

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 passages of text (about 4-6 sentences) the student can read with at least 95% accuracy.

Make notes in corner every 5 times to see if student has read

Sequence:

1. **Explain:** The first time this intervention is practiced with a student, the tutor 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. **Explain:** Each session, Tutor says, "Today we will be reading as if we were newscasters reading the evening news."
3. **First Reading** - Have the student read the short passage aloud. Tutor provides immediate standard error corrections. ("That word is _____. What word?" The student repeats the word. Tutor says, "Yes. That word is _____." Student goes back to the beginning of the sentence to begin again.)
4. **Second through Fourth Readings** - Tutor then reads the same short passage aloud with his/her best expression while the student tracks. (Important for student to have eyes and finger on page following along actively – not just listening). Tutor 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. Tutor models good expression, and a reading pace that is slightly faster than the reading pace the student demonstrated in the first reading.
5. **Fifth through Seventh Readings** – Tutor and student read the same short passage again together, as the student tries to match his/her voice to the tutor's voice. Do this three times also. Tutor 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 tutor, the tutor corrects by saying "keep your voice with mine", and backing up to the beginning of the current sentence.
6. **Eighth Reading** – Student reads the short passage alone with best prosody. Tutor provides immediate error correction procedure for any errors made.

What If I Don't See Progress?

1. Does the student make no more than 5% errors on the text being utilized?
2. Has there been sufficient praise?
3. Are the error correction procedures being delivered correctly and consistently?
4. 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:
 - a. begin a new passage (or farther down the page)
 - b. try a slightly longer passage
 - c. provide motivator for error free reading

The intervention protocols and integrity observations were developed by the St. Croix River Education District, Rush City, MN. Permission for use is granted for Reading Corps tutors and coaches within the 2013-14 Reading Corps program.

Newscaster Reading Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Tutor: _____ Observer: _____

Observed by (check one): Reading Corps Internal Coach Reading Corps Master Coach

| INTERVENTION SEQUENCE | YES | NO |
|---|-----|----|
| First time with this intervention, tutor gives background explanation. Also mark "Yes" if this is not the student's first experience with the intervention. | | |
| Each session, Tutor says, "Today we will be reading as if we were newscasters reading the evening news." | | |
| First Reading: Student reads a short portion of text (4-6 sentences) aloud. | | |
| Tutor provides standard error correction procedure immediately for every error made. Also mark "Yes" if the student did not make any errors. | | |
| Second through Fourth Readings: Tutor reads same passage aloud 3 times in a row. | | |
| Student actively tracks along with tutor (with eyes and finger) while tutor reads passage 3 times. | | |
| Tutor's reading demonstrates good expression and a pace that is slightly faster than the pace the student demonstrated in the first reading. | | |
| Fifth through Seventh Readings: Tutor and student read same passage aloud together 3 times in a row. | | |
| If necessary, tutor uses "keep your voice with mine" correction, and goes back to beginning of current sentence. Also mark "Yes" if error correction procedure was not necessary. | | |
| Eighth Reading: Student reads same passage aloud one time alone. | | |
| Tutor provides standard error correction procedure immediately for every error made. Also mark "Yes" if the student did not make any errors. | | |
| Total (maximum of 11 possible): | | |

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