Alternatives to Round Robin Reading

*All of these methods must be first taught to the students. All of these methods are flexible and usable with elementary students in all grades. You may choose to do shared reading for the first portion of the lesson, then independent or paired reading – the methods are complementary. You may choose to have students do all jigsaw reading for one lesson – the methods are flexible. All of these methods result in higher comprehension than round robin reading. All of these methods are quite do-able and sustainable when the students are trained to them. (Most effective when you train students in one method completely before you teach them a new method.)

Shared: Teacher reads aloud, modeling good fluency and intonation, while students follow along in their own copy of book. Teacher frequently stops and models comprehension strategies and skills such as inferencing, drawing conclusions, questioning, connecting (book to book or book to life), cause & effect, picturing, summarizing, evaluating, etc., but not so frequently as to interfere with flow of the story.

Independent: Students read independently, are assigned clear stopping and starting points, and a purpose for reading ("While you read, look for . . ." "While you read, think about how . . ." "While you read, see if you can figure out why . . . " etc.) Try "Everyone Read To…. Or Anticipation Guides. The teacher can choose to have students respond in response journals when finished reading, respond to prepared higher level questions in their journals, or complete other connected tasks, such as writing one of each level of questions (QAR) to ask classmates. Faster readers can then re-read the story. Slower readers may not get to the written response portion. Make sure to involve them in the oral discussion.

Jigsaw: Works *very* well with content area reading (ss, science) and text with subheadings, but can be used for other text, too. Assign sections of reading, split kids into different groups than they are normally paired with (for instance, assign numbers for seats then split into all 1's, all 2's, all 3's, etc. to meet together). Assign a section of text to read, and assign jobs (clear and limited) so they can teach the other groups the content of their assigned section. Each group becomes the expert on their section of text in order to teach the other groups. Teacher must decide on which graphic organizer is most appropriate for groups to create and use to synthesize their information and teach other groups. Teacher must set the guidelines for teaching groups. Teacher can encourage the use of the board for groups as they are teaching

the rest of the groups about their section of text. Other groups should be learning, taking notes, asking questions as teaching group teaches in order to glean the information from them. Teacher must model how to both learn from a teaching group and how to teach when you are the teaching group. Set the tone and expectations and guidelines.

Paired ("Buddy"): This is essentially two students with reciprocal teaching. This is not pairing up any two students to read aloud to each other. This is training the students to follow the buddy reading strategies (posted on the Literacy Lane website.) Students must be trained to buddy/pair read. Students must be taught how to be the "teacher" and how to be the "student". Set expectations and guidelines for reading work, behavior, etc. Takes approx. 3-4 weeks to trains students to successfully buddy read, but is very effective, enjoyable for the kids, and works well for teachers after kids are trained. Teachers sets a purpose for 2-3 kids to read together, students are assigned a clear goal, clear starting and stopping points, what to do when finished reading (continue to work on graphic organizer started in pre-reading, answer questions in response journals, think of one each of the 3 levels of questions from QAR, respond to text in other form, make a graphic organizer to show knowledge gained to other groups, etc.). This is a really wonderful method.

Reciprocal: Initially teacher directed, gradually over course of the fall, teacher drops level of support so that it is student directed. Purpose is to make reading techniques that good readers use visible to all students, to show and MODEL and DO what good readers do. Students need to internalize that they need to do these things in their heads with everything they read. Good readers use all of these steps, although they are not always visible:

- Predict
- Read (can be shared in beginning – fall, or whole class)
- Question, clarify points of uncertainty
- Summarize (to teach students to synthesize information gained in reading and give it back in their own form)

For content area reading, read all subheadings separately using all 4 steps in each subheading. For fiction, read each section of the text, using all 4 steps in each section.

Echo: Great for building fluency and intonation. Teacher reads appropriate part of text with enthusiasm, intonation and fluency. Students are then asked to read that same portion of text in just the same way. This can be done several times in a row or be

done in several sections of the book, as a break in other types of reading – shared, choral, paired) as needed.

<u>Choral:</u> More than one student at a time reads. Teacher may or may not choose to read with readers, depending on how much modeling is needed. You can split into 'this half' and 'that half' of the class read at one time, can split into 'tables' if you have tables of around 4 students, can split into several random students read at once as you direct. The point is to have several or many voices reading at once in order to pull along slow readers, and involve more than one reader in reading aloud at a time (and losing the others). Also has a musical quality that is very attractive to students. Students can also repeat sections as needed to build fluency and intonation.

** Many more ideas can be found at the Literacy Lane website. Just follow the Guided Reading Blvd. road sign.
~Jeannette Mulholland, Reading Specialist, Jefferson County Schools