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Alternatives to round robin oral reading

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Statement of the Problem

The purpose of this project is to suggest successful alternatives to round robin oral reading which occurs in most primary classrooms.

Round robin oral reading may bore children, limit their understanding of reading, restrict the use of teacher time and limit students' interaction with others outside their reading group. It may discourage student independence while placing students and teachers in a non-flexible time schedule. Round robin oral reading often serves no educationally sound purpose.

Procedure

A list of possible alternatives to round robin oral reading was generated, using other teachers, students, reference books and this author's creations as sources. Suggested activities were sub-grouped into four categories: reading with the teacher; reading away from the teacher; enrichment or post-reading activities; and longer alternatives and units. Educators were encouraged to select whichever activities would best serve the needs of their students.
Teachers were encouraged to examine their reasons for oral reading. Oral reading should be done for the purpose of evaluation or communication with others. Oral reading should not be done solely for reasons of tradition or habit, and it should not be the only type of reading experienced by students. Students should have varied and exciting reading experiences, interact with members of other reading groups and develop the ability to read independently for their own purposes.

Scheduling suggestions were included for teachers who use reading groups and who wish to offer students meaningful alternatives to round robin oral reading. A scheduling suggestion for special days with altered time frames was developed as well.

Conclusions

It is imperative that children read for a purpose in order to expand their reading experience, their reading enjoyment and their understanding of the role reading plays in life. Limiting children's reading experience to an oral reading circle is unfair to students and unnecessarily restricts their view of reading. Numerous alternatives to the tradition of round robin oral reading are available. Teachers must utilize some of those alternatives in order to better prepare their students for a life of reading.
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ALTERNATIVES TO ROUND ROBIN ORAL READING

A Project Submitted to
The Faculty of the School of Education
In Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: Reading Option

By

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San Bernardino, California
1986

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Individuals who can read with understanding hold the key to all of the stored knowledge of civilization.

Reading Framework for California Public Schools
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INTRODUCTION

The traditional primary reading program consists of three reading groups, called in turn to read orally to the teacher. While these oral groups may have merit as a means of evaluation or of developing oral expression while reading, children's reading experiences should not be limited to round robin oral reading in unchanging groups.

This author has observed that teachers are not using their time effectively due to constraints placed on them by oral reading groups. Children lack freedom of choice when confined to this system, and time is lost from other important instructional curricula. The principal with whom this author works has also observed that teachers are unnecessarily limiting themselves and their students to the constraints of non-flexible rotating reading groups.

Round robin oral reading bores children, limits their understanding of the role reading plays in life, reduces the time during which children interact with the printed word, provides an anxiety-filled environment for reading, takes time away from other subjects and ties the teacher to "the reading table," perhaps unnecessarily.

Alternatives to oral reading in groups are certainly available. This project will make its audience aware of some of these alternatives and will provide scheduling suggestions to assist in using them.
"Reading always has been - and remains - a means of assimilating information, acquiring knowledge, gaining insight, and receiving inspiration from individuals who are not available for face-to-face conversations and interactions." (Reading Framework for California Public Schools, 1980) Reading is a long distance discussion with the author. It usually is silent (for speed and retention); it usually is done independently (only two can participate: the author and the reader); and it usually involves the reader's selection of materials (allowing for commitment and involvement). (Goodman, 1980)

Reading is a problem solving process through which we discover the author's meaning and build meaning for ourselves by using our own language, thoughts, and worldview. (Goodman, 1980) "Reading is a matter of quickly perceiving language patterns which are based on oral language and habits of speaking; reading is not the processing of word after word in a sequential manner."

(Reading Framework for California Public Schools, 1980)

The reading process operates on three overlapping and interrelated levels at all stages of the education continuum: 1) Learning to read. 2) Reading to learn. 3) Reading for life. Additionally, the four processes of language, which are listening, speaking, reading and
writing, are interrelated and must be a part of a well thought out reading program. (Reading Framework for California Public Schools, 1980)

Reading may be silent or oral but its purpose must always be to gain meaning from the printed page. When children read orally in school, acquisition of meaning may be hampered. Oral reading occurs in schools for a variety of reasons, the most justifiable of which are communication and evaluation. Research shows that oral reading done for other purposes may have little or no educational value.

Artley states, "The primary function of oral reading is to interpret to interested listeners that which is in print." (Spache, 1986) Oral reading should have two objectives: to develop in readers the art of oral expression, and to develop a positive attitude toward such shared reading and reading in general. (Spache, 1986) Goodman (1980) adds that while reading has been described as a private process which is best when not interrupted, the evaluation of reading is important. Evaluation of reading serves two purposes: to be aware of the variety of materials which students are reading and to be aware of their success in working with those materials.

That reading is a private process and oral reading is for sharing or evaluation leads Chambers to observe that there should be a purpose for oral reading such as entertaining, creating a mood, sharing something or relaying information. (Spache, 1986) "There is no reason why each
child needs to read orally each day or even each week." (Spache, 1986) Alternatives are suggested within the Spache book and in the text of this project.

"Research evidence has existed for some time indicating that most individuals cannot comprehend as well when reading orally as they do when reading silently." (Spache, 1986)

It is hoped that during the reading process the reader will select cues from print, predict what is written, then check the semantic and syntactic acceptability of those predictions. If the prediction was not acceptable the reader must reread or re-think. (Crafton, 1982) Round robin oral reading stifles this process, inhibiting the acquisition of meaning.

During round robin oral reading even the good reader can read no faster than the group. The "child must slow down to keep the pace." (Spache, 1986) Rather than following the intellectually sophisticated process described in the above paragraphs, Goldsmith observed that the student in the round robin reading circle learns "to tune out the poorest readers, to pretend to be following the reader, to try to read as slowly as the poorer readers in the group, to pay so much attention to getting the words correct . . . that the reader never gets the message of the story." (Spache, 1986)

Most contemporary authors, while not directly denouncing round robin oral reading, do so by the omission of its mention. Martin (1967) provides an example in his
observation that we should involve the students in the use of language, making it come alive for them. Such experiences with language are a far cry from the limited experiences of round robin reading.

Although aware of objections to oral reading, many teachers continue to overemphasize or misuse the practice, perhaps due to resistance to change. Others cling to the habit with a sincere but mistaken belief in its effectiveness as an instructional technique. (Spache, 1986) "Oral reading" too frequently takes the form of round robin oral reading. Round robin oral reading does not do the good which its proponents claim. While it is assumed that oral reading permits teacher observation of a child's knowledge of reading vocabulary, it in fact causes emphasis on word calling at the expense of comprehension. That oral reading permits the teacher to observe error tendencies and word attack habits assumes that the teacher hears and records most of each child's errors for subsequent analysis. That oral reading promotes group spirit and identification overlooks the boredom and inattention present among the better readers in the group. Saying that oral reading gives each child practice in proper phrasing, pitch, inflection and other speech habits assumes that the teacher actually directs and corrects speech habits; the practice in fact emphasizes oral reading at sight thus promoting what is basically an inferior and unnatural oral performance. Further claims for oral reading state that it provides for
personal contact between the pupil and teacher, thus strengthening the child's ego and social judgement; oral reading is actually a threatening, anxiety-producing experience for the poor reader or the child with speech handicaps. Finally, oral reading proponents claim that it provides foundational training for silent reading ability; they assume that silent and oral reading are similar and mutually supporting processes. (Spache, 1986)

Crafton (1982) further supports the shortcomings of round robin oral reading by observing that the process does not encourage the use of the three strategies of predicting, confirming and comprehending. The student loses the necessary reader-author interaction as he mouths the words meaninglessly. During oral reading the excessive focus on individual words does not allow the student to gather meaning from the passage in its entirety. "A concern for accuracy can actually mask a true breakdown in the reading process." (Goodman, 1980)

Citing the above research as evidence, it is obvious that oral reading alone can not possibly comprise a total reading program. A good reading program should address several areas in order to allow readers to develop in all levels: learning to read, reading to learn and reading for life. According to the Reading Framework for California Public Schools (1980), the areas to be taught include:

Reading readiness.
Listening improvement.
Oral language development and oral reading.
Writing.
Vocabulary and concept development.
Comprehension development.
Decoding/language processing.
Reading in content areas.
Study/locational skills.
Flexibility/rate and purpose.
Reading and literature.
Personal reading.

Even a casual observer will note that round robin oral reading will not address all of the named components. Teachers must plan carefully and organize well in order to include all of the areas mentioned. Teachers should give whole class instruction, small group instruction and personalized or individualized instruction to the children. Students should have opportunities to participate at learning stations, be in team or partner reading situations and work with cross age or peer tutors. (Reading Framework for California Public Schools, 1980) Providing alternatives to round robin oral reading becomes not simply a solution to a time problem, it becomes essential to a well rounded and well organized meaningful reading program.

In further developing the rationale for providing alternatives to round robin oral reading one must consider the purpose for reading and reading instruction. Of the six broad beliefs about reading discussed by Crafton (1982),
this author would focus on the one which states that
language is the means to an end, not an end in itself. We
teach reading to give children a tool to use for life. The
learner will benefit most who is involved, interested and
actively participates in the reading process. "The role the
learner plays in his or her own learning will have an impact
on the quality of learning." (Goodman, 1980)

Although active learning environments may not be as
easy for the teacher to organize, teachers must permit
students "to explore, to take risks, and to make mistakes"
respecting "their intellectual capacity and their investment
in the learning process." "The teacher becomes responsible
... for organizing the instructional environment so that
pupils will develop a conscious awareness of and
responsibility for their personal involvement in the
process." (Goodman, 1980)

Good use of instructional time is essential and
requires joint effort on the part of teachers and students.
Paraphrasing Berliner and Rosenshine, Aulls (1982) said,
"Effective teachers create instructional conditions in which
pupils can spend significantly larger proportions of time
reading and teachers can spend most of their classroom time
in direct instruction of new skills or strategies." This is
not as easy as it sounds as evidenced by the many books
published on the topic. "Wise use of both teacher time and
pupil time is critical in classroom organization." (Aulls,
1982)
It is important for pupils to use their time away from
the teacher constructively. Poor use of student time is a
major concern. "On visits to classrooms one is likely to
see students spending large amounts of time not engaged in
learning." (Denham and Lieberman, 1980) A study by Thurlow
(1984) revealed that,

"Of the 120 minutes of scheduled [reading] time during
one school day, about 80 minutes actually were
allocated to reading instruction. About 18 minutes of
this time involved the teacher making active teaching
responses toward the student. . . . Of the 80 minutes
allocated to reading, only about 20 minutes actually
involved the student being engaged in active academic
responses, with only about 10 minutes in reading
responses (8 minutes in silent reading, 2 minutes in
oral reading). On the other hand, over 40 minutes of
the reading period were spent engaged in task
management or waiting responses."

