Developing Fluent Readers
Neil J. Anderson
Brigham Young University, Provo, Utah, USA
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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) define 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).

Figure 2. Defining Reading Fluency.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Silent Reading Rates</th>
<th>Oral Reading Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>_____ wpm</td>
<td>1st grade: _____ wpm</td>
</tr>
<tr>
<td>2nd</td>
<td>115 wpm</td>
<td>2nd grade: 89 wpm</td>
</tr>
<tr>
<td>3rd</td>
<td>138 wpm</td>
<td>3rd grade: 107 wpm</td>
</tr>
<tr>
<td>4th</td>
<td>_____ wpm</td>
<td>4th grade: 123 wpm</td>
</tr>
<tr>
<td>5th</td>
<td>173 wpm</td>
<td>5th grade: 139 wpm</td>
</tr>
<tr>
<td>6th</td>
<td>185 wpm</td>
<td>6th grade: _____ wpm</td>
</tr>
<tr>
<td>7th</td>
<td>_____ wpm</td>
<td>7th grade: _____ wpm</td>
</tr>
<tr>
<td>8th</td>
<td>204 wpm</td>
<td>8th grade: _____ wpm</td>
</tr>
<tr>
<td>9th</td>
<td>214 wpm</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>_____ wpm</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>237 wpm</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>250 wpm</td>
<td></td>
</tr>
<tr>
<td>College or University</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____ wpm</td>
<td></td>
</tr>
</tbody>
</table>
Optimal Reading Rates (continued)

Dubin and Bycina (1991): _____ wpm
Grabe & Stoller (2002): 300 wpm
Jensen (1986): 300 wpm
Nuttall (2005): 300 wpm

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

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

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 is can be answered directly from the text.

<table>
<thead>
<tr>
<th>Thin</th>
<th>Thick</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Selected References


