

Choral Reading

Wisconsin State Standards

Reading:
Foundational Skills
– Fluency

Grade Level
K-5

Purpose

Use with students to support fluency: explicitly model appropriate rate, accuracy, and prosody

When to Use
During Reading

Grouping
Whole Group
Small Group
Partners
Individuals

ABOUT THE INSTRUCTIONAL PRACTICE

CHORAL READING involves oral reading of text. In choral reading, the teacher leads the reading of a text that students have read previously with 95% accuracy, and students join in to orally read the text in unison. The text is then read repeatedly, until the group has achieved strong fluency, demonstrating appropriate rate, accuracy, and prosody.

IMPLEMENTATION OF THE INSTRUCTIONAL PRACTICE

- Select a text that students can read with at least 95% accuracy.
- Distribute the text to students and model fluent reading of the text, reminding students to pay attention to punctuation and phrasing.
- Cue the students to begin reading altogether. Read the text with the students with everyone reading in unison, with one voice.
- Read the text together as a chorus until all students are fluent with the text.
- You can break students into small groups to practice after completing this as a whole class.

MEASURING PROGRESS

- Teacher observation

RESEARCH

Morra, J., & Tracey, D. H. (2006). The impact of multiple fluency interventions on a single subject. *Reading Horizons Journal*, 47(2), 175-198.

Rasinski, T. V., Linek, W., Sturtevant, E., & Padak, N. (1994). Effects of fluency development on urban second-grade readers. *Journal of Educational Research*, 87, 158-165.

Choral Reading

Two examples of rubrics that can be used to evaluate students' prosody during choral reading.

<i>Dimension</i>	1	2	3	4
A. Expression and Volume	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
B. Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possible some chopiness; reasonable stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
C. Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
D. Pace (during sections of minimal disruption)	Slow and laborious.	Moderately slow.	Uneven mixture of fast and slow reading.	Consistently conversational.
Adapted from: Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. <i>Theory Into Practice</i> , 30, 211-217.				

Oral Reading Fluency Levels	
Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, there do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expression.
Level 3	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage.
Level 1	Reads primarily word by word. Occasional two-word or three-word phrases may occur, but these are infrequent and/or they do not preserve meaningful syntax.
Adapted from the <i>National Assessment of Educational Progress (NAEP) Scale for Assessing Oral Reading Fluency</i> .	