# Curricularizing Reading Fluency
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My challenges to you
1. Consider how you and your colleagues could propose the curricularization of reading fluency in your ESL reading program.
2. Choose one book or journal article from the list of selected references and learn more about reading fluency.
3. Apply at least one idea from this presentation with learners you work with to help them improve their reading fluency.

Contextualizing Reading Fluency
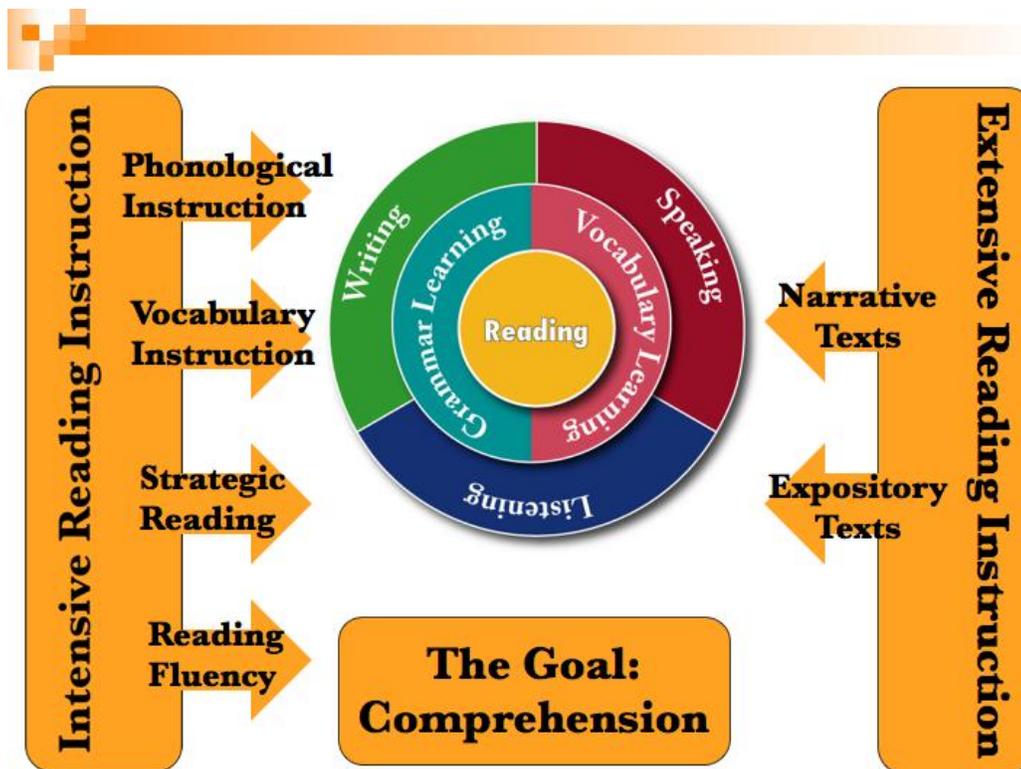
Definition of Reading Fluency
    Anderson (2008) defines fluency as "reading at an appropriate rate with adequate comprehension" (p. 3).

A Research Based for Adult L2 Readers

Carver (1990, 1992, 2000): 300 wpm
Dubin and Bycina (1991): 200 wpm
Grabe (2002): 300 wpm
Nuttall (2005): 300 wpm

