

# **The Read-Aloud in the Secondary English Language Arts Classroom and its Effect on Students' Reading Attitudes: A Synthesis of Existing Research**

This synthesis reviews eight primary studies and seven secondary studies that explore the relationship between teacher read-alouds in the secondary ELA classroom and students' reading attitudes. In most studies, findings suggest that read-alouds can positively influence secondary students' attitudes toward reading. However, the findings also indicate that several key factors contribute to the most effective read-alouds. The paper concludes with a discussion of the studies' limitations and suggestions are offered for future research.

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## **ABSTRACT**

This synthesis reviews eight primary studies and seven secondary studies that explore the relationship between teacher read-alouds in the secondary ELA classroom and students' reading attitudes. In most studies, findings suggest that read-alouds can positively influence secondary students' attitudes toward reading. However, the findings also indicate that several key factors contribute to the most effective read-alouds. The paper concludes with a discussion of the studies' limitations and suggestions are offered for future research.

## **Introduction**

“When students listen to a teacher read, they are receiving a message that reading is important” (Ecroyd, 1991, p. 77).

Flashing back to my childhood, I can easily retrieve an image of my former kindergartener self, sitting cross-legged on a worn carpet in a sea of other small bodies as I cling to each word Ms. Burns reads, waiting anxiously to see what magic lurks on the next page. If you are anything like me or any other American kindergarten alumni, you have fond memories of a teacher reading aloud to you, dragging you head-first into an unforgettable story. The benefits associated with reading aloud to younger children have been widely touted for several decades, supported by research linking reading aloud to language development, literacy, and overall achievement in reading (Bus, van Ijzendoorn, & Pellegrini, 1995; Chomsky, 1972; Cochran-Smith, 1984). The Commission on Reading even declared that “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” (Anderson, Hiebert, Scott, & Wilkinson, 1985, p. 23).

Though more than ample research exists supporting the value of reading aloud to youngsters, significantly less empirical evidence suggests a similar value to readers beyond elementary grades. However, plenty of anecdotal articles, guides, and handbooks advocate the use of read-alouds in secondary classrooms. A *read-aloud*, in the context of this discussion, refers to a teacher reading orally to her or his students. Supporters of read-alouds identify a number of valuable uses for this pedagogical practice in secondary classrooms from introducing new units of study to teaching skills such as context clues or work attack (Lesesne, 2006). The staying power of Jim Trelease’s *The Read-Aloud Handbook* (2001), a massively popular how-to guide for reading aloud now its fifth edition, is a testament to the popularity of read-alouds from early childhood through adolescence. Though these sources suggest that reading aloud is practical, educational, and enjoyable (Egawa & Katahira, 2000), only a limited number of studies methodologically examine the impact read-alouds have on secondary students.

One of the most demanding challenges secondary teachers face is piquing reading interest in adolescents, many of whom are bombarded regularly with new media they deem more exciting and “less boring” than opening a book. Research indicates that as students move through grade levels, their attitudes toward reading decline (McKenna, Kear, & Ellsworth, 1995). In simplest terms, *attitude* refers to one’s “preference for a topic, subject, or activity” (Albright, 2000, p. 17). Since further research suggests a correlation between reading attitudes and the amount of reading children do (Ley, Schaer & Dismukes, 1994), secondary teachers should be particularly interested in ways to boost students’ attitudes toward reading. Mc Kenna et al. (1995) indicate that “certain instructional approaches may produce more successful experiences, contributing directly and cumulatively to attitude” (p. 939), suggesting potential promise for reading aloud in improving the reading attitudes of adolescent students. This article will review current research that explores the link between read-alouds in the secondary ELA classroom and students’ attitude toward reading.

## Organization of the Paper

The goal of this paper is to discuss and evaluate topics related to recent research on read-alouds in secondary classrooms, particularly how this research relates to students’ reading attitudes. In the first section, I will focus briefly on the methods utilized to select and obtain studies for review. In the second section, I will identify and discuss five areas of convergence found in the selected research literature on read-alouds. Finally, I will examine several implications of this research, offering questions for further research.

