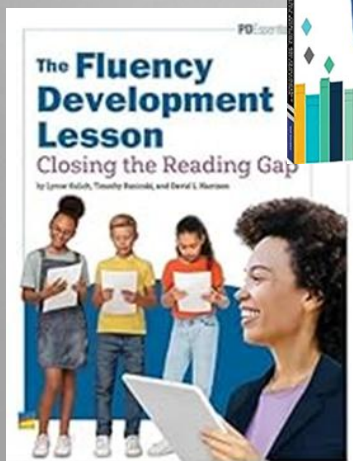
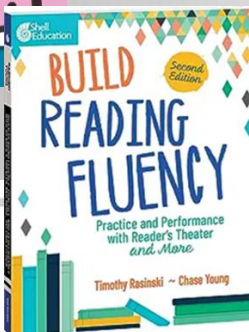
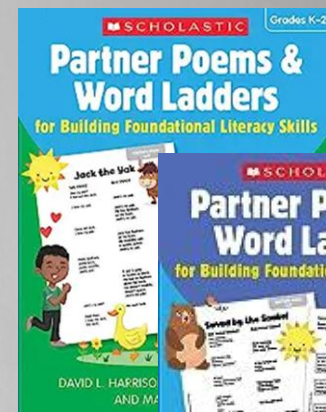
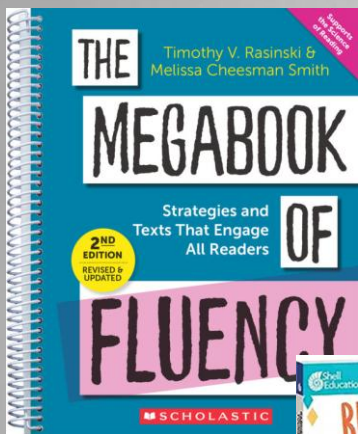


Teaching Reading Fluency

The Essential but Oft-Neglected Component of the Reading Curriculum



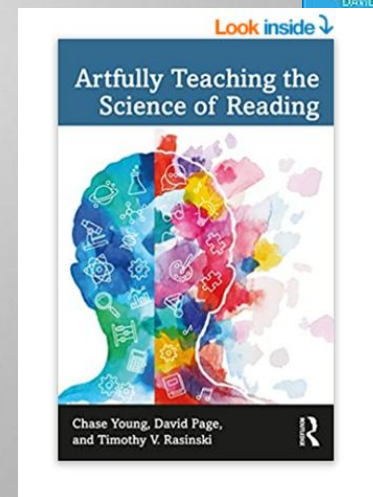
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Professor Emeritus

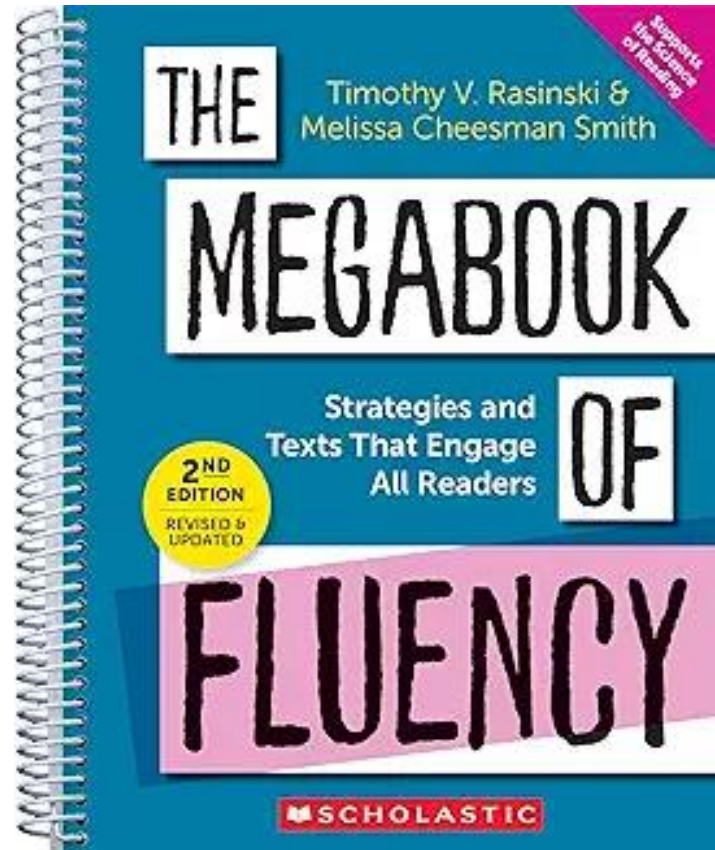
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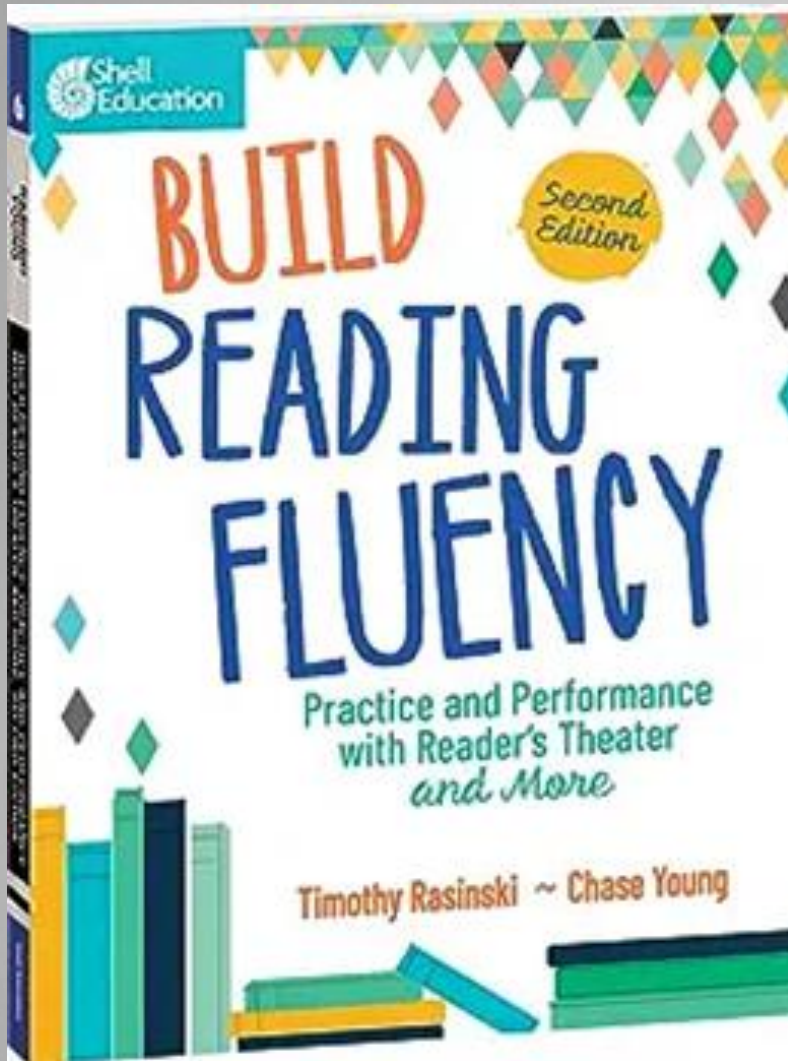
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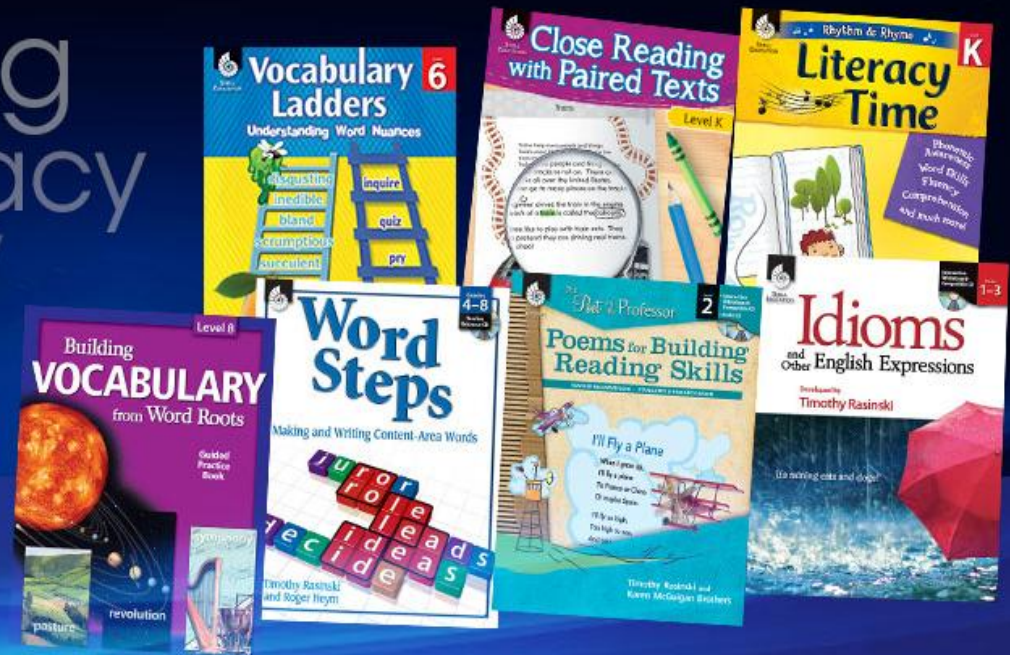
Resources

References

reading
literacy
fluency



Timothy Rasinski, Ph.D.
Professor of Reading Education
Reading and Writing Center
Kent State University



Biography

Timothy Rasinski is a professor of literacy education at Kent State University and director of its award winning reading clinic. He has written over 200 articles and has authored, co-authored or edited over 50 books or curriculum programs on reading education. He's

Timothy Rasinski

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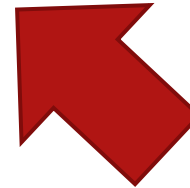
- Study Guide for Building Vocabulary with Greek and Latin Roots, (2nd Edition)-Tim Rasinski, Nancy Padak, Rick M. Newton, Evangeline Newton
- [Tim Rasinski's Handouts for Professional Development: From Phonics to Fluency to Proficient Reading](#)
- Building Vocabulary Professional Development Video
- Tools to Teach Academic Vocabulary Webinar

Research

- Building Vocabulary Pilot Research Report
- The Latin-Greek Connection Building Vocabulary through Morphological Study
- Building Vocabulary White Paper
- Building Vocabulary Frequently Asked Questions

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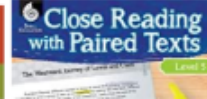
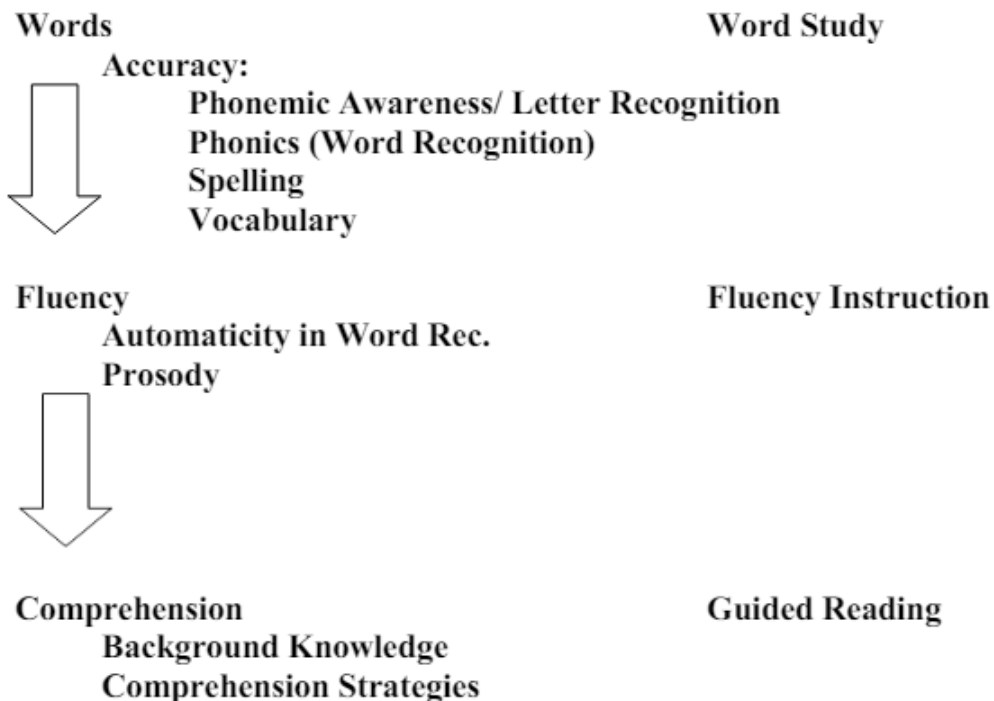
- A Little Latin and a Whole Lot of English
- Building Vocabulary in Summer School
- The Art and Science of Teaching Reading
- Fast Start - The Effects of Fast Start Reading
- Fast Start - Getting Parents and Children Off to a Strong Start in Reading



From Phonics (Word Study) to Fluency to Proficient Reading

Timothy Rasinski, Ph.D.
Kent State University
Kent, OH 44242
330-672-0649, trasinsk@kent.edu
www.timrasinski.com @timrasinski1 (twitter)

A Model of Reading and Reading Instruction



Timothy Rasinski

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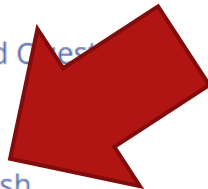
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Timothy Rasinski

Home

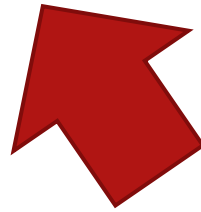
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Another Halloween Word Ladder

- "Here's a Halloween word ladder. Enjoy! Start with the word "trick"...[Read More](#)

Word Study as Art

- "I recently visited the National Art Museum and Portrait Gallery in Washington DC."...[Read More](#)

A Word Ladder for Hurricane Season!

- "Start with Hurricane - a large and sever tropical storm in the Atlantic Ocean."...[Read More](#)

A Word Ladder for an Eclipse!

- "Let's start with sun, our star that gives us warmth"...[Read More](#)

A Vocabulary Lesson for "Vacation"

- "With vacation time rapidly approaching, here's a quick lesson to help your students expand their vocabulary and learn a bit more about the English language."...[Read More](#)

Using Poetry & Repeated Readings to Promote Fluency

(with a little phonemic awareness as well)

Cheri Rourke

Timrasinski.com
BLOG

June 2024

When I began teaching first grade in 1989, my district, North Royalton, Ohio City Schools, was just beginning to move away from using basal readers and venture into whole language. As part of that transition, our first-grade team would print weekly poems onto chart paper and we would lead the students through a choral reading of the poem each day. At the end of the week, they would get their own copy of the poem to place in a binder and we would send it home to share with parents. As a young teacher, I had a vague sense as to why we were doing this; but, never felt like it was a large part of my literacy instruction. The poems were often seasonal in nature or related to whatever “theme” we were focusing on as a part of our whole language instruction.

We quickly realized after a few years that pure whole language instruction wasn't cutting it and began moving towards what would now be categorized as a more balanced literacy approach. However, the poems stuck around, and I started trying to tie them more closely to our weekly story from our reading anthology; still, they didn't have a sharp focus for me.

How I Learned to Read

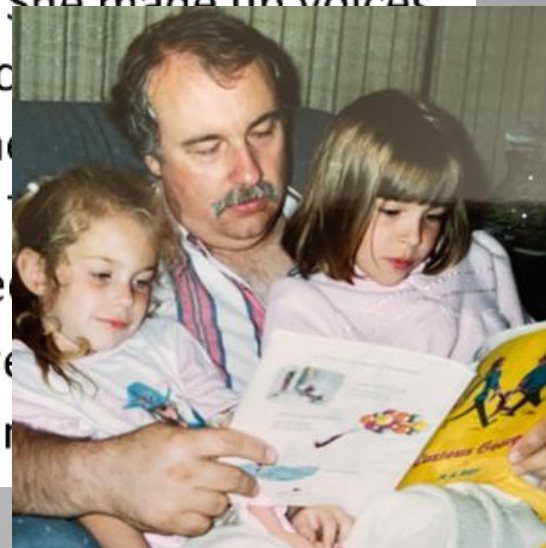
Timrasinski
.com BLOG

By Mary Rasinski (in collaboration with Tim Rasinski)

August 23

Thanks to a great kindergarten teacher, my mom, and my dad, I learned how to read before starting first grade. My journey illustrates that the path literacy is not always straight and narrow, children can come into literacy in a variety of different ways.

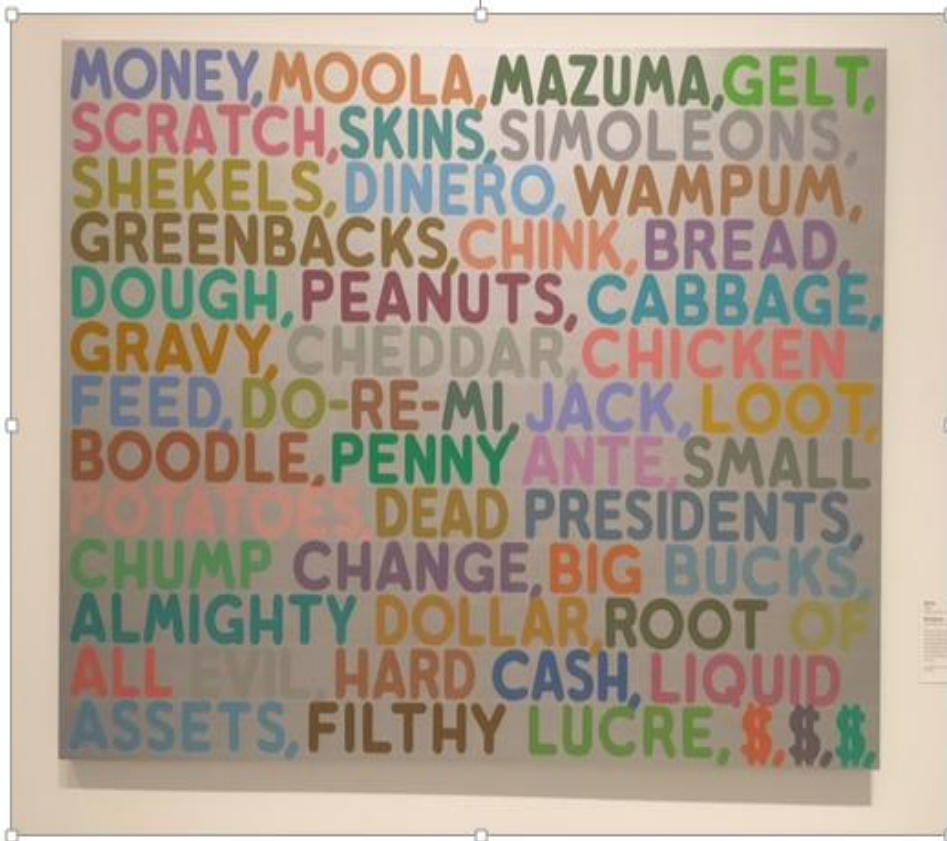
One of my earliest memories was of my mom (and dad) reading to me as a toddler. We have movies of mom reading a favorite book to me over and over again while I cuddled with her before I was even one year old. She made up voices and read with great expression, bringing the stories and characters to life. As I grew older our family beagle, Ginger, joined in on the nighttime reading routine by jumping onto my bed as mom read to myself and my siblings. I remember that after mom finished reading, Ginger would jump off the bed and tell dad what the book was about 😊! Read alouds occurred frequently from kindergarten, and all throughout elementary school years. I am



Word Study as Art

Blog

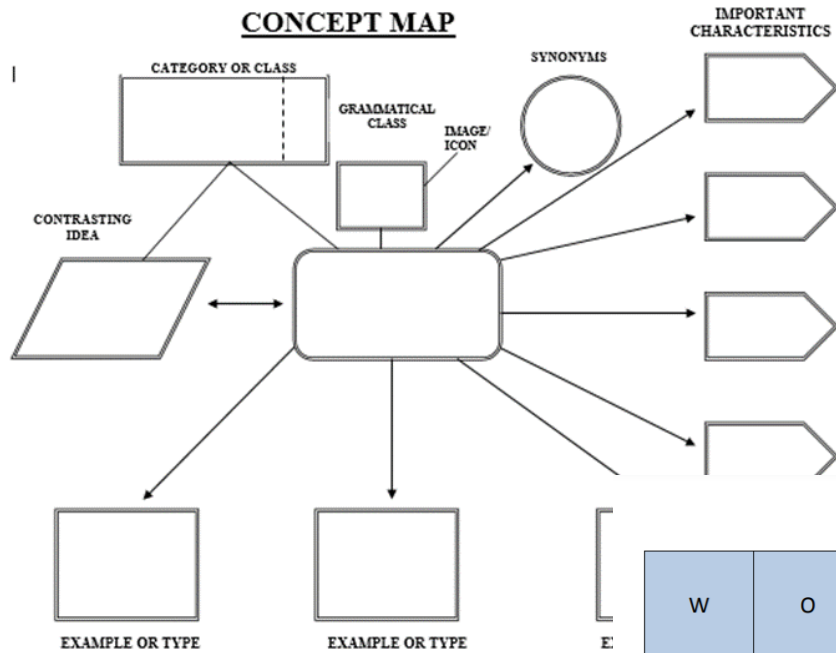
I recently visited the National Art Museum and Portrait Gallery in Washington DC. Interestingly, I found this piece of art titled "Money" by Mel Bochner. Bochner's work is a collection of words and phrases that refer to money. This piece of art made me think of similar works of art that could be created by students. Simply have them choose an overarching concept (e.g. "cold," "friend") and have them brainstorm other words and phrases that have similar meanings. This would be a great way to have work in a thesaurus. Then, they would draw, paint, or post their collection of words in a manner similar to Bochner. Students' own works of art could be posted in the classroom and around the school, expanding students' vocabularies and art at the same time.



Shortcut To

Use these buttons to customize your

CONCEPT MAP



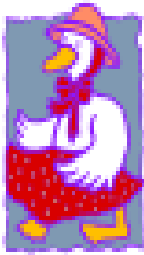
Word Ladder

sample text	text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text
sample text	sample text

W	O	R	D

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My Book of Mother Goose Rhymes



Little Boy Blue

Little boy blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn.
But where is the boy who looks after the sheep?
He's under a haystack fast asleep.

Bye Baby Bunting

Bye, Baby bunting,
Daddy's gone a hunting
to buy a little rabbit skin
to wrap his Baby bunting in.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

Jack be Nimble

Jack be nimble,
Jack be quick,
Jack jump over
the candlestick.

Mary Had a Little Lamb

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went,
The lamb was sure to go.

He followed her to school one day;
That was against the rule;
It made the children laugh and play
To see a lamb at school.

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the kind's horses,
And all the king's men,
Couldn't put Humpty together again.

Old Mother Hubbard

Old Mother Hubbard
Went to the cupboard,
To get her poor dog a bone;
But when she got there,
The cupboard was bare,
And so the poor dog had none.



Daisy, Daisy

(On a bicycle built for two)

Daisy, Daisy
Give me your answer do
I'm half crazy all for the love of you
It won't be a stylish marriage
I can't afford a carriage
But you look sweet
Upon a seat
Of a bicycle built for two



Shine on Harvest Moon

Oh, Shine on, shine on, harvest moon
Up in the sky;
I ain't had no lovin'
Since January, February, June or Ju
Snow time ain't no time to stay
Outdoors and spoon;
Shine on, shine on, harvest moon,
For me and my gal.



For It Was Mary

For it was Mary, Mary, plain as any name
can be;
But with propriety, society will say 'Marie'.
But it was Mary, Mary, long before the
fashions came:
And there is something there that sounds so fair,
It's a grand old name!



You Made Me Love You

You made me me love you,
I didn't wanna to do it, I didn't wanna do it,
You made me want you, and all the time you knew it,
I guess you always knew it,
You made me happy, sometimes you made me glad,
But there were times, dear, you made me feel so bad . . .

You made me sigh for,

Here Comes Peter Cottontail



Here comes Peter Cottontail
Hoppin' down the bunny trail,
Hippity hoppity,
Easter's on its way

Bringin' ev'ry girl and boy
A basketful of Easter joy
Things to make your Easter
Bright and gay

Here' comes Peter Cottontail
Hoppin' down the bunny trail
Hippity hoppity
Happy Easter Day



Easter Parade

In your Easter bonnet, with all the frills
upon it
You'll be the grandest lady in the Easter parade

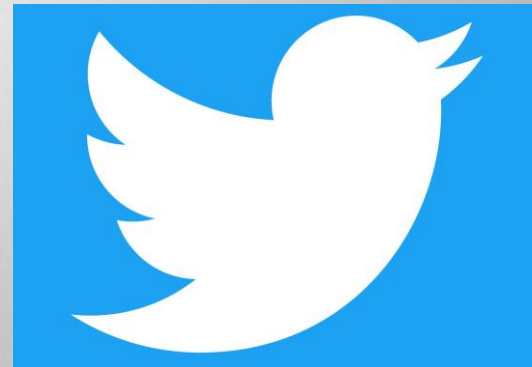
I'll be all in clover and when they look you over
I'll be the proudest fellow in the Easter parade

Email me at trasinsk@kent.edu

▶ **Monday Morphology (Word Roots)**

▶ **Wednesday Word Ladder**

▶ **Fluency Friday**



SoR

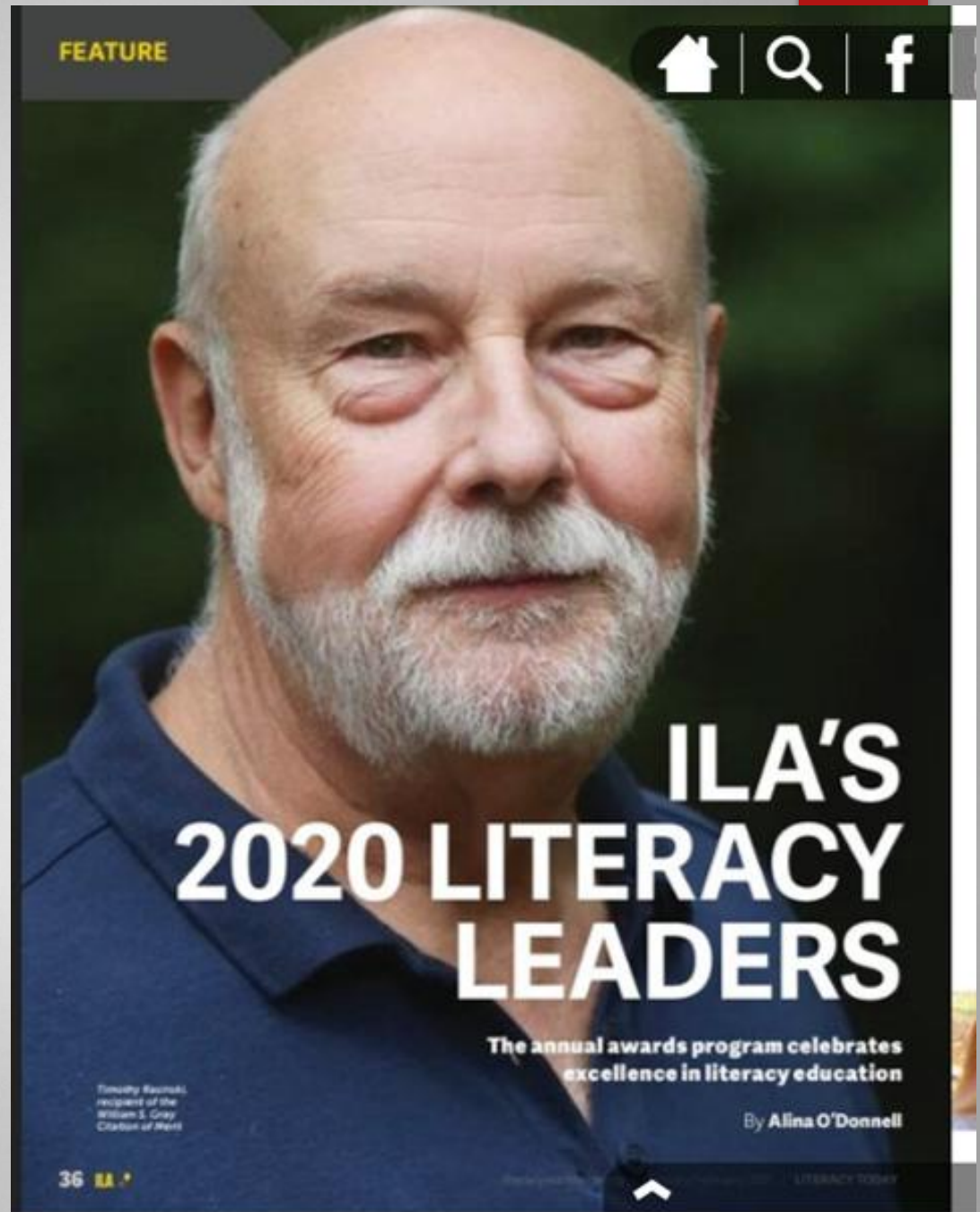
SCIENCE OF READING

**I am a Scientist –
over 150 research
articles published
in refereed journals**

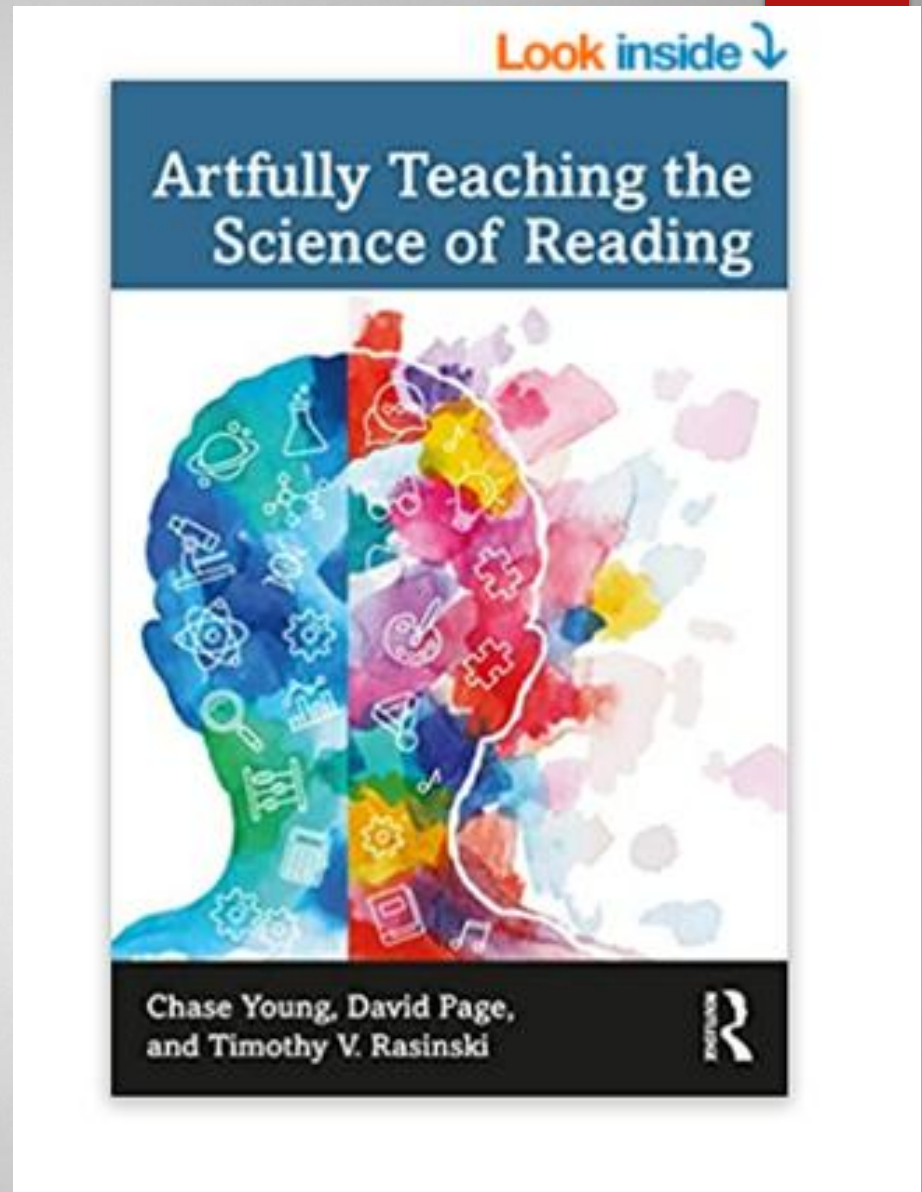
**2010 International
Reading Hall of
Fame**

