

## Webinar 3: Handout 7

### Fluency Instruction Examples from Teacher Guides

#### Egypt Primary Learning Program: Repeated Reading

**Use:** To support beginning reading.

**Why:** In the beginning stages of reading, pupils may read slowly and with pauses. This is normal. Teachers can help their pupils become fluent readers. They do this by decreasing the amount of support they provide.

**How:**

**Echo Reading:** Use with the text when it is first introduced. The teacher reads first and then the class reads. Read enough material that pupils cannot rely on memory alone.

**Choral Reading:** Everyone reads the text together. The teacher's voice helps the pupils.

**Partner Reading:** Several pupils read the text together orally.


**Teach the procedures to the pupils:**

1. Take turns.
2. Follow along while your partner(s) reads.
3. Don't talk about other things.

The teacher should monitor pairs or small groups offering help as needed.

**Whisper Reading:** Beginning readers are not ready to read silently, but they can read the text in a whisper.

1. Remind pupils to listen only to their own voices.
2. Remind pupils to use whisper voices.
3. Provide pronunciations as needed.



Teacher  
Responsibility

- echo
- choral
- partner
- whisper

Source: Bulat, J., Dubeck, M., Green, P., Harden, K., Henny, C., Mattos, M., Pflapsen, A., Robledo, A., and Sitabkhan, Y. (2017). *What We Have Learned in the Past Decade: RTI's Approach to Early Grade Literacy Instruction*. RTI Press Publication No. OP-0039-1702. Research Triangle Park, NC: RTI Press.

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<p style="text-align: center;"><b><u>GETTING READY TO READ TOGETHER</u></b></p> <p style="text-align: center;"><b>8 minutes</b></p>	<p>Pupil book: “Reading Together” picture</p> <p>Hajiya Kulu</p> <p>When I read and I come across a dot, I always pause, because it’s a full stop!</p>	<p><b>1) Say: Open your books to page X. What do you see in the picture?</b> <i>Say: What do you think this story might be about?</i></p> <p><b>2) Say: This story is about a woman named Hajiya Kulu.</b> <i>Write: Hajiya Kulu.</i> <b>Say: Can you find the name Hajiya Kulu in the story? Point to it.</b> <b>Say: How many times do you see the name? Count and check your answer with a partner.</b></p> <p><b>3) Say: In this story, you will see a mark that looks like this.</b> <i>Write: ●</i> <b>Say: This mark is called a full stop. The full stop tells us when to pause. Listen carefully when I speak. Sometimes I pause when I’m speaking. Imagine—if I never paused, it would be very difficult to understand me! It is the same for reading. Pausing when we read makes our reading easier to understand.</b> <b>Say: Now we’re going to stand up and learn the full stop chant and motions. I will say it first, then you will do it with me.</b> <i>Demonstrate, then repeat with pupils: When I read and I come across a dot, I always pause, because it’s a full stop!</i> <b>Say: Here is a full stop in the story on the board (point). Now point to a full stop in your book!</b></p>
<p style="text-align: center;"><b><u>READING TOGETHER</u></b></p> <p style="text-align: center;"><b>5 minutes</b></p>	<p>Hajiya Kulu is a trader in Ringimi town. Hajiya Kulu sells cosmetics. Hajiya Kulu sells clothes. Hajiya Kulu sells jewelry. Many people in Ringimi town also sell cosmetics, clothes, and jewelry. But people prefer to buy from Hajiya Kulu.</p>	<p><b>1) Say: Now I will read the story on the board. Follow along as I read. When I reach a full stop, raise your hand. Notice how I pause when you raise your hand. Read the story once aloud, using good expression. Make sure that pupils raise their hand at each full stop.</b></p> <p><b>2) Say: Now I will read one sentence at a time, stopping at the full stop. You will repeat the sentence after me. This time, you don’t have to raise your hand. Just follow in your book with your finger. Everyone raise your finger in the air, and put it at the start of the story!</b> <i>Read the story, providing time for pupils to repeat, imitating your expression.</i></p> <p><b>3) Say: Now let’s read the text together at the same time. Continue to follow with your finger, and always remember to pause at the full stop.</b> <i>Read the story again with the pupils. Make sure that everyone pauses at the full stop.</i></p>