Indiana Department of Education
SUPPORTING STUDENT SUCCESS

BUILDING LANGUAGE AND LITERACY SKILLS THROUGH INTERACTIVE READ-ALOUDS

LEARNING GUIDE - MODULE 2

INTENTIONAL INSTRUCTION: THE INTERACTIVE READ-ALOUD PROCESS

INTENTIONAL INSTRUCTION:
THE INTERACTIVE READ-ALOUD PROCESS

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

The single most important activity for building the knowledge
required for eventual success in reading is reading aloud to children.

- Becoming a Nation of Readers (1985)
U.S. Department of Education

Reading aloud to young children is a precious gift of time that has a significant impact on language development and learning. The simple act of sharing a book with a child provides an emotional bond that translates to good memories surrounding reading and conversations about books. There is no cost involved; visit your public library to borrow books to read to your child(ren). Libraries offer hundreds of children's books and the librarian will be happy to help you select the "just right" book. Rather than buying the latest toy that is advertised on television, read aloud to your child (or students) instead. The new toy is soon discarded, but developing a love of reading provides a lifetime of joy. It begins in the first months of life. All that is needed is an engaging book, a quiet place, and a caring adult who takes the time to read aloud to a child.

The three modules of this series, *Building Language and Literacy Skills through Interactive Read-Alouds,* provide guidance to enhance reading aloud to young children. This module, the second in the series, focuses on the importance of providing intentional instruction of robust vocabulary and emergent literacy skills as part of an Interactive Read-Aloud. Access the module power point and use this Learning Guide to deepen your understanding of the content and record your reflections.

Learning Activity 1: Reflect & Write

DIRECTIONS: Think about a specific time when you read aloud to your child or your students. Reflect and write about your experience. How did you prepare for the Read-Aloud? What book did you select and why? How did you engage the child(ren)? What language or literacy skills did you teach?

Learning Activity 2: A Closer Look at the ISTAR-KR Matrix

Directions:

1. Review an excerpt from the ISTAR-KR Matrix for Core Standards 1, 2, and 3 (see pages 7 to 9).   Using a highlighter, mark the emergent language and literacy skills that you might teach as part of an Interactive Read-Aloud. If you are completing this module with a colleague or friend, compare and discuss your responses.

2. Complete the "Review Results" below indicating your findings. You will refer to your comments later.

Review Results:

1. **Core Standard 1:** Word Recognition, Fluency, and Vocabulary Development

   Three skills that I might be able to teach as part of an Interactive Read-Aloud:

   (1) _____

   (2) _____

   (3) _____

2. **Core Standard 2 & 3:** Reading Informational and Literacy Text

   Three skills that I might be able to teach as part of an Interactive Read-Aloud:

   (1) _____

   (2) _____

   (3) _____

ISTAR-KR Matrix: English/Language Arts
OSEP Outcome 1, 2, 3

Core Standard1: Word Recognition, Fluency and Vocabulary Development						
Demonstrates awareness of sounds						
0	1	2	3	4	5	
No Evidence	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Compares sounds of different words	Distinguishes sounds within words	Do Not Rate this box. Skills below are what is to be learned next.
	Alerts to/facial expression changes and locates sounds in the environment (e.g. primary caregiver voice, pet, door bell)	*Responds to sounds in the environment*	*Produces a variety of sounds*	*Produces and blends the sounds of letter patterns into recognizable words*	*Compares sounds of different words*	*Distinguishes sounds within words*
	Finds hidden sound directly above and behind	*Emulates sounds in the environment*	*Blends individual sounds into words*	*Matches sound that begins own name with the sound that begins another word or name*	*Distinguishes sounds within words*	*Distinguishes beginning sounds in single-syllable words*
		Repeats sounds from familiar song, book	*Repeats words from familiar song or book*	*Identifies words that sound alike*	*Identifies a new word from a word with a missing sound*	*Distinguishes middle sounds in single-syllable words*
		Produces strings of sounds while looking at a book	*Repeats a word from a spoken sentence string*	*Identifies words that rhyme*	*Identifies the beginning and ending sounds of a word*	*Distinguishes ending sounds in single-syllable words*
		Acknowledges when sounds are the same or different	*Identifies words from a spoken sentence*	*Produces words that rhyme with oral prompts*	*Identifies how many sounds are heard*	*Recognizes different vowel sounds in orally stated single-syllable words*
			Identifies differences in letter sounds		*Orders sounds heard*	*Recognizes that vowels' sounds can be represented by different letters*
			Blends consonant—vowel-consonant sounds to make words		*Identifies changes in three sounds when one sound is added, substituted, omitted, moved or repeated*	*Creates a list of rhyming words*
						States a list of rhyming words
						Changes sounds as letters in words changes
						Blends two to four phonemes into recognizable words
						Generates sounds from letters
						Generates sounds from consonant blend patterns

