

## Module 17: Collaborative Oral Reading

### Fluency (Accuracy, Rate and Prosody)

#### Procedure

- The teacher forms a small group of students with similar fluency instructional levels and chooses a novel or short story at their instructional level.
- The teacher reminds the students which elements of fluency they need to work and how better fluency will help reading comprehension. The teacher explains how to do collaborative oral reading.
- Each person reads three to five lines and then randomly passes the turn to another group member. The turns are short so less fluent readers can participate more comfortably and everyone gets more turns to read. Students don't know when the turn will be passed to them so they have to read along silently to be ready.
- The teacher supports the students by supplying unknown words and making corrections as necessary. Remind students that this is the teacher's role. Students are more comfortable when other students don't correct and the teacher knows how much wait time to allow.
- The teacher also takes turns to provide a model of fluent reading.
- The teacher and the students stop occasionally to briefly discuss the passage. Keep the discussions brief. The focus of the lesson should be on practicing fluent reading.

#### Monitoring progress

- The teacher listens as the students read each day, noting progress in accuracy, rate, and prosody.
- Some teachers find it helpful to pay specific attention to monitoring one or two students each day.

#### Tips

- Make sure collaborative oral reading groups are small (1 – 5 students work well) so students get multiple turns to read.
- Form groups of students with similar instructional levels. Because every sentence of a novel is not written at an exact grade level you can place students with up to three instructional levels in a group (ex: grades 4, 5, and 6) and use text at the middle level.

- Ask the librarian in the young adult section for book suggestions.
- Shorter more frequent lessons are better. (15- 30 minutes)
- Start each session with a short review of where you are in the story.
- If more modeling is needed the teacher can take every other turn.
- Prompt students to pass if they read too long.
- If students ask questions like “What is Marseille?” when coming across it in the text respond briefly, “A town in France” and keep the reading going.
- It’s even better if you can arrange for the students to keep the books!
- If possible, allow students to take the books home to read ahead or reread what was read. Just warn them not to spoil for others if they read ahead.