Types of Read Alouds

As a Reading Seed Coach, you play a vital role in supporting struggling and reluctant readers in their journey towards personal achievement and academic success – and it all starts with a picture book.

We read aloud to children to entertain, to calm, and to teach, but reading aloud also:
- Helps students to associate reading with pleasure.
- Creates background knowledge.
- Builds vocabulary.
- Provides a valuable reading role model.

Types of Read Alouds
There are several different types of Read Alouds that Reading Coaches can implement, based on their students’ skill and comfort level.

Modeled Reading
Modeled Reading gives you a chance to model good pronunciation, fluency, and expression while the student listens.

If you assign a student the role of "teacher," they can listen to you read the story and then ask you questions about key characters or elements. Students love the opportunity to quiz you and are unaware they are practicing comprehension strategies in the process.

Choral Reading
In Choral Reading, the student and Reading Coach read aloud in unison as they follow along with the text. Because students are reading aloud with you, they will usually feel less self-conscious and nervous.

Echo Reading
In Echo Reading, the Reading Coach reads a short segment of text (a sentence or phrase), and the student echoes back the same sentence or phrase while following along in the text. Echo Reading is an effective strategy for building student fluency.

Paired (or Shared) Reading
In Paired Reading, the Reading Coach reads the first sentence (or paragraph or page) and then the student reads the next sentence (or paragraph or page). It is a remarkable tool to support and encourage readers who struggle with nearly every sentence.

Guided Reading
In Guided Reading, the student uses learned strategies to read aloud independently. The Reading Coach only intervenes when a student gets stuck.
Reading Aloud: The Reading Seed Way

- Sit next to your student, not opposite him or her. You can tell your student you will always read together “elbow to elbow.”

- Always allow the student to choose the books that you will use during the session. The likelihood a student will enjoy a book doubles when the student chooses that book for themselves.

Before Reading

- Build background knowledge by introducing the book to your student before beginning to read. Show him/her the front cover, review the title and author's name, and look at any pictures or bolded words. Doing this short introduction helps to build/activate a student’s background knowledge.

- Ask your student to make some predictions about the book. (e.g. Who – or what - do you think is the main character? What do you think it might be about? Do you think it is a happy book? A sad book?)

During Reading

- While you read out loud, point with your fingers to the words. Pointing allows your student to see and hear the words at the same time (since many words in the English language do not look anything like they sound).

- Give your student small parts to read so s/he can feel successful. These parts should be simple words, phrases, or repetitive sentences. As you continue reading with them, make their reading parts longer.

- Be careful not to put your student on the spot. Initially, do not expect them to read to you, unless he or she offers to do so, and then be sure it is a familiar or easy enough text so as to avoid any risk of failure.

- When your student reads aloud to you, have him/her point to the words as they read because you want to see if the words the student is reading aloud are actually the words on the page.

- Ignore errors that do not change the meaning of the story. Accuracy is not as important as understanding.

- Teach at only a few key places where the student can learn what s/he most needs to learn. Selecting “just right” books (see page 22) helps eliminate the need to jump in and interrupt too frequently. Too many interruptions disrupt fluency and comprehension.
After Reading

➢ Have your student determine if his/her predictions were correct.

➢ **Ask some comprehension questions:** See the Comprehension section on page 53 for different questions and activities to try.

➢ **Offer specific positive feedback on something your student did well.**

**When a Student Gets Stuck**

Reading Coaches should implement the “**Triple-P Plan: Pause, Prompt, & Praise**” to help students learn to resolve their problems independently.

**Pause:** Wait 20 seconds. Students need time to think. After 20 seconds, ask “Do you need more time to think?”

**Prompt:** Encourage your student to use a strategy they’ve learned to identify the word. When your student encounters an unfamiliar word, you can use one of these three main categories of prompts to help them.

**Prompt by Meaning (Semantic)**

➢ Something tricked you. Let’s read that part again.
➢ Let’s look at the pictures for a clue.
➢ Does that make sense to you?
➢ Let’s read the rest of the sentence to see if it helps us figure out what that word is.

**Prompt by Structure (Syntax)**

➢ Does that sound right to you?
➢ What kind of word would fit there?

**Prompt by Visual (Phonics)**

➢ Do you know any part of that word?
➢ Is the word similar to one you already know?
➢ Go back and read this with your finger underneath...
➢ Let’s break the word into syllables and sound it out together.
➢ Do you see a word family you know?
**Praise:** Provide specific, positive feedback. Feedback should be offered after each prompt and include what action was taken or the strategy that was used. You can finish by saying, “That’s what good readers do.” This will reinforce a student’s use of that particular strategy.

**Examples of Specific Positive Feedback:**

- I saw you check the picture. That’s what good readers do.
- You thought about what kind of word would make sense. That’s what good readers do.
- You said “tog” and realized that didn’t make sense so you changed the vowel sound until you found a word that made sense. That’s what good readers do.
- You went back and read it again to figure out what the word was. That is what good readers do.
- When you got stuck on the word “horse” you skipped it and read the rest of the sentence. Doing that helped you figure out what the word was. That’s what good readers do.
- You thought about what would sound right next and knew it needed to be a noun. That’s what good readers do.
- Your finger was right under each word as you read it. Good matching!
- You saw the word chunk “oo” in “loot” and that helped you recognize the word. That’s what good readers do.
- You saw the word family “out” in the word “shout.” That’s what good readers do.