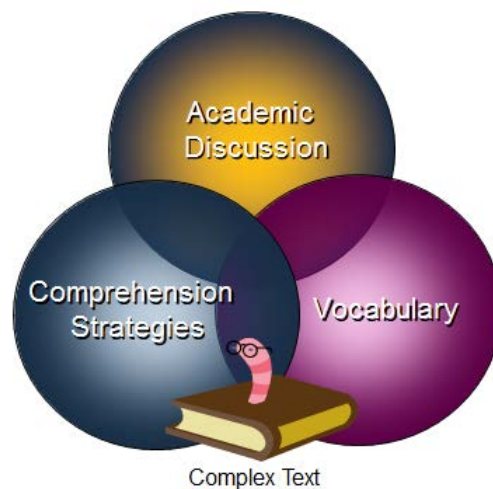


General description/overview

Read Aloud!™ consists of two *Moving Up! Literacy™* programs designed to promote vocabulary and comprehension in grades K - 2.

- *Read Aloud!: Developing Narrative and Scientific Literacy™ – Whole Group* is a Tier 1 program designed for whole class instruction.
- *Read Aloud!: Developing Scientific Literacy™ – Small Group* is a Tier 2 program that reinforces the content learned from the information texts in the *Whole Group* program. A small group format (2 to 5 students) focuses on vocabulary and comprehension.
- The *Read Aloud!* programs are aligned with the [Common Core State Standards](#).
- Both programs were developed and researched with funding from the US Department of Education's Institute of Education Sciences (IES).*

Developing Narrative and Scientific Literacy with Read Alouds



* Both *Read Aloud!* programs were developed and implemented in large scale efficacy research sponsored by the U.S. Department of Education, Institute of Education Sciences with support for implementation from the Pacific Institutes for Research and the University of Oregon. The *Read Aloud!* programs align with the Common Core State Standards, Next Generation Science Standards, and National Science Education Standards.

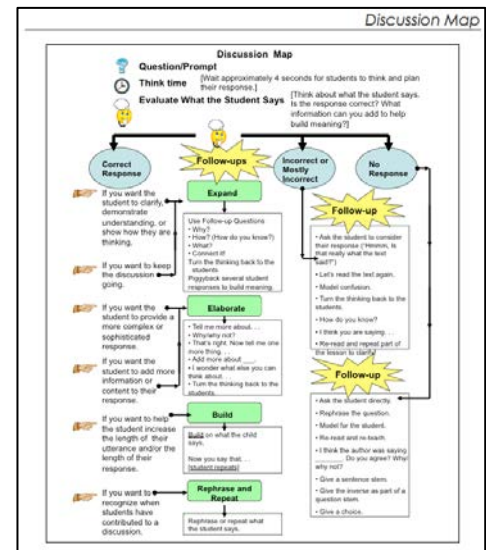
Product information

Teachers in the early grades read aloud to their students to model fluent reading and help their students develop an appreciation of literature. The *Read Aloud!™ – Whole Group* and *Read Aloud!™ – Small Group* programs take read aloud to the next level by integrating vocabulary and comprehension instruction without losing the feel of traditional read aloud time.

The *Read Aloud! – Whole Group* and *Read Aloud! – Small Group* programs complement each other. Both programs:

- include a pre-unit used to introduce strategies utilized throughout the program.
- include nine instructional units organized around themes:
 - Mammals (units 1-3),
 - Reptiles (units 4-6), and
 - Insects (units 7-9).

- are intended for use in grades K-2 within a Response to Intervention approach.
- include detailed instructions in the Lesson Guide to differentiate instruction for students who are at risk for academic difficulty, deaf or hard of hearing, learning English or have learning disabilities.
- feature text-based conversations before, during, and after read alouds.
- strategically reinforce vocabulary by including some of the same target vocabulary words in both programs.
- are aligned with Common Core State Standards, National Science Education Standards, and Next Generation Science Standards. Student goals include:
 - identifying the purpose for reading,
 - summarizing text by retelling,
 - noting key ideas and specific details,
 - using monitoring strategies during reading,
 - using target vocabulary in discussions,
 - increasing discussion about specific texts in groups and with partners, and
 - making text-to-self, text-to-text, and text-to-world connections.



