

Here's What Happened When We Surprised Our Preservice Teachers With a Popcorn Reading Activity

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Abstract

Round robin reading refers to the practice of having students read out loud, one at a time, in the presence of their peers. While round robin reading has been referred to as an outdated, ineffective practice, it is still common practice. It is not clear why the prevalence of round robin reading persists in schools. This paper posits some possible reasons. This experiential activity immersed 115 upper-level preservice teachers in a surprise experiential popcorn reading activity. A review of collected data including surveys using Likert scale ratings, written elaborations, and follow-up Focus Group discussions provide evidence of four problematic issues associated with round robin reading: decreased comprehension, increased anxiety, a clear dislike of the activity, and a continued prevalence of round robin reading activities during their own experiences as students in elementary, middle, and high school, and its continued use during recent field placements.

Keywords: Round robin reading, fluency, comprehension, reading motivation, reading anxiety

Round robin reading refers to the practice of having students read out loud, one at a time, in the presence of their peers. While round robin reading has been referred to as an outdated, ineffective reading practice (Harris & Hodges, 1995) that can reduce motivation to read and hinder fluency (Allington, 2006), it is still common. According to Ash, Kuhn, and Walpole (2009), despite its decades-long reputation of being an ineffective practice, over half of K-8 teachers in America self-reported using round robin in their reading lessons.

It is not clear why the prevalence of round robin reading persists in schools. Akin to a read aloud, some teachers have shared that they felt round robin reading supports students' decoding and fluency skills (Kuhn, 2009). Possibly, round robin reading persists due to the fact that teachers have difficulty getting students to read at home, due to a plethora of factors: sports, unstructured after-school time, work, or below grade-level reading abilities, to name a few. It might also be a strategy that is employed to save time; if the class reads the text together, they will all finish on time and then the teacher can move on to the learning that also needs to occur in the short amount of time the class has together. This also seemingly works to promote classroom management (Kuhn, 2009). Whatever the reason, round robin reading is a damaging practice (Raskinski, Blachowicz, & Lems, 2012).

Why is round robin reading so detrimental as a classroom reading practice? First, less fluent readers in the class are stigmatized in front of peers for something that they were probably trying extremely hard to hide (Finley, 2014). Second, there is evidence that shows that round robin reading lowers students' comprehension rates. This is due

to the act of listening to dysfluent readers "exacerbated by turn-taking interruptions" (Finley, 2014), which makes processing the text orally into meaningful chunks more difficult. LaBerge and Samuels (1974) explained that readers have only so much attention, what Rasinski (2012) calls "cognitive energy" (p. 517). If they use all of that working memory to decode the words in a text, they have little left for the most important task in reading—comprehension (Raskinski, 2012). Finally, this practice inhibits the development of oral reading fluency due to a lack of sustained reading (usually round robin reading lasts for less than one minute), the practice of reading unfamiliar texts, and the absence of rereading, which promotes fluency (Shanahan, 2017).

Methodology

The goal of this experiential activity was to immerse 115 upper-level undergraduate students in a round robin reading activity in order to explore prospective teachers' prior and recent experiences with round robin reading, and to explore their perceptions of the effectiveness of round robin reading as an instructional tool for increasing student motivation to read, fluency, and comprehension. Participants were enrolled in one of five course sections of two classes focused on literacy pedagogy or on methods for teaching English learners. The topic for the day was announced as "developing reading fluency." The round robin reading activity was inspired by the introduction to Opitz and Rasinski's (2008) text, where Opitz begins his presentation by pretending to subject teachers to a round-robin reading activity. He plays the role of the relentless and unapologetic old-school reading teacher. His appears to be an Academy award-winning performance that had us asking what our students' responses would be under a more structured format aimed at capturing everyone's response. Additionally, we wanted to explore participants' recent and prior experiences with round robin reading, both in their K-12 classrooms as students, and as teacher candidates in university field experiences within the past four years.