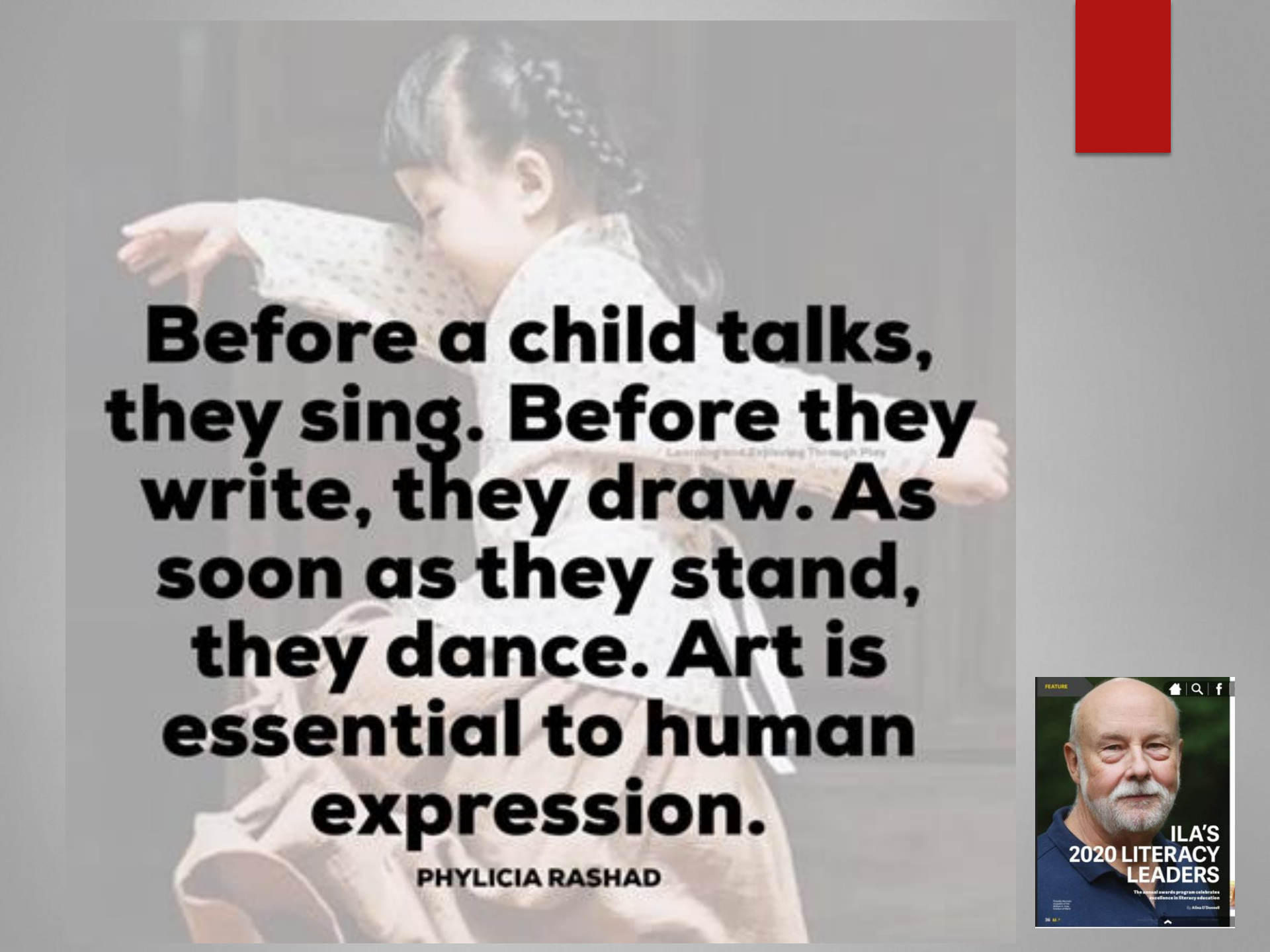
**2019 William S.
Gray Award, ILA**

**2021 and 2023
Top 2% Scientists
in the World.
Stanford Univ**



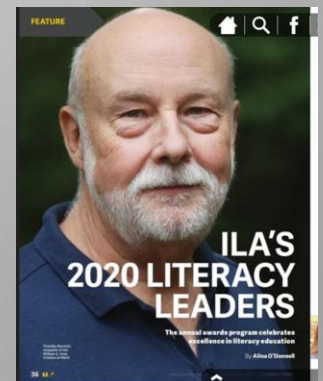
**I am also an
Educational Artist**



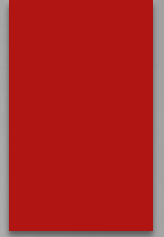


**Before a child talks,
they sing. Before they
write, they draw. As
soon as they stand,
they dance. Art is
essential to human
expression.**

PHYLICIA RASHAD



Let's Build Fluency- Artfully



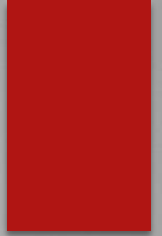
Let's Build Fluency - Artfully

Let's SING!



Let's Sing!

(And Develop Fluency Too!)



The Garden Song

(a metaphor)

by David Mallett

*Inch by inch, row by row
Gonna make this garden grow
Gonna mulch it deep and low
Gonna make it fertile ground
Inch by inch, row by row
Please bless these seeds I sow
Please keep them safe below
'Till the rain comes tumbling down*



The Garden Song

by David Mallett

Plant your rows

Straight and long

Season with a prayer and song

Mother Earth will make you strong

If you give her loving care....



The Garden Song

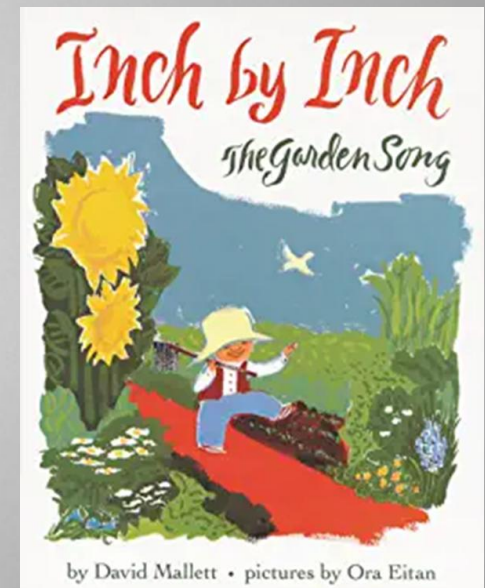
by David Mallett

**Old crow watching from a tree
He's got his hungry eyes on me
In my garden I'm as free
As that feathered thief up there.**



The Garden Song

*Inch by inch, row by row
Gonna make this garden grow
Gonna mulch it deep and low
Gonna make it fertile ground
Inch by inch, row by row
Please bless these seeds I sow
Please keep them safe below
'Till the rain comes tumbling down*



Teachers & Tutors are Gardeners



Why Sing?

It's Reading!

Reading Volume and Reading Achievement: A Review of Recent Research

Richard L. Allington

Anne M. McGill-Franzen

University of Tennessee, Knoxville, USA

ABSTRACT

Although there have been a substantial number of research studies focused on improving the field's understanding of the development of the ability to read, very few of these studies have accounted for the potential role that extensive engagement in the act of reading might play in the development of reading proficiency. There are several views on the role, if any, that extensive reading plays in reading development. In this article, using research published since 2000, the evidence that reading volume plays a role in reading development now seems clearer.



If They Don't Read Much, How They Ever Gonna Get Good?

RICHARD L. ALLINGTON

Allington teaches remediation of reading difficulties and corrective reading at the State University of New York at Albany.

■ To help children who have difficulty developing fluent reading ability, educators have developed remedial and corrective reading classes and a host of training programs, materials and techniques to use in them. However, even with these intervention processes and strategies, many poor readers remain poor readers.

Research continues to explore the etiology of the disability and also focuses on determining the effectiveness of the various intervention and strategies. While interventions of both types are valuable, it may also be fruitful to explore other facets of remedial and corrective instruction of reading.

It is particularly interesting to look at whether teachers have confused the means of reading instruction with the end of fluent reading. For instance, a recent informal survey which counted the number of words read in context by students during the course of their lessons showed that during remedial and corrective reading instruction, the students were doing very little reading. (No

**Average 43 Words in
Context per Student**

If They Don't Read Much, How They Ever Gonna Get Good?

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Research continues to explore the etiology of reading difficulties. While some research focuses on the cognitive processes of reading, other research focuses on the social context of reading. While some research investigates the effectiveness of remedial and corrective instruction, other research investigates the effectiveness of corrective instruction.

It is particularly interesting to investigate at whether teachers have used the means of reading instruction to the end of fluent reading. For instance, a recent study by Allington (1997) which counted the number of words read in context by students during the course of their lessons showed that during remedial and corrective reading instruction, the students were doing very little reading. (No

Average 43 words in Context per day per Student

We read/sang 140 words in *The Garden Song!*

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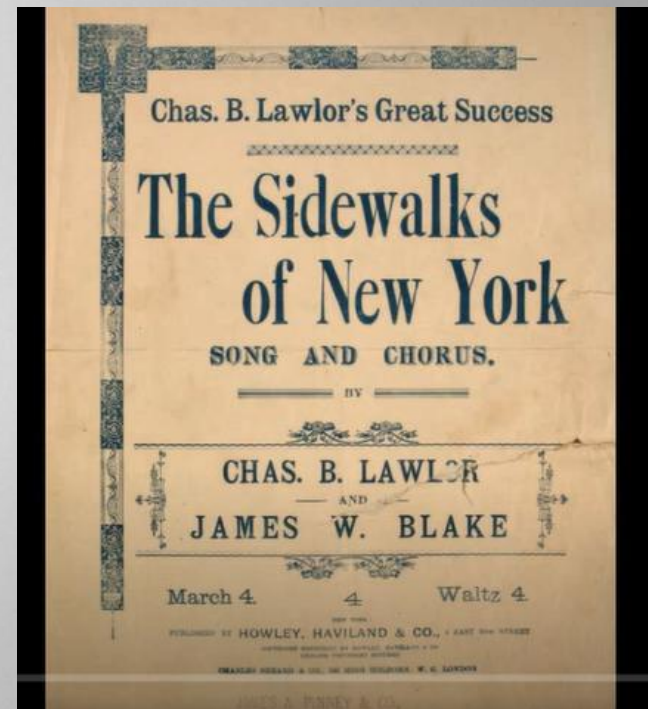
**August
2010**



Sidewalks of New York

- ▶ East side west side all around the town
- ▶ The tots sang Ring-a-Rosie
- ▶ London Bridge is falling down.

- ▶ Boys and Girls together
- ▶ Me and Mamie O'Rourke
- ▶ We tripped the light fantastic
- ▶ On the sidewalks of New York.



From: Rebecca I

Sent: Tuesday, April 12, 2011 11:04 PM

To: RASINSKI, TIMOTHY

Subject: Singing and Fluency

Hi Dr. Rasinski,

Over the summer and again in October you spoke at Teachers College about the power of singing.

I challenged myself in October to begin singing with my students and they have been singing ever since. I have never seen so much progress in reading. Everyone of my first graders is reading on grade level (or higher) and they love to sing.

You have changed the way I teach. My students enter my classroom most mornings with their current song playing. They hum or sing throughout the day.

I am so proud of these joyful learners.

Thank you again,

Becky Iwasaki

South Street School,nnDanbury, CT

LET'S BRING BACK THE MAGIC OF SONG FOR TEACHING READING

Becky Iwasaki ■ Timothy Rasinski ■ Kasim Yildirim ■ Belinda S. Zimmerman

In most primary classrooms in the United States, reading instruction is increasingly dominated

reading to beginning readers. A growing body of research and scholarly thought suggests that singing

www.timrasinski.com > Resources

Flowers, 2009; Spencer, 2011).

Yet a considerable amount of language activity we engage in as adults involves rhythmical words such as songs. Perhaps it is singing in places of worship, or the beginning of a sporting event, or singing along to the radio while driving, or just listening to one's ipod while walking in the neighborhood. If during these singing episodes we were provided with the written lyrics to the songs, we would be reading!

We think that singing (while simultaneously having a visual display of the words in the songs) could be a very useful instructional tool to teach

reading to beginning readers. A growing body of research and scholarly thought suggests that singing (Biggs, Homan, & Harp, 1988; Smith, 2000). For example, Biggs and colleagues (2008) found that the regular repeated singing and reading of songs by struggling middle school readers over a nine-week

Becky Iwasaki is a first-grade teacher at South Street School in Danbury, Connecticut, USA; email iwasar@danbury.k12.ct.us.

Timothy Rasinski is a professor of reading education at Kent State University, Ohio, USA; email trasinsk@kent.edu.

Kasim Yildirim is an assistant professor of elementary school classroom teaching department at Mugla Sıtkı Kocman University, Turkey; email kasimyildirim@mu.edu.tr.

Belinda S. Zimmerman is an assistant professor of reading education at Kent State University, Ohio, USA; email tz4literacy@yahoo.com.

Reading Psychology, 29:195–213, 2008

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DOI: 10.1080/02702710802073438

USING AN INTERACTIVE SINGING SOFTWARE PROGRAM: A COMPARATIVE STUDY OF STRUGGLING MIDDLE SCHOOL READERS

**MARIE C. BIGGS, SUSAN P. HOMAN, ROBERT DEDRICK,
and VANESSA MINICK**

University of South Florida, Tampa, Florida, USA

TIMOTHY RASINSKI

Kent State University, Kent, Ohio, USA

Software that teaches users to sing in tune and in rhythm while providing realtime pitch tracking was used in a study of struggling middle school readers. The software, Carry-a-Tune (CAT) was originally developed to improve singing; however, since it involves a repeated reading format, we used it to determine its effect on comprehension and reading achievement. Twenty-four students in grades 7 and 8 utilized the software program for 30 minutes, three times a week for 9 weeks. A matched control group of 24 students had a different reading experience during the same time period. The mean pretest instructional reading level for both groups was fourth grade. The mean instructional level scores for the treatment group improved significantly (7 months during the 9-week study). The matched control group students did not experience gains. Sustainability data from assessment 4 months after the study's conclusion indicated treatment students gained another 6 months. This placed them solidly in mid-fifth grade for instructional reading level. The control students, again, evidenced no significant gains.

Address correspondence to Timothy Rasinski, Kent State University, 402 White Hall, Kent, OH 44242. E-mail: trasinsk@kent.edu

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20 Minutes Guided Singing per Day

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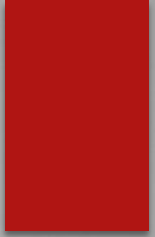
its effect on comprehension and reading achievement. Middle school students in grades 7 and 8 utilized the software program three times a week for 9 weeks. A matched control group had no singing instruction and no reading experience during the same time period. The mean pretest instructional reading level for both groups was fourth grade. The mean instructional level scores for the treatment group improved significantly (7 months during the 9-week study).

2 Months

Yielded Avg Gain in Reading

Achievement of 7 Months

Address correspondence to Timothy Rasinski, Kent State University, 402 White Hall, Kent, OH 44242. E-mail: trasinsk@kent.edu



June 5, 2023

Thank you for the poems and word ladders. I push-in to 5th and 1st grades. The students loved when we did these activities.

I found the **Garden song** with the lyrics printed in the video on youtube. I only just saw the video before the last two weeks of school. I played it for my six tier 2 students. They loved it and we had such rich discussions about some of the words such a row, hoe, thief. **I felt like they all made more progress in those few days than with what I was doing with them all year.**

I am looking forward to trying this all next year from the beginning.

Wendy Frick

Resource Teacher K-8

R&D



**JAMES S. KIM AND
THOMAS G. WHITE**

**Addressing
summer reading
loss may help reduce
the achievement gap**

Solving the Problem of Summer Reading Loss

After they start school, low-income children lose ground to middle-income kids in reading. Some hypothesize that this growing gap in reading achievement is due, in large part, to different rates of learning during the summer months. Even small differences in summer learning accumulate over the years, making the achievement gap substantially larger at the end of elementary school than at the beginning. One longitudinal study showed that more than half of the gap in 9th-grade reading comprehension scores between low-income students and their middle-income counterparts was explained by differences in summer learning that accumulated from 1st to 5th grade (Alexander, Entwisle, and Olson 2007).

The phenomenon of summer reading loss is well-known to educators, but the most com-

districts lack the information they need in deciding to implement a similar program. For example, Teach Baltimore is a multi-year intervention that recruits and trains college students to provide one full day of instruction per week for seven weeks each summer. Borman and Dowling (2006) found that the program produced no overall improvement in reading, though they did find statistically significant positive effects for students with above average attendance rates across two or three summers. Cost data were not provided.

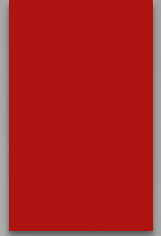
They Need More Than Books

Just giving low-income children books to read over the summer would cost much less than summer school or a targeted summer intervention. Handing out books eliminates the

Summer Singing-

2nd Grade Struggling Readers

Vero Beach Florida – < 20 minutes/day



Summer Singing- 2nd Grade Struggling Readers Vero Beach Florida – <20 minutes/day

Summer Vacation

Measure	Pretest	Posttest	Score Gains	
WCPM (Flu)	72.02 (27.04)	80.96 (27.50)	+8.94	Fluency
WRA	93.79% (7.03)	96.53% (5.42)	+2.74%	Word Rec Accuracy
COMP	9.33 (4.19)	10.96 (4.65)	+1.63	Comprehension

Note. Standard deviations are presented in parentheses. WCPM = Words Correct Per Minute
WRA = Word Recognition Accuracy– Percentage of words read correctly;
Assessment of Comprehension.

AMERICA



Home of the Brave,
Land of the Free!

A Book of Patriotic Songs

Songbooks Timrasinski.com > Resources

America the Beautiful

Words by Katharine Lee Bates,
Melody by Samuel Ward

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea!

America

by Rev. Samuel F. Smith

My country, 'tis of Thee,
Sweet Land of Liberty
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let Freedom ring.



God Bless America

Words and music by Irving Berlin



God Bless America,
Land that I love.
Stand beside her, and guide her
Thru the night with a light from above.
From the mountains, to the prairies,
To the oceans, white with foam
God bless America, My home sweet home.

I'm a Yankee Doodle Dandy

by George M. Cohan

I'm a Yankee Doodle Dandy
A Yankee Doodle, do or die
A real live nephew of my Uncle Sam
Born on the Fourth of July



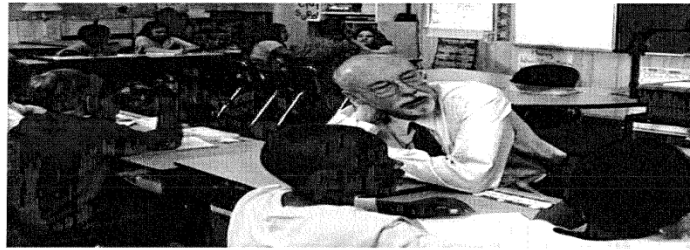
I've got a Yankee Doodle sweetheart
She's my Yankee Doodle joy
Yankee Doodle came to London
Just to ride the ponies
I am the Yankee Doodle Boy.

We Need More Poetry!

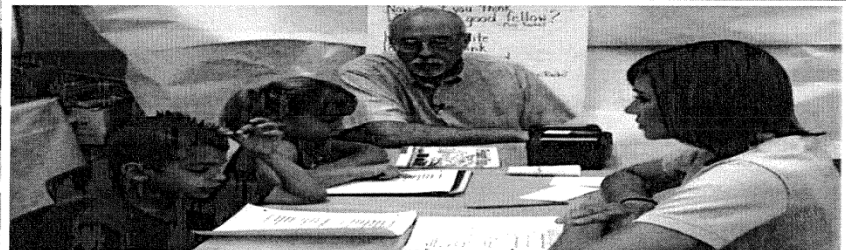
TEACHING LITERACY

What's The Perfect Text for Struggling Readers? Try Poetry!

by Timothy Rasinski and Belinda Zimmerman



Rasinski and Zimmerman with students



Belinda Zimmerman was walking down the school hallway when second grader Zach popped out of his classroom. He went directly up to her and asked, “Mrs. Z, want to hear me read my new poem that Mr. Rasinski wrote?”

“Absolutely,” replied Belinda with a broad smile. She walked Zach to a quiet area in the hall and asked Zach to perform. After a brief cough to clear his throat, Zach held out the paper containing his poem and in his best expressive voice read:

There's a long sunny season called summer.
When it's over kids say, “What a bummer!”
It's soon time for school
Which can be awfully cool
If you don't want to get any dummer!

Belinda chuckled, put her arm around Zach, and told him how well she thought he read his poem. She asked if she could see the written poem and smiled when she saw the last word. She asked Zach if that word was spelled correctly. Blushing just a little, he indicated that it wasn't spelled correctly, but that the poet wanted that last word to rhyme with summer and bummer. Belinda then walked Zach to an adjoining waiting room and asked him to perform the poem again for some parents who were waiting for their children. Again, Zach's reading was greeted with smiles,

followed by supported practice with feedback, Zach and his classmates were eventually able to read the poem with good expression and confidence.

Each day in our reading clinic, students master one or two poems and perform them for classmates, teachers, and other adults. We have come to view the practice and performance of poetry as key to our students' growth in reading.

All of the students who come to our summer program, which we call Camp Read-a-Lot, exhibit reading difficulties, primarily in comprehension. However, a closer examination of most students' reading indicates that difficulties in word recognition and fluency (Foundational Reading Skills according to the Common Core State Standards) are a primary cause of their comprehension problems.

Why Poetry?

Although poetry has been a mainstay in elementary classrooms for decades, it appears to be on the decline (Gill, 2007) in favor of informational texts and stories. We feel that poetry (and other rhythmical texts) offers unique advantages for students who struggle in mastering the foundational reading skills:

- *Poems for children are relatively short in length.* This

REVERSED

a memoir



LOIS LETCHFORD

Youtube



Dyslexia Story: The Writing of Poems for Nicholas Letchford

43 views • 2 years ago



Lois Letchford

This week, Lois Letchford discusses the process of writing poems for Nicholas. Throughout the video



Nicholas' Failure in First Grade | Turning child around after many failures | Mindset - "Ch

“Nicholas could rhyme words and see patterns.”



Poetry



Dyslexia Story: The Writing of Poems for Nicholas Letchford

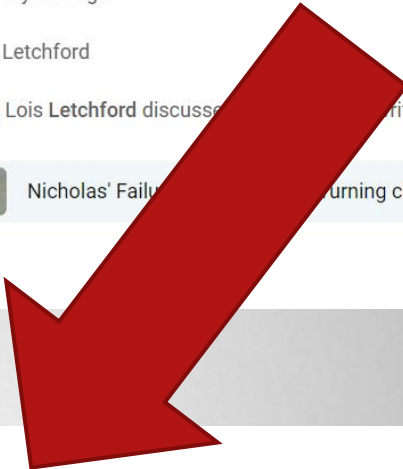
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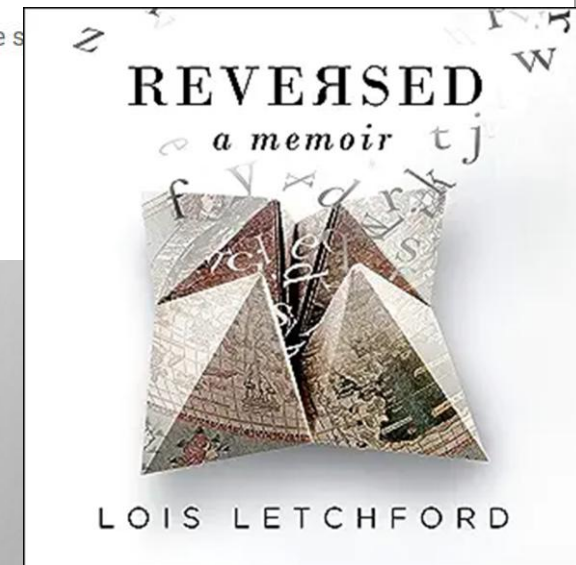
Dr. Nicholas Letchford: Advice To My Younger Dyslexic Self

646 views • 4 years ago

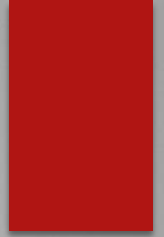
 Lois Letchford

Nicholas Letchford has the title Dr. Here he s

**Nicholas Letchford
Doctoral Degree in
Applied Mathematics.
Oxford University**



Writing Too!



dear daddy,

I ♥ you so much daddy because you
play ball with me and you come to
the park with me. you are my
sunshine my only sunshine you make
me happy when skies are gray you'll
never know dear how much I love
you please don't go away. I love
just the way you are.

**Kids can Memorize Songs
Fairly Easily.**

Good or Bad ?

Kids can Memorize Songs Fairly Easily.

Good or Bad ?

What to do?

Parodies

silly dilly
Christmas songs

Where did they hide my presents ?



Alan Katz and David Catrow

Oh Christmas Tree

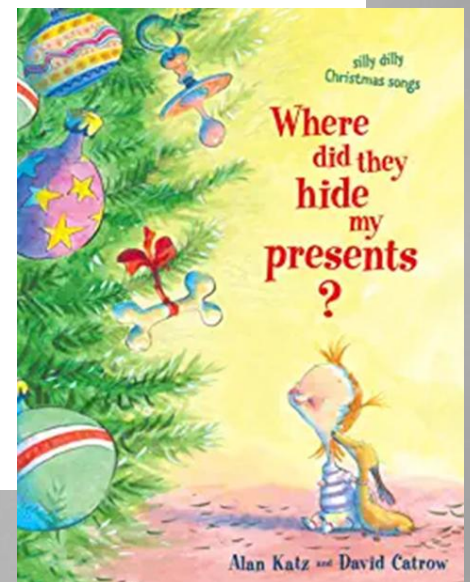
**Oh Christmas tree, Oh Christmas tree!
Thou tree most fair and lovely!
Oh Christmas tree, Oh Christmas tree!
Thou tree most fair and lovely!
The sight of thee at Christmastide
Spreads hope and gladness far and wide
Oh Christmas tree, Oh Christmas tree
Thou tree most fair and lovely!**



Toy Catalogs

(To the tune of “O Christmas Tree”)

**Toy catalogs
Toy catalogs
Each morning I inspect ‘em
They’re volumes of
The stuff I love
That’s why I must collect ‘em
These days they’re truly all I read
They’re crammed with stuff I truly need
I take care of
Toy catalogs
I guard and I protect them.**





Deck the Halls

Deck the halls with boughs of holly

Fa la la la, la la la

'Tis the season to be jolly

Fa la la la, la la la

Don we now our gay apparrel

Fa la la, la la la, la la la

Troll the ancient Yuletide carol

Fa la la la, la la la



At the Malls

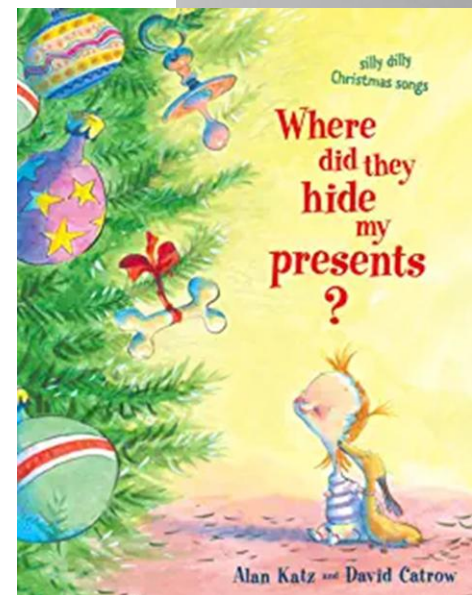
(To the tune of “Deck the Halls”)

**At the malls
No parking spaces
Ma Ma Ma Ma Ma
Can't we go home?**

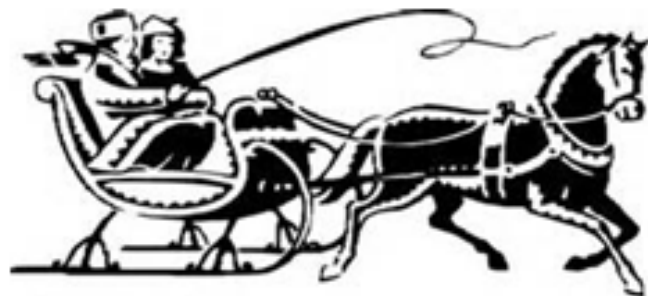
**Million cars
Ten parking places
Ma Ma Ma Ma Ma
Can't we go home?**

**You said this
would be a fun day
Ma Ma Ma Ma Ma Ma
Let's go Home**

**This could take
Till Easter Sunday
Ma Ma Ma Ma Ma
Can't we go home?**



Winter Wonderland!