Differences between the Read Aloud! – Whole Group and Read Aloud! – Small Group Programs

Characteristic	Read Aloud! – Whole Group	Read Aloud! – Small Group
Books used during read aloud instruction	One thematically paired information and storybook, commercially published, for each instructional unit*	Information books, written specifically for <i>Read Aloud! – Small Group</i> , provide continuity
Number of lessons per unit	6 to 7 (3 with each information book and 3 to 4 with each storybook)	4
Length of lessons	30 minutes	20 minutes
Size of instructional groups	Whole class	Small groups (2 – 5 students)
Target students	All students	Students struggling with vocabulary and comprehension strategies
Response to Intervention tier	Tier 1	Tier 2
Compatibility with other programs	May be used with or without the <i>Read Aloud! – Small Group</i> program; can supplement any core reading program or science program on the study of living things	Reinforces <i>Read Aloud! -Whole Group</i> ; can be used alone or as a supplement to any science program on the study of living things
Activities	Student retelling and structured partner discussions	Question asking and answering, key ideas and details, animal classification, vocabulary knowledge and use

*Published trade books are required and may be purchased from book retailers.

Materials

Formats consist of downloadable PDFs for self-printing according to a *Distribution License Agreement*, or as pre-printed materials that will be shipped to you. *Read Aloud! – Whole Group* and *Read Aloud! – Small Group* programs are purchased separately.

The **Read Aloud! Developing Narrative and Scientific Literacy – Whole Group** kit includes:

- a comprehensive **Lesson Guide**.
- a complete set of **Lessons** with **Detailed Lesson Plans**, and abbreviated **Lesson Cards**.
- a **K-W-L Chart** for classroom display when using information text.


Topic: _____

What we think we KNOW :	What we WANT to know:	What we LEARNED :

BATS

Bats are _____ animals.

This is what a bat looks like.



Most bats eat _____ insects.

Some bats, like _____ bats, eat only fruit and nectar.

Bats are the only mammals that _____ fly.

Bats are nocturnal (active at night and asleep or not active during the day).

- **Information Retell Sheets** and **Story Retell Sheets** for classroom display and student use to help organize content for retell practice.

Title: _____

Who?





What happened—First?






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What happened—Next?

What happened—End?

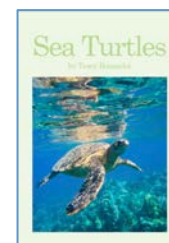
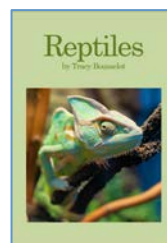
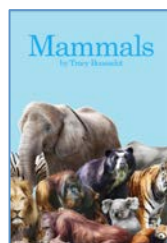
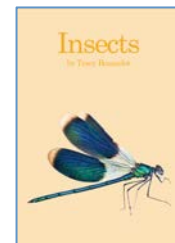
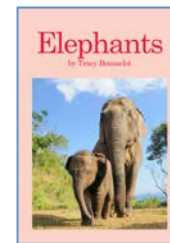
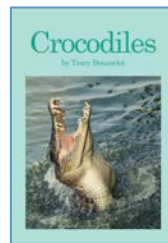
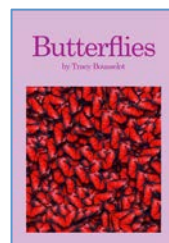
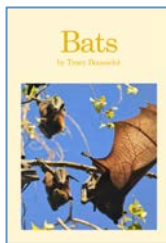
I _____ this story.

- **Vocabulary Cards** for displaying words taught in the curriculum.
- a [list of commercially available trade books](#) required for program implementation. Published trade books are required and may be purchased from book retailers.

The **Read Aloud! Developing Scientific Literacy – Small Group** kit includes:

- a comprehensive **Lesson Guide**.
- a complete set of **Lessons**.
- fun **Vocabulary Games**, with **Word Cards**, **Definition Cards**, **Picture Cards**, and **Examples and Non-examples Cards**.
- **Animal Cards**, with photographs and illustrations for use during text-based conversations and lesson activities.
- **Reading Detective Activities** with **Reading Detective Questions**, **Clue Cards**, and **Clue Sheets**.
- an **Animal Classification Set** for use in comprehension strategy instruction.
- a **Game Package** including **Review the Clues!**, **Question This!**, and **Word Wise Bingo**.
- **Reading Detective Rules Poster** to convey group and partner rules.
- nine illustrated **Big Books** (8.5" x 14") (shown below) containing informational text. (May also be ordered separately.)