"That students learn to read by practicing reading
makes sense from both an empirical and logical standpoint."
(Thurlow, 1984) "Increasing engaged time can be viewed as
an important intervention strategy because student engaged
time . . . is an alterable variable that can be controlled
by the teacher." (Bloom, 1980) "Efforts need to be made to
translate this awareness into actual strategies to increase
academic responding in classrooms." (Thurlow, 1984) It is
hoped that the alternatives to round robin oral reading
suggested in this project, will lead to increasing the time
which students spend reading.

Additional evidence supporting the use of enriching
activities as alternatives to round robin oral reading are
cited in passages which follow. Success in reading depends
on "children becoming deeply involved with excellent literature on a day to day basis." Numerous studies have shown the correlation between enriched learning experiences and success in reading. Conversely, the same studies serve to point up the relationship between a dearth of experience and failure in reading." (Coody, 1983)

"Language is used as a means to an end—to learn more about the world." (Rhodes) Restricting reading to round robin oral experiences probably does not involve students sufficiently to encourage reading to become part of their daily lives.

Discouraged in the round robin setting, creative expression is more likely possible while students are engaged in alternative reading activities. "Creative activities turn dormant buds into blossoms. Any child or adult expands as he realizes that he is expressing himself in his own way." (Larrick, 1963)

Creative activities such as drama, used as alternatives to round robin oral reading, help each child develop personally and academically. While inclusion of creative drama in class will not insure the meeting of all basic educational objectives "many objectives of modern education and creative drama are unquestionably shared." (McCaslin, 1984) Among these are: creativity, critical thinking, social growth, improved communication skills, development of values and knowledge of self.
The ultimate goal of a reading program is that "The reader is as active in searching for meaning as is the writer in creating written language." (Goodman, 1980) As this rationale has shown, round robin oral reading draws students away from reading for meaning and often becomes a word calling exercise. The steps of predicting, confirming and integrating meaning as students read are often lost. Student use of time is poor because students are not involved personally in the reading process.

The teacher plays the most significant role in reading instruction in the school setting. To be effective teachers must provide alternatives to round robin oral reading through a variety of activities which are non-threatening, interesting, personally involving and which provide students with a purpose for reading. The materials provided are only tools which the teacher uses as she sees fit. "In the hands of a master artist good tools can be used to produce a great work of art." (Goodman, 1980) Similarly, teachers have the awesome responsibility to use the tools given to them to shape a generation of children to become interested, involved, intellectually alive readers.
GOALS AND OBJECTIVES

The basic goal of this project is to provide the classroom teacher with successful alternatives to daily round robin oral reading.

While oral reading is useful as a form of evaluation, for developing oral expression and for sharing the printed word with others, most oral reading in groups is done as a tradition and serves no real learning nor evaluative purpose. (Spache, 1986) Children may be inattentive and, therefore, may not benefit from the process. Teachers may not be spending their time productively during oral reading groups and strict adherence to formal reading groups may reduce the time available to teach other school subjects.

This project will propose altering an existing traditional oral reading program. Its purpose is not only to offer alternatives to round robin oral reading, but also to increase student involvement in the reading process, therefore increasing the time spent on task in reading and reading-related activities. As interesting alternatives become available, children may become increasingly involved in the learning process, thereby assuming a more active role in their own education.

For children to be engaged productively in meaningful reading and reading-related activities for longer periods of time is the desired effect of this project.
The specific goals to be achieved by providing children with alternatives to round robin oral reading are numerous. Following are the goals which this project proposes to accomplish. Accompanying each goal statement is one or more appropriate objective.

**Goal 1.** It is this author’s intent that oral reading will serve a purpose.

**Objective 1 A.** Teachers will limit oral reading by students to evaluation of the student or as a means of helping the student read with appropriate oral expression.

**Objective 1 B.** Students will learn to read with appropriate expression as a means of communicating with others.

**Goal 2.** As reading becomes more interesting to the students, they will develop independence as readers. Related goals of this project include that children will make some choices in their reading program, that they will learn to read for pleasure and that through increased involvement in their own reading program, they will develop skills which will launch them on a lifelong reading adventure.

**Objective 2 A.** Students will develop a more positive attitude toward reading.

**Objective 2 B.** Students will understand that reading is not limited to round robin oral reading.

**Objective 2 C.** Parents will understand that reading is not limited to round robin oral reading.
Objective 2 D. Students will begin to use higher level cognitive processes.

Goal 3. As students become more personally involved in reading, it is hoped that they will spend more time "on task" in reading and reading-related activities. Children should begin to engage in reading spontaneously, without being directed by the teacher to do so.

Objective 3 A. Students will spend more time "on task" while engaged in reading and reading-related activities.

Objective 3 B. Students will engage in meaningful independent activities.

Objective 3 C. Students will have opportunities to read for a purpose.

Goal 4. There will be a positive environment for reading, including non-threatening reading and learning experiences for the children.

Objective 4 A. Students will enjoy reading.

Objective 4 B. Students will read for pleasure.

Objective 4 C. Students will not show signs of anxiety during reading groups.

Goal 5. The modifications recommended by this project will help to foster responsibility in the students and will help them develop an awareness that reading is for their own benefit, not limited to being a teacher-pleasing activity.

Objective 5. Students will read responsibly without the teacher hearing every word.
Goal 6. It is the opinion of this author that children should experience some flexibility in grouping while working independently and while making choices at learning centers. It is the intent of this author that children interact with students outside their usual reading group in order that modeling and awareness of others may occur.

Objective 6. Students will have opportunities to engage in reading activities with others who are not members of their usual reading group.

Goal 7. It is hoped that teachers will have more time to interact personally with the students outside the confines of the formal reading group.

Objective 7. Students will interact with the teacher individually in situations outside the daily reading group.

Goal 8. By altering existing scheduling there will be more instructional time available for the teacher to teach other important school subjects.

Goal 9. Finally, it is a goal of this project that on days when a carefully planned schedule is altered due to an assembly or fire drill, by using some of the suggestions included, teachers will have available alternative reading strategies which allow for meaningful reading instruction.

Objective 9. Students will still benefit from a meaningful reading experience on "special schedule" days.
CURRICULUM FEATURES

This author has encountered numerous alternatives to round robin oral reading from sources including texts, interviews with teachers and a review of educational journals. Some of the ideas are ready for immediate implementation, others will require considerable preparation or adaptation. In many instances similar ideas were encountered from diverse sources. It was not uncommon for modifications of a core idea to resurface repeatedly.

The curriculum section of this project includes many suggestions for specific alternatives to round robin oral reading. In some cases the author has described possible variations, in other cases the ideas are presented in only one form. In all cases the author invites the reader to stretch his or her imagination and change, modify or adapt the suggestions into a form which is useful to himself.

Due to the diversity and length of this section it has been divided into four major sections:

I. Reading with the teacher.
II. Reading away from the teacher.
III. Enrichment or post-reading activities.
IV. Longer alternatives and units.

It is understood that some of the suggestions could readily fit into other categories. These groupings were made in an effort to put the large volume of ideas into meaningful
sub-groups. Within those sub-groups, however, there is no particular order.

Occasional bibliographical references are not intended to indicate the only source of information about the strategy being described, but will give the reader who is interested a suggestion of where more information may be found on the topic.
Section I. Reading with the Teacher.

In this section are activities which differ from round robin oral reading, but which require the immediate presence and direction of the teacher. Included in this section are alternatives which, while largely independent, require the teacher's direct participation at the beginning or conclusion of the lesson.

1. Echoic reading. Either the teacher or a student reads a passage. Other students then echo the passage as read in an effort to improve oral expression while reading. (Aulls, 1982)

2. Choral reading. Done as a class, small group or with assigned parts, students read prose or poetry all together. This helps students to build confidence and to improve oral expression while reading. (Aulls, 1982)

3. Creative drama. Use of any of the following ideas will improve students' comprehension, oral expression and enjoyment of the story. As the teacher or a student reads parts of the story, students tell the story with their own movements. Children may pantomime a scene while others guess what is happening, based on their knowledge of the story which they have already read. Students may present a play which is in the book. (Aulls, 1982)

4. Readers Theatre. Students adapt a text which has dialog into a play format with characters' parts and narrator's parts labeled. Children practice reading with
appropriate expression and present the play, reading the parts, without use of props or costumes. (McCaslin, 1984)

5. Role reading. If a story contains dialog let children read the various parts spoken by each character; each child reading a part as in a play. Let one child act as narrator to read any necessary description of the settings, etc. (Spache, 1986)

6. Re-reading. With each child having different reading material direct students to select passages which fit certain criteria, such as appealing to a certain sense. Allow the children ample time to locate and practice reading the passage they have found. Then as the listeners are focused on the designated criteria, have each child read his selected passage to the rest of the group. (Gray, 1984)

6a. Variations to re-reading. Have children practice reading any passage until they are confident enough to read it aloud to the rest of the group or class. Children may choose passages based on personal preference or to answer a particular question or illustrate a point.

7. Group oral reading. After practicing independently children read a passage orally together in unison. This allows weaker readers to practice better inflection and feel more confident of their reading ability.

8. Re-read with the teacher. Have student practice reading a passage orally with the teacher until it sounds like language to him.
9. Teacher reads to students. This allows children to hear their story read with (hopefully) proper intonation and inflection and allows children to simply enjoy their story. Following this is a good time to ask higher level questions because the children have concentrated on the story content, rather than struggling through the individual words.

