

READING Strategy → Read-Aloud

Reading component

Vocabulary/Comprehension

Overview of the strategy

The teacher reads aloud materials that are interesting and engaging. This increases students' vocabulary knowledge, aids in text comprehension, motivates students to read, allows them to enjoy text that they cannot yet read independently, and improves students' listening and comprehension skills.

Strategy procedure

1. Select a variety of interesting and engaging fiction and non-fiction texts, including magazines and newspapers, that lend themselves to meaningful discussion and that will introduce students to new genres, authors, styles of writing, and content. Explain to students that you will read to them, that they should listen, enjoy, and be prepared to discuss what they hear.
2. As you read, model fluent reading, stopping at selected points to engage students in discussion about the language, story, and illustrations; to make appropriate predictions; or to set a purpose for listening. You may ask students to retell simple stories, to use descriptive language to explain and explore ideas in literature, or to respond to the text by making connections to their own experiences, to other books, or to the world around them.
3. Reread favorite books.

Source

- P.M. Cunningham and R. L. Arlington, *Classrooms That Work: They Can All Read And Write*, 2nd ed. (Reading, Mass.: Addison-Wesley Longman. 1999).