## Method

To determine whether read-alouds are effective in promoting positive reading attitudes, I examined eight primary research studies, four of which investigate the relationship between read-alouds and reading attitudes. Because so few studies examine this relationship directly, I extended my research investigation to include studies that focus on exploring the frequency and common elements of secondary teachers’ read-alouds, looking to determine if this research would corroborate with the findings from the aforementioned four studies. I selected four studies that pertain to this category. Throughout my search for relevant articles, I tried to locate studies that included participants from a wide range of secondary grade levels—grades five through twelve—as well as diverse academic abilities. The databases most frequently used in my search were ERIC, Education Research Complete, and Wilson OmniFile. In addition, I located references listed in pertinent articles I obtained. The following key terms were most useful while conducting research for this review: read-alouds, reading aloud to others, oral reading, reading attitudes, reading motivation, teacher modeling, secondary school, middle school, and high school.

The eight primary research studies included in this review are summarized chronologically in Table I, which is located in Appendix A. In addition, seven secondary studies are explored in this review, which are summarized in Table II,

## Areas of Convergence

After examining the research, five key features emerged that influence the effectiveness of read-alouds in improving students' reading attitudes: (a) the teacher as a model for reading behavior, (b) the frequency of read-alouds, (c) integrated and follow-up activities, (d) inclusion of multiple genres, and (e) gender.

### The Teacher as a Model for Reading Behavior

One of the most influential factors related to the potential impact of read-alouds on reading attitudes is the teacher's role as a model for effective and engaging reading behavior. Several characteristics that construct an effective model reader emerged in the research that influenced students' reading attitudes in a positive way. One of the most frequently cited elements of such modeling is the use of dramatic reading, animation, and vivid expression. Ivey and Broaddus (2001) found that sixth-grade students who indicated they enjoyed read-alouds liked them most when teachers read dramatically and with intense expression in their voices. In a study attempting to determine key characteristics of effective teacher read-alouds, Fisher, Flood, Lapp, and Frey (2004) found that teachers deemed "experts" (p. 9) at reading aloud by administrators and colleagues typically read with varying inflection and clear emotion in their voices, in addition to demonstrating equally expressive movement such as hand gestures and facial expressions. Beers (1996) also found in her study of reluctant readers that teachers who modeled expressive oral reading techniques had a positive impact on reading attitudes, helping reluctant readers better understand and enjoy the texts that were read to them.

Closely related to vocal expression, pronunciation is another key characteristic of effective teacher modeling in read-aloud practices that emerged from several studies' findings (Fisher et al., 2004; Barrentine 1996). Fisher et al. (2004) cited fluent pronunciation as an essential component of "expert" read-alouds that elicit positive responses from students. Students also responded positively to teachers who modeled clear pronunciation, particularly how they correct and monitor their oral reading (Barrentine, 1996).

Establishing a clear purpose for the read-aloud is another characteristic of effective teacher modeling that had a positive effect on students' attitudes. Students value and enjoy read-alouds from teachers who call attention to specific elements of texts during reading such as predicting, giving them something concrete and focused for which to listen (Fisher et al., 2004; Dreher, 2003). This aspect of modeling can help students become more focused independent readers, promoting greater understanding and enjoyment of reading. Some studies also suggest that fluent read-aloud modeling involves teachers demonstrating the way they think about texts as they read. When reading aloud to his eleventh-grade students, Dreher (2003) found that "thinking aloud" (p. 52) by pausing to reflect upon passages, posing questions, and examining the context of an unfamiliar word in a passage to generate an understanding its meaning improved students' reading attitudes and fostered confident, comfortable independent reading.

