**Timed Reading Instructions**

We read for various purposes: pleasure, study, gist, and detail. Different reading speeds are helpful for each purpose.

**Reading speed:**

* below 100 words per minute, is slow, careful reading. It shows that you are reading every word carefully. This speed is good if you need to analyze something in detail.
* between 101 and 250 words per minute is good for studying textbooks and for learning.
* between 251 and 400 words per minute is good for casual or informal reading. This is a good speed for reading magazines and newspapers.
* above 400 words per minute, is an accelerated speed. This speed can be used to read something important very quickly. You need to read this fast for CET4, CET6, and TOEFL. This speed can sometimes help comprehension.

**Goal:**

Your goal is to gradually increase your reading speed to 350 – 400 words per minute. It takes time and practice to increase reading speed. You should **not** expect your speed to increase dramatically in a few weeks. By the end of the semester, you should notice that you have improved overall.

**Materials Required:**

Timed reading progress chart (see end of this document)

Timed reading text with questions.

**Procedure:**

1. Keep your timed reading text turned over. Don't look at it until the teacher says 'BEGIN'.

2. When the teacher says 'BEGIN', start reading as quickly as you can.

*As soon as you start reading, your teacher will write the times on the board each ten seconds. Like this:*

 *00*

 *10 (ten seconds)*

 *20*

 *30*

 *40*

 *50*

1. *(one minute)*

*Your teacher will stop writing the time when s/he gets to 4.50 (four minutes, fifty seconds)*

As you read:  a) Read the first and last line (or sentence) of each paragraph.

b) Let the eyes pass quickly between the first and last lines of the paragraph, calmly notice key words.

c) Let your eyes touch the material faster than your brain can notice it, trusting that your brain will put it together afterwards.

d) Learn to tolerate the feeling that you are not 'getting it' all. Understanding and getting it all is slow reading.

When you are finished reading:

**1.** Record your reading time in the blank line below the text, or write it directly in the space in the Timed Reading Progress Chart. Check the box that corresponds with your time (see below – an example has been checked for you).

**2.** Next, answer the comprehension questions. You can look back at the text, but **do not use a dictionary until you have finished answering the questions**.

For the first six months that you study timed readings, you should underline answers where you find them in the text, and write the number of the question next to the answer. This will help you to identify the parts of the text that have the answers in them.

Note that you should NOT be aiming for 100% accuracy – if you get every question right, you are reading too slowly! Try for 60%-80% accuracy.

**3.** Check your answers with a partner at the back of the classroom. If your answers are different, discuss. For at least the first five questions, the answer can be found in the text.

**4.** Check answers as a class. Then calculate your score and write it at the top of the Timed Reading Progress Chart (see below).

**After class:**

**5.** Look at the questions you missed and try to find the correct answers in the text.

**6.** Use your dictionary, but look up only the new words that seem useful. You should **always** bring an English-English **dictionary** to your English classes. This is an English class.

**7**. If you do not understand something, you should ask your teacher to explain. ***It is important to ask questions.***

**Timed Reading Progress Chart Name:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | 30/1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Score %** | 60% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Time/ wpm** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **0:30/800** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **0:40/600** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **0:50/480** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1:00/400** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1:10/345** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1:20/300** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1:30/265** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1:40/240** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1:50/220** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2:00/200** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2:10/185** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2:20/170** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2:30/160** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2:40/150** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2:50/140** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3:00/135** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3:10/125** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3:20/120** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3:30/115** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3:40/110** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3:50/105** | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4:00/100** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4:10/ 95** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4:20/ 92** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4:30/ 89** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4:40/ 85** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4:50/ 83** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**\* WPM – Words Per Minute**