

## Oral Reading Techniques

**Whole Group Oral Reading:** Core programs often recommend an oral reading of the anthology selections. There are a variety of ways to do this, with the whole group, during a first reading of the story.

**Round Robin** - When teachers generally think of oral reading, they tend to think of round robin reading. Typically, each child is assigned the same amount of text and students read in a predictable order. Other students are asked to follow along. This strategy has a low level of student engagement and a lack of student practice opportunities. Some students are so busy rehearsing their parts that they do not hear the rest of the story.

**Pulling Sticks** – This strategy is similar to round robin but is in an unpredictable order. Teachers have sticks or cards with student names on them and then pull them out. Once a student is drawn, he or she knows they will not be selected again unless the teacher replaces the stick or has multiple sticks for each student. Again, this strategy has a low level of engagement and lacks multiple student practice opportunities.

**Choral Reading** – All students read the text together with one voice. The teacher sets the pace with his or her voice. Removing the teacher voice and only adding it when students start to stumble is a scaffolding technique. This can also be used in smaller groups. Choral Reading works better in the primary grades since text tends to be shorter. When choral reading, it is important to stop regularly and check for comprehension.

**CLOZE Reading** – CLOZE Reading is appropriate when the anthology selection is especially long or too difficult for most students. Before the First Read, the teacher selects several words from each paragraph. Selected words are multi-syllabic words that have been pre-taught, words that carry the meaning, and high-utility words that students may encounter frequently. It is helpful to highlight these words in the teacher's edition so they can be seen easily during reading. The teacher reads aloud at the expected grade level fluency rate, pausing on the selected words. Students are tracking as the teacher reads. When the teacher pauses, students read the word. It is important to summarize frequently to monitor student comprehension.

In Highwood, a tiny farm and ranch community in the shadow of the mountains with the same name, the **passion** for football can be measured by the scramble for parking spots on the bluff **overlooking** the field.

Local fans will claim prime spots for **watching** a weekend clash featuring the Highwood Mountaineers days before a game. If the **opponent** is archrival Geraldine, the **parking** scramble begins as early as **Tuesday**. Come game time, the parked trucks and SUVs, offer **shelter** from the wind, the sun, and **in the good years**, rain and snow. When the Mountaineers score, horns blare and **headlights** flash. It's all part of a **special** form of small-town football fever.

There is no doubt that football is alive and well in Big Sky Country. The University of **Montana** is working to again add seats to its **stadium**, where sellout crowds of more...

**Jump Reading** – This strategy must be directly taught to students and works best when students are seated at tables or in pods. The first group of students begins reading with the teacher. The teacher

## Montana Reading First

“jumps” out by removing his/her voice in the last sentence of the first paragraph. The teacher uses a signal to indicate when the next group “jumps” in to read. The order of groups cannot be predetermined and shouldn’t be in a predictable order. The signal can be a touch on the table, the moving of an object from table to table, or the teacher moving to stand near the next group. Groups “jump” in or “jump” out on the final or initial sentences

**(Teacher & Group 1)** In Highwood, a tiny farm and ranch community in the shadow of the mountains with the same name, the passion for football can be measured by the scramble for parking spots on the bluff overlooking the field.

Local fans will claim prime spots for watching a weekend clash featuring the Highwood Mountaineers days before a game. **(Teacher jumps out – Group 1 keeps reading)** If the opponent is archrival Geraldine, the parking scramble begins as early as Tuesday. Come game time, the parked trucks and SUVs, offer shelter from the wind, the sun, and in the good years, rain and snow. When the Mountaineers score, horns blare and headlights flash. **(Group 2 jumps in – Groups 1 and 2 reading)** It’s all part of a special form of small-town football fever.

There is no doubt that football is alive and well in Big Sky Country. **(Group 1 jumps out – Group 2 keeps reading)** The University of Montana is working to again add seats to its stadium, where sellout crowds of more...

