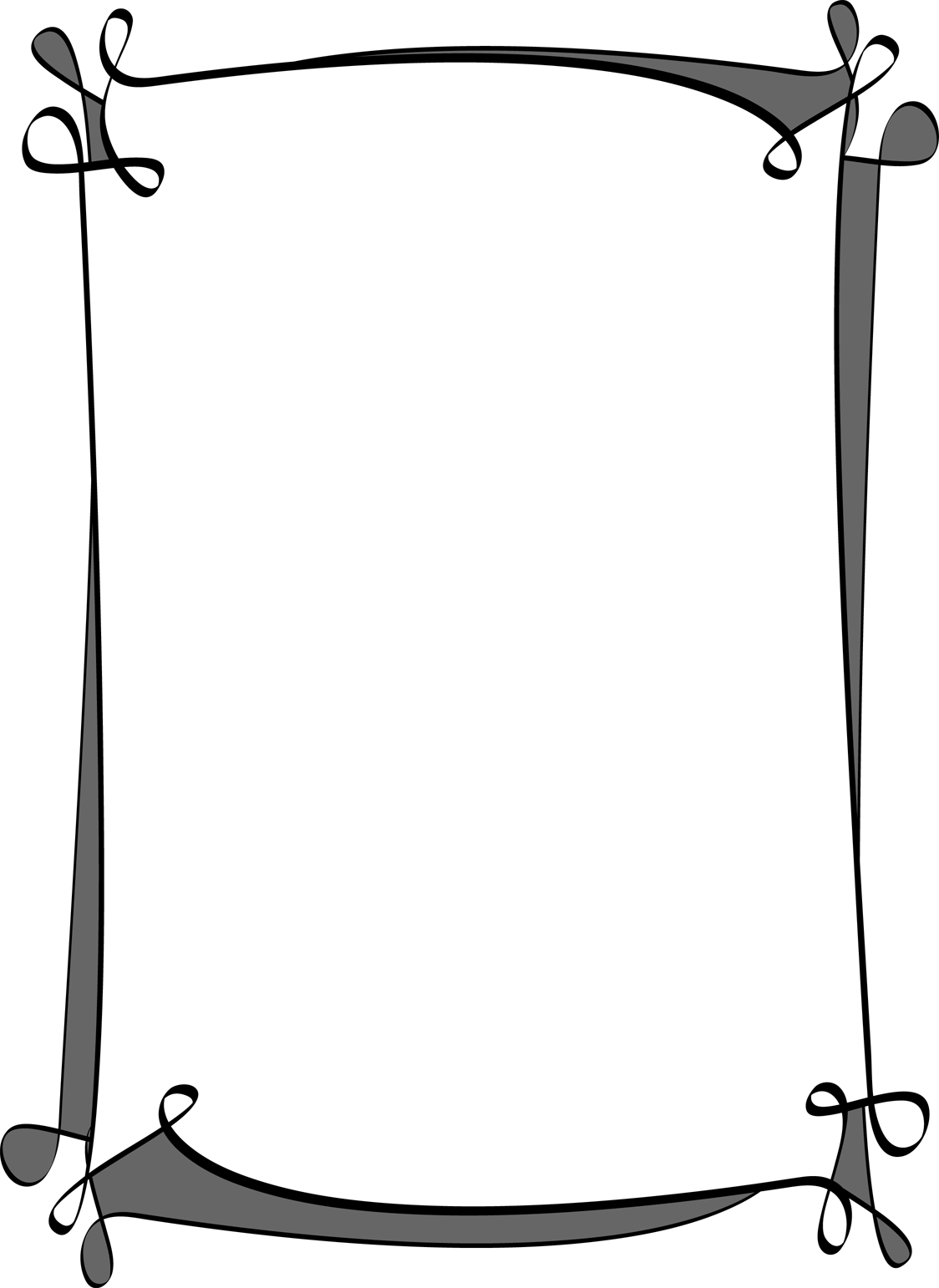
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**Choral Reading Strategies**

**From The Fluent Reader (Rasinski, 2010)**

*Refrain*: one child reads most of the text, and the whole group chimes in to read key segments chorally.

*Line-a-Child*:each child (or groups of two or three students) read individually one or two lines of a text, usually from a rhyme or a poem, and the whole group reads the final line or lines together.

*Dialogue*: students are assigned to character parts.

*Antiphonal Reading*: divide the class into groups and assign a section of a text to each group. Groups take turns reading aloud while others read along silently.

*Call and Response*: one student reads a line or two of a text, and the rest of the class responds by repeating the lines or reading the next few lines or the refrain.

*Echo Choral Reading*: the teacher reads one sentence or phrase at a time and the student echoes back the same sentence or phrase, following the words with his or her finger so that you can be sure that the child is actually reading and not simply mimicking.

*Cumulative Choral Reading*: an individual or a small group reads one line or section of a passage. Another reader chimes in for the next line, and a few more readers for the lines that follow. By the time the end of the text is reached, the entire class should be reading.

*Choral Singing*: an excellent way to introduce beginning readers to written text because once students have memorized the lyrics, you can read them as a text, separate from the melody.

*Impromptu Choral Reading*: the reading begins in a standard way with one student reading a line, but then it moves in an unpredictable fashion. One student reads some lines. Other lines are read by groups of two, three, or more students. All students read some lines.