

Figure 7.16: Guidelines for Parent Read-Alouds, Shared Reading, and Paired Reading

Type of Reading	Guidelines
General Reading	<ul style="list-style-type: none"> • Create a happy and relaxed atmosphere in a quiet environment. • Try not to make your child read when he or she really wants to do something else. • Ask the child to select a book that appeals to him or her and is at a suitable level (especially for shared and paired reading). • Make sure that both you and your child can see the book. • Always keep in mind that the goal of reading at home is to reinforce the idea that reading is pleasurable and meaningful.
Reading Aloud	<p>Making Meaning</p> <ul style="list-style-type: none"> • Discuss the title of the book (for example, “This book is called <i>Jumanji</i>. That’s a strange word. What do you think it means? There are monkeys on the cover, but they are in somebody’s kitchen. Why are they in the kitchen?”). • Ask questions that begin with <i>what</i>, <i>where</i>, <i>when</i>, and <i>who</i> (for example, “What do you see on this page? Where are these people going? Who is happy?”). • When a child answers a question, sometimes repeat what the child said and add to it (for example, “Yes, you see that the octopus is in the water. I see the mouse in the boat”). • When a child answers a question, sometimes follow up with a question that prompts him or her to add detail to the answer (for example, “Yes, the fox is in the dark. Who is in the light?”).
Reading Aloud	<p>Noticing Print</p> <ul style="list-style-type: none"> • Make comments about the words and letters on the page (for example, “Look, here’s an S. That’s the first letter in your name!” or “Which of these words starts with a W?”). • Track the words when reading the story (for example, run your finger under the line you are reading, or point to specific words as you say them). • Point out rhyming words or words with interesting relationships (for example, “This says <i>chitter</i>, <i>chatter</i>. Those words sound the same except for one letter. Which letter is different?” or “There are rhyming words in this book. Which word rhymes with <i>cat</i>?”).
Shared Reading	<ul style="list-style-type: none"> • Read aloud together with your child. Pace your reading to his or her reading speed. • If it is helpful, the child may track the print with his or her finger during reading. However, if the child does not need this support, do not force him or her to do it. • If the child gets a word wrong, simply tell him or her what the word is, ask the child to repeat it after you, then read the sentence with the word in it together again and continue reading. Do not make the child sound out the incorrect or unknown word. • At appropriate intervals (such as at the end of a page), praise your child for all of the words he or she read correctly. Do not worry about the words your child gets wrong. • At appropriate junctures (such as at the end of a page), talk about the pictures in the book and ask your child what he or she thinks will happen next.
Paired Reading	<ul style="list-style-type: none"> • As the child develops confidence, shared reading should transition to paired reading, wherein the child reads aloud and the parent listens. • The child can signal to the parent (with words or gestures) when he or she is ready to read by himself or herself. Or, the parent can simply notice when the child seems to be reading smoothly and with confidence and fade out his or her voice to let the child continue alone. • If the child gets a word wrong, tell him or her what the word is, ask the child to repeat it after you, then read the sentence with the word in it together again. Continue reading together for a few sentences before fading your voice out again. Do not make the child sound out the incorrect or unknown word. • At appropriate intervals (such as at the end of a page), praise your child for all of the words he or she read correctly. In particular, praise your child when he or she corrects himself or herself on a misread word before you do. • At appropriate junctures (such as at the end of a page), talk about the pictures in the book and ask your child what he or she thinks will happen next.

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*Source: National Educational Psychological Service. (2016). Shared/paired reading at home. Accessed at <https://education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Reading-and-Dyslexia/Reading-and-Dyslexia-Shared-Paired-Reading-At-Home.pdf> on January 18, 2018; Sim, S., & Berthelsen, D. (2014). Shared book reading by parents with young children: Evidence-based practice. *Australasian Journal of Early Childhood*, 39(1), 50–55.*