While these studies suggest that teacher modeling through effective use of expression and fluent pronunciation are key elements of read-alouds that positively impact reading attitudes, one study in particular confirmed that teachers validate the importance of such modeling. Surveying the frequency, motivation, and nature of read-aloud practices among middle-school teachers, Albright and Ariail (2005) found that the most common reason teachers provided for choosing to read aloud to their students was to model effective reading behavior, particularly pronunciation, style, and intonation. Although this study indicates that teachers consider modeling a motivating factor to read aloud, Fisher et al. (2004) noted that few "non-expert" teachers demonstrated effective modeling while reading aloud. These teachers frequently mispronounced words, read with little inflection in their voices, and provided little or no clear purpose or context for the read-aloud to the students. Considering the importance of effective teacher modeling in read-alouds suggested by these studies, teachers may need to consider ways of improving their oral reading delivery to improve students' response to and engagement with the read-alouds.

### Frequency of Read-Alouds

A second area of convergence in the research on read-alouds is the frequency with which teachers incorporate the practice in their classrooms. Until recently, little was known about the pervasiveness of read-alouds in classrooms beyond the elementary level. Recognizing the sparse existing research on the frequency and nature of read alouds on the secondary level, several researchers (Albright & Ariail, 2005; Ariail & Albright, 2006; Lacedonia, 1999) conducted

exploratory studies to determine the prevalence of read-alouds among secondary teachers. Overall, the results of these studies are promising in terms of the number of teachers who reported reading aloud. In a study that surveyed 476 middle-school teachers, Ariail and Albright (2006) found that 72% of respondents read aloud to their students. While these findings suggest a substantial number of teachers do value and practice read-alouds, they do not reveal explicitly the frequency with which these teachers read aloud. Albright and Ariail (2005) surveyed 141 middle school teachers and found that 86% read aloud, most of whom reported reading daily or three to four times weekly, further suggesting that teachers are, indeed, reading to students beyond the elementary level—and some do so frequently. In yet another survey, Nancy Lacedonia (1999) found that 93% of secondary teachers read to their students at least once or twice weekly, though these results are less conclusive due to the small number of teachers surveyed—sixteen. According to these studies' results, secondary teachers appear to value read-alouds as a classroom practice. However, one must consider that these three studies included a relatively narrow participant pool, each limited to a single U.S. state, perhaps indicating a need for additional broader studies in the future.

Read-alouds that occur frequently and consistently appear to have a positive impact on reading attitudes. In Oberlin and Shugarman's (1989) study, an eighteen-week reading workshop was instituted in a middle school LD (learning disability) classroom; one of the workshop's primary components was regular read-alouds. An overwhelming majority of students responded more positively on posttest reading attitude surveys than on those administered prior to the workshop's commencement, suggesting that the reading workshop and its corresponding read-aloud element were instrumental in improving the attitudes of readers.

Conversely, some studies indicate that although students consider read-alouds in secondary classrooms to be integral to their value of reading, reducing the frequency of or ceasing the practice altogether can negatively impact their reading attitudes. After questioning college freshmen enrolled in a developmental reading course about their histories as readers, Duchain and Mealey (1993) found that one-third of students remembered secondary teachers who read aloud to them—and every one of them said that this experience had a profoundly positive impact on their reading attitudes. These same students reported that the read-alouds occurred infrequently and eventually waned entirely, expressing disappointment and even sadness that their teachers gave up on a practice they enjoyed fondly. Ultimately, these students said that the eventual dissipation of read-alouds from their secondary classrooms contributed to their growing apathy toward and resistance of reading.

### Integrated and Follow-Up Activities

An additional factor related to the relationship between read-alouds and reading attitudes is the importance of providing opportunities for student response in the form of integrated and follow-up activities. None of the studies examined in this review indicated that read-alouds in secondary classrooms function effectively in an isolated, decontextualized environment. Rather, providing students with ample opportunity for active involvement in the form of class discussions and other meaningful activities before, during, and after the read-aloud that connect to other aspects to the curriculum can pique and sustain their interest, impacting their attitudes in a positive manner. In a study involving over 1700 middle-school students, Herrold, Stanchfield, and Serabian (1989) found that a vast majority of students' attitudes improved after teachers read aloud regularly for a period of six months and students participated in follow-up discussion and activities. Similarly, students responded most positively to read-alouds when they were integrated into whole curricula with a range of student response opportunities such as reader-response journals poetry writing, art, music, and drama (Ecroyd, 1991; Barrentine, 1996). Whole class discussion was the primary response method utilized by participants in Ariail and Albright's (2006) study, suggesting that teachers who read-aloud consider it to be a worthwhile and important component of the whole read-aloud experience.

