

**7/8th Grade Read-Aloud Curriculum/Plan**

by

Joy Linda Dorn

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**Signature Page**

Date:

This curriculum development paper has been examined and approved.

Review Committee:

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(Name typed below line), Chair

---

(Name typed below line)

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(Name typed below line)

Approved:

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John Meyer  
Director of Graduate Studies

**Abstract**

Read-alouds are beneficial for all ages. Read-alouds are prevalent in many classrooms; mainly early childhood and elementary ages. While read-alouds are not always done in middle school and upper grades-they are still important and have many benefits. This curriculum plan is designed to look at the research of read-alouds, the benefits, and to create a plan for a read-aloud curriculum for the 7-8th grade classroom at St. John's Lutheran School.

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## Chapter I: Introduction

### Problem/Purpose of the Study

Neil Gaiman (2016) said “We have an obligation to read to our children. To read them things they enjoy. To read them stories we are already tired of. To do the voices, to make it interesting, and not to stop reading to them just because they learn to read themselves.”

Once students get to the upper grades, our faculty has noticed that many no longer display an interest in reading. This is noted by talking with the students and viewing their reading logs. This may be due to a variety of reasons. Jim Trelease, American educator and author in support of read-alouds, points to students getting to the “fourth-grade slump.” This phrase came first from the research of Jeanne Chall in 1983. She defined this as the time when students first fall behind in reading. This stage is when students begin to take individual skills and apply it to whole paragraphs and skills. Trelease also shares that two important reading facts are ignored and decreases reading. Two important facts are often ignored and decrease reading. These facts are that “human beings are pleasure centered” and “reading is an accrued skill” (Trelease, 2017). Strauss (2015) wrote an article in The Washington Post about some reasons this trend has been seen. It focused mainly on the attitude of reading shifting due to higher expectations of them, less choice, more genres, and different purposes. This is not the case for all students, but a larger number of upper grade students. This project will help keep read-alouds consistent and meaningful.

**Importance of the Study**

This curriculum project will show the importance of read-alouds and have a sample plan of a read-aloud curriculum for 7-8th grade students. This plan will show the importance of the study and read-alouds in general. Read-alouds have many benefits for students of all ages.

**Project Goal**

This read- aloud curriculum project has several purposes for our 7-8th grade classroom. The first one is to implement a consistent daily read- aloud time in our 7th and 8th Grade classroom at our school at St. John’s in Lewiston, MN. Our school has not had a consistent plan for read-alouds in 7-8th grade. The teachers at St. John’s recognize the importance of read-alouds and would like to implement one. The next purpose is to use read-alouds to build comprehension, improve vocabulary, and improve information processing skills. The last purpose is to continue the students’ exposure to a variety of literature. I will follow Jim Trelease’s philosophy of read-alouds to encourage reading and have some time to enjoy reading.



## Chapter II: Literature Review

### Introduction

There is a lot of research on read-alouds. Read-alouds are prevalent in many classrooms-mainly elementary grade classrooms, but not so much in the middle and upper grades. This may be due to factors such as time and a variety of teachers. While they are not seen as often in the middle and upper grade classrooms, read-alouds are important for all ages.

### Read-Alouds in General

In the research from *Becoming a Nation of Readers*, published in 1985, it is stated that “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” (Anderson, Hievert, Scott, and Wilkinson, 1985, p. 23). A read-aloud is when anyone, or in this case- a teacher- reads to the students orally. The students do not need to see the text, but simply listen to the words of the text spoken by the speaker.

