



Effective Literacy Practices

GOOD READERS AND WRITERS
READ AND WRITE



My Reading Philosophy

by Aaron Craig

First and foremost, I believe that children should be read to on a regular basis. It does not matter whether a child is a proficient reader themselves or is struggling with their literacy skills. Hearing a story being told by another is a great way to engage and work on students' listening skills, great modeling of literature, and exposes students to reading material that they may not have ever been exposed to.

In my classroom, whenever possible, I will be reading aloud to the children. This is a great way for the students to experience new stories, no matter their current literacy level.

Secondly, I believe that students need to be exposed to a wide range of different types of materials for reading, both for efferent and aesthetic purposes. Students need to be exposed to different genres of literature. Literacy is the cornerstone of success in elementary, in everything we do whether Mathematics, Social Studies, or Science, students will benefit greatly in academics when they have strong literacy skills.

In my classroom, I will collect a large variety of reading material types for both efferent and aesthetic in nature as well as literature that exposes students to a lot of different genres and real-life applications for reading.

Thirdly, students need constant practice with literacy skills, whether reading or writing. Students should be given a lot of time to practice, so they develop the necessary skills, and reading and writing becomes second nature to them.

In my class, students will be given daily time to work on their reading and writing skills, they will be encouraged to read both for aesthetic and efferent purposes and challenged to read material that pushes their skills, no matter their level of reading or writing. We will also be on the lookout for the books that will turn students into avid readers and foster a love of life long reading.





Why Read to Children?

by **Aaron Craig**

Reading is not just a school time activity, but a life skill that needs to be fostered in both the home and at school. Reading is an accrued skill, which means that the more the student reads the better the student gets with the skill.

Creating Lifelong Readers

Jim Trelease says, that research has indicated that only about 19% of grade 12 graduates daily read for pleasure (Trelease, [read-aloud-brochure.pdf](#), 2014). This is a shocking statistic that shows we need to step up and make things different for our children.

If our objective is to create life-time readers – graduates who continue to read and educate themselves throughout life – then the reality is we too often create school-time readers – people who read well enough to graduate but pretty much stop on graduation day. That’s a striking system failure – Jim Trelease

As teachers and parents, we are developing the 21st century learners; these learners are needing to be prepared for jobs and technology that have not even been invented yet, so how do we prepare these students for

such a future that we cannot even predict? We must first develop life-long learners, and to do that we must create life-long readers. Students need to be literate and have a high proficiency with both reading and writing; they need to take those skills beyond school, so they can create and innovate for the future.

Partners: Teachers & Parents

Teachers and parents are partners in student learning. At school, many of the skills and strategies for reading and writing are developed, but it is at home where parents can give their children the practice and develop the habits they need throughout their entire grade school experience to be successful readers and writers. Additionally, reading aloud to them, no matter their age, is an activity which promotes literacy the most in children.

The Importance of Reading to Kids



In the Early Childhood Longitudinal Study, it was found that children who were read to at least three times a week were most often in the 25 percentile of reading readiness by the time they reached Kindergarten (Trelease, 2014)

45 million

The total words heard by a child at age 4, who has parents who are professional

26 million

The total words heard by a child at age 4, who has working class parent

13 million

The total words heard by a child at age 4, who has parents who are on the poverty line



Reading to Children

Reading to children is a fun and enjoyable time where children and adult both bond over literature, while the child is exposed to more words and develops a love for reading.

To Do's When Reading Aloud

- Read as often as you and the child have time for
- Set aside at least one time each day for story time
- Remember that the art of listening is cultivated over time
- Start with simple picture books and move to books with more text, building to chapter books
- Vary length and subject matter of reading, using fiction and non-fiction
- Invite the child to turn the pages
- Before reading always recite the name of the book, the author, and illustrator, this helps children connect that books are created by people
- The first time you read a book discuss the cover of the book
- Reading picture books can help with families that have a larger spread in ages
- Avoid long descriptive passages until the child's listening stamina can handle them
- If chapters are long or you do not have enough time to read, find a spot where the action is most suspenseful to leave off
- Allow the child to settle in before you read, have them stop moving and start asking them questions like, "what happened last time we read?"
- If you are reading a picture book make sure the children can see the pictures easily, or give them some time with the pictures before you move on
- When reading a novel, have both you and your child sitting comfortably where lighting is not behind you creating strain on the child's eyes
- Remember that everyone enjoys a good picture book and you can use it for all ages
- Allow time to discuss what is read after each reading session
- Remember that reading aloud does not come naturally, but needs to be practiced, so have patience with yourself
- Use plenty of expression when reading, and change your tone between reading description and dialogue
- Reading too fast is a very common mistake, so try to keep your pacing matched up with the child's ability to create a mental picture of what is being read
- Preview books ahead, that way you know what to emphasize, shorten or elaborate on
- Google the author and get to know them beyond just the name on the book
- Add an extra dimension to the book, if it is a book about blueberry muffins have a bowl of blueberries to share

Mr. Craig's Class Monthly Newsletter **September Issue**

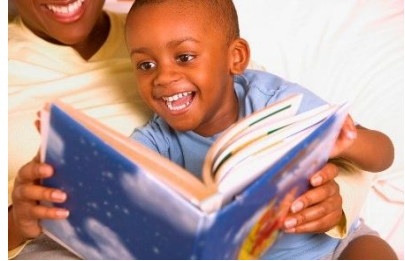
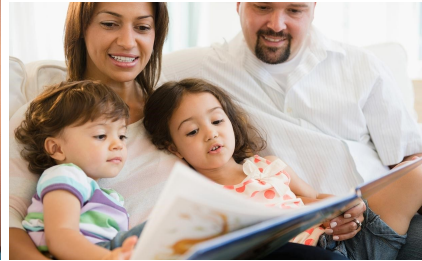
- Encourage others to read to your children, like relatives, friends and older siblings

- Have colouring or drawing materials on hand to help those children who have difficulty sitting for too long

- Fathers should make an extra effort to read to their kids, as many children hear most reading from female readers early in school, this gives the impression that reading is for everyone and not gender specific

- Allow children to read to you if they are keen to read aloud themselves

(Trelease, 30-read-aloud-DOs.pdf, 2014).



Important Dates:

September 17 - School Council AGA 3:30 PM

September 18 - School Pictures

September 20 - Terry Fox Run at 1:45 Parents and Families welcome

September 20 - Welcome Back BBQ at 5 PM, meet teachers in their rooms at 6 PM

September 27 - Orange Shirt Day - Please wear an orange shirt

September 28 - September Scholastic Club Forms due

September 28 - PD Day - No School for students



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