



Continuum: Read Aloud Student Motivation

Beginning Practice:

- Teacher selects books for read aloud without rationale or purpose.
- Books are read aloud without previewing.
- Students remain in desks.
- Read aloud practice is disconnected from the literacy block (i.e. after recess to “calm kids down.”).
- Teacher does not ask questions or asks only surface level questions.

Advanced Practice:

- Teacher reads aloud daily for at least 20 minutes; it is a planned and connected practice.
- Questions which promote deeper thinking are prepared in advance.
- The practice is often connected to a mini-lesson as part of the larger model of Reading Workshop.
- Read aloud is consistently used to share thinking as a reader; teacher’s sharing points are prepared in advance.
- There is a dual focus on reading instruction and reading aloud for pleasure/motivation.
- Students are consistently asked to respond in a variety of ways that promote interaction with the text and each other (turn and talk, response journals, drawings, etc.). Students and teachers develop and respond to questions.
- Students are allowed to sit on the floor in a comfortable classroom library.
- Teacher reads from a wide variety of text, sometimes as part of a shared reading (students can read along silently because text is projected or they have their own copy).
- Read aloud occurs throughout the curriculum, including the content area, to teach and reinforce new reading strategies and enjoyment of reading.

Intermediate Practice:

- Teacher reads aloud daily for at least 20 minutes as part of a planned literacy practice.
- Read aloud is sometimes used to share thinking as a reader.
- Students are sometimes asked to respond in a variety of ways that promote interaction with the text and each other (turn and talk, response journals, drawings, etc.).
- Only a few selected students are asked to respond to questions.
- Students are allowed to sit on the floor in a comfortable classroom library.



Teacher Self Assessment of Read Aloud Practices

Questions for consideration:

Read through the document, *Student Motivation Continuum: Read Aloud*. Use a highlighter and mark the practices which you currently utilize. How do you rate your read aloud practices?

- Strengths?

- Areas for improvement?

What are your priorities in terms of improving your read aloud practices to motivate your students to love reading?

Goal/Activity	Complete by (Date)	Completed on (Date)