Jensen (1986): 300 wpm with 60% comprehension
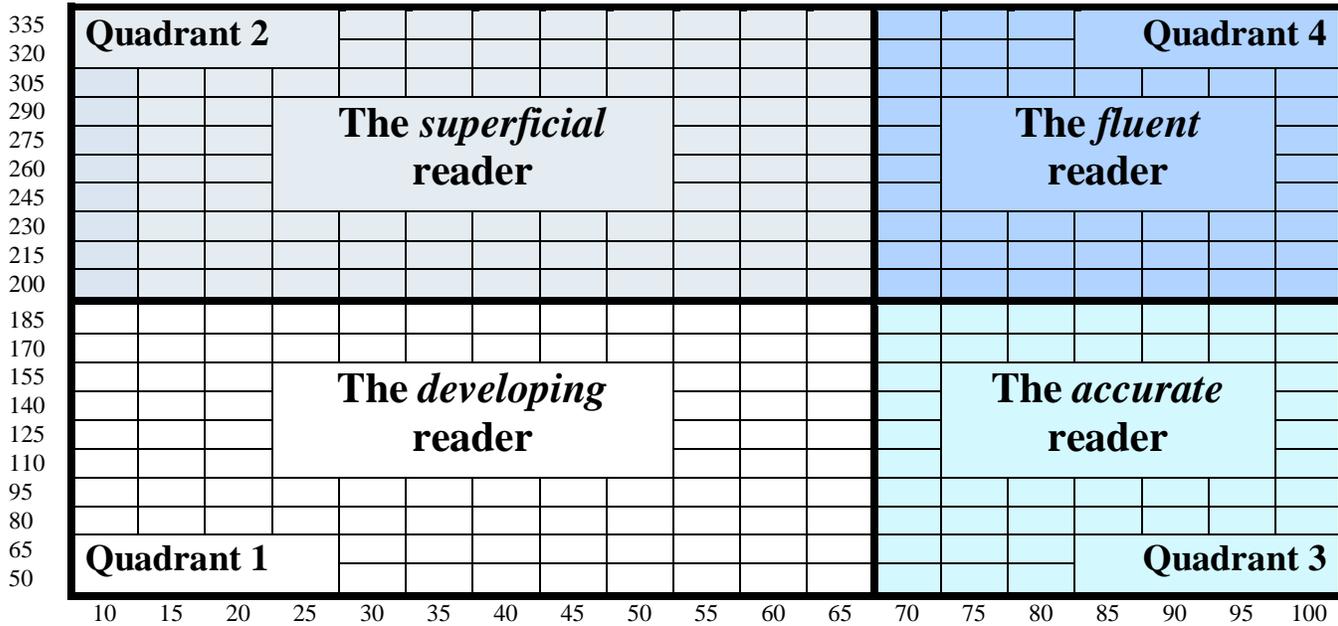Anderson (1999, 2003, 2008): 200 wpm with 70% comprehension

Figure 1. The Quadrants of Reading Fluency

The Value of Reading Fluency

"Around 25% of learning time should be devoted to fluency development" (Tindale, 2003, p. 47).

The Three A's for Choosing Appropriate Reading Materials for L2 Academic Readers

Reading materials should

1. be *academic* in nature,
2. be *accessible* to the reader, and
3. provide *affordance* with the text. (see Larsen-Freeman & Cameron, 2008, p. 22)

Classroom Applications

Silent Reading

Shadow reading
Shape recognition
Number recognition
Letter recognition
Word recognition
Phrase recognition
Rate build up
Repeated reading
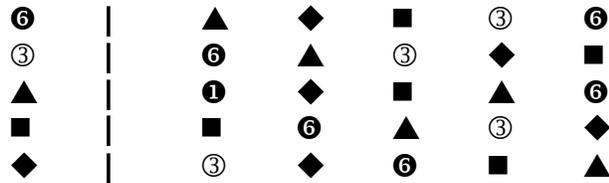Class-paced reading
Self-paced reading

Oral Reading

Shadow Reading
Echo reading
Choral reading
Sounds and rhythm in Poetry
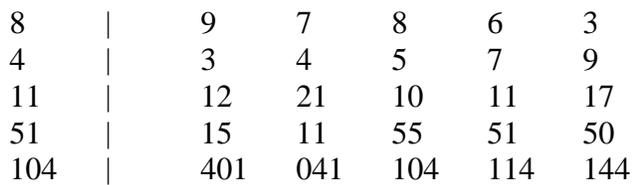Reading aloud with expression
Readers' theater

Shadow Reading
1. Students *listen* to the reading passage.
2. Students listen and follow the text with their eyes.
3. Students listen and speak the text.
4. Students silently read the text.
5. Students orally read the text.
   After each of the above steps, the teacher engages the students in a comprehension check.
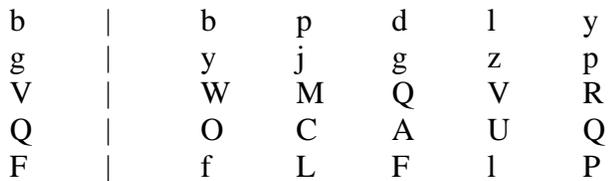   Repeat any of the above steps as many times as may be necessary.