10. Shared reading. The teacher and student(s) may take turns reading a story. This keeps the story lively and interesting and allows for modeling good reading behavior.

11. "Trade off" or "Stump the Teacher." Students read the passage silently or with buddies. They then develop questions about the story to ask the teacher. Encourage higher level questions.

11a. Trade off variation. Have students trade off among themselves and ask each other questions which they have developed. Older children may take special delight in this as they try to trick their friends with a difficult question.

12. Zip cloze. Use the overhead projector. Write a passage on a transparency and put masking tape over the words which are to be hidden. Students predict the word which could fit in the blanks. Teacher then zips off the tape to reveal the correct word. Class should discuss the other guesses and decide if they were appropriate. Children should give reasons for their guesses.

13. Wordsearch on the page. Have children skim to find certain words on a page or in a story. Younger
children should search for specific words. Better readers could look for categories of words such as words which evoke feelings or which appeal to a certain sense (touch, smell, sight, and so on). Parts of speech could also be used to define what the children are looking for. In addition to doing this activity in the reading group, it could easily be used as a seatwork activity. Children could generate lists of adjectives, for example, and make a book or bulletin board display. Such projects could be ongoing with future lessons building on previous days' lessons.

14. Phrase search. This is similar to the wordsearch activity described in the preceding paragraph. Children search for phrases which are scary, beautiful, depict calmness, indicate confusion, and so on. They may read their phrases to the group or write them on paper, depending on the purpose of the lesson.

15. Story cards. To encourage children to follow a story closely, write the story on cards. Children must listen and read their part when it is their turn. (Note: This activity requires considerable teacher preparation.)

16. Vocabulary prediction. Have students predict the meaning of vocabulary words. After using them in sample sentences and locating them in stories children will confirm their guesses or refine their predictions. When they read their story they will be more confident because the new words are familiar to them.
17. **DRTA.** Directed reading and thinking activity begins with the children stating what they think a story will be about based on the title and pictures. Have students begin reading the story. Discuss whether the story is about what they predicted. Predict the next section in a similar manner, read, discuss and decide if the predictions were correct. Continue in this manner to encourage the children to predict and confirm sections of the story. More advanced readers will be able to read longer sections of text at a time. To address the problem of children reading at different rates, provide children with a piece of paper (perhaps labeled with the title of the story or section) and allow the faster readers to draw an event from the story while waiting for the others to finish. (Aulls, 1982)

18. **Schema building.** When a story involves a new concept, write the word which names that concept on the board. Have children brainstorm about what it could possibly mean. The teacher then tells the children a series of facts about the concept. As the teacher reads the facts, have the children decide which of their brainstormed ideas will not fit the concept. Cross those off the list. Add new ideas which fit. Continue until the list on the board describes the new concept and the children understand it.

19. **Language experience.** Have a child tell the teacher or an adult about an experience. The adult is to write the child's words as he speaks. Then have the child read his own words back to the adult. This can be done in a
group, creating a group story, or individually. Young children benefit especially from this method as they feel confident at being able to read with so little effort.

20. Previewing. Have the children look at the title of a story. Then allow them to look through the whole story, noticing the pictures and captions if there are any. Discuss with the students what the story might be about based on the pictures and captions. Once their interest is aroused and they have an idea of what it will be about, have them read the story silently.

21. Comic strip frames. Distribute to each child blank comic strip frames. After they read the story have each child draw a cartoon of what happened. This will allow the teacher to monitor the students' comprehension and will make the children aware of the sequence of events in the story. Use this as a technique while waiting for other members of a group to finish reading a passage or story.

22. Concept attainment as a prereading strategy. Make two lists on the board; a list labeled "yes" and one labeled "no." Without defining the concept verbally give clues. Positive clues will be placed in the "yes" column and negative clues will be placed in the "no" column. As clues are given have children guess at the concept you are defining. After the concept is discovered, assign the children related reading. Since they discovered the concept for themselves they should be very enthusiastic about reading the story or passage.
23. Oral answers. Allow the children to read the story silently. Then discuss it and ask questions. Have students use oral reading to illustrate facts of the story, not simply to reread the story. (Spache, 1986)

24. Question cards. Teacher prepares question cards ahead. After students have read the selection silently, pass out the question cards. Allow students several minutes to reread the story as needed and find answers to the question card they have. Have students read orally passages which support their answer. Some of the questions should require higher level thought. (See Appendix, p. 74, for question ideas.)

25. Written conversations. The teacher writes a message to a student or students which encourages a response of more than a few words. The child then writes an answer. The teacher and student carry on a conversation in writing. Do not criticize spelling, punctuation or penmanship during this exercise.

25a. Written conversation variation. Students carry on a similar written conversation with each other. Depending on the age of the student the teacher may wish to stay nearby and monitor the activity, offering help or ideas if they are requested.

26. Question writing. Students may write questions for each other or for the teacher. Those answering must write responses. The answers may be "graded" by the person who wrote them. Some discussions may follow as disagreeing
students justify their answers. Students will certainly be involved in the story and follow-up questions using this method. When using this method the first time the teacher should supervise the activity. Responsible students may be able to do this on their own after they have had some practice at it.

27. Pantomime. After reading the story silently have students pantomime parts of the story. The others in the group may guess which scene is being depicted.

27a. Pantomime variation. Students or teacher may request the scene which will be enacted by volunteers.

28. Acting. While someone reads a passage have students who feel comfortable act out what is happening in the story.

28a. Acting variation. To include all of the children without singling out any one child, read a passage and have all the children imagine that they are there and act out the scene at their place. With all of the children involved, attention will not be drawn to a shy child who might not otherwise participate.
Section II. Reading Away from the Teacher.

Included in section II are activities which involve reading but which do not require the direct supervision of the teacher. Ideas for independent reading and learning centers, as well as writing and book report alternatives, are included in this section.

1. Partner or buddy reading. Have children from the same reading group work in pairs or triads reading to each other. Allow them freedom to decide who will read which parts. They are usually quite responsible and fair in dividing the reading responsibilities. They seem to enjoy the relative freedom, lack of pressure and more frequent turns when using this oral reading variation. Buddy reading may be just for fun, with no follow-up activity, or may be followed with a group discussion or written exercise, depending on the goals of the lesson.

2. SRA. This is a commercially made reading kit which allows children to read silently and answer comprehension and skill questions. This author has found that the children enjoy it as an occasional alternative, but this author would not recommend it as a major part of a reading program.

3. Silent reading. Silent reading may be directed or independent, for a specific purpose or for fun, assigned or with free choice of reading material. Due to its diversity several sub-sections are devoted to silent reading ideas.
It is noted that silent reading precedes many of the suggested activities in this section.

3a. SSR or SQRT. SSR (Sustained Silent Reading) also known as SQRT (pronounced "squirt," Super Quiet Reading Time) is a silent reading activity which encourages children to read for pleasure. The teacher models silent reading behavior while the children read silently. There are no worksheets nor anxiety-producing demands associated with this activity. It is simply reading for fun with the teacher reading silently also. It adds interest if the teacher or a few student volunteers briefly tell about an especially interesting book they have been reading. Children will frequently request a book after hearing how good it is from their teacher or classmates.

3b. Silent reading with worksheet. Children may be assigned silent reading with a worksheet as follow-up. The worksheet should include questions at different levels so the students can demonstrate their understanding of, and interaction with, the story. (See Appendix, p. 74, "Six levels of comprehension questions," for a guide to teacher-made questions.)

3c. Silent reading to follow directions. Students will be more interested and involved when they read a series of directions and do as they are instructed. The result may be the performance of a science experiment, preparation of food, an art project such as origami, making an airplane, drawing a cartoon or animal and so on. Children are
frequently interested in craft books and directed drawing books. Children's cookbooks are also a source of interest.
(Note: Teachers may wish to consider whether they are prepared spiritually and financially for cooking experiences. If this presents no problem, the children will certainly enjoy reading for such a purpose.)

3d. Silent reading followed by discussion. After reading an assigned passage, children will return to the reading table and discuss the story which they have read. The level of discussion should involve higher level thought and should involve all of the students. Questions may be asked of volunteers or assigned by the teacher. Discussion and justification of opinions should be encouraged.

4. Independent reading contracts. Reading contracts may take diverse forms. Depending on the level and responsibility of the student, reading may be assigned or may be the student's choice. The contract may amount to an assignment sheet or become a record of the student's personal reading. Some examples of reading contracts appear in the Appendix, p. 82, of this project.

5. Story frames. Story frames are a type of outline which is used as a guide to better comprehension of the story. A story frame is similar to a paragraph with major phrases missing. After reading a passage students are to decide what phrase or sentence could fit in the blank, describing the events in the story which they have read. This should be a group lesson when presented initially.
After some practice the children should be able to work on story frames independently. (Fowler, 1982) (Examples of story frames are in the Appendix, p. 84, of this project.)

6. Maps. After students have read the story, have them draw a map of the location as they understand it. Let students compare their maps and discuss why they are different.

7. Timelines. After students have read the story, have them draw a timeline of the events in the story. Discuss whether the timeline will include events separated by years, months, days or minutes and what parts of the story helped them make that decision.

8. Cartoon strip. After reading the story have the students make a cartoon strip of the story. This will not only give them practice in sequencing but will help them decide which are the main events in the story. Cartoon frame formats like the one in Appendix, p. 87, may be useful.

9. Illustrate a story or series of directions. To demonstrate comprehension in an enjoyable way, have students make an illustration of a scene from the story. The illustration may be in answer to a question (such as asking them to draw a scary, exciting or beautiful part) or may be any scene of their choice. Illustrations should either have a caption or be accompanied by an oral explanation of the picture. The student's picture and explanation will help the teacher evaluate the child's understanding of the story.
10. Pupil - pupil reading. Students can be invaluable assistants in the classroom. Unlike buddy reading, this activity pairs students of different abilities to read together.

