

# HCPS EL Newsletter



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## Supporting ELs with Reading Fluency

To comprehend and discuss challenge-level text, ELs must first be able to read the content relatively fluently. Fluency serves as a critical conduit between decoding and comprehension.

When students can read a text passage with efficient decoding, effective pacing, and meaningful expression, they are able to free up brain power to focus on the actual text content.

Researchers have identified four dimensions of reading fluency:

1. Expression and volume: stressing key words and conveying emotion. Varying expression to match the content.
2. Phrasing: identifying clauses and emphasizing words that are read together. Stopping after meaningful phrases and interpreting periods, commas, etc.
3. Smoothness: Avoiding unintended breaks and/or pauses. Saying the words correctly.
4. Pace: maintaining an even, conversational rhythm. Reading speed not too quickly nor too slowly.

Knowing the dimensions of reading fluency allows the teacher to employ instructional strategies that will assist the student within class. (cont.)



## Quick Tips For Classroom Teachers

When presenting new material to ELs:

- \*Slow down your rate of speech.
- \*Enhance the intonation of key words.
- \*Limit the use of contractions.
- \*Use fewer pronouns.
- \*Simply your sentence structure.
- \*Use familiar words consistently.
- \*Avoid idiomatic expressions.
- \*Animate words.
- \*Use visuals and graphics.
- \*Display objectives.
- \*Be dramatic!
- \*Review while you teach.
- \*Maximize the first minutes of the class period.
- \*Post the homework.
- \*End the lesson with both an oral and written review.
- \*Make active use of review notes.

## Supporting ELs in Developing Reading Fluency, cont.

### 50 Strategies for Instructing ELs:

- Routines
- TPR/Movement Integration
- Modeled Talk
- Visual Scaffolding
- Realia
- Vocabulary Role-Play
- Collecting Words
- Manipulatives
- Technology Integration
- Comprehension Strategies
- Close Reading
- Repeated Reading
- Scaffolded Writing
- Reporting Back
- Leveled Questions
- Bilingual labels
- Sorting Activities
- Cloze
- Verb Action
- Syntax Surgery
- Questioning for Differentiation
- Learning Centers
- Communication Games
- Cognate Strategies
- RTI Documentation
- Preview/Review Vocabulary
- Story Reenactment
- Language Focus Lessons
- Graphic Organizers
- Advance Organizers
- Guided Reading
- Cohesion Links
- Language Framework Planning
- Free Voluntary Reading
- Culture Studies
- Microselection: Key Words/Main Ideas
- Read, Pair, Share
- Attribute Charting
- Integrated Curriculum Projects
- KWL/Data Charts
- Collaborative Reading
- Cooperative Learning
- Acquiring Self-Help Skills
- Multiple Intelligences
- Multimedia Presentations
- Small Groups/Partner Work
- GIST: Exploring Tough Texts
- Tutorials
- Scheduling Strategies

**\*Not sure about these, ask your EL teacher or our office!**

Specific ways for teachers to aid in the development of reading fluency include:

#### Modeling Fluency:

It is very helpful when students hear models of fluent, skilled reading of academic text. This may include the teacher initiating a review of their own reading performance or assist the students with reviewing the teacher's performance.

#### Echo Reading:

This is when the teacher models reading a passage with a specific following of students reading the same passage. Echoing the reading may help with fluency as well as comprehension.

#### Paired Reading:

Students may be asked to read alternating sentences of a given text or repeating the sentence after the partner reads it aloud. This process allows for the assessment of peer fluency which in turn offers metacognitive support to further improve one's personal reading fluency. Clear and precise instructions are a must for this strategy.

#### Segmenting Sentences:

Many students struggle to notice the subtle cues offered by an author. Identifying phrases in meaningful chunks is necessary in order to aid fluency. This chunking also helps with comprehension. For younger students, chunking phrases with your fingers may offer additional support.

#### Read and Record:

Technology affords us the opportunity to foster and record reading fluency. Students may be able to review their own fluency as well as that of their peers. Additionally, the teacher is able to monitor and follow the progress of reading fluency by consolidating and repeating the passage, if necessary.

As with any effective instructional strategy with students, the establishment of routines plays a vital role with ELs. Furthermore, students must also understand what reading fluency is, why it is important, and the characteristics of fluent readers. Every teacher should be able to provide a compelling rationale for multiple reads of text, directions, and exemplars.

When working with challenging text, there are (4) easy steps that can be utilized to assist ELs with their fluency as well as reading comprehension.

#### **First Read - Tracked Reading:**

***The teacher reads aloud a text segment while students silently track.***

1. Explain the task
2. Read Aloud

#### **Second Read - Echo Reading:**

***The teacher reads aloud the text breaking each sentence into meaningful phrases while cueing students to look carefully at the words and "echo" teacher pronunciation, emphasis, and pausing.***

1. Explain the task
2. Read aloud

#### **Third Read - Oral Cloze Reading:**

***The teacher reads aloud omitting key words within the sentence when students chorally chime in with the omitted word.***

1. Explain the task
2. Read aloud

#### **Fourth Read - Partner Cloze Reading:**

***Students read the text passage in three ways. (1) read silently to choose words to omit when reading to their partner, (2) read aloud to the partner while omitting pre-determined words, and (3) partner follows along and provides the omitted words.***

1. Explain the task
2. Facilitate the process

Finally, in order to ensure more active participation and engagement from ELs, teachers should clearly display prompts and follow AT LEAST a two-read protocol with echo reading followed by cloze reading.

