



Listening Passage Preview

Description: The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed.

Materials:

- Reading book

Preparation:

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the listening passage preview approach.

Intervention Script:

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)
2. Say to the student, *"Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud."*
3. Read aloud from the book for about 2 minutes while the student reads silently. If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.
4. Stop reading and say to the student, *"Now it is your turn to read. If you come to a word that you do not know, I will help you with it."* Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.
5. Repeat steps 3 and 4 until you have finished the selected passage or story.

Tips:

Ask Occasional Comprehension Questions. You can promote reading comprehension by pausing periodically to ask the student comprehension questions about the story (e.g., who, what, when, where, how) and to encourage the student to react to what you both have read (e.g., "Who is your favorite character so far? Why?").

Preview a Text Multiple Times as a Rehearsal Technique. In certain situations, you may wish to practice a particular text selection repeatedly with the student, using the listening passage preview approach. For example, if the student is placed in a reading book that is quite difficult for him or her to read independently, you might rehearse the next assigned story with the student several times so that he or she can read the story more fluently during reading group.

References:



Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. *Learning Disabilities Quarterly*, 7, 39-44.

Van Bon, W.H.J., Bokseveld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. *Journal of Learning Disabilities*, 24, 471-476.