10a. Variation - peer tutoring. Children in the same class but from different reading groups read together. The better reader provides a model for the weaker reader and is often able to explain concepts in "kid talk" which both children understand.

10b. Variation - cross grade level tutoring. Working with students from another grade level, children read together. This is a definite confidence-booster for the older child and is helpful for the younger child who receives individual attention. This activity is not limited to the traditional intermediate - primary exchange. This author works with a second grade teacher whose students are the "experienced readers" for a kindergarten class!

11. Learning centers. Learning centers, also known as interest centers or game centers, make learning fun by actively involving the children in reading. This is an opportunity for children from different reading groups to interact with and help one another. Such centers may be open to individual preference and choice or may be assigned by the teacher according to the student's needs. Centers help balance the use of student time away from the teacher, providing them with a wide variety of learning opportunities and approaches. Several methods of monitoring student use
of centers are available. Some contract suggestions for such monitoring are presented in the Appendix, p. 88, of this project. Aulls (1982) and Van Allen both provide further suggestions for learning centers. Many books are available at teacher supply stores which suggest specific activities. Following are a few general suggestions.

11a. Variation - listening center. Provide children with an opportunity to listen to tapes of stories. This is fun for the children and allows them to hear good reading. Tapes may be commercial or teacher-made.

11b. Variation - following directions. Students may make a food or create an origami figure by following written directions. Any project which involves step by step instructions is appropriate for this activity. Commercially made centers are available, or the teacher may make her own. Such centers may enrich a basal reader story, may accompany a study in a content area or may be an end in themselves.

11c. Variation - newsfiles. Newsfiles provide teachers with an inexpensive way to use periodicals to supplement the reading program. In brief, select articles from periodicals which have broad appeal and which deal with a wide variety of topics. Cut them out. Glue them to stiff paper or file folders and manipulate the text. You may cross out words in a cloze procedure or cut the text apart and use it in a sequencing activity. All cards are self-correcting as answers are on the back of the card. Cards should be color coded according to the skill which
they reinforce. Children with special needs will be directed to do cards of a certain color to assure that they are receiving needed practice in weak skill areas. (Atwell)

12. Hand slide viewers. Made with an envelope or folded paper and having windows cut in front for viewing questions and in back for answers, these hand made manipulatives may provide comprehension or enrichment questions. While the envelope with the windows may be re-used, a slider for the inside, on which the questions and answers are written, is changed with each new story assigned. These slide viewers are teacher made. (More detailed instructions for creating slide viewers are in the Appendix, p. 91, of this project.)

12a. Variation to hand slide viewer activity. Have students make their own sliders and create their own questions to ask each other or the teacher. This works well not only to accompany the basal reader, but to add interest and assure comprehension in content areas as well.

13. Writing activities. When a child writes, he reads. Writing is a relatively independent activity for children grades 3 and up. The children should be interested in what they are writing and should be made to realize that writing is, indeed, a reading activity. Writing activities are as varied as the human race. Following are a few ideas which might serve as springboards for more ideas. It does not pretend to be a comprehensive list. Most texts on reading instruction offer writing ideas. (Aullis, 1982.)
13a. Write a story using a personal drawing, an experience or an event in a story as a topic.

13b. Feely box. Put various objects in a decorated box. Children may only feel the objects inside. They are then to write about it or make up a story about it. (This is a good starter for oral expression as well.)

13c. Write and present a play or puppet show. Interested students often write their own plays spontaneously. Encourage such written efforts and allow the children to present them for the rest of the class. The topic may revolve around a story which they have read or may be of their own invention.

13d. Write a report related to the story just completed. Some basal stories are rooted in fact and lend themselves to research. Encourage children to go to the library and learn more about the time period, location or topic which was described in the basal story.

13e. Have students write a description of what is occurring in a picture in their basal reader. This serves as a form of evaluation of the child's comprehension and encourages the children to look at the illustrations, which most children like to do anyway.

13f. Basal writing center. Create a writing center which has story starters on 5 x 8 inch cards. These idea
cards refer to stories which the children have read in their basal readers. They may ask the children to write a different ending, pretend they were in the story or change one major aspect of the story and rewrite it. The idea cards will accumulate at the center so children may go back and write about favorite stories which were read earlier in the year. (Samples of idea cards may be found in the Appendix, p. 92, of this project.)

13g. File folder stories. Children will create a folder story in such a way that, as their story is read, it will reveal a picture. Here are the suggested steps:

Monday—Draw a picture of a fictional character on the inside of a file folder. Tuesday—Write a draft of your story. Wednesday and Thursday—Proofread and edit the draft. Friday—Publish the story by writing it on the cover of the file folder. After writing the story, cut between the lines of writing. As the reader reads the story, he turns back each line of writing, revealing the picture inside. This is a rewarding and enjoyable project for the children.

14. Book reports. Gone are the days of the dry and hated book report. Spache (1986) and Fisher (1979) are the primary sources for the following book report suggestions. As with the above section, the ideas are nearly limitless. The reader is invited to use, adapt, modify and create his own variations to the ideas in this section.
Book and story reports may take many different forms. Their unifying goal is to have children become involved with the story. Active book reports allow for this interaction with the text, and student responses assure the teacher that the child actually read and understood the book or story, without having listened to the student read it orally. Any activity which follows the reading of a story and shows that the student has read and understood may fall into the category of a book or story report.

Following are a few examples:

14a. Write the story from a different perspective.

14b. Write the story with some of the conditions changed.

14c. Create art projects related to the story: drawings, collages, puppets, costumes, dioramas, paintings, carvings, mobiles, and add to the list as the imagination allows.

14d. Dramatize the story. Create a play or a video version of the story. Dramatize a favorite part. Adapt your own Readers Theatre script. (After some guided practice many children could do this independently.)

14e. Oral reporting. A student may tell others about the book. Include his recommendation about others reading the book. He should justify his recommendation.

14f. Discussion. Discuss the story in small groups. Student participation and comments will reveal understanding of the story.
14g. Make a map. It may be a drawn map or a relief map of the location of the story.

14h. Make a model showing a scene from the story or book.

14i. Write the diary a main character might have written.

14j. Rearrange a passage as a poem. Some passages are very poetic although written in prose. Using the text, rearrange the thoughts into poetry.

14k. Make a poster promoting the book.

14l. Design a new book jacket.

14m. Prepare a television commercial about the book.

14n. Write a newspaper report about an exciting part of the book.

14o. Make a comic strip to illustrate the book. Be sure the events are in proper sequence.
Section III. Enrichment or Post-Reading Activities.

While they do not replace reading groups, enrichment activities enhance reading groups and make them more interesting by providing stimulating follow-up activities. Many activities which could easily be included in this section have already been listed in Section II of this project. Following is a brief list of additional enrichment activities.

1. Literary books. Students may read other books dealing with the same topic or time period, or which were written by the same author.

2. Worksheets. Worksheets which accompany or follow assigned basal reading may provide good practice in skill areas or may allow the student to explore their understanding of the story. Creative worksheets do have a place in the reading curriculum. Those which are boring, overly repetitive or which are merely busywork should be avoided.

3. Dramatizations. Students may perform plays, puppet shows, Readers Theatre, pantomime or act out scenes as someone else reads a passage. Such dramatizations may be presented to other classes, within one’s own class or for no audience at all. The children may simply enjoy dramatic play for its own sake.
4. Home reading assignments. Children should be encouraged to read on a regular basis at home. Home reading may be in an assigned text or it may be for fun. This author assigns reading nightly in material of the student's choice. It may include books, magazines, the TV Guide, comics or any reading of interest to the child. Parents are encouraged, but not required, to become involved.

5. Poems. Children may be taught to write simple poetry forms, such as haiku, cinquain and diamonette. Children may wish to try their hands at rhyming poems as well. Poems may be displayed with art work, put in student made books or sent home in greeting cards for family members.

6. Demonstrations. After reading about how to do something, students may demonstrate their new talent. Children might read about potting plants and demonstrate it. They might enjoy performing a magic trick which they learned from a book. Demonstrating a cooking project learned in a book would certainly be a big hit, especially if the child's classmates were allowed to sample the end product.

7. Interest centers and game centers are enrichment activities which were discussed in Section II, number 11.

8. Projects. Projects may be done at home or at school and may include, but not be limited to the following ideas.
8a. Flannel boards. Students may create flannel board characters and tell the class the story using these characters.

8b. Story mobiles. These mobiles depict events in the story in the proper sequence.

8c. Diorama. Create a diorama to depict a scene from the story.

8d. Puppets. Make puppets to represent characters from the story. Present a puppet show. Children may ad-lib or write a script.

8e. Animated cartoon, technique 1. Cut a piece of unlined typing paper in half lengthwise. Staple in one corner. On the bottom paper draw a figure in action. On the top paper draw the same figure in a slightly different position. Curl the top paper loosely around a pencil. Rub pencil across top paper so the two papers are viewed alternately in rapid succession. The figure appears to move. After the technique is understood, add several moving parts to the scene.

8f. Animated cartoon, technique 2. Using the bottom corner of a consummable text book (or a stack of stapled papers), have students draw a series of figures in action. Each successive page should depict the figure in a slightly different position, "moving" across the bottom of the page. Flip through the perfectly aligned pages to make the figure move. (This author must give credit to one of her less attentive students for this idea.)
8g. Mural. Create a mural which revolves around one or more of the basal stories. The mural may have balloons with the children's statements on them. It may depict a scene from a single story or it may include scenes from several stories, creating a collage effect.
Section IV. Longer Alternatives and Units.

Research, thematic units and class projects offer viable alternatives to round robin oral reading. Although educators often associate research with intermediate grade students only, primary students will also enjoy doing simple research projects. Methods of reporting should be appropriate to the grade level.

Study units in content areas as well as class projects offer stimulating alternatives to round robin oral reading for all students, grades K - 12. Following are a few suggested activities. As with previous sections, the list is by no means exhaustive. The purpose of including it here is to illustrate that research, content area units and projects do provide round robin oral reading alternatives which are interesting to the students and rewarding for the teacher.