Even though read-alouds are common among early childhood and elementary ages, read-alouds are important for all ages. Jim Trelease starts off in his 2019 Eighth Edition of *The Read Aloud Handbook* with the reasons that read-alouds are important. The reasons are

to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire... a secondary reason, and of great importance in an age of rising illiteracy, is the established

fact that regular reading aloud strengthens children's reading, writing, and speaking skills- and thus the entire civilizing process. (Trelease, 1985)

Alongside entertaining, bonding, and informing, additional benefits of read-alouds include building vocabulary, creating enjoyment of reading, providing background information, giving a model of reading, and instilling the desire to read (Braun, 2010; Mackenzie, 2018; Roessingh, 2020; Trelease, 2017). Another benefit of reading aloud is to offer reading opportunities to all students (Ariel & Albright, 2006; Ivey, 2003). Ariel and Albright (2006) state that "reading aloud has been shown to increase accessibility to texts for students who are unable to read for themselves" (p.69). Reading aloud is also a huge benefit as it exposes students to books regularly. Some students may not read often, enjoy reading, or struggle to read, so read-alouds give an opportunity for students to listen and learn while someone else reads.

### **Read-Alouds Studies in Middle School**

While read-alouds are often seen in elementary schools, they are not as prevalent in middle and upper grades. Many educators beyond the elementary grade classrooms do not know the best practices for a read-aloud (Ariel & Albright, 2016; Roessingh, 2020). Next will be a brief look into a few studies that were focused on read-alouds in middle school settings.

Jennifer Kohart Marchessault (2013) looked at the potential impacts of a structured read-aloud in middle school grades. This structured read-aloud is a set time each day with a chosen piece of literature to read. Her research was focused on vocabulary and comprehension.

Her research had two groups- one with the structured read-aloud and one without. The result of her research showed that the students with the structured read-aloud overall had higher

comprehension after the read- alouds. While some students' vocabulary scores increased, it was not increased by all with read-alouds.

Arial and Albright (2005) previously looked into the potential of read-alouds for middle schools. Their research was conducted with surveys. Due to the small sample size that actually submitted answers, the results could be different, but overall, the teachers who shared their practices read aloud. Some of these reasons included were for vocabulary, comprehension, fluent reading, reinforcing content, and to make reading more accessible. This article found that there was a lack of variety with the type of reading. It also found that more research needs to be done in this area.

Samantha Alme (2020) in her paper entitled *What is the Significance of Reading Aloud to Middle School Aged Students in the Language Arts Classroom as Measured by the Stars Reading Assessment?* is a resource that can be utilized to loosely follow my read-aloud plan. Her research uses a reading assessment and a reading plan to look at the benefits of read-alouds. Her findings show that on average, the comprehension of students with the read-aloud was higher than those who did not have a read-aloud plan. Some ideas I would loosely follow

include dedicating time each day for read-alouds, using a response after each novel/book, and using an assessment tool to evaluate.

There are so many types of books that can be utilized for read-alouds. The use of picture books has helped students comprehend concepts and engage in discussions (Arial & Albright, 2016; Braun; 2010). In the 8th edition of *The Read-Aloud Handbook*, Jim Trelease (2017) poses

the question of when to stop reading picture books. He said, “In a word-never. There is often a misunderstanding that picture books are only for younger children” (p. 58). He continues to share that a picture book is simply another format of a book. It also can teach higher-level thinking skills and share a variety of topics (Braun, 2010; Trelease, 2020). Pictures books can cover both nonfiction and fictions so the topics that they can cover are endless. Middle and upper grade students can benefit from a wide variety of texts for read-alouds, including simple picture books.

### **Read-Aloud Guidelines**

While there is a variety of texts that can be utilized for read-alouds, there are some guidelines to follow to make the read-aloud beneficial. Some important guidelines to follow include previewing the selection, keeping students’ interests in mind, reading with expression, reading at an appropriate pace, allowing time for discussion, and varying the selections, both by genre and length. (Alme, 2019; Fisher, Flood, Frey, & Lapp, 2004; Trelease, 2019).

### **My Read-Aloud Plan**

The reading content for the read-aloud plan was chosen with research and the guidelines in mind. Just as it is important to start with simple books and then increase the length and complexity for read-alouds, our read-aloud plan is planned that way as well. It is also important to vary the subject matter (Trelease, 1985). The novels will be chosen in a similar way as the picture books. They will be chosen based on content and age level. Choosing both picture books and novels will help cover a variety of books, topics, and authors. Both nonfiction and fiction books will be represented in the plan.