Fisher et al. (2004) concluded that the most effective read-alouds they observed were conducted by "expert" teachers, who included a wealth of opportunities for response and engagement with the read-aloud texts throughout the experience. Frequent discussion, as well as additional activities such as independent reading, writing prompts, and internet searches related to topics and themes of read-aloud texts were all key components that students found enjoyable and meaningful. They did find, however, that most "non-expert" participants rarely, if ever, incorporated any integrated or follow-up activities, noting that these read-alouds were isolated occurrences with no transition to subsequent classroom events, "like watching a TV when you don't control the remote. Things are happening, but they switch rapidly and don't seem to relate to one another" (Fisher et al., 2004, p. 14). Similarly, Hoffmann, Roser, and Battle (1993) found that fewer than one-quarter of their participants, preservice teachers observing teachers' read-aloud

practices within a fieldwork placement, observed read-alouds conducted in conjunction with a greater unit of study or related activities, most of which occurred in complete isolation. Since this study did not explore the impact of the absence of these elements on students' reading attitudes, the need persists for further investigation into this relationship.

### Inclusion of Multiple Genres

A fourth factor that has been shown to influence the impact read-alouds have on secondary students' reading attitudes is the use of multiple textual genres. Just as students have diverse interests in genres of books they read independently (Ivey & Broaddus, 2001), they have equally diverse demands when it comes to the texts they prefer to hear read aloud by teachers. Teachers who read aloud from multiple genres have a greater likelihood of affecting their students' reading attitudes positively. Several researchers discovered the positive correlation between reading attitudes and the presence of multiple genres in read-alouds in their studies, particularly for resistant and learning disabled readers. A number of Duchein and Mealey's (1993) reading-resistant college-aged participants explicitly recalled enjoying read-alouds from a range of genres both narrative and expository when in secondary classrooms, as did Beers' (1996) resistant readers, who showed a particularly high interest in magazines and nonfiction texts.

Similarly, learning disabled readers developed positive reading attitudes after hearing a teacher read aloud from multiple genres daily (Oberlin & Shugarman, 1989). Other studies point to picture books (Albright, 2002) and forms of nonfiction such as magazines, adventure books, and information books on topics like animals and sports (Ivey & Broaddus, 2001) as popular favorites of secondary students.

While the research suggests that the most effective read-alouds draw from a broad range of textual genres, some studies indicate that students explicitly find some texts boring or not engaging when they are read aloud, particularly textbooks. Pflaum and Bishop (2004) interviewed middle school students about their perceptions of school reading experiences and found that those who did not respond positively to read-alouds cited the use of texts they thought were "boring" (p. 206), namely textbooks, as the culprit for their lack of interest or engagement. Ivey & Broaddus (2001) also interviewed several students who provided similar responses about being uninspired or bored by read-alouds derived from textbooks, indicating a greater need for teachers to assess what texts students would benefit most from hearing read aloud.

Other studies that investigate the characteristics common to teachers' read-aloud practices suggest further that teachers are not reading aloud from a wide enough range of texts, particularly from genres students tend to prefer most. Of the 344 respondents that reported reading aloud to Ariail and Albright (2006), a staggering .9% indicated reading magazines, though a somewhat greater 16% read information or nonfiction books. Albright and Ariail (2005) also found that a relatively slim number of teachers—less than one-fourth of participants—read from picture books, magazines and newspapers. Considering the vast interest students have in these books, however, a more substantial number of teachers might benefit from incorporating more genres into their read-alouds.