1. Research reports. Students may use the reference section of the library (or classroom encyclopedias, if available) to learn more about a chosen or assigned topic. Methods of reporting to the teacher or class may vary, depending on the purpose of the project as well as the age and ability of the student. Methods may include:

   written reports
   illustrations
   mural, integrating several researched facts
   pictures with captions
dioramas

oral presentation

discussion with large or small groups

Research reports may take many forms. For additional ideas the reader may wish to refer to the entry on book reports in this project. (See Section II, number 14.)

2. Integration of reading with content areas. Students will begin to understand the usefulness of this thing called "reading" if they are allowed use it to learn new things of interest. This author suggests independent reading for a purpose in science and social studies texts. A reading assignment in the science text, for example, might be followed by written instructions in conducting an experiment. By having the necessary equipment available, the students can conduct their own experiment related to the concept about which they have read. Such assignments should not be limited to the content area texts, but these texts do provide a good starting point. Children should be encouraged to bring in and read related newspaper and magazine articles as well. When the children are actively involved in the reading process, they quickly develop an appreciation for the usefulness of reading. This suggested activity is adaptable for students grades K - 12.

3. Thematic units. Thematic units should be built in such a way as to include reading, writing, art and discussion. The thematic unit provides a good alternative to round robin oral reading and may be used frequently. All
of the reading experiences and skills which a teacher normally includes in her reading program may be included in a well planned thematic unit. A skilled teacher will be able to create a unit which interests the students and assures them that they are reading for a purpose. The main disadvantage to such a unit is the amount of planning time required by the teacher and the possible loss of individualization or grouping. The skill of the teacher is a critical factor in assuring that the students receive the amount of attention appropriate to their needs. (Rhodes, 1983)

4. Drama. Involve the entire class in the production of a play to be performed for classmates, other classes or parents. There will be jobs enough for every student. Jobs include planning, script modification, scenery, props, sound effects, lighting, prompters, costumes, makeup and, of course, acting in both major and minor roles. Ways to include more children in the actual acting include having two casts of characters and selecting plays which have many small parts, even though they may have very limited speaking parts. All children should be involved in some way, although care should be taken not to force children into a role in which they are uncomfortable. The child who appears not to be involved will be learning something, too. He may even be bold enough to want a part in the next production!
5. Film projects. Film projects will involve the entire class in planning and filming. The class ends up with a project which truly belongs to all of them.

5a. Sound-slide productions. Popular within this author's school district are sound-slide productions. Simply stated, a carefully planned series of slides is taken which is accompanied by a cassette tape soundtrack. The script is prepared first. Pictures which fit the script are then drawn, selected from magazines, study prints or books, or are planned using real people. Students photograph the planned scenes which are developed into slides. A cassette tape is made to accompany the slides. The result is a most professional looking production, with the audience viewing slides and hearing the accompanying tape. Children read throughout the process of planning and creating and enjoy themselves while doing so.

5b. Movies and videos. Moving pictures of the students are enjoyable and interesting. The advent of portable video recorders has modernized the process and made the finished product more professional than in the past. Children may plan the action, help with filming and enjoy showing the finished production to others. Themes may be simple play, instructional, demonstrations (of p.e. exercises or science experiments), book reports, plays, puppet shows, trick photography or use of an idea from a student. The students will certainly be able to generate many reasons to view themselves on television. Where is the
reading in this alternative to round robin oral reading? It is in the research, writing of plans and scripts, reading of scripts, reading the daily schedule, editing, and in the writing of comments, suggestions and improvements which accompany every step of the project. The children will enjoy the process and be proud of the finished product.
SCHEDULING

In addition to providing specific suggestions for alternatives to round robin oral reading, it is a goal of this project to suggest time schedules which promote the use of the suggested activities. The following schedule is an adaptation from Aulls (1982) and is intended for use with a third grade class, having three or four reading groups. The schedule is presented with three reading groups. If a fourth group were used, the teacher would spend only one block of time with the lower readers. Minor time adjustments would have to be made to even up the amount of time spent with each group. For the sake of clarity within this section, the author will refer to the groups as "low" (reading level 1.0 to 2.5), "middle" (level 2.5 to 3.5) and "high" (above 3.5). It is noted that such designations are for simplicity only and would never be used in the classroom setting.

Monday through Thursday Schedule

<table>
<thead>
<tr>
<th>Block 1</th>
<th>All groups do silent reading, listen to teacher read literature or do language activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 2</td>
<td>With teacher, SSR, SSR</td>
</tr>
<tr>
<td>Block 3</td>
<td>With teacher, Games, Skills</td>
</tr>
<tr>
<td>Block 4</td>
<td>Games, Teacher, Games</td>
</tr>
<tr>
<td>Block 5</td>
<td>Comprehension, Comprehension, Teacher</td>
</tr>
</tbody>
</table>
Explanation—

Block 1: 20 minutes. The whole class does the same activity which might be silent reading (SSR), listening to the teacher read a story, or language projects such as creative writing or journal writing.

Block 2: 15 minutes.

Low group: Meet with teacher for conferencing, reteaching or reinforcement lessons. Pupil-pupil reading (paired with better readers), using echoic and repeated reading techniques.

Middle group: SSR or student directed reading activities. Refer to Curriculum Features, Section II and III for activity suggestions.

High group: SSR, student directed or language activities. Refer to Curriculum Features, Section II and III for activity suggestions.

Block 3: 15 minutes.

Low group: Teacher directed activities. Reading lesson. Refer to Curriculum Features, Section I for suggested alternatives to round robin oral reading which often occurs at this time.

Middle group: Games center. Aulls (1982) suggests pairs of students working with decoding games. Refer to Curriculum Features, Section II for center ideas. Also see bibliographical references and teaching.
supply stores for specific games. Games should reinforce skills taught.

High group: Skills and strategies center. Reinforces skills taught. See Curriculum Features, Sections II and III.

Block 4: 20 minutes.

Low group: Game center. All games reinforce skills taught. This schedule provides for this group and the high group to occupy this center at the same time so they can interact with each other. It is hoped that the high readers will assist the low readers with the games, providing a good reading model for them in the process.

Middle group: Teacher directed lesson.

High group: Games center. Students will interact with the low group.

Block 5: 20 minutes.

Low group: Comprehension strategies.

Middle group: Comprehension strategies. Note that low and middle group will interact at this center.

High group: Teacher directed lesson.

The above plan will be used each day Monday through Thursday with modifications made as necessary. One suggested modification is to have the large group listening or SSR activity immediately after lunch if that fits the daily schedule better.
Fridays may follow a different schedule which includes a spelling test, creative writing, skill tests or quizzes as needed. Children may read independently or in pairs in their basal or in free choice books. It is a good day to catch up on a missed activity or center or to add to a growing class language bulletin board. Following is a suggested Friday schedule.

Friday Schedule

All groups do the same thing.

Block 1: 20 minutes. Listening or SSR

Block 2: 15 minutes. Spelling test (including sentence dictation)

Block 3: 15 minutes. Language or skills quiz

Block 4: 20 minutes. Motivate and write stories or poetry.

Block 5: 20 minutes. Finish writing. Illustrate, share with others in large or small groups.

An alternate Monday through Thursday scheduling suggestion, developed by this author, involves direct teacher-student contact on alternate days and is designed to accommodate four reading groups. The reader will note that the following schedule requires a one hour time block with provisions for a whole class encounter at the beginning or end of the group activities, or at a different time of the day altogether.
### Monday - Thursday Schedule 2

<table>
<thead>
<tr>
<th>Block 1 (30 min.)</th>
<th>Block 2 (30 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
</tr>
<tr>
<td>Low Teacher</td>
<td>Center/peers</td>
</tr>
<tr>
<td>Middle SSR</td>
<td>Workbook/writing</td>
</tr>
<tr>
<td>Middle Center/peers</td>
<td>Teacher</td>
</tr>
<tr>
<td>High Workbook/writing</td>
<td>SSR</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
</tr>
<tr>
<td>Low Workbook/writing</td>
<td>SSR/peers</td>
</tr>
<tr>
<td>Middle Teacher</td>
<td>Center/peers</td>
</tr>
<tr>
<td>Middle SSR</td>
<td>Workbook/writing</td>
</tr>
<tr>
<td>High Center/peers</td>
<td>Teacher</td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td>Repeat day 1 schedule.</td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
<td>Repeat day 2 schedule.</td>
</tr>
</tbody>
</table>

**Flexible Block:** 30 minutes. Daily, occurring at the beginning or end of reading group time or after lunch, the teacher reads to the entire class, or the whole class may participate in SSR, journal writing or other language activities.

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### Special Day Schedule

It is a reality of education that interruptions occur which alter the most carefully made plans. The well-prepared teacher must have a plan so that an emergency fire
or earthquake drill, or an assembly, does not cause children to lose valuable reading activities—just that some form of evaluation is time. If it is felt that some form of evaluation is necessary, written answers, pictures, cartoon frames or story frames could be used. This author suggests that no grouping occur on such days. Rather use the change as a chance for intra-group communication. Let students select a partner from any group and a book of their choice and sit down in corners or on the floor and read to each other; Post two or three general questions on the board for them to discuss. The teacher circulates around the room listening in and offering help. The children will appreciate the flexibility and the change of pace, and the teacher need not be distraught by such a shift. If it is felt that some form of evaluation is necessary, written answers, pictures, cartoon frames or story frames could be used. See Curriculum Features, Section II.)
REPORTING PROCEDURES

Reporting procedures used with this program which proposes alternatives to round robin oral reading will not differ from the reporting practices used by most teachers.

Formal reports to parents are in the form of report cards sent home on a quarterly basis. The first report card is presented at a parent-teacher conference in the fall, at which time the marks are explained and student progress is discussed. All subsequent report cards are sent home with students on a regular basis. Progress reports are sent to failing students four weeks prior to issuance of report cards. This is required by the school district in which this author is employed. Sample report cards are duplicated in the Appendix (page 95) of this project.