Research

Our Research to Your Classroom

CTL has conducted rigorous research on the use of both *Read Aloud! – Whole Group* and *Read Aloud! – Small Group* for increasing the vocabulary and comprehension skills of at-risk first-grade students. These programs were developed and evaluated with funding from the U.S. Department of Education's Institute of Education Sciences (IES).

Read Aloud! – Whole Group was evaluated in 12 first-grade classrooms with 225 students. The 19-week study involved intervention teachers implementing the *Read Aloud! – Whole Group* curriculum, while teachers in the comparison condition implemented the same amount of read aloud instruction, focusing on vocabulary and comprehension strategies they believed would help their students. Using a main-effect model, *Read Aloud! – Whole Group* had significant effects on students' expressive narrative comprehension and vocabulary outcomes, with effect sizes of .42 and 1.02 respectively. An effect size indicates the difference in number of standard deviation units between the intervention and comparison groups. These effect sizes represent substantively important differences. Results from the study also revealed that a range of students (e.g., low-risk, language-risk, literacy-risk, combined risk) benefited from the whole group read aloud instruction.

Baker, S. K., Santoro, L. E., Chard, D. J., Fien, H., Park, Y., & Otterstedt, J. (2013). An evaluation of an explicit read aloud intervention taught in whole-classroom formats in first grade. *Elementary School Journal*, 113(3), 331-358. doi: 10.1086/668503

Santoro, L. E., Chard, D. C., Howard, L., & Baker, S. K. (2008). Making the VERY most of read alouds to promote comprehension and vocabulary. *Reading Teacher*, 61(5), 396-408. doi: 10.1598/RT.61.5.4

Read Aloud! – Small Group was evaluated in 18 first-grade classrooms, including 102 students who scored below the 50th percentile on the Relational Vocabulary subtest of the Test of Oral Language Development-Primary (TOLD-P:3). Within classrooms, students were paired and randomly assigned to either the intervention or comparison condition. Students in both conditions participated in the *Read Aloud! – Whole Group* curriculum. Students in the intervention condition also participated in two 20-minute *Read Aloud! – Small Group* lessons per week for eight weeks. Students in the comparison condition did not receive additional instruction. Using a three-level hierarchical linear model analysis, results showed that students in the intervention group outperformed control students on vocabulary knowledge ($\gamma_{010} 5.98, t = 3.44, p < .01$) and expository retells ($\gamma_{010} 0.89, t = 2.87, p < .01$) with effect sizes of .67 and .57 respectively. These effect sizes represent substantively important differences.

Research on the *Read Aloud! – Small Group* program was reviewed by the [National Center on Intensive Intervention](#) (NCII). NCII rated the study as having “convincing evidence” in all five areas reviewed: research design, participants, fidelity of implementation, targeted measures, and broad outcome measures.

Fien, H., Santoro, L. E., Baker, S. K., Park, Y., Chard, D., Williams, S., & Haria, P. (2011). Enhancing teacher read alouds with small-group vocabulary instruction for students with low vocabulary in first-grade classrooms. *School Psychology Review*, 40(2), 307-318.

Pricing

Formats consist of downloadable PDFs for self-printing in accordance with a *Distribution License Agreement* along with printing guidelines, or as pre-printed materials that will be delivered to you.* The information below is provided for planning purposes. See <https://dibels.uoregon.edu/market/movingup/readaloud/> for specific ordering information.

<i>Item</i>	<i>Ordering recommendation</i>	<i>Price for PDF license to print</i>	<i>Price for pre-printed materials</i>
Read Aloud!: Developing Narrative and Scientific Literacy - Whole Group Kit Includes Lesson Guide, Lessons, program charts and student retell sheets.**	Order one kit per teacher	\$200	\$353
Read Aloud!: Developing Scientific Literacy - Small Group Kit Includes Lesson Guide, Lessons, Nine Big Books, Vocabulary Games, Reading Detective activities, Animal Cards, Animal Classification Set.	Order one kit per teacher	\$200	\$628
Read Aloud!: Developing Scientific Literacy - Small Group Big Books (8.5" X 14") Includes nine information books about animals, with consistent content and structure across books.	Included in the Small Group Kit or may be ordered separately.	\$60	na

*Prices for PDF delivery are for a license to print one copy, unless otherwise specified, and do not include the cost of printing. Prices for pre-printed materials include shipping anywhere in the contiguous United States.

**Published trade books are required and may be purchased from book retailers.