

Developing Fluent Readers
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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 _____?

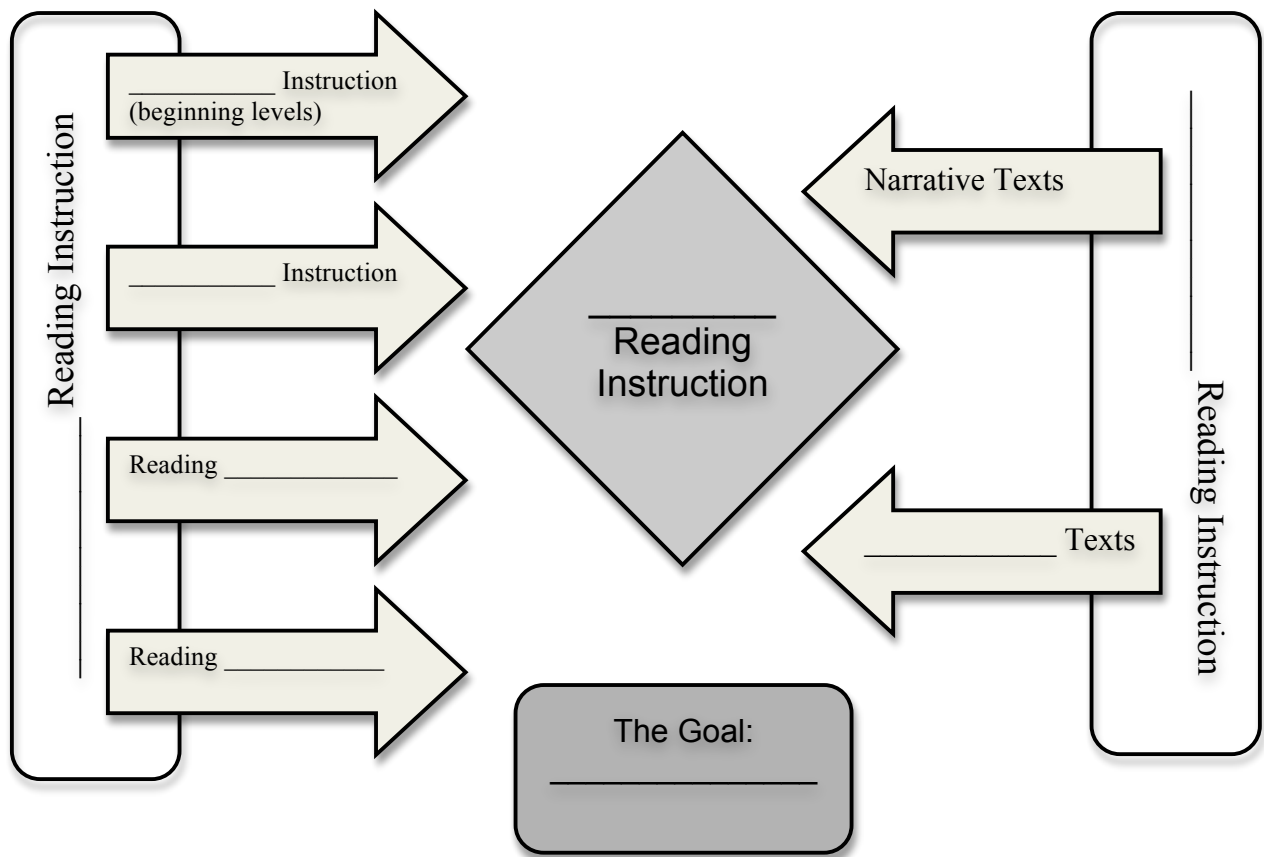


Figure 1. Reading in a Balanced Curriculum

Theoretical Foundations

Characteristics of Good Readers

National Assessment of Educational Progress (2004)

Good readers . . .

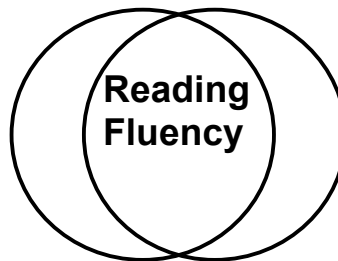
1. read with enough _____ to focus on the meaning of what they read;
2. form an _____ of what they read and _____, elaborate, and _____ its meaning;
3. use various _____ to aid their understanding and plan, manage, and check the meaning of what they read;
4. apply what they already know to _____ what 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

Optimal Reading Rates (continued)

- 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 webinar:

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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3. Assessing Fluent Reading 4. Fluency Instruction for Any Setting 5. Fluency Instruction for Shared Reading 6. Fluency Instruction for Flexible Groups 7. Fluency Instruction for Individuals 8. Supplemental Fluency Instruction Award-Winning Trade Books for Children, 2000-2014 Notable Trade Books for Children, 2013-2014 References Index. In addition to reading fluency, her research interests include literacy instruction for struggling readers, and comprehension and vocabulary development. Emergent readers are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes. Books at this stage have Early Fluent Readers (Levels K-P). At this stage, reading is more automatic, with more energy devoted to comprehension than word attack. Readers are approaching independence in comprehending text. The ability to read and write effortlessly and efficiently., The ability to read sentences expressively and with appropriate phrasing and intonation., The ability to recognize words automatically without conscious thought and to identify unfamiliar words almost as quickly., This topic involves automaticity, speed, and prosody. Students in the fourth grade and beyond who are not fluent writers. Who are dysfluent writers? 100.