There are a variety of resources that helped me gather the books that are in the read aloud plan. Some of the book titles are my personal favorites, some are found in Jim Trelease's *The Read-Aloud Handbook* (Trelease, 2019) and his website (Trelease, 2019), some from Sarah Mackenzie's *The Read-Aloud Family* (2018), some from Meghan Cox Gurdon's book *The Enchanted Hour* (2019), while others are books that have been used by other middle school and upper elementary students. Sarah Mackenzie gave two guidelines for choosing books that stuck with me in *The Read-Aloud Family* (Mackenzie, 2018). Mackenzie says that "good books appeal to all ages," and "good books fill the reader with hope" (p.141-142). These two guidelines helped me pick books for the plan. Cindy West (2021) shared in her article that some picture books help in sharing serious topics like war, racism, and other heavier topics as well. Hetty Roessignh (2020) also shared a list of using informational texts for read-alouds in his journal entry from *Read-alouds in the upper elementary classroom: developing academic vocabulary*. These ideas included resources such as newspapers.

While a limited amount of research exists on the benefits of read-alouds in middle school, the research that does exist shows that more work needs to be done (Arial & Albright, 2006; Braun, 2010).

### **Personal Connection**

I have always loved when my teachers implemented read-alouds. Many of my teachers growing up followed Trelease's philosophy and read books aloud for us to enjoy. Many times it was during snack time. It was a time to simply listen to our teacher, have a snack, and enjoy the author's words read-aloud. I felt like I was understanding the material more when guided by the teacher. Hearing the teacher pronounce the words accurately at a good pace was beneficial to me. The teachers' different inflections while reading the stories was something I also loved and helped me really get into the book.

Some titles I vividly remember being read-aloud that I still remember to this day include Avi's *The True Confessions of Charlotte Doyle*, Esther Forbes' *Johnny Tremain*, Jerry Spinelli's *Maniac Magee*, and Kate DiCamillo's *The Tale of Despereaux*. These books were some of my favorites. I didn't include them in the read-aloud plan, but I wish I had.

### **Summary**

Read-alouds are important for all ages- young and old alike. Read-alouds have many benefits for all ages and can be utilized in many different classroom settings. While read-alouds have often been used in elementary classrooms, they are beneficial in middle and upper grade classrooms as well. Read-alouds are for enjoyment and also academic purposes like

comprehension and vocabulary. Read-alouds give access of books to all students and can help those who may struggle in reading.

There are many types of texts that can be used for read-alouds. Pictures books can be used for enjoyment and to help understand and teach harder topics. Other texts like novels, poetry, and newspaper articles are other options as well.

There are a variety of tools and resources that can be used to find read-alouds to use. Blogs, workshops, other books, and other teachers are some way to find books to share with the class.

Read-alouds can make a lasting impact. I remember read-alouds that were read to me. I remember enjoying them and wishing for more. I wish to instill that feeling for students as well and help foster growth academically and for the love of reading.

## **Chapter III: Implementation**

### **Introduction**

Read-alouds are beneficial for all ages. Read-alouds are prevalent in many classrooms; mainly early childhood and elementary ages. While read-alouds are not always done in middle school and upper grades-they are still important and have many benefits. This curriculum plan is designed to look at the research of a read-aloud, the benefits, and to create a plan for a read-aloud curriculum for a 7-8th grade classroom.

This chapter includes the procedures of the read-aloud plan, what the plan looks like, and how the plan is evaluated.

### **Procedures**

I created a plan for read-aloud books/selections chosen for each day of school. Ten to fifteen minutes was allotted daily for the read-aloud time. The first semester consisted mainly of



picture books. These books included seasonal books, ones that are connected to standards, ones that align with curriculum, and some that are for enjoyment. The second semester consisted mainly of age appropriate novels. The order of the books were chosen based on the current season, to match with curricular standards in other academic classes, while others books were chosen simply for enjoyment because they were good titles.

