Multicultural Read Aloud Project

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Global Statistics

7 continents

195 countries

7.753 billion (2020) people

3800 Cultures

10,000 religions

7,100 languages

6 basic races

30 subgroups

3.905 billion women (49.85%)

3.97 billion men (50.42%)

What is Culture?

Where you were born -- Race & Ethnicity

Religion & Customs

Language

Cuisine

Social Behavior - Attire, Communication, Relationships

Art, Literature & Dance

Music

Rituals & Ceremonies

Background Information

Experience
Grants -- 74 Titles

Handout

Theory/Rationale

Dr. Stephen Krashen's

Second Language Acquisition (SLA) Hypotheses

Natural Approach, Input and Affective Filter

"All human beings possess the ability to acquire a second language if they can receive 'comprehensible input' in low-anxiety situations" (p. 128). Culturally linguistically diverse (CLD) and English language learners (ELL) require a language-rich environment in which they are receiving "comprehensible input" in low anxiety situations to facilitate the natural acquisition process (Krashen, 1982).

Krashen, S. (1982). Principles and practices in second language acquisition. Pergamon Press.

Preservice Teacher Outcomes

1
Expose preservice teachers to multicultural children's literature

2
Teach preservice teachers how to select vocabulary and explicitly teach it

3
Teach preservice teachers how to generate multileveled questions

4
Incorporate student response structures to increase equity and accountability

CLD Student Outcomes

1

Exposure to multicultural children's literature

2

Engage in critical thinking in a low-anxiety environment

3

Practice formulating and expressing thoughts in English through Speaking & writing (Syntax)

4

Exposure to new English vocabulary

Research Question

To what extent will the Multicultural Read Aloud Project (MCRA) impact participants' read aloud planning practices for CLD/ELL students?
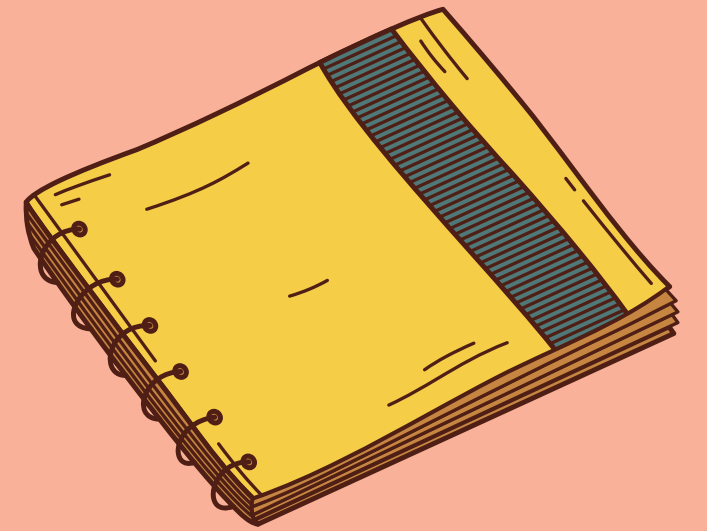
Methods

Mixed Methods Design

Participants	Setting
Undergraduate students enrolled in ELE 4890 – CLD/ELL Instructional Methods	EIU Classroom
Core 3 Semester before student teaching	Elementary Classroom K–6th (Practicum Placement)

Procedure

Instruction

Reviewed Rubric

Modeled read aloud using "Tia Fortuna's New Home"

Practiced creating questions (handout)

Selected a book

Followed rubric to create questions

Implemented in class and practicum

Rubric

Multicultural Read Aloud Rubric

Name:
Date:

Vocabulary Development (10 points)	

• **Before** – Preview text and select 2-5 Tier II words
  1. Asked for student predictions of word meanings
  2. Provide student-friendly definitions and visuals
  3. Ask students to use words in a sentence (use Language Structure Routine)
	5 4 3 2 1

• **During** – Referenced previously selected words in the context of the story	5 4 3 2 1
Comments:	

Language Development (15 points)	
• **Before Reading** Students were given at least **ONE** time to talk to a peer and written down before discussion.	5 4 3 2 1
• **During Reading** Students were given at least **ONE** time to talk to a peer and written down before discussion	5 4 3 2 1
• **After Reading** Students were given at least **ONE** time to talk to a peer and written down before discussion	5 4 3 2 1
Comments:	

Questioning (15 points)
- **Before Reading (Based on Title & Cover Art)**
  Choose **TWO** questions