When conducting the simulated round robin reading activity, we kept our "performance" generic. We were kind and did not attempt to add drama or make students nervous. Our introductory statement was simple, "Today's topic is oral reading fluency. When I call your name, it will be your turn to read the next paragraph from the reading." To minimize angst during the activity, twenty readers, four readers from each of the five classes, were pre-selected and prepared in advance to read, unbeknownst to their classmates. The pre-selected readers were deemed to be the more outgoing students who would not mind participating in this activity. All agreed to participate and signed informed consent forms.

None of the other 95 participants were in danger of being called on to read though they were led to believe that they could be called upon to read at any moment during the

activity. Of the 115 total participants, the twenty preselected readers were presented with an assigned paragraph from the second chapter of Paulo Freire's classic book, *Pedagogy of the Oppressed* (2010). The text was deliberately chosen for two reasons. First, the featured chapter discusses the concept of "listening objects," a term and concept that had been referenced and discussed in other assigned readings prior to their attending this class session. Thus, the reading selection would be believable. Second, the reading was challenging in that it makes use of an interesting mix of sophisticated terminology along with multi-clause sentences which require readers to carefully focus on the text in order to understand what is being read. For example, it begins with the following sentence, "A careful analysis of the teacher-student relationship, at any level, inside or outside school, reveals its fundamentally narrative character" (Freire, 2010, p. 71). Because the passage required an active focus and presented challenging material, we felt it would provide participants with a good representation of what children often experience during round robin reading activities presented in K-12 classrooms.

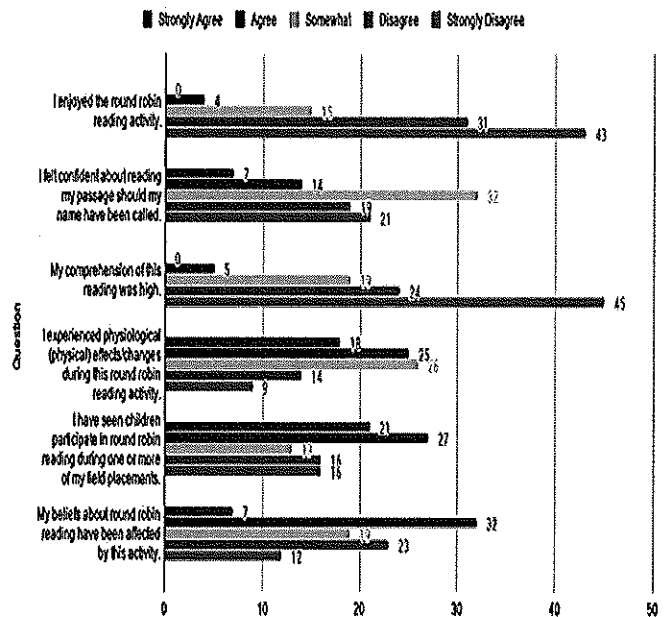
Copies of their assigned paragraphs had been given to the pre-selected readers a week in advance so they could practice reading it prior to being called upon during class time. New copies of the reading selections were distributed to all students, including the preselected readers so that it would appear as though all were seeing the reading selection for the first time. The twenty readers were asked not to tell any of their 95 classmates that they had already been selected as "secret readers." The participants were made to believe that anyone could be called on. In fact, the participating professors made sure to distribute several pages of eligible paragraphs so that it appeared as though several students would likely be called upon. Participants were told that if their name should happen to be called, they were to begin reading wherever their peers had left off. Though pre-selected readers were asked not to share with their classmates, two participants responded in the affirmative to a question asking whether or not they knew that readers had been preselected. Their survey responses, though similar to the responses of other students, were eliminated from the data, thus leaving 93 participants who were unaware that the readers had been pre-selected.

Professors used the "popcorn reading" style of round-robin reading. During popcorn reading, the teacher randomly calls on students to read rather than going in sequential order. After the experiential round-robin reading activity, a survey was administered (see Appendix), preceded by an informed consent form granting all students the ability to opt out, and informing them of protective measures. These protective measures included the presence of a neutral graduate assistant, as well as the absence of their professors during the focus group discussion and during the administration of and collection of anonymous surveys. All participants were told that no responses, consent forms, or lack thereof, would be reviewed by the participating professors until after that semester's grades had been submitted. Once the surveys were completed, students participated in audio-recorded focus group discussions with a neutral graduate assistant. One focus group discussion was held for each of the five sections.