The curriculum was implemented by me when I was teaching and also implemented by the other 7-8th grade teacher. There was a brief exit slip for the reading chosen for the day. This exit slip included the title of the selection, author, a place for the students to give a brief

summary of the book, and a chance for students to rate the book on a scale of 0-5 stars (Appendix A.) This exit slip was used to show what the students remember and comprehended from the selected read-aloud. The exit slip was not used every day, especially during the novel portion of the read-aloud plan.

I also used the Reader Self-Perception Scale for Middle School Students. This is a tool that measures how students feel about themselves as readers. (Henk, Melnick, 1995). This is a tool that teachers can use to better understand the student, their view of their reading abilities and reading in general. This information that I gathered was not shared, but was simply a tool for me to use to help guide the read-alouds and best serve the students. Besides helping with other classes, this helped me pick read-aloud titles and get to know more about the students in general.

The 7-8 grade students were assessed three times using Measure of Academic Progress (MAP) testing. One area of the MAP testing is in reading. The reading portion of the test covered reading fluency, comprehension, and foundational reading skills. We used the MAP testing scores this year from the 2021-2022 school year and also included last year's scores from 2020-2021 to compare. I looked at the scores between the students' three tests. There is one at the beginning of the year in September, towards the middle of the year in January, and towards the end of the year in May. I also compared this year's scores and saw how they compared to last year's scores without a 7-8 read-aloud plan. The goal of using two different years' scores was to compare the scores with and without a set read-aloud plan and see how their MAP testing scores could possibly be affected.

Student surveys (Appendix B) were used to obtain feedback on the read- alouds. These surveys included the student's views and opinions of the read-alouds and what they would like to see or change. These surveys were handed out during the middle of the school year and towards the end of the school year. This information was used to obtain the students' views on the read-aloud plan, but also to guide further read-aloud and make any changes if needed.

A limitation that may exist is the use of the MAP testing. MAP testing is a widely used testing program. This program shows academic growth. Students' scores vary with tests. I had last years' scores from the current eighth graders to compare with as well. This may be a limitation due to small sample size and classroom environment.

While some students have shared that they do not enjoy reading, there are a few students who have verbally shared their love of reading and that they enjoy reading frequently. This plan will be beneficial for all students, but progress in their reading skills, such as comprehension and vocabulary, is expected to vary based on each individual student.

### **Artifacts**

The read-aloud plan included books chosen for each school day. The first semester included titles of picture books. Once the chosen picture books were read, there was also a chance for students to select their own picture book to be read. The students could pick any picture book of their choosing to share with the class. The chosen read-aloud was approved beforehand. There were to be no duplicates of picture books either. This was not mandatory and

only a few students selected books. They had the option to read the book aloud or for me to read their selection. The second semester plan included chapter books/novels that were chosen for read-alouds.

Along with the read-aloud plan is a read-aloud exit slip that was used for students to summarize and rate the chosen titles. A survey was also created for the students to evaluate the read-aloud plan.

MAP testing was also used to see how the read-alouds affected the scores in the language arts area-mainly comprehension and vocabulary.

### **Results**

#### MAP Testing Results

Overall, the reading scores from MAP testing show growth from the students this year.

There are some students who have not improved or improved only by a little. While this may be due to the COVID-19 pandemic and other factors, the growth would not most certainly be attributed to the read-aloud plan alone. Reading instruction and independent reading could be a factor as well. The scores are obtained from students and their parents who gave me permission to use their scores. Not all students' scores are shared in the tables.

Table 1 is a table from students in this classroom who were in the same classroom last year without a read-aloud plan. Table 2 is a list of current 7-8 graders and their MAP reading scores this year. Again, while most students have shown improvement throughout the year, it cannot be attributed to the read-alouds solely. The scores from last year show growth as well.