6 5 4 3 2 1

Remembering	Understanding	Applying	Analysis	Creating	Evaluation
List, name, recall, record, relate, repeat, state, tell, underline	Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use	Analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, Discriminate, distinguish, examine, experiment, question	Arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose	Appraise, argue, assess, attach, choose, compare, defend, estimate, evaluate, judge, predict, rate, select, support, value

BOREKAS

Pastry in Jewish and Israeli cuisine

Creating Questions

A Hairy Hunter
Wonderopolis
By Guy Belleranti

What hairy creature injects its prey with venom, then liquefies the prey's insides and eats the resulting "soup"? The world's largest spider, the tarantula, that's what. Tarantulas live in underground burrows, in trees and on the ground in warm areas around the world. There are hundreds of species of tarantulas, with sizes ranging from 3 inches to a giant 12 inches. Tarantulas are primitive spiders. They have been around for millions of years. They don't have the finer breathing tubes of other spiders, and their fangs point straight down instead of sideways. They have fewer spinnerets (the body part that makes silk) than other spiders. Instead of using silk for spider webs, tarantulas use their silk to make egg cases, for lining their next and lining their underground burrows.

Bloom's Taxonomy Questions for Reading

Remembering
When and where did the story take place?
Who are the main characters?
What does the main character look like?
How does the book begin?
Where in the book would you find...?

Understanding
What is the book about?
From whose point of view is the story told?
What is happening?
What might this mean?
Which part do you like best? Why?

Applying
Can you think of another story with a similar theme?
Can you think of another story character similar to a character in this book?
Have you had any similar experiences?
Which stories have openings like this?
Can you think of another author who writes in a similar style?

Analysis
How has the author used description to show how this character is feeling?
How does the layout help...?
Can you explain why...?
Why did the author choose these words?
What evidence can you use to support your view?

Evaluating
Which text/story is better? Why?
Which parts of the text could be improved?
Which text is more persuasive? Why?
Did it have an effective ending?
Who would you recommend this to?

Creating
Using the evidence in the text, what do you think about...?
If you were the main character, how would you have reacted to this?
What would this character think?
Are there any other reasons why this might have happened?
Have the views in this text affected your opinon? Why? How?

Read Aloud: *Fiesta! Cinco De Mayo* Questions

Before Reading
- Applying:
  - **Question:** Raise a quiet hand if you remember what a Fiesta is? Remember a Fiesta is considered a celebration or party.
  - **Task/ Expectation:** Please, draw on your dry erase board about a time when you attended a fiesta. Then share with a friend sitting next to you.
- Evaluation:
  - **Question:** Based on the pictures and the title, what do you think the story will be about? (Predictions).
  - **Task/ Expectation:** You may draw, write a word, or write a sentence on your dry erase board describing what you think the book will be about. Then share with your partner sitting next to you, please.

During Reading:

- Remembering:
  - **Question:** Can you recall where the story takes place, and the holiday that they are celebrating?
  - **Task/Expectation:** Please, draw, write a word, or a sentence about where the story is taking place, and the holiday they are celebrating and share with a partner.
- Understanding:
  - **Question:** What do you think is going on in these two pictures? I want you to observe the pictures and describe what is going on.
  - **Task/Expectation:** Please, draw, write a word, or a sentence to describe what is happening in these pictures. Then please share with the person sitting next to you.

After Reading:

- Creating:
  - **Question:** What are some of the holidays or traditions you celebrate?
  - **Task/Expectation:** I would like you to create a drawing on your white board about about a holiday or tradition that you celebrate. You may draw about the foods you eat, the activities you do, or you may even draw about what you learned about the Cinco De Mayo Holiday. After you are finished, you may share with a friend.
- Analysis:
  - **Question:** How do the holiday or traditions you celebrate compare to Cinco De Mayo?
  - **Task/Expectation:** Finally, how do the holiday or traditions you celebrate compare to Cinco De Mayo? You may draw a picture, write a word, or write a sentence. Please, share with a friend and then we will come together and share as a class.

