

Read-Aloud

Balanced Component Definition

To increase students' conceptual base, vocabulary, enjoyment of literature, and exposure to different genres, the teacher reads aloud theme-related selections that are above students' reading level.

The teacher reads to the whole class at a level that is representative of the average students' listening comprehension level. Students are provided with opportunities to expand their understanding of the theme under study. Information gained from read-aloud experiences may be added to theme charts to assist students in thematic analysis (see H.4).

Main Points

- Choose books that contain embellished and/or elaborated text with literary device.
- As you read, model fluency.
- Make the experience enjoyable and, if appropriate, vary the tone and pitch of your voice.
- Use selections with natural language.
- Use a variety of selections from different genres, including poetry and news articles.
- Read selections at students' listening comprehension level.
- Provide opportunities for students to hear books reread.
- Begin a parent "Read to Me" program for students in preschool through primary grades.

Extra read-aloud experiences for younger students increase their appreciation of reading, verbal skills, concepts of written language, and ability to follow a plot. Assigning students for whom English is a second language or students needing additional book experiences an upper grade "buddy reader" is an effective way to facilitate reread experiences and conceptual growth.

Students should occasionally be asked to write a summary, a retell of the story, or an overview of a favorite part or character.

Read-aloud is conducted on students' conceptual level. The teacher reads to students to actively engage them in processing print at their highest level.



The teacher reads aloud to intermediate students.

Reading at Home

To increase the child's vocabulary, enjoyment, and exposure to a wide variety of literature, a parent or "buddy" reads aloud enjoyable selections that are too hard for the child to read. When a child is read to, the reader provides a model of what it is to read and shows the child that reading is important.

Guidelines

- Select a book that you and the child will enjoy.
- Familiarize yourself with the book. Young children may enjoy dramatization or special effects, such as lowering or raising the tone and pitch of your voice.
- Adjust your reading pace to the story and to the child's preferences.
- Respond to the child's reactions. Limit your personal comments and questions.
- Encourage the child to join in on repetitive phrases and/or predict what will happen next.
- Never punish the child by not reading aloud.
- Provide opportunities for rereading favorites.



A parent reads to her child.



Prepare an inexpensive parent library of approximately fifty books acquired from reading clubs and various sources. The selections need to reflect the main points given on A.1.

Have the library in a place where students can select and return books easily. A student places a selected book and parent note (see A.3–8) in a plastic bag to be taken home. When the book is returned, the student may check out a new one.