Both years show similar patterns. Both tables, for the majority of students, show growth from the first test to the second test. There seems to be a decline towards the last test for some students however. This was true for the testing for both years, with and without the read-aloud plan.

Table 1= 2020-2021 7th grade MAP scores

Student	Score of 250 (Fall)	Score of 250 (Mid)	Score of 250 (Spring)
Student A	226	226	230
Students B	227	229	218

Table 2= 2021-2022 7th/8th grade MAP scores

Student	Score of 250 (Fall)	Score of 250 (Mid)	Score of 250 (spring)
Student A	228	235	232
Student B	221	213	215
Student C	242	239	244
Student D	-	230	-
Student E	204	208	207
Student F	208	217	220
Student G	206	213	209
Student H	213	218	213
Student I	208	206	206
Student J	221	220	221
Student K	229	222	220
Student L	234	221	232
Student M	226	241	225

While the scores may not indicate the benefits of the read-aloud program, the students' comments and excitement for the read-aloud program shows its worth. The students' exit slips and read-aloud surveys showed that they were comprehending the read-aloud materials and enjoying them. Most students preferred picture books over novels.

### Read Aloud Survey Results

Towards the end of the year students filled out the read-aloud survey (Appendix B). This survey was used to gauge interest and obtain some feedback on the read-aloud plan. There were

five questions and one spot for comments. The first question asked if the students enjoyed the read-aloud time. Nineteen students of the total nineteen said that they enjoyed the read-aloud time this year. The second question asked what was their favorite book. Most students preferred picture books in general, but a few gave comments on their favorite books. The read-aloud plan has a column where it shows what books were favorites. The next question asked what was their least favorite book. Overall, the novel section was the least enjoyable portion. The next question asked if the students thought that that plan was beneficial to them. Every student thought that the read-aloud process was beneficial and enjoyed it. The last question asked what would you

change about the plan. Many students said to not make any changes, some asked for students to help pick the books, and a few asked for read-aloud time to be shorter. That last part gave the students a place for any comments they wanted to share. Many students left this portion blank. A few students said that they liked the plan. Other students said that they enjoyed someone reading the book aloud to them instead of them having to read.

I really enjoyed looking at their feedback. Most of the students gave positive feedback about the plan and enjoyed the read-alouds.

### Exit Slip Summary Results

The exit slip summary results were completed at the end of the reading of the chosen titles. The students overall enjoyed the books and had a simple and complete summary of each book. These exit slips were important for this project for two specific reasons. The first reason

was to check their understanding of the chosen title in their own words. The other reason was to view how the students rated each title. The interest or lack of interest in the books would help in choosing titles for the future.

Below is a sample of an exit slip from a student.

Read Aloud Exit Slip

Name:-

Date: 04/08/2022

Title: *The Hobbit*

Author: J.R.R. Tolkien

Summary: Thorin and company retake their old home, The Lonely Mountain. Bilbo is a master burglar.



**Overall Results**

This read-aloud plan and the findings show that read-alouds are beneficial and worthwhile in the upper grade classrooms along with the lower grade classrooms. The results of the MAP testing did not consistently show growth for each student. Most of the students have shown growth in these areas- the read-aloud plan may have contributed to some improvement, but it cannot demonstrate that read-alouds were the sole factor for improvement. Students have shown an excitement towards the read-alouds and enjoyed someone reading to them. Students said they enjoyed it and many said not to change a thing.

**Chapter IV: Reflective Essay****Introduction**

Read-alouds are beneficial for all ages. Read-alouds are prevalent in many classrooms; mainly early childhood and elementary ages. While read-alouds are not always done in middle school and upper grades-they are still important and have many benefits. This curriculum plan was designed to look at the research of read-aloud, the benefits, and to create a plan for a read-aloud curriculum for our 7-8th grade classroom.

