

Developing Fluency in L2 Reading
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My Challenges to You . . .

- Take at least one _____ from this presentation that you will share with other teachers you work with.
- Choose one _____ from the list of selected references and learn more about reading fluency.
- _____ at least one idea from this presentation with _____ you work with to help them improve their reading fluency.

Key Questions for Consideration

- Who are the _____?
- Why do the learners need _____?
- What level of _____ do the learner have?
- What is the role of _____ instruction in a balanced reading _____?

ACTIVE: A Framework for Improving Reading

- _____ prior knowledge
- _____ vocabulary
- _____ about comprehension
- _____ reading fluency
- _____ strategies
- _____ progress

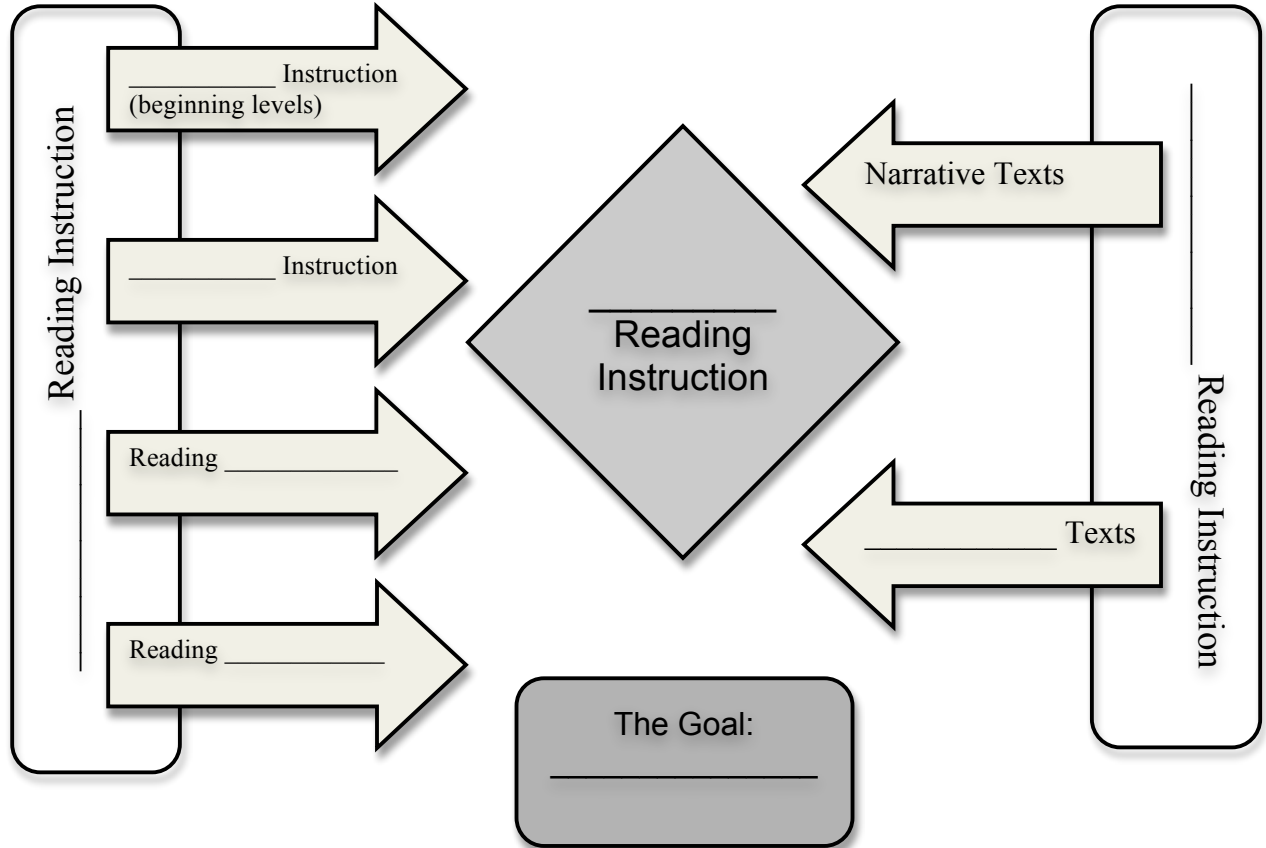


Figure 1. Reading in a Balanced Curriculum

Theoretical Foundations

Characteristics of Good Readers

National Assessment of Educational Progress (2004)

Good readers . . .