Core Standard 2 & 3: Reading Informational and Literary Text						
Uses print for pleasure and information						
0	1	2	3	4	5	
No Evidence	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	Orients to print in books	Chooses reading activities for meaning	Do Not Rate this box. Skills below are what is to be learned next.
	Looks at picture with interest	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	Orients to print in books	Chooses reading activities for meaning
	Explores a book	Opens a book	Tells about pictures on a page using a mix of simple phrases and simple sentences	Follows words from left to right on the printed page	Intentionally selects material to provide information	Identifies the author of a reading selection
	Jointly attends to pictures in books for several minutes	Turns pages from front to back	Points to words in book while telling story	Follows words from top to bottom on the printed page	Requests a book by title	Identifies the illustrator of a reading selection
		Turns one page at a time	Points to letter when asked	Follows printed words as a story is read or caption in video is played	Locates the title of a book	Identifies the table of contents of a reading selection
		Pretends to read a book aloud using jargon and combination of real words	Holds book right-side up based on orientation of pictures	Follows pages that accompany a story or audiotape or CD	Locates the name of the author on a book	Responds to who, what, when, where, why and how questions

		Differentiates the care of a book from the care of a toy		Tells a story while correctly holding a book		Discusses the main idea of what is read
						Uses context to understand word and sentence meanings
						Relates prior knowledge to what is read

Comprehends details, events and main ideas						
0	1	2	3	4	5	
No Evidence	Reacts to a story or event	Identifies details from a story or picture	Talks about characters and settings	Retells familiar stories	Comprehends and responds to stories	Do Not Rate this box. Skills below are what is to be learned next.
	Anticipates actions, sounds, phrases from a predictable game or story	Reacts to a story or event	Identifies details from a story or picture	Talks about characters and settings	Retells familiar stories	Comprehends and responds to stories
	Reacts to new situations based on the memory of a previous event	Names objects from pictures book	Identifies and describes characters in a story	Tells simple stories from picture books	Uses pictures, cues, illustrations to aid in comprehension	Identifies and describes the plot in a story
	Selects a book based on familiarity	Points to actions in pictures	Tells something that a favorite character does in a story	Re-enacts stories	Identifies characters, settings and important events in a story	Confirms predictions about what will happen next in a story
	Listens with interest to stories read aloud	Identifies animals and people in pictures	Imitates parts of stories	Answers simple questions about characters, plot, outcome of story read aloud	Connects the information and events in stories to life experiences	Responds appropriately to questions about text that is read
		Recalls an event while looking at pictures	Describes pictures of places in books	Retells a story's beginning, middle, end of story	Uses vocabulary heard in stories in oral language	
			Talks about actions in pictures of family members, pets, self		Distinguishes fantasy from reality	
			Expresses what might happen after the action in a picture		Uses pictures, cues, illustrations to draw conclusions or make predictions about story content	
			Asks questions and makes comments about story being read			
			Talks about the cover and illustrations prior to story being read			

Resource 1:
Selecting an Appropriate Book for a Dual Purpose

An Interactive Read-Aloud is different from the typical experience of reading aloud to a child or children because an Interactive Read-Aloud has a dual purpose.