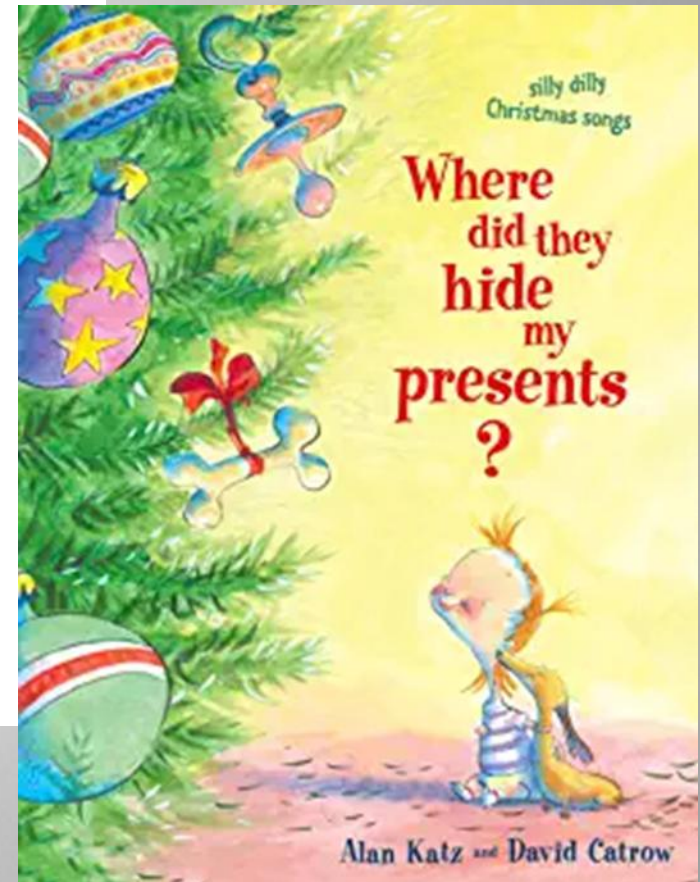
**Sleigh bells ring, are you listening,
In the lane, snow is glistening
A beautiful sight,
We're happy tonight.
Walking in a winter wonderland.**

Something in My Brother's Underpants

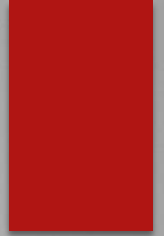
(To the tune of "Winter Wonderland")

Doorbell rings
Gee, who is it?
Party guests
Christmas visit
The mood is so swell
But what is that smell?
Something in my brother's underpants!

From: Alan Katz. *Where did they Hide My Presents.*



Let's Get Serious





STUDENT ACHIEVEMENT

Reading Scores Fall to New Low on NAEP, Fueled by Declines for Struggling Students

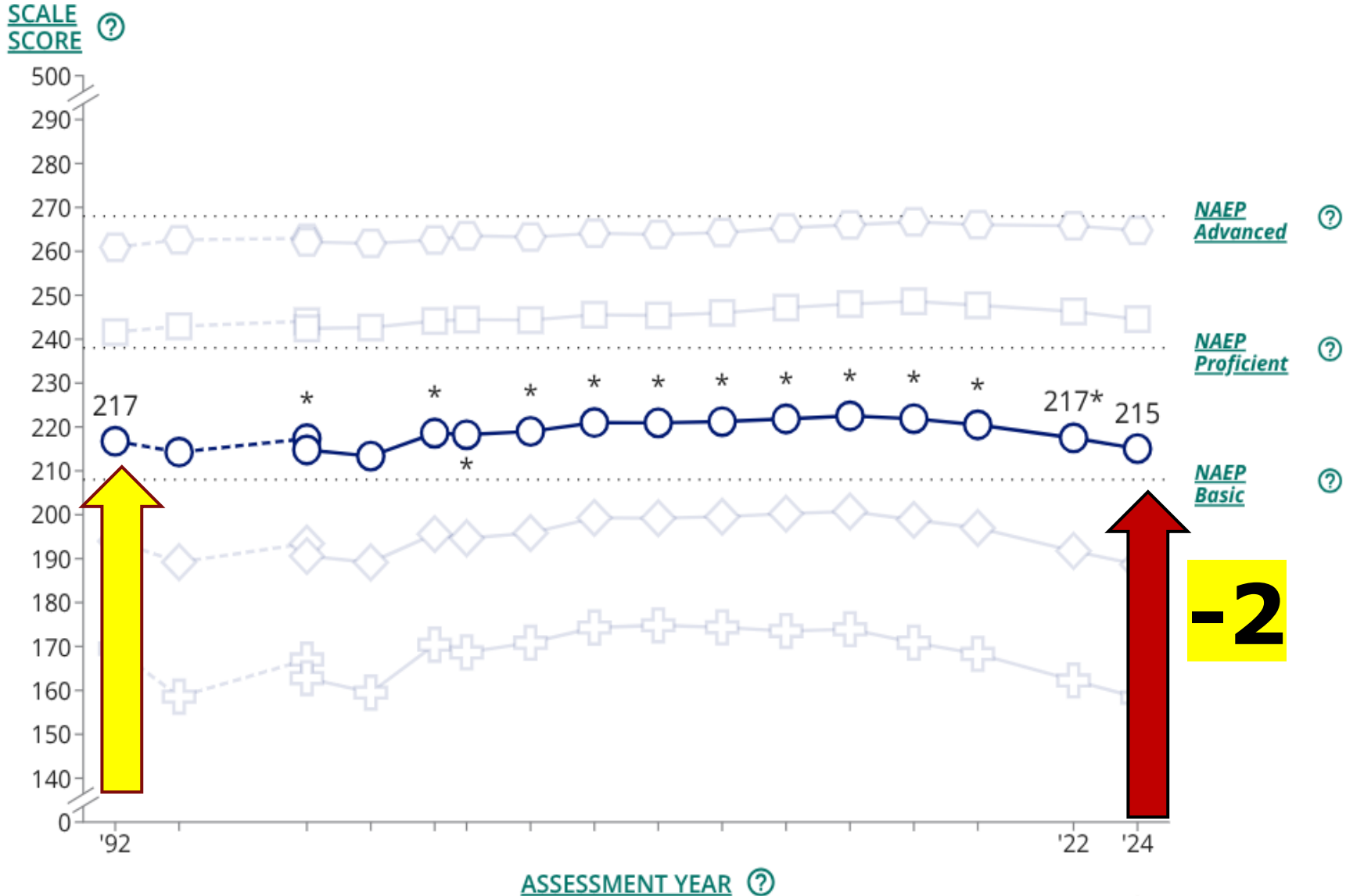
Math scores slightly up in grade 4, stagnant in grade 8



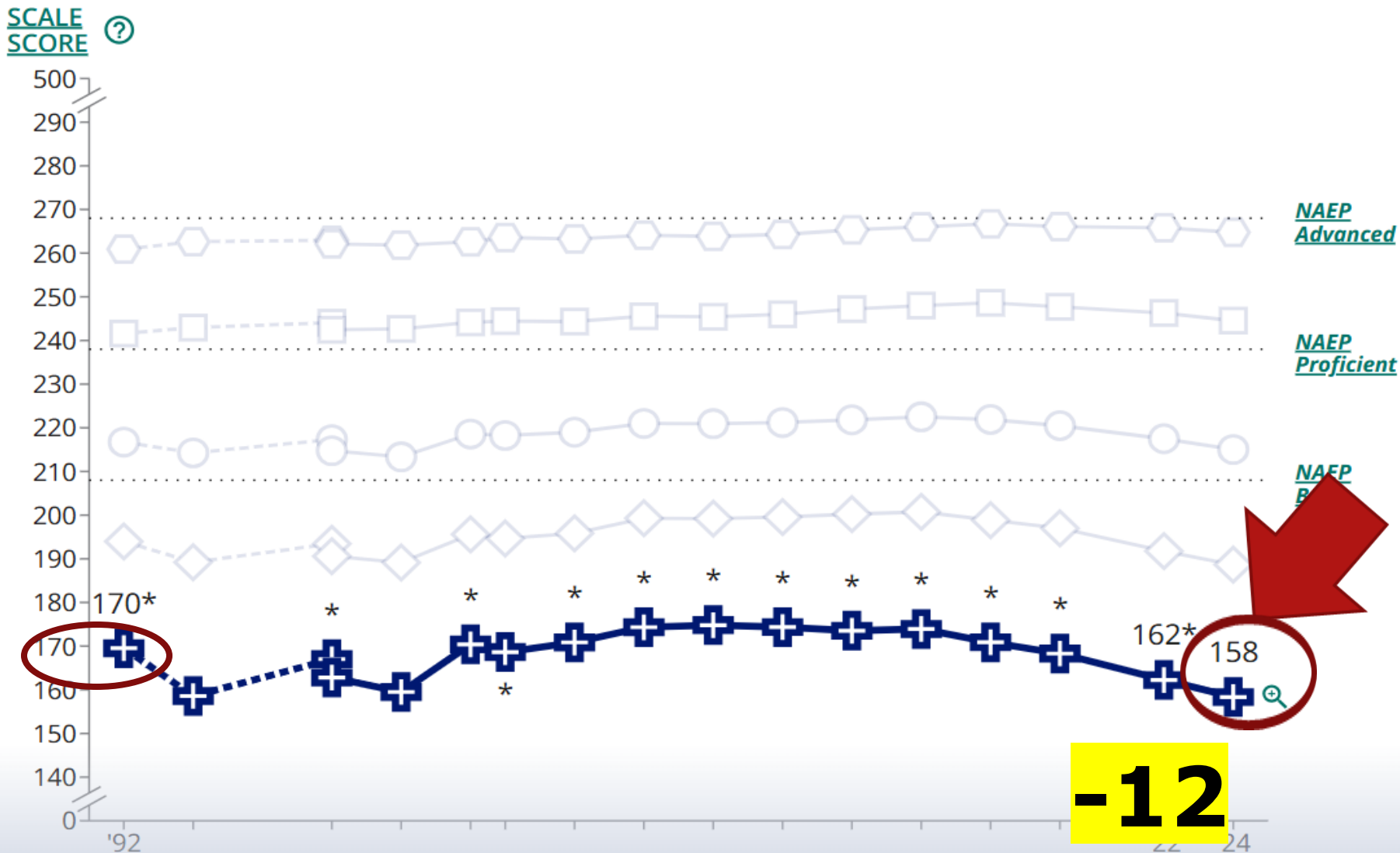
By [Sarah Schwartz](#) - January 29, 2025 ⌚ 8 min read



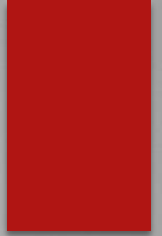
Trend in **Fourth** Grade NAEP Reading Average



Trend in **Fourth** Grade NAEP Reading Average



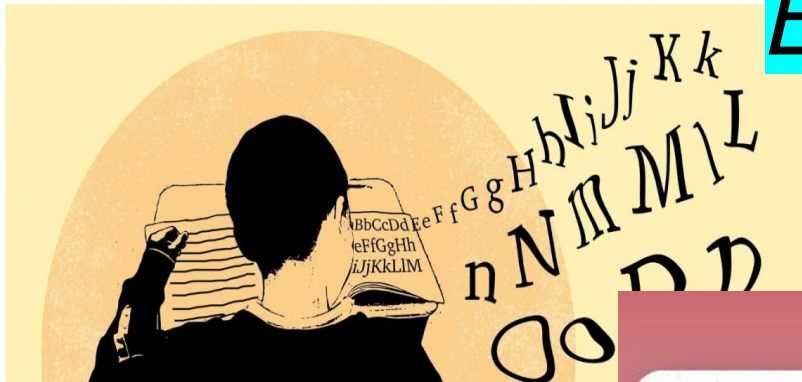
WHY?



Lack of Systematic Phonics

Hard Words

Why aren't kids being taught to read?



Emily Hanford

Sold a Story



Sold a Story

American Public Media >

Millions of kids can't read well. Scientists have known for decades how children learn to read but many schools are ignoring the research. They buy teacher training and bo...



A Model of Reading Instruction

Word Study

PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)



Comprehension

p. 1
Handout

Background Knowledge & Strategies

Active View of Reading -2021 (Duke & Cartwright)

This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.

Effect Size: 0.46

ACTIVE SELF REGULATION

Motivation and engagement
Executive function skills
Strategy use
(word recognition strategies,
comprehension strategies,
vocabulary strategies, etc.)

WORD RECOGNITION

Phonological awareness
(syllables, phonemes, etc.)
Alphabetic principle
Phonics knowledge
Decoding skills
Recognition of words at sight

Effect Size: 0.44

BRIDGING PROCESSES

Print concepts
Reading fluency
Vocabulary knowledge
Morphological awareness
Graphophonological-semantic
cognitive flexibility
(letter-sound-meaning
flexibility)

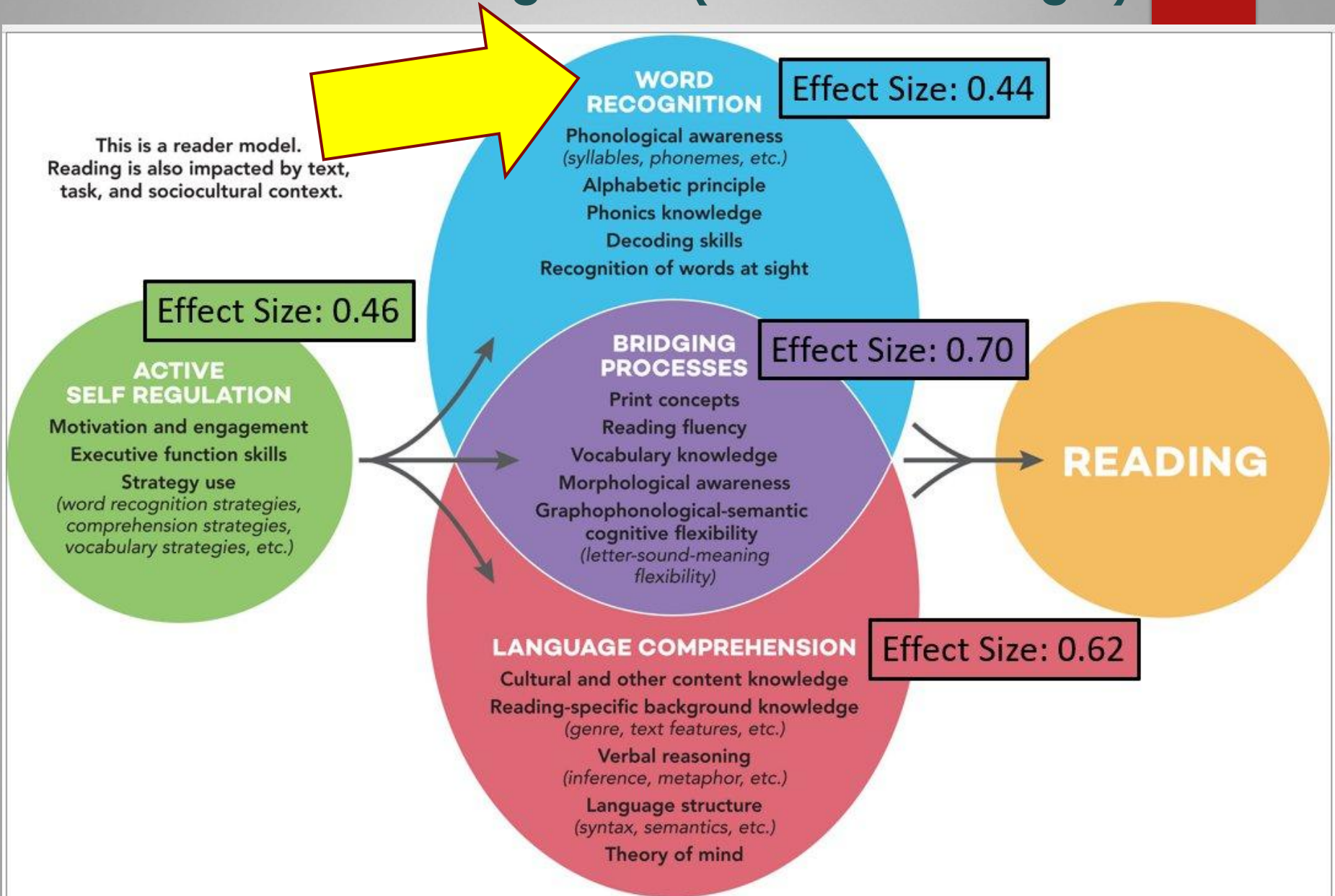
Effect Size: 0.70

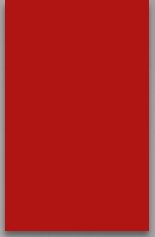
LANGUAGE COMPREHENSION

Cultural and other content knowledge
Reading-specific background knowledge
(genre, text features, etc.)
Verbal reasoning
(inference, metaphor, etc.)
Language structure
(syntax, semantics, etc.)
Theory of mind

Effect Size: 0.62

READING





So How to Teach Words – (Phonics, Vocabulary, Spelling)?

SCHOLASTIC GRADES 1-2

DAILY Word Ladders

150+ Reproducible Word Study Lessons That Help Kids Boost Reading, Vocabulary, Spelling and Phonics Skills!

by Timothy V. Rasinski

Build Skills in **TEN MINUTES A DAY!**

SCHOLASTIC GRADES 4-6

DAILY Word Ladders

100 Reproducible Word Study Lessons That Help Kids Boost Reading, Vocabulary, Spelling & Phonics Skills—Independently!

by Timothy Rasinski

Build Skills in **TEN MINUTES A DAY!**

SCHOLASTIC GRADES K-1

DAILY Word Ladders

80+ Word Study Activities That Target Key Phonics Skills to Boost Young Learners' Reading, Writing & Spelling Confidence

by Timothy V. Rasinski

Copyrighted Material

Build Skills in **TEN MINUTES A DAY!**

SCHOLASTIC GRADES 3-4

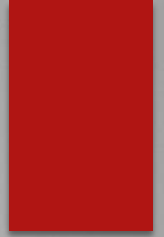
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Build Skills in **TEN MINUTES A DAY!**

Phonics is Necessary



Phonics is Necessary

**But Phonics/Word
Recognition Isn't Enough**

Minding the Gap

Just Adding More Phonics Yields Only Short-Term Gains on Reading Tests

A recent study find the benefits fade out after fifth grade.



NATALIE WEXLER

MAY 1, 2023

Active View of Reading – 2021 (Duke & Cartwright)

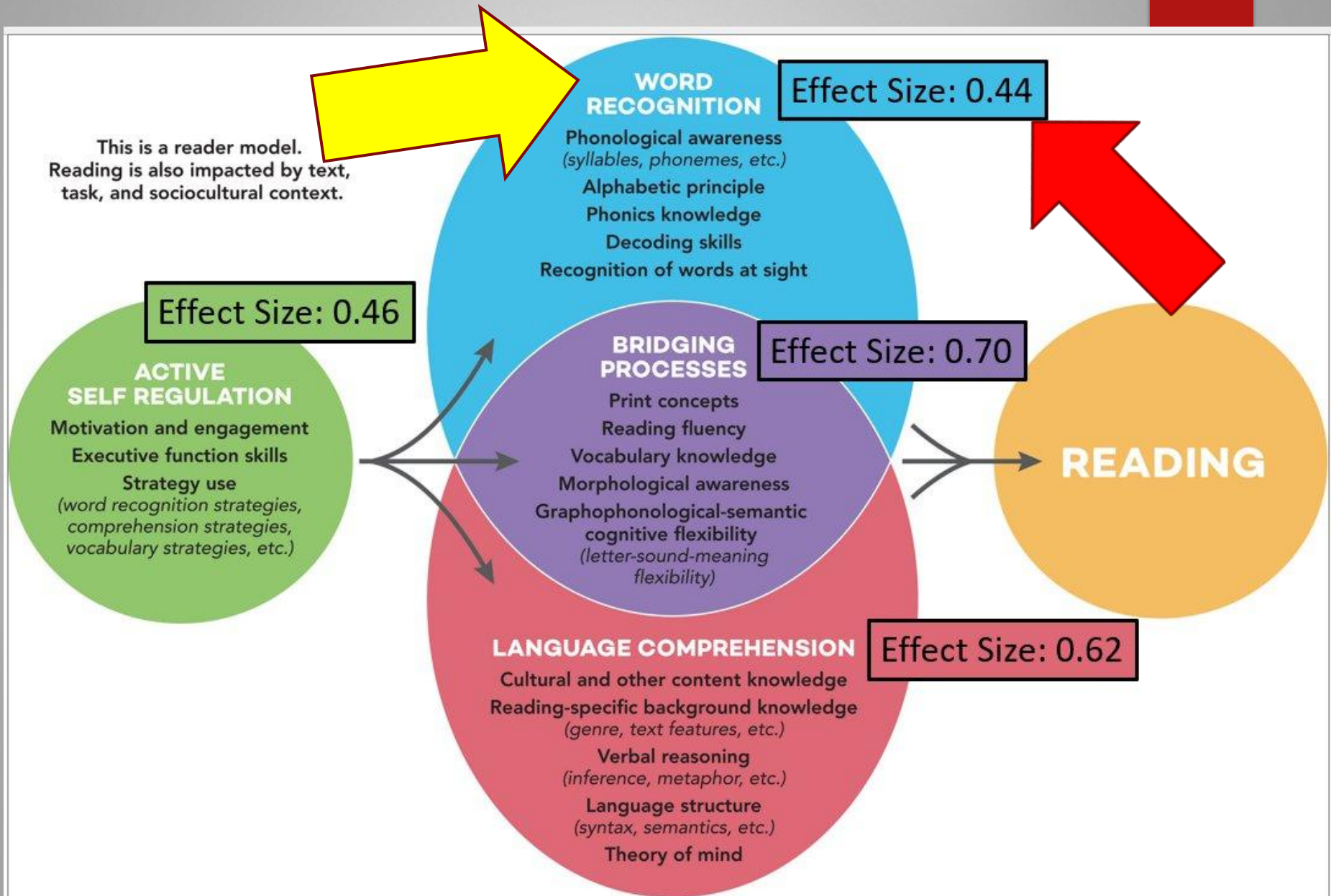
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Effect Size: 0.46

ACTIVE SELF REGULATION

Motivation and engagement
Executive function skills
Strategy use
(*word recognition strategies, comprehension strategies, vocabulary strategies, etc.*)

WORD RECOGNITION

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(*syllables, phonemes, etc.*)
Alphabetic principle
Phonics knowledge
Decoding skills
Recognition of words at sight

Effect Size: 0.44

BRIDGING PROCESSES

Print concepts
Reading fluency
Vocabulary knowledge
Morphological awareness
Graphophonological-semantic
cognitive flexibility
(*letter-sound-meaning flexibility*)

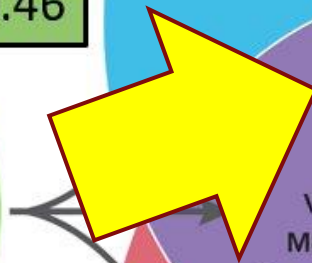
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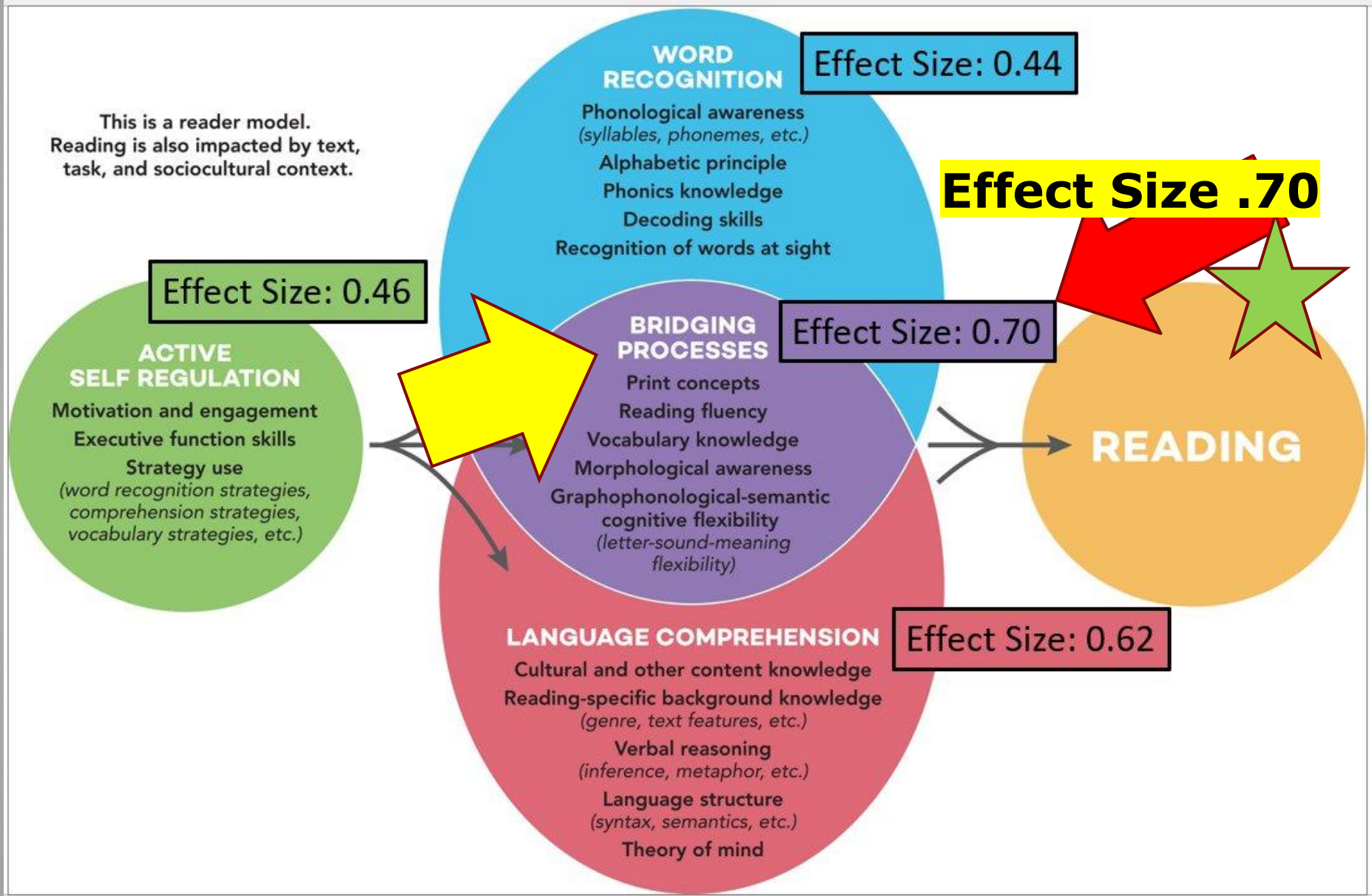
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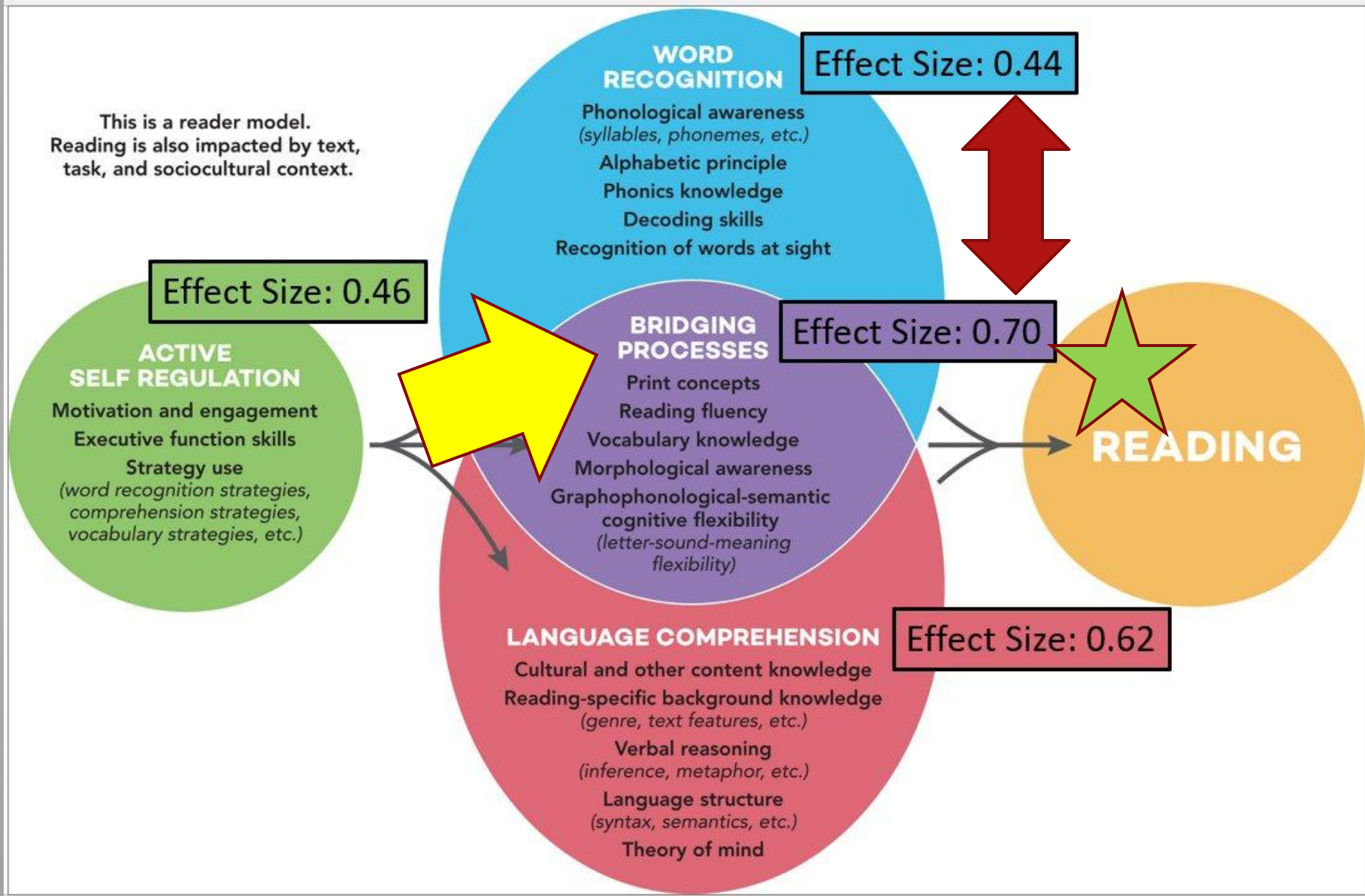
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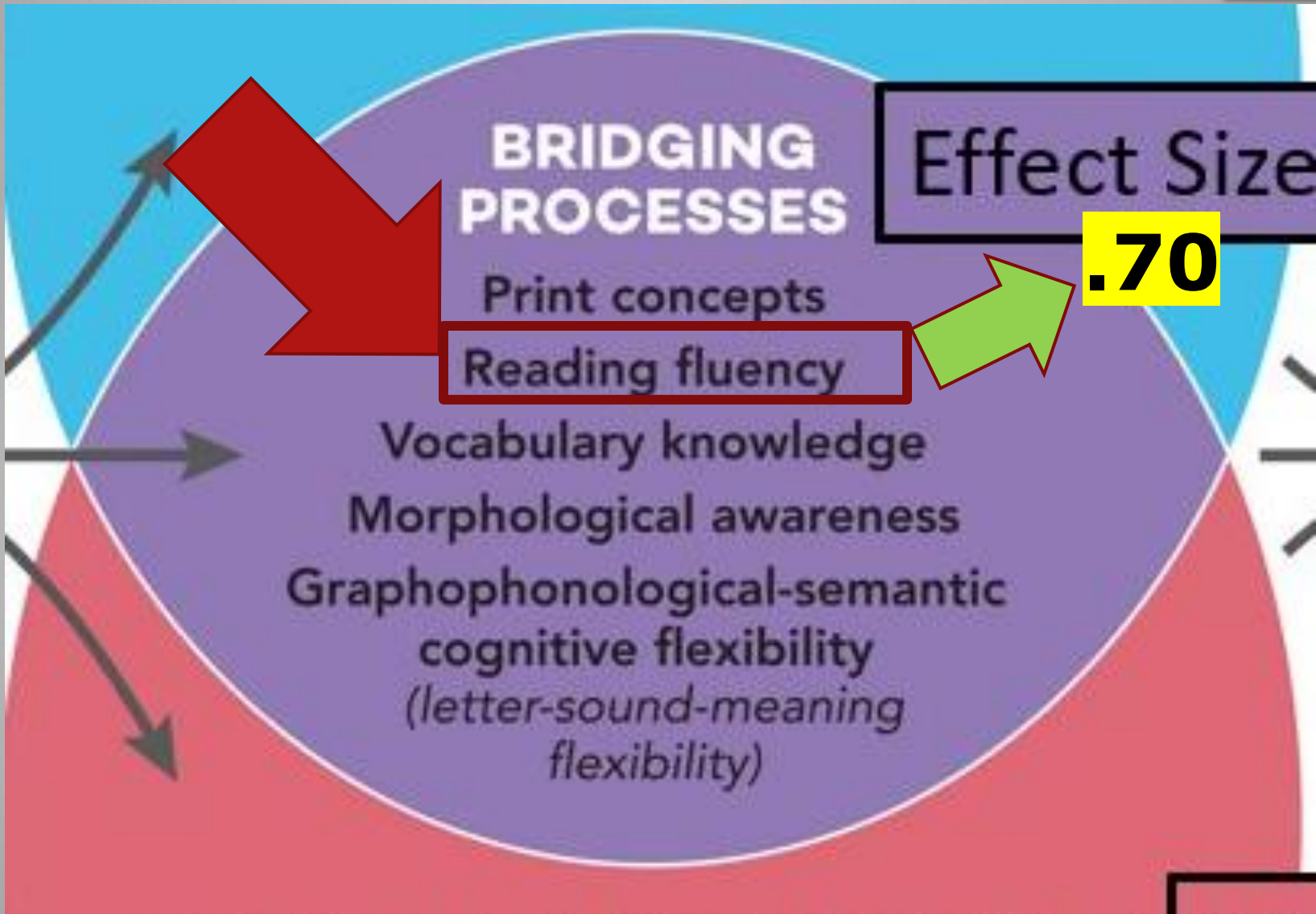
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READING




