Twelve Reasons for Using Oral Reading:

Reading has a language, and therefore, has social dimensions. Oral reading is necessary when we want to share information with another individual. As teachers, it is also needed when we are trying to determine whether a child is using language cues effectively.

1. *To whet students’ appetites for reading* – By reading books aloud, teachers fill students’ heads with the beauty and rhythm of language. It introduces children to the rich and varied possibilities of language. It also exposes children to a wide variety of reading styles – newspapers, magazines, poems, and even their own writing.

2. *To share of perform* – Everyone can share information during oral reading. In this way, students see that reading written language aloud is a way of communicating with others.

3. *To help beginning readers better understand how speaking is related to the other language arts and to their lives* – As a result of reading a text aloud, students begin to see that what can be written can also be read. They begin to understand that writing, reading, and speaking are all related language processes. They are an integral part to everyday life.

4. *To develop listening comprehension and vocabulary* – As students listen to others read aloud, they expand their listening vocabulary. Children increase their vocabularies by simply listening to stories, even without the teacher helping with word meaning of context. Identifying a familiar word is much easier and more likely than a word that has never been heard before.

5. *To assist students in developing numerous skills associated with reading* – Students should be able to read with fluency, expression, and correct phrasing. These are all indicators of effective, meaningful reading. According to research, oral reading is one of the best ways to help children develop these skills.

6. *To promote language learning for students whose first language is not English* – Four factors are essential to acquiring a second language – a low-anxiety environment, repeated practice, comprehensible input and drama. A low-anxiety environment is one where trust and respect are evident – the reader can take risks without fear. Repeated practice provides students with the time and repetition necessary to improve fluency. Comprehensible input lets the student understand what is being said – the teacher uses language that the reader will know along with language that the reader does not know. Drama enables the learner to use language is a social setting.
7. **To build confidence** – As students repeatedly rehearse a selection to read aloud, they grow in their confidence and ability to perform in front of others. Added practice allows them to work through any problem areas so that when they are finally reading to the class, they read with ease. They can also focus on expressing the meaning of the words.

8. **To further develop comprehension** – Authors use more than just language to convey their thoughts. They use typographical cues such as punctuation marks, print styles, and different sizes of print to convey their meaning. We want students to pay attention to more than just the print – we also want them to be aware of the form of the print.

9. **To determine the strategies used when reading** – Oral reading is often used as a window into how children read on their own. When children read, teachers listen – they observe and take notes to determine which strategies the child uses and those that need further development. Students can also use the results of their oral reading to understand how they read.

10. **To provide a means of sharing reading progress with self and others** – When children develop as readers, they want to show others how much they are progressing. Oral reading provides performance assessments of children’s reading growth.

11. **To provide children with additional reading time necessary for ongoing reading growth** – According to research, children’s reading is dramatically influenced by the number of hours they spend reading. Oral reading gives students time to read a wealth of literature – especially when they choose their own. When performing, students have to read several books before they find the right one!

12. **To address national reading and language arts standards** – As part of most state and local standards, students are required to use spoken language in different ways so that they can communicate with many different people and audiences. Oral reading strategies give many ways for students to be able to practice different kinds of oral reading strategies.

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