### Gender

A fifth and final factor worth consideration in the relationship between read-alouds and secondary students' reading attitudes is gender. Though only one study addressed the issue of gender in the context of read-alouds in secondary classrooms, the extensive nature of this study and its drastic findings warrant closer examination of this potentially meaningful factor. In a study involving over 1700 middle-school students from five regions of the United States and Department of Defense schools in West Germany, Herrold et al. (1989) found that substantially more boys' reading attitudes were improved than girls' after read-alouds in five of the six regions. In addition, boys were found to enjoy corresponding follow-up reading material significantly more than girls. Given the relatively large and geographically-diverse participant pool of this study, further investigation into this gender disparity is necessary to determine if read-alouds affect boys' and girls' reading attitudes on a broader scale.

### Implications of Read-Aloud Research

Current research supports the conclusion that read-alouds can promote positive reading attitudes in secondary students. All four primary studies that directly examine this relationship suggest that read-alouds have a positive impact on

students' attitude toward reading, while the remaining four suggest that many teachers at the secondary level value reading aloud as a useful pedagogical tool and incorporate the practice in their classrooms. For optimal success, secondary teachers should consider several key factors when preparing read-alouds for their students, particularly modeling fluent reading behavior, engaging in read-alouds consistently, integrating discussion and meaningful activities, and reading from multiple genres. Though research supports the value of considering these factors, studies that assessed what secondary teachers currently do with their read-alouds indicate that many teachers are not addressing these factors sufficiently or at all, calling to question how effective most teachers' read-aloud practices in eliciting positive responses from most students. The results found by Fisher et al. (2004) indicate that 66% of teachers did not make clear connections from read-alouds to integrated or follow-up activities and 53% did not model fluent oral reading, demonstrating the inconsistency with which many teachers address key factors to successful read-alouds. While Ariail and Albright's (2006) study shows that most participants who reported reading aloud provide their students with opportunity for reflection and response to the reading, 60% identified whole-class discussion as their primary method. Considering the wealth of response activities discussed by Fisher et al. (2004), Ecroyd (1991), and Barrentine (1996) in their respective studies, secondary teachers should reflect upon the myriad ways they can diversify the read-aloud response opportunities.

The overall lack of attention to teachers' purposes for reading aloud in existing research indicates a need for additional studies that focus on this important element. While several studies minimally explored purpose through limited closed-ended survey questions, more descriptive studies are needed to obtain a clearer picture of the reasons teachers choose to read aloud and how these reasons inform their read-aloud practices. Do teachers read aloud to encourage students' appreciation and enjoyment of texts, or do they wish to model effective cognitive strategies that students adopt as readers? Future studies could examine how teachers' modeling of cognitive strategies during read-alouds impact students by having teachers implement guided read-alouds in which they pause at appropriate points to describe and illustrate specific cognitive strategies, model their thinking processes as readers, and give students the opportunity to practice the strategies (Olson and Land, 2007). Similar to the "thinking aloud" strategy Dreher (2003) implemented during read-alouds with his students, teachers could extend the "Think Aloud" by writing brief reflections of meaning-making processes during read-alouds (Olson and Land, 2007), perhaps on an overhead transparency for all students to observe. Crucial to any future study focusing on teachers' purposes is having students follow along in their own copies of the read-aloud texts, a factor which was overlooked entirely in existing research.

