

# Collaborative Oral Reading<sup>1</sup>

## Purpose

This routine provides students with the opportunity to practice reading fluently at a pace that supports reading comprehension.

## Time

This routine takes 10 - 20 minutes per lesson.

## Supported standards

CCR Reading Fundamentals Anchor 4: Read with sufficient accuracy and fluency to support comprehension.

## Materials

A text at a level that the student(s) can read with at least 95% accuracy. This can be a longer text, such as a chapter book, that the group will return to every lesson or a shorter article or story. There should be a copy for each student and one for the instructor.

**Note:** Instructors who meet with student(s) online may share their screen to show students the reading, but it is often easier for students to follow along with a paper copy. Instructors should consider mailing the reading material to students.

## Procedure

Fluency practice should be done for a short time during every lesson. This routine allows students to hear fluent reading modeled, practice fluent reading, and often, learn to enjoy reading and build a sense of community.

1. If there is a group of students, the instructor should make sure they all know each other's names before beginning. The instructor explains to students that they will be practicing reading aloud smoothly and accurately and outline the procedure. The instructor will likely want to take the first turn to demonstrate.

---

<sup>1</sup> Adapted from STAR materials.

2. The student(s) and instructor should take turns reading aloud. Each person should read only one to three sentences at a time and can stop whenever they choose. Students should follow along if it's not their turn to read so that they can easily jump in when it's their turn.
3. If there is more than one student, the student who just read can call on anyone in the group to read next, including the instructor. If there is only one student, the student and instructor can take turns.
4. The instructor focuses on helping students read smoothly and with appropriate pacing. The following practices may help:
  - a. Only the instructor should assist students. Other students should not jump in to help. This gives the instructor control over the amount of wait time before students get assistance.
  - b. If a student is struggling with a word, the instructor should let them try a couple of times and then simply say the word. The student may repeat the word or just keep reading.
  - c. If there's a crucial vocabulary word that most students won't understand, the instructor can give a very brief definition. (Ex: "Crucial means very important.")
  - d. At the end, the instructor might ask one or two open-ended questions. This should be conversational and not a formal reading comprehension activity. The instructor should encourage students to ask questions, too! For example, "What did we read about that was interesting to you? Did anything we read surprise you? What do you think will happen next?"