

# REHEARSAL READING

**PURPOSE:** To develop the ability to monitor one's own oral reading with subsequent improvement in reading comprehension

**APPARATUS:** A tape or cassette recorder; short, high-interest reading selections; set of comprehension questions for each selection

## **METHOD:**

1. The learner should be informed that the purpose of this activity is to help him understand the printed word with the same competency that he already understands the spoken word. Select interesting reading material of two or three paragraphs in length. Pick out any words that the learner does not know either by sight recognition or by meaning. Discuss each word in terms of its structure and in terms of the context of its use in the selection to be read. Proceed to Step 2 when the words have been fully discussed and the learner demonstrates some facility at pronouncing them.
2. Prepare the learner fully for the reading selection by discussing it with him and providing as much background as possible. The home assistant reads the selection aloud to the learner. The emphasis is for the learner to attend to the listening experience very carefully, but he may follow the reading visually if he wishes. Proceed to Step 3 when the potential for further understanding of the selection by additional discussion has been exhausted.
3. Record while the learner reads the first paragraph of the selection. Give help as needed without hesitation or reproof. Immediately play back the recording for the learner. Constantly encourage him to observe the print as he listens to it being read. Stop the recorder at each error, describing the nature of the error and the means for correcting it. Errors might include, among others, omissions, substitutions, reversals, inattention to punctuation, mispronunciations, lack of proper intonation, and poor phrasing. Discuss any error that will contribute to the learner's skill in matching his visual with his verbal language.
4. After this discussion, the learner is encouraged to reread the same paragraph to discover for himself if it has helped him. This, too, is recorded. He is asked to listen to the second recording and make a comparison himself. Now encourage him to read the rest of the selection so that he will have enough information to discuss the questions at the end of the passages. Encourage him to persist in his efforts, but if he balks or indicates anxiety, the home assistant should volunteer to read the remainder of the selection while the learner listens.
5. After reading the full selection, the learner is encouraged to read the comprehension questions. The home assistant should help the learner read the questions with the same facility that was attempted during the reading of the selection itself. It is important to help the learner find out how to go about answering comprehension questions. He may have to be shown how to scan for specific information questions, how to develop a set of operational procedures for answering sequence questions, or how to discover the main idea of selections read.
6. The home assistant should keep records of the learner's specific problems in reading the passage as well as in answering the questions. Once the learner understands the intent of the technique, it may be helpful if the learner can be paired off with another learner, when one is available, while they alternate the role of learner and teacher. If another learner is not available, the home assistant may become a substitute learner by reading in the manner described as TRICK READING on the APELL READING home assignment sheet.