Findings and Discussion

The purpose of the surveys and focus groups was to explore prospective teachers' perceptions after participating in a round robin reading activity. There were a total of 115 responses to the survey and 115 individuals who participated in the focus groups. Because two participants indicated that they knew that readers had been pre-selected, their written responses were eliminated from the data being reviewed. Of the 113 remaining participants, 20 of the participants were pre-selected to participate by reading a selection from the provided passage. Because the preselected readers were aware of the nature of the experiential activity, their surveys were analyzed separately. Ninety-three of the participants were not informed of the activity beforehand and were led to believe that they could be called upon to read out loud at any point during the activity. The participants were asked six Likert scale questions and four open-ended questions. In addition to Likert scale ratings, participants were asked to elaborate in writing on each of their rating selections. The results of the Likert scale questions obtained from the surveys of the 93 uninformed participants are represented in Table 1.

Table 1: Survey Responses



Did They Enjoy It?

It is safe to say that most of the participants found this activity to be anything but enjoyable. When asked if they enjoyed the round robin reading activity, 80% of the respondents answered negatively with disagree and strongly disagree responses. These results can be summarized by one respondent's explanation, "Round-robin causes too much stress and anxiety to enjoy the activity or reading." While the majority of the responses were negative, about 20% of the respondents selected "somewhat" or "agree," meaning that they may have, in fact, enjoyed this activity, although it is important to note that not

one participant selected the “strongly agree” response. For those who agreed or somewhat agreed, a common theme can be summed up by one participant’s written elaboration, “I enjoy round-robin reading, kind of. I’m a good reader and I enjoy reading, so I was eagerly awaiting my moment. However, sitting through the other readers is tedious and I get nothing from being read to. I need to read it myself to comprehend it.”

Did They Feel Confident?

This activity confirmed that round robin reading can make even proficient readers feel uneasy. Regardless of how the participants responded about enjoying this activity, 43% selected “disagree” or “strongly disagree” when asked if they felt confident reading their passage if they had been called upon to read aloud. These results can be described by one respondent’s answer, “I would not have felt confident about reading my passage because sometimes I misread words or I can’t pronounce words correctly.” Furthermore, another respondent shared, “I was stressed just thinking about my name being called. I’m sure I would have read fine, but my anxieties about it would have easily made it seem like I’m not fluent.” In contrast, close to 23% of respondents agreed or strongly agreed that they felt confident in their ability to read aloud during this activity but recognized that others would feel differently about this activity. This can be summarized by one respondent’s statement, “I am confident in my reading abilities, but I know this is not the case for everyone.”

Did They Comprehend It?

On our survey, when asked if participants’ comprehension was high after this activity, 74% reported that they disagreed or strongly disagreed that they understood what was read. One respondent shared a common response, “I didn’t remember or comprehend anything that was read because I was scanning for unknown words in case I was the next victim.” Another respondent shared, “I don’t remember a thing. Something about receptacles, because [another student] got that word incorrect.” In contrast, 20% of respondents reported that they somewhat agreed that their comprehension was high after the activity concluded. One respondent shared, “I feel like I understood most of what was being read, but I was worried I was going to get called on so I wasn’t fully paying attention to what was being read.” Only five of 93 students, (a little more than 5%) selected “agree” in response to understanding the passage. Not one participant strongly agreed that their comprehension of the reading was high.

Does Round Robin Reading Improve or Hinder Comprehension?

All 93 participants mentioned, in at least one of their responses, that their understanding of the passage was negatively affected by the round robin reading activity, either by being distracted due to reading ahead to prepare for their expected turn reading, and/or not paying attention to what was being read by peers, and/or becoming nervous or anxious while waiting for their name to be called on. Even the participants who said they didn’t mind the activity,

still mentioned that they felt distracted and unable to fully comprehend the material. Throughout the various survey responses, lack of comprehension due to being nervous about being called upon to read, or being distracted by other readers, was an oft-repeated theme.

