

December MTSS Reading Newsletter

Tips for Reading Aloud with Elementary-School Children (Ages 5 - 9)

Read aloud so elementary-school children can:

- Continue to associate reading with warm, pleasant feelings; learn about words and language; build listening skills; expand vocabularies; talk about the characters, settings, and plot
- Gain exposure to a variety of writing styles and structures.
- Explore social and moral issues and behaviors.
- Become more skilled independent readers.
- Discover which authors and writing styles they enjoy.
- Be motivated to read on their own.

Choose books that elementary-school children like:

- Children are becoming independent readers. Read books with rich vocabulary that the children may not be able to read independently but can comprehend.
- Children are expanding their language skills, vocabulary, and attention spans. Read chapter books with developed characters, plot twists, and descriptive language.
- Children are learning to monitor their own behavior. Read longer picture books and chapter books with messages about how to handle problems and cope with difficulties.
- Children are curious about the world beyond their immediate experiences. Read reference books that match their interests.
- Children sometimes identify with characters and situations. Read series books featuring the same characters engaged in new experiences.
- Children develop special interests, preferred types of books, and favorite authors. Read some books that match the child's preferences—mysteries, science fiction, adventure stories

What is an informational text and why is it important to read them?

- Also referred to as “nonfiction” book or text.
- Provides information such as facts and background knowledge often related to science, social studies, or the arts
- Common Core State Standards (CCSS) shifted the emphasis onto informational texts to develop critical-thinking, analytical, and problem-solving skills needed for college and career readiness
- Even young children can learn both from and about informational texts when exposed to them.
- Research shows that reading aloud informational texts improves children's ability to read and write informational texts on their own, bolsters their comprehension and vocabulary, builds their background knowledge, and motivates them to develop a love for reading

Source: Written for RIF by Erin Bailey, MA using the following references: • Burns, S., Griffin, P., & Snow, C. E. (Eds.). (1999). *Starting out right: A guide for promoting children's reading success*. Washington, DC: National Reading Academy. • Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension among immigrant students. *Reading and Writing*, 25(8), 1973-1990. • Farver, J. M., Xu, Y., Eppe, S., & Lonigan, C. J. (2006). Home environments and young Latino children's school readiness. *Early Childhood Research Quarterly*, 21, 196–212. • García, E., & Jensen, B. (2007). Helping young Hispanic learners. *Educational Leadership*, 64 (6), 34–39. • Yamashita, J. (2004). Reading attitudes in L1 and L2, and their influence on L2 extensive reading. *Reading in a foreign language*, 16(1), 1.