INCREASING PARTICIPATION DURING TEXT READING

• Whole-class passage reading can be challenging, given the wide range of readers in the room

• Teachers with lower performing students typically read the material to students, which leads to inattentive behavior and limits student practice

• Behavioral issues may develop when students are asked to read text above their current reading level
ECHO READING

Purpose: Help beginning readers develop accurate, fluent reading with appropriate expression

- Teacher reads a short segment, and students echo back the same segment
- Fade use once students become more proficient

Disadvantages: Limited application of letter-sound correspondences; some students may not even look at the text
CHORAL READING

Purpose: *Increase engagement and model fluent reading*

- Students should read the text silently first
- Teacher and students then read the material out loud at the same time
- Model appropriate rate and expression
- Engages more students than calling on individuals to read

Disadvantages: Hard to hear errors, some students follow the lead of other students
CLOZE READING

Purpose: *Used to help create meaning while reading*

• Teacher reads the text and pauses at certain words for students to read
• Pause at words that enhance students’ comprehension, *not* on words that all students can read

Disadvantage: Interruptions limit opportunities to work on expressive reading; some students may have difficulty reading the words accurately
At the time, **Great Britain** was already at **war** with **France**. The two **countries** had been fighting for **years**. Most of the countries in **Europe** were involved in the **war**. Some sided with the British. Others sided with the French.

The **French** were led by a man named **Napoleon**. He was a brave **leader**. He had **beaten** the **British** in a number of **battles**. Still, the British **kept fighting**.
PARTNER READING

Simultaneous reading
Partner A reads, Partner B rereads

Triad reading

Me or We