Readers may note that the report card form is somewhat vague in the area of reading. It is the opinion of this author that the school district should create guidelines for assigning pupils grades in reading. Unlike other content areas, such as math, reading does not lend itself to use of the district guide which states that scores of 90% to 100% earn an O, 80% to 89% earn S+, and so on. This author has observed that teachers within the same school site interpret and assign grades in reading according to different criteria.
Open House, held two times per year, provides parents and teachers an additional opportunity to informally discuss and evaluate both the curricula and methods of evaluation. Open House serves the additional purpose of giving the parents an overview of the total educational program, perhaps with special emphasis on the use of alternatives to oral reading.

Another method of informal reporting to parents is by means of an occasional newsletter sent home with students. The newsletter should feature a different area of the curriculum each month and should show how reading has been integrated into that content area. To add to parent and student interest, some of the articles should be contributed by the children.

Also important is self-evaluation by the teacher involved. Methods by which the teacher may evaluate her own progress toward the goal of providing alternatives to round robin oral reading may include the "Teacher Self Check List," the "Student Survey" and the "Parent Survey" which appear in the Appendix of this project. Explanations for interpreting survey results are included below.

**Teacher Self Check List**

The Teacher Self Check List which appears in the Appendix (page 97) may be used as a pre and post evaluation of a reading program or as a periodic personal evaluation to indicate progress toward accomplishing the goal of providing meaningful alternatives to round robin oral reading. This
informal checklist is intended for personal use by the teacher for the purpose of self-monitoring. The checklist is not intended to be used publicly nor by the site administrator.

To score, total the number of preferred responses (indicated by *). The goal is to increase the number of starred responses as the year progresses. Increasing that total indicates that the teacher is progressing toward the goal of providing successful alternatives to round robin oral reading.

**Student Survey**

The Student Survey which appears in the Appendix (page 98) is to be given in the fall and again in the spring. Its purpose is to see if the children’s perception of reading has grown to include activities in addition to the reading group, and to find out if the children have a more positive attitude about reading after experiencing alternatives to round robin oral reading for an academic year.

To evaluate the survey, give three points to each response marked in the left column, two points for the center column and one point for the right column. Give three points for each circled answer in question nine. Compare the total (averaged) score from fall to spring. If the score increases, students have begun to develop a better understanding of and appreciation for reading.

Some teachers may wish to develop a simple grid for visual comparison of scores within the year and from year to
year. Also, it may be useful to compare the attitudes of students from different reading groups or different reading levels. This information may guide the teacher in where to give added attention in the future.

Parent Survey

The Parent Survey, shown in the Appendix (page 99) should be given in the fall and spring to see if the parents perceive their children as enjoying reading and to see if the teacher has effectively communicated that reading occurs outside the reading group as well as within that setting.

To evaluate, add up the points, adding three points for each choice circled in number seven. Compare total (averaged) scores from fall to spring. As with the Student Survey, teachers may wish to plot these results on a simple grid to pictorially view the results.
RESEARCH AND EVALUATION

This program is intended for use in a K - 6 elementary school with an attendance of approximately 650 students. The school is located in a rapidly growing area. Students come from lower middle class, middle class and upper middle class homes. Extremes in socioeconomic status are not in evidence. Students' parents are mostly economically upwardly mobile and appear anxious for their children to succeed in school. The school population is predominately English speaking. The majority of children are white, with hispanics making up the next largest racial group. Other racial groups are present in small numbers.

The staff at the school site is relatively inexperienced, especially in the primary grades because the school is in its first year of existence. The staff is comprised of approximately 1/3 experienced teachers, 1/3 teachers with 2-4 years experience and 1/3 first year teachers. The staff works well together. The principal encourages, but does not demand, team teaching wherever possible.

The school district uses the Scott Foresman reading series. Each classroom teacher is supplied with a rather complete set of reading materials including basal reader, consumable workbooks, teacher's manual, vocabulary charts, blackline masters, and placement and evaluation tests. While
it is expected that teachers use the adopted basal series, they are free to use it in any manner they wish. Creativity is encouraged by the principal. Some teachers use literature books (purchased with grant money) to supplement their reading program. Weekly Readers and SRA kits are in use in many classes. Students visit the school library weekly. Children are encouraged to use the library before and after school as well as during the regular school day. Efforts have been made to make school an inviting place to learn.

The results of the Teacher Survey, a sample of which is available in the Appendix (page 100) of this project, reveal that a small amount of team teaching occurs in reading in grades 1, 2 and 3. Most teachers use conventional reading groups during which they listen to each child read orally each day. The principal has observed that this is a cumbersome system which may unnecessarily tie the teacher to a "group" and limit children's reading experiences to a basal reader.

In grades 4, 5 and 6 cooperative team teaching for reading instruction is used. Students are grouped by ability and for one hour each day they go to their reading class. Each teacher has a single level of students, all of whom are in the same reading group. Most reading in this program appears to be done silently with follow-up worksheets or workbooks which reinforce skills taught during class.
Most K-3 teachers include phonics instruction in their reading and language curriculum. Most teachers also include regular creative writing experiences. A great deal of student writing is in evidence in classrooms—displayed on bulletin boards, in student libraries, in special "Open House" publications and in story collections which may be taken home to share. Most teachers read orally to their students in order to help them gain an appreciation for high quality literature.

While a basal series has been adopted and is used in all classrooms, teachers at the school site have a great deal of freedom to enrich the series and are encouraged to supplement the basal with a variety of other language and reading experiences.

Students will be evaluated according to teacher judgement as reflected by and reported on the report card (see Appendix, page 95). Evaluation of student attitudes toward reading will be measured by the results of the Student and Parent Surveys. Teacher observation (guided by use of the Teacher Self Check List) of students' attitudes toward reading and the use of learning centers will serve as partial evaluation as well.

All students are required to take the 3-R's standardized test in the spring. It is expected that the 3-R's test scores will rise due to the positive effects of this reading program. The reasoning is that since children have assumed more responsibility for their reading and have
learned to work more independently, they will perform better on standardized tests which require them to read silently, work independently and follow written directions. Since children will have experience at using these skills, they will be more successful when taking the test.

The 3-R's test is given just once a year so the test scores may be compared to those of the previous year's third graders. More appropriately, third grade growth should be compared to the same students' second grade growth. Using grade equivalents as indicators and the same population of students (that is, N = students who were tested with the 3-R's test at the end of first, second and third grades), compare students' growth in months from grades 1.9 to 2.9 to their months of growth from grades 2.9 to 3.9. If there has been as much or more growth during the current year as there was during the previous measuring period, one may assume that the use of alternatives to round robin oral reading has had a positive effect on students' academic performance.
DISCUSSION OF THE CONTINUUM

Use of alternatives to round robin oral reading emphasizes the whole language model of the reading continuum, while employing some techniques associated with the decoding and skills models. Where traditional round robin oral reading supposes that oral word by word reading is necessary for reading, thereby adhering to the skills or decoding model, users of alternatives to round robin oral reading acknowledge the whole language view of reading, which emphasizes the acquisition of meaning through longer passages, larger chunks of language and personal interaction with the print.

Reading is the act of acquiring meaning from the print on the page. Reading is a true form of language which successfully allows communication with someone who is not present. The print on the page is a vehicle for meaning but carries no intrinsic meaning itself. When the reader looks at the print and derives a message from it, when he interacts with the thoughts of the author, reading has occurred.

In the classroom the teacher helps the student to understand this interplay of thoughts by having him discuss his readings, explain his understanding of the passage or interact with the passage in some observable way. Through
these means the teacher can evaluate whether the student has understood the author's message.

Following are ways in which this project addresses each model on the reading continuum.

Decoding is used in this project to a small degree at centers and in phonics instruction which occurs in grades K through 3. As children become more mature readers, they have less need to focus on decoding techniques. While phonics and word attack techniques always remain useful tools, they lose their importance as primary tools as the reader gains experience.

The skills model is used to a slightly larger degree in this project through learning centers, where children play games which reinforce skills learned. As with the decoding model, skills are also reading tools. They are just more sophisticated reading tools. Each reader employs certain techniques which could be labeled "skills" when he comes to a difficult passage. As readers mature many skills, however, become automatic and are incorporated into the total process called reading. Most skills-related activities in this project are listed in Section II of Curriculum Features.

Whole language is the model which is used to the greatest degree in this project. Use of suggested writing activities, oral discussion as a follow-up to reading assignments, enrichment (such as art, mobiles, dioramas), dramatizations, language experience and more (see Curriculum
Features, all sections) require that children have read and understood the passage. Such alternatives do not focus on individual words, but on larger blocks of language. As such they exemplify the whole language model.
MATERIALS AND COSTS

In using alternatives to round robin oral reading no special materials nor additional expenditures beyond the normal school budget are required. A very few of the activities may involve additional cost, specifically those which call for purchasing or creating materials for learning centers.

Some of the art projects may require the purchase of a few basic supplies, although most such supplies are present in the average elementary classroom. Some items may be donated by willing parents. For specific art needs, see the individual activities in the Curriculum Features section of this paper.

Since this project encourages its readers to select those activities which are appropriate to their needs, the logical suggestion is to choose activities which will not incur additional expense if budget is a primary concern.

Finally, it is recommended that teachers acquire a personal library for student use in the classroom. This author has done so at little personal expense by using "bonus points" collected when children order books through commercial book clubs.
SPACE AND EQUIPMENT

In developing these alternatives to round robin oral reading groups, care was taken not to make any space or equipment demands beyond that which is standard in most elementary schools.

It is assumed that the standard elementary classroom will contain a record player, tape recorder and earphones as well as desks, chairs, a reading table and an area where children may sit in a group on the floor.

It is recommended that a small area be arranged in the classroom which may serve as a learning center, and that another small area will serve as a listening center. A bookshelf of some sort with a conservative collection of teacher-owned or library books may mark one boundary of a reading area in the classroom.

Although not necessary for implementation of this program, an area outside, clearly visible from the classroom, may be used for activities which involve student-student interaction.