**Conclusions**

This read-aloud plan and the findings show that read-alouds are beneficial and worthwhile in the upper grade classrooms along with the lower grade classrooms. The results of



the MAP testing did not consistently show growth for each student. Most of the students have shown growth in these areas- the read-aloud plan may have contributed to some improvement, but it cannot demonstrate that read-alouds were the sole factor for improvement.

While the MAP scores may not be a reliable evidence for the effectiveness of read-alouds, students' view and enjoyment of the read-alouds was very high. It was also enjoyable for me to do this read-aloud plan for them and I will continue to do so. It was fun to use a variety of books, some picture books that they wouldn't pick along with novels. Sharing my enjoyment of reading and the chosen read-alouds seemed to excite the students as well.

### **Recommendations**

Upon reflection, I have a number of recommendations for read-alouds in the upper grades. While I believe further research needs to be done on this topic, I still encourage any upper grade teacher to include read-alouds in their classroom. I believe larger sample sizes of middle school classrooms would benefit research. I also would like to see more studies on read-alouds and their effects in middle school classrooms. Middle school appropriate book studies would be beneficial as well.

Another recommendation I have is to keep track of how long it took to complete the novels or how many chapters were read a day. This was something that I did not do. I think this would be helpful and would be good for planning as well.

I also see a benefit for a two-year reading plan. This would cover a larger variety of texts, but also be used for multi-age classrooms and not have the same titles every year. I also

recommend charting the favorite read-alouds and having a place to go back and view all of the selections read for the year. This can be simply done by starring the title in the read-aloud plan or keeping the exit slips for highly rated books. Another recommendation is for teachers to be readers themselves and find new books and authors to share with their students. Conferences, webinars, and talking with other educators is a great way to learn about new books to include. Finally, I recommend continued research in new and worthwhile read-alouds to share with the students.

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### Appendix A: Curriculum

7-8th Grade Read-Aloud Plan

Semester 1 (Quarter 1 and Quarter 2)

Book #	Title of Book	Other Info/Ideas (if applicable)	Favorite Books by individual students from the 2021-2022 school year	Star Rating-if applicable (from Exit Slip Summary) Averaged out of 5 stars
1	<i>There Was an Old Lady Who Swallowed Some Books by Lucille Collandro</i>	Give students time to share how their summers went and welcome them back to school.		4.1

2	<i>The Crayon Box that Talked</i> by Shane DeRolf	Talk about how God made us all unique with different talents.	2	4.7
3	<i>Knuffle Bunny</i> by Mo Willems		1	4.1
4	<i>Knuffle Bunny Too</i> by Mo Willems			4
5	<i>Dragons Love Tacos</i> by Adam Rubin and Daniel Salmieri		2	3.3
7	<i>Dragons Love Tacos 2</i> by Adam Rubin and Daniel Salmieri			3.4
8	<i>After the Fall</i> by Dan Santat	Reminds students not to give up.		
9	<i>Thelma the Unicorn</i> by Aaron Blabey			
10	<i>The Legend of Rock,</i>	Allow a few minutes after		4.8

	<i>Paper, Scissors by Drew Daywalt</i>	the read aloud to play rock, paper, scissors.		
11	<i>I Want My Hat Back by Jon Klassen</i>			
12	<i>The Giving Tree by Shelf Silverstein</i>			
13	<i>Potato Pants by Laurie Keller</i>			
14	<i>The Book with No Pictures by B.J. Novak</i>	Talk about the variety of books-graphic novels, picture books, wordless books, etc...		
15	<i>How Martha Saved Her Parents from Green Beans by David LaRochelle</i>	Health and Wellness Policy Integration on nutrition.		
16	<i>Duck! Rabbit! By Amy Krouse Rosenthal and Tom Lichtenheld</i>	Talk about how we can view things differently.		4.2
17	<i>He World Needs Who</i>			