A sizeable gap seems to exist between the variety of genres students enjoy and the relatively narrow range of genres secondary teachers typically include in read-alouds. Though students' reading attitudes appear to improve most from read-alouds featuring a wide range of textual genres (Duchain & Mealey, 1993; Beers, 1996; Oberlin & Shugarman, 1989; Albright, 2002; Ivey & Broaddus, 2001), several studies indicate that teachers often offer a limited number of genres. Albright and Ariail (2005) found that less than 20% of teachers read-aloud from magazines, picture books, and newspapers, all types of nonfiction that students tend to crave; Ariail and Albright (2006) produced similar findings. According to both of these studies, the most common texts respondents used were novels and other fictional chapter books. While Lacedonia (1999) identifies a majority of secondary readers who use nonfiction texts, ten out of sixteen survey respondents is hardly a substantial participant pool. However, other research substantiates secondary students' growing appreciation for nonfiction. In her three-year young adult reading interest study, Constance Mellon found that over 50% of the 700 young adult participants reported a preference for nonfiction in their pleasure reading (as cited in Carter & Abrahamson, 1991, p. 639). The inclusion of nonfiction texts may also be beneficial to students in the state of New York who face ELA exams, standardized tests that require an ability to effectively navigate and respond to an array of print genres, particularly nonfiction. Furthermore, reading from a variety of textual genres gives teachers another opportunity to model effective reading behavior, "demonstrating their value for all levels of text" (Ivey, 2003, p. 813). Teachers need to continue to rethink and revise their read-aloud practices to include features that will better meet the needs and interests of students, particularly through addressing these factors, so that students will have better opportunity to improve their reading attitudes.

As mentioned previously, more research is necessary to explore and confirm the significance of the fifth identified factor in read-alouds and their impact on reading attitudes—gender. Though Herrold et al. (1989) offer a glimpse into the possible gender variable in read-aloud effectiveness, particularly through surveying a large, diverse pool of participants, this single study cannot establish conclusive evidence that boys benefit more from read-alouds than girls.

Despite the valuable findings presented by this body of research, a number of limitations also exist in these studies. Since six of eight primary studies relied either primarily or exclusively on surveys to obtain information, additional

qualitative studies are needed to gain a deeper and more accurate understanding of teachers' read-aloud practices and how effective these practices are in improving students' reading attitudes. While many researchers obtained relatively large numbers of responses through the survey format, the closed-ended nature of the questions prohibited more specific responses, limiting participants to the list of options generated by researchers. In addition, the frequent inclusion of "other" as a response option in Ariail and Albright's (2006) study created a grey area in which respondents could not adequately articulate the "other" aspects of their read-aloud practices that were not described by the pre-selected responses on the survey. Qualitative research including student and teacher interviews and detailed, extensive observations of read-aloud practices could shed light on areas existing research has overlooked.

Another limitation of these studies is the relatively narrow geographical regions represented among participants. Though Ivey & Broaddus (2001) and Herrold et al. (1989) make use of rather diverse populations in terms of location, other studies represented a less heterogeneous participant pool. Both Ariail and Albright (2006) and Albright and Ariail (2005) selected participants solely from Texas school districts, while Lacedonia's (1999) participants were all teachers in Massachusetts public schools. Considering the potential impact of regional variation on the results, further studies should attempt to gain access to a broader geographical demographic in order to reach more accurate and conclusive findings.

Additional research in this area could explore in depth any of the areas of convergence discussed in this review to determine the degree of impact each area has on a successful secondary-level read-aloud. Researchers could examine, for example, how the inclusion of multiple genres in read-alouds influences students' reading attitudes. By comparing the responses of students in a control group that hear only chapter books to those in an experimental group that hear an array of genres, researchers could draw conclusions about how important this one facet of read-aloud "best practices" affects how students perceive and value the practice. In addition to obtaining survey responses, researchers would benefit greatly from conducting individual interviews with students to generate richer, more descriptive responses that would help confirm or question whether or not genre is a crucial factor in an effective read-aloud.

Another question worth exploring is the effectiveness of read-alouds in improving students' reading attitudes in subject-area classrooms specifically, that is, classes other than ELA or reading. The majority of studies in this review focus primarily on read-alouds within the context of English education, but several allude to their potential value in classes such as social studies, science, and mathematics. Albright (2006), in particular, suggests that reading aloud from informational picture books can provide geography students with useful background information while engaging them deeply in reading and subject-area material. Despite the potential value of read-alouds in subjects other than English, the studies by Ariail and Albright (2006) and Albright and Ariail (2005) indicate that many teachers choose not to read aloud because they consider it inappropriate for the subjects they teach. Further research in this area may illuminate evidence that might convince these subject-area teachers to consider the value of read-alouds for their students.

