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ABSTRACT

Reading aloud can help students who have problems comprehending social studies subject matter. Teachers, parents, and volunteers can all serve as effective oral readers. Teachers and principals should list goals for volunteers to achieve when reading aloud. In addition, to vary the oral reading approach, students can take turns reading aloud. Different kinds of comprehension questions may be raised during a read-aloud, which include critical thinking, creative reading, and analysis. Volunteers can become more effective teachers through inservice education and by considering psychologies of learning. While classroom teachers face multiple responsibilities in their classroom, aide service provides students a chance to develop improved reading skills. (PM)

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Assisting Teachers in Teaching in Reading Instruction.

by Marlow Ediger

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ASSISTING TEACHERS IN TEACHING IN READING INSTRUCTION

Pupils who face problems in reading social studies subject matter may be grouped homogeneously in an atmosphere of respect. These pupils may hear a read aloud, by a good reader or by an aide to the teacher. Class members might then follow along in their own social studies textbook as the oral reading progresses. They might learn new words as sight words in social studies read alouds. Portions chosen for the read aloud might be too complex for pupils to read by the self.

To vary the oral reading approach, pupils in a committee may take turns reading aloud. If a word is unidentifiable, pupils need to give the one reading aloud a little time to ascertain the unknown word, without any ridicule or put downs. Pupils are hindered in learning to read with negative responses by others in a group. There must be respect for all learners in the group setting. There also must be no labeling of pupils who are slower in reading achievement than other groups or individuals. Sessions devoted to reading aloud are there so that pupils improve in reading skills. Serving as a model, the teacher or an aide when taking her turn reading aloud can do much to set the tone for others to follow in not minimizing contributions made. Then too, standards of conduct may be developed and enforced for read aloud sessions.

Reading Aloud to Pupils

There are different categories of individuals who may read aloud to pupils. The more skilled the pupil/teacher is as an oral reader, the more assistance might be given by that person to pupils in achieving complex reading objectives. The most skilled person would be the retiree who has served as a public/private school teacher. These teachers might become quite independent under the supervision of the regular teacher in helping pupils achieve in reading. Next in line of being prepared to assist public school pupils in reading would be housewives who have completed requirements to be a full time teacher; university student teacher candidates who have completed at least one year as a minimum in teacher education and training; the lay person who would like to devote some time in helping pupils achieve in reading; retirees with no background experiences in teacher education, but would like to serve pupils to achieve in reading. The latter could listen to pupils reading

aloud and help in word identification.

Teachers and the principal may list goals for volunteers to achieve when reading aloud. Thus, the oral reader needs to pronounce words clearly and effectively; pay attention to proper pitch, stress, and juncture, as well as voice inflection. The oral reader needs to have appropriate eye contact with listeners; and carefully notice if pupils are following along in their respective basal readers. Good listening by pupils and carefully following the script in their respective basals are musts.

Pupils with the teacher volunteer might also read the subject matter together from the basal textbook. This can be a good activity for peer work to comprehend subject matter read more thoroughly. The read aloud is to be used with other strategies of teaching pupils to read and comprehend in the social studies.

The read aloud has a plethora of possible objectives. The objectives for pupil achievement might well include the following;

- 1. improving fluency in oral reading.**
- 2. appreciating oral reading as a way of learning.**
- 3. developing a larger sight vocabulary.**
- 4. attaining skill in word recognition such as using phonics, syllabication skills, structural analysis skills, and syntax abilities.**
- 5. obtaining skills in using quotation marks correctly.**

To comprehend subject matter, reading aloud to pupils might well achieve the following:

- 1. reading to follow directions.**
- 2. reading to identify vital concepts.**
- 3. reading to notice the beauty in language.**
- 4. reading obtain salient facts.**
- 5. reading to skim important subject matter.**
- 6. reading to achieve a generalization.**
- 7. reading for a main idea.**
- 8. reading for a sequence of ideas.**
- 9. reading to show cause and effect.**
- 10. reading to substantiate a statement.**

Pupil should, of course, appreciate improved comprehension as a result of being read aloud to in group sessions. Thus, pupils with teacher assistance may raise questions of each other covering content read aloud to increase

comprehension skills Different kinds of comprehension questions might be raised. Questions raised should not destroy interest in reading but increase the desire to read and make reading a highly enjoyable experience. Examples of comprehension questions to raise and answer include the following

*** critical thinking:**

1. How were the British and French explorations of the New worlds alike and how did they differ? This involves pulling making comparisons in thinking critically of subject matter read.

2. How did each side solve an ensuing problem faced in the new world.? Pupils may identify the problems and read aloud to find the solution written by the authors of the involved textbook. The read aloud here, initially, could be quite literal, followed by analysis of subject matter according to different points of view held by class members. Indepth discussion can make for creative thinking. Pupils might also locate a problem faced by the British and by the French. If there are differences in problems chosen, pupils may attempt to harmonize their findings. Problem solving as a learning activity in reading might well then stress a careful identification of what the dilemma actually was, and pupils attempting to minimize identified differences.

*** creative reading. Here, pupils provide novel information, based on background knowledge possessed in answer to questions raised. Creative ideas might be contrasted.**

*** receipt of ideas gleaned from oral read alouds, an analysis of ideas read, using content acquired, and assessing the feedback of ideas used makes for a viable model in the reading process.**

Means of Inservice Education

There are several valuable procedures to use in assisting improved tutoring of pupils in reading. The following are recommended ways:

*** discussing with the regular teacher new ways of helping pupils in reading.**

*** having group meetings to zero in on improving reading instruction.**

*** reading from educational journals on guiding pupils to achieve in learning to read.**

*** using a clinical approach to help pupils in reading.**

*** making read alouds more profitable using a workshop procedure.**

*** emphasizing improved reading instruction through the**

faculty meeting approach.

- * learning to teach each other approaches in modifying the reading curriculum.**

- * sharing reading with others conferences to guide reading improvement.**

Using the Psychology of Learning

Careful attention paid to the psychologies of learning should guide more optimal achievement in reading aide service to pupils. These principles of learning should be stressed throughout the time pupils are guided and aided to improve reading achievement.

- * procedures used should capture and sustain pupil attention.**

- * procedures used should help pupils develop appropriate study skills.**

- * procedures used should guide pupil enjoyment of literature read since improved sequence of subject matter is in evidence.**

- * procedures used should encourage, not discourage reading.**

- * procedures used should assist pupils to become literature conscious.**

- * procedures used should pave the way for fewer errors in reading and increasing reflective attitudes covering content read.**

- * procedures used should help in reading for a variety of purposes.**

- * procedures used should assist pupils to evaluate the self in reading progress.**

- * procedures used should guide pupils to be more accepting of others as human beings having much worth.**

In Closing

Pupils should be assisted to become quality, independent readers. The regular teacher has a plethora of responsibilities in guiding all in a classroom to develop proficiency in reading. Aide service might well be necessary to provide all pupils a chance to grow, develop, and achieve well in reading instruction.



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