

Figure 3.1: Active Reading Engagement Techniques

Active Reading Engagement Technique	What It Is	When to Use It	How to Implement It
Cloze reading	In <i>cloze reading</i> , the teacher reads the text aloud while strategically selecting words to leave out to give students opportunities to chorally read the missing words when prompted (Hasbrouck, 2010).	This technique is the most scaffolded approach you can choose, from an active reading standpoint, as the teacher does most of the heavy lifting of the text. This can be a great way to introduce students to a more challenging text for the first read, then use less scaffolded engagement techniques during the second read.	There is a certain finesse to using this technique effectively. First, you don't want to leave too many words out. A general rule of thumb is to leave out a key vocabulary or concept word once every sentence or two. If you leave words out more frequently, you may negatively impact students' reading comprehension, so be careful not to overuse the strategy.
Echo reading	In <i>echo reading</i> , the teacher models fluent reading by reading a portion of the text aloud—such as a sentence, paragraph, or page—and having students echo back with similar pacing, intonation, and expression. The teacher then repeats this pattern for as long as desired.	Echo reading is an effective way to model fluent reading with students (Raddi, 2018). You can show them how good readers pause at commas and periods, group words into phrases as they read, and add expression to their voices when they see exclamation points and question marks.	When you implement echo reading, consider the length of text your students can orally read without compromising on quality. At first, reading a sentence may be a good challenge, but over time, you will want to work up to longer echo portions of text. This ensures students don't just memorize the text and repeat it back—rather, you provide just enough scaffolding that they still have to read the text.
Choral reading	In <i>choral reading</i> , two or more students—or even a whole class—read the text simultaneously (Bessette, 2020). This technique provides developing readers scaffolded support via the more proficient readers, with the teacher modeling appropriate pacing.	Choral reading can be a great way to reengage students' interest in a text if their attention is waning or if you need to scaffold them in a particularly challenging portion of the text. That said, this is not a concern in small-group settings, so you can read longer portions using choral reading in small groups, if desired.	Sustaining choral reading with twenty to thirty voices for a long period of time can be difficult. To address that challenge, limit its use to one to three paragraphs at a time or stop occasionally to ask questions, talk about specific vocabulary, or model metacognitive thinking about the text.
Duet reading	In <i>duet reading</i> , one strong reader and one developing reader are paired to read a text aloud in unison.	Duet reading is best used when the text is two to three years above the developing reader's ability (Morgan et al., 2000). As you consider which texts or portions of text might be appropriate, you will want to aim for at least half of your class to be able to read the text with little to no support.	To implement duet reading, first establish strategic partners (see page 74). It is best for students to share one text, with the stronger reader being the pointer initially and both readers following along. Switch partners every four to six weeks to keep things fresh. Be aware that, at times, the stronger reader may be a few words ahead to ensure the fluent reading of the text, but if they are too far ahead or their partner can't keep the pace, work with the pair to make the reading more effective. By being strategic about who partners with whom, the stronger reader serves as the scaffolding that the developing reader needs.

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Partner reading	In <i>partner reading</i> , the teacher pairs two students using strategic partnering (see page 74). The pair takes turns reading part of the passage aloud. This may be a page, a paragraph, or even just a sentence at a time depending on the length of the text and students' stamina (Hasbrouck, 2010). Both students should have the text in front of them and should track the text as their partner reads. The stronger reader will be able to provide prompts for unknown words for the developing reader when it is their turn to read.	Partner reading is perfect for when your students need a little motivation, as it has been proven to significantly improve engagement as well as reading comprehension (Izzati, 2023; Zulianti & Hastomo, 2022). Once you establish partnerships, it is easy to incorporate them into your instructional practice. You can employ partner reading when students start to get distracted or just need a change of pace.	In general, you will instruct one reader to go first, and then the partners alternate reading. At times, you may want the stronger reader to go first and have the developing reader reread what their partner just read. This will provide additional scaffolding where it might be needed. You also may want to vary the length of the portion the pairs read. Some pairs may have a developing reader who struggles to read one to two sentences, let alone an entire paragraph or page. You can easily personalize the amount of text the pair reads to provide extra support.
Whisper reading	In <i>whisper reading</i> , students read independently in a whisper. Each student has the text in front of them, and the teacher cues when the class should start reading, usually with a prompt like "One, two, three, begin!"	Whisper reading is a great alternate technique to sustained silent reading, as it gives you actual evidence that students are reading—not just moving their eyes or fingers across the page. (It is also used in the decodable text routine in table 1.3, page 12.) As you walk around listening in, you may worry that some of your developing readers are just following their neighbor by reading the words a second or two behind. Don't worry—this is a skilled student who is independently seeking additional scaffolding. They are still engaged in the text and seeing the words on the page spoken. They may not be independently reading, but they are benefiting all the same.	Observing students as they whisper-read is a great opportunity to identify common words the class is struggling with or to gather formative assessment data on students whose reading skills you'd like to understand better. To better hear students you want to listen in on, tap on their table to signal for them to read in a normal voice. Then, tap the table again when you have heard enough, and the student can go back to whisper reading. Be sure to tell your students what the tap means before you use it! Given the varying reading rates found in most classrooms, you will likely have students who complete the text before others. You will want to explain to students that you expect them to keep reading the entire time, so if they finish before you call time, then they should go back to the beginning and read it again. Now, don't wait until every student has finished, as that is probably too long. A good rule of thumb is when about 80 percent of your class has made it through the selected portion of the text, then you can call an end to the whisper reading session.