or storybooks are most often the first choice. During this session you will take a closer look at one type of book that is often left out of classroom libraries - informational or nonfiction books. You will learn about ways to use this overlooked book genre and make a plan to incorporate them into your classroom library and curriculum.

▶ **Session 5 – Integrating Read Alouds into Curriculum**

Book reading can have a bigger impact on children’s literacy development if connections are made throughout the curriculum. During this session you will read about meaningful ways teachers can integrate book reading into a curriculum topic. As part of your final project for the course, you will develop a plan that encourages and extends book use during a curriculum study.

▶ **Session 6 – The Classroom Book Area**

Every early childhood classroom should have a comfortable and welcoming place for children to read and browse books with friends and adults. In this session you will read about ways to create an inviting book area in your classroom. You will evaluate your space for book reading in your classroom and take inventory of the different types of books you currently have available. Finally, you will develop a plan to re-design your book reading area and selection of books.



Course Grades

All grades in the course gradebook must be a checkmark for successful course completion. A checkmark indicates that all work has been completed and the work meets the expectations for that assignment. Quiz scores must meet the minimum expectations as stated in the course.

