

Move Over Spelling Bee...

It's Time for the

Oral Reading Contest!



Presented by

Escambia County Reading Coaches:
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7th Annual *Just Read, Florida!* Conference
Orlando, Florida

Why an Oral Reading Contest?

- Fosters fluency
- Builds reader confidence
- Teaches public speaking skills
- Provides for authentic reading
- Teaches the skill of self-selection
- Creates a community of readers





What participants say. . .

"I had both low level 1 and ESE students who participated in the contest. I wished that I had held an Oral Reading Contest during every nine weeks; my class was on fire.

My most memorable experience was of one particular male student. He said to me during the class contest, 'reading used to not be my thing . . . now I love reading.' This student went from a Level 1 to a Level 3 on FCAT."

--Cassandra Andrews
Teacher



What participants say. . .

“Because of my participation in the oral reading contest, I acquired a profound love, appreciation, and admiration for books and for the individuals that write them. Before my participation in the Oral Reading Contest, reading was a chore--a burden, in fact.”

--Anthony H.
Former student



What participants say. . .

“I have been impressed over the years by the number of male participants. They obviously prepared carefully for their performance. I also have been impressed by the attention of the students serving as the audience. The participating students clearly value the experience.”

-- Dr. Ann T. Agnew
Judge



What we know about fluency

- Reading aloud is a social event.
- Fluent readers are more likely to read frequently
develop preferences
have a positive attitude toward reading



What we know about fluency

- Student fluency improves with repeated reading.
- It's about more than rate.
- Prosody needs to be modeled and emphasized.
- Knowledge of how to phrase text leads to increased comprehension.





What we know about reader engagement

- Reading is a social event. Books should be shared.
- Students want to see a real purpose for doing school work.
- Self-selection adds to engagement.
- Confident readers will read more.
- Access to books that interest adolescents is key to getting them to read.



Past, Present, and Future

- Nine years at Brownsville Middle School in Pensacola, FL
- Began in Debby Dubay's classroom
- 2007-2008- 3 middle schools implemented
- 2008-2009- goal to have every middle school participate.
- 2009-2010- goal to hold district contest.

Classroom Implementation

- For success, the contest must include all students and be emphasized as an important activity.
- Scaffold instruction through mini-lessons
- High-interest classroom library or suggestion list available



Mini-lesson topics

- Selecting text appropriate for the purpose and the reader level
- Making personal connections to text
- Text phrasing
- Reading aloud with prosody
attention to punctuation
adjusting rate
- Adding theatrical elements



Mini-lesson topics

- Public speaking posture/eye contact
- Appropriate dress and appearance
- Voice volume
- Audience skills
- Timing the reading and what to do when time is up.





Lessons about the contest

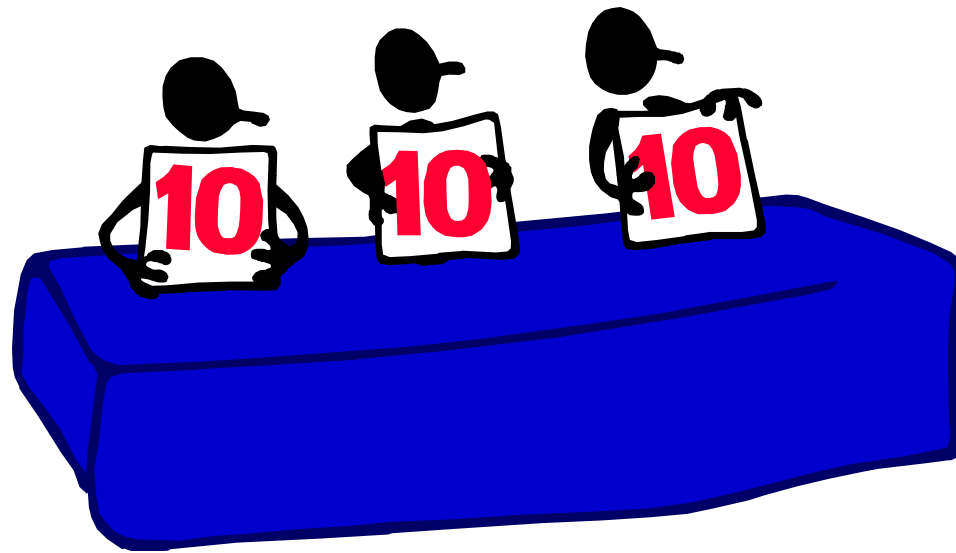
- Review the rubric and instructions
- Discuss appropriate selection of text with topic/genre that appeals to audience
- Model how rate should allow listener to visualize
- Model how to enter and exit “stage”
- Model how to score peers
- Provide for student practice of scoring