Active View of Reading – 2021 (Duke & Cartwright)



Educational Evaluation and Policy Analysis



Impact Factor: **3.4** / 5-Year Imp

 Restricted access | Research article | First published Fall, 2002

Below the Bar: Profiles of Students who Fail State Reading Assessments

[Marsha Riddle Buly](#) and [Sheila W. Valencia](#) [View all authors and affiliations](#)

[Volume 24, Issue 3](#) | <https://doi.org/10.3102/01623737024003219>

Profiles of Students Who Fail State Silent Reading Comprehension Tests:

The Importance of Developing Proficiency in the Foundational Reading Competencies

Educational Evaluation and Policy Analysis

 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION Impact Factor: **3.4** / 5-Year

 Restricted access | Research article | First published Fall, 2002

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[Marsha Riddle Buly](#) and [Sheila W. Valencia](#) [View all authors and affiliations](#)

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75-90 % of 3rd and 4th grade students manifesting difficulty in high stakes tests of reading comprehension exhibited significant difficulties in **accurate word recognition**

automatic word recognition, and/or prosodic reading (FLUENCY).

Educational Evaluation and Policy Analysis



Impact Factor: 3.4 / 5-Year Imp.

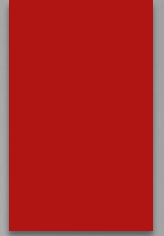
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So What to Do?



So What to Do?

▶ **TEACH FLUENCY!**

Fluency: The neglected reading goal

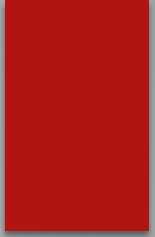
What does research tell us about oral reading fluency? Here are some hypotheses on how beginning readers develop oral fluency and strategies to help readers who do not.

Richard L. Allington

A lack of fluency in oral reading is often noted as a characteristic of poor readers, but it is seldom treated. Oral fluency rarely appears as an instructional objective in reading skills hierarchies, teacher's manuals, daily lesson plans, individualized

lington, 1977; Aulls, 1982; Chomsky, 1978; Cunningham, 1979; Samuels, 1979; Smith, 1979). Others have provided empirical evidence that fluency is trainable and that training improves reading ability (Chomsky, Samuels, 1974; Marshall, 1976, 1978; Morgan and Lyon, 1979; Neville, 1968). Other authors simply

1983



“A lack of fluency in oral reading is often noted as a characteristic of poor readers, but it is seldom treated.”

(Allington, 1983, p. 556)

Where's Fluency Today?



Lack of Systematic Phonics

Hard Words

Why aren't kids being taught to read?

Emily Hanford

2018-2023

Mentions of Phonics: 79



Lack of Systematic Phonics

Hard Words

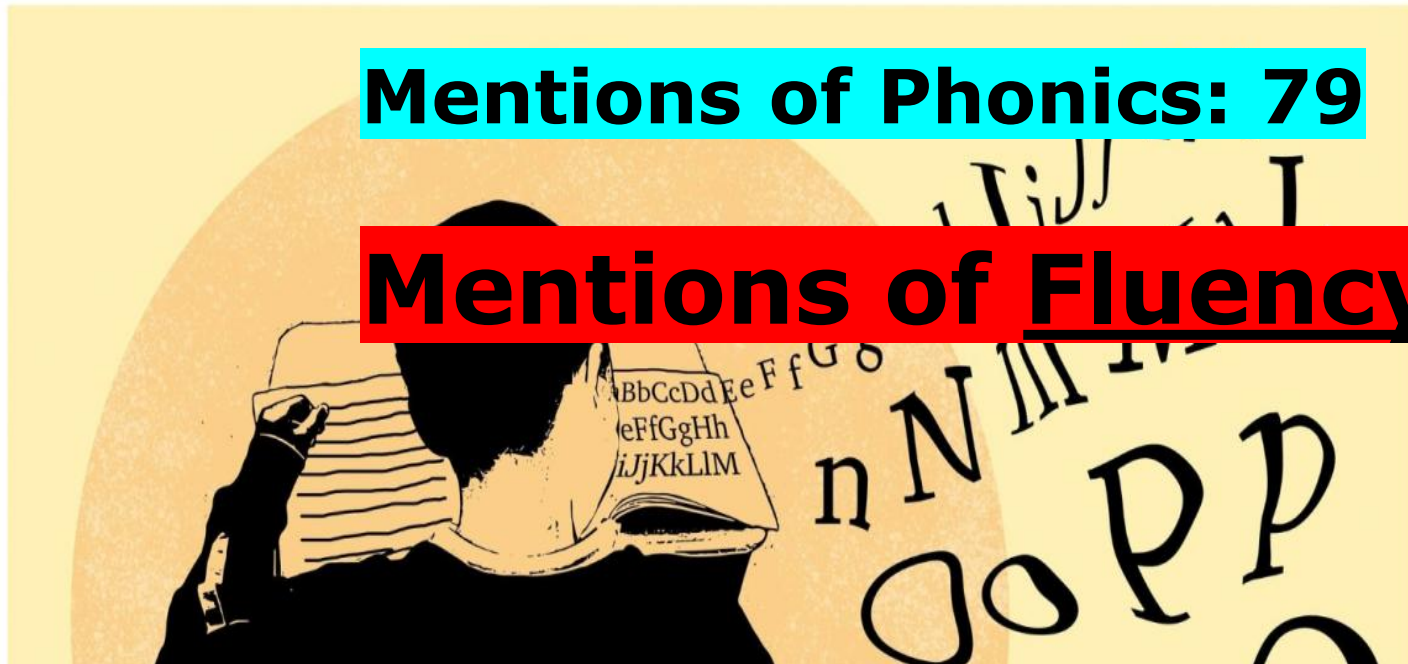
Why aren't kids being taught to read?

Emily Hanford

2018-2023

Mentions of Phonics: 79

Mentions of Fluency: 0



Still

Fluency: The neglected reading goal

2025

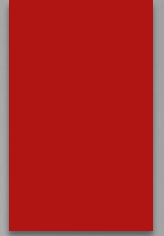
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Teach Fluency



A 2025 Model of Reading Instruction

Word Study

PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)

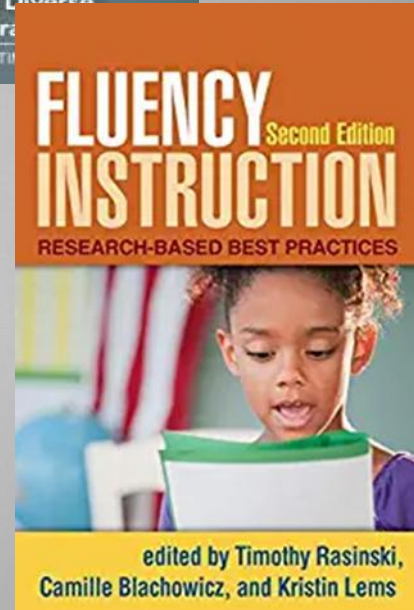
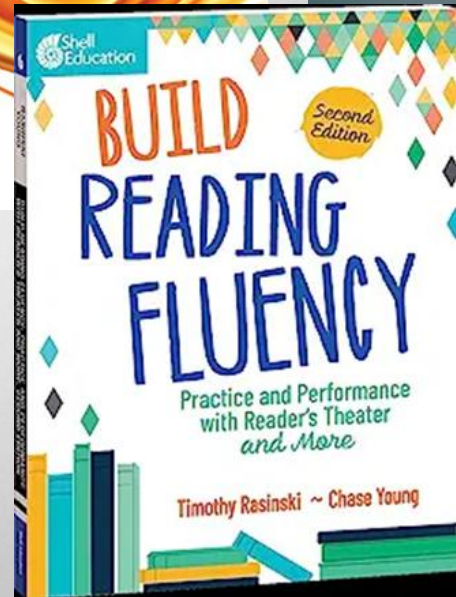
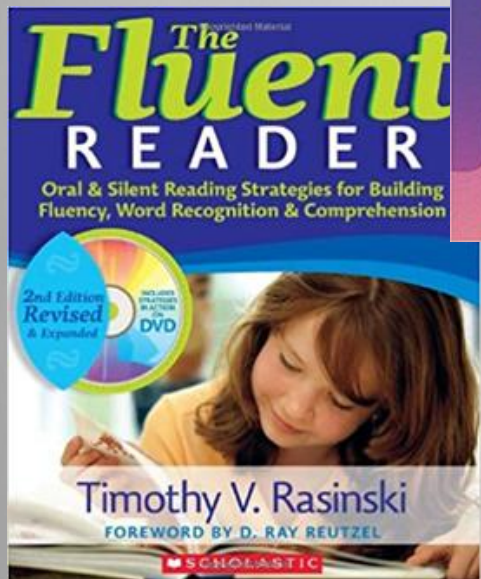
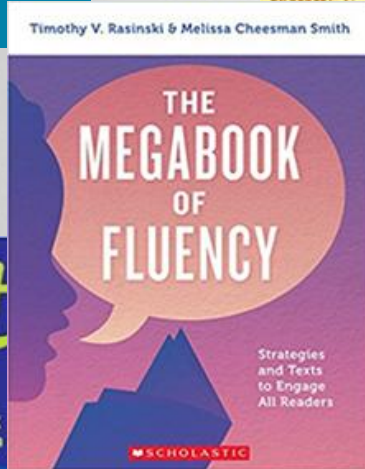
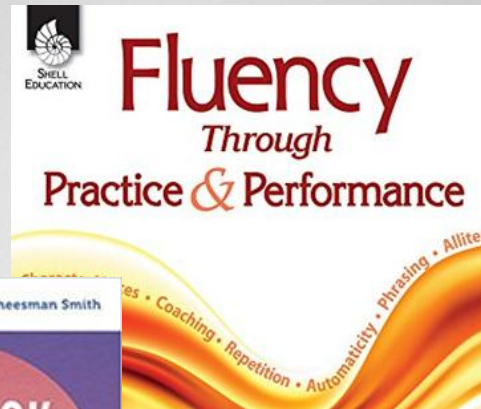
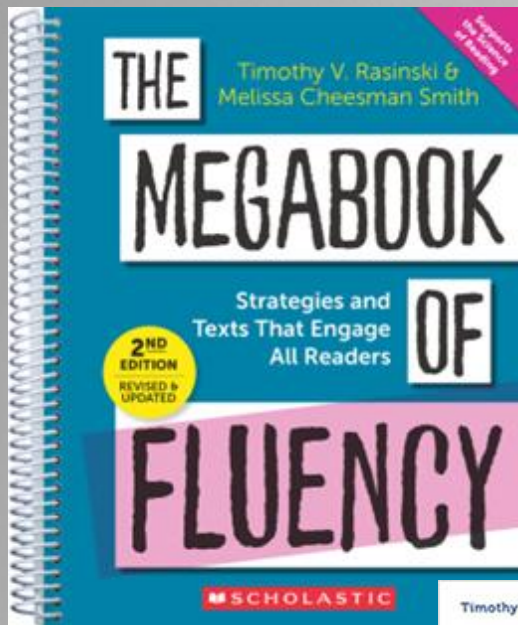


Comprehension



p. 1 HO

Background Knowledge & Strategies



Science of Reading

13 Reading Fluency

Timothy V. Rasinski

Kent State University

D. Ray Reutzel

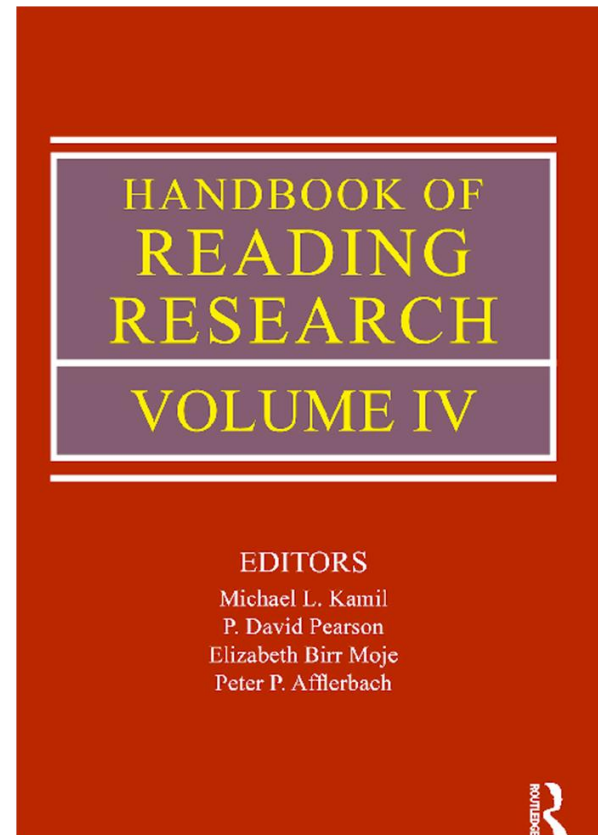
Utah State University

David Chard

Southern Methodist University

Sylvia Linan-Thompson

University of Texas at Austin



BACKGROUND: DEFINING READING FLUENCY

Fluency as a key construct in reading research appeared very early in the literature about reading development. As early as 1886, Cattell described the importance to reading of learners recognizing words nearly automatically. Shortly thereafter, Huey (1968) noted that automaticity with the details of print allowed a reader to focus attention on the content of what is read. In the 1970s, LaBerge and Samuels (1974) posited a theory of automaticity that suggested that mastery of the sublexical components of reading (i.e., letter-sound correspondences, blending, word recogni-



Search NAEP... Q

Home / Methodology Studies / Oral Reading Fluency

The 2018 NAEP Oral Reading Fluency Study

The 2018 NAEP Oral Reading Fluency (ORF) study is conducted by NCES to examine fourth-grade students' ability to read passages out loud with sufficient speed, accuracy, and expression, as well as foundational skills to gauge underlying sources of poor fluency. Oral reading fluency and foundational skills are important components of reading that are necessary for successful reading comprehension. Because the NAEP reading assessment measures reading comprehension only, the ORF study provides valuable supplemental information about students who have difficulty in reading comprehension. A nationally representative sample of about 1,800 fourth-graders from 180 public schools participated in the ORF study.



2018 Oral Reading Fluency Study Results

Highlights
Explore a summary of findings from the 2018 Oral Reading Fluency Study

[Read the highlights](#) >

Report
See the full technical report from the 2018 Oral Reading Fluency Study

[Read the study](#) >

Related Information

- [Explore Assessment Data](#) >
- [NAEP Technical Handbook: Methods and Procedures](#) >
- [Resources for Researchers](#) >
- [Datasets for Secondary Analysis](#) >
- [Understanding Assessment Results](#) >
- [Publications and Newsroom](#) >
- [Student Groups and Trends Reports](#) >

NAEP Oral Fluency Study

Gr 4. 2018

Summary of findings on ORF passage reading and NAEP reading performance

Overall, across all of the passage reading data described above (WCPM, accuracy, and expression), there is a strong and consistent relationship between the NAEP reading assessment performance and passage reading. The above figures also show that there is noticeable variation among the below *NAEP Basic* subgroups for every passage reading measure.

NAEP Oral Fluency Study

Gr 4. 2018

Summary of findings on ORF passage reading and NAEP reading performance

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A strong and consistent relationship between the NAEP reading assessment (silent reading comprehension) and passage reading fluency.

Common Core and State ELA Standards (Foundational Skills)

◆ Reading Fluency (Grades 1-5):

Read with sufficient **accuracy and fluency** to support comprehension.



Texas Essential Knowledge and Skills



Ohio's Learning Standards

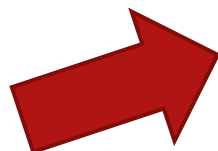


English Language Arts Standards Revision

FLORIDA STANDARDS
COLLEGE & CAREER READY

Language Arts Florida Standards (LAFS)

Is reading fluency a key for successful high school reading?



Timothy V. Rasinski, Nancy D. Padak, Christine A. McKeon, Lori G. Wilfong, Julie A. Friedauer, Patricia Heim

Findings in this study suggest that reading fluency is a significant variable in secondary students' reading and overall academic development.

With the publication of the report of the National Reading Panel (National Institute for Child Health and Human Development [NICHD], 2000), reading fluency has become more recognized as a key element in successful reading programs in the primary grades. Indeed, Chall's (1983) seminal model of reading identified the attainment of reading fluency as one of the earliest stages of reading achievement. Given that reading fluency deals with mastery of the surface level of text—learning to recognize

risk students) by their regular classroom teacher found that the lack of reading fluency appeared to be the area of greatest impairment in reading (Rasinski & Padak, 1998). Pinnell et al.'s (1995)

study of the relationship between oral reading fluency and fourth graders' silent reading comprehension found that nearly half of the 1,000+ sample of fourth-grade students had not yet achieved a minimal level of reading fluency.

One hypothesized explanation for the connection between fluency and comprehension comes from LaBerge and Samuels's (1974) theory of automaticity in reading. According to this theory, readers who have not yet achieved automaticity in word

recognition (fluency) must apply a significant amount of their finite cognitive energies to con-

Rasinski teaches at Kent State University (402 White Hall, Kent, OH 44242, USA). E-mail trasinsk@kent.edu. Padak also teaches at Kent State University. McKeon teaches at Walsh University in North Canton, Ohio. Wilfong is a doctoral student at Kent State University, and Friedauer teaches at Mayfield City Schools in Highland Heights, Ohio. Heim teaches at Thornton Elementary School in Newton, North Carolina.

Is Fluent, Expressive Reading Important for High School Readers?

David D. Paige, Timothy V. Rasinski, & Theresa Magpuri-Lavell

This study explores the link between fluency and comprehension through an examination of the importance of prosodic reading in secondary students.

Recall a time when you listened to a fluent speaker. Did you notice how the speaker used her voice to help deliver her message? She raised the pitch at some points and lowered it at others; sped up here but slowed down there; spoke

Meisinger, Wisenbaker, Kuhn, Strauss, & Morris, 2006). Readers enhance textual meaning by reading with appropriate fluency. Fluent readers tend to read in a way that constructs meaning, whereas less-fluent readers tend to struggle with making meaning. A reader's ability to construct an interpretation of a text

🔄 You reposted



margaret mckeown @margaretmckeow2 · Aug 30

Yup - fluency leading the pack of needs! And of course if that is not in place, comprehension won't be healthy.



thereadingforum @ReadingForum_Ed · Aug 30

Replying to @dr_lemley @dr_ddennis and 4 others

Do you mean reading teachers? By hs, kids are more likely to have fluency & comp issues, so I would focus on those. The kids w/ mechanics issues, I would do the same as w/ younger ones, but use more content material or newspapers/magazines.



So, Let's Take a Deeper Dive into What Constitutes Fluency in Reading



A Model of Reading Instruction

Word Study

p. 1 HO

PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)



Comprehension

Background Knowledge & Strategies

A Model of Reading Instruction

Word Study

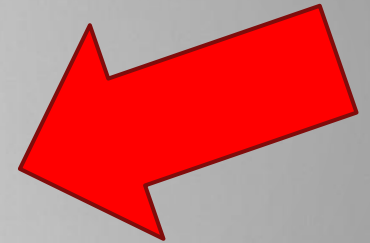
PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)

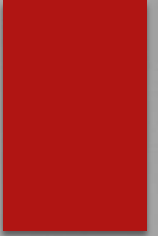


Comprehension



Background Knowledge & Strategies

**A Reading Test – How easily
can identify these words?**





▶ **Dog**





▶ Indianapolis





▶ **United States of America**





▶ **United States of America**

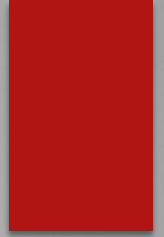




▶ Crigurnomen



What's going on?



A Model of Reading Instruction

Word Study

PA, Phonics (Word Decoding), Spelling, Vocabulary



**Dog
Indianapolis
USA**

Fluency Instruction

Automaticity in Word Recognition

Comprehension



Background Knowledge & Strategies

A Model of Reading Instruction

Word Study

PA, Phonics (Word Decoding), Spelling, Vocabulary

Fluency Instruction

Automaticity in Word Recognition

Comprehension

Background Knowledge & Strategies



Crigurnomen

Assessing Fluency-Automaticity

Hasbrouck & Tindal Oral Reading Fluency Data

This table shows the oral reading fluency rates of students in grades 1 through 8, based on an extensive study conducted by Jan Hasbrouck and Gerald Tindal. The results of their study are published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on these websites:

- **ERIC website:** eric.ed.gov/?id=ED531458
- **BRT website:** www.brtprojects.org/publications/technical-reports

This table can help you assess the oral reading fluency of your students relative to their peers. Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program. Teachers can also use the table to set long-term fluency goals for struggling readers.

For more information:

- **Essential Components of Reading:** readnaturally.com/components
- **Correlation Between Oral Reading Fluency and Overall Reading Achievement:** readnaturally.com/correlation
- **Read Naturally Tools for Assessing Fluency:** readnaturally.com/assessment-tools
- **Read Naturally Intervention Programs That Develop Fluency:** readnaturally.com/fluency-interventions

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

Assessing Fluency-Automaticity

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
3	90	128	146	162
	75	99	120	137
	50	71	92	107
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	10	21	36	48

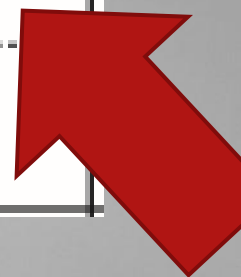
Ages 8-9



Assessing Fluency-Automaticity


Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
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Ages 8-9



Assessing Fluency-Automaticity

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Ages 8-9

Assessing Fluency-Automaticity

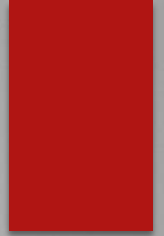
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	10	21	36	48

Yearly Gain for Average Grade 3

Ages 8-9

107 - 71 = 36 wcpm

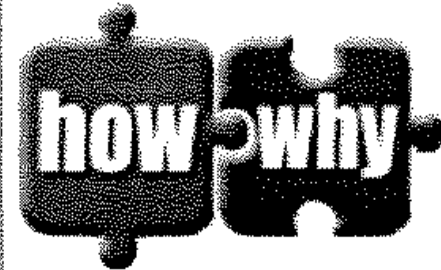
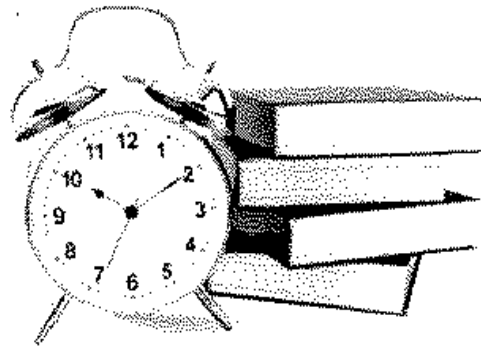
How **Not** to Develop Automaticity



Fluency Leaps Forward with Timed Reads

Competition is a fantastic motivator, especially when you're fostering fluency and when you are your own top competitor.

When reading a passage aloud with emphasis on expression and emotion. Then follow your reading with a discussion of the elements of punctuation and style that led you to read with the particular emphasis and emotion that you did. To help them internalize this idea, consider asking them to craft their own short passages that utilize punctuation and style in the ways the author has.

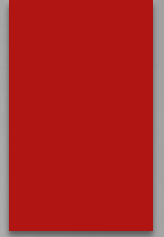


[Download "A Focus on Fluency: How One Teacher Incorporated Fluency with Her Reading Curriculum" by Lorraine Wiebe Griffith and Timothy V. Rasinski](#)



International Literacy Association

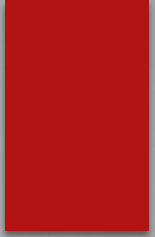
That's Fake Fluency



A PROBLEM....



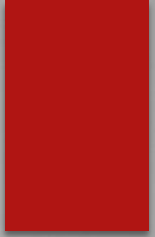
READING SPEED  AUTOMATICITY IN WORD REC.



Reading Speed is an Indicator of
Word Recognition Automaticity
(DIBELS, Aimsweb, Acadience)

However, Reading Speed is **Not**
Word Recognition Automaticity.

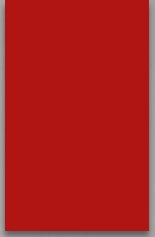
We **don't** teach Automaticity
through Instruction on Reading
Speed



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(DIBELS, Aimsweb, Acadience)

However, Reading Speed is **Not
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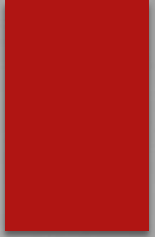
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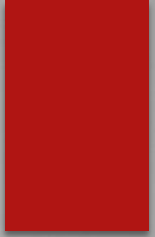


**We want students to become fast
(automatic) readers the same way
you and I became fast adult
readers.**



We want students to become fast (automatic) readers the same way you and I became fast adult readers.

WE PRACTICED READING – WE READ A LOT



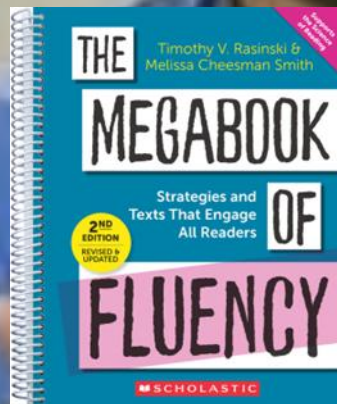
We want students to become fast (automatic) readers the same way you and I became fast adult readers.

WE PRACTICED READING – WE READ A LOT

Fluency Instruction:

Systematic/Intentional Practice

BUT WAIT



THERE'S MORE!

