

THE IMPORTANCE OF READING ALOUD TO YOUR CHILD

McCrary Elementary
Melissa Belote
Jessica Hartong
Rebecca Kidd
Karen Young

WHAT IS A READ ALOUD

A read aloud is when someone reads a text aloud to another. Often times this is when a parent reads a book to a child. This is when students are exposed to what good reading sounds like.

- ▶ One way to do this is to read a book or other text to a child and talk about what is going on as you read.



- ▶ A second way to do a read aloud is to read a few chapters or pages and talk about the big ideas.



FAST FACTS...THE RESEARCH

- ▶ **Reading aloud is “a way to introduce students to the pleasures of reading and books.”** (Barrentine, 1996)
- ▶ **Reading aloud improves student test scores.** (Serafini and Giorgis, 2003)
- ▶ **The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.** (Anderson, Hieger, Scott & Wilkinson, 1984, p33)
- ▶ **For the young child, an interactive read aloud is an important method for learning about the conventions of texts that ultimately lead to independent reading.** (Wiseman, 2010)
- ▶ **Conversations around a text can build community and engage in topics in critical and significant ways.** (Wisemen, 2010) (Serafini and Giorgis, 2003)
- ▶ **Read aloud increases students interest in independent reading.** (Serafini and Giorgis, 2003).

HOW TO...

- ▶ Select a book.
 - ▶ Something that your child is interested in.
 - ▶ Try some nonfiction (Dorian, 1994) or poetry.
 - ▶ Choose text that is challenging.
 - ▶ Try something new or different.
 - ▶ Check out your local library or school library.
- ▶ Find a time when you can do it – anywhere from 5-20 min is great. Try bedtime.
- ▶ Find a comfortable and quiet space.
- ▶ Read the book and talk with your child about the book as you are reading. It's okay for your child to interrupt and share ideas.

TIPS



- ▶ Engage students during the read aloud
- ▶ Select fiction, nonfiction, poetry or articles – remember nonfiction books don't need to be read from cover to cover.
- ▶ Select books you like (or liked as a child) (Doiron, 1994)
- ▶ If the text is short read the book ahead of time so you know what's coming.
- ▶ Reread favorite books over and over again.
- ▶ Reading in your native language is appropriate.
- ▶ Be sure to spend time on the illustrations and other parts of the book too. (Doiron, 1994)

BEST BOOKS TO READ ALOUD K-2

- ▶ *Where the Sidewalks Ends* by Shel Silverstein
- ▶ *Knuffle Bunny* by Mo Willems
- ▶ *Lily's Plastic Purse* by Kevin Henkes
- ▶ *The Very Hungry Caterpillar* by Eric Carle
- ▶ *The Napping House* by Audrey Wood
- ▶ *The Recess Queen* By Alexis O'Neill
- ▶ *Corduroy* by Don Freeman
- ▶ *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- ▶ *Make Way for Ducklings* by Robert McCloskey
- ▶ *Stellaluna* by Janell Cannon
- ▶ *Charlotte's Web* by E.B. White



BEST BOOKS TO READ ALOUD 3-5

- ▶ *Where the Sidewalks Ends* by Shel Silverstein – A book of funny poems.
- ▶ *Cheyenne Again* by Eve Bunting
- ▶ *Anne Frank: The Diary of a Young Girl* by Anne Frank
- ▶ *Hatchet* by Gary Paulson
- ▶ *James and the Giant Peach* by Roald Dahl
- ▶ *Roll of Thunder, Hear My Cry* by Mildred Taylor
- ▶ *Henry's Freedom Box* by Ellen Levine and Kadir Nelson
- ▶ *The Moon Book* By Gail Gibbons
- ▶ *The Story of Ruby Bridges* by Robert Coles
- ▶ Harry Potter Series by J.K. Rowlings
- ▶ *Holes* by Louis Sachar



TAKE AWAYS

- ▶ Great places to find texts
 - ▶ Local Library
 - ▶ School Library
 - ▶ Book Store
 - ▶ Yard sales
 - ▶ Amazon
 - ▶ Magazines
- ▶ Take books with you everywhere – in the car, doctors office...
- ▶ Read aloud everything – menus, directions, food labels, maps....

Reading aloud is the key to the world of literature; it is our duty to open the door for our students. (Reading aloud and beyond)



biblio.sanbartolo.edu.co

<http://viewpure.com/1QixTVe89yw>

REFERENCES

- ▶ Barrentine, S. (1997). Engaging with reading through interactive read-alouds. *Reading Teacher*, 50(1), 36-44.
- ▶ Doiron, R. (1994). Using nonfiction in a read aloud program: Letting the facts speak for themselves. *Reading Teacher*, 47(8), 616-624.
- ▶ Serafini, F & Giorgis C (2003) *Reading Aloud and Beyond: Fostering the Intellectual Life with Older Readers*, Portsmouth, NH: Heinemann.
- ▶ Lowery, R.M. (2005). Reading aloud and beyond: Fostering the intellectual life with older readers. *Language Arts*, 83(1), 75.
- ▶ Wiserman, A. (2011). Interactive read alouds: Teachers and students constructing knowledge and literacy together. *Reading Teacher*, 38(6), 431-438.
- ▶ Wood, M., & Salvetti, E.P. (2001). Project story boost: Read alouds for students at risk. *Reading Teacher* , 55(1), 76-83.