Teachers and families always want children to enjoy the experience of listening to books read aloud. Children gain prior knowledge and develop a love of reading when they consistently listen to books read aloud to them in a secure and nurturing environment.

An Interactive Read-Aloud not only wants to encourage this love of reading, but there is an additional purpose: intentional teaching of robust vocabulary and/or emergent literacy skills.

The following booklist provides examples of storybooks and informational books that can be used as the basis for reinforcing and understanding selected story elements and emergent literacy skills.

Story Elements for Emergent Readers:

1. **Characterization:**
   Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
   Owen by Kevin Henkes
   Leo the Late Bloomer by Robert Kraus
   Wemberly Worried by Kevin Henkes
   When Sophie Gets Angry – Really, Really, Really Angry by Molly Bang

2. **Problem/Resolution:**
   A Pocket for Corduroy by Don Freeman
   Blueberries for Sal by Robert McCloskey
   Dirty Harry by Gene Zion (and other "Harry" books)
   Doctor DeSoto by William Steig
   The Stray Dog by Marc Simont

3. **Setting:**
   Goodnight Moon by Margaret Wise Brown
   One Hot Summer Day by Nina Crews
   The Little House by Virginia Lee Burton
   The Snowy Day by Ezra Jack Keats
   When Winter Comes by Nancy Van Laan

Emergent Literacy Skills
   Comprehension Strategies for Emergent Readers:

1. **Prior Knowledge**
   Bunny Cakes by Rosemary Wells
   Chameleon, Chameleon by Joy Cowley

It's Spring by Linda Glaser (and her books about the other seasons)
The Sun is My Favorite Star by Frank Asch
Two Tiny Mice by Alan Baker

2. **Visualization**
Incredible Ned by Bill Maynard
Inside Mouse, Outside Mouse by Lindsay Barrett George
Koala Lou by Mem Fox
Listen to the Rain by Bill Martin, Jr.
The Giant Jam Sandwich by John Vernon Lord

3. **Prediction**
Beware of the Bears by Alan MacDonald
Click, Clack, Moo Cows That Type by Doreen Cronin
I Wanna Iguana by Karen Kaufman Orloff
Swimmy by Leo Lionni
The Carrot Seed by Ruth Krauss

4. **Retelling (summarization)**
Caps For Sale by Esphyr Slobodkina
If You Give a Mouse a Cookie by Laura Joffe Numeroff (and her other books)
Is Your Mama a Llama? By Deborah Guarino
The Very Hungry Caterpillar by Eric Carle (and his other books)
Moongame by Frank Asch

Phonemic Awareness

"I Can't," said the Ant by Polly Cameron
In the Small, Small Pond by Denise Fleming
Jesse Bear, What Will You Wear by Nancy Carlstrom
Pigs Rock! by Melanie Davis Jones
Read-Aloud Rhymes for the Very Young selected by Jack Prelutsky
There's a Wocket in my Pocket by Dr. Seuss
TikkiTikki Tembo by Arlene Mosel
Over in the Meadow by Paul Galdone

Alphabet Books:
Alphabet City by Stephen Johnson
A Was Once an Apple Pie by Edward Lear
Chicka Chicka Boom Boom by Bill Martin Jr. & John Archambault
I Stink! By Kate & Jim McMullen
On Market Street by Arnold & Anita Lobel
The Z Was Zapped by Chris van Allsburg

Activity 3: Observe, Reflect, & Record

Observation Protocol

Directions: As you view the video clip, record your observations, reflections, and suggestions.