No other special space or equipment considerations are necessary.
STAFF AND SUPPORT SERVICES

This program which provides alternatives to round robin oral reading is designed to be run by the existing staff. The existing staff at this author's school includes the following personnel:

The classroom teacher will organize and orchestrate the reading program. The teacher evaluates and groups the students, decides how materials are to be used, calls in outside specialists as needed, locates or creates enrichment materials, solicits volunteers, creates short and long term plans and, of course, interacts directly with the children. It is the teacher who will decide when and how alternatives to oral reading will be used.

The librarian provides invaluable support to the reading program by providing an interesting and stimulating invitation to read and learn. In addition to the traditional shelves of books and card catalog, interest centers and a listening center are set up regularly. The librarian also prepares a weekly presentation for the students on a variety of topics in an attempt to broaden their interests. During each presentation she shows the students how to locate more material on that topic in the library. Students are encouraged to use the library before and after school as well as during the day with teacher approval.
The principal, while not involved in direct reading instruction, provides a positive learning tone in the school and encourages the children through periodic appearances and encouragement during instructional time.

Parent and community volunteers are encouraged and often participate in the reading program. Their presence is welcome, but not required, in implementing this reading project. When available, volunteers can provide enriching experiences for the class as well as allow for more individual attention to children. Volunteers may help children who are having difficulty with their work, may listen to a child read who wants an appreciative audience or may read to a child or children. (See Appendix, p. 101, for sample volunteer letter.)

Paid instructional assistants are not available in this author's school and are not needed to implement the proposed plan.

Others who may become involved in the instructional process at the teacher's request include, but are not limited to, the counselor, psychologist, speech and language therapist, health aide and other teachers.
ADAPTATIONS

This project, which suggests alternatives to round robin oral reading, may easily be used at any grade level in which reading groups meet regularly. Due to the independence required, some of the activities may not be appropriate for children in grades K and 1. Teachers of those grades may wish to modify the activities to better meet their students' needs.

While middle school and high school students do not normally engage in round robin oral reading, some of the suggested activities would, nevertheless, be appropriate for that level of instruction. Teachers could easily select from the more independent activities and adapt them to a level of difficulty and an area of interest appropriate to older students.

Much of this program could be used in the teaching of content areas in which reading, followed by study questions is a frequently-used technique. Suggested scheduling would have to be modified considerably to accommodate a secondary school time frame.
LIMITATIONS

The alternatives to round robin oral reading which are presented in this project are designed for all students in a regular classroom setting. Due to the student independence which is required, however, some of the activities may be more appropriate for average and above average students. To address this issue, one of the objectives of the project is to free the teacher from the constraints of the reading group, thereby allowing her to spend more time with the less independent students.

For reasons similar to those stated in the preceding paragraph, the program may be limited to teachers who have average or above average organizational and classroom management skills.

Due to the independent nature of many of the suggested activities, teachers of grades 2 and up may find more of the approaches useful than teachers of grades K and 1. Some activities, however, are designed with younger children in mind.

An additional limitation which may be noted is that the district in which this author is employed has an extensive media center and curriculum lab which provides teachers with a wide assortment of materials available for check-out. Materials include cassettes, study prints, records and realia. These items facilitate and simplify the establishment of learning centers within a classroom. This
facility also has materials available to teachers who wish to create and laminate their own games and learning activities. Although not necessary for implementation of this program, teachers who do not have access to such a facility may wish to avoid using curriculum activities which require special materials.
APPENDICES
Appendix A

Six levels of comprehension questions, notes received from G. Phillip LeGault. Original author unknown. 1986.
Name all the characters in the story.

Write 6 facts from the story.

When does the story take place?

Where does the story take place?

Which character appears first in the story?

How does the story end?

From what you read in the story, describe what the main character looked like.

Using facts you read in the story, describe the setting.
Tell about the story using your own words.

How did the main character feel at the beginning of the story?

How did the main character feel at the end of the story?

Think of a main event in the story. Why did it happen?

Explain why the story has the title that it does.

Draw a picture of a main event in the story.

If there is an illustration in the book, write what happened before the scene and write what happened after it.
APPLICATION

- Think of a situation that occurred to a person in your story and decide whether you would have done the same thing as he/she did, or something different. Write what you might have done.

- Give some examples of people who have had the same problems or have done the same kind of thing as the person in your story.

- Select any of the people in the story and think of some things each would do if he came to your school during reading.

- What would you do if you could go to the place where the main character lives?

- What would the main character do if he came to your house to visit?

- What would your mother do if she were in the story?

- If you had to cook a meal for the characters in the story, what kind of food would you prepare?
What part of the story was the funniest, or the most exciting, or the saddest?

Tell what things happened in the story that couldn’t have happened in real life.

Some things in the story were true and some were only the opinion of someone. List the things that were true.

Organize the story into parts and think of a good title for each of the parts.

What could you do that would be just like what the person in the story did?

Find 5 words in the story that begin with the same sound.

Name 2 things in the story that happened outdoors (or indoors).

List at least 5 compound words from the story.
Rewrite the story from an animal's point of view.

Use your imagination to draw a picture about the story. Then add one new thing of your own that was not in the story.

Make a poster, a mobile, a puppet, or a painting of the main characters in the story.

Write another ending to the story that is different than the one the author wrote.

Write a poem about the story.

Pretend you are the main character in the story. Write a diary about what you were doing each day.

Rewrite the story briefly, but change something or someone in it. (For example: substitute a gorilla for the wolf in The Three Little Pigs.)

Write 5 new titles for the story that would give a good idea what it was about.
Was the main character in the story good or bad, and why?

Why would you recommend, or not recommend the story to a friend?

Compare 2 characters in the story. Tell which one you judge to be better and why.

Which character in the story would you like most to spend the day with? Why?

Was this story worth the time it took to read? Why?

If you had the opportunity to go to where this story takes place, would you want to go? Why or why not?

Which of the characters in the story would you like to take to dinner? Give reasons for your answer.

Could this story have really happened? Why or why not?

Write a letter to the author and tell him/her why you liked the book.
Appendix B

Samples to Accompany Curriculum Features
HOMEWORK CONTRACT - Return work Friday.

SPELLING: Learn the attached words and sentences by doing any four (4) of the following. Circle the ones you did. You may do some activities from one list and some from the other if you wish.

Average (Do these if you don’t already know the words)

--Write words 5 times each.
--Alphabetize words.
--Write words in sentences you have made up.
--Take practice test. Study any you missed.

Enriched (For those who know words or want a challenge)

--Divide words in syllables and tell part of speech. Use dictionary if you aren’t sure of one.
--Write a story using your words. Can you use them all?
--Find and circle half or more of your words in the newspaper or a magazine.
--Make your own wordsearch with the words. (Mrs. Cree may make copies of the neatest one for the class to do next week.)
--Other. What assignment would you like? Tell me and do it. I will use the best ideas on future homework contracts.

MATH: Work on facts to earn your next Math Whiz button. Circle the facts you should work on now:

add subtract multiply divide

READING: Read 10 minutes or more each night. Third graders should begin reading slightly longer books which take more than one sitting to finish.

Day Book Title Pages

Monday ____________________________________________

Tuesday ___________________________________________

Wednesday _________________________________________

Thursday __________________________________________

OTHER: If extra pages are attached, please do them and return them also.

Child's name ______________ Date ______________

Parent signature ___________________________________
HOMEWORK CONTRACT

READING - Read each night. (Reading may be silent or aloud to someone else.) Below list what you read each night.

Monday

Tuesday

Wednesday

Thursday

MATH - Work on memorizing multiplication facts.
I am working on my ______ tables.

SPELLING - Learn your spelling words for Friday's test.
Do four of the following:

AVERAGE -
Write words 5 times.
Write words in sentences.
Copy spelling sentences 3 times each.
Take practice test. Study any missed words.

ENRICHED -
Divide your words into syllables.
Write a story or play using spelling words.
Cut out letters from newspaper headlines and paste to spell your words.
Make new words using letters in spelling words.
(Example: from rotation come: to, ton, rat, train, rot, not, and so on.)

SPECIAL ASSIGNMENT -

STUDENT NAME ________________________________

PARENT SIGNATURE ______________________________

ALL WORK DUE FRIDAY.
STORY FRAMES

Following are examples of story frames taken from an article by Fowler (1982). Suggested use of story frames appears in the Curriculum Feature of this project in Section II, number 5.

Figure 1. Story summary with one character included.

Our story is about _________________.

__________________ is an important character in our story.

__________________ tried to _________________________.

The story ends when _________________________

___________________________.

Figure 2. Important idea or plot.

In this story the problem starts when ______________

_______________________. After that ______________

_________________________. Next, ________________

_________________________. The problem is finally solved when _________________________

_________________________. The story ends _________________________

_________________________.
Figure 3. Setting.

The story takes place __________________________
________________________. I know this because the author uses the
words "________________________." Other clues that show when the story takes place are ___

________________________.

Figure 4. Character analysis.

________________________ is an important character in our story. __________________________ is important because

________________________. Once, he/she __________________________.

Another time, __________________________
________________________. I think that __________________________

(character name)
is __________________________ because __________________________.

(character trait)
Figure 5. Character comparison.

_____________________ and __________________ are two characters in our story. __________________ is (character)

_____________________ while __________________

(trait) (other character)
is __________________. For instance, ____________

(trait)
tries to __________________ and __________________
tries to __________________. __________________

learns a lesson when __________________________.
CARTOON FRAME FORMAT

Uses for cartoon frames are discussed in the Curriculum Features section of this project in Section II, number 8. Such formats may be simply created by the teacher or by the students themselves. Following is an example.
CONTRACTS FOR USE OF CENTERS

Contracts may be useful to chart student progress or to have the student become actively involved in planning his learning experience. Uses for contracts are discussed in the Curriculum Features section of this project, in Section II, number 4 (independent reading contracts for home and school), and in Section II, number 11 (charting or assigning the use of learning centers). Following are several examples of reading contracts. All contracts are the creation of this author unless otherwise indicated.