A Model of Reading Instruction

Word Study

PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

Automaticity in Word Recognition

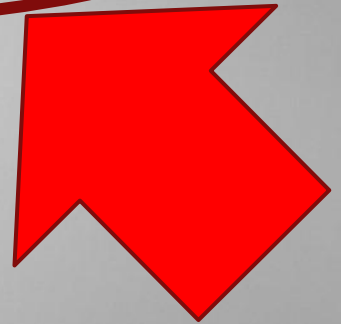
Prosody (Expressiveness in Reading)



Comprehension



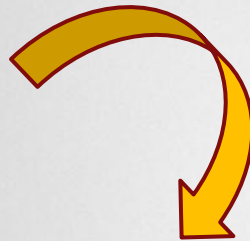
Background Knowledge & Strategies



Fluency is more than automaticity

- ◆ Fluency is automaticity in word recognition (measured by reading speed)

BUT IT IS ALSO



- ◆ ***Fluency is also meaningful prosody -- expression and phrasing -- when reading orally and silently.***

“Words mean more than what is set down on paper. It takes the human voice to infuse them with shades of deeper meaning.”

— Maya Angelou,

I Know Why the Caged Bird Sings

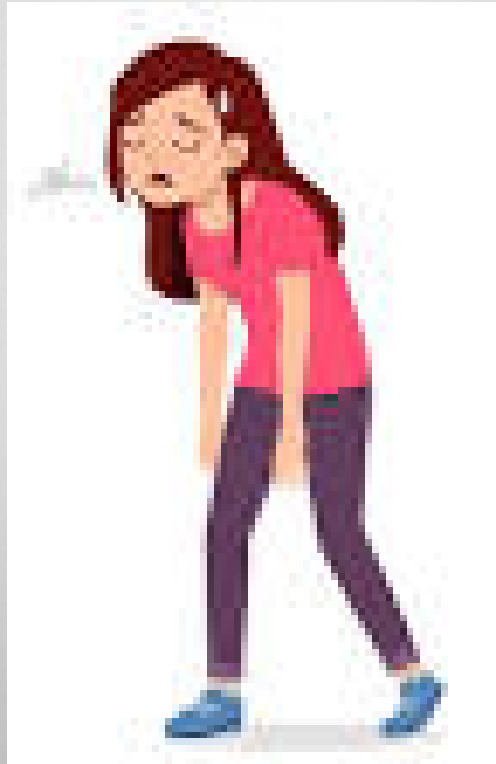




DUDE!



Woman without her man is nothing!



Woman, without her, man is nothing!





The old man the boat.



The old man / the boat.

The old / man the boat.



Assessing Fluency-Prosody - Expression

MULTI-DIMENSIONAL FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads generally at an appropriate rate throughout reading.	Reads at an appropriate conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Adapted from Zutell, J. & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency in. *Theory to*

Assessing Fluency- Prosody - Expression

MULTI-DIMENSIONAL FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
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www.timrasinski.com > Resources

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Score _____

Adapted from Zutell, J. & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency in. *Theory to*

To What Extent is Reading Fluency Associated with Proficient Reading?

Fluency → Comprehension

Positive Correlations ranging from

$R = .45 \text{ to } .91$

20% – 80% of variance in comprehension can be explained by **FLUENCY**, from Grades **1 through 9**.

Teaching Reading Fluency



**Teaching Fluency Requires Time: 20-30
min per day.**

Teaching Reading Fluency

Instructional Tools:

Model Fluent Reading – Read Aloud

Assisted Reading (e.g. Topping)

Wide Reading Practice (e.g. Allington)

Deep Reading Practice (e.g. Samuels)

Focus on Phrasing (e.g. Rasinski)

Read Aloud

- ▶ **Builds sense of story**
- ▶ **Builds background knowledge**
- ▶ **Improves comprehension**
- ▶ **Builds vocabulary**
- ▶ **Highly motivating**

Read Aloud

- ▶ Builds sense of story
- ▶ Builds background knowledge
- ▶ Improves comprehension
- ▶ Builds vocabulary
- ▶ Highly motivating
- ▶ **Models Fluent Reading**



LITERACY

Reading Aloud to Middle School Students

Hearing books read aloud benefits older students, enhancing language arts instruction and building a community of readers.

By [Kasey Short](#)

May 14, 2019



Teaching Reading Fluency

p. 13 HO

Instructional Tools:

Model Fluent Reading – Read Aloud

Assisted Reading (e.g. Topping)

Wide Reading Practice (e.g. Allington)

Deep Reading Practice (e.g. Samuels)

Focus on Phrasing (e.g. Rasinski)

Assisted Reading

It's like learning to ride a bike....



Forms of Assisted Reading

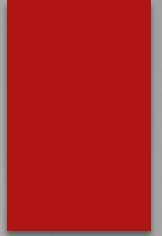
▶ **Choral Reading**

Forms of Choral Reading



- ▶ **Unison**
- ▶ **Echo Choral**
- ▶ **Break into Parts – Antiphonal**
- ▶ **Cumulative Choral Reading**

Cumulative Choral



▶ We the People of the United States,

1-2 voice

Cumulative Choral

- ▶ **We the People of the United States,** **1-2 voice**
- ▶ **in Order to form a more perfect Union,** **3 more voices (4)**
- ▶ **establish Justice, insure domestic Tranquility,** **3 more (7)**
- ▶ **provide for the common defense,** **3 more (10)**
- ▶ **promote the general Welfare,** **3 more (13)**
- ▶ **and secure the Blessings of Liberty to ourselves and our Posterity,** **3 more (16)**
- ▶ **do ordain and establish this Constitution for the United States of America** **All – whole class**

Forms of Assisted Reading

- ▶ Choral Reading
- ▶ Paired Reading (NIM)



2) How to do Paired Reading

1.9K views • 4 years ago

 Paul Connolly

This video has been produced for use with the Reading Tog

CC

Forms of Assisted Reading



- ▶ Choral Reading
- ▶ Paired Reading (NIM)
- ▶ **Technology- Assisted Reading**

A Classic Study



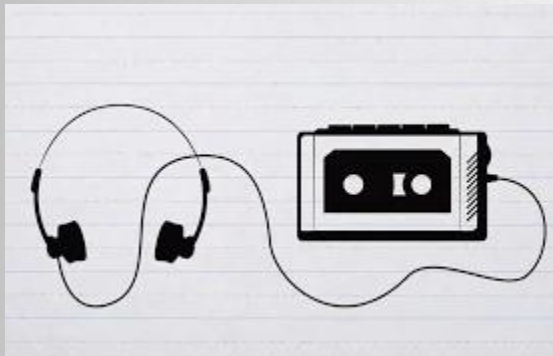
Chomsky, C. (1976).

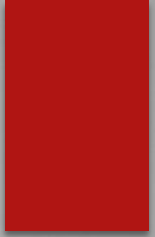
After Decoding? What?

Language Arts, 53, pp. 288-296

Tech-Assisted Reading

- ▶ Reading while simultaneously listening to pre-recorded versions of the same text read with meaningful expression.





What they needed, it seemed to me, was an approach that would both capture their attention and make **large amounts of textual material available** . When I say make materials available, I don't mean simply to see to it that interesting books were at their disposal. I mean to provide **textual inputs in large quantity in an interesting and truly accessible form, so that the mind is engaged in interacting with the print.**

It took all the struggle and frustration out of getting going with a book.**the activity comes to assume something of the quality of experienced reading. In a sense it permits the child to get the feel of real reading before the ability has been gained.** For a turned off 8-year-old accustomed to failure, it was a welcome switch.



Less than **4 Months** of Daily Fluency
Instruction using Audio-Texts
(10-15 minutes per day)

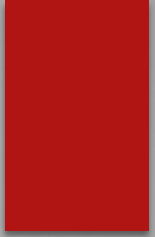


Less than **4 Months** of Daily Fluency
Instruction using Audio-Texts
(10-15 minutes per day)

YIELDED



8 Months Progress in
Overall Reading Achievement

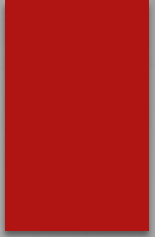
- 
- . Mechanical as the idea of **memorization** may seem in itself, it gives these children practice in reading connected discourse, ... They had a feeling of success right from the start, and a sense of progress as book after book was added to their repertoire.

Another Study – New Zealand



In a 27 week intervention, students received a daily 15-25 minute instructional intervention in which they read along silently while listening to the same passages on tape presented through a personal cassette recorder. Students read and listened to passages repeatedly until they felt they could read the text fluently on their own.

(Pluck, reported in Rasinski, 2010)



Average student gain in the program was 2.2 years; some students made as much as 4 years progress in reading during the $\frac{3}{4}$ of a year intervention. Over half the students were reading above their assigned grade level at the end of the intervention. Moreover, students maintained their gains in reading over a six-week vacation.

(Pluck, reported in Rasinski, 2010)

ASSISTIVE TECHNOLOGY


The Benefits of Ear-Reading


A dyslexia specialist discusses the assistive technologies she uses to help students with dyslexia make gains in reading.

By [Dana Blackaby](#)

November 16, 2018



- 
- ▶ After using these resources with fidelity, my students performed higher on state testing and demonstrated large strides in self-confidence. In our state assessments, **97 percent** of my students who utilized audiobooks and text-to-speech software met the STAAR (State of Texas Assessments of Academic Readiness) reading standard.

- 
- ▶ After using these resources with fidelity, my students performed higher on state testing and demonstrated large strides in self-confidence. In our state assessments, **97 percent** of my students who utilized audiobooks and text-to-speech software met the STAAR (State of Texas Assessments of Academic Readiness) reading standard.

- ▶ The biggest benefit is that students are recognized for reading and academic achievement—a rare occurrence for most students with dyslexia.

Forms of Assisted Reading

- ▶ Choral Reading
- ▶ Paired Reading (NIM)
- ▶ Technology Assisted Reading
- ▶ **Captioned Television**



Natalie Wexler @natwexler · Apr 18



An easy way to help turn kids into good readers while they're stuck at home? Turn on captions on TV shows & videos. This push began in the UK. Let's bring it to the US. My latest for Forbes. @TotsCampaign @TimRasinski1 @TNedu @ClassroomWonder



An Easy Way To Help Kids Learn At Home: Turn On The Captions

A new organization is pushing for children's TV and video programs to automatically display captions to boost literacy. It's an easy thing to do, ...

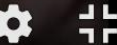
forbes.com

Press Esc to exit full screen

**Inch by inch, row by row...
gonna make this garden grow!**

▶ ▶ | 🔊 0:09 / 3:34

Scroll for details
▼



▶ <https://www.youtube.com/watch?v=yIoiVEWFHrs>



You're A Grand
Old Flag
You're A
High Flying Flag



When Irish eyes are smiling
Sure, 'tis like a morn' in
Spring

Play (k)



When Irish Eyes Are Smiling - Bing Crosby (With Lyrics)



Back Home Again In Indiana Lyrics | Sing-A-Long

What Works Clearinghouse™



January 2013

WWC Review of the Report “Same-Language-Subtitling (SLS): Using Subtitled Music Video for Reading Growth”¹

The findings from this review do not reflect the full body of research evidence on *SLS*.

What is this study about?

This randomized controlled trial examined the impacts of *Same-Language-Subtitling (SLS)*, a karaoke-style subtitling intervention, on the reading comprehension skills of secondary school students in Kaneohe, Hawaii.

Researchers randomly assigned 198 secondary school students with learning disabilities (ages 14 to 19) to either special education classrooms using the *SLS* intervention or comparison classrooms (special or general education). The final study sample consisted

intervention condition scored significantly higher than students in the comparison condition on the reading comprehension achievement posttests.

WWC Rating

The research described in this report meets WWC evidence standards without reservations

Strengths: This study is a well-implemented randomized controlled trial.

[Literacy Research and Instruction >](#)

Volume 64, 2025 - Issue 1

Enter keywords, authors, DOI, et

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[Journal homepage](#)

Brief Report

A Multilevel Meta-Analysis of Synchronous Paired Oral Reading Techniques in Elementary Classrooms

[Jake Downs](#) ✉ & [Kathleen A. J. Mohr](#)

Pages 84-111 | Published online: 06 Mar 2024

Submit an article

Journal homepage

Brief Report

A Multilevel Meta-Analysis of Synchronous Paired Oral Reading Techniques in Elementary Classrooms

Jake Downs  & Kathleen A. J. Mohr

Pages 84-111 | Published online: 06 Mar 2024

[REDACTED]. Results indicate medium-to-large effects on student outcomes within the study corpus. Further, differential effects were found among key variables such as intervention duration, tutor type (adult/cross-age/peer) and outcome type (fluency/comprehension). [REDACTED]

Teaching Reading Fluency

Instructional Tools:

p. 13 HO

Model Fluent Reading

Assisted Reading (e.g. Topping)

Wide Reading Practice (e.g. Allington)

Deep Reading Practice (e.g. Samuels)

Focus on Phrasing (e.g. Rasinski)

Types of Practice

Wide Reading



Practice

Wide Reading

Top Predictors of Reading
Achievement (Grades 2 - 8)

Amount of Reading Done at School

Wide Reading



Top Predictors of Reading Achievement (Grades 2-8)

Amount of Reading Done at School.
Amount of Reading Done at Home.

Source: Postlethwaite, T. N., & Ross, K. N.. *Effective Schools in Reading: Implications for Policy Planner*. The Hague: International Association for the Evaluation of Educational Achievement.

Reading Volume and Reading Achievement: A Review of Recent Research

Richard L. Allington

Anne M. McGill-Franzen

University of Tennessee, Knoxville, USA

ABSTRACT

Although there have been a substantial number of research studies focused on improving the field's understanding of the development of the ability to read, very few of these studies have accounted for the potential role that extensive engagement in the act of reading might play in the development of reading proficiency. There are several views on the role, if any, that extensive reading plays in reading development. In this article, using research published since 2000, the evidence that reading volume plays a role in reading development now seems clearer.

Types of Practice

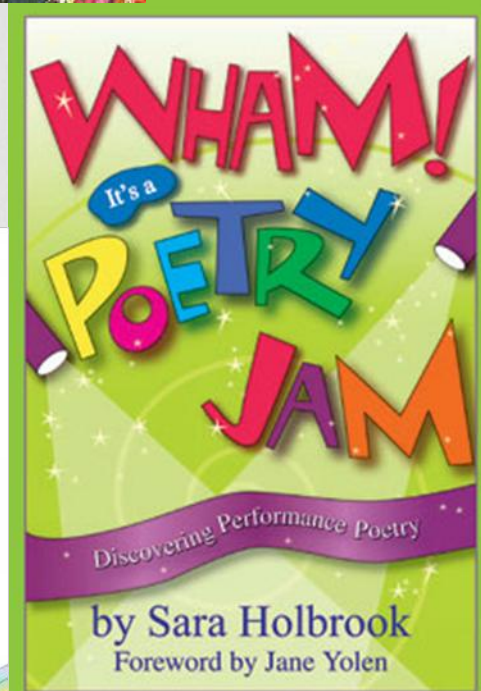
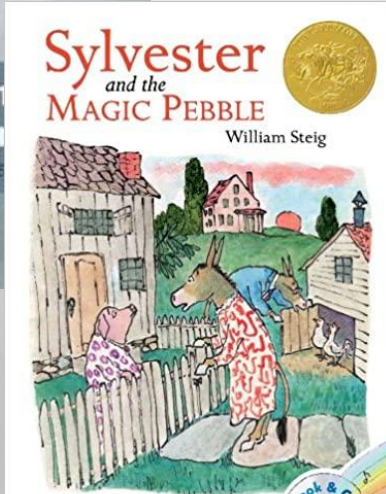
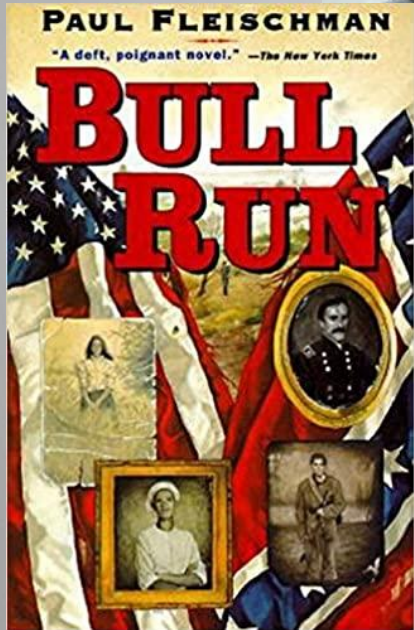
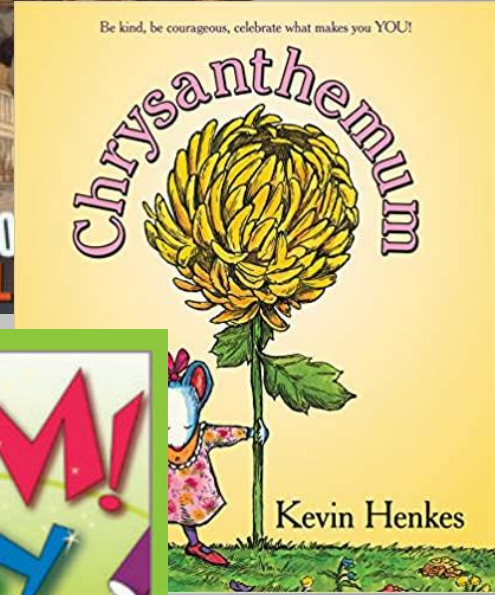
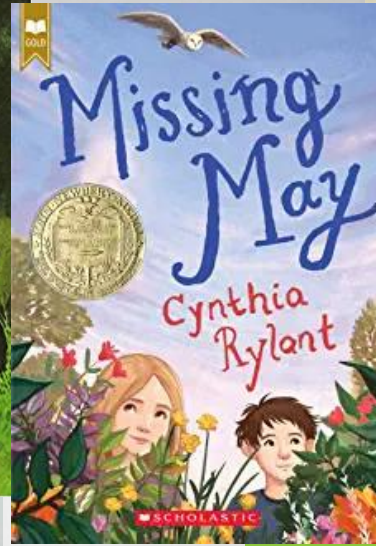
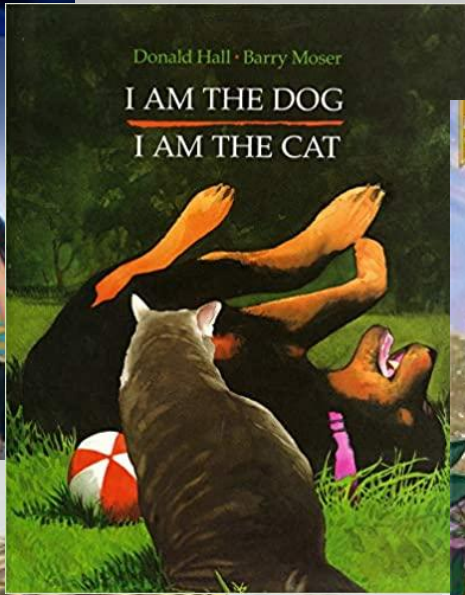
Wide Reading
Practice 

How to get students
engaged in wide reading?

--- **ACCESS,**

ACCESS,

ACCESS!



Who Wants to Be a (Reading) Millionaire?

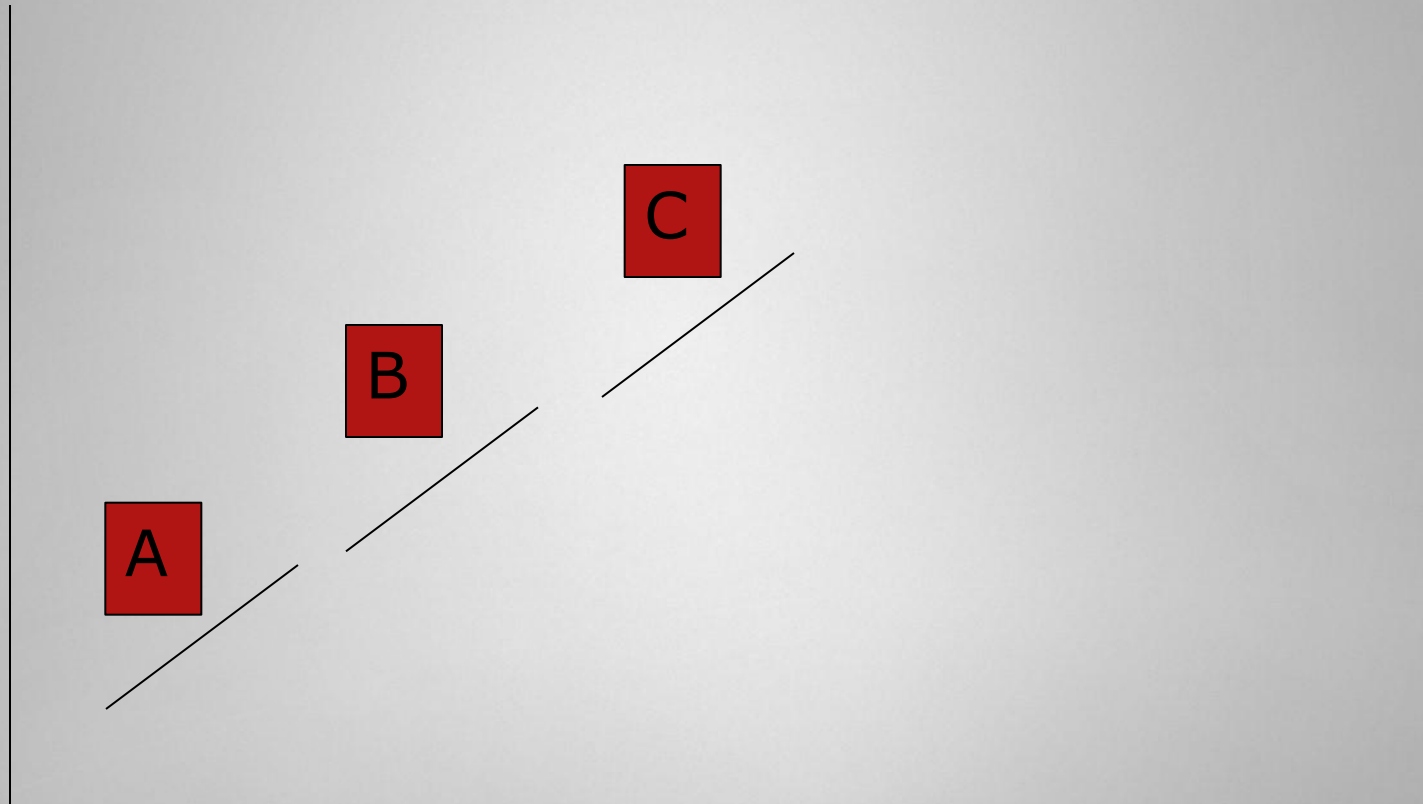
Timothy V. Rasinski, Nancy Padak

A million is a pretty impressive number, whether you are talking in dollars or minutes spent reading. Have you ever considered what might happen if the students in your school read a million minutes at home over the course of the school year? It could happen.

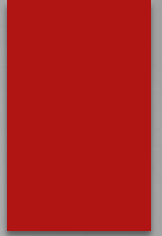
reported never or hardly ever reading (see National Center for Education Statistics [NCES], 1992). For eighth graders, only 23% read daily for fun, and 24% never or hardly ever read.

As bad as those statistics might seem, they have gotten even worse over the years. Fifteen years after that study, the 2007 National Assessment for Educational Progress (NCES, 2007) found that only

How Wide Reading is Supposed to Work

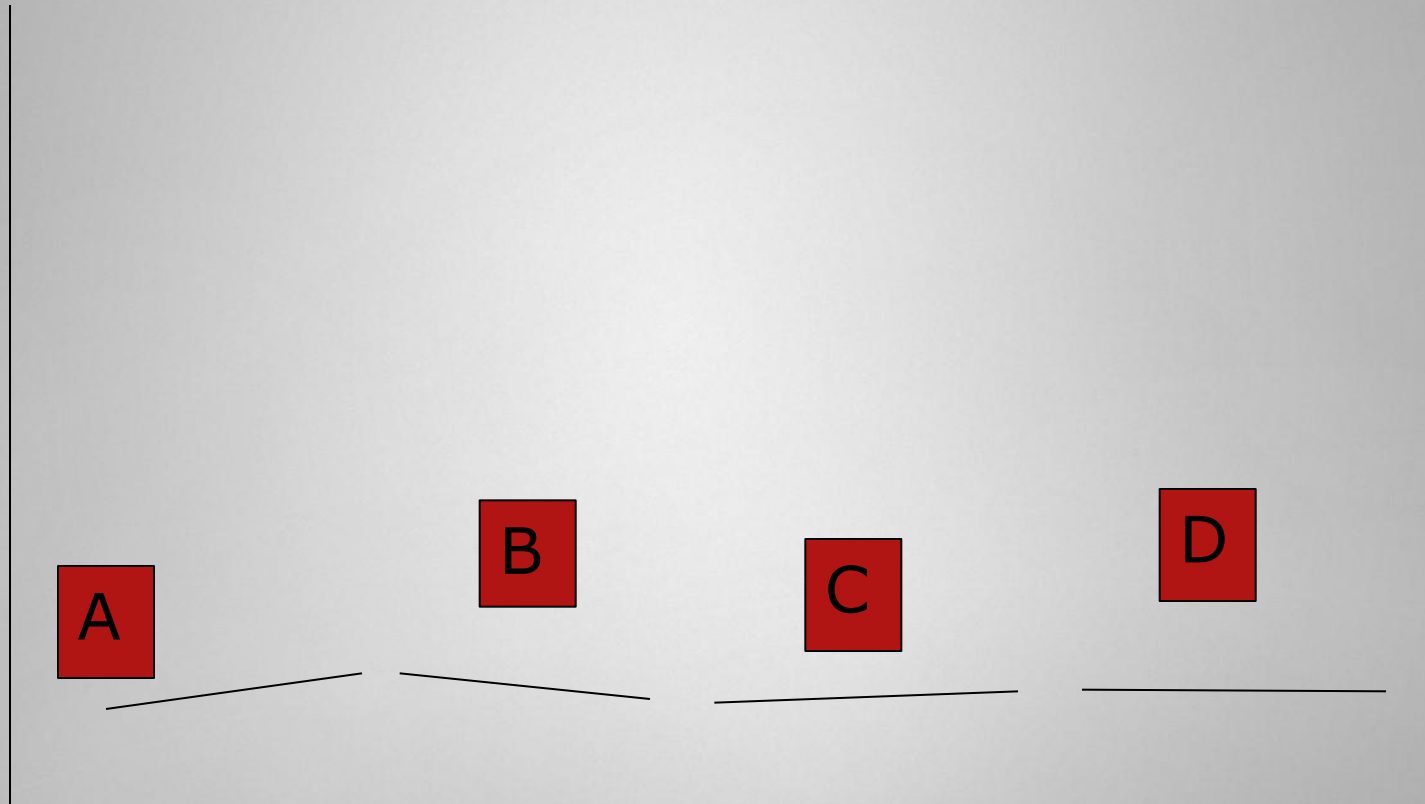


**But Sometimes Wide
Reading is Just Not Enough!**



But Sometimes...