What Does It Look Like?
An Interactive Read Aloud at Home

Reading aloud to an infant (Meet Nathan and Isabel)

1.   What is the physical and emotional interaction between the father and the toddler?

2. Describe the book Nathan selected to read to Isabel.

3. What emergent literacy skills and/or vocabulary is Nathan teaching Isabel?

4. How does Nathan engage his daughter in the Interactive Read-Aloud?

5. What is your overall impression of this Read-Aloud session?

Learning Activity 4: Name That TIER!

```
    /\
   /3 \
  /----\
 /  2   \
/--------\
/    1     \
/------------\
```
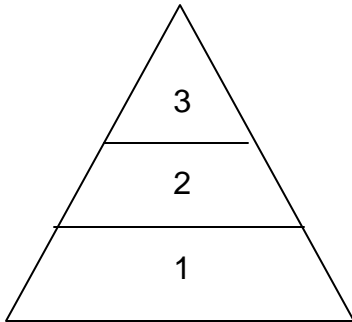
Directions: Write the number that represents the TIER level (for the typical preschooler) beside each word below. After completing all words, check your answers at the Answer Key.

1. _____ hat

2. _____ hilarious

3. _____ pencil

4. _____ oboe

5. _____ equation

6. _____ kitchen

7. _____ forlorn

8. _____ confident

Now YOU Try:

Tier One Words:
- _____
- _____
- _____

Tier Two Words:
- _____
- _____
- _____

Tier Three Words:
- _____
- _____
- _____

ANSWER KEY:
1. Tier 1
2. Tier 2
3. Tier 1
4. Tier 3

5. Tier 3
6. Tier 1
7. Tier 2
8. Tier 2

13

Planning an Interactive Read Aloud:
Building Oral Vocabulary

Selecting Tier 2 Words and Preparing Child-Friendly Explanations

```
        3
      2
        1
```
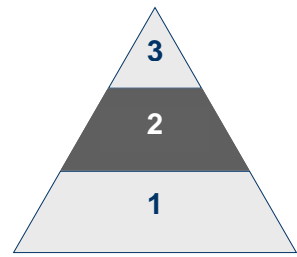
Book: _____

Selected Tier 2 Words	Child-Friendly Definitions
1.	
2.	
3.	

Activities to REINFORCE the new words:

1.

2.

3.

Resource 2:
Getting Started with Think-Alouds

Teachers should conduct "Think-Alouds" as part of the Read-Aloud process.

By "Thinking Aloud" a teacher is able to model strategies that good readers use to obtain meaning from text. The teacher makes the **invisible** (the mental process used to comprehend print) . . . **VISIBLE**! (by verbally explaining the internal dialogue a good reader uses to support comprehension).

The teacher demonstrates:
- How to make and check predictions
- How to picture in your mind what is happening in a story (visualization)
- How to reread specific parts of the text to clarify meaning (awareness of a comprehension breakdown – through metacognition)
- How to "read between the lines" to infer meaning from the text
- How to stop reading and summarize what has happened

"Think Aloud" Prompts:

Connect with Prior Knowledge
- *This reminds me of . . .*
- *I remember that something like this happened to me when . . .*

Predict/Anticipate
- *I wonder if . . .*
- *I wonder who . . .*
- *I think I know what is coming next . . .*

Question/Monitor
- *I wonder what it means when . . .*
- *I don't understand . . .*
- *I am going to reread this because it doesn't make sense . . .*

Imagine/Infer
- *Even though it isn't in the picture, I can see that . . .*
- *Mmmmm, I can almost taste the . . .*
- *It doesn't say this, but I can tell that . . .*

Summarize/Conclude
- *The most important thing I have learned so far is . . .*
- *So far I know that . . .*
- *It is interesting to learn that . . .*

Evaluate/Apply
- *I really like how the author . . .*
- *My favorite part is . . .*
- *What I don't like about this part is . . .*

Resource 3:
Online Resources: Interactive Read-Alouds

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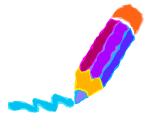
Learning Activity 5: Try It Out! (Planning)

**DIRECTIONS:** Now it is your turn to try out some of the ideas presented in this module. Turn back to page 14 of the *Learning Guide*. Use the Planning Template to prepare for a Read-aloud experience that focuses on robust vocabulary.