Reading Center Contract

Name(s): ______________________ and ______________________

Date today: ______________________

Date due: ______________________

Teacher comments: ______________________

I (We) will do the following reading comprehension activities (list numbers): ______________________

The purpose is to: ______________________

What I (we) learned: ______________________

Aulls, 1982
My personal contract for: ____________________________

Name: ____________________________ Date started: __________

Choices: ____________________________ Date finished: __________

1. I will work with a small group.  yes ___ no ___
2. I will work alone.  yes ___ no ___
3. The topic I want to work on is: ____________________________
   ______________________________________________________________________

4. The book topic I want to read is: ____________________________
   ______________________________________________________________________

5. I will do ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________for my contract.

6. I will give the teacher the following things to do check (or talk) over with me when I finish: ____________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

Aulls, 1982
CENTER CHECKLIST

Name ____________________________

Week beginning ____________________

Use the color coded reading games. Make a check by the color of the activity which you did. You must play at least two games of each color by the end of the week.

Red  

Green  

Blue  

Yellow  

Show this to your teacher on Friday.
SLIDE VIEWERS

Slide viewers are described briefly in the Curriculum Features section of this project in Section II, number 12. Following is a more detailed description of their creation accompanied by illustrations.

1. Fold 8 x 11" white construction paper in thirds.
2. Cut windows in front and back.
3. Tape shut, creating a tube in which to slide the question paper. Decorate if you wish.
4. Aligning the question paper with the windows, write the questions so that one question at a time is visible through the front window. On the back write the answers, again taking care that questions and answers are aligned. Students may now read questions and self-check their answers independently.

Steps 1, 2, 3

Step 4
Write ideas for story starters on 5 x 8 inch cards. Let the cards accumulate so children can write about their favorite story any time during the year.

Following are some suggested themes:

Story: Rosa's Most Unforgettable Griggle. (Silver Twist)

--If you had a camera of your own, what would you take a picture of? You may (pick one):

1. Write your answer.
2. Draw your answer. (Color picture completely. Draw a frame around it.)

--Draw a series of six pictures showing what happened in order in the story. Color each picture. Label each picture.

--Make up a school "legend." Write about it. It may be scary, funny, ridiculous or almost believable. Draw a picture to go with it.

Story: Answer Right, Manolo. (Silver Twist)

--Pick a sport you would like to be good at. Draw it. Write about it.

--Draw an eight picture cartoon of what happened in the story.
Story: The King Who Changed Places with the Queen. (Golden Secrets)

—Write about someone with whom you would like to change places. What would it be like to live his/her life? How would he/she fit into your life?

—How would it feel to be a king or queen? What would you do all day? Describe your palace, your food and your job.

—If the local dragons were able to be tamed, what would it be like to have one for a pet? What would it look like? Where would it sleep? What would it do all day? Draw a picture of your dragon pet.

Story: What's a Ghost Going to Do? (Golden Secrets)

—Write your own classified ad about yourself or about something you would like to sell. Look in the newspaper for examples of classified ads.
Appendix C

Report Cards, Surveys and Letters
cooperate for better pupil adjustment; (2) to show the academic level at which your student is working within the class; (3) to report achievement in the basic school subjects according to the pupil's individual ability.

The school urges you to visit and to become well acquainted with the school staff and with the work of your student. The more we can work together and know and understand each other, the more we can help your student to develop the habits and attitudes that make for wholesome living.

---

**Report to Parents**

**Grades 1-2-3**

**NAME**

**GRADE**

**SCHOOL**

**TEACHER**

**SCHOOL YEAR 19__-19**

**Superintendent of Schools**

---

### Effort and Achievement Marks

- **O** — Outstanding
- **S** — Above Average
- **E** — Average
- **N** — Needs Improvement
- **U** — Unsatisfactory
- **NG** — No Grade - 20 days enrollment necessary
- **NA** — Not Applicable

---

### Effort and Achievement Marks in Shaded Areas Only

- **(X)** Indicates Grade Level Performance

---

### Attending the Conference

**First Quarter Parent Conference Held On:**

**2nd Reporting Period:**

---

### Teachers' Comments
**Quarterly Report to Parents**  
**Grades 4-5-6**

**NAME** ____________________ **GRADE** __________

**SCHOOL** ____________________ **TEACHER** ____________________ **SCHOOL YEAR** 19-19

**MESSAGE TO PARENTS:** This report has a three-fold purpose: (1) to provide the pupil and teacher a common ground upon which to recognize needs and to cooperate for better pupil adjustment; (2) to show the academic level at which your student is working within the class; (3) to report achievement in the basic school subjects according to the pupil's individual ability.

The school urges you to visit and to become well acquainted with the school staff and with the work of your student. The more we can work together and know and understand each other, the more we can help your student to develop the habits and attitudes that make for wholesome living.

Superintendent of Schools

---

**EXPLANATION OF GRADES AND MARKS**

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<tr>
<th>Grades</th>
<th>A-Outstanding</th>
<th>B-Above average</th>
<th>C-Average</th>
<th>D-Below Average</th>
<th>F-Failure</th>
<th>I-Incomplete due to absences</th>
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<td>shaded areas only</td>
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**Marks for subtopics only**

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<tr>
<th>X — Indicates grade level performance.</th>
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<tbody>
<tr>
<td>O — Outstanding</td>
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<tr>
<td>S — Satisfactory/</td>
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<tr>
<td>N — Needs improving</td>
</tr>
<tr>
<td>U — Unsatisfactory</td>
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**REPORTING PERIOD**

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<th>SOCIAL STUDIES</th>
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<td>Effort</td>
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<tr>
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<th>CITIZENSHIP</th>
<th>WORK HABITS</th>
<th>ATTENDANCE</th>
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**TEACHER'S COMMENTS**

2nd reporting period: __________________________

3rd reporting period: __________________________

4th reporting period: __________________________

**FIRST QUARTER PARENT CONFERENCE HELD ON:** __________________________

**ATTENDING THE CONFERENCE:** __________________________

**PLACEMENT FOR SCHOOL YEAR** 19-19 **GRADE** __________

**LEASE SIGN & RETURN THIS PORTION.**

Parent's Comments: __________________________

96 Parent's Signature
TEACHER SELF CHECK LIST

Teacher asks herself the following questions periodically to monitor her attempts to provide meaningful alternatives to round robin oral reading.

1. Why did I have my students read orally?
   *evaluation
   *practice oral expression
   tradition or habit
   
2. Are my students improving at reading orally with appropriate expression?  *yes  no
   
3. Did I include some higher level questions in discussions this week?  *yes  no
   
4. Are the students finishing their reading work?  *yes  no
   
5. Do students seem to be actively involved and interested in reading?  *yes  no
   
6. Do they like and participate willingly in the reading center?  *yes  no
   
7. Did I give them a reason to read this week?  *yes  no
   
8. Did I observe students reading when they didn’t have to?  *yes  no
   
9. What is students’ apparent attitude toward reading?  *enthusiastic  neutral  negative
   
10. Are students able to discuss a story which they read silently, indicating that they read and understood?  *yes  no
   
11. Did students have an opportunity to read with someone outside their own reading group this week?  *yes  no
   
12. Did I make a personal contact with each child this week?  *yes  no
   
13. Did I have time to teach math and English lessons this week?  *yes  no
   
14. Do I have a plan so children will have a meaningful reading experience on assembly days?  *yes  no

* Indicates preferred responses.
STUDENT SURVEY

1. How much do you like to read? lots some little
2. Do you finish your reading work on time? yes some no
3. Do you like the game center? yes some no
4. Do you read when you don't have to? lots some no
5. Do you like reading group? lots some no
6. Do you understand stories you read silently? yes some no
7. Do you talk to other kids about books you have read? lots some no
8. Do you finish books you start? yes some no
9. Circle all of the things which you call reading.
   reading group comic books library books story writing being in a play learning center

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PARENT SURVEY

Please fill out the following survey to assist me in evaluating my reading program. Thank you.

Code: 3 means "often"
2 means "sometimes"
1 means "never"

1. Does your child read for fun? 3 2 1
2. Does your child read to learn things? 3 2 1
3. Does your child appear to enjoy reading? 3 2 1
4. Does your child finish books he/she starts? 3 2 1
5. Does your child tell you about stories or books he/she has read? 3 2 1
6. Does your child offer to read to you? 3 2 1
7. Please circle the activities which you consider to be "reading."
   reading group comic books library books
   story writing being in a play
   learning center
TEACHER SURVEY

Dear K - 6 Teachers,

Please help me gather data for my master’s project in reading by answering this short survey. Any ideas or input will be greatly appreciated.

Thanks so much for your time! Please put completed surveys in my box or send them to room 13 with a child.

Once again, THANKS!

Linda

1. How many reading groups do you have?

2. How many reading groups do you meet with daily?

3. Do you do any teaming with other teachers?

   If yes, briefly describe.

4. What are some activities which you do with your reading groups besides round robin oral reading?

5. What are some alternatives to oral reading which you might like to try?

Your name (optional)

Grade level
VOLUNTEER LETTER

Dear Parents,

Several of you have already offered to help in some way at school this year. Thanks! There are many ways in which parents can help. All assistance is appreciated. If you would like to volunteer, please check the appropriate areas listed below.

Thank you in advance. 

Sincerely,

Linda Cree

____ Classroom volunteer (please indicate day/time preferred if you have a preference) __________________

____ Help in your home (grade papers, cut out letters and shapes for bulletin boards, bake treats for the class if they have earned them - for this I would supply the ingredients, and other similar forms of home help). Please circle preferred items in this section.

____ Make buttons for "Math Whiz" awards (I will loan you a button maker and give instructions. This is a great motivational device which takes a lot of my time. Help with this would be wonderful.)

____ Room mother (organize parties)

____ Serve at parties

____ Bake for parties

____ Supply plates, cups, napkins, etc. for parties

____ Share a hobby, career, cultural knowledge, or special interest with the class. Please specify ________________

____ Other. Please specify. ________________________________

Of course, the greatest help is your continued interest and support in your child’s accomplishments at school. When the school and home work together the children benefit by receiving a better education. Thank you for your support!
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