Submitted Questions

Implementation

Selected a book

Selected vocabulary – created ppt

Generated questions – rubric

Implemented twice –

in class for a grade

Practicum

Reader's Name: _____

- Introduced vocabulary — YES NO
- Before reading - predictions based on title & cover art — YES NO
- Established a purpose and motivation to read — YES NO
- During reading - Connections to text & illustrations — YES NO
- Allowed participants time to discuss questions with peers — YES NO
- After reading - summarized main points — YES NO

Additional Comments:

Methods

Data Collection	Data Analysis	Ethics
Qualtrics Survey 10 questions Likert scale, ranking, Fall 2022 Spring 2023 Fall 2023 Spring 2024	Descriptive Statistics	IRB Filed – 9/5/22 Cleared – 9/7/22 Renewal Form E Filed – 7/31/23 Cleared – 8/2/23

Preliminary Findings

Background Information
Questions 1 and 2

93.48% have experience reading aloud
1–5 – 42.22% (19)
6–10 – 17.78% (8)
11–15 – 6.67% (3)
More than 20 – 33.33% (15)

n = 45
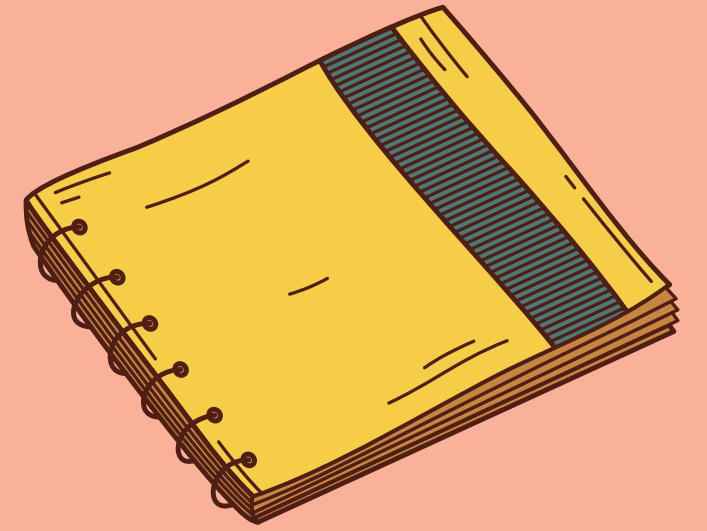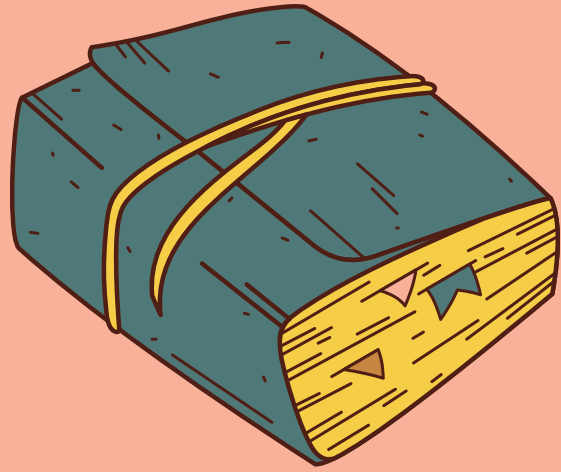
Usefulness of project

58.70% (27) – Strongly agree
30.43% (14) – Somewhat agree
Neither agree or disagree – 8.7% (4)
Strongly disagree – 2.17% (1)
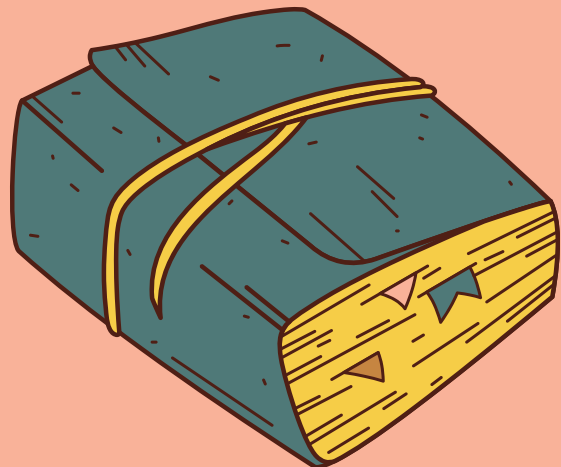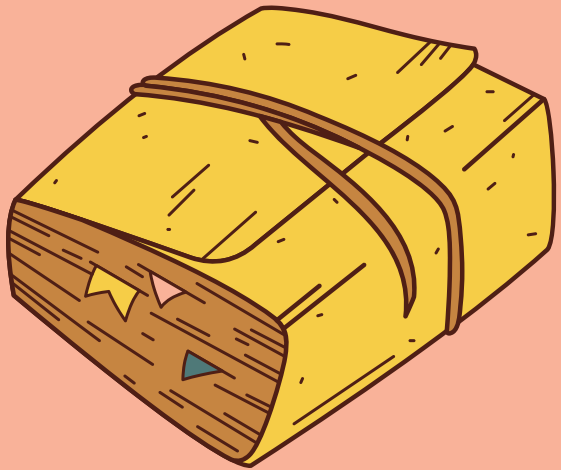
In what ways was it useful?