Planning an Interactive Read-Aloud: Tips to Remember:

1. Teachers of young children should conduct TWO Interactive Read-Alouds EVERY DAY. One book should be a storybook (narrative) and one book should be an informational book (expository). Always plan to teach new vocabulary words, as well as a new skill or strategy (dual purpose).

2. The books selected should be connected to other lessons or units of study.

3. ALL children should be part of the daily Interactive Read-Aloud lessons.

4. Read books more than once.   (See Module 3: Dialogic Reading)

5. Introduce children to a wide range of genre (poetry, folktales, fairytales, etc.)

6. ALWAYS read the book to yourself before reading it aloud to the children.

Once you select an appropriate book, read the book to yourself, and plan for intentional instruction, you are ready to conduct the Read-Aloud. (See Learning Activity 6)
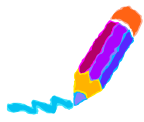
Learning Activity 6: Try It Out! (Interactive Read-Aloud: Guided Practice)

DIRECTIONS: Now that you have planned an Interactive Read-Aloud, you are ready to try it out.

Implementing an Interactive Read-Aloud: Tips to Remember:

1. Schedule a time to read aloud when the children are alert. It is a good idea to have a consistent schedule and routine. An established time promotes anticipation and helps children prepare to listen to the Read-Aloud.

2. A consistent verbal or nonverbal cue signals children that it is time for the Read-Aloud. For example, using a clapping pattern or a fingerplay (see below) helps children prepare to listen:

    Open, shut them
    Open, shut them
    Give your hands a clap.
    Open, shut them
    Open, shut them,
    Lay them in your lap.

3. Keep the children actively engaged with the Interactive Read-Aloud: ask questions, discuss the illustrations and story elements, and make connections with prior learning.

4. It is important to demonstrate an enthusiasm for reading and an eagerness to learn new words (word consciousness).

5. Enjoy! Enjoy! Enjoy!   When reading aloud to children, you are modeling fluent reading and a love for reading.

6. Like any skill, you will become more effective as you plan and practice the Interactive Read-Aloud process.

7. Now, review your plan, try it out, and have fun!

Learning Activity 7: Try It Out! (Reflection)

DIRECTIONS: Reflect on the process you used to prepare and implement the Interactive Read-Aloud. Respond to the prompts and consider how you will refine your practice when conducting Read-Alouds in the future.

1. How did the children respond to the Read-Aloud?

2. How did you engage them with the text?

3. What robust words did you target for intentional instruction?

4. How did you introduce the new vocabulary?

5. Did you teach any skills or strategies? If so, what skills and/or strategies?

6. What WORKED? What did you do that resulted in a positive outcome?

7. What DID NOT WORK? How could you improve this aspect of planning or conducting a Read-Aloud?

Learning Activity 8: Review, Reflect, & Write

DIRECTIONS: Go back to Activity 1 and read your reflection about a specific time when you read aloud to your child or your students. Now that you have completed Module 2, reflect on what you have learned.

1.   If you were conducting the Read-Aloud again (Activity 1), how would you refine your practice?

2.   What would you do differently?

3.   What was successful? Why do you think it was effective?

4.   Reflect on the process of planning and implementing Interactive Read-Alouds. Write your thoughts and ideas.

Comprehension: understanding what is heard and read.

Concept of Word: the ability to match spoken words to written words

Concepts of Print: understanding the rules or accepted practices that govern the use of written language and books, including cover, author, reading left to right and top to bottom, punctuation, use of spaces between words, etc.

> For additional information, access: http://www.doe.in.gov/achievement/curriculum/reading-and-literacy-frameworks (Instruction section – pages 27-28)

Conceptual Knowledge: a deep understanding of meaningful content that connects authentic experiences with mental constructs.

