

and can contribute to fluency. We emphasize *some*; we do not mean “a lot.” In this section we will discuss ways to develop fluency in on-level and above-level texts.

Modeling Fluent Reading

The first component of effective fluency instruction is the teacher: You must continue to read to your students. And as you read to them, follow the author’s cues—punctuation, word choice, stance toward the topic, situation, the story. Adjust your reading rate and intonation according to how the author has punctuated the text. Practice these read-alouds ahead of time. If you are uncomfortable reading orally and/or realize you yourself tend to read aloud in a monotone, then arrange to sit in and observe a school librarian or a classroom teacher as she or he reads aloud to students of different age levels, noting how they adjust their reading. You might also listen to writers themselves read their work, or actors who’ve recorded audio versions of children’s and young adult literature. In a whole-class context, you may find the following structured shared-reading approach helpful for most of your students in a whole-class context; for those students who may be struggling, we will discuss later how to adjust appropriately.

Bridging from Read-Alouds to Students’ Reading of Anchor Texts

At the beginning of the week, you read the selection to the students. Over the next two days, *partner read*, and on the last day, *whisper read*. With each rereading, provide a new purpose that students will keep in mind. On occasion, you may elect to have the students *choral read* the selection with you. Other times, you may skip this first phase because you believe the students are able to engage the selection without modeling.

For *partner reading*, the students will alternate reading aloud to each other, perhaps one page or for a certain amount of time. The “silent partner” will follow along in the text and provide feedback if a word is misidentified. A variation of this partner reading format is matching students by reading levels—those students who are slightly better readers are matched with those performing not quite as well (McMaster, Fuchs, & Fuchs, 2006); this is an effective means of providing support and feedback for those whose instructional levels are below grade-level expectation (see Chapter 11). If partners are not available, having students read along while listening to a recording of the text can provide the same benefit. This can be especially beneficial if you don’t have partners who match up in terms of reading levels and/or personalities.

During *whisper reading*, all students will be reading the selection at the same time, but in a quiet voice. When they finish, they may respond in their reading logs to the question or purpose they kept in mind during this final rereading; they may also turn to their partner and discuss their thoughts.

Writing

The act of writing—by hand, on a keyboard, on an electronic tablet, or on a smart phone—involves the encoding of thoughts and information. E. M. Forster’s classic insight is no less true