Despite limitations of the existing research, the studies examined in this review suggest that reading aloud is a useful pedagogical tool that may positively impact secondary students' attitudes toward reading. With careful consideration of several key factors, particularly modeling fluent reading behavior, engaging in read-alouds consistently, integrating discussion and meaningful activities, and reading from multiple genres, secondary teachers can develop read-alouds that can leave lasting impressions on their students.

## Appendix A

**Table I. Description of Primary Studies & Results**

Author(s)	Participants	Purpose	Methods	Findings
Harrold, Stanchfield, & Serabian (1989)	1712 middle school students (grades 6-8) in six geographical regions	To determine the effect of teacher read-alouds on middle school students' attitudes toward reading	Students participated in a 6-month treatment involving teachers reading aloud from a preselected list of "adolescent-interest-level classics" 10 to 15 minutes, four to five days a week. Reading attitudes were measured through pretest and posttest attitude surveys.	Students' reading attitudes improved significantly after implementation of treatment. In addition, there were noteworthy differences between pretest and posttest results for boys and girls, ultimately showing that boys enjoyed listening to the teacher read aloud more than girls.
Oberlin & Shugarman (1989)	Fourteen learning disabled middle school students (grades 6-8)	To compare the reading attitudes and levels of book involvement before and after the implementation of an Atwellian reading workshop in an LD middle school classroom	Students participated in an 18-week reading workshop that included regular teacher read-alouds. Reading attitudes were measured through pretest and posttest attitude surveys.	Students' attitudes toward reading improved significantly after the implementation of the reading workshop. A significant increase in levels of book involvement (designated by number of books read independently) was also reported.
Duchain & Mealey (1993)	Ninety college freshman enrolled in a developmental reading course	To examine the nature and characteristics of developmental reading students' aliterate reading behavior, tracing this aliteracy back to childhood reading experiences	Students responded through journal writing to a set of eight questions that prompted them to trace their reading histories from early childhood through high school. Three of the eight questions pertained to their response to parent and teacher read-alouds directly.	More than two-thirds of participants had positive memories of being read to by teachers during grades K-3. Over one-third of participants reported being read to by middle or high school teachers. All said this experience made significant positive impressions upon them. These students reported getting discouraged and were even saddened when teachers stopped reading aloud
Lacedonia (1999)	Seventy-three teachers (K-12), sixteen of which were secondary teachers	To determine what teachers think are important factors in choosing read-aloud texts	No treatment was given. Teachers completed surveys that asked them to provide information regarding the frequency of their read-aloud practices and their reasons for choosing texts to read aloud.	A vast majority (92%) of respondents reported reading aloud at least once or twice a week. The most frequently cited factors for selecting read-aloud texts were to foster a love of literature and to relate to particular topics or themes.
Ivey & Broadus (2001)	1765 sixth-grade students	To determine what motivates students to read	Students completed surveys and 31 students were interviewed individually.	62% percent of students responded that the teacher reading-aloud was an activity they enjoy, citing the dramatic reading by the teacher, the use of high-interest texts, and the incorporation of the teacher's own responses as important.
Fisher, Flood, Lapp, & Frey (2004)	Twenty-five teachers deemed "expert" read-aloud practitioners and 120 additional teachers (grades 3-8)	To determine the processes that teachers use to implement read-alouds	Researchers observed Phase I ("expert" read-aloud practitioners) and Phase II (120 other teachers) participants as they conducted read-alouds. The components of the Phase II teachers' read-aloud practices were recorded and compared to the components of Phase I teachers' read-alouds. Individual interviews of 18 Phase II participants were also conducted.	Based on analysis of data from Phase I participants, researchers identified seven components of an effective read-aloud: including carefully-chosen texts based on students' interests and developmental needs, previewing texts, establishing a clear purpose for the read-aloud, modeling fluent oral reading, using animation and expression while reading, offering prompts to students based on texts, making connections to other literacy activities.  In addition, teachers from Phase II frequently did not address all of the seven



