

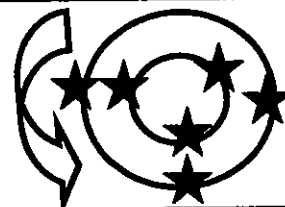
# Fluency

<u>ELL Strategy</u>	<u>Card #</u>
Circle of Friends	39
Guided Reading with Read Alouds	40
Radio Readers	41
Echo Reading	42
Readers' Theatre	43
Shared Reading	44
Partner Fluency Check	45
Repeated Readings	46
Partner Reading	47

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Fluency  
ELL Strategy: Circle of Friends



## Procedures:

1. Have half the class stand in a circle facing the outside. Students in this group will have their reading passage in front of them.
2. Have the second half of students stand on the outer side of the circle paired up with a student in the inner circle. Students in this group will have their reading passage too.
3. The inner circle group will read aloud to their partner on the outer circle.
4. After a few minutes, have students on the outer circle read to their partner. Then after a few minutes, have the outer circle rotate to the right so they have a new partner. Continue the process through at least one rotation.

FAQ: What if the ELL student cannot read with fluency? ELLs work well when they are paired with a more experienced partner. It takes up to 7 readings for any child to achieve levels of fluency. Circle of Friends is just one more opportunity to accomplish this. Circle of Friends can also be used for concepts such as spelling, vocabulary, mathematical concepts, etc.

**Fluency**  
**ELL Strategy: Guided Reading with Read Alouds**

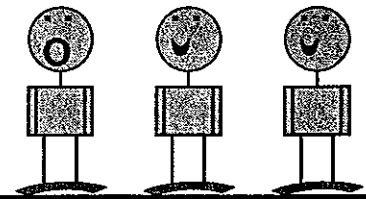
**Procedures:**

1. Teacher selects and introduces the new passage.
2. Teacher reads story/text modeling language and identifies a few key/new vocabulary.
3. Teacher discusses the content with children. Students get copies of text.
4. Students read chorally, by gender, small groups, and individually guided by the teacher.
5. Students “problem solve” text using decoding skills, context clues, and reading strategies.
6. Teacher facilitates, prompts, guides, and seizes teachable moments.
7. Students practice reading again chorally, in small groups, partner reading, individually, and later revisiting the text as needed for fluency.

**FAQ: How can I get my ELLs to read aloud if they have not developed their reading skills and are still at the listening stage? ELLs will usually follow along by moving their mouths and pretend they are reading. This reinforces their listening, speaking, and reading skills.**

40

**Fluency**  
**ELL Strategy: Radio Readers**  
**Examples: Fluency, Summarization, Main Idea, and Facts and Details**



**Procedures:**

1. Two to three students stand in front of the class to read part of a selection to the class.
2. Students count off to alternate reading parts of the text.
3. The rest of the class sits with their eyes closed listening attentively to the Radio Readers as if they were listening to a radio broadcast.
4. Each radio reader reads their section orally and is able to substitute, order, insert or omit words if they wish as long as the message is conveyed.
5. After each section is read, the listeners will use sticky notes to summarize, identify main idea, or facts and details of the material that was read.
6. The broadcast continues with each reader reading their section following steps 4-6.

**FAQ: Do ELLs participate as Radio Readers? Yes, but you may want to consider partnering them with a more fluent reader. ELLs can also participate in the written piece with the assistance of other students. This is facilitated through cooperative learning.**

41

**Fluency**  
**ELL Strategy: Echo Reading**

**Procedures:**

1. The learner echoes or imitates the teacher.
2. The teacher reads a sentence from the story. The teacher reads with fluency and expression.
3. The teacher points to the text as he/she is reading.
4. Have the student read the sentence immediately after the teacher finishes.
5. Students and teacher can alternate sections from the story.

