

Author and Year	Theoretical Frame Who did they read?	Study Design	Sample	Variables	Major Findings	Conclusions and Implications
<p>1 "A Survey of Teachers' Read Aloud practices"</p> <p>Mary Ariail and Lettie Albright</p> <p>Winter 2006</p>	<ul style="list-style-type: none"> Ivey and Broaddus 2001 Albright and Ariail 2005 	<ul style="list-style-type: none"> Survey questionnaire of teachers in grades 5-8 Taken at a the Texas Middle School Association 	<ul style="list-style-type: none"> Teachers that taught grades 5-8 Approx. 1000 teachers 476 surveys were usable 	<ul style="list-style-type: none"> Teachers who chose to attend the conference may not represent the majority of practices 	<ul style="list-style-type: none"> Teachers are reading aloud to students Most are white females Most read chapter books, fiction or nonfiction 	<ul style="list-style-type: none"> Reading aloud is being used in the middle schools pg. 81 RA is seen as an elementary thing or for English/lang. arts and holds less importance in the content areas pg. 81 Whole class discussion was the primary student response technique used pg. 82 Good Quote: "When teachers read engaging texts aloud, alliterate students often become more motivated to read on their own" pg. 70

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<p>2“Interactive Read Alouds: Is there a common set of implementation practices?”</p> <p>Douglas Fisher James Flood Diane Lapp Nancy Frey</p> <p>Sept. 2004</p>	<p>Ivey, G., & Broaddus, K. (2001). "Just plain reading": A survey of what makes students want to read in middle school classrooms. <i>Reading Research Quarterly, 36</i>, 350-377. doi:10.1598/RRQ.36.4.2</p>	<ul style="list-style-type: none"> • Observed “expert teachers” conducting read alouds • Compared their practices to 120 other teachers 	<ul style="list-style-type: none"> • 145 teacher from San Diego County 	<ul style="list-style-type: none"> • Expert teachers were determined by administrators • Letters were sent asking administrators to respond 	<p>Pg. 10-13</p> <p>7 components to an effective read aloud:</p> <ol style="list-style-type: none"> 1. Appropriate book choice 2. Selections were previewed and practiced 3. Clear purpose was established 4. Teacher modeled fluent reading 5. Teacher was expressive 6. Teacher stopped and questioned the students 7. Connections were made between independent reading and writing 	<ul style="list-style-type: none"> • attention should be placed on ensuring that students understand the purpose pg. 15 • there are certain practices that make read alouds effective in the classroom • reading for enjoyment or pleasure is one reason to use read alouds in the classroom

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<p>3“Making the very most of classroom read alouds to promote comprehension and vocabulary”</p> <p>Lana Edwards-Santoro David Chard Lisa Howard Scott K. Baker</p> <p>Feb. 2008</p>	<ul style="list-style-type: none"> • Fisher, Flood, Lapp & Frey 2004 • Santoro • 	<ul style="list-style-type: none"> • Federally funded program • During read aloud time 20-30 mins. • Choose books based on the units of study pg. 399-401 • Students talked about books in clubs/groups 	<ul style="list-style-type: none"> • K-3 classroom 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Must be carefully planned if they are to affect students’ comprehension pg. 407 	<ul style="list-style-type: none"> • With explicit comprehension instruction and active discussions can promote comprehension and vocab. pg. 407 • Pg. 398 Enhancing read alouds with comprehension strategies and text-based discussions made a positive difference in student performance

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<p>4“Student Voices and Teacher Choices”</p> <p>Maureen P. Boyd Meredith K. Deveenie</p> <p>Spring 2009</p>	<ul style="list-style-type: none"> • Sulzby and Teale 2003 • Sipe 2002 • Albright and Ariail 2006 • 	<ul style="list-style-type: none"> • Classroom observations over the course of two days 	<ul style="list-style-type: none"> • 3rd grade classroom in NY • Male teacher 	<ul style="list-style-type: none"> • 	<p>5 phases to choosing a read aloud pg. 149-151</p> <ol style="list-style-type: none"> 1. Teacher nominates 4 title, previews each, and students offer comments 2. Students offer titles 3. Taking a poll and wrap up 4. Teacher reviews the book independently 5. Teacher announces decision with rationale 	<ul style="list-style-type: none"> • Student choice it important when selecting a read aloud • Doesn't take very long to complete

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<p>5 “Just Plain reading”: A Survey of what makes students want to read in ms classrooms</p> <p>Gay Ivey Karen Broaddus</p> <p>2001</p>	<ul style="list-style-type: none"> • Ivey 1999 • 	<ul style="list-style-type: none"> • Survey • Used follow up interviews with 31 students in 3 rooms • Inadequate curriculum may foster the negative attitude and failure in ms students 	<ul style="list-style-type: none"> • 1,765 6th graders in 23 diverse schools in the mid-Atlantic and NE US 		<ul style="list-style-type: none"> • Students valued IR time and teacher read alouds • Liked the act of reading during class time • Were motivated by diversity of reading materials rather than classroom setting or other people 	

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<p>6 Reading Aloud: A Worthwhile Investment?</p> <p>Teri S. Lesesne</p> <p>May 2006</p>	<ul style="list-style-type: none"> • Krashen, Stephen D. 2004. The Power of Reading Insights from Research. Westport, CT: Libraries Unlimited. Children who are read aloud to at home and at school read more on their own pg. 77 • Same man above...RA has multiple effects on reading like building a more positive attitude toward books and reading pg. 78 	<ul style="list-style-type: none"> • Not a study 			<ul style="list-style-type: none"> • “RA is still an essential tool to not only motivate readers but to assist in helping students meet standards” pg. 50 • 	<ul style="list-style-type: none"> • Becoming a Nation of Readers: “The Single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” pg. 23
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Elizabeth Searles

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Name: Elizabeth Searles

Treatment: Read Alouds