**Activity One:**Reading Performance Using Poetry  
    Begin by having a class discussion about what "reading with expression" means and how it impacts a piece of writing. After this discussion, divide students up into pairs and have them scour the internet and poetry books for a poem that speaks to them. They will use this poem for an oral presentation. The partners will discuss how to read the piece, what techniques the author used, and how their reading brings meaning to the text. After rereading and discussing how to present their poem, the students present their interpretation of their poem to the class. This activity allows students to delve into how they as readers can create meaning for a piece simply by reading it. They also learn how to re-read a piece, something that is vital to fluent reading.  
  
Activity Retrieved From: <http://www.readwritethink.org/classroom-resources/lesson-plans/reading-performance-understanding-fluency-28.html>

**Activity Two:**Paired Reading  
    This strategy involves pairing two students together in order to reread a text in order to increase fluency. There are several ways you could pair your students: you could pair a high student with a low student, two students on the same level, or you could adapt it for ELL Learners by pairing an ELL student with a high student in order to help your ELL student gain fluency.   
  
If you are using same level pairs: Select a piece of text that is either on level or just slightly above for the pair to read together. Provide them ample time to read and discuss the piece. Do this with the same piece for several days until the pair is able to read the piece with expression and correct speed.  
If you are doing high-low level pairs: The strategy for this pair is the same as the other pair, however the piece selection would be geared toward the lower student.   
ELL and non-ELL pairs: These pairs will look very similar to the high-low level pairs. The piece will be something at the ELL students level or slightly above where it is challenging but not frustrating. The non-ELL student will be there as a guide for the ELL student and will help when meaning or understanding is lacking.  
  
    This activity helps students learn fluency because it allows students time to re-read a piece that is on their level, or with someone to help scaffold them to another level. This allows students to obtain the ability to read automatically and with the correct speed and expression.  
  
Activity Retrieved From: [www.readwritethink.org](http://www.readwritethink.org/)