	<i>You Were Made to Be by Joanna Gaines</i>			
18	<i>Locomotive by Brian Floca</i>			
19	<i>Pink and Say by Patricia Polacco</i>			
20	<i>The Pigeon Needs a Bath By Mo Willems</i>		2	4.8
21	<i>The Diary of a Spider by Doreen Cronin</i>	Ties in with our writing lesson on diary entries.		
22	<i>They all saw a cat by Brendan Wenzel</i>			
23	<i>Each Kindness by Jacequile Woodson</i>			
24	<i>Journey by Aaron Becker</i>			
25	<i>The Invisible Boy by</i>			

	<i>Trudy Ludwig</i>			
26	<i>Henry's Freedom Box by Ellen Levine</i>			
27	<i>Be Quiet by Ryan T. Higgins</i>			
28	<i>Last Stop on Market Street by Matt de la Pena</i>	imagery		
29	<i>Blackout by John Rocco</i>			
30	<i>The Vanishing Lake by Paddy Donnelly</i>			
31	<i>The Crayon Man by Natasha Biebow</i>			
32	<i>Dancing Hands by Margarita Engle</i>			
33	<i>Jack and the Beanstalk and the French Fries</i>			

	<i>by Mark Teague</i>			
34	<i>January's Sparrow by Patricia Polacco</i>			
35	<i>The Three Little Superpigs by Claire Evans</i>			
36	<i>The Word Collector by Peter Reynolds</i>			
37	<i>The Storyteller by Evan Turk</i>			
38	<i>Nacho's Nachos by Sandra Nickel</i>			
39	<i>How to Read a Book by Kwame Alexander</i>			
40	<i>A Bad Case if the Stripes by David Shannon</i>			
41	<i>The Farmer my Mark Ludy</i>			

42	<i>Fly Away Home by Eve Bunting</i>			
43	<i>Exclamation Mark by Amy Krause Rosenthal and Tom Lichtenheld</i>			
44	<i>Hey, Little Ant by Philip and Hannah Hoose</i>			
45	<i>Pop's Bridge by Eve Bunting</i>			
46	<i>We Found a Hat by John Klasson</i>			
47	<i>The Couch Potato by Jory John</i>			
48	<i>Boot and Shoe by marla Frazee</i>			
49	<i>I can Only Draw Worms by Will Mabbitt</i>			
50	<i>The Legend of the Candy</i>			

	<i>Cane by Lori Walburg</i>			
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Book #	Title of Picture Book	Student
51	Student Choice	
52	Student Choice	
53	Student Choice	
54	Student Choice	
55	Student Choice	
56	Student Choice	
57	Student Choice	
58	Student Choice	
59	Student Choice	
60	Student Choice	
61	Student Choice	
62	Student Choice	
63	Student Choice	
64	Student Choice	
65	Student Choice	
66	Student Choice	
67	Student Choice	
68	Student Choice	
69	Student Choice	

70	Student Choice	
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## Semester 2 (Quarter 3 and Quarter 4)

Book #	Title of Novel	Favorite Books by individual students from the 2021-2022 school year	Star Rating-if applicable (from Exit Slip Summary) Averaged out of 5 stars
1	The Lion, the Witch, and the Wardrobe by C.S. Lewis		
2	The Hobbit by J. R. R. Tolkien	3	4.2
3	The Diary of a Young Girl by Anne Frank		
4	Wonder by R. J. Palacio		

Most of these books were read. Due to days off, scheduling conflicts, and other changes, not every single title in the plan was read. I have decided to keep them in the plan so others can look into those titles as I have found good information on these chosen titles.

**Appendix B: Assessment Instruments**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read Aloud Exit Slip

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Appendix B

Read Aloud Survey

1. Are you/did you enjoy our read aloud time this year?
2. What was your favorite book so far/this year?
3. What was your least favorite book so far/this year?
4. Do you think the read aloud plan is/was beneficial to you?
5. What would you change about the read aloud plan?
6. Comments:



