

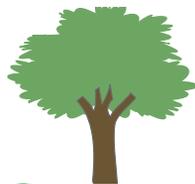


# Live Oak Media eReadalongs

an *e*xceptional new reading and listening *e*xperience

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Live Oak Media eReadalongs support and  
facilitate reading and language development



**LIVE OAK MEDIA**

Where Great Children's Books Play Nicely

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## What are Live Oak Media eReadalongs?

Live Oak Media, the industry leader in high-quality readalongs since 1983, enters the digital arena with their new line of eReadalongs. The time-honored, award-winning Live Oak Media readalongs are distinguished by their incomparable weaving together of narrative reading, art, and music to bring an enhanced listening and reading experience to children. Each readalong is more than a recitation of the book – it is a full performance, with text and art telling the story, music creating the emotionality, and sound effects reinforcing word recognition while amplifying the action. The end result is a medium that is entertaining, imaginative, and artistically developed, as well as educational.

“Students benefit from and appreciate the high quality productions offered by Live Oak Media.”

Live Oak Media readalongs have garnered numerous awards for their excellence in production, including two Odyssey Awards, the inaugural award for Jazz in 2008 and the 2010 award for *Louise, the Adventures of a Chicken. Here in Harlem: Poems in Many Voices*, was the recipient of the 2011 Audie Award for Distinguished Achievement in Production, the audiobook industry’s highest accolade. Live Oak Media readalongs have also received three Audie Awards for Children Up to Eight, several Grammy Awards, and have been named to many lists of highly-recommended audiobook titles for children.

“It is attention to detail that sets Live Oak Media eReadalongs apart.”

Live Oak Media eReadalongs continue the focus on exceptional word-for-word recordings of books, now in an electronic visual format, staying true to the readalong experience. Delivered through a streaming process onto a computer, or via an application for iPad users, the ePlayer mimics familiar physical playback devices. Students can choose between manual play (with the iconic page-turn signals used in the traditional readalongs) and autoplay with optional text highlighting to promote word recognition, particularly in older readers. Especially relevant to an instructional environment is the ability to manipulate the presentation to full screen mode and to zoom in and out in the page location, allowing for greater visual detail. It is this attention to detail that sets eReadalongs apart and makes them an excellent choice for learning.



## Why choose Live Oak Media's eReadalongs for your students?

Let's examine how this format can facilitate the building of reading skills for a wide array of students and settings.

Studies have determined that today's students, growing up in a technology-driven world, spend more time with screen media "than the amount of time they spend reading or being read to with print-based texts (Rideout, Vandewater, & Wartella, 2003). It is apparent that reading instruction should integrate technologies that are familiar to students and complement their out-of-school lives (Scheiter & Gerjets, 2007)."<sup>i</sup>

Traditional readalongs allow students to "follow a story through text and illustrations without the burden of decoding. Read-alongs model fluency, provide an opportunity for increasing vocabulary, and give children the time to 'read' the illustrations, thereby supporting the Common Core [State Standards], which encourages primary students to use the illustrations to describe the details in the text and to explain how the illustrations might clarify and enhance the text ."<sup>ii</sup>

## Live Oak Media eReadalongs carry the original intent of traditional readalongs into the digital world

Today's children are "avid consumers of media,"<sup>iii</sup> and "are becoming increasingly exposed to and interested in reading via online electronic storybooks (e-books), which have been found to promote language and literacy skills such as phonological awareness, word recognition, and fluency (Plowman & Stephen, 2003; Valmont, 2000; Van Kleeck, 2008)."<sup>iv</sup> Live Oak Media's eReadalongs are perfect for these media-savvy children to make reading fun and relevant. The National Reading Panel has identified decoding (phonics) and reading fluency as two key components of successful early reading instructional programs.<sup>v</sup> Live Oak Media's eReadalongs remove the burden of decoding, model reading fluency, promote word recognition, and provide an enjoyable experience that will keep children coming back for more.



## Live Oak Media *eReadalongs* support a variety of learning abilities

Live Oak Media's *eReadalongs* are an important tool in computer-aided instruction (CAI), supporting students with learning disabilities and English Language Learners (ELL). Teachers using eBooks, particularly on iPads, have had success helping students with ADHD focus on the material more easily than they are able to do with print materials. One study suggests that ADHD students, working with an eBook on an iPad, may be more able to pick up sequencing, main ideas, and details, as well as having an increased ability to make inferences.<sup>vi</sup> ELL students will benefit from the unhurried pacing of the narration and page turns and, with the help of the text highlighting, will not only gain word recognition, but will also learn that – in English – text is read from left to right. Read by the most prominent narrators in the industry, and enhanced with original music and sound effects that reinforce the word recognition, Live Oak Media *eReadalongs* rise far above the usual eBooks used for CAI, with their digital text-to-speech narration. There's just no comparison – a skilled actor trumps a computer every time and your students will appreciate the difference.

