



AMERICA READS

UNIVERSITY OF DELAWARE
Read Aloud Training

CHILDREN
WHO CAN'T
READ
GROW INTO
ADULTS WHO
CAN'T READ

MISSION STATEMENT

The AmericaReads program strives to excite all children about reading, paying particular attention to those struggling with reading skills, increasing childrens' vocabulary, reading abilities, and confidence.

AmericaReads:

- Recruits and trains volunteer and federal work-study (AmericaReads) undergraduate students at the University of Delaware in the best practices of reading instruction to serve in local schools working one-on-one with children in need of reading help.
- Builds collaborative relationships between the University of Delaware and schools in the Newark/Wilmington area.

SHIPWRECK

How wretched and grim is the sight of a sea-shore when a ship has been wrecked upon it! All across the flat white sand are strewn ragged portions of _____, wretched and smashed by the _____, with splinters and pegs p_____ like broken fingers; snapped m_____ and torn sails lie _____ here and there, barrels and chests bob _____ the rolling surf; all _____ careful craft and handiwork that go to _____ and furnish a vessel have been _____ and destroyed with fearful speed, _____ even as quickly as I can write _____ words.

Such were my thoughts while I _____ myself, wet and shivering, up the slope _____ some strand – I knew not whether French or _____, for our hooker had been _____ far to the east from its intended port of San Sebastian, which lies close to the frontier. A wild January gale, severe _____ for the Bay of Biscay, had swept down upon us with hail and thunder, breaking our _____ like a daffodil stalk, and while the _____ were struggling to make good this _____, wind and tides had carried the _____ less vessel to an unsheltered stretch of _____ where r_____ r_____, lying some half-mile from the shore, had broken up the hull, and the furious p_____ waves had soon reduced our ship to fragments. The crew and p_____ers were lucky that the in-rolling _____ had carries them, clinging to spars, _____, and pieces of wreckage, into _____ow water whence they could scramble ashore, _____among them. Now the sailors were attempting to rescue what they could of the ship's cargo.

REFLECTION ON SHIPWRECK ACTIVITY

- What did you do when you were blocked or looking for a word?
- What skills did you use?
- What strategies did you use?

Cue Systems and Strategy Prompts

Semantics (Meaning)

- ❖ What would make sense?
- ❖ Look at the picture
- ❖ What do you think it might be?

Visual

- ❖ Does it look right?
- ❖ What letter does it start with?
- ❖ What letter does it end with?
- ❖ Did that match?

Syntactics (Structure)

- ❖ What would sound right?
- ❖ What is another word that might fit there?
- ❖ Can you say it another way?

Name of Child: _____

Length of Session: _____

Date: _____

Record Keeping Form

Plan	What Happened? <i>Description of the child's responses to the session</i>
Reread Familiar Book: Title: Goal:	
New Book: Title: Goal (strategies and skills to be worked on):	<i>Include some of the child's miscues</i>
Other Activities:	
Writing: Type of writing: Goal:	<i>Include examples of the child's invented spelling</i>

Reflection:

1. General impressions of the session. *Note any new strategies or skills the child is using.*
2. Plans for next session.
3. Note: Books and other materials to bring reminders.

Helping Children Understand What They Read

Reading involves making sense of the written word, or, in today's popular phrase, making meaning. Some children pronounce words correctly and read with apparent ease, but don't know the meaning of what they have read. As children increase their vocabularies, they begin to take more meaning from text.

You can help by encouraging a child to talk about what she has read, by pointing out new words and explaining their meaning, and by using strategies such as the K-W-L approach to help children understand what they read.

Here is an example of a K-W-L chart.

Book: Everybody Eats Rice Topic: Rice

K--What I know	W--What I want to know	L--What I learned or still need to learn
*Rice is white. *It puffs up when cooked. *It comes in a bag or a box.	*Who eats rice? *Where does it come from?	*Learned: People cook rice in lots of different ways. * Need to learn: Where does rice come from? *How does it grow?

The K-W-L approach includes the following steps:

K...What I know?

Help the child list what he/she already knows about a topic that is discussed in a book he is going to read.

W...What I want to know?

Help the child think of some questions he/she has about this topic and add them to the chart.

L...What I learned or still need to learn?

Explain that while he reads the book--alone or with you--he/she can think about what they are learning. After the reading, discuss the book and add what was learned to the chart along with any information they still need to learn.



BEFORE YOU READ

First, invite the child to

Show you the book's front cover.

Ask: "What do you think this book will be about?" Tell my why you think this book will be about _____."