**Popcorn Reading –** Popcorn reading is a well-known strategy. It is best used in a group format with the teacher controlling the popping. When planning for this strategy, consider natural stopping places in the text such as the end of paragraphs, the end of pages, or when reading is stopped to provide vocabulary or comprehension instruction. Mark the manual with a symbol to monitor reading. The teacher starts reading the text at a grade level pace. All students are tracking. After about a paragraph, the teacher stops and says, “Popcorn” and picks a group of students to read next. All students continue to follow along as the groups read. Examples of groups include popcorn girls, popcorn boys, popcorn table/group/row 1, popcorn right side of the room, etc.

In Highwood, a tiny farm and ranch community in the shadow of the mountains with the same name, the passion for football can be measured by the scramble for parking spots on the bluff overlooking the field. **(P)**

Local fans will claim prime spots for watching a weekend clash featuring the Highwood Mountaineers days before a game. If the opponent is archrival Geraldine, the parking scramble begins as early as Tuesday. Come game time, the parked trucks and SUVs, offer shelter from the wind, the sun, and in the good years, rain and snow. When the Mountaineers score, horns blare and headlights flash. It’s all part of a special form of small-town football fever. **(P)**

There is no doubt that football is alive and well in Big Sky Country. The University of Montana is working to again add seats to its stadium, where sellout crowds of more...

## Montana Reading First

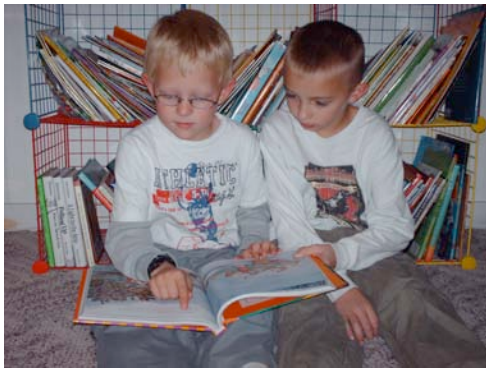
Partner Oral Reading: During a second reading of the anthology selection, or during flexible grouping time, partner oral reading can be an engaging technique. Generally, the most struggling students would still read orally with the teacher, while other, more adept, readers can work with partners. Allot a specific amount of time, and make it an endless task by having partnerships reread if they finish ahead of the teacher-led group.

When reading with a partner, practice needs to:

- be accurate,
- be fluent,
- include a shared responsibility, and
- include a routine that ensures accuracy, fluency, and accountability.

Here are some types of partner reading:

Two People, One Book – In this strategy, two students sit side-by-side and share the same text. They take turns reading aloud.



Lap to lap – Students sit in chairs, facing each other, and their laps are across from each other. Each student has his or her own text. This strategy can be useful with older students who might have personal space issues. It tends to be louder than shoulder to shoulder reading.



## Montana Reading First

Shoulder to shoulder - Students sit in chairs or criss-cross. Their shoulders are almost touching. This strategy helps to reduce the noise level because their ears and mouths are so close to each other.



Peanut Butter and Jelly - Students sit facing each other or side by side. One student is the peanut butter and one is the jelly. Each student has a copy of the text. There is a predetermined amount that each person reads such as a sentence, paragraph, or page. Also, a predetermined stopping point for "peanut butter and jelly discussions" need to be established such as at the end of each page, every two pages or a chapter for older students. At the stopping point, the peanut butter and jelly partners must "Say Something" about what they just read to the other partner. This is a really good time to reinforce the comprehension strategy of the week. When both partners are finished sharing they put their hands together to make a peanut butter and jelly sandwich. This is the signal for the teacher that they have shared and is a great opportunity to drop in and check on the progress.



Numbers - Students are numbered 1s or 2s. Teacher controls reading with voice or timer by saying, "Ones, begin reading..." After set amount of time, the teacher says, "Stop. Twos, begin reading..." and so on. Students sit side-by-side and share a text.

Say Something - Students sit facing each other and each have their own text. There is a pre-determined amount that each person reads. After each turn, the reader must "Say Something" about what they just read to the other partner. It must be directly related to reading, but could be a decoding comment, a question, a prediction, a connection, or a summary.