Wide Reading Is Not as Effective



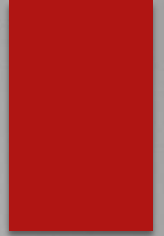
Types of Practice

Wide Reading

Practice

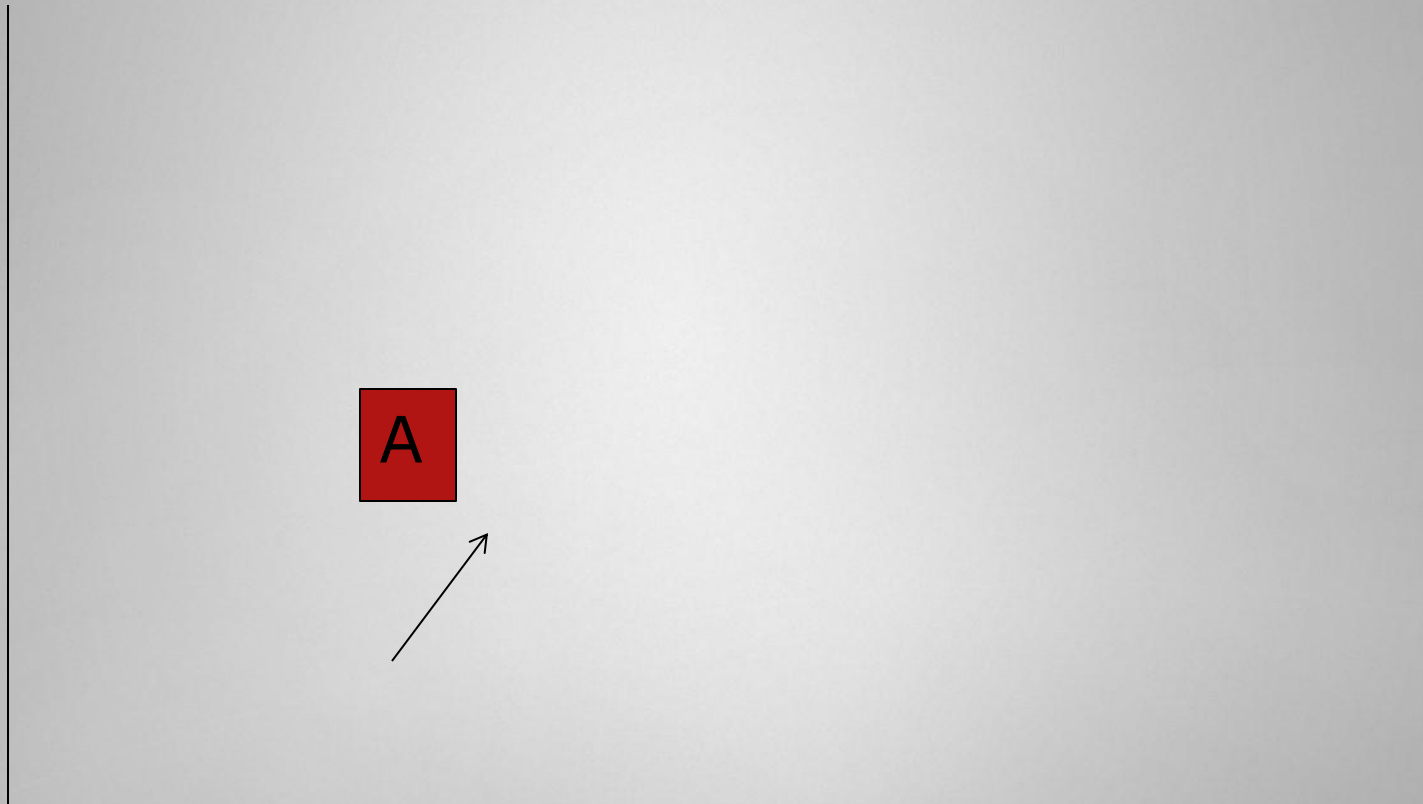
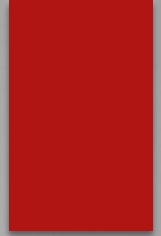
Deep Reading

(Repeated Reading)



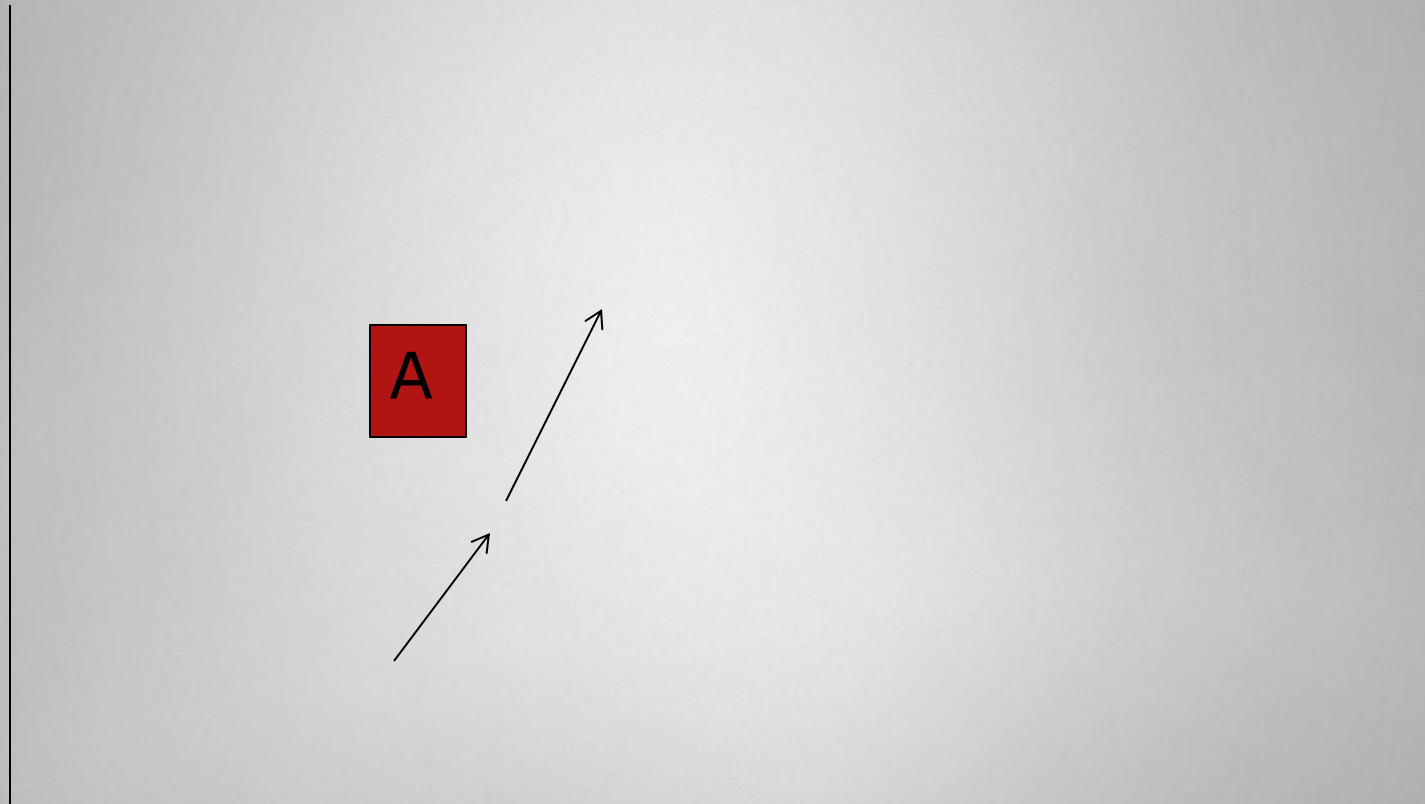
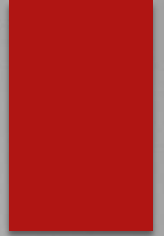
Deep (Repeated) Reading

(A summary of the research)



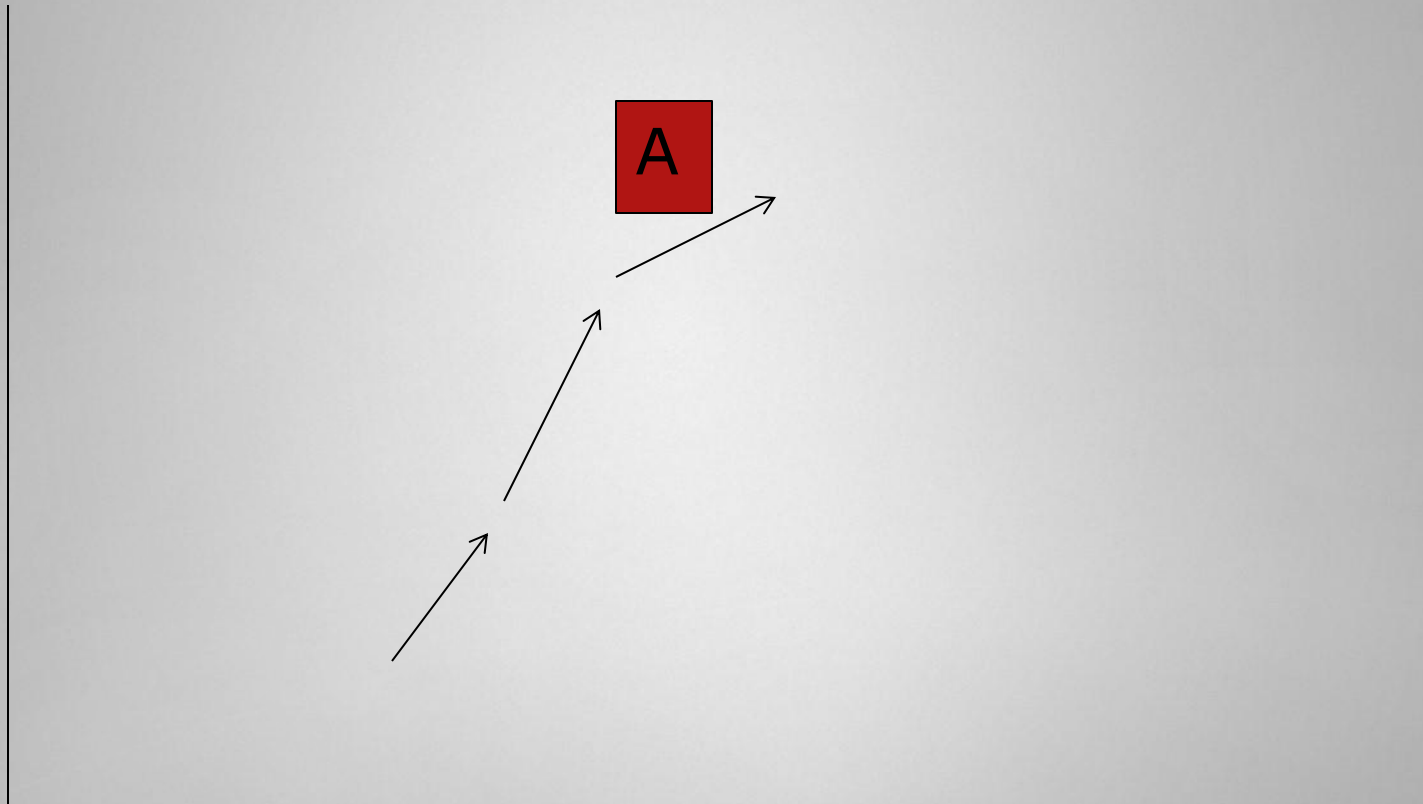
Deep (Repeated) Reading

(A summary of the research)



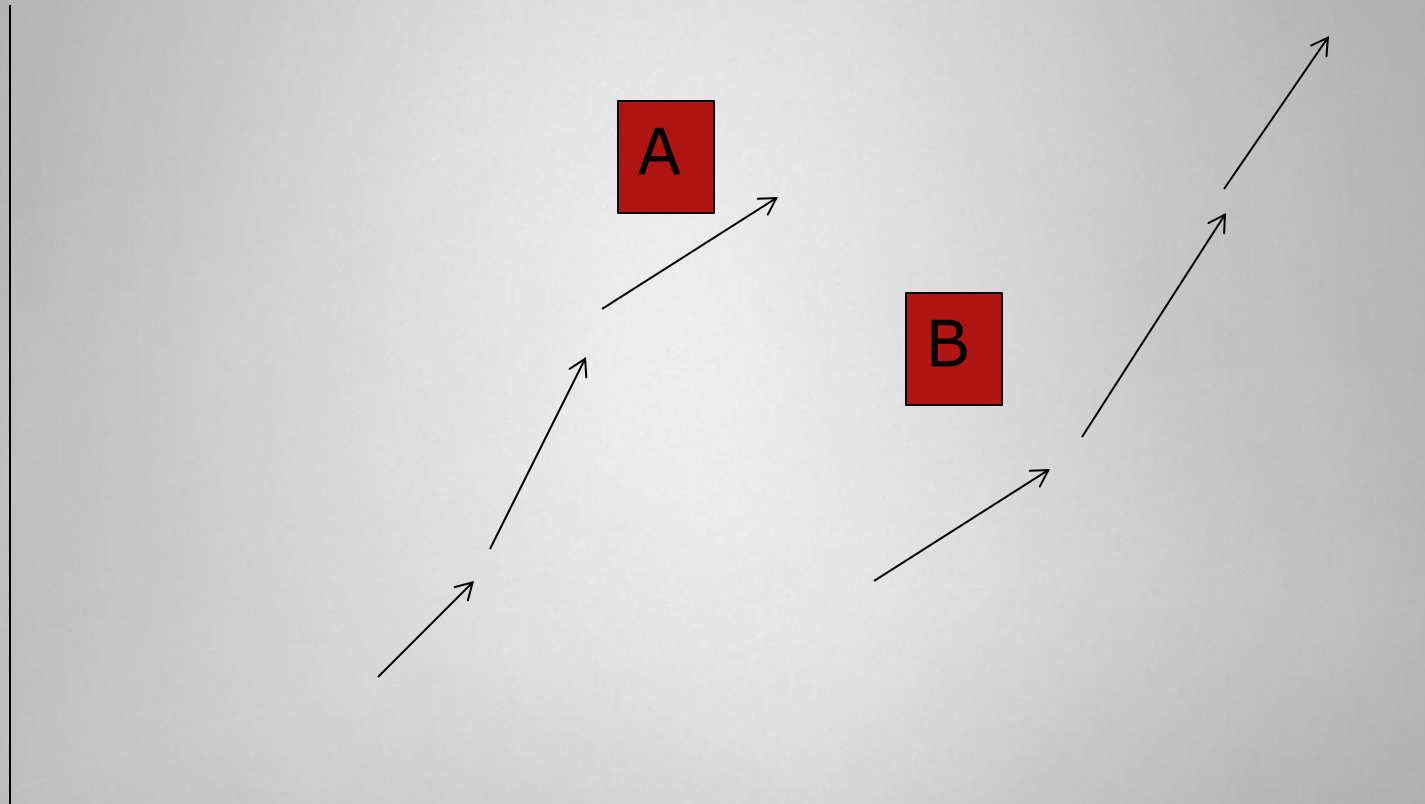
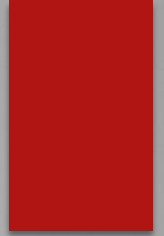
Deep (Repeated) Reading

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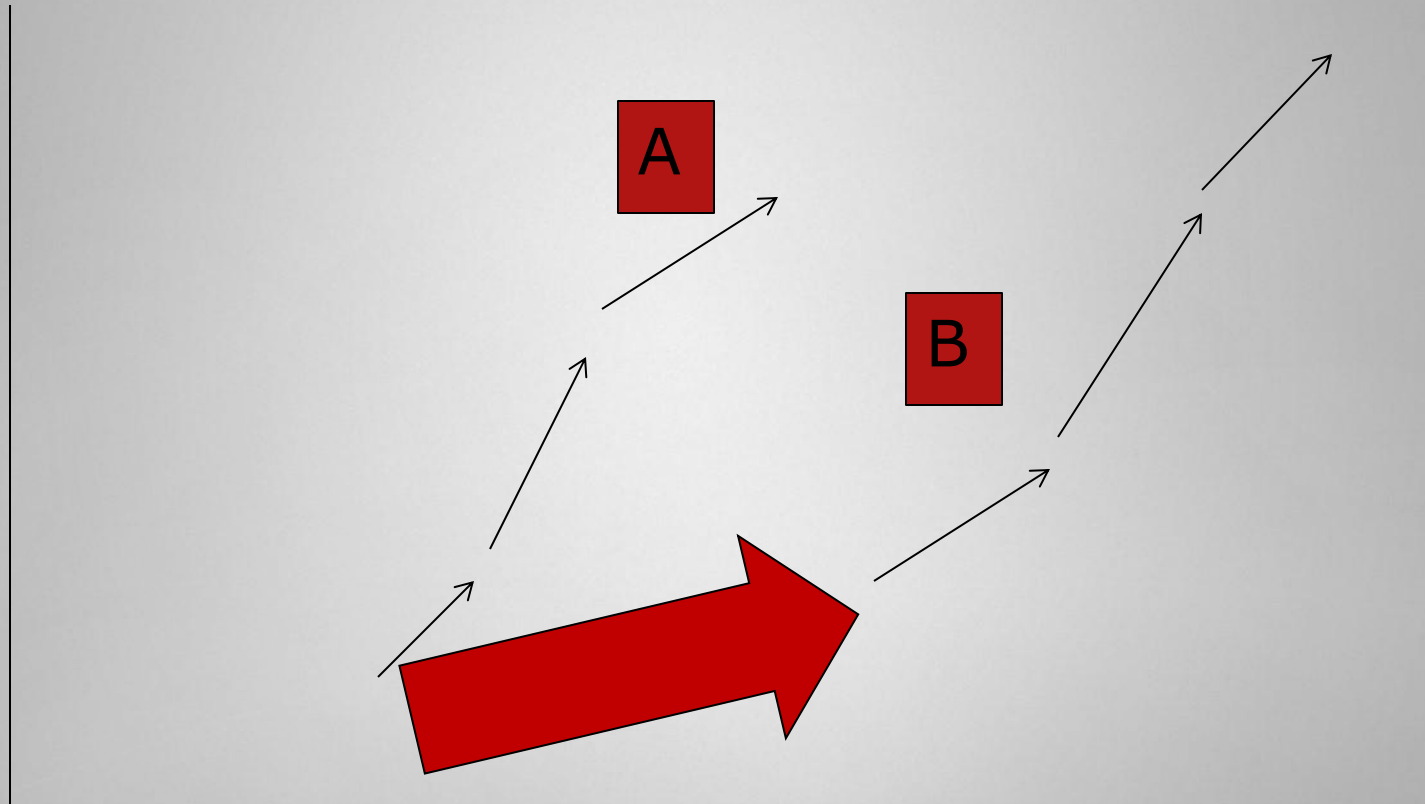
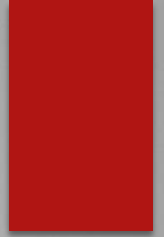
Deep (Repeated) Reading

(A summary of the research)



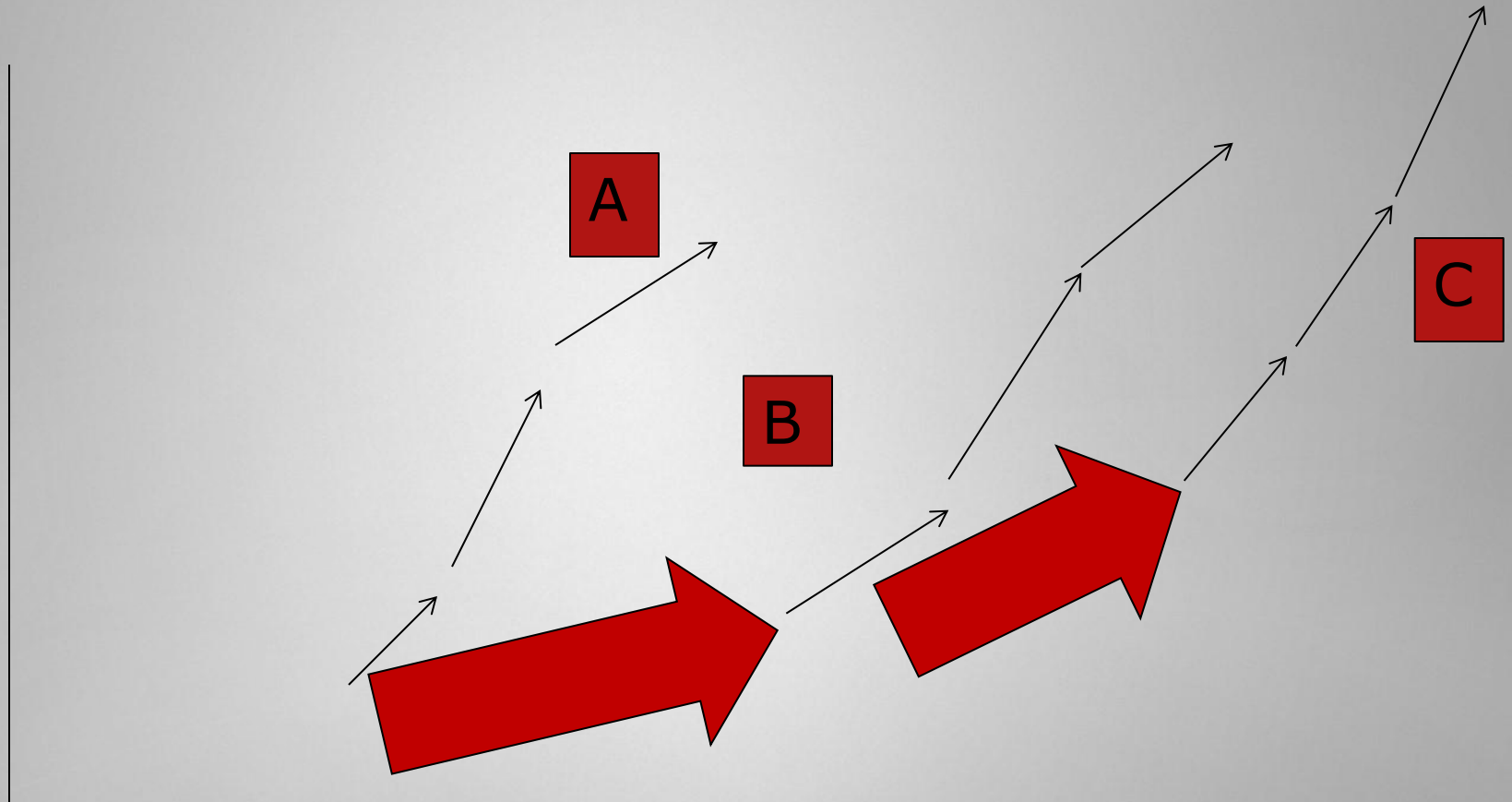
Deep (Repeated) Reading

(A summary of the research)



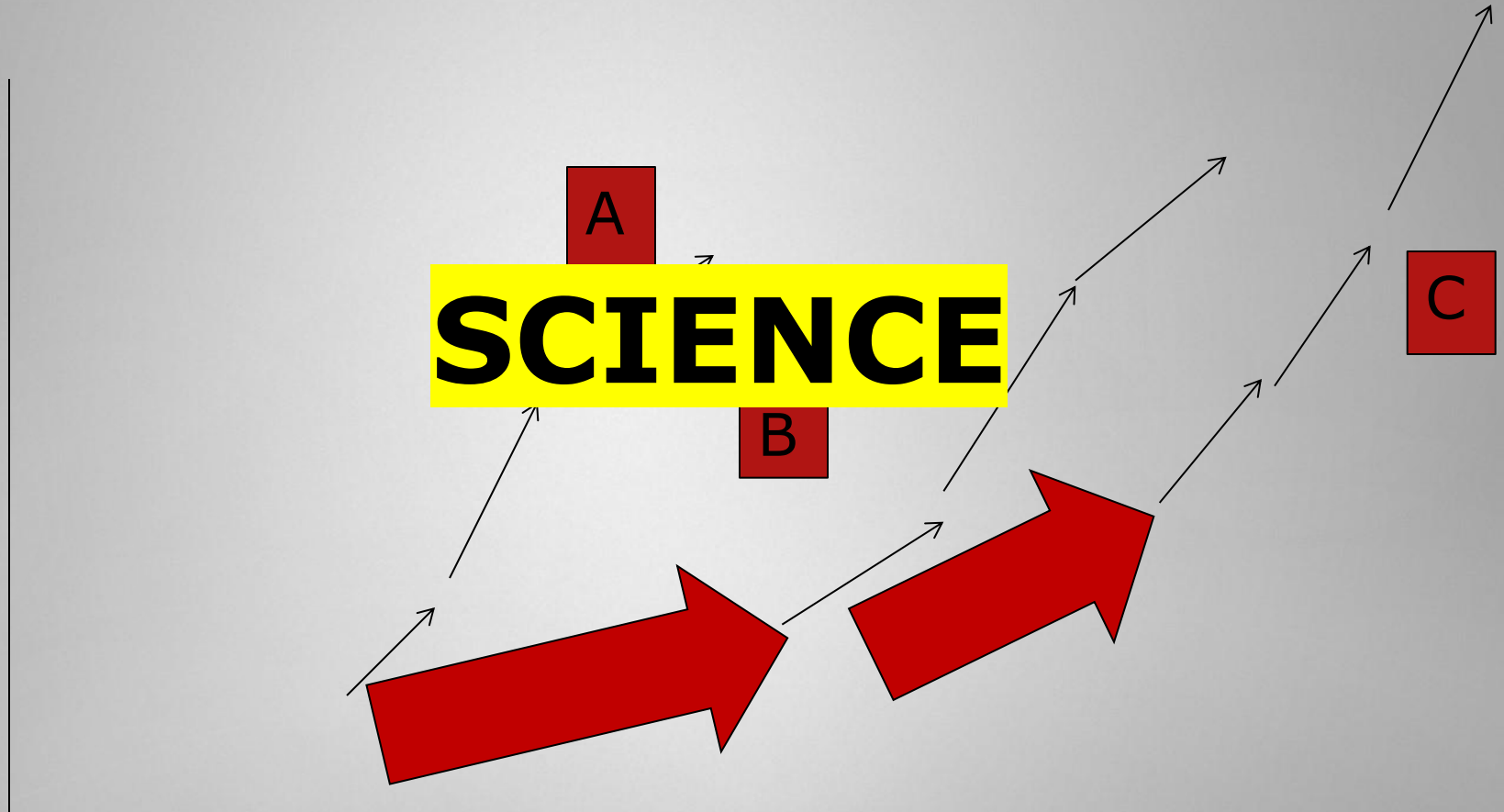
Deep (Repeated) Reading

(A summary of the research)



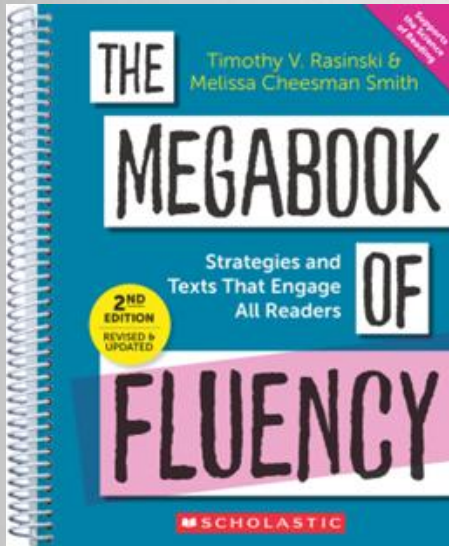
Deep (Repeated) Reading

(A summary of the research)



Repeated Reading Meta-Analysis Results

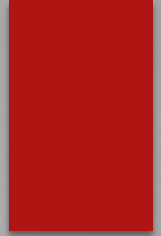
Yoon, Et al 2017 Meta-analysis



Effect sizes above .8 are considered Large

Source: Pedagogy Non Grata

**But How Do You Get
Students to Engage in
Repeated Readings?**



**But How Do You Get
Students to Engage in
Repeated Readings?**

ART!

What would motivate a reader to read a text closely, deeply, or repeatedly?

Performance!

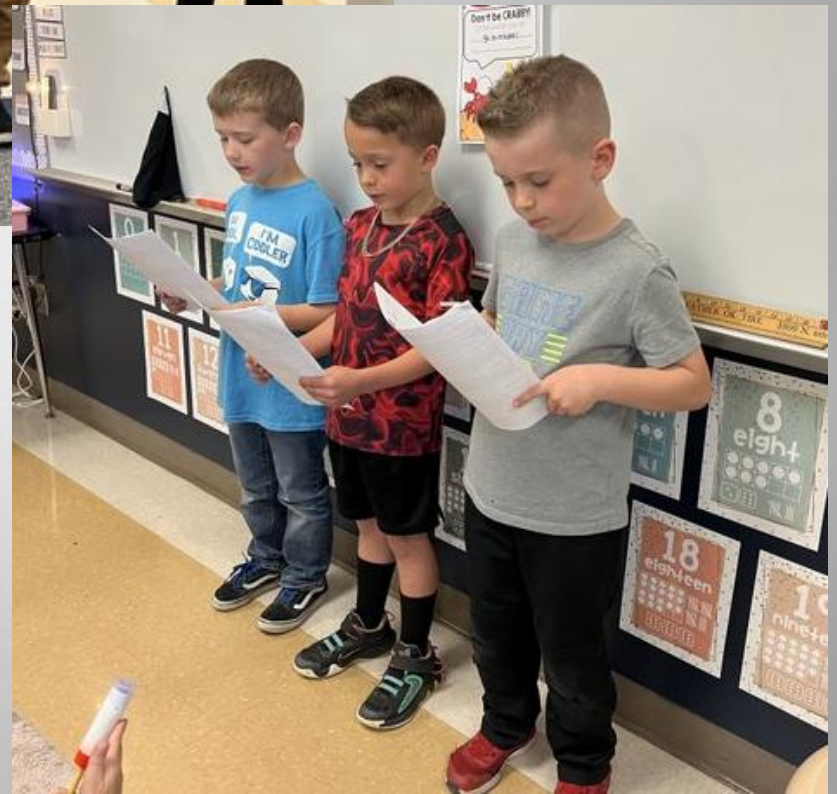
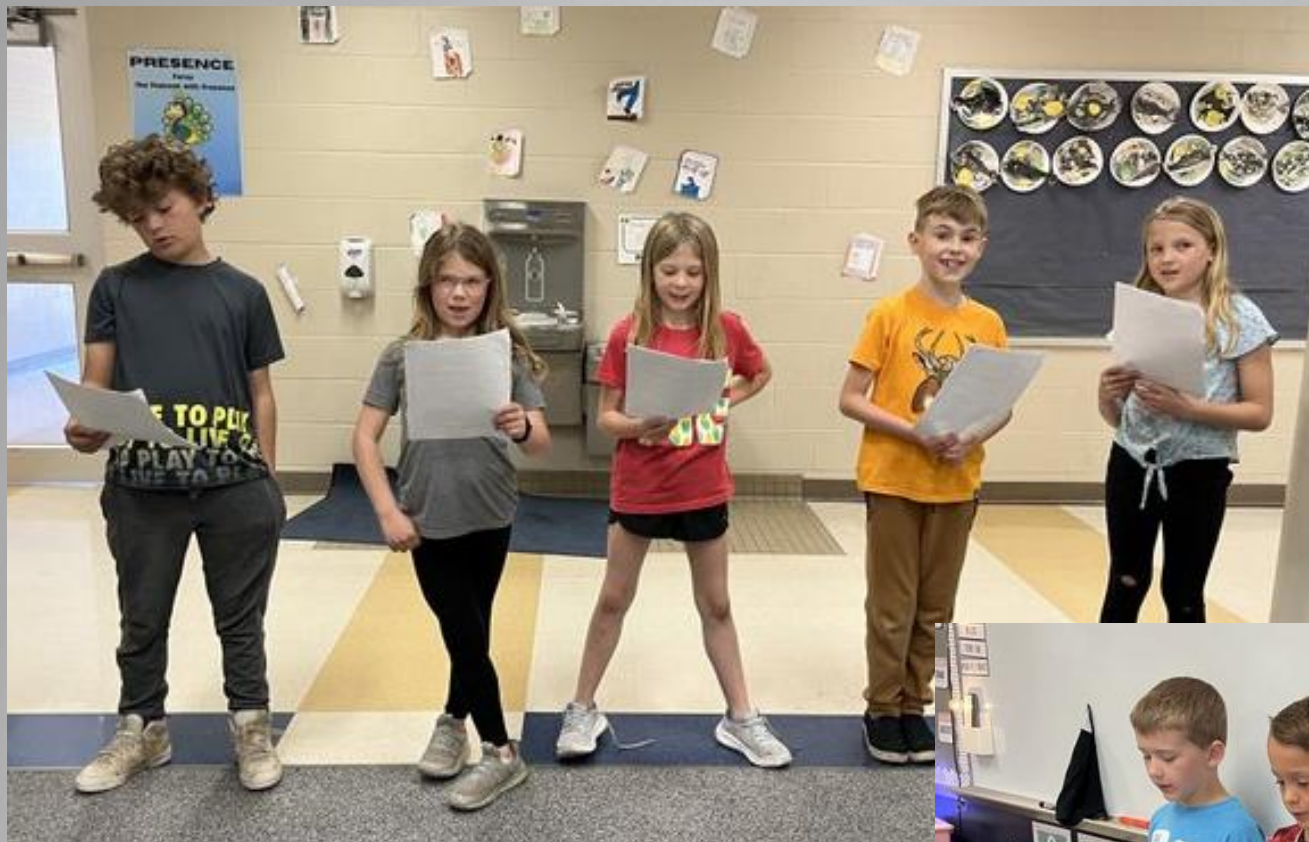


Texts that are Meant to be Performed

- ◆ **Poetry**
- ◆ **Song Lyrics**
- ◆ **Readers Theater Scripts**
 - ◆ Dialogues
 - ◆ Monologues
 - ◆ Speeches







Robb Review

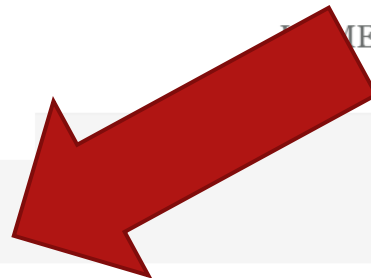


HOME

ABOUT THE AUTHORS

BLOG

Home ▶ Blog



Why Poetry? Let Me Count the Ways

By Guest Author

Posted on September 12, 2020

No Comments

By Timothy Rasinski, Ph.D

Anyone who has followed my work in the past knows that I am a huge advocate for the use of poetry (and song) in the literacy classroom for all students, but especially for younger readers and older readers who struggle. I'd like to share reasons why I think poetry should be an essential part of any literacy program.