Practice Reading – 14.8% (29)
Generating Questions – 20.41% (40)
Vocabulary – 16.84% (33)
Language Development – 13.78% (27)
Exposure to MC lit – 15.82% (31)
Engagement – 17.86% (35)

n = 46

14.80%

20.41%

16.84%

13.78%

15.82%

17.86%
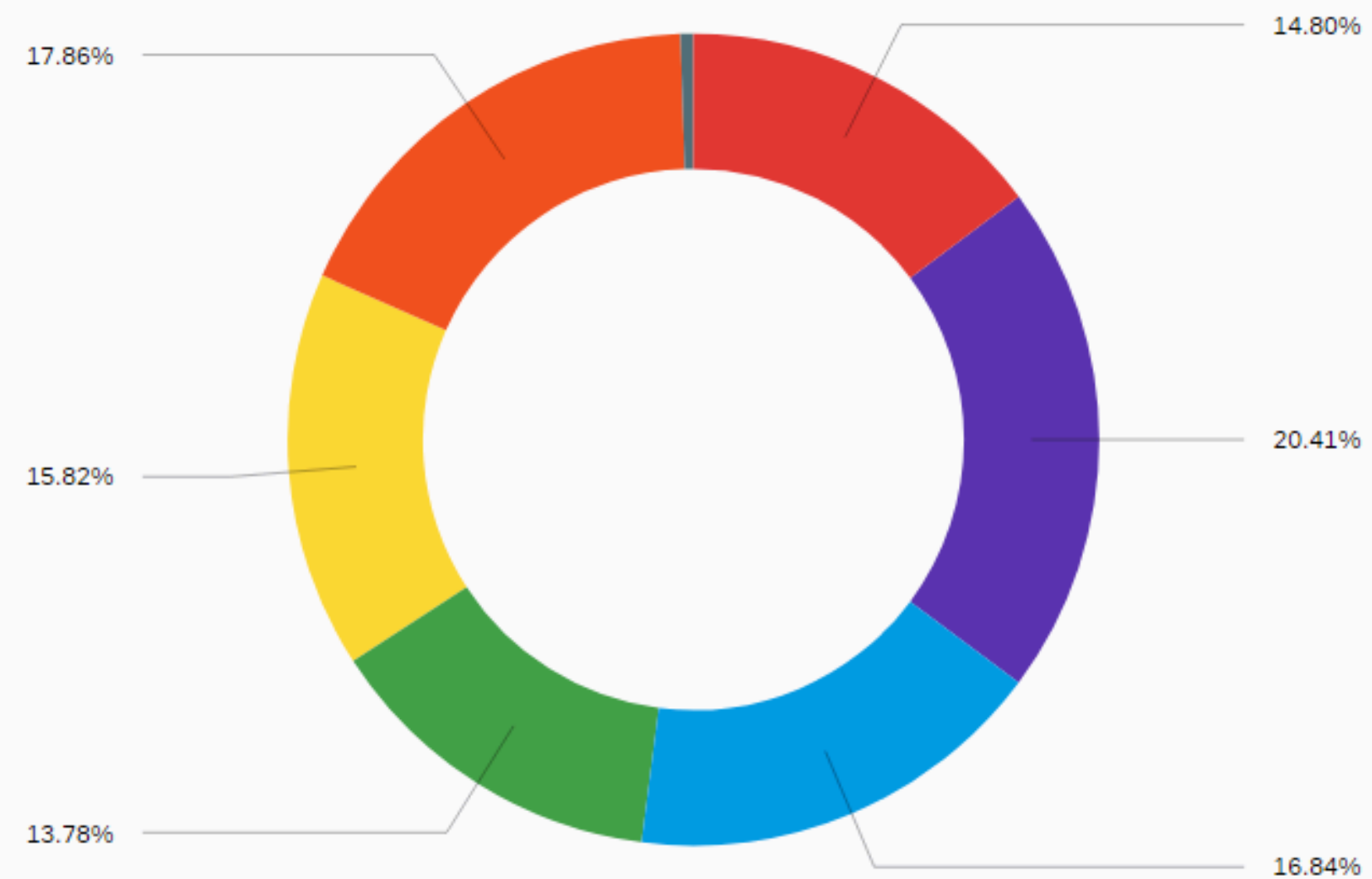
■ Practice reading aloud to individuals ■ Generating different types of questions before, during, and after reading ■ Teaching vocabulary in and out of context

■ Learning how and when to have students discuss posed questions with peers ■ Exposure to multicultural literature ■ Learned how to engage students in a read-aloud ■ Other

