

## Reading Terms and Activities

Expression - Raising and lowering your voice and obeying punctuation while reading to sound how someone would speak when they are talking or having a conversation. Expression is a vital piece of reading. The more natural expression a reader uses, the more it helps them understand the text.

- Read aloud (orally) - Echo Read (read a section and have student read it back), Partner Read (divide sections and take turns reading together), Choral Read (read at the same time)
- Poems
- Reading Kid Books (to siblings, parents, pets, etc.)
- Reader's Theaters
- Recorded Readings - video and audio works great for this. Read-Listen-Re-Read!
- Audiobooks - follow along with the text as you listen! It is like a double workout!

Phrasing- Phrasing is reading a group of words together without pausing. When a reader pauses in the wrong place, it can change the meaning. This causes readers to re-read, affecting their rate and/or readers continue to read the passage with misinterpretations, affecting their understanding. Don't pause unless the punctuation calls for it! **See above list - activities for expression also work for phrasing!**

Intonation - This goes along with expression and phrasing. Intonation refers to the tone in our voice as we read. Some readers raise and lower their voice in inappropriate places causing misinterpretations of the text. **See above list - activities for expression also work for intonation!**

Rate - The speed at which a reader reads. The goal isn't to be a speed reader, but to read at a steady rate that allows the reader to understand what the text is saying. Rate can effect understanding significantly. If a reader reads too slowly, words are separated and read word by word thus misinterpreting the text. The same holds true for speed reading, all the words run together and meaning is lost.

- Read with a timer and chart time
- Partner Read - Have parent read piece first so that it is good practice with no errors. (We don't want to be practicing the wrong word over and over)
- Repeat readings (read the same text over and over)

- Read Orally (silent almost always is naturally faster)

Automaticity - This is when the reader becomes a more "automatic" reader. They transition from having to stop and sound out words or self-correct and can focus more on the meaning of the text instead of what the words are. This also is a component of rate. It is kind of the last piece of the puzzle to becoming a fluent reader.

- Oral READ!
- Flash cards/word cards
- Poems
- Repeated readings (read the same text over and over)

Accuracy and Self-Correcting (s/c) -Accuracy is reading the words exactly as they are written. Self-Correcting is when a word is read incorrectly and the reader recognizes the error on their own and goes back to fix it. The goal of being accurate is to self-correct when the text is not making sense. With practice, eventually the reader will increase their accuracy and self-correct less because it is not needed.

- Poems Read A Loud - Poems have a rhyme and rhythm allowing the reader to easily self-correct.
- Read all text orally - it is easier for the reader to hear their mistakes.
- Record reader- record and replay following along with text to check for errors
- Repeated readings (read the same text over and over for accuracy)

Word Attack -When a reader comes to an unknown word, they need to sound it out. Use the first letter to get their mouth ready to begin the word with that sound. Chunk out smaller words that they recognize to figure out the word. Skip over the word and figure out what it is by reading the text around it and asking what word would make sense. Most all intermediate readers know these skills, but need reminders to use them while they are reading to become more automatic with their reading.

Check out our website for materials and a list of audiobooks that students can use to help them be successful readers! <https://wissouthtitle1.weebly.com/>