

Independent Readers

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Level #1 [READ 3-4 X]

Read a verse 3 times.

Do not correct any mistakes, only listen and observe. The child is here to teach me how he reads! My function is to help him/her SELF-CORRECT = Independence.

Level #2 [REPEAT]

Student rereads mistake/s.

If they made any mistakes, (still don't correct them!) ask them "*Could you read this word for me again!*"

6-9 times out of 10 they will self-correct. If he/ still misreads that word, go to level #3.

Level #3 [MENU]

Give Menu of 2 options.

If they are still making mistakes after you brought focus to the word you want them to re-read, give them a **menu of two options**, read aloud the incorrect reading the same way they read it and read aloud the correct reading and ask them "Which of these two is the correct reading?" "Is it ____ or is it ____?" For example, if he misread the word **אָרְבֵּי** and they read it as **אָרְבֵּי**, then ask him: "Is this word **אָרְבֵּי** or **אָרְבֵּי**?" Nine times out of ten they will self-correct.

If they are still not reading correctly, they have taught the teacher their point of deviation, their point of departure from the correct reading. This is what we needed to know, the precise point of difficulty they are struggling with. Now you know the specific letter or vowel they are misreading and can isolate that letter/vowel and re-teach it. Then ask them to read this letter with this vowel. Practice that letter/vowel till they have mastery. Now go back to the original word they misread and they will most likely read it correctly 10 times out of 10. If he still misreads it, a reading specialist is in place. If he reads it correctly, he is ready for level #4.

Level #4 [RATE-Accuracy]

Self-Score 0-10 for accuracy.

Now they have self-corrected every word in the verse they read, ask them to read the verse again, this time ask them to score themselves on a scale of 0-10. Zero means no words were read correctly, 10 means all words were read correctly with no mistakes. 'No mistakes' literally means 'no mistakes.' Each time they read the verse, ask them for their score. After they reach 10/10, go to level #5.

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Level #5 [RATE-Fluency]

Self-Score 0-10 for fluency.

Now ask them to score on a scale of 0-10 for fluency. The definition of fluency is that each word flows into the next word with no pauses or stops. That includes no coughing, no interrupting, long swallows and other ways to buy time. Just let the words flow from one to the next without pressure.

Each time they give you their score, ask them if they are happy with that score or would they prefer to shoot for higher? Let them read the verse again till they finally score 10 out of 10.

Level #6 [SPEED]

Speed reading

Now the student is reading the verse with a score of 10 out of 10 for both accuracy and fluency, ask him to read the verse again, this time at the same speed as before or faster but not slower. After he reads it a little faster than before, ask him if he likes that speed or wants to see if he can read it faster. Continue this request at the end of each 'speed reading,' reminding him he can read it again, either at the same speed as before (the last reading) but not slower.' Continue this request after each scoring till he tells you he is happy with the speed he is reading.

Now go to the **next verse** and repeat levels #1-6.

After he has read 2 verses this way, ask him to read the next verse, going through same levels #1-6. After he has read 3 verses, don't start a fourth verse till he quickly speed reads the first 3 verses. This entire exercise should not take more than 15 minutes. You need not do more than 3-4 verses with levels 1-6 unless they want to continue. You can continue practicing just a few minutes each day this way till he becomes totally self-correcting and reading accurately and fluently.

Don't spend more than 10-20 Minutes MAXIMUM on this per day.

Within a week, if not sooner, the student should be reading fluently because they are holding themselves to a new standard of excellence that they either did not hold themselves to before or believed themselves capable of reading with this level of fluency.

To increase the rate of fluency, teach the student that *your finger has a brain of its own!*

I would not teach this till after they have done levels 1-6 above. The reason is because many children associate 'pain' to being told or recommended to 'keep their finger in the place.' Only after they have experienced their own measurable

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progress and building their new belief in their ability to read accurately and fluently should this 'power of your finger' be introduced.

Explain relationship between 'finger in place' and your eyes and brain.

- Eyes prompt your brain to focus.
- Brain prompts your eyes and fingers to focus.
- Ears prompt your brain and eyes to focus.
- Fingers prompt your brain, eyes and ears to focus.

Total of **4 Prompts** = accelerating the reader's ability to:

1. Focus
2. Listen critically
3. Self-Correct
4. Speed read

All of the above = Independent reading.

Summary

1. Read 3 X
2. Repeat
3. Menu
4. Rate Accuracy
5. Rate Fluency
6. Speed Read
7. Finger Power

Hatzlacha raba, please feel free to contact me at the contact information below.