

Active Reading Strategies



By Jennifer Throndsen

Instead of reading texts to the students, having them listen to an audio version, or asking the strong readers to read, teachers can use active engagement strategies that afford all students the opportunity to engage in grade-level text with scaffolding, including:



CLOZE

Cloze reading occurs when a teacher reads a challenging text aloud and strategically selects words to omit. Students are prompted to fill in the missing words. Leaving out a word every seven to nine words creates engagement while not hindering comprehension of the text.



CHORAL

Choral reading takes place when two or more students, or even a whole class, read the text simultaneously. This strategy gives striving readers scaffolded support via the more proficient readers as the teacher models appropriate pacing.



PARTNER

Partner reading strategically pairs up two students who take turns reading part of the passage aloud. It may be a page at a time, a paragraph, or even a sentence depending on the length of the text and students' stamina. Both students have the text in front of them and are tracking it. The stronger reader can provide prompts for unknown words for the striving reader.



ECHO

Echo reading happens when the teacher reads aloud a portion of the text, such as a sentence, paragraph, or page, and students echo back with similar pacing, intonation, and expression. To determine the amount of text for students to echo, test out the length that they can maintain the expression without being able to just repeat it from memory.



DUET

Duet reading is when two partners, one strong reader and one striving reader, are paired together to read a text aloud in unison. Having one of the readers, initially the stronger reader, point to the text as it is read helps to keep both readers eyes on the text and following along.



WHISPER

Whisper reading is just what it sounds like. Students read independently in a whisper voice. It is a great replacement for silent sustained reading as it offers hard evidence of student practice instead of hope that there is.