

Read Aloud Cheat Sheet

What Research Says

In reading aloud to children...

- We build their vocabulary.
- We condition the child's brain to associate reading with pleasure.
- We create background knowledge.
- We provide a reading role model and instill the desire to read.

No reading outside the classroom results in low scores inside the classroom.

Reading aloud is the catalyst for the child wanting to read on his own, and it also provides a foundation by nurturing the child's listening comprehension.

Ask your child questions to engage reading comprehension skills, such as, "What do you think will happen next?" or "Why do you think that person did that?" or "I wonder how [the main character] is feeling after that chapter?"

Read to our children early and often. When children learn to love books, they learn to love learning.

It's okay for children to move around and fidget when you read aloud to them. We are expanding their attention span not demanding that they sit still, like statues.

Recommendations

What you can buy that would help your child read better: (1) books, because ownership of a book is treasured; (2) book basket (or magazine rack) placed where it will be used often; and (3) a bedside lamp or a reading light.

Parents should be patient with themselves. Reading aloud comes naturally to very few people. To do it successfully and with ease, you must practice. Voice inflection is key!

Set aside at least one consistent time of day for a story. And then look for other times during the day you can fit in reading aloud, like at dinnertime or a long wait at a doctor's office. Read outside or read under a fort you and your child have built together in your home.

Don't read stories you don't enjoy yourself. And don't continue reading a book once it is obvious that it was a poor choice.

Many books have been made into movies. Read the book to your child and then watch the movie/video afterwards.

Adapted from "*Jim Trelease's Read-Aloud Handbook*," 8th Edition, Edited and Revised by Cyndi Giorgis