**FAQ: What if my ELLs cannot read the text? Echo Reading provides an alternative solution for struggling readers. ELLs simply repeat what the teacher has read by mimicking him/her. Some ELLs will simply utter sounds as they try to repeat what the teacher has read. This is very beneficial as they gain confidence in the reading process and begin to analyze the structure of language. This process is ideal for unschooled students.**

42

**Fluency**  
**ELL Strategy: Readers' Theatre**

**Procedures:**

1. After several readings of a story, the teacher assigns speaking roles of characters to several students.
2. The teacher facilitates the "rehearsal" and assumes the role of the director. The director's role can also be assigned to a student.
3. Once students have read aloud several times through choral reading, paired reading, shared reading, etc., Readers' Theatre can be performed.
4. Several rehearsals are required for students to achieve maximum fluency.

**FAQ: Do ELLs participate in Readers' Theatre? Yes, but you may want to consider partnering them with a more fluent reader to help the ELL student. This strategy builds confidence as students actively participate in a speaking role within a group setting.**

43

**Fluency**  
**ELL Strategy: Shared Reading**

**Procedures:**

1. Teacher introduces the selected book. Make sure that all students can see the enlarged text by using a big book if possible.
2. Discuss with the students the topic and tap into students' prior knowledge.
3. Invite students to predict the events from the cover, title, and illustrations.
4. When reading, do a picture walk through the book.
5. Read the text as naturally as possible with few stops. Encourage students to join in.
6. Encourage students to predict as they read, drawing on their understanding of the text and their knowledge of the structure of language.
7. Use prompts to help the students predict the events and confirm their predictions.

**FAQ: How does shared reading improve students' fluency if the teacher is using this strategy to introduce the story? The teacher is modeling expression and fluency as he/she reads the text. This is a pre-reading skill that sets the stage for reading and students are also encouraged to join in as the teacher reads aloud.**

**Fluency**  
**ELL Strategy: Partner Fluency**  
**Check**

I noticed my partner...  
After 2<sup>nd</sup> reading


I noticed my partner...  
After 3<sup>rd</sup> reading


- Remembered more words
- Read faster
- Read smoothly
- Read with expression

**Procedures:**

1. Have students copy the Partner Fluency Check sheet for partner readings. Pair up readers to respond to one another.
2. Begin by explaining what you'll be listening for. Model fluent and non-fluent reading. For example, show the difference between smooth and choppy reading. Show how expressive readers make their voices go higher and lower, faster and slower, louder and softer.
3. For each pair, students take turns being the reader and the listener. The reader reads a selection three times. The listener gives a report after the second and third readings. All reports are complimentary.

**FAQ: How can ELLs check each other's fluency when they are struggling readers? You may want to consider a fluent reader partnered up with an ELL. ELLs will need fluent models as their partners. Also, Partner Fluency Check requires several readings before they can apply this strategy.**

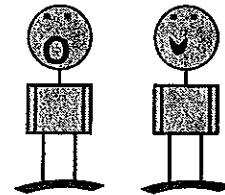
**Fluency**  
**ELL Strategy: Repeated Readings**

**Procedures:**

1. Have students read the same passage several times until the desired rate is reached.
2. Students reread the text again until the same rate is reached at least three times.
3. Students then move on to a new text and repeat the procedure.
4. Repeated Readings should be done daily.
5. There should be at least 3-4 repetitions of the text each day.

**FAQ: Why are 3-4 repetitions required for this procedure?** Fluency is the ability to read effortlessly with expression. Struggling readers will need several “rehearsals” in order to achieve levels of fluency. When students do not recognize words with automaticity, they spend time on decoding, time that could be devoted to comprehending text. Explain to students that English intonation patterns may differ from those of their native language.

**Fluency**  
**ELL Strategy: Partner Reading**



**Procedures:**

1. Have students share how “good” readers sound. This will be the criteria for fluency. You can also use the Partner Fluency Check criteria found on card #45.
2. Students will be placed in pairs.
3. Provide students with the text that has already been introduced and read by the teacher.
4. One child reads the text three times.
5. The other child reviews errors and rates the reader on fluency on the third reading using the criteria.
6. The students reverse roles.

**FAQ: How can K-2 students create a criteria for fluency?** Younger students know what good readers do and can participate, with the guidance of the teacher, in the creation of the criteria.