

Choral Reading

Wisconsin State Standards

Reading:
Foundational Skills
– Fluency

Grade Level
K-5

Purpose

Use with students to support fluency: explicitly teach how to read with accuracy, rate, and prosody

When to Use

Before Reading
During Reading
After Reading

Grouping

Whole Group
Small Group
Partners
Individuals

ABOUT THE STRATEGY

ECHO READING involves the teacher reading aloud a text line by line or sentence by sentence modeling appropriate fluency. After reading each line, the students echo back the reading of the line with the same rate and prosody. This activity can be done with individual students, small groups, or larger groups of students.

IMPLEMENTATION OF THE STRATEGY

- 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.
- Read one line or sentence of the text at a time, modeling appropriate fluency.
- Cue students to read aloud that same line or sentence, echoing the same fluency and intonation that you modeled.
- Complete the reading of the entire text in this manner, line by line or sentence by sentence.
- You can break students into small groups to practice after completing this as a whole class.

MEASURING PROGRESS

- Teacher observation

RESEARCH

Homan, S. P., Klesius, J. P., & Hite, C. (1993). Effects of repeated readings and nonrepetitive strategies on students' fluency and comprehension. *Journal of Educational Research*, 87, 94-99.

Schneeberg, H. (1977). Listening while reading: A four year study. *The Reading Teacher*, 30(6), 629-635.

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> .	