NOTING that there are many strategies a teacher can use to increase motivation and confidence of students who avoid reading, this paper discusses the strategy of using repeated readings through audio support. After an overview, the paper discusses setting up the program. Three scenarios are presented: a student who does not like to read, a student who enjoys reading but reads slowly and has difficulty making sense of what is read, and the student who reads word by word and who has no other strategy than to ask for help on tricky words. Accompanying strategies and activities to consider when using the repeated readings technique are discussed. The paper concludes that, using repeated readings with audio support, students can become expert readers and can learn self monitoring and self correcting behaviors. (RS)
Project R.2E. A. C. H. = Repeated Readings Enrichment Through Audio Cassette Help

OVERVIEW

Successful readers love to read. They find reading entertaining and an experience that helps to explain the world in which they live. Tangled readers avoid reading. They are often not provided with classroom opportunities to practice reading independently because they are slower at reading and/or completing a reading related task. Tangled readers often have few books at home and little motivation to seek out the public library or school media center for books.

Fortunately, there are strategies a teacher can use to increase motivation and confidence of these tangled readers so that they can find success. One such strategy is the use of repeated readings through audio support. Repeated readings is an approach that allows the student to listen to an audiotaped story as often as necessary to gain familiarity with the story. Once the student is familiar with the story, s/he reads the story until fluency is achieved. Depending on the length of text, the story can be practiced in sections, or listened to and read in its entirety.

SETTING UP THE PROGRAM

1. Identify children that will participate in the project. You can do this by observing reading behaviors and questioning students about their reading strategies, habits, and attitudes.

2. Meet with parents to explain the project and enlist their help and support. Explain how the extra practice everyday will help the child become a more successful student.

3. Devise a reading program for each child based on interests and areas of need. Include strategies that will develop the student’s confidence, interest, and fluency in oral and silent reading.

4. Set up a folder or section of a notebook to monitor the student’s progress and keep track of the various activities in which the student participates.

5. Provide classroom time to allow students to practice reading their stories using audio support when desired.

ACTIVITIES TO CONSIDER

The types of strategies and activities you develop for the students in the project will depend on the reading habits you observe as well as feedback students give you about reading. The following are scenarios of student behaviors and some of the strategies I used to assist students find success in reading. The strategies all make use of audio support as a scaffold for developing reading skills.

Scenario 1: The student doesn’t like to read books in school because they are boring. Student profile indicates that he feels he reads poorly out loud.

Strategy: Assist the student by building confidence and motivation to read.

⇒ Accompany the student to the school media center or public library to select a book that interests him/her. The book should be short enough to read in about 15 minutes.

⇒ Read and record the book using good expression. Listen to the tape when you have finished to make sure it’s clear and remains true to the text.
Teach the student how to use the tape recorder for listening to a story.

Provide time for the student to listen to the story in class while others are reading independently (Drop Everything and Read Time) and at home with the use of the tape recorder.

Ask the child to read the book out loud to you and then to his classmates when he is ready. The child can also read the book to children in lower grades in order to build confidence and purpose.

Repeat above steps with other books selected by the student.

**Scenario 2:** The student enjoys reading, but reads very slowly (word by word with choppy phrasing) and has difficulty in making sense of what is read.

**Strategy:** Assist the student by developing fluency as well as an ear for what makes sense.

Have student select a book that s/he would like to read.

Record the book for the student. On one side of the tape record the story from beginning to end. On the other side of the tape, record the story in segments using a sound to indicate that the segment is over (I use a rain stick).

Have student practice the segments of the story using repeated readings with audio tape support. Time the student’s reading for one minute and graph the results to measure and display progress. Look for at least an 85-word-per-minute criterion rate to be reached within a one minute timing. This will assist with fluency.

Have student read in unison with the tape, teacher, or other fluent reader.

Ask questions (5W’s, sequence, vocabulary) or have the student retell what has been read to check for comprehension.

Give the student practice with cloze passages from the text being read that require him/her to use the context to decide what would make sense.

Use cut outs of different size rectangles placed over the words within the text and have the student use his/her X-ray vision to decide what word would make sense within the passage.

**Scenario 3:** The student reads word by word and remains on the tricky word with only an appeal for help as a strategy.

**Strategy:** Assist the student in developing prediction and context clue skills as well as a heightened awareness of sense and self correction.

Have the student select a book that s/he would like to read.

Record the book for the student following the same guidelines as with student 1. However, with subsequent title selections, storytell the selection being sure to include a lot of detail and elaboration about the story elements.
Read the story to the student and stop after selected sections to have the student state what will happen next in the sequence of events.

Record about 75% of the book and have the student listen to and read the story to the end.

Have the student skip unknown words and read to the end of the sentence. Have the student return to the tricky part and ask himself/herself what word would make sense in the sentence.

Play X-ray vision cloze game with passages from the story.

**SUMMARY**

While there are an unlimited number of strategies to help tangled readers, the use of audio support as a scaffold allows many students to become reading experts. Through the use of audio support, students become more fluent in reading over time and can concentrate more on comprehension than on the decoding and encoding of words.

In addition, the use of audio support has the built-in advantage of providing students with self-monitoring behaviors since they have become so familiar with the recorded text. These self-monitoring and self-correcting behaviors are the ones we look for in our independent readers.

Another advantage I have found with the use of audio support is that it allows family members a way to participate in the child's learning.

While the use of repeated readings and audio support are not methods to be used in isolation, they are an important component of a reading program designed to develop a student's strengths and help the student march with confidence along the literacy continuum.

Mitchell Bobrick received his Master of Arts Degree in TESOL from New York University. He has been a teacher for seventeen years and currently teaches ESOL at West Gate Elementary School in Palm Beach County, Florida.
I. DOCUMENT IDENTIFICATION:

Title: Project R.2.E.A.C.H: Repeated Readings Enrichment Through Audio Cassette Help

Author(s): Mitchell Bobrick

Sunshine State TESOL presentation? yes no If not, was it another conference presentation? Specify:

Publication Date:
May 1998

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

<table>
<thead>
<tr>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ]</td>
</tr>
</tbody>
</table>

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

<table>
<thead>
<tr>
<th>Level 2A</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ]</td>
</tr>
</tbody>
</table>

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

<table>
<thead>
<tr>
<th>Level 2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ]</td>
</tr>
</tbody>
</table>

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Mitchell Bobrick

Printed Name/Position/Title: Mitchell Bobrick/Teacher of ESOL

Organization/Address: West Gate Elementary School

Telephone: (561) 223-0992

Fax: (561) 223-9395

E-Mail Address: Bobrickm@ad.uni

Date: June 30, 1998
III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERICAN EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1113 15th Street, N.W.
Washington, D.C. 20036

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3596

Telephone: 301-497-4080
Toll Free: 800-739-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

Please send this form to the appropriate ERIC Clearinghouse or the ERIC Processing and Reference Facility.