Increase in Knowledge

Building Background Knowledge – 69.8

Vocabulary Instruction – 74.76

Questioning Strategies – 82.24

Language Development – 81.57

Summarizing/Retelling – 78.87

Planning

Previewing, selecting vocabulary, generating questions, language structures

Strongly agree – 84.78% (39)
Somewhat agree – 13.04% (6)
Strongly disagree – 2.17% (1)
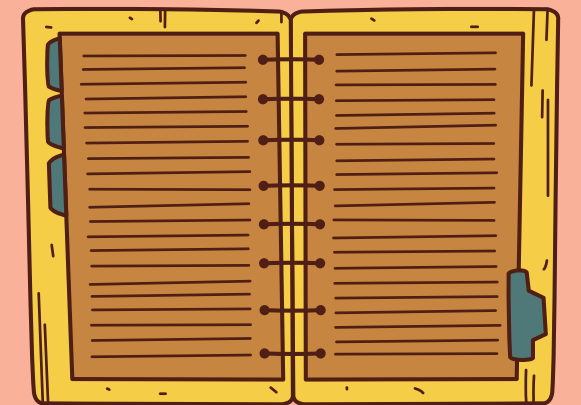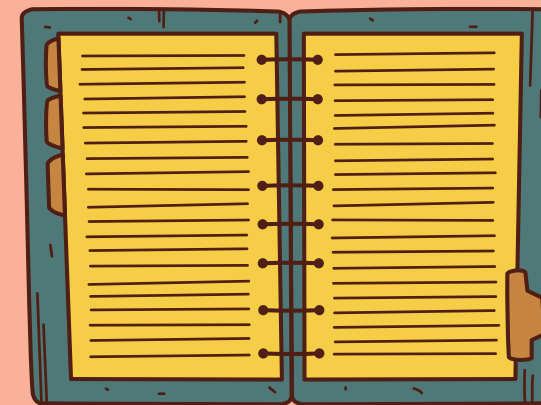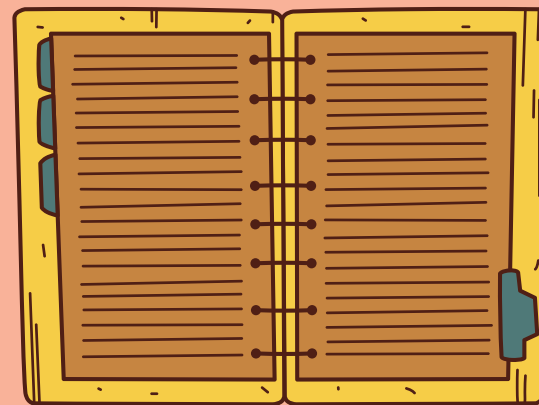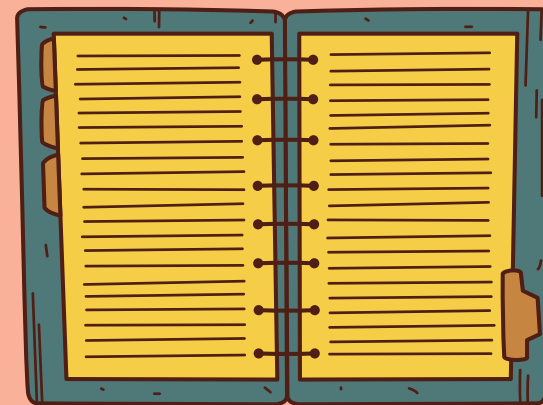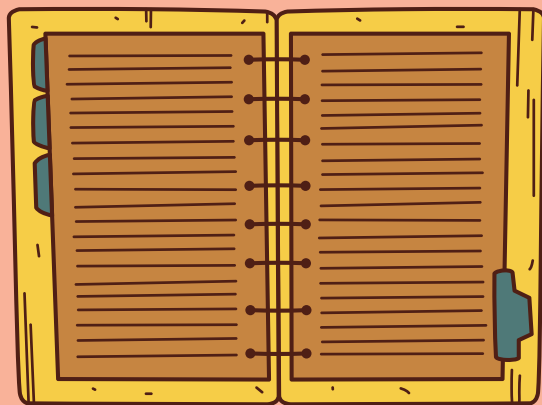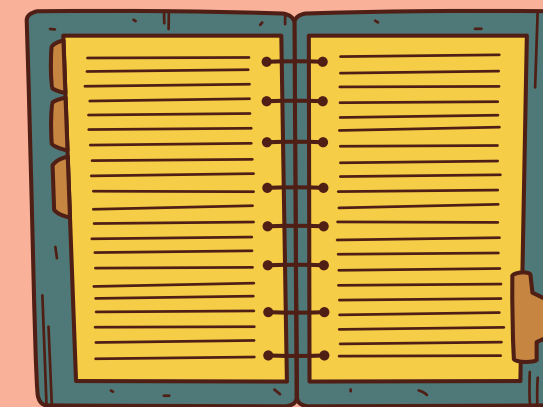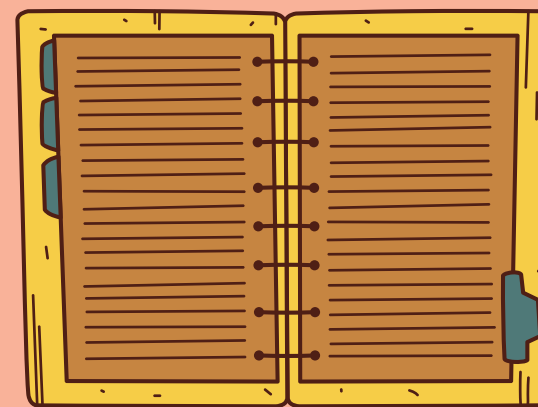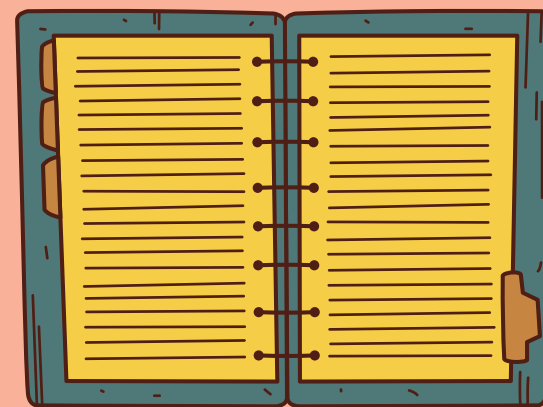
Planning