Poetry is Joyous

Perhaps the most important reason for the use of poetry is that it is pure joy to read and perform. So many of today's children's poets write with such great humor that children are certain to find great delight.

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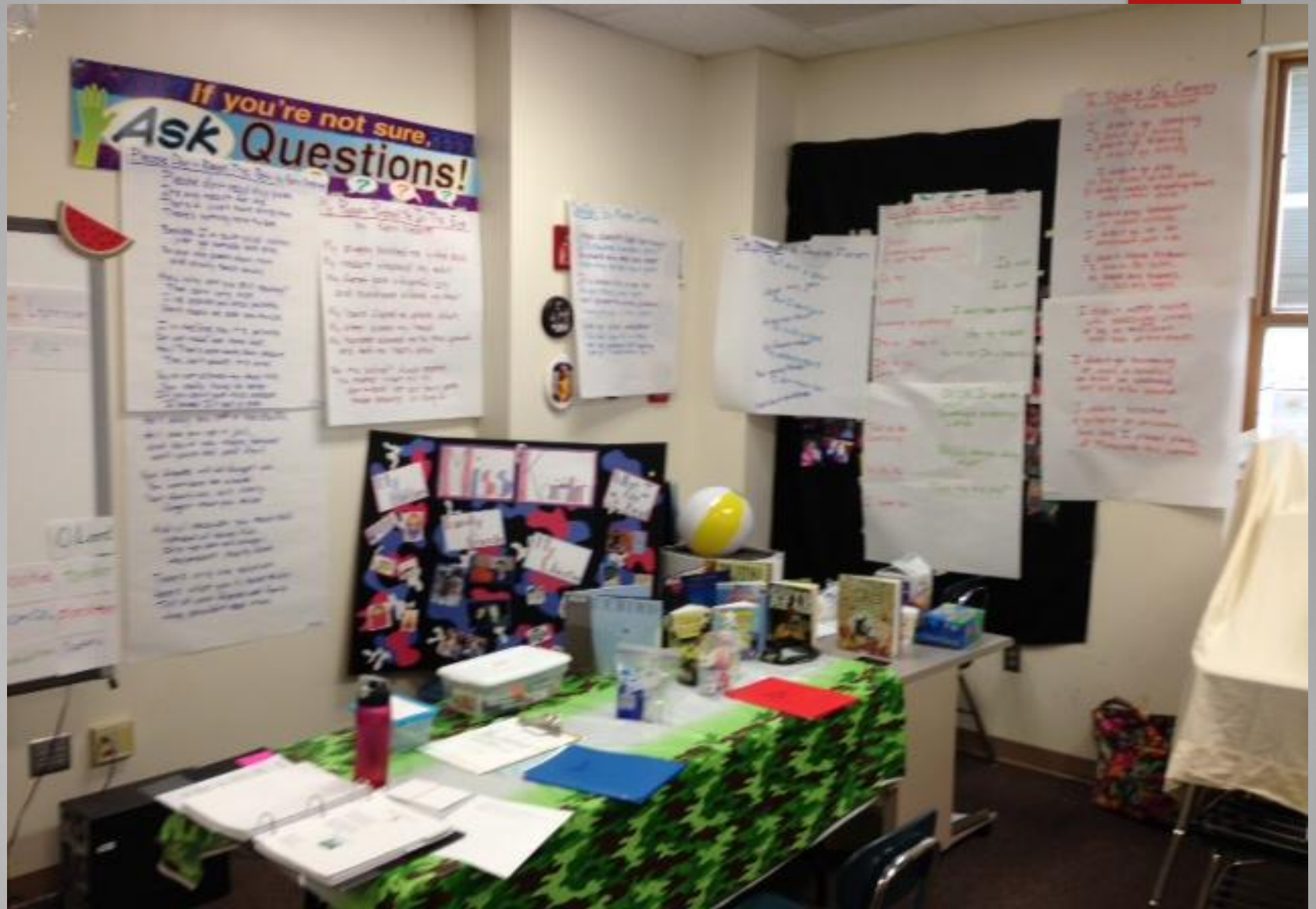
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I'm Filthy, I'm dirty
(to the tune of "25 or More, It's A Bunch")
by Alan Katz

I'm filthy, I'm dirty
Got mud on my shirt
On a whim
I took a swim
In a puddle with a birdie
I'm smelly, I'm dusty
From head to toe I'm due
To be a slob's
A full-time job
I guess I look disgust-y

Stinky Stinky Diaper change
by Alan Katz

(to the tune of "Twinkle, Twinkle, Little Star")
Stinky Stinky diaper change
Boy, my brother smells so strange
He made something in his pants
Sure hope it won't attract ants
~~Stinky~~ Stinky ~~diaper~~ change
Boy, my brother smells so strange!
It's okay, don't hold your nose
Now he's clean and in fresh clothes
All his stuff is often ~~changed~~
Can't wait till he's potty trained
He's so cute in his playpen
What's that ~~smell~~? Oh... not again!

Be Glad Your Nose is on Your Face
by Jack Prelutsky

Be glad your nose is on your face
not stuck in some other place
For if it were where it is not,
You might dislike your nose a lot.
Imagine if your precious nose
were stuck between your toes
that clearly would not be great,
for you'd be forced to smell your feet



My Brother is totally Bonkers
by Jack Prelutsky

My Brother is totally Bonkers
by Jack Prelutsky

My brother is totally bonkers,
There isn't a brain in his head
He ~~has~~ that it's time for
Spring ~~cleaning~~
he's cleaning the Spring
bed
Wh ~~where~~

works	we	own
here	why	
try	the	best
each	said	other
what	how	come

The Learner
by Brad Bagert

Two plus two is twenty-three
It's not, you say? Oh no, no
Two plus two is

What
at
was
not
bring w
every
I v
more
to my teeth w
brand-ne

Was Not My De
the toast
then



Another Fresh New Year is Here

William Arthur Ward

**Another fresh new year is here . . .
Another year to live!
To banish worry, doubt, and fear,
To love and laugh and give!**

**This bright new year is given me
To live each day with zest . . .
To daily grow and try to be
My highest and my best!**

**I have the opportunity
Once more to right some wrongs,
To pray for peace, to plant a tree,
And sing more joyful songs!**



The Cremation of Sam McGee

ROBERT W. SERVICE

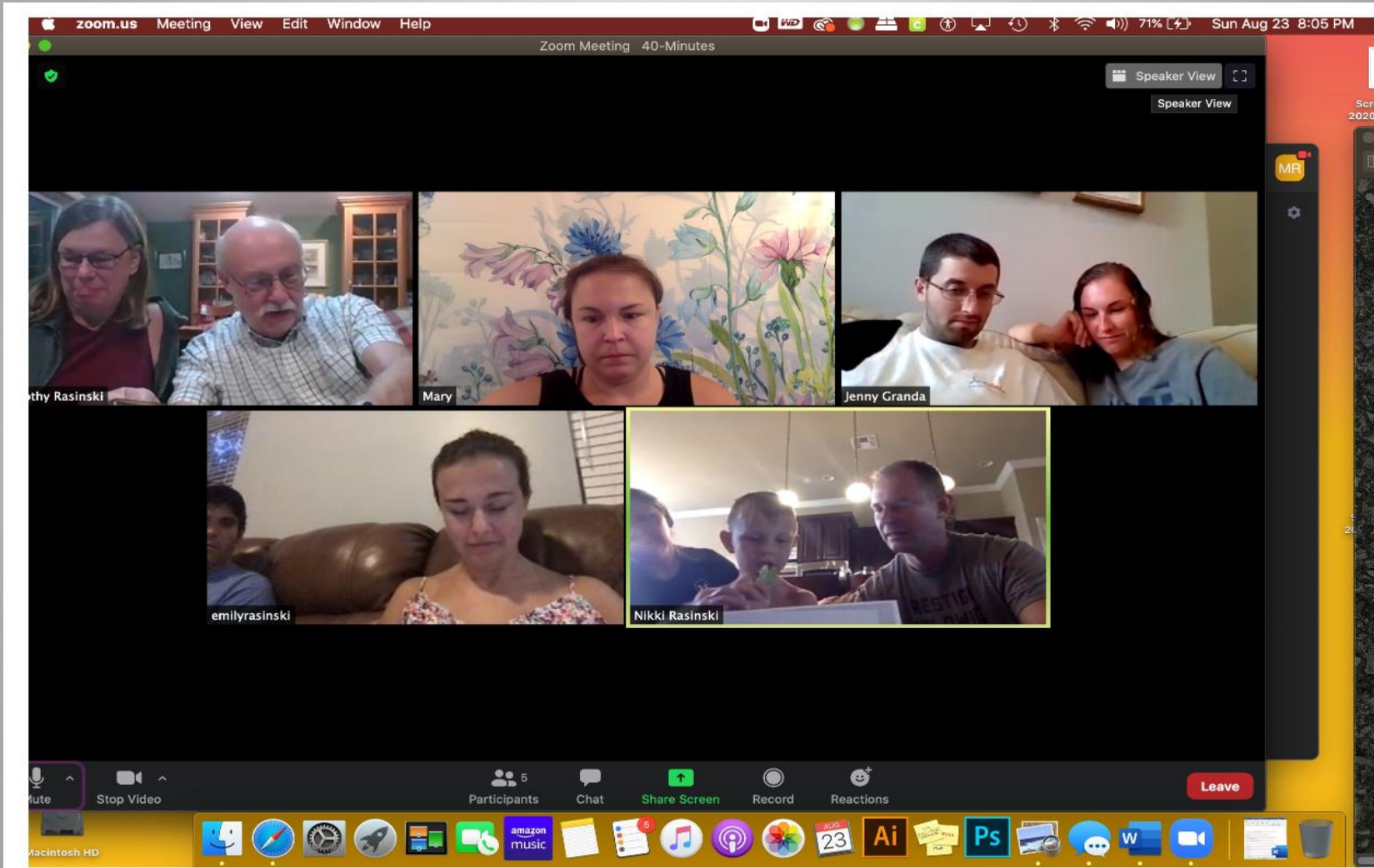


There are strange things done in the midnight sun
By the men who toil for gold;
The Arctic trails have their secret tales
That would make your blood run cold;
The Northern Lights have seen queer sights,
But the queerest they ever did see
Was that night on the marge of Lake Lebarge
I cremated Sam McGee.

Now Sam McGee was from Tennessee, where the
cotton blooms and blows.
Why he left his home in the South to roam 'round the
Pole, God only knows.
He was always cold, but the land of gold seemed to
hold him like a spell;
Though he'd often say in his homely way that "he'd
sooner live in hell."

Plus 12 Additional Verses.

Readers Theater – Family Zoom



Hot Sun

Kenn Nesbitt

“Hot sun!
What fun!
I’ll swim!”
said Tim.

“I’ll get
so wet,
so cool,
in pool!”

Mom, dad,
they had
two rules
at pools.

Rule one:
Don’t run.
Just go
real slow.

Rule two:
If you
splash you’ll
leave pool.

But Tim,
poor him,
he got
so hot.

Oh man,
he ran!
Slip! Trip!
Backflip!

Big bomb
soaked mom
and dad.
They’re mad!

Now Tim
can’t swim.
No fun.
Hot sun.

— Kenn Nesbitt

Copyright © 2006. All Rights Reserved.

Source:

Fluency: Practice this poem several times, then perform it with good expression for family members and friends.

Word Study: After the performance, study some of the words in the poem. Make a list of all the “-im” and “-et” words you can think of. Make another list of all words that contain a consonant blend.

Mike
Nikki

Mary

Kathy

Emdy
Vince

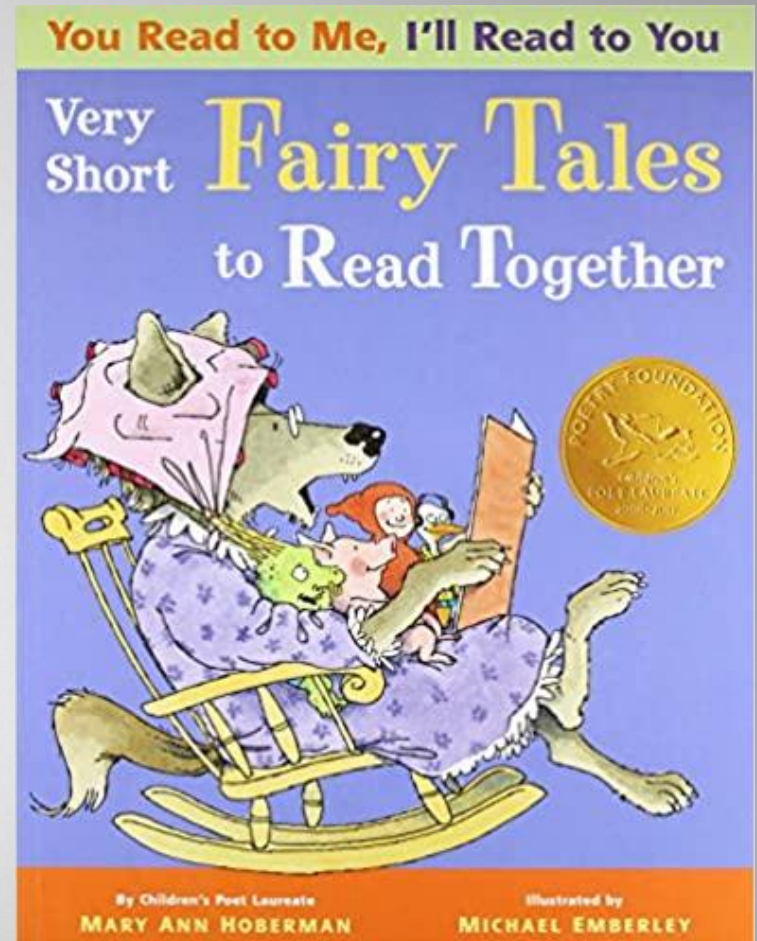
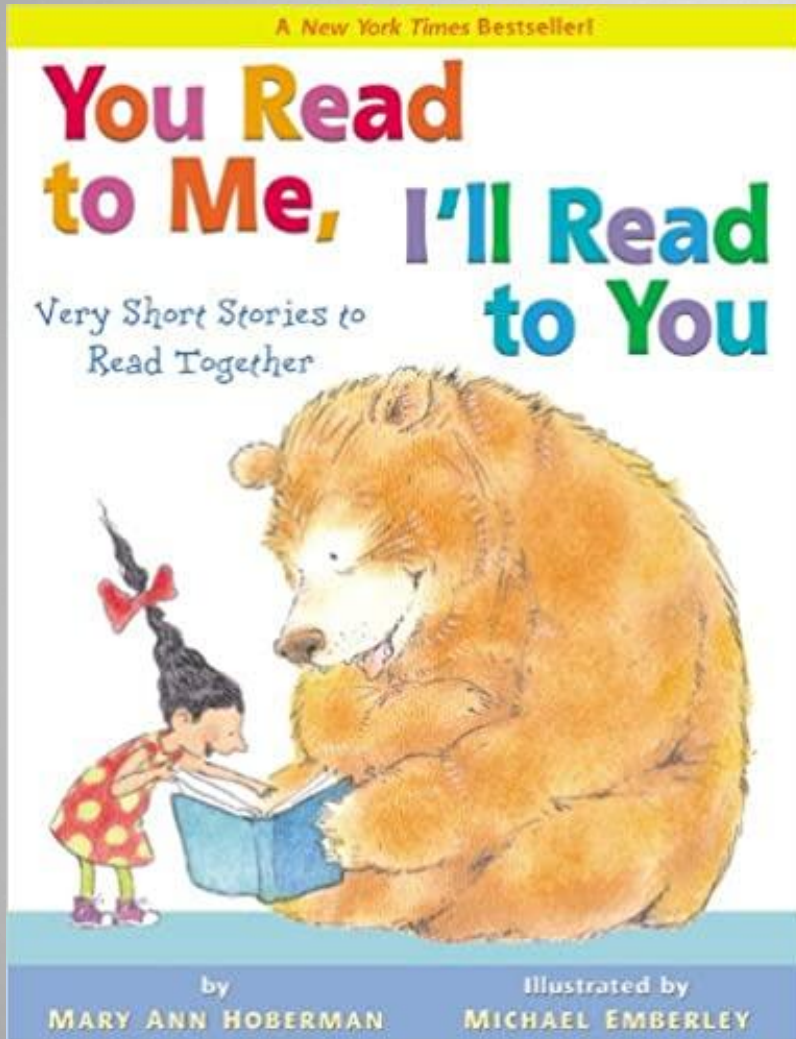
Jen
Doug

Carter
Alex

Tim

Mike
Nikki
Carter
Alex
All

Mary Ann Hoberman





The Two Mice

I see a mouse.

I see one, too!

We see two mice.
What shall we do?

Let's give them names.

What shall they be?

Pipe and Peep?

He and She?

Dot and Dash?

Squeal and Squeal!

To and Fro?

Hide and Seek?



Two mice are nice.

Two mice are fun.

They're twice as nice

As only one.

And when we read,

It's just the same.

Two readers reading

Make a game.

It's twice as nice

When there are two.

You read to me.
I'll read to you.



www.poetry4kids.com

Kenn Nesbitt's
Poetry4kids.com



Home



Poems



Lessons



Author



Blog



Books



Media



Search



Welcome to Poetry4kids.com

The funny poetry playground of children's author Kenn Nesbitt. Here you will find lots of funny poems for kids, classic children's poems, games, poetry lessons and activities, plus a rhyming dictionary, videos, author visit information, and lots more.

- Kenn Nesbitt, Former Children's Poet Laureate (2013-15)



Funny Poems

Find a new favorite funny children's poem!



Kenn Nesbitt's Books

Discover hilarious children's poetry collections



School Author Visits

Learn about Kenn's school visits and Skype assemblies

Get Poems by Email

Enter your email address to receive funny poems in your inbox each week. Totally free. Cancel any time.

email@example.com



The First Day of School



Today is the day that we go back to school.
My family's excited! We all think it's cool.

We know we'll have homework and study like crazy.
We won't have a chance to relax and be lazy.

We'll wake up each morning. We'll fill up our packs
and hoist them and haul them to school on our backs.

We'll work from the morning till late every night.
We'll practice our math, and we'll read and we'll write.

For month after month we'll have so much to do.
I'm sure that this might sound unpleasant to you.

So, why are we having this grand celebration?
Today we start planning next summer's vacation.

Iggy Borborygmus

He's Iggy Borborygmus, and
whenever he's around,
without a doubt, you'll clearly hear
a tummy rumbling sound.

His gut is always gurgling
with a grumble and a growl.
It's known to groan and moan
or give a loud, resounding howl.

The noises Iggy's insides make
are something of a wonder.
You'd likely be forgiven if
you thought that it was thunder.

You heard a herd of elephants?
A hungry grunting piggy?
An earthquake hurling furniture?
That probably was Iggy.



www.poetry4kids.com

But if you think his stomach makes
a loud and rowdy sound,
when Iggy toots,
you truly do not want to be around.

— Kenn Nesbitt

Poetry for Older Students

- ▶ **Maya Angelou**
- ▶ **Walt Whitman**
- ▶ **Emily Dickenson**
- ▶ **Robert Frost**
- ▶ **Rita Dove**
- ▶ **Langston Hughes**
- ▶ **Robert Service**
- ▶ **Amanda Gorman**
- ▶ **Emma Lazarus**



The New Colossus

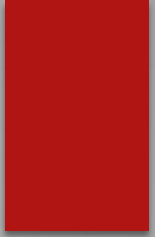
The New Colossus

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow's world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"*

[Emma Lazarus](#)

November 2, 1883





**Teachers can be
Authors of Texts meant
to be performed**

pp. 14-19 HO

Diddle Diddle Dumpling

- on

Diddle diddle dumpling

My son Jon

Went to bed with his stockings on

One shoe off, one shoe on.

Diddle diddle Dumpling

My son Jon

Ditto Datto Dumpling

-at

Ditto d**at**to dumpling

My son P**at**

Had a shaggy dog and a mighty **fat** **cat**.

The **cat** was a bother so he told him to sc**at**.

Ditto d**at**to dumpling

My son P**at**



Try this...

An **-an** Poem We Make Ourselves

Diddle **dandle** dumpling

Hanna and **Stan**

Had a dog and his name was **Dan**.

Dan had fur that was brown and **tan**.

Diddle **dandle** dumpling

Hanna and **Stan**.

Lines Written in Early Spring by Walt Whitman
Adapted for Readers' Theatre by Amanda Valley

Narrator 1: I heard a thousand blended notes

Narrator 2: While in a grove I sate reclined,

Narrator 3: In that sweet mood when pleasant thoughts bring sad thoughts to the mind.

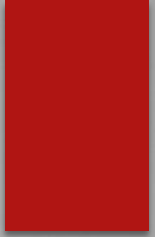
Narrator 4: To her fair works did Nature link the human soul that through me ran;

Narrator 5: And much it grieved my heart to think

All: What man has made of man.

Narrator 6: Through primrose tufts, in that green bower,

Narrator 7: The periwinkle trailed its wreaths;



Jesse Owens

~ Readers' Theater ~

Prepared by Susan Faley



1. **A HERO**
2. Someone who can endure and overcome major challenges to achieve greatness.
3. **A HERO**
4. never gives up.
5. The thought never even crosses their mind.
6. They are focused and determined on working long and hard to always try harder than their hardest.
7. **A hero**
8. someone who does more than help themselves.

MAGNETISM

A Readers' Theater for 3 voices

Reader 1, 2, 3

R1: Magnetism, an invisible force

R2: Like wind

R3: An invisible force of attraction

All: Like staticky socks and love

R1: Lodestones are special pieces of iron ore

R3: a magnet found in nature

R2: Lodestones attract paper clips, iron nails, and staples on the floor

All: Magnetic poles

R1: Where magnetic fields are strongest

R2: One north

R3: One south

Gettysburg and Mr. Lincoln's Speech

Script Developed by Timothy Rasinski with Fifth and Sixth Grade Students

Parts: 5 Total: Narrators 1 and 2; Southern Soldier; Northern Soldier, Abraham Lincoln.

Narrator 1: The Civil War was a tragic time in America. It pitted the southern states against the northern states.

Narrator 2: It also pitted brother against brother and friend against friend.

Northern Soldier: I fight to end slavery and to make our country whole again -- although we may come from many states, we are one nation and always will be one nation.

Southern soldier: I fight against the Northerners who try to take away our lives in the South, telling us that we have to put an end to slavery. We will live our lives the way that we wish.



Sojourner Truth and the Struggle for People's Equality

adapted by
Timothy Rasinski
Kent State University
trasinski@educ.kent.edu

Write me at
trasinsk@kent.edu
If you would like
copies.

1305.109h/327.091

Parts: 5 Total

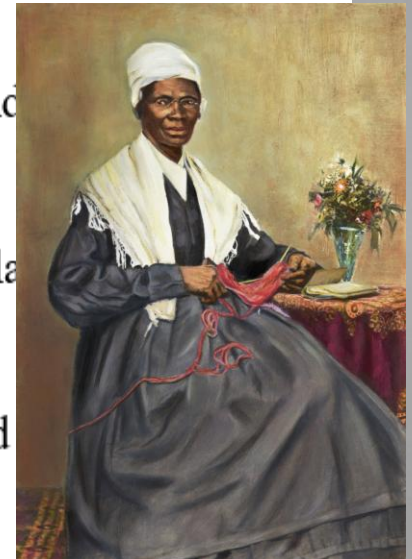
Narrators 1 through 4 (can be combined), Sojourner Truth

Narrator 1: Long before the civil rights movement of the 1950s and 60s in which certain Americans demanded that all citizens, regardless of the color of their skin, be treated fairly and with respect...

Narrator 2: Indeed, long before the women's rights movement of the 1960s and women demanded their right to be treated justly and with dignity....

Narrator 3: Even years before the start of the Civil War, a war fought to end slavery in the States...

Narrator 4: There were people who spoke up for the rights of black people and women. One of those people was



Readers Theater Text Transformations

*Adapted from
Hatchet* by Gary Paulsen

Narrator 1: How long could you survive in the wilderness?

Narrator 2: Survive with nothing but the torn clothes on your back and one small hatchet.

Narrator 1: Survive with a terrible secret that haunts you.

Narrator 2: Meet Brian Robeson, a 13 year old boy who is about to embark on an airplane flight that will change his life forever.

Brian: *Staring out the window of the plane, talking to himself.* Divorce... secrets... visitation rights... I'm sick of it... Why?

Pilot: Hey, have you ever flown in the copilot's seat?

Brian: Hhh? Oh, a...no...first time.

Pilot: So you're going to be spending some time in Canada? Going pretty far from the tundra.

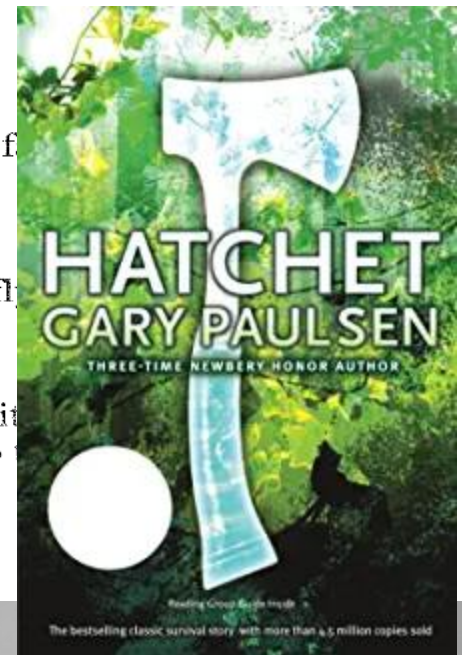
Brian: Yea. Going to spend the summer with my dad.

Pilot: Oil man, right? Well, we've got a while to go...why don't you give flight instructions.

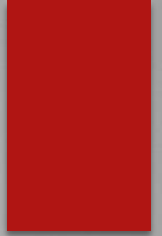
Brian: What? *Brian is still distracted by his thoughts.*

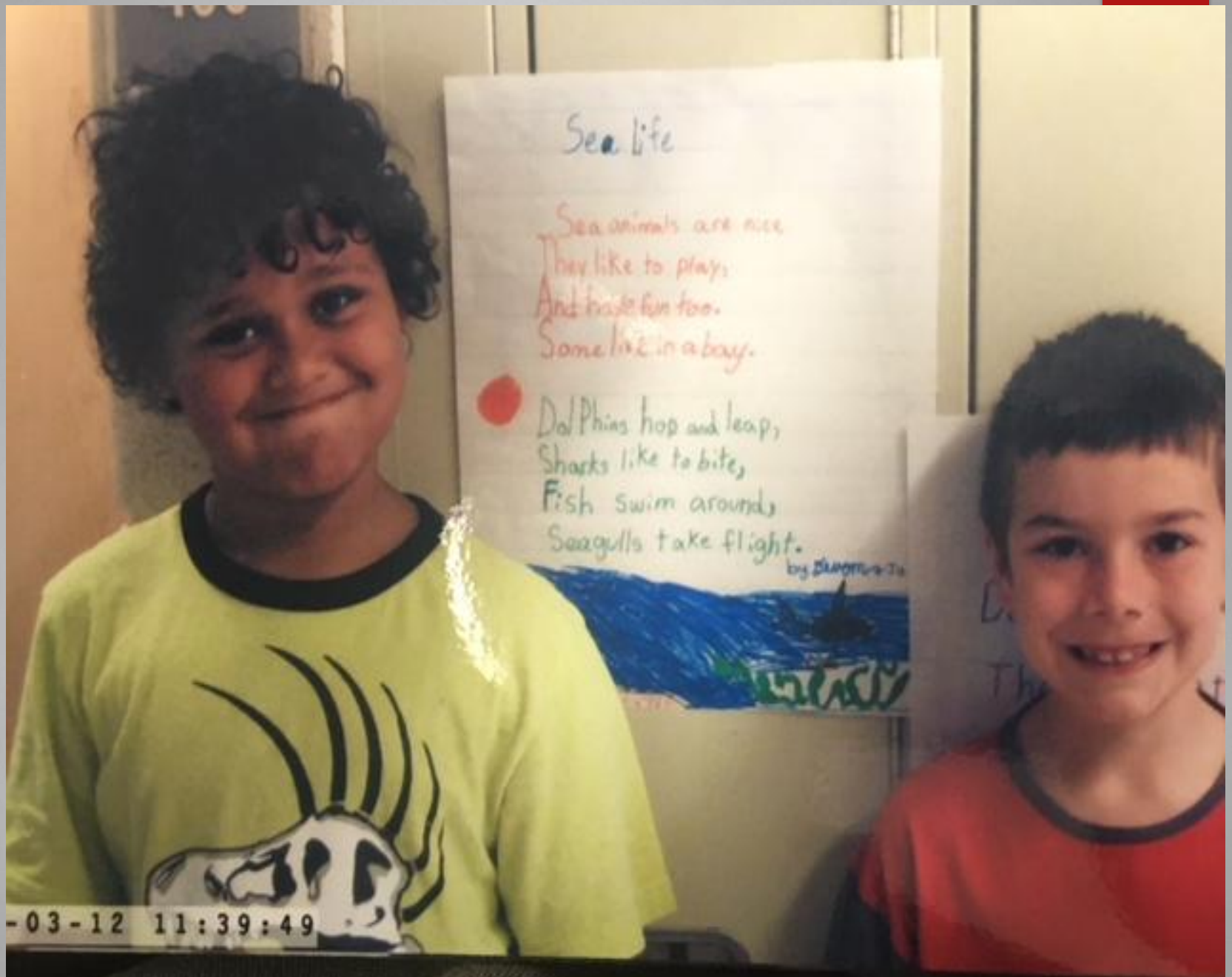
Pilot: It's not as complicated as it looks. Good plane like this almost flies itself. You just *takes the wheel*. Not so hard. Take her light. Now turn the wheel a little to the right. That's the rudder pedal.