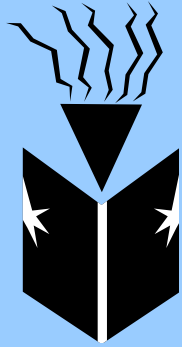
Classroom set-up

- Make copies of scoring rubrics for students
- Arrange chairs in audience style
- Stopwatch
- Have a designated place for the student timekeeper to keep time and instruct contestant to stand quietly when time is up (rather than have the timer beep).



Audience Participation

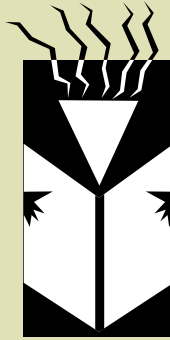




Planning the School-wide Contest

Need a coordinator who will:

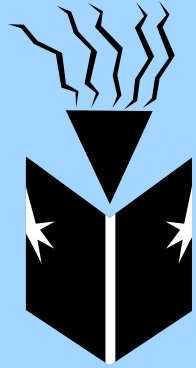
- Set time on school calendar at the beginning of the year (1-2 hours during school day).
- Find a funding/donation source.
- Supply teachers with lesson packets/ instructions.
- Solicit judges, timekeeper, a score keeper.
- Create a press release and advertise
- Arrange for refreshments and volunteers.



Planning the School-wide Contest

The coordinator will:

- Work with a technology person to set up microphones, speakers, and video equipment.
- Help create a formal stage environment.
- Provide music for the background for before and after the contest.
- Write a script for students and volunteers who will emcee the contest.
- Plan for the interlude time (scoring) time.



Planning the School-wide Contest

The coordinator will:

- Invite parents at least a week prior in order for them to adjust work schedules.
- Create passes for participants and student guests.
- Create a program and certificates.
- Thank all volunteers and teachers after the contest.

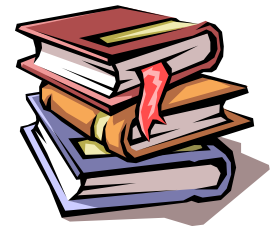
The District Contest



- Find a place, date, and a coordinator at the beginning of the year.
- Remind schools of deadlines/rules.
- Schools will send three winners (one winner from each grade level).
- Find funding/donations for prizes.
- Judges, guest speakers, timekeepers.
- Press releases and advertisement.
- Set-up audience seating and microphones.

Resources for Mini-Lessons

- Atwell, Nancie. *In the Middle: New Understanding about Reading, Writing, and Learning, 2nd ed.*, Boynton/Cook, 1998.
- Harvey, S. and Goudvis, A. *Strategies that Work: Teaching Comprehension for Understanding and Engagement, 2nd ed.*, Stenhouse, 2007.
- Rasinski, T.V. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency and Comprehension.* Scholastic Professional Books, 2003.
- *Writer's Choice*, grade 8, Florida ed., Glencoe/McGraw-Hill, 2001.





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Available via the Web

Handouts also available via:

Escambia County School District

www.escambia.k12.fl.us

Schools Link

Brown-Barge Middle Web Site

Lisa Marsh, Literacy Coach

[http://old.escambia.k12.fl.us/schscnts/
brobm/teacher/mmarsh/index.asp](http://old.escambia.k12.fl.us/schscnts/brobm/teacher/mmarsh/index.asp)