Did the project impact how you would plan?

Strongly agree – 47.83% (22)

Somewhat agree – 34.78% (16)

Neither agree nor disagree – 4.35% (2)

Somewhat disagree – 6.52% (3)

Strongly disagree – 6.52% (3)
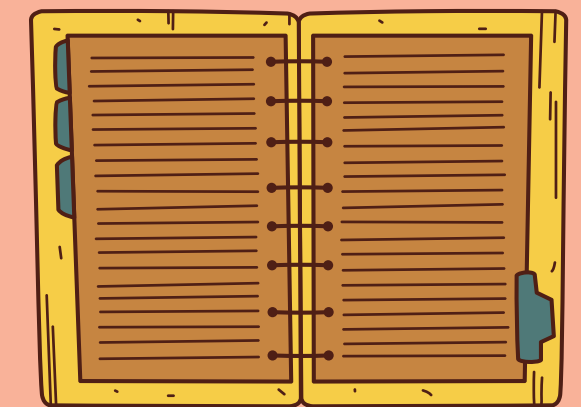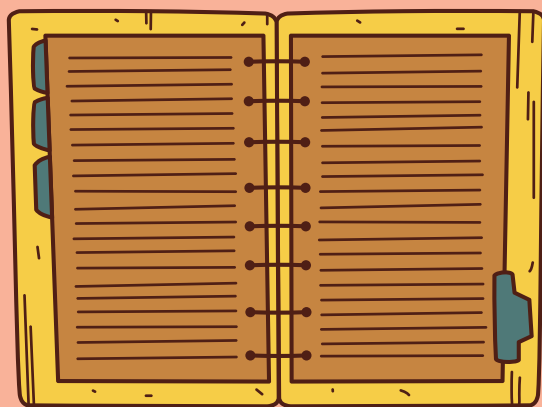
Planning