During the Focus Group discussion, one participant summarized a common theme related to recalling experiences with round robin reading as children, “I remember in elementary school with the whole comprehension, sometimes we would go around in a circle, so I would never pay attention to what was being read. I would skip ahead and count where I’m supposed to read, and if I didn’t know a word-- I wasn’t listening to the person, and was asking the person next to me, ‘Hey, do you know this word?’ so that when I get there, I don’t look dumb.”

One of our claims is that round robin reading negatively affects reading comprehension. Therefore, if we can show evidence of this, maybe teachers would discontinue the practice. Research has established that fluency is required in reading because of its direct link to comprehension (Pikulski & Chard, 2005). Rasinski stated it directly when he wrote about how fluency, and specifically prosody, is important because it promotes more sophisticated thinking that is required for reading comprehension (Rasinski, 2012).

These findings are not new. When well-respected reading guru, Dolores Durkin, observed the practice of round robin reading in the classroom more than four decades ago, the oral reading that the students were conducting lacked fluency. “Children stumbled over hard-to-pronounce terms, read in a monotone, and were often difficult to hear” (Durkin, 1978-79, p. 507). She found that round robin reading consistently created problems for weaker readers because new vocabulary words were not often remembered by the students when asked comprehension questions that were specific to text vocabulary (Durkin, 1978-79). Durkin (1978-79) referenced examples that involved children reading social studies texts. Successfully reading informational text requires a different approach to that of reading literature, one that often depends upon a more active focus and an ability to slow down, take notes, and process what is being read. One participant in our survey echoed the problem of barreling through complicated readings using a round robin reading approach, “I had no clue what the passage was about, and was too focused figuring out what the hard words meant.” Another shared, “Even though the passage was just read, I don’t recall much of the information presented.”

Were They Nervous?

Stephanie Jones’ compelling commentary presents an argument that round robin reading, among other reading activities, is inextricably linked to bodily behaviors (2013). She states that after conducting an informal round robin reading simulation with her teacher education students, they “reported sweating, feeling hot, noticing their heart rate speed up, shaking legs, and fearing humiliation and being perceived as being incompetent” (Jones, 2013, p. 527). Again, we chose to explore this in a more structured format

Was This New to Them?

where all participants would share their responses to the question of bodily behaviors via an anonymous survey. In line with what is described by Jones (2013) and Opitz and Rasinski (2008), participants in our survey were asked to indicate their level of agreement with the following statement: "I experienced physiological (physical) effects/changes during this round robin reading activity." A majority of participants in our survey, approximately 74% strongly agreed, agreed, or somewhat agreed with this statement (46% agreed or strongly agreed). Twenty-five percent disagreed or strongly disagreed with the statement. However, with this particular item, the Likert scale ratings do not tell the complete story, and the wording of the statement may have caused some confusion. When reviewing the written responses for this question, where participants elaborated on their selection, a full 83% described behaviors that would align with their experiencing physical changes, including phrases like experiencing "sweaty palms," "sitting at the edge of my seat and tensing up," and "starting to sweat and shake."

For those who agreed and strongly agreed, comments like these were common: "I definitely got hotter when she said we were going to be reading aloud. As much as I want to say it doesn't stress me out, it stresses me out." Another shared, "My heart started beating faster and I started to sweat a little bit." Yet another wrote, "My heart rate increased, my palms became clammy and I felt like my brain was on high alert." Twenty-seven percent of participants reported "somewhat" experiencing physical changes as a result of the round robin reading activity. For these participants, some written responses showed less extreme results, "I guess my heart rate increased a little bit, but I wasn't that nervous." However, from this same group, responses also showed clear signs of anxiety, "My hands got really sweaty and my stomach was in knots." If one were to ignore the Likert scale ratings, and only review written responses for their degree of agreement with the statement about whether or not the respondents experienced physical changes, 77 of the 93 participants (83%) wrote about experiencing physical reactions of nervousness and stress.

