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target standards. I choose carefully and then plan for long-term learning which will carry from read aloud across stories, nonfiction selections, shared readings and Readers Theater experiences to personal ownership. (Guide to Interactive Read Alouds, Hoyt)

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The importance of reading aloud to children on a daily basis can't be overestimated. The U.S. Department of Education Commission on Reading took into account over 10,000 studies and found that the most important activity for building the skills and background for eventual success in reading is reading aloud to children (see Anderson, Hiebert, Scott, & Wilkinson, 1985).

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I believe that read-alouds reach their highest level of potency when they are based on a careful balance between fiction and nonfiction—exposing learners to the language forms and structures of the many different text types they need to control as a reader. Well-structured read-alouds create environments which children are strong participants in their own learning. (Linda Hoyt)

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“This is not a book about teaching a child how to read; it's about teaching a child to want to read. There's an education adage that goes, "What we teach children to love and desire will always outweigh what we make them learn." The fact is that some children learn to read sooner than others, while some learn better than others. There is a difference. For the parent who thinks that sooner is better, who has an eighteen-month-old child barking at flash cards, my response is: sooner is not better. Are the dinner guests who arrive an hour early better guests than those who arrive on time? Of course not.” — **Jim Trelease, The Read-Aloud Handbook**

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