You might say: "You know what? I think this book is going to be about _____. I'm going to write your prediction and my prediction on this paper. When we are done reading, we'll see who was right."

You are teaching the child that pictures provide clues and that readers use the pictures to form hypotheses about the book before and while they read. You are also teaching the child that readers read to confirm their ideas. Be sure to ask the "tell me why" portion of the questions. This helps the child use details from the text to support the answer.

Next, invite the child to

Do a picture walk through the book.

Say: "Before we read this book, let's take a look at some of the pictures. Let's tell the story as we think it will happen based on looking at the pictures."

Go first, and in your best story telling voice, tell the story as you see it happening in the picture. Invite the child to tell the story that is happening in the next picture. You tell the story of the third picture. Invite the child to tell the story of the fourth picture.

Flip to the end.

Say: "And, how will this story end? Based on what you see here, tell me how you think it will end."

Say: "Let's read!"

AS YOU READ

Underline each word as you read it with your finger. That's right; your elementary school teacher told you NOT to point to each word as you read, but now you are teaching a child to read, so point. You want the child to be able to see the words as you point, so watch where the child is sitting. Can he/she see the print?

Read with inflection and fluency. Remember that you are modeling how "real" readers read print.

When something funny happens, LAUGH. When something unpleasant happens, GROAN. You are modeling that readers process the meaning of the words while they are reading. Did you

know that some don't think while they read? Show the child that you are thinking while you read.

After the first four pages, stop and compare your predictions based on your picture "reading" with the word reading.

At opportune times, stop and ask something about the story. You want to see if the child is comprehending as he/she listens to you read.

Ask questions like:

"Whoa! What do you think of that? Could that really happen?
Why or why not?"

"Has anything like that ever happened to you? Tell me about it."

"If you were [name the main character], what would you do now? Let's see if that's what [name the character] does."

Stop just before the problem is solved. "How do you think [name the character] will solve the problem? Let's read on and see if you are correct."

Your challenge is to ask some questions, but not so many that you interfere with the child's interest in the story. Asking good questions is a very important part of teaching a child to read. Your questions focus the child's attention on what he/she is hearing. They are helping the child to think actively as you read.

Encourage the child to ask YOU questions. You might make this game-like.

Say: "Okay, I've asked you lots of questions. Now, it's your turn. You ask me one. I'll read this page, and you ask me something about it –or about the story to this point."

You are showing the child that readers ask questions while they read.

If you have difficulty understanding something the author has said, definitely stop. In fact, you might "pretend" you don't understand something to show the child how to reread to remind yourself of something. You might say something like

"I don't get what the author means here [repeat the line]."

"Oh, so the author means _____. " [Restate a difficult sentence in your own words.]

"Now who was _____?" [Go back in the story to help you figure out who ____ was.]

You are showing the child how to monitor his/her comprehension.

If the book has a repeated refrain, invite the child to read it with you.

Pause before the refrain to signal to the child that he/she should read with you.

AFTER YOU READ

When you reach the end of the story, talk about the book with the child. Some children are eager to talk while others are more hesitant. This does not mean that the child does not have ideas. The discussion should be interactive, as opposed to a series of questions directed at the child. It often helps a reluctant child if you comments on the story first.

Talk about things like:

“What was your favorite part of this story?”

“Who was your favorite character? Why? My favorite character was because _____.”

“How might the story have been different if this had been a story about a boy instead of a girl (or a girl instead of a boy)?”

“Where did this story take place? Let’s see, how do we know this?” Go back into the story to find the answer. Was it an illustration?

What did the words say?

“What happened first in this story?” Find the page to confirm the child’s answer.

“What did [the character] do then?” Find the page.

“What did [the character] do to solve the problem?” Find the page.

“Can we think of any other way [the character] might have solved the problem?”

“How do you think [the character] felt? I was thinking [the character] was felt _____. “ If your response is different from the child’s, you might say: “Why do you think I though he felt _____?”

Through this sequence of questions, you are helping the child consider story structure (or the way the story was organized). Children who can recognize a story’s structure have greater memory for story details and understand the story better. Only stories are organized with around a problem, with attempts to solve the problem, and a solution. Informational or expository books are organized differently. The structure of these books might be compare and contrast, description, sequence, and so forth. Think about the structure of the book you are reading as you read to ask appropriate questions.

“Let’s look for some interesting words in this book.” Pull words that might not be in the child’s vocabulary. “Can you use the word in a sentence?” If the child has difficult, provide an example. “Let’s see if we can come up with another sentence.”

Look for words that are explained in the story. Show the child how to figure out words by using the context (the words around the unknown word).

