

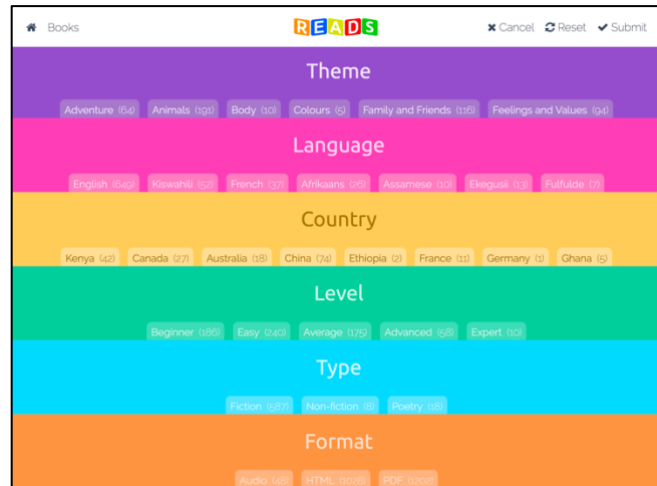
FLUENCY SKILLS SUPPORTED USING READS

Teacher Preparation

- 1) Select an appropriate READS story, using the filter function to look by genre, themes, language, or reading level.

For classrooms with a large population of low-ability readers, choose a story that has an audio version available.

- 2) Review the story.
- 3) Make note of appropriate expressions to use when reading the text.



- 4) Print out a copy of the READS story or display it on a screen.

Accuracy Activity

SMALL GROUP

- 1) Tell learners you will read them a story.
- 2) Explain that at the end of the story, they will be asked to reread the story.
- 3) Read the story aloud to the whole class.
- 4) Then, divide the class into small groups.
- 5) Each learner takes a turn reading a page to their group. The other learners should help break down words, correct errors, and provide feedback.
For classrooms with a majority of low-ability readers, guide learners to listen to the audio for that page before they attempt to read it themselves.
- 6) Learners take turns reading to each other until they finish the story.

Expression Activity

SMALL GROUP

- 1) Tell learners that you want their help determining the best way to read the story.
- 2) Explain that you will read the first page twice in different ways.
- 3) Use a lively tone during the first reading.
- 4) Use a monotone during the second reading.
- 5) Ask learners which reading was better and why.
- 6) Repeat the process with the second page and solicit further discussion about which version is best.
- 7) Read the rest of the pages only once, but vary your expression each time.
- 8) After reading each page, ask learners if you read the page the right way. For classrooms with a majority of high-ability readers, follow up any of the “wrong” readings by asking them to determine what expression would be appropriate for that page. Read the page with their suggested expression and then have the class discuss if that was the correct expression.
- 9) Emphasize that reading with expression can help us understand and enjoy the story.
- 10) (optional – learners must be familiar with the story and reading with expression) Divide the class into small groups.
- 11) Ask learners to take turns reading pages to each other using different expressions or with a monotone.
- 12) The other group members discuss if that is the correct expression to use for that page.



Tips for Pairing Learners

Paired reading works best once learners have some ability to read texts. If the class is composed mostly of low-ability readers, then using audio books will be more successful as a modeling tool.

BY ABILITY

- 1) List your learners in order of reading ability.
- 2) Divide that list in half.
- 3) Pair the top learners in each list.
For example, if you have 20 learners in your class, the top learner would be paired with the 11th learner, the second top learner would be paired with the 12th learner, and so on.
- 4) Continue until all learners are paired.

For larger classes, consider dividing the class list into three sections and similarly grouping the learners.

LEARNERS AS THE READING TEACHER

- 1) Select 4-6 learners of similar reading ability. Explain that they are the “reading teachers” for this week.
- 2) Select an appropriate story for the group’s reading abilities.
- 3) Read the story to these learners while the rest of the class works on other tasks.
If there is an audio version of the story, you can have them listen to it in addition/instead.
- 4) Each learner should take turns reading the story in this small group.
For lower ability learners, you may need to provide multiple opportunities to practice over several days.
- 5) Once learners feel confident, divide the rest of the class into small groups. The number of groups should match the number of “reading teachers” in the original group.
- 6) Assign each “reading teacher” learner to one of these new groups.
- 7) The “reading teacher” will read the story to their group.