Rapid Shape Recognition

❻	|	▲	◆	■	③	❻
③	|	❻	▲	③	◆	■
▲	|	❶	◆	■	▲	❻
■	|	■	❻	▲	③	◆
◆	|	③	◆	❻	■	▲

Rapid Number Recognition

8	|	9	7	8	6	3
4	|	3	4	5	7	9
11	|	12	21	10	11	17
51	|	15	11	55	51	50
104	|	401	041	104	114	144

Rapid Letter Recognition

b	|	b	p	d	l	y
g	|	y	j	g	z	p
V	|	W	M	Q	V	R
Q	|	O	C	A	U	Q
F	|	f	L	F	l	P

Rapid Word Recognition

Instructions: This activity provides practice in rapid word recognition. The words that you see below are from the passage we will read in class today. You will see a target word following by a |. Following the | you will see four or five other words that are similar to the target word. Your task is to draw a line through the word that matches the target word. Work as quickly as possible. You will have 50 seconds to complete this activity.

Look at the examples below.

| A. healthy | wealthy healthier heady handy ~~healthy~~ | B. harmful | brimful handful ~~harmful~~ hurtful harmed |

1. imperial | imperially imperialize imperialist imperialized imperial

2. contiguous | contagious contiguously contiguous conscience

3. pillaged | pillage pillaged pillager pillages pillagers

4. forged | forging forge forgeable forged forgers

5. dearth | death dearths deathly deaths dearth

6. artifacts | artifacts artificial artifactual artifact artificially

7. steppe | step steps steppe steppes steppers

8. expedition | expedite expeditionary expedition expedited

9. ancestral | ancestral ancestors ancestry ancestries ancestor

10. noninvasive | noninherent invasive noninclusive noninvasive

11. contiguous | contiguous conscience contiguously contagious

12. forged | forgeable forged forgers forging forge

13. artifacts | artifact artificially artificial artifactual artifacts

14. expedition | expeditionary expedited expedite expedition

15. noninvasive | noninclusive noninherent noninvasive invasive

16. imperial | imperialist imperialized imperial imperially imperialize

17. pillaged | pillage pillager pillaged pillages pillagers

18. dearth | dearth death deathly deaths dearths

19. steppe | steppe step steps steppes steppers

20. ancestral | ancestors ancestor ancestral ancestry ancestries

21. expedition | expedited expedition expedite expeditionary

22. dearth | deathly dearths dearth deaths death

23. contiguous | contiguously contiguous conscience contagious

24. ancestral | ancestors ancestral ancestries ancestor ancestry

25. artifacts | artifact artifactual artifacts artificial artificially

26. pillaged | pillagers pillager pillage pillages pillaged

27. noninvasive | noninclusive noninvasive noninherent invasive

28. steppe | step steppes steppers steps steppe

29. forged | forgers forgeable forged forging forge

30. imperial | imperial imperialist imperialized imperially imperialize

31. dearth | deathly dearth deaths death dearths

32. forged | forge forgeable forgers forged forging

33. pillaged | pillaged pillages pillagers pillage pillager

34. contiguous | contiguously contiguous conscience contagious

35. imperial | imperially imperial imperialize imperialist imperialized

36. noninvasive | invasive noninherent noninvasive noninclusive

37. ancestral | ancestor ancestry ancestries ancestral ancestors

38. expedition | expedite expeditionary expedited expedition

39. steppe | steppes step steps steppe steppers

40. artifacts | artifactual artificially artifact artifacts artificial

41. forged | forge forgers forging forgeable forged

42. expedition | expeditionary expedition expedited expedite

43. artifacts | artifact artifacts artifactual artificially artificial

44. noninvasive | noninvasive invasive noninclusive noninherent

45. imperial | imperialized imperialist imperially imperial imperialize

46. dearth | dearths deathly deaths dearth death

47. pillaged | pillage pillager pillages pillaged pillagers

48. steppe | steps steppe steppes step steppers

49. contiguous | conscience contagious contiguously contiguous

50. ancestral | ancestries ancestor ancestry ancestors ancestral

Rapid Word Recognition Comprehension Check (Allen, 1999)