Take a word from the story that appears in lots of other words. For example, ‘play’ appears in ‘playful,’ ‘playpen,’ ‘ballplayer,’ and so forth. Work with the child to build a list of all the words you two can recall with this word part in them. Talk about the word’s meaning.

Through these activity, you are helping the child develop his/her vocabulary, an important component of comprehension.

Look at the ending together. “Now, you thought the story would end _____, but it ended _____. Tell me why you thought it would end _____. What clues lead you to think it would end _____?” If the child’s ending was feasible, compliment him/her. Try to understand the child’s perspective. Could it be that he/she drew on his/her prior knowledge? If so, tell the child something like, “Could it be that you were thinking about something that happened to you?”

Write or talk a summary of the story. Guide the child’s thinking.

This is a story about _____. He/She (wanted or couldn’t) _____.
So, he/she _____.
And this is what happened _____.

*So, while reading, you are teaching **comprehension skills**. Do the same activities whether you are reading or the child is doing the reading. **If the child is struggling while reading (count the words the child does not know; when the number reaches 5, the piece is too difficult), shift gears. You read a page; the child reads a page. You read most of the page and have the child read a sentence or a portion of the sentence.***

TEACHING A DECODING SKILL

Choose a word from the story for which you can think of some rhyming words.

Say: “Let’s play with the word _____. I can think of a word that rhymes with _____.
“ Say the word. “Can you think of a word that rhymes with _____. Your turn.” You might need to help the child. Repeat the word and your word and pause.

Or

Identify the syllables in a word from the story.

Say: “The character’s name was _____. Let’s clap it.” Andrew would have two claps (An – drew) and Pat would have one clap. “Let’s try some other words from the story. “ Say a word. Clap it. “You pick a word.” Clap it. Continue.

Or

Work with onsets and rimes (the first part of sip is s- and the second part is ip).

Say: “Let’s play with the word _____. The first part of the word is _____. The second part of the word is _____. How about ____? The first part of the word is _____. The second part of the word is _____. “ Try a few more.

*Through these three activities you are offering phonemic awareness instruction. Phonemic awareness is the ability to think about and work with the individual sounds in spoken words. Note that with the above activities you are **not** writing the words or looking at the words in print; phonemic awareness is all **oral**.*

Or

Ask the child to write a word from the story.

Say: “Let’s try writing ____.” Choose a word with single sound matches for each letter. For example, ‘dog’ would be /d/ /o/ /g/.

Slowly stretch the word. Ask the child to “write the letter that goes with each sound, /ddddddd/ /ooooooo/ /ggggggg/.” If the child is having difficulty, lend your assistance. Make a note of which sound/symbol correspondences the child seems to know.

Through this activity, you are offering children phonics instruction.

Or

Reread the book, inviting the child to read with you.

Say: “Let’s read this book again. This time, you read with me.” Read at your normal pace with expression. If the child reads only a few words, you might say, “Let’s try it again. This time, I’ll read a sentence, then you read that sentence.” Go through the book this way. Then, you might ask the child to read the book himself/herself.

NOTE: If the book is a long book, select about 50 words for this activity.

Through this activity, you are offering fluency instruction. You will want to use this activity with children who have considerable word recognition skills but read slowly with little expression.

Have fun! You are important to this child’s reading success. And, reading is atrip!

Tutoring Strategies for the Primary Grades

by Derry Koralek & Ray Collins

Reading Together

Many tutoring programs use a scaffolding strategy that calls for tutors and children to read together. This does not replace reading aloud and independent reading, instead it is an additional strategy for promoting reading skills. The following are strategies tutors can use when reading with a child.

Explicit Modeling

This type of modeling helps children learn to think about what they already know while they are reading. Talk about your thinking process--what you do to get meaning from the words and understand the text. For example: "That's a new word. It begins with cl. I don't know how to pronounce the next part--ue. Harriet is a spy. It must be clue because spies look for clues."

Implicit Modeling

This type of modeling also helps children think while they read. When a child is stuck on a word you can suggest strategies he or she can use to figure it out. The child can use these strategies immediately and when reading in the future. You might say, "Try reading the sentence again." "Try reading the next sentence." "Where did the boy go at the beginning of the story?" "Where do you think he might be going now?"

Choral Reading

This strategy helps children become more fluent and confident readers. Hold the book together and ask the child to read along with you. Begin reading in a voice that is slightly louder and faster than the child's. As the child becomes more comfortable with reading the text, lower your voice and slow down your reading speed. If the child slows down, increase your volume and speed again.

