

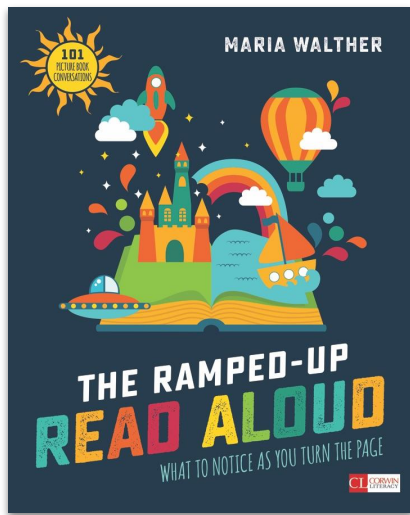
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FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt from The Ramped-Up Read Aloud.

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CORWIN



## [The Ramped-Up Read Aloud](#) by [Maria Walther](#)

### Book Study Guide

Find blog posts and additional resources in the “Tools” section of the [Corwin Website](#).

#### Tools

- Companion Website
- E.N.G.A.G.E.: Six Tips for Ramping-Up Your Read Aloud Experiences
- The Way You Begin: Dynamic Read Alouds for the First Days of School
- Vocabulary Card Printables

### Introduction: READ ALOUD = JOY

- Which of the ten compelling reasons to read aloud stood out and made sense to you? How would you explain this particular value of read aloud to an administrator?
- Discuss the importance of collaborative conversations and the role effective questioning techniques play in promoting these conversations.
- What are some of the suggestions Maria provides for strategically selecting high-quality read aloud texts? Gather books that meet one or more of the criteria to share with the group.
- Look at the Table of Contents. Notice how each heading, like *Understand Feelings and Emotions* or *Describe and Understand Characters*, has multiple titles. Use this [Learning Target Chart](#) to analyze how the learning targets for each title under each heading are related and get progressively more complex. *\*This will be helpful information when selecting read-aloud experiences to match your students' learning needs.*
- Share ideas you read in this chapter that will help make read-aloud experiences even more joyful.

### Chapter 1: Create a Joyful Classroom Community

- Discuss the overarching goals of the read-aloud experiences in this chapter.
- Explain and give examples of how the read-aloud experiences in this chapter blend social-emotional learning competencies with ELA standards.
- *Try It! Apply It!* Select one read-aloud experience. Read the featured text and one of the similar titles. Compare and contrast the two books and decide which one you think students would prefer.

## Chapter 2: Converse About Literary Elements—Fiction

- Discuss the overarching goals of the read-aloud experiences in this chapter.
- *Try It! Apply It!* Select one read-aloud experience in the chapter and read the book. Using the instructional sequence for teaching vocabulary found on page 10, write down and practice the sequence for teaching the [three key vocabulary words](#) identified for the book you selected.

## Chapter 3: Converse About Comprehension—Fiction

- Discuss the overarching goals of the read-aloud experiences in this chapter.
- *Try It! Apply It!* View one or more of the [book trailers](#) for the books in this chapter. Brainstorm different ways you might use book trailers to create excitement about books.

## Chapter 4: Converse About Comprehension—Informational and Narrative Nonfiction

- Discuss the overarching goals of the read-aloud experiences in this chapter.
- *Try It! Apply It!* Review your grade-level science standards or topics. Select a read-aloud experience and share how it would enhance or extend students' learning about that standard or topic.

## Chapter 5: Build Foundational and Language Skills

- Discuss the overarching goals of the read-aloud experiences in this chapter.
- *Try It! Apply It!* Select a read-aloud experience (or two) to share with students. If possible, video record the experience. Reflect on the experience by pondering these questions:
  - How did the learners respond to the book? Rate their level of engagement from 1-10 (10 being the most engaged) and explain why you gave that particular rating.
  - What went well?
  - What would you change the next time you read this book aloud?

## Chapter 6: Inspire Writers

- Discuss the overarching goals of the read-aloud experiences in this chapter.
- *Try It! Apply It!* Choose a book. Write your own read-aloud experience using this [planning template](#).