How well do you know the words 1-10 from this rapid word recognition activity? To the left of the number on the worksheet, write one of the four numbers to indicate how well you know each word.

0 = I do not know this word.
1 = I think I have seen this word before, but I do not know what it means.
2 = I have seen this word before and I think I know the definition, but I'm not sure.
3 = I know the definition of this word.

Rapid Phrase Recognition

Key phrase: *buy lunch*

buy lunch   take a lunch   make lunch   bring lunch   take lunch   do lunch

buy milk   buy lunch   buy lunches   bake lunch   find lunch   buy lunch

bring lunch   take lunch   find lunch   buy lunch   buy milk   make lunch

Rate Build Up
Students are given sixty seconds to read as much material as they can. They then begin reading again from the beginning of the text and are given an additional sixty seconds. They are to read more material during the second sixty-second period than in the first. The drill is repeated a third and a fourth time. The purpose of this activity is to reread "old" material quickly, gliding into the new. As the eyes move quickly over the "old" material the students actually learn how to get their eyes moving at a faster reading rate. The exercise involves more than simply moving the eyes quickly, the material should be processed and comprehended. As students participate in this rate building activity, they learn to increase reading rate.

Repeated Reading
Students read a short passage over and over again until they achieve criterion levels of reading rate and comprehension. For example, they may try to read a short 100-word paragraph four times in two minutes. The criterion levels may vary from class to class, but reasonable goals to work towards are criterion levels of 200 words per minute at 70% comprehension.

Class-Paced Reading
This activity requires a discussion regarding a class goal for minimal reading rate. Once that goal is established, the average number of words per page of the material being read is calculated. It is then determined how much material needs to be read in one minute in order to meet the class goal. For example, if the class goal is to read 250 words-per-minute and the material being read has an average of 125 words per page, the class would be expected to read one page every thirty seconds. As each 30 seconds elapses, the teacher indicates to the class to move to the next page. Students are encouraged to keep up with the established class goal. Of course, those who read faster than 250 wpm are not expected to slow down their reading rate. As long as they are ahead of the designated page they continue reading.

Self-Paced Reading
The procedures for this activity are very similar to the class-paced reading activity outlined above. During this reading rate activity the students determine their own goal for reading rate. They then determine how much material needs to be read in a sixty second period to meet their objective rate. For example, suppose a student's objective rate is 180 words-per-minute and that the material being read has an average number of 10 words per line. The student would need to read 18 lines of text in one minute to meet the goal. The activity proceeds nicely by having each student mark off several chunks of lines and silently read for a period of 5-7 minutes with the instructor calling out minute times. Students can then determine if they are keeping up with their individual reading rate goal.

Appropriate Comprehension Checks
Schacter, J. (2006). *The master teacher series: Reading comprehension.* Stanford, CA: The Teaching Doctors. (Available online at http://www.teachingdoctors.com)

Developing Thick and Thin Questions (Schacter, 2006, pp. 5-7)
There are two types of questions: thin (factual) and thick (inferential).
Draw a T-chart with columns labeled thin and thick. Write a sample thin question. Answer the thin question and point out how is can be answered directly from the text.

Thin	Thick

Students generate additional thin questions.
Change 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 change two thin questions into thick questions. Provide appropriate prompts like, *how, why, could,* or *imagine.*
Practice thin and thick questions with a new passage.
Have the students practice in pairs. 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 to justify why a question is thin or thick.

Selected Textbooks Appropriate for Improving Reading Fluency

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Jamestown Education (2003). *Timed readings plus in social studies* (Books 1-10). New York, NY: Glencoe/McGraw-Hill.

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