Ranked importance – 1 to 6

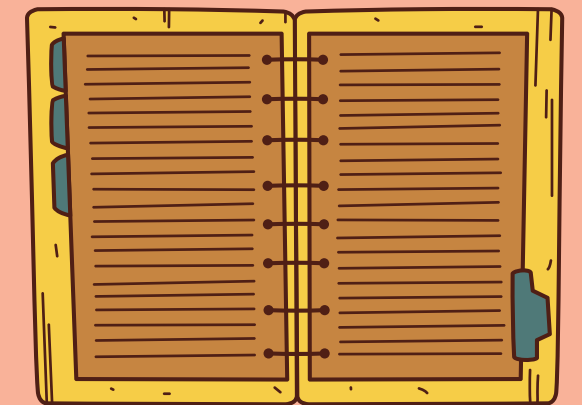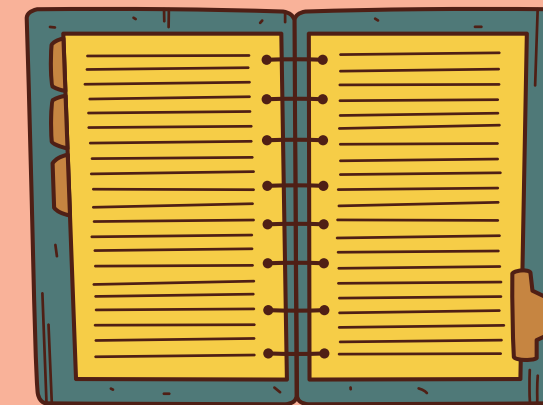Building Background Knowledge – 2.73
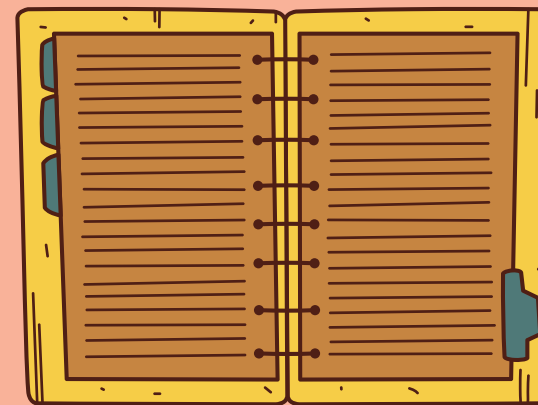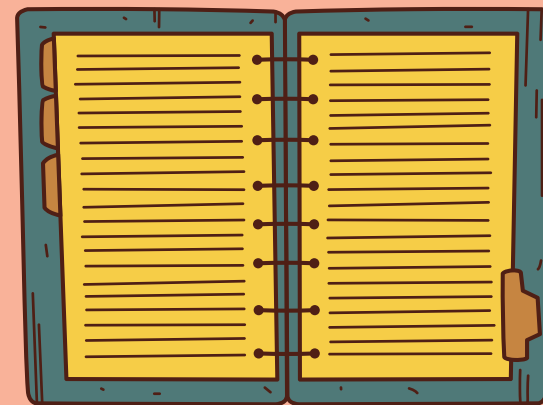
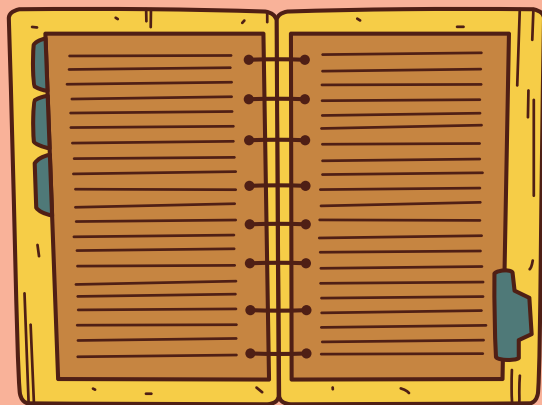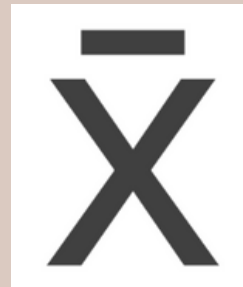Previewing the text – 3.2