				components demonstrated by the Phase I “expert” teachers, namely providing models of fluent reading and making connections between the read-alouds and other literacy activities.
Albright & Ariail (2005)	141 middle school teachers	To determine the frequency with which middle school teachers conduct read-alouds, the reasons teachers either do or do not read aloud, and the types of texts teacher choose to read.	No treatment was given. Teachers completed surveys containing questions related to the frequency and nature of their read-aloud practices.	A majority of respondents (86%) reported reading aloud to their students. The most common reason teachers cited for reading aloud was modeling fluent reading. However, one of the least cited reasons for reading aloud was to improve students’ attitudes toward reading. The most common type of text respondents reported reading aloud was textbooks and chapter books, very rarely mentioning texts such as magazines, picture books or newspapers.
Ariail & Albright (2006)	476 middle school teachers	To determine the frequency and nature of teachers’ read-aloud practices.	No treatment was given. Teachers completed surveys containing questions related to the frequency and nature of their read-aloud practices.	72 % of respondents reported reading aloud to their students. The two most frequently cited reasons for conducting read-alouds was to promote a love of literature/reading and to enhance understanding/comprehension. Those who did not read aloud most often cited the practice’s inappropriateness for the subject they teach.

## Appendix B

**Table II. Description of Secondary Studies & Results**

Author(s)	Participants	Purpose	Methods	Findings
Ecroyd (1991)	High school students	To determine if teacher read-alouds improve students’ motivation to read	Teacher implemented regular read-alouds in class.	Most students reported enjoying read-alouds. They became more interested in reading, making more time to read independently.
Hoffman, Roser, & Battle (1993)	537 preservice teachers conducting fieldwork in elementary and intermediate classrooms (grades K-6)	To find out about the frequency and nature of read-alouds and to identify effective read-aloud practices	Preservice teachers were given a survey asking them about the read-aloud practices they typically observe in their field placements.	While 74% of participants reported observing read-alouds being conducted in their placements, most of the read-alouds occurred in isolation from an identifiable unit of study and lacked significant time for discussion or other response opportunities.
Beers (1996)	Seventh-grade students identified as “aliterate”	To determine what shapes the attitudes and behaviors of aliterate readers	Students were interviewed over a year. Question topics ranged from what students recalled from early memories of parents reading aloud to them to their current preferences for reading activities.	Most aliterate students wanted to be read to by their teachers, some even suggesting that they wanted to hear entire books. Findings also indicate that aliterate students benefit from exposure to multiple genres, including nonfiction, magazines, and illustrated texts.
Barrentine (1996)	Elementary students	To find out how interactive read-alouds impact students engagement with and interest in texts	Students were read to from storybooks and time was provided during the read-aloud for student discussion and feedback.	Interactive read-alouds were effective in helping students engage with texts and gain interest in reading.
Albright (2002)	Seventh-grade geography students	To find out if read-alouds from picture books would engage geography students in	Students were read to from picture books twice weekly.	Read-alouds of picture books helped engage students in learning to content material.

		subject-area material		
Dreher (2003)	Eleventh-grade students	To find out if a series of different in-class reading techniques (teacher read-alouds, student-run group read-alouds, and silent reading) would improve students' reading attitudes	Students who were studying the same text in a world literature class were given the option to participate in teacher read-alouds, student-run group read-alouds, and silent reading. They later completed feedback forms.	Students did not stick to one group in particular, suggesting that their reading needs and preferences can shift regularly. Many students demonstrated improved reading attitudes, gaining confidence and developing independence as readers.
Pflaum & Bishop (2004)	Twenty middle school students	To examine the ways middle school students perceive their reading experiences in school	Students were interviewed and drew pictures in response to prompts that were designed to generate reflection of their most positive and negative school reading experiences.	Students frequently cited teacher read-alouds as one of their favorite elements of classroom reading. Only one student expressed negative feelings toward read-alouds in a social studies class where the teacher read expository material.

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