Clearly, for most of the participants in our survey, 83%, the round robin reading activity manifested itself in an increase in self-reported physical signs of anxiety. Just as in Jones' description of her classroom, our participants described experiencing increased heart rates, increased body temperatures, sweaty palms, shaking legs, fear of humiliation, and an inability to think clearly. One participant described it this way, "The anxiety I was feeling caused my brain to shut down. I felt worried that I wouldn't be able to pronounce any of the words. I started to sweat, higher heart rate, increased breathing." Furthermore, within written elaborations and during the Focus Group discussions, participants made connections to what it would feel like from a child's perspective. For example, one participant verbally shared, "I feel like it's kids' first taste of anxiety. It kind of sticks with you. Like, if students are sitting, if you ask a student in high school what was something that really scared them through school, this is always one thing that kind of comes up."

The activity of round robin reading was quite familiar to our participants. Close to 52% of all respondents reported that they agreed or strongly agreed with having seen it used during one or more of their university internship placements in K-12 settings. These responses included those who agreed and strongly agreed. For example, one participant shared, "I see this frequently. I think teachers like the idea of each child getting the opportunity to read and having classmates choose a friend to read." Furthermore, one participant reported witnessing, within a week or two prior to this experiential activity, a popcorn reading activity during social studies. The participant wrote, "I was cringing the whole time watching." Another shared about observing round robin reading in a linguistically diverse classroom, "Half of the students were [ELs] and I could tell by the looks on their faces that they didn't want to read." An additional 14% somewhat agreed that they had seen round robin used during their field placements. The written elaborations included three explanations for their selection. Participants explained that they saw it being used, but infrequently, or that they saw it being used, but only in small groups, or, the most popular response in the "somewhat category" was that they observed it, but the students volunteered to read rather than being called on to read. Additionally, 34% of respondents said they had not seen round robin reading used during any of their placements, some of them indicating their thankfulness for not having witnessed it in their field experiences, "Luckily, none of my placements so far had included round-robin reading."

One survey question asked about their own K-12 schooling experiences. The question read, "Did you participate in round robin reading as a student in K-12 schools? If so, until when (give an approximation or state the year, if you can do so with certainty)?" While two respondents disagreed that they had seen round robin reading during their own K-12 schooling experiences, the vast majority, 98%, remembered experiencing it when they were students in schools, "I experienced it a lot when I was in elementary school." Additionally, a surprisingly high number of participants, 71%, stated that they participated in round robin reading from elementary school through high school, as recently as three to five years prior to this experiential activity taking place. When asked to share memories, common themes included memories of being too nervous to focus on comprehension, fear of public humiliation, and a preoccupation with counting ahead to rehearse the expected assigned paragraph instead of listening to their peers. For example, one participant shared, "I would get so stressed. I would not even comprehend any material. I was so worried about messing up. I would try to figure out what paragraph I had to read and practice in my head."

Several shared recollections of round robin reading being used in social studies and English classes, "mostly with social studies class, out of the textbook." Another shared, "The strongest memory is in 10th-grade ancient mythology, when we read *The Adventures of Ulysses*. I remember counting people and trying to figure out what paragraph I would have to read." With regard to memories, another participant shared, "My most vivid one is from 7th grade

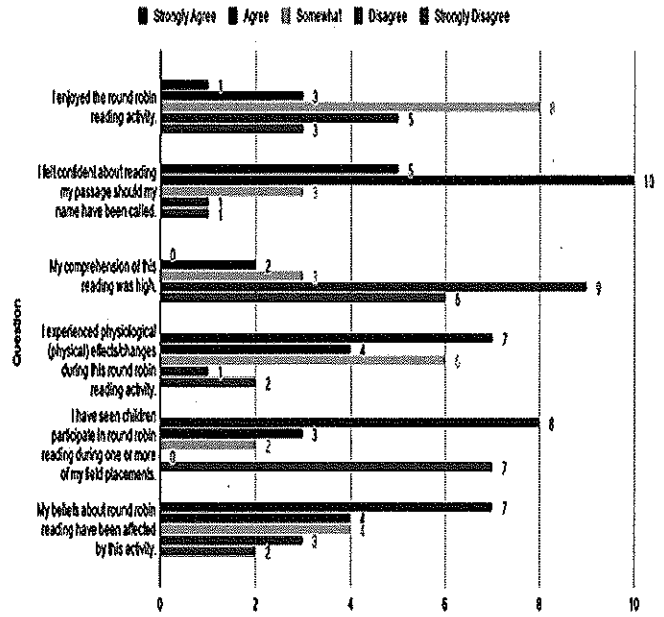
English. I wasn't a great reader, so I would get hung up on words in front of everyone, and the teacher would wait a few seconds to help." One of the more disheartening memories was shared during the Focus Group discussion when a participant recalled, "I know in my class, if someone was reading really slow, all the class would lose focus and it also kind of caused bullying, a little bit, like specifically, one kid in my class would struggle a lot, take a while to read, and then after a while some kids in my class, who were a little rough, would grunt when he got called on and they'd be like, 'ughhhhh,' and he already wouldn't want to read."