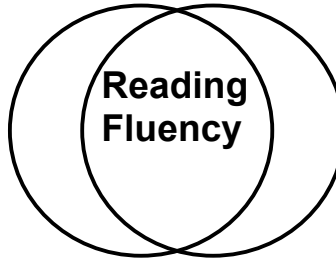
1. read with enough _____ to focus on the meaning of what they read;
2. form an _____ of what they read and _____, elaborate, and _____ its meaning;
3. use various _____ to aid their understanding and plan, manage, and check the meaning of what they read;
4. apply what they already know to _____ what they read;
5. read various _____ for different purposes;
6. possess _____ reading habits and attitudes.

Definitions of Reading Fluency

Samuels (2006) defines reading fluency as “the ability to _____ and _____ at the same time. However, fluency is _____. This means that fluency is like happiness, in that we are not happy all the time, nor are we fluent all the time” (p. 39).

Anderson (2008) defines fluency as “reading at an _____ rate with _____ comprehension” (p. 3).

Reading Rate



Reading Comprehension

Figure 2. Defining Reading Fluency.

Optimal Reading Rates

Silent Reading Rates

1st grade: _____ wpm
2nd grade: 115 wpm
3rd grade: 138 wpm
4th grade: _____ wpm
5th grade: 173 wpm
6th grade: 185 wpm
7th grade: _____ wpm
8th grade: 204 wpm
9th grade: 214 wpm
10th grade: _____ wpm
11th grade: 237 wpm
12th grade: 250 wpm
College or
University: _____ wpm

Oral Reading Rates

1st grade: _____ wpm
2nd grade: 89 wpm
3rd grade: 107 wpm
4th grade: 123 wpm
5th grade: 139 wpm
6th grade: _____ wpm
7th grade: _____ wpm
8th grade: _____ wpm

Carver (1990, 1992, 2000): _____ wpm

Dubin and Bycina (1991): _____ wpm

Grabe & Stoller (2002): 300 wpm

Jensen (1986): 300 wpm

Nuttall (2005): 300 wpm

Anderson (1999a, 1999b, 2003, 2006, 2008): _____ wpm with _____ %
comprehension

The Value of Fluent Reading

“There are slow readers in middle and high school who have _____ issues that affect _____ . . . Without specific work on fluency, comprehension is _____ to improve for these older readers”
(Schwanenflugel & Ruston, 2008, p. 6).

“Around _____ % of learning time should be devoted to _____ development”
(Tindale, 2003, p. 47).

Classroom Applications

How is reading fluency developed? _____ !

“In activities which put [fluency development] into action learners do not work with _____ language; instead, they become more fluent in using items they _____” (Nation, 2001, pp. 2-3).

Silent Reading

_____ reading
Rapid Word recognition
Rate _____
Repeated reading
Class-paced reading
_____ reading

Oral Reading

Shadow Reading
_____ reading
Choral reading
_____ in Poetry
Reading aloud with expression

Shadow Reading

1. Students _____ to the reading passage.
2. Students listen and _____ the text with their eyes.
3. Students listen and _____ the text.
4. Students _____ the text.
5. Students _____ the text.

After each of the above steps, the teacher engages the students in a

_____ any of the above steps as many times as may be necessary.

Appropriate Comprehension Checks

Schacter, J. (2006). *The master teacher series: Reading comprehension*. Stanford, CA: The Teaching Doctors. (Available online at <http://www.teachingdoctors.com>)
Athans, S. K., & Devine, D. A. (2008). *Quality comprehension: A strategic model of reading instruction using read-along guides, Grades 3-6*. Newark, DE: International Reading Association.

Developing Thick and Thin Questions (Schacter, 2006, pp. 5-7)

There are two types of questions: thin (_____) and thick (_____).
Draw a T-chart with columns labeled thin and thick. Write a sample thin question.

Answer the thin question and point out how it can be answered directly from the text.

Thin	Thick

Students _____ additional thin questions.

_____ a thin question into a thick question. Answer the thick question and point out how it cannot be answered directly from the text.

Have students _____. Provide appropriate prompts like, *how, why, could, or imagine*.

_____ thin and thick questions with a _____.

Have the students _____. Each pair produces three thin and three thick questions.

Collect the questions. Select a few to review together as a class. Each time ask the students _____ is thin or thick.

Returning to the Challenges . . .

1. I will talk with other teachers I work with about the following idea I learned in this presentation:

Returning to the Challenges . . . (continued)

2. I will read the following book/journal article to increase my knowledge of reading fluency:

3. I will try the following reading fluency activity with my students:

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