Newscaster Reading

Objective: To increase fluency and prosody for students
- who have difficulty with phrasing and expression
- who benefit from repeated modeling to increase accuracy

Materials: Short texts the student can read with <u>at least</u> 95% accuracy

Sequence:
1. The first time this intervention is practiced with a student, the teacher will explain how newscasters on television do not have the news memorized. They need to be able to read from a television screen off camera but make it seem like they are just talking. They need to read well and with good expression to keep the audience's attention.
2. Teacher says, "Today we will be reading as if we were newscasters reading the evening news."
3. **First Reading** - Have the student read a paragraph or a few sentences aloud. Teacher provides standard error corrections. ("That word is _____. What word?" The student repeats the word. Teacher says, "Yes. That word is _____." Student goes back to the beginning of the sentence to begin again.)
4. **Second through Fourth Readings** - Teacher then reads the same passage aloud with his/her best expression <u>while the student tracks</u>. (Important for student to have eyes and finger on page following along actively – not just listening). This is done 2 more times. Teacher says, "I will read the passage now as if I were the newscaster. Your job will be to follow along and track as I read. I will do this three times." Read the passage. Then say, "Back to the top" and repeat twice more for a total of three readings.
5. **Fifth through Seventh Readings** – Teacher and student read the same passage again together, as the student tries to match his/her voice to the teacher's voice. Do this three times also. Teacher says, "Now we will read the passage together. You will try to match my voice and my speed. If the student does not read in sync with the teacher, the teacher corrects by saying "keep your voice with mine", and backing up to the beginning of the current sentence.
6. **Eighth Reading** – Student reads the passage alone with best prosody.

What If I Don't See Progress?

1. Does the student make no more than 5% errors on the text being utilized?
2. Have sessions been regular and frequent?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly and consistently?
5. Does the student have serious decoding issues that need to be addressed?
6. If the student's error increase across readings (for instance if they think they have the passage memorized and aren't attending to the text) try the following:
   - begin a new passage (or farther down the page)
   - try a slightly longer passage
   - provide motivator for error free reading
   - consider fewer repetitions of steps 4 and 5 – try two repetitions of each instead