Decoding: to "sound-out" a word based on the association of letters to sounds; blending the letter sounds together to identify the word.

Dialogic Reading: a specific technique for reading books aloud that includes multiple readings of the book, during which the adult uses a systematic approach to encourage children to become the storytellers.

Emergent (Early) Literacy: based on the belief that learning to read and write is an ongoing process that begins at birth and develops as children have meaningful interactions with adults and books, including listening to Read-Alouds, conversing about stories, and exploring texts.

Environmental Print: refers to the ability to identify words based on the logo (e.g., McDonalds' golden arches) or a specific font used by a company (e.g. Coke) rather than actually reading the text.

Expressive Language: the ability to produce meaningful speech and communicate.

Fast-Mapping: an intentional teaching technique that is used during Read-Alouds. The teacher (or reader) provides a brief "kid-friendly" definition immediately after reading a word that may be unfamiliar to the children.

Fluency: the ability to speak clearly with fluidity or read aloud quickly, accurately, and with proper expression.

Genre: is a category of literature (e.g., nursery rhymes, fairytales, fables, mysteries).

Informational Book: a nonfiction text that presents concepts and facts; also called expository text.

Intentional Instruction: targets specific content that is taught with precise directions, using a logical sequence of modeling, guided practice, independent practice and application of the new learning.

Interactive Read-Aloud: a teaching routine where students are actively engaged in listening and responding to an oral reading of a story or informational book. The teacher has a dual purpose for reading aloud: foster an enjoyment of reading and to intentionally teach language or literacy skills.

Listening Comprehension: the ability to understand what is spoken or read aloud.

Modeling: an instructional strategy used by teachers to explicitly and systematically demonstrate what they want students to learn (behaviors, skills, and/or competencies)

Metacognition: A awareness of one's own thinking and/or comprehension.

Narrative: a text that tells a story; a work of fiction.

Oral Language: includes both receptive (that which is heard and understood) and expressive (that which is spoken or written to communicate meaning) aspects of language development.

Phonemic Awareness: the recognition of individual speech sounds.

Phonics: an understanding of the relationship between printed letters and their appropriate sounds.

Phonological Awareness: the recognition of the individual sounds within words and the parts or words (syllables, onset-rimes, phonemes).

Picture Walk: reviewing a book or telling a story by discussing the illustrations rather than reading the text.

Prediction: using what is known or presumed to anticipate the next step or ending.

Print Awareness: understanding the purpose of text by combining elements of alphabet knowledge, concepts of print, and early decoding skills.

Prior Knowledge: facts, skills, and strategies learned from previous experiences.

Prompt: Questions that encourage children to listen to and discuss aspects of a story that is read aloud. Dialogic Reading systematically presents five questions (or prompts): completion; recall; open-ended; what-where-when questions; and distancing prompts

Read-Aloud: When an individual, usually an adult, dedicates time to explore, read, and discuss books with a child or a group of children.

Receptive Language: The ability to understand what is heard.

Retelling: an oral summary of characters and events in a story; often used by a parent or teacher to gauge a child's listening comprehension and ability to use language.

Rhyme: a repetition of the ending sound in two or more words.

Robust Vocabulary: vocabulary that is typically used by mature, educated individuals; "Tier 2" words.

Scaffolding: support that is provided incrementally at a level just above a learner's current skill level that pushes the learner to the next level of understanding and proficiency.

Sequence: to place in order from beginning to end.

Story Elements: include the plot, setting, characters, and theme. Understanding elements of a story help children comprehend the text.

Think-Aloud: an intentional instructional technique that provides a "window" into the mental processing of a fluent reader (usually a teacher or parent). During an Interactive Read-Aloud, the reader stops and "thinks aloud," verbalizing what he/she is thinking to support comprehension of the text.

Vocabulary: encompasses all of the words we know and use when listening and speaking, as well as all of the words we know and use in print when reading and writing.

Word Consciousness – refers to an awareness of and interest in words and their meanings.

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