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TEACHER-LED READ-ALOUDS, IN-SCHOOL INDEPENDENT READING KEY TO EFFECTIVE LITERACY INSTRUCTION

Research cites both practices in new brief by International Literacy Association

Newark, Del. (December 18, 2018) — Teacher-led read-alouds and in-school independent reading—the cornerstones of effective literacy instruction—have the power and promise to set students on a path of lifelong reading, according to research highlighted by the International Literacy Association's (ILA) recent brief, *The Power and Promise of Read-Alouds and Independent Reading*.

For many U.S. students, in-school time is their only encounter with books, says ILA. As instructional time is increasingly devoted to content coverage and standardized test preparation, less time is available for in-school reading. As a result, the reading habits of young adults have sharply declined over the past two decades.

The brief stresses the responsibility of schools and educators to allocate more instructional time and resources to well-stocked classroom libraries and to preparing teachers to engage in effective, interactive read-alouds.

“Reading time needs to be a priority, not an afterthought,” says ILA Executive Director Marcie Craig Post. “When you carve out time for these practices every day, you send the message that you value students’ reading lives and build habits that carry over into their home lives.”

Research points to a broader application of read-aloud that transcends grade levels, content areas, text genres and forms, says ILA. Academic benefits include increased vocabulary, listening comprehension and cognitive development, among others. It also can deliver a more authentic and positive reading experience. In science classrooms, for example, “read-alouds can transform passive reception of content into instruction involving more discourse-centered meaning making.”

High-quality independent reading, marked by frequency, duration, choice and authentic response, also delivers academic benefits across the board. Among them: improved background knowledge, comprehension, vocabulary and improved attitudes toward reading for pleasure.

The brief ends with recommendations for optimizing the benefits of read-alouds and independent reading.

Access the full text [here](#).

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA's Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes The

Reading Teacher, Journal of Adolescent & Adult Literacy and Reading Research Quarterly, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

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