Brian: It's easy. At least this part.



**Have Students
become Poets and
Authors**





Sea life

Sea animals are nice,
They like to play,
And have fun too.
Some live in a bay.

Dolphins hop and leap,
Sharks like to bite,
Fish swim around,
Seagulls take flight.

by [unclear] 7-10

Something Under My Bed

Diddle diddle dumpling my son fred

Slept all day on his bed

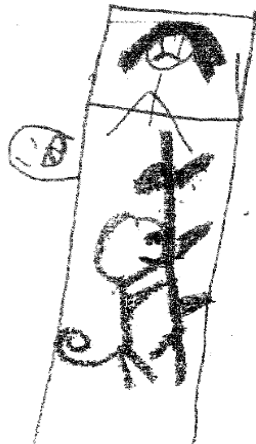
Woke up at midnight

cried there's a monster under my bed!

Diddle diddle dumpling my son fred

By

Jayla



Hi I'm Beh

Hi I'm Katy
do you love me?

No!

OK Then

I am glad you understand

I am too

I will see you around to day

OK!

See you

but

but want
do you like me

Yes! I love you

The End



The Hat

Play written by Ethan H. and Matthew C.

Narrator: Today is Toad's birthday. Frog gives Toad a new hat as a birthday present. The hat does not fit Toad --it is too big.

Frog: Happy Birthday! I am sorry. That hat is much too big for you. I will give you something else.

Toad: No! This hat is your present to me. I like it. I will wear it the way it is. *(Action - Toad tries on the hat... it goes over his eyes).* Oh no! I can't see anything. I will not be able to wear your beautiful present. This is a sad birthday for me.

Frog: Toad, here is what you must do. Tonight, when you go to bed, you must think some very big thoughts. Big thoughts will make you head grow larger. In the morning your new hat may fit.

Toad: What a good idea! I will do that tonight.

Narrator: That evening.

Toad: *(ACTION—show sleeping, then show the big thoughts)*

Frog: *(ACTION—Frog pretends to pour water on the hat)* on Toad's hat so that it will shrink.

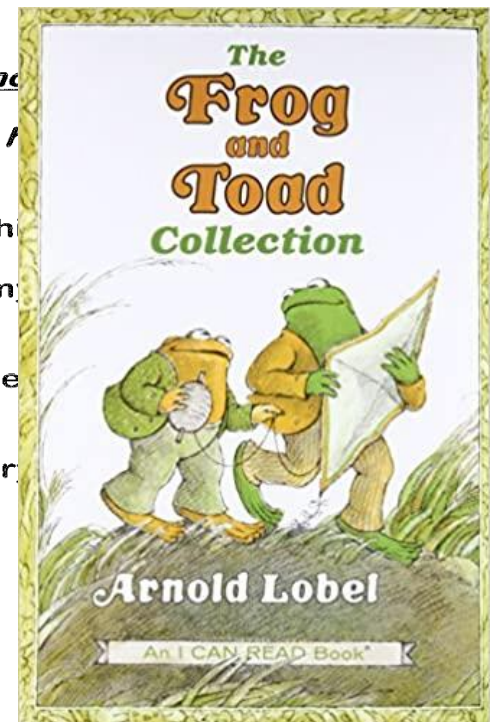
Narrator: The next day Toad tries on the hat. Now it fits him.

Toad: Frog! Frog! All those big thoughts have made my head grow larger. Now I can wear your present!

Frog: Toad that is wonderful. Your big thoughts have made your hat fit.

Narrator: And so it turns out that Toad's birthday was very happy.

All: THE END



Reader's Theatre
"The Incredible Shrinking Machine"
Author: Seymour Simon

Narr. 1: Margaret Michaels was Einstein's good friend and arch rival. Science was their favorite subject. Einstein and Margaret wanted to be in the Science Experiment Club.

Narr. 2: Margaret had left to visit her aunt for a week as soon as school was let out for the summer. She had just returned home.

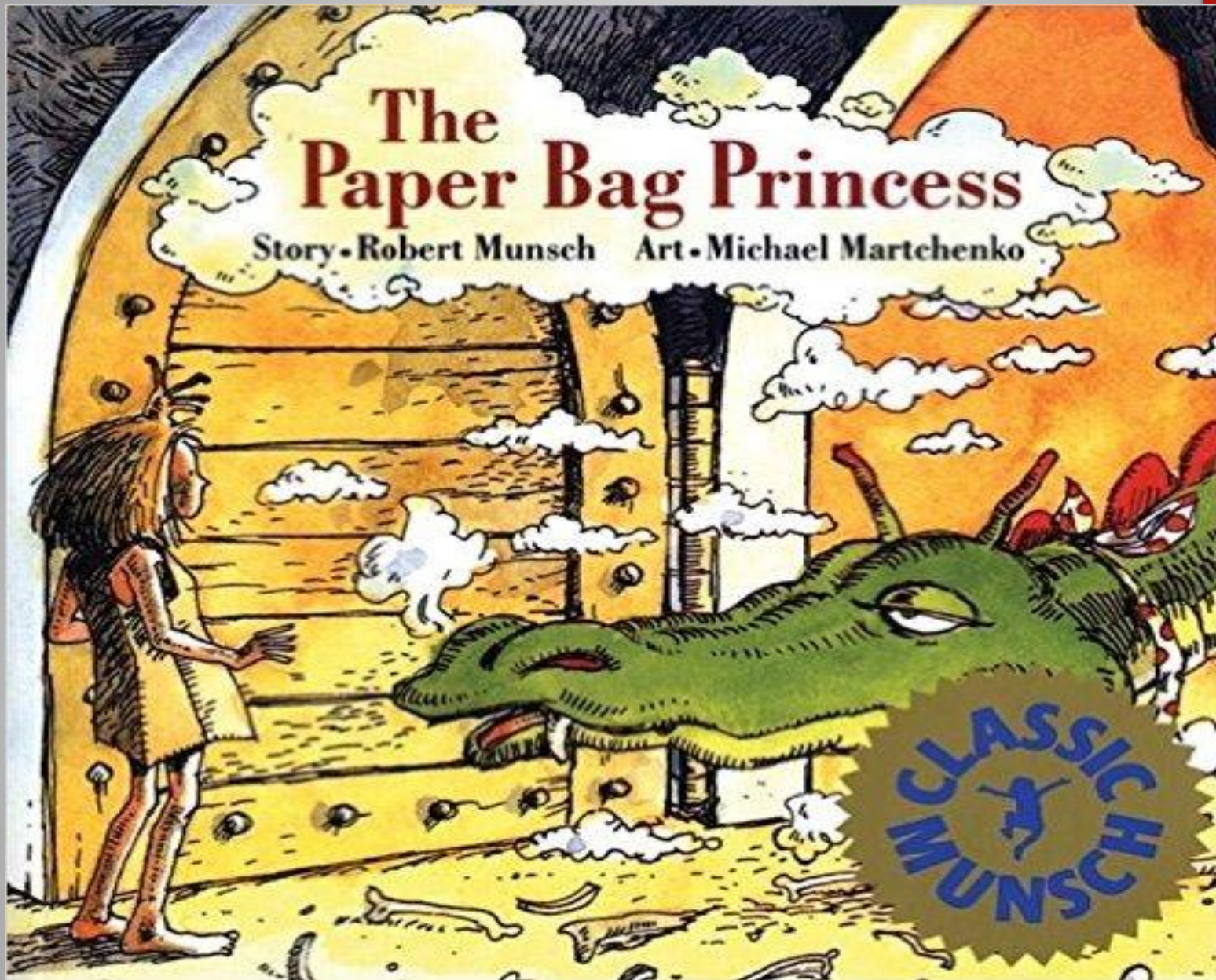
Einstein: Hello Margaret. What's happening? How is your aunt?

Margaret: Einstein, I was just getting ready to call you. Aunt Bess drove me home. She said that I could invite a friend to her house for the weekend.

Narr. 1: Aunt Bess is a biology professor at State University and has all

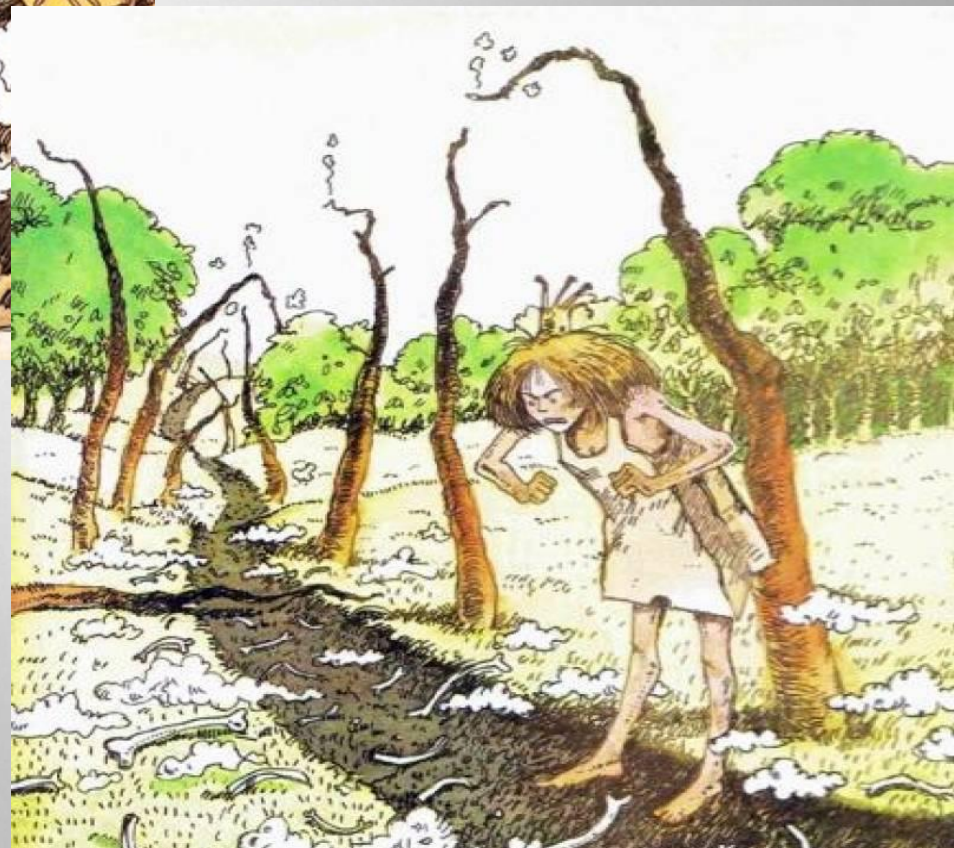
The Paper Bag Princess

Story • Robert Munsch Art • Michael Martchenko



Elizabeth was a beautiful princess. She lived in a castle and had expensive princess clothes. She was going to marry a prince named Ronald.





THE PAPER BAG PRINCESS READER'S THEATER

CHARACTERS: NARRATOR, ELIZABETH, PRINCE, DRAGON

Narrator: Once upon a time there was a beautiful princess named Elizabeth. She lived in a castle and had expensive princess clothes.

Elizabeth: This is a Gucci blouse.

Narrator: She was going to marry a prince named Ronald.

Prince: Tennis anyone?

Narrator: Unfortunately a dragon smashed her castle.

Dragon: (make smashing noises).

Narrator: Then he burned all her clothes with his fiery breath.

Dragon: (breathe fiery breath)

Narrator: and carried off Prince Ronald.

Prince: Help, help, Elizabeth help me!

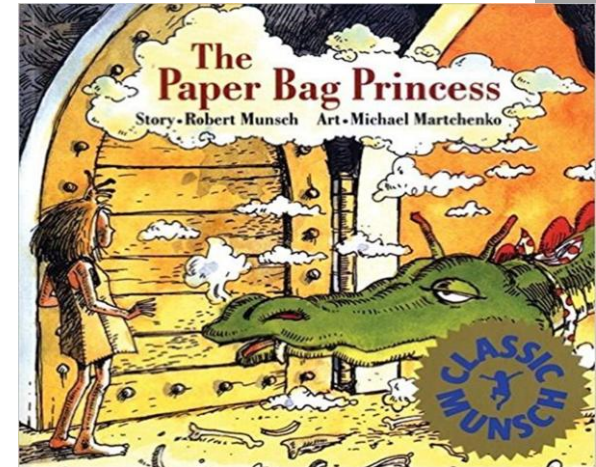
Dragon: Don't be a wimp, take it like a prince.

Narrator: Elizabeth decided...

Elizabeth: I'm not taking this. I'm going to get Romeo, I mean Ronald back. I need to find something to wear, I guess I will have to wear this paper bag -it's the only thing that didn't get burned.

Narrator: She put on the paper bag and followed the dragon. He was easy to follow because he left a trail of burnt forests and horses' bones. After a long trip Elizabeth finally came to a cave with a large door that had a huge knocker on it.

Elizabeth: This dump must be the nasty dragons'. We'll see what he has to say about taking my boyfriend after I have had some words with him!



Langston Hughes' *Mother to Son*

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor --
Bare.
But all the time
I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now --
For I've still goin', honey,
I've still climbin',
And life for me ain't been no crystal stair.



Read "Mother to Son" and answer the following questions.

1. What is the poem about?
2. What is the theme?

Mother to Son Transformation

by [REDACTED]

Background: Mother looking out the window at son (7) practicing riding his bike. He's frustrated, upset, and discouraged. He pushes the bike over, stomps away, and sits on the step. She comes outside, sits next to him, and begins talking...

Mother: Well, Son

Son: Yes, mama (sad, agitated, head down, barely listening)

Mother: I'll tell you, Life for me ain't been no crystal stair?

Son: huh? What are you talking about? (annoyed but semi-tuned in)

Mother: It's had tacks in it, and splinters, and boards torn up, and places with no carpet on the floor – bare.

Son: Wow, I can't imagine going through that. What did you do?
(interested and engaged, turned toward mother)

Mother: (stands and gestures) But all the time, I've been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.

Son: You were brave. (fully attentive and encouraged)

Mother: (sits back down beside her son) So boy, don't you turn back.

Mother to Son
Act one, scene one

Nikol [REDACTED]
Tadem [REDACTED]

Mom: Is it something you want to tell me?

Son: What you talking bout mama?

Mom: Oh you know good & well what I'm talking bout, just got the mail.

Son: Oh, you saw my grades from the semester.

Mom: Sure did, Explain yourself.

Son: I had alot going on this semester. My rent was behind, so I had to work more hours and Terry just told me she's pregnant.

Mom: Boy, what that mean, do you think I had it easy. This is how I made it. When I was going to school I had you in my backpack. Work you don't know nuffin bout hard work. I cooked, clean worked 8 hours to start all over the next day while going to school.

Son: But ma, your teaching classes are nothing like my med. classes

Mom: Son, its all the same, you still have to study and apply yourself.

Sister to Brothers

Well brothers, I'll tell you:

Life for me has not always been a beautiful
Melody of piano.

It's had many keys out of tunes

And I stayed on a single note

And failed on notes

And places with no meaning
silence

But all the time

I've been playing on

And stretching my hand

And changing notes

And sometimes without seeing the keys

Where there ain't been no notes.

So brothers don't you stop playing piano

Don't you just stay in a single note

Because you find it's kind of hard

Don't you stop playing your beautiful melody

For I still keep playing, reading the notes

I'm still listening to the notes

And life for me has not always been a beautiful piano melody.



Coach to Team
(after losing a game)

Well, team, I'll tell you:

Coaching for me ain't been no walk on easy street.

There have been potholes,

And speed bumps,

And detours,

And stop signs.

But all time, I stayed the course,

Ducking and dodging pitfalls,



Climbing over obstructive walls,

Not knowing if I'd stand or fall.

But pressing on, pressing on after all

Tomorrow is another day,

And coaching for me may be a walk on easy street.



Special Education - Self-Contained
Grades 7, & 8 #
Highlandtown Elem Mdl School 237
231 South Eaton Street
Baltimore, MD 21224

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Donald Hall · Barry Moser

I AM THE DOG

I AM THE CAT



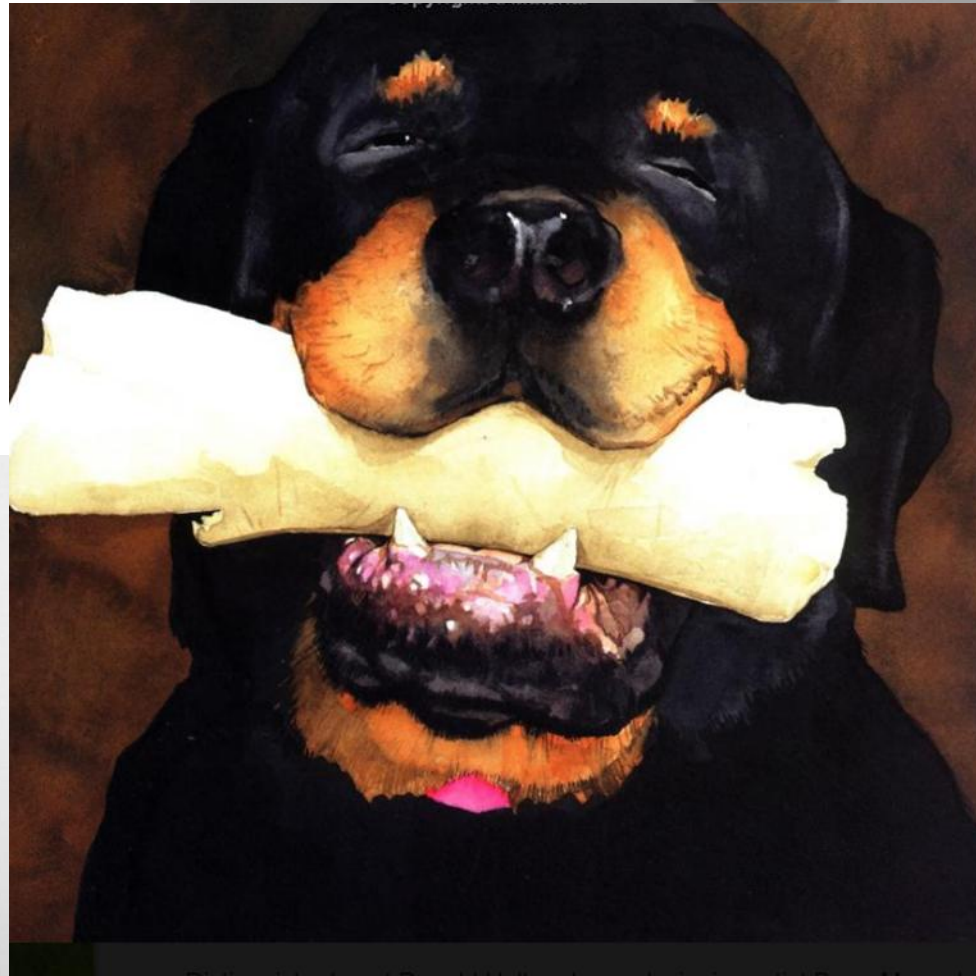
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Dog: I am the dog.

I like bones.

I like to *bury* bones.

As for eating, I can take it or leave it—
but I like it when *they* feed me.



CAT: I am the cat.

I don't *care* whether they feed me or not
as long as I get fed.

Sometimes I tease them to feed me,
then turn up my nose at what I get.





Copyrighted Material

DOG: Making the acquaintance of babies,
I allow them to pull my hair.
I do not like it,
but I allow it, for
I am the dog.

CAT: When babies come into the house,
I try to *vanish*.
Babies are crazy!
Babies *sit* on you!

Artful Comprehension Strategies

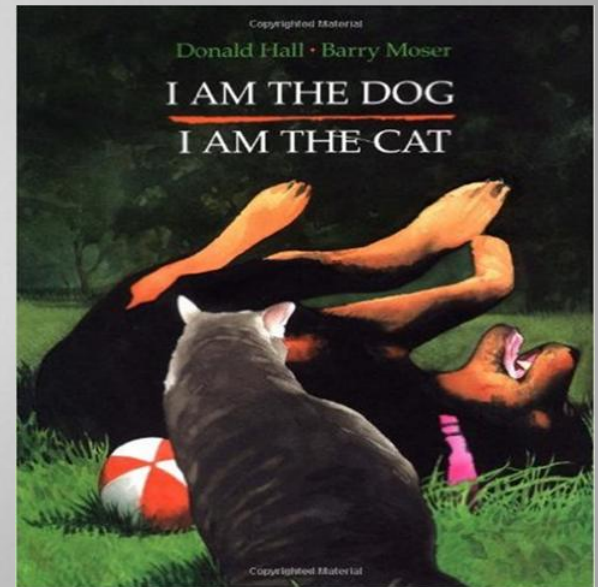
Compare-Contrast

Connections

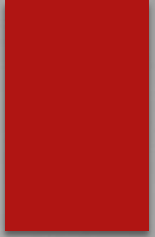
Text to Text

Text to Life

Text to World



I am the Lizard
I am the Frog



**LIZARD: I AM THE LIZARD.
I LIKE TO CLIMB,
I LIKE TREES FOR CLIMBING.
I EAT WHEN I WANT TO, BUT ONLY THEN.
CRICKETS ARE WHAT I EAT, WHEN I EAT.**

**FROG: I AM THE FROG.
I LIKE TO JUMP,
LAKES ARE WHAT I LIKE TO JUMP INTO.
I EAT WHEN I'M NOT JUMPING,
I'LL EAT ANY BUG AS LONG AS I CAN CATCH
IT.**



**LIZARD: I LOVE TO BE HELD BY PEOPLE,
BUT ONLY WHEN THEY'RE NICE.
I FEEL SAFE WHEN I AM AROUND
PEOPLE,
BUT UNSAFE AROUND OTHER ANIMALS.**

**FROG: PEOPLE MAKE ME NERVOUS,
ESPECIALLY WHEN THEY HOLD ME.
PEOPLE MAKE ME FEEL WEIRD,
BECAUSE THEY LIKE TO EAT ME.**



Metamorphosis!

I am a butterfly.

People think we're the
same,

I spin a chrysalis,

My antennae are
straight,

I'm awake during the day
and sleep when it's night.

I rest with my wings
straight up in the air.

I am a moth.

but really we're not.

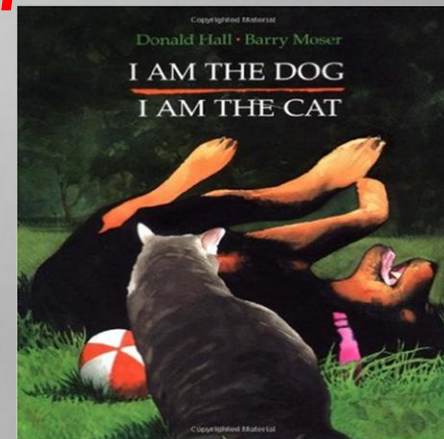
I spin a cocoon.

Mine will be feathery
soon.

I come out when it's
dark and sleep when
it's light.

New Student Authored Compare-Contrast Books

- ▶ *I am a Frog, I am a Lizard*
- ▶ *I am Harry Potter, I am Maniac McGee*
- ▶ *I am Deciduous, I am Coniferous*
- ▶ *I am a Cumulus Cloud, I am a Nimbus Cloud*
- ▶ *I am a Democrat, I am a Republican*
- ▶ *I am Massachusetts, I am New York*
- ▶ *I am Summer, I am Fall*



www.thebestclass.org

Password – “teacher”

Dr. Chase Young

HOME ABOUT RTSCRIPTS PD DOWNLOADS



Alphabetical Listing of Readers Theater Scripts with Number of Parts

A Christmas Story: Flagpole Scene (4)

A Christmas Story: Shoot Your Eye Out Scene (5)

A Little Excitement (6)

ABC Animals (13)

Alvin Ho (7)

New Year's Resolutions (8)

Night of the Blizzard (10)

No Bath Tonight (4)

Nory Ryan's Song (3)

No Santa? (13)

Oliver Twist (13)

The Polar Express

Chris Van Allsburg

Narrators 1-8

Narrator 1: On Christmas Eve, many years ago, I lay quietly in my bed. I did not rustle the sheets. I breathed slowly and silently. I was listening for a sound-a sound a friend had told me I'd never hear-ringing bells of Santa's sleigh.

Narrator 2 There's no Santa

Narrator 3: my friend insisted, but I knew he was wrong. Late that night I did hear the sounds, though not of ringing bells.

Narrator 4: From outside came the sounds of hissing steam and squeaking wheels. I looked through my window and saw a train standing perfectly still in front of my house.

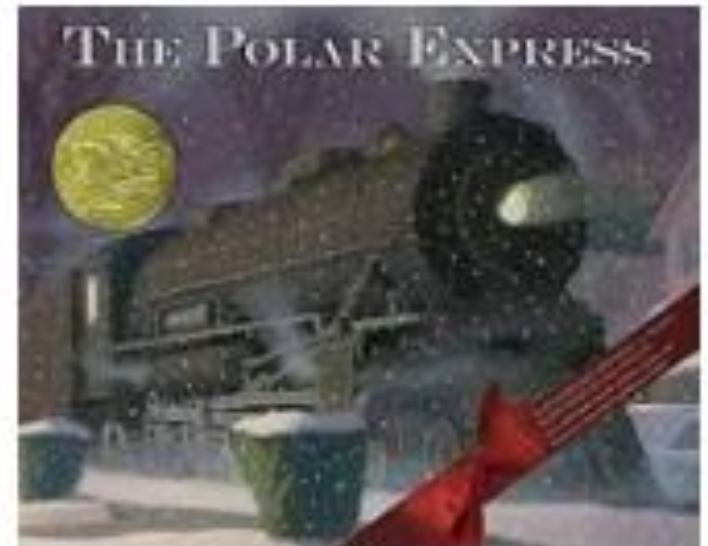
Narrator 5: It was wrapped in an apron of steam. Snowflakes fell lightly around it. I stood at the open door of one of the cars.

Narrator 6: He took large pocket watch from his vest, then looked up at the stars. I slipped on my slippers and robe. I tiptoed downstairs and out the door.

Narrator 7: All aboard

Narrator 8: the conductor cried out. I ran up to him.

Narrator 1: Well, are you coming?



Fluency Fridays

trasinsk@kent.edu

In Flanders Fields

By Lieutenant Colonel John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks still bravely singing, fly
Scarce heard amid the guns below.

We are the dead; short days ago,
We lived, felt dawn, saw sunset glow,
Loved and were loved; and now we lie
In Flanders fields!

Take up our quarrel with the foe
To you, from failing hands, we throw
The torch; be yours to hold it high
If ye break faith with us who die,
We shall not sleep, though poppies grow
In Flanders fields.



Thank You

I don't know you,
but I know who you are.
You are my hero.

You were someone's son,
daughter, husband, wife,
someone's mommy, someone's daddy...
and then one day you were called away,
left your life behind, left
all you loved, all you meant to do, to be.

I see you at a concert,
You stand, when asked, to be identified.
Until that moment I didn't know,
you are my hero.

I stand before a memorial,
try to imagine the names as real people,
as alive as I am now,
facing impossible odds
that turned them into names etched
into a burnished stone wall.
I rub my fingers across the letters.
I can never know them,
but I know who they are.
They are my heroes.

© 2021 by David L. Harrison



Check out David Harrison's new book
The Dirt Book, Holiday Press, June 8.

15 fun and fact-filled poems about
soil—what makes it and who lives in
it! This book unearths some of the
glorious mysteries that lie beneath
our feet!





An Irish Blessing

*May love and laughter light your days,
and warm your heart and home.
May good and faithful friends be yours,
wherever you may roam.
May peace and plenty bless your world
with joy that long endures.
May all life's passing seasons
bring the best to you and yours!*

Source:

<https://www.claddaghdesign.com/history/guide-to-irish-blessings/>

**Fluency
Friday
March 17**



Fluency: Have our students practice and perform this blessing for their family and friends.

More Fluency: For a beautiful rendition of "When Irish Eyes are Smiling" with captioned lyrics for assisted reading, check out:

<https://www.youtube.com/watch?v=NYB0yfzKmlg>

Word Study: Be sure to explore with students some great words in both the blessing and the song (e.g. *faithful, endure, roam, beguile, lilt, regret,...*)

Fluency Fridays –

trasinsk@kent.edu

April 14
National
Gardening Day

Garden Song

David Mallet

**Inch by inch, row by row
Gonna make this garden grow
All it takes is a rake and a hoe
And a piece of fertile ground**

**And inch by inch, and row by row
Someone bless these seeds I sow
Someone warm them from below
Till the rain comes tumblin' down**

**And pullin' weeds and pickin' stones
Man is made of dreams and bones
Feel the need to grow my own
'Cause the time is close at hand**

**And rain for grain, sun and rain
Find my way in nature's chain
And tune my body and my brain
To the music from the land**

**Inch by inch and row by row
Gonna make this garden grow
All it takes is a rake and a hoe
And a piece of fertile ground**

**And inch by inch, and row by row
Someone bless these seeds I sow
And someone warm them from below
Till the rain comes tumblin' down**



**Plant your rows straight and long
Temper them with prayer and song
And mother earth will make you strong
If you give her love and care**

**An old crow watchin' hungrily
From his perch in yonder tree
And in my garden I'm as free
As that feathered thief up there**

**Inch by inch and row by row
Gonna make this garden grow
All it takes is a rake and a hoe
And a piece of fertile ground**

**And inch by inch, and row by row
Someone bless these seeds I sow
someone warm them from below
Till the rain comes tumblin' down**

Weekly Routine for Repeated Reading Performance

Weekly Text to be performed at the end of the week.

Mon: Teacher models the text(s) to be performed

Tues: Choral reading of text(s)