Echo Reading

This is another way to help a child develop confidence and fluency. Read aloud a line of text. Ask the child to read the same line. Continue taking turns reading and rereading the same lines. When the child begins to read with more expression and fluency, suggest that he read aloud on his own.

Paired Reading

Paired reading is a technique that allows tutors to vary the amount of support they provide to a child while reading aloud together. Explain to the child that sometimes you will read aloud together--duet reading and sometimes he or she will read alone--solo reading. Agree on two signals the child can use to switch back and forth from solo to duet reading. When the child gives you the duet signal, you will begin reading together. When the child feels ready for solo reading, she will give the solo signal and you will stop reading.

Helping Children Develop Decoding Strategies

Engaged readers automatically use decoding, or cueing, strategies to figure out new words in text. Marie Clay, developer of the Reading Recovery program, teaches and tutors to help children learn at least four approaches to decoding. These approaches include:

- focusing on the meaning--semantics;
- relating sounds to letters--phonics;
- looking at how words and phrases are formed--syntax; and
- recognizing sight words--visual.

Some children develop decoding strategies over time with little direct instruction. Other children need one-on-one instruction to help them learn decoding strategies. Here are some tutoring strategies for decoding.

Focus on the Meaning

Young readers often figure out a new word by thinking about what would make sense in a sentence or story. You can help by suggesting that the child look at the pictures, then read a sentence again. If a child's guess at a word is incorrect, ask questions such as, "Does that make sense? What did the girl do at the last house she visited?"

Relate Sounds to Letters

Children apply what they already know about the relationships between letters and sounds to read a new word. For example, a child can read the word "train," because she knows the "tr" in this word makes the same sound as the "tr" at the beginning of "truck," a word she already knows. You can help by reminding a child what she already knows about letter-sound relationships and helping her use this knowledge to attack new words.

Look at How Words and Phrases are Formed

Compound words are formed by combining two words (e.g., playground). You can help a child read an unfamiliar compound word by demonstrating how to break it down into its parts. "That was a good guess -- raincoat. You recognized the first part of the word, 'rain.' But look at the second part of the word again. I'll cover the first part. Now, what does the second part say? That's right, it's bow. So what is the word? Yay! You got it, it's rainbow. Now the story makes more sense. After the rain, she saw a rainbow, not a raincoat."

Recognize Sight Words

High-frequency sight words make up about 50 percent of the words we read and often cause children problems. When a child masters high frequency sight words he experiences success which can boost his self-confidence and interest in reading. You can help children make flash cards for sight words to use with you during tutoring sessions and with his family at home. You and the child can celebrate and track progress in mastering sight words by recording them in a journal, making a paper chain, or adding "sight word leaves" to a tree. Here are 60 high-frequency sight words.

High-Frequency Sight Words

I	a	and	am	at	on	me
my	we	no	said	you	the	they
it	is	in	of	for	from	was
saw	off	come	she	he	your	see
not	be	get	are	if	can	do
all	an	what	why	where	when	who
that	there	then	these	those	their	want
went	now	one	ask	would	could	should
before	after	knew	know			

Endnotes

Adapted from: How Tutors Can Support Young Readers. (December, 1997). On the Road to Reading: A Guide for Community Partners. AmericaReads Challenge. A Joint Project of the Corporation for National Service, the U.S. Department of Education, and the U.S. Department of Health and Human Services.

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What Can You Say Besides “*Sound it out*”?

To help children *monitor their* reading:

- Wait time (5-7 seconds recommended).
- “Try that again”
- “Are you right?”

To help children *use meaning* (context or prior knowledge):

- “Look at the pictures to help yourself.”
- “Does that make sense?”
- “Think what would make good sense”
- “Start the sentence again.”
- “Make a good guess and then go on.”

To help children *use language structure* (syntax):

- “Does that sound right? Does that fit?”
- “Can we say it that way?”

To help children *cross check* (use two or three sources of information):

- “Check to see if what you said looks right and makes sense.”
- “Check to see if what you said makes sense and looks right?”
- “It could be _____, but look at _____.”

To help children *use visual information* (print):

- “Read all the words up to the tricky word and start it.”
- “Say more of the word.”
- “Does that look right to you?”
- Get your mouth ready to say it.
- “Look at how the word begins.”
- “Do you know another word that starts that way?”
- “If that was, what would you expect to see at the beginning? At the end?”
- “Do you know a word that looks/sounds like that?”

To help children *problem solve independently*:

- “What can you do to help yourself?”
- “I like the way you tried to help yourself.”
- “Good readers keep trying – good for you!”
- “I like the way you worked on the hard part.”
- “What can you try?”
- “Good readers...(praise for behavior).”