

Options for Passage Reading

Choral Reading

- Read the selection with your students.
- Read at a moderate 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 chapter.

Cloze Reading

- Read the selection out loud to students.
- Pause at meaningful words, and the students supply the word chorally.
- Works best to leave out words at the end of a phrase or sentence to preserve the flow or the prosody.
- 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 ("eternal" task)
- 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:
 - Ask: “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.
- Alternatives to support lower readers:
 - Second reader always reads the SAME material.
 - Students read the material together.
- 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.

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