What About the Pre-Selected Readers?

The 20 pre-selected readers were asked to complete the same survey alongside the other participants. As expected, it appeared that knowing ahead of time that they would be called upon to read may have alleviated a bit of angst on the part of the pre-selected readers during the round robin activity. This is not surprising, as having an opportunity to become familiar with the text allowed participants to process through vocabulary and decoding of unfamiliar text, which is the main cause of dysfluent reading. What is important to note, however, is that, even with their familiarity with the text and an awareness of the professors' strategic activity, there still was nervousness about reading in front of the class and anxiety around the activity itself. "I knew I was reading and had practiced beforehand," said one reader, "but my heart was still pounding fast and I still got nervous. I sometimes stutter when reading aloud so I was nervous." Seventy-five percent of the pre-selected readers selected agree or disagree with regard to the statement that they felt confident about reading the passage should they be called upon. In their written responses, 19 of the 20 pre-selected readers expressed that their confidence would have been lessened if they had not received the reading ahead of time, "I felt comfortable because I read over it prior to class. However, if I wouldn't have gotten that opportunity, I would have been even more anxious." While three-quarters of the pre-selected readers felt confident in their ability to read the passage, 55% selected strongly agree and agree when asked if they experienced any physiological/physical changes during this activity. This participant's response was common among those who indicated that they had experienced physiological/physical changes: "Even with receiving the reading ahead of time, I still felt nervous." The results of the surveys completed by the pre-selected readers are presented in Figure 2.

With regard to comprehension, 75% of the pre-selected readers disagreed or strongly disagreed when asked if their comprehension of the passage was high. One respondent shared, "I couldn't tell you what I read or was being read. I was just so focused on following along to be ready to read when I was called on."

Table 2: Pre-Selected Readers Survey Responses



Did This Experiential Activity Affect Their Beliefs About Round Robin?

Because the participants are upper-level teacher candidates, it was important for us to know if they planned on using this activity in their own classrooms once they become teachers. When asked to share their level of agreement with the statement, "My beliefs about round robin reading have been affected by this activity," 43% agreed or strongly agreed that their beliefs about round robin reading were affected by this activity. For example, one participant shared, "I never cared for round robin reading. I usually found it boring. This opportunity for reflection caused me to consider how it might actually be detrimental to students." Another shared, "I see now that I didn't process or comprehend most of the reading."

Thirty-four percent of participants shared that, while they previously felt animosity towards round-robin reading, this activity helped solidify their beliefs. "This activity just reinforced my beliefs about round-robin," said one participant. "It is not an activity that is going to benefit students. Instead, it causes some fear and anxiety which leads them to not focus on the content." Another shared, "I have always hated round robin reading, and this experience reminded me of the pain and humility experienced in elementary school." Whether as a result of this activity or as a prior feeling toward the activity, most respondents, 91%, reported that they did not like round robin reading as an instructional strategy. Of the remaining nine percent, eight percent (7.5%) indicated that their beliefs had not changed but did not elaborate on what their beliefs had originally been, and 1% (one student) indicated a continuing favorable view of round robin reading.

Will They Use Round Robin Reading in Their Own Teaching?

