**Alternative Procedures During Whole Class**



**Group Reading**

**Choral Reading**

• Read the selection with your students.

• Read at a good rate.

• Tell your students, “Keep your voice with mine.”

• May wish to have students pre-read the material silently first before choral reading, which is especially helpful for younger students and students who are less skilled readers.

• Works well in primary grades for short passages, not an entire book or chapter.

**Cloze Reading**

• Read the selection out loud to students.

• Pause at meaningful words, and have the students supply the word chorally.

• Works best to leave out words at the end of a phrase or sentence to preserve the flow.

• Don’t delete words that are short/simple (e.g. to, and, a of), as this will interfere with the flow of the passage.

**Silent Reading (with a Clear Task)**

• Pose a pre-reading question(s) to focus attention.

• Tell students to read a certain amount.

• Ask students to reread the material if they finish early.

• Ask students to respond to pre-reading question(s) in pairs, then whole group.

• Monitor students as they read. Option: As you come by, a hand on the back means whisper read to the teacher. Model whisper read before asking students to do so.

• Every class has silent reader “fakers.” Accountability, such as posing pre-reading questions, must therefore be build into silent reading practices.

**Partner Reading**

• Assign each student a partner.

• Assign roles – first reader and first coach.

• Reader whisper reads to their partner, students alternate by sentence, paragraph, or page. Amount will vary greatly by grade and skill level of the students.

• Coach corrects errors: Asks: “Touch the word. Can you figure it out?” Tell: “This word is \_\_\_\_\_\_\_\_, what word? Important: Reread the sentence – not just the word!

• Teach students how to be good partners. Model behaviors you will be looking for.

• Works well in primary grades as a second or third reading of a story or selection.

**Individual Turns**

• Use with small groups.

• Call on students in random order.

• Vary amount of material read.

• Randomizing the amount read and who reads helps keep students on task.

• Can also add a focus question for students to be thinking about as they read.