Selecting vocabulary to teach – 2.91

Questioning strategies – 3.09

Language Development – 3.75

Summarizing & Retelling – 5.32

x̄

n = 44

Planning

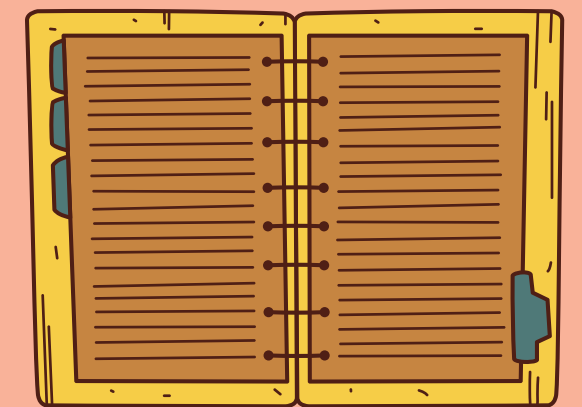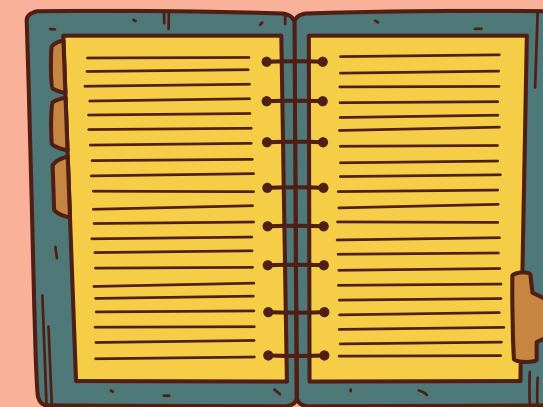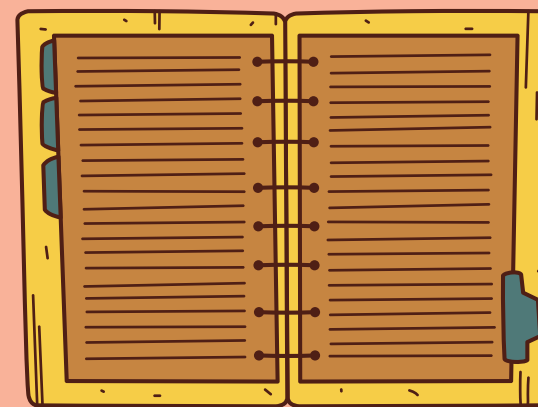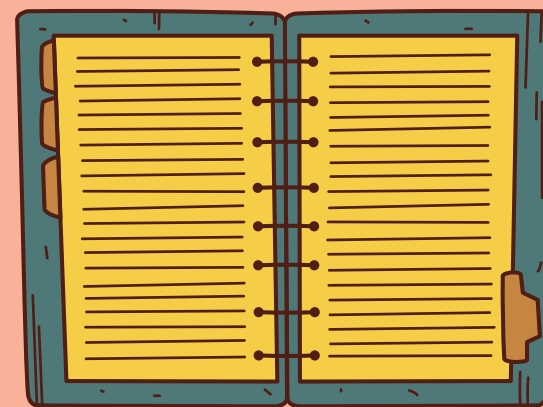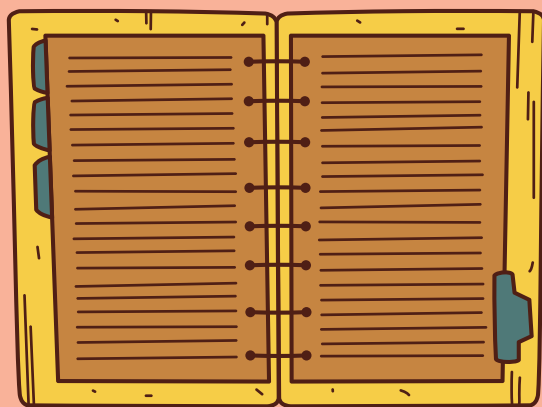Purposeful planning increases engagement & critical thinking

Strongly agree – 82.61% (38)
Somewhat agree – 10.87% (5)
Neither agree or disagree – 2.17% (1)
Strongly disagree – 4.35% (2)

n = 46

Additional Comments

"The read aloud assignment with all the strategies we used to plan was really helpful. Especially in comparison to other read alouds I have done before, I could tell the difference between the attention of listeners."

"I thought that this was a fun assignment to use in my classroom. The vocabulary that was in the book was a great teaching tool for my students as they had never heard those words before. It not only was good opportunity for me to learn vocabulary, but also for my students. I think questioning is one of the teacher's best tools, so this was very helpful."

"I was really glad I was able to expose my class to multicultural literature, and I think it was a great experience for me as a practicing teacher."

"I really enjoyed doing this assignment and felt that it prepared us for read-alouds in the classroom."

"I think that all components for the read a loud is important and all need significant amount of time. The students really enjoyed the book, I think it was something new they were able to experience so they were engaged."

"I am excited to use these helpful tips in my future classroom!"

"I really loved this assignment. I know I will use these strategies and tools in my future classroom. It's nice to learn something that I know I can utilize in the class instead of just hypothetical situations. I also loved getting to share about my culture and I know that sharing books that reflect my student's backgrounds can greatly impact their experiences in the classroom."

Conclusions

To what extent will the Multicultural Read Aloud Project (MCRA) impact participants' read aloud planning practices for CLD/ELL students?

Project was useful and impactful for planning:
Learn how to select & teach vocabulary
Create questions, language development,
and increase student engagement

Student Research Fair