Ultimately, we wanted to know whether or not this experience would leave an impression on the participants as future teachers. In responding to the open-ended questions at the end of the survey, 99% of participants shared a distaste for round robin reading as an instructional strategy. For example, with regard to round robin reading, one participant wrote, "It is always interesting to me that we are taught about so many bad qualities of round-robin reading, yet so many teachers do it, especially new teachers. Do other colleges not stress the negative effects?" Regarding the effectiveness of the practice, another respondent shared: "It should be stopped as a form of getting students engaged. It doesn't engage them, [it] just creates intense fear and anxiety." Another shared, "I hate it. Kids don't learn or comprehend if they're nervous the whole time." Only one respondent shared something positive about round robin reading, and even that comment came with the caveat, "I think it's a good strategy to use, but only with strong readers."

During the Focus Group discussion, one student shared that, during her field placement, although she did not like round robin reading, she often fell back on it when trying to get her students to participate. She shared the following: "I know my problem is that, even in my field placement right now, like, I know that I'm not supposed to do it, and I know that it's really bad, but how do you get the ones who aren't saying anything to participate without calling on them? So I know it's really bad, and I always hit myself when I do it."

Conclusion

When reviewing Likert scale scores and written elaborations of participant responses, several themes became abundantly clear. The first was the self-reported effect on student comprehension. All of the participants, 100%, even those that had somewhat positive feelings about round robin reading, wrote about how participating in the round robin reading activity negatively affected their comprehension of the reading. Second, the round robin reading activity caused 83% of the participants to exhibit nervous behaviors that included things like sweating, increased heart rates, increased body temperatures, shaking legs, and a fear of being humiliated in front of their peers. Third, there was an overwhelming dislike for the activity. Eighty percent reported that they disagreed or strongly disagreed with a statement affirming their enjoyment of the activity. Fourth, approximately half of the participants, 52%, reported observing round robin reading in their field placements during their university internships, and almost all of the participants, 98%, recall participating in it when they were students in K-12 schools. The majority of the participants, 71%, even reported that it had been used in their high schools.

Even after decades of research documenting the ineffectiveness, and even the damaging effects of round robin reading, it still appears to persist in schools today. Our hope is that the participants will remember this experience and that their experiential activity might provide lasting insights for them and their colleagues regarding why round robin reading can be counterproductive in our attempts to support

literacy development and content acquisition in K-12 classrooms. We'll leave you with our favorite comment from the discussion group transcripts, which we believe succinctly sums up one of the major problems associated with round robin reading. While rich in wisdom, it was also dripping with frustration, causing us to audibly chuckle: "I feel like it's just a waste of time. You should be using this instruction time to teach them how to actually comprehend something, because everyone just wasted time reading nothing, and no one knows what they read."

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Appendix

Teacher Candidates' Perceptions after Participating in Round Robin Reading

Reflecting on the round robin reading simulation that just occurred in this class, please respond to the following statements by indicating your level of agreement and by adding elaborations explaining your responses.

1. I enjoyed the round robin reading activity.

- 5- strongly agree
- 4-agree
- 3-somewhat
- 2-disagree
- 1-strongly disagree

Please elaborate:

2. I felt confident about reading my passage should my name have been called.

- 5- strongly agree
- 4-agree
- 3-somewhat
- 2-disagree
- 1-strongly disagree

Please elaborate:

3. My comprehension of this reading was high.

- 5- strongly agree
- 4-agree
- 3-somewhat
- 2-disagree
- 1-strongly disagree

Please elaborate:

4. I experienced physiological (physical) effects/ changes during this round robin reading activity.

- 5- strongly agree
- 4-agree
- 3-somewhat
- 2-disagree
- 1-strongly disagree

Please elaborate:

5. I have seen children participate in round robin reading during one or more of my field experience placements.

- 5- strongly agree
- 4-agree
- 3-somewhat
- 2-disagree
- 1-strongly disagree

Please elaborate:

6. During this experiential activity, I was aware that readers had been preselected?

Yes _____ No _____

7. My beliefs about round robin reading have been affected by this activity.

- 5- strongly agree
- 4-agree
- 3-somewhat
- 2-disagree
- 1-strongly disagree

Please elaborate:

8. Please share your thoughts about round robin reading.

9. Did you participate in round robin reading as a student in K-12 schools? If so, until when (give an approximation or state the year, if you can do so with certainty)?

10. Please share your memories surrounding round robin reading.

11. Is there anything else that you would like to share regarding teaching literacy or round robin reading?