

AIM Choral Reading Instructional Routine

Purpose: To provide students with an opportunity to engage in fluent reading with appropriate expression by modeling a reading leader's accuracy, speed, and intonation.

Materials:

- ❑ Short passage of text (200–250 words) at students' instructional reading level (no more than 1 in 10 words read as errors)

Getting Started:

1. **Introduce the Activity:** Introduce the text and the purpose for the choral read. For example, it may be an introduction to a text that they will continue to practice independently, as part of a well-rounded battery of fluency activities.
2. **Model the Activity:** If this is the first time using the activity, practice what choral reading sounds like using a short two- to three-sentence paragraph. Provide feedback to the group on matching the leader's accuracy, speed, and intonation. Once students understand the activity, begin Guided Practice. Alternatively, if students are familiar with this activity, a model may not be necessary.
3. **Guided Practice:** Next, students participate in the choral reading. Begin with a short countdown so that everyone starts in unison. As the leader, model appropriate pacing and expression of the text, while students read together at the same time, matching pace and phrasing.
4. **Student Practice:** Choral reading can be thought of as a highly supportive way to provide guided practice reading a text. It is a scaffold that can be used before students practice reading the text independently. After choral reading, you may want students to reread the text using a less supportive strategy, such as partner reading.
5. **Corrective Feedback:** Even though choral reading involves reading aloud as a group, you can still provide corrective feedback by listening attentively and using brief, whole-group or targeted support. If you hear students misread or stumble on a word or phrase, pause and model the correct pronunciation or phrasing. Next, have all of the students repeat the entire sentence together.