

Improving Reading with “To-With-By”

Experienced readers should read to children.

Children should take risks reading with experienced readers in “safe” environments

Children should read independent level texts by themselves.

TO Experiences (Shared Reading: A copy of the text should be available so readers may follow along.)

- Taking *picture walks* (for younger readers) or *feature walks* (for older readers) prior to reading aloud.
- Being read to from storybooks; followed by critical thinking questions (e.g., Why do you think that happened? Why do you think the author used that particular word?)
- Being read books with rhyme and repetition.
- Being read books that have highly predictable content.
- Being read and reread stories so that stories become familiar and text can be repeated from memory.
- Being read and reread stories so that fluency and prosody can be achieved.
- Being read to from informational texts, preceded and followed by discussions of concepts and vocabulary.
- Being “spot-read” to from informational texts, highlighting critical concepts.
- Being read to from chunks of informational text, pointing out text features (e.g., subheadings, bold and italicized text, detail and critical thinking questions, located before and after the text)
- Being read to while using learning strategies and graphic organizers chosen specifically for the type of text.
- Talking about the text after reading to the child: characters, author’s voice, vocabulary, plot, etc.

WITH Experiences (Guided and Targeted Reading: Students should have their own copies of the text.)

- Readers only read aloud previously rehearsed texts (NO round-robin reading).
- Readers read texts that are highly familiar (independent level texts) to practice fluency and prosody.
- Readers read texts to practice concepts of print (spacing, punctuation, text directionality).
- Readers read texts that are only slightly challenging (instructional level texts) to learn to apply strategies appropriate to the text (i.e., matching texts to readers to strategies).
- Readers read silently (for post-reading discussion with others) and orally in “safe” environments to experienced readers, typically in small groups.
- Readers read with a teacher in a guided reading environment; teacher notes areas where specific strategies can be applied.
- Readers read with other readers and create summaries and questions and critically discuss the text.
- Readers read and respond to texts, orally and in written form.

BY Experiences (Independent reading for pleasure and purpose).

- Readers read familiar texts so they can enjoy and learn new strategies from them again and again.
- Readers read by themselves silently for pleasure and purpose from independent level texts.
- Readers whisper read by themselves for pleasure and purpose from independent level texts to rehearse a text for fluency and prosody.
- Readers orally read by themselves for pleasure and purpose from independent level texts because they enjoy reading aloud.
- Readers read minimally challenging texts by themselves because they are exploring their interests and applying newly-learned strategies.