

# Bye-Bye Birdie: Say Good- Bye to Round Robin and Discover Better Ways to Read the Science Textbook

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# Goals for Today's Workshop

1. Rethink Round Robin
2. Practice alternatives to Round Robin



# How do you define or describe Round Robin reading?

- Discuss at your table.
  - Have you heard of this technique?
  - Have you seen this technique?
  - Have you used this technique?
  - Do you remember this technique from your school years?

# The Literacy Dictionary

“the outmoded practice of calling on students to read orally one after the other”

(Harris & Hodges, 1995, p. 222)

# Why does Round Robin persist?

- Tradition
- Classroom management
- Reading assessment
- To save time
- Not knowing what else to do

# Why move away from Round Robin reading?

1. It provides students with an inaccurate view of reading.
2. It lowers the quantity of reading.
3. It can potentially cause faulty reading habits instead of effective reading strategies.
4. It can cause unnecessary subvocalization.

5. It can cause inattentive behaviors, leading to discipline problems.
6. It can work against all students developing to their full potential.
7. It consumes valuable classroom time that could be spent on other meaningful activities.
8. It can be a source of anxiety and embarrassment for students.
9. It can hamper listening comprehension.

“Clearly, although oral reading can be beneficial, round robin reading is not. It often prohibits rather than facilitates the ability to read... It fails to meet the legitimate purposes of reading aloud.”

(Opitz & Rasinski, 1998, p. 8)



# Challenges with Content Textbooks

1. Textbooks are written in the **formal** register of language.
2. Textbook vocabulary may be **unfamiliar** to the students.
3. The material may be **culturally** irrelevant to the students' lives.
4. Textbook material may be uninteresting/non-**engaging**.

# Challenges with Content Textbooks

5. Struggling students often find the **format** of expository text more difficult than narrative text.
6. Many students are academically **below** grade level and unable to read the textbooks.

# Challenges with Content Textbooks

7. The difficulty of the text discourages students, thus creating **unmotivated** learners.
8. Students disenfranchised from textbook learning are often socially embarrassed with their **peers**.

# Readability Formulas Do Not Take Into Consideration a Student's:

1. Interests
2. Motivation
3. Prior knowledge
4. Learning difficulties
5. Learning styles
6. Various intelligences
7. Pictures/graphics

# Alternatives to Round Robin While Reading the Science Textbook

- Modeling the Initial Pages
- Simultaneous Oral Reading with Whisper Phones
- Partner Reading
- Partner Reading with “Say Something”
- Read Cover Remember Retell
- Read Around
- Everyone Read To
- Jigsaw
- Cut-Apart Story

# Modeling the Initial Pages

- Model to the group the first two to three pages. Then students read the remaining text silently or to a partner.
- Research shows that when the text is begun this way, children read the remaining text more fluently. You have modeled pronunciation of most vocabulary and you helped establish a good sense of the expository structure.

# Simultaneous Oral Reading with Whisper Phones

- Students read individually into Whisper Phones.
- A Whisper Phone magnifies the student's auditory input and masks extraneous noises.
- Teacher moves around class listening to individuals.
- If student finishes, (s)he rereads until teacher gives the signal to stop.

# Partner Reading

- Both partners equally involved
  - Alternating pages
  - Take turns reading the entire selection
  - Read chorally



# Choosing Partners

- Don't waste valuable instructional time choosing partners or allowing students to choose partners.
- Set up a simple device such as drawing names from a bowl.
- Keep partners together for a week and then choose new ones.
- Establish a community of learners.

# Partner Reading with “Say Something”

- One partner reads the first paragraph while the partner follows along and listens.
- When the reader finishes, the listener must “say something” about what was read.
- The partners switch roles.

# Read Cover Remember Retell

- Read only as much as your hand can cover.
- Cover the words with your hand.
- Remember what you have just read. (It is okay to take another look.)
- Retell what you just read inside your head or to a partner.



# Read Around

- Students read the text silently.
- Then students are invited to look back through the text to find at least one favorite sentence or paragraph that they would like to share with others.
- Students practice reading their selection silently.
- Students read their selections aloud to the group.

# Everyone Read To (ERT)

- The teacher tells students how much to read silently. While students read the teacher writes an open-ended comprehension question on the board.
- Students read the segment and then think about the question on the board.
- Students share their answers with a partner or with the class.
- The teacher assigns the next section to read.

# Jigsaw

- Divide class into home groups.
- Assign each person in the home group an “expert” number.
- Students reassemble into the “expert” groups (that correspond with the number they were assigned) to practice orally reading their assigned page or story. Students work together to decode unknown words.
- Experts return to home groups, and each home group member shares or reads aloud his/her assignment.

# Cut-Apart Story

- The text is cut into sections. One section for each group member.
- Students practice their section silently.
- Each section is read aloud in sequence.

# Resources

Good-Bye Round Robin by Michael Opitz and Timothy Rasinski

Improving Reading by Jerry Johns and Susan Davis Lenski

Informational Text in K-3 Classrooms: Helping Children Read and Write by Kletzien and Dreher

Make It Real: Strategies for Success with Informational Texts by Linda Hoyt

Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension by Linda Hoyt

Snapshots: Literacy Minilessons Up Close by Linda Hoyt