

Students need to be taught each method before they can be successful. Plan to do a brief lesson to introduce them to the kind of reading you want them to do. Think about what you want it to look like and sound like. Explicitly discuss this with the students.

Silent Independent Reading

Students read independently at their own rate and are assigned clear stopping and starting points. A clear purpose for reading should be stated and written if possible. (“While you read, look for . . .” “While you read, think about how . . .” “While you read, see if you can infer why . . .” etc.)

Partner Reading

Groups of two or three students support each other with reading. Students are strategically put together to read a text or a portion of the text. Students decide how they want to read the text (alternate paragraphs, pages, etc.)

Teacher Read Aloud

This set up is when the teacher chooses to read a text or a portion of a text aloud to the students. One value of teacher read aloud is that students get to engage in the content without having to struggle through possible hard pieces of text.

Jigsaw

This format works well with content area text that may be dense. Assign sections of reading, split kids into groups. (For example, assign numbers for seats then split into all 1’s, all 2’s, all 3’s, etc. to meet together). Assign a section of text to each group so they can read and then teach the other groups the content of their assigned section.

Because you most likely have a wide range of readers in your classrooms, you will need multiple support systems in place in each lesson. These include (but are not limited to)

1. A variety of ways to read
 2. Setting a clear purpose for reading
 3. Graphic organizers
 4. Time for student discussions related to the reading
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