## Using Live Oak Media *eReadalongs* as part of your Common Core curriculum

One of the tenets of the Common Core State Standards,<sup>vii</sup> and many local and other state standards, is to ensure that our children gain a global perspective, understanding and respecting other cultures. Live Oak Media excels at seeking out culturally authentic books for children and heightening cultural understanding with ethnically appropriate narrators and music. Here are a few examples:

### **Baseball Saved Us**, written and narrated by Ken Mochizuki, illustrated by Dom Lee.

Mochizuki's gentle, determined narration relates the story of the way in which baseball made life tolerable for a young Japanese boy forced to endure the boredom and humiliation of life in a World War II desert internment camp. When Shorty returns home after the war, his baseball talents help him overcome the racist taunts of the neighborhood bullies. Lee's sepia-toned illustrations embody the harsh desert surroundings and the emotions of those living through those difficult times, while the soft background music adds to the contemplative nature of the book, allowing young readers to empathize with Shorty's situation.

### **The Cazuela That the Farm Maiden Stirred**, written by Samantha R. Vamos, illustrated by Rafael López, narrated by Adriana Sananes.

When a farm maiden decides to get out her *cazuela* and cook *arroz con leche*, the farm animals join in to help in this playful cumulative tale that introduces Spanish words throughout. Inspired by the nursery rhyme "The House That Jack Built", this bilingual readalong will have kids merrily chanting along in English and Spanish as the animals all work together to create a delicious dish for the fiesta.

"Culturally authentic titles are a mainstay of Live Oak Media *eReadalongs*."



**A Child's Calendar, written and narrated by John Updike, illustrated by Trina Schart Hyman.**

This lovely selection of brief poems for each month of the year is read by the calm voice of the poet and illustrated with beautiful watercolor paintings of a multi-racial family in rural Vermont. The sounds effects and music mirror each month's activities; for example, geese honking as they migrate north in October and creepy music for Halloween. The smooth rhyming cadence allows the reader/listener to spend time with the illustrations and the manual mode and the zoom feature further extend this capability. A quiet, glorious album marking one year's progression.

**Crazy Horse's Vision, written by Joseph Bruchac, illustrated by S.D. Nelson, narrated by Curtis Zunigha, Robert Tree Cody, and Joseph Bruchac.**

Authentic Native American stories, written and illustrated by native people, are very difficult to find. This one, the tale of how the great Lakota chief Crazy Horse got his name, is a gem! As a young boy, Curly knew that he was different. He wanted to help his people overcome the encroaching white settlers and the soldiers who were wantonly destroying villages and killing peaceful Lakota. Curly sought a vision that showed him the way to becoming Crazy Horse, the brave warrior chief who defeated George Armstrong Custer at the Battle of Little Bighorn.

Narration by Zunigha and Cody, and their haunting American Indian flute music undergirding the story, provide additional authenticity to the production. Nelson's illustrations, based on Lakota ledger books, shimmer on the screen and, combined with Bruchac's reading of both author and illustrator notes, completes not only an artistic experience, but a glimpse into our American cultural past.

**Fiesta Fiasco, written by Ann Whitford Paul, illustrated by Ethan Long, narrated by Brian and Rosi Amador.**

Conejo (a rabbit), Tortuga (a tortoise), and Iguana are looking for regalos (gifts) to bring to Culebra's (a snake) birthday fiesta. The sneaky Conejo cons the friends into buying gifts that would be right for him but soon regrets his trickster ways. Spanish words for familiar objects are interspersed throughout this vibrant and comical tale.

**These eReadalongs support the following third and fourth grade Common Core standards:**

**CCSS.ELA-Literacy.RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**CCSS.ELA-Literacy.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)



## Live Oak Media eReadalongs also offer a fine selection of books with history and science themes for young readers

A complete list of nonfiction and informational titles is available on the website at [www.liveoakmedia.com](http://www.liveoakmedia.com). Here are two examples:

**Allen Jay and the Underground Railroad**, written by Marlene Targ Brill, narrated by Jay O. Sanders.

In the 1840s, Allen Jay – a boy in an Ohio Quaker community – encounters a runaway slave and helps his father transport him to the next stop on the Underground Railroad. The eReadalong format emphasizes the drama with sound effects, and excellent pacing and expression. As Allen leads the runaway to a safe house, he learns the importance of the fight for freedom and the courage of the Friends' community as they provide shelter to those fleeing their enslavement.

This true story supports the following curriculum standards, one from the Common Core State Standards for reading informational texts in grade one, and the other from the California History-Social Science Content Standards:<sup>viii</sup>

**CCSS.ELA-Literacy.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**California: K.1** Students understand that being a good citizen involves acting in certain ways.

I. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

II. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

**Apples**, written and illustrated by Gail Gibbons, narrated by Bonnie Kelley-Young.

Students will learn about apple history, science, recipes, and more in this wonderful collection of apple facts. Even the tale of Johnny Appleseed is presented as one of the many aspects of all things *apple*. The music and sound effects add to the experience and the information fits into many curriculum units such as the following from the Common Core State Standards for reading information texts in kindergarten and this Texas<sup>ix</sup> kindergarten science standard:

**CCSS.ELA-Literacy.RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Texas Essential Knowledge and Skills – Kindergarten - Science

(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(D) observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.



## eReadalongs are not just for beginning readers—Live Oak Media productions appeal to older students, too

Middle and high school students studying the Harlem Renaissance and the contributions of African Americans to the American cultural landscape, will appreciate these two poetry offerings by Walter Dean Myers, the National Ambassador for Young People’s Literature.

### **Here in Harlem: Poems in Many Voices, written by Walter Dean Myers, narrated by a full cast.**

Everyday residents take center stage as Myers celebrates the people of Harlem with 50 compelling, first-person poems. Sepia-toned photographs provide a glimpse of the determined African Americans whose lives are honored in this tour de force production. Thirteen extraordinary narrators capture the age, gender, and dialects in each of these poems, the sound effects and authentic music from jazz greats such as Duke Ellington and Dizzy Gillespie evoke the time period, extending the emotional resonance of each poem. The zoom in capability allows students to examine more closely the photographs, to gain a deeper appreciation of the diversity of the population of this iconic African American neighborhood.

### **Jazz, written by Walter Dean Myers, illustrated by Christopher Myers, narrated by James “D Train” Williams and Vaneese Thomas**

The combination of music, painting and poetry results in an award-winning audiobook production that has migrated to the eReadalong format with remarkable ease. The blending of music and poetry is a natural extension and the rich narration and underbed of original jazz compositions causes the listener to tap the hands and feet! The sophisticated illustrations and lyrical narrative lend themselves to an older audience and the manual mode will allow the reader/listener to fully appreciate the art.

**These two outstanding eReadalongs beautifully support this reading standard for literature in the Common Core:**

**CCSS.ELA-Literacy.RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

They also serve as perfect extensions for this U.S. History standard from the Virginia Standards of Learning:<sup>x</sup>

USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;



<sup>i</sup> Ciampa, Katia. 2012. "ICANREAD: The Effects of an Online Reading Program on Grade 1 Students' Engagement and Comprehension Strategy Use." *Journal Of Research On Technology In Education* 45, no. 1: 27.

<sup>ii</sup> Sharon Grover and Lizette D. Hannegan, *Listening to Learn: Audiobooks Supporting Literacy* (Chicago: American Library Association, 2012), p. 39.

<sup>iii</sup> Skouge, James, Kavita Rao, and Precille Boisvert. 2007. "Promoting Early Literacy for Diverse Learners Using Audio and Video Technology." *Early Childhood Education Journal* 35, no. 1: 5.

<sup>iv</sup> Ciampa, "ICANREAD: The Effects of an Online Reading Program on Grade 1 Students' Engagement and Comprehension Strategy Use," 27.

<sup>v</sup> Padak, Nancy, and Timothy Rasinski. 2006. "Home-school partnerships in literacy education: From rhetoric to reality." *Reading Teacher* 60, no. 3: 292-296.

<sup>vi</sup> McClanahan, Barbara, Kristen Williams, Ed Kennedy, and Susan Tate. 2012. "A Breakthrough for Josh: How Use of an iPad Facilitated Reading Improvement." *Techtrends: Linking Research And Practice To Improve Learning* 56, no. 3: 20-28.

<sup>vii</sup> To learn more about the Common Core State Standards, visit the website: <http://www.corestandards.org/>

<sup>viii</sup> More information is available at the California History-Social Science Content Standards website: <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

<sup>ix</sup> <http://ritter.tea.state.tx.us/rules/tac/chapter112/ch112a.html>

<sup>x</sup> More information is available on the Virginia Standards of Learning at the following website: <http://www.doe.virginia.gov/testing/index.shtml>

