****

**About Eyes on Text**

National norms tell an important story about how much students read:

“The national average for time spent reading is 12 minutes during the entire school day.” (Brenner, 2011)

Teachers today face more challenges than ever before, and feel they have too much material to cover in too little time. Often, they use Popcorn or Round Robin reading to try to get through a lot of text efficiently. However, research is clear that this type of in-class reading is actually counterproductive.

Research about Round Robin reading:

* **Results in slower reading rate:** Round robin results in slowing rate of reading over silent reading (Opitz & Raskinski, 1998).
* **Reduced time reading:** Students get much less time actually reading (Hilden & Jones, 2012). If you have 25 students in class, and everyone has one turn, they are reading 1/25 of the time.
* **Off-task behaviors:** There are some misconceptions about popcorn reading as a method to help students on stay task. In practice, the opposite is true. Many of the students reading aloud are relatively poor models, and so the rest of the students listening to them are, unsurprisingly, bored. Think about listening to a bad speech or lecture, or a poorly recorded book on tape. It takes a lot of energy to keep yourself attending and you are more easily distracted (and that’s when undesired behaviors happen) (Hilden & Jones, 2012).
* **Missing content:** Teachers often think of round robin as an efficient way to get through a lot of material in a short time. However, just as listening to a poor reader is difficult, students who ARE poor readers find round robin reading excruciating. Often they will count ahead and rehearse their part so that they aren’t embarrassed when their turn comes. In so doing, they are missing all of the content read by other students. This is true of English learners, students who struggle with reading, and students who are shy (Finley, 2014).
* **Poor models:** Listening to a dysfluent model, or a kid who is reading in a staggered, robotic way with multiple errors, means your students miss out on a chance to hear a good model (like they might when the teacher reads or when the class reads chorally) (Hilden & Jones, 2012).