

RAISING READERS

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What Does the Research Say About Reading Out Loud?

- Research shows that there is a **two-year difference** in a child's listening skills and silent reading skills of the same text. In other words, a sixth grader can listen to a text **at about an eighth grade level and comprehend it**, even though reading it silently may be difficult for him or her.
 - When we read to our students, this gives us a targeted way to reinforce reading skills. For example, we can ask students how a character feels or what an author's purpose was in using a specific sentence and instantly know if students are "getting it."
 - Listening to an adult model fluent reading increases students' own fluency and comprehension skills (Trelease, 2001), as well as expanding their vocabulary, background knowledge, sense of story, awareness of genre and text structure, and comprehension of the texts read (Wu & Samuels, 2004).
- This month's research comes from Steven Layne's *Igniting a Passion for Reading*.

Best Practices and Strategies for Success

- Be sure the students have a copy of the text in front of them.
- Stop often to model Think Aloud strategies and to ask higher level questions.
- Ideally, read out loud for fifteen minutes each day in class.
- Choose articles and books that are highly engaging.
- Have students make connections to you tube videos, poems, informational texts, movie clips, and any other relevant materials that you can find.
- Partner reading and silent reading also have value; ideally, students should be exposed to all types of reading except "popcorn" reading.

Do I...

- Do I read enough **to** students?
- Do I **practice** ahead of time so I know just where to pause and ask questions or model my thinking?
- Do I find **highly engaging** texts for my students and allow them to **discuss** what we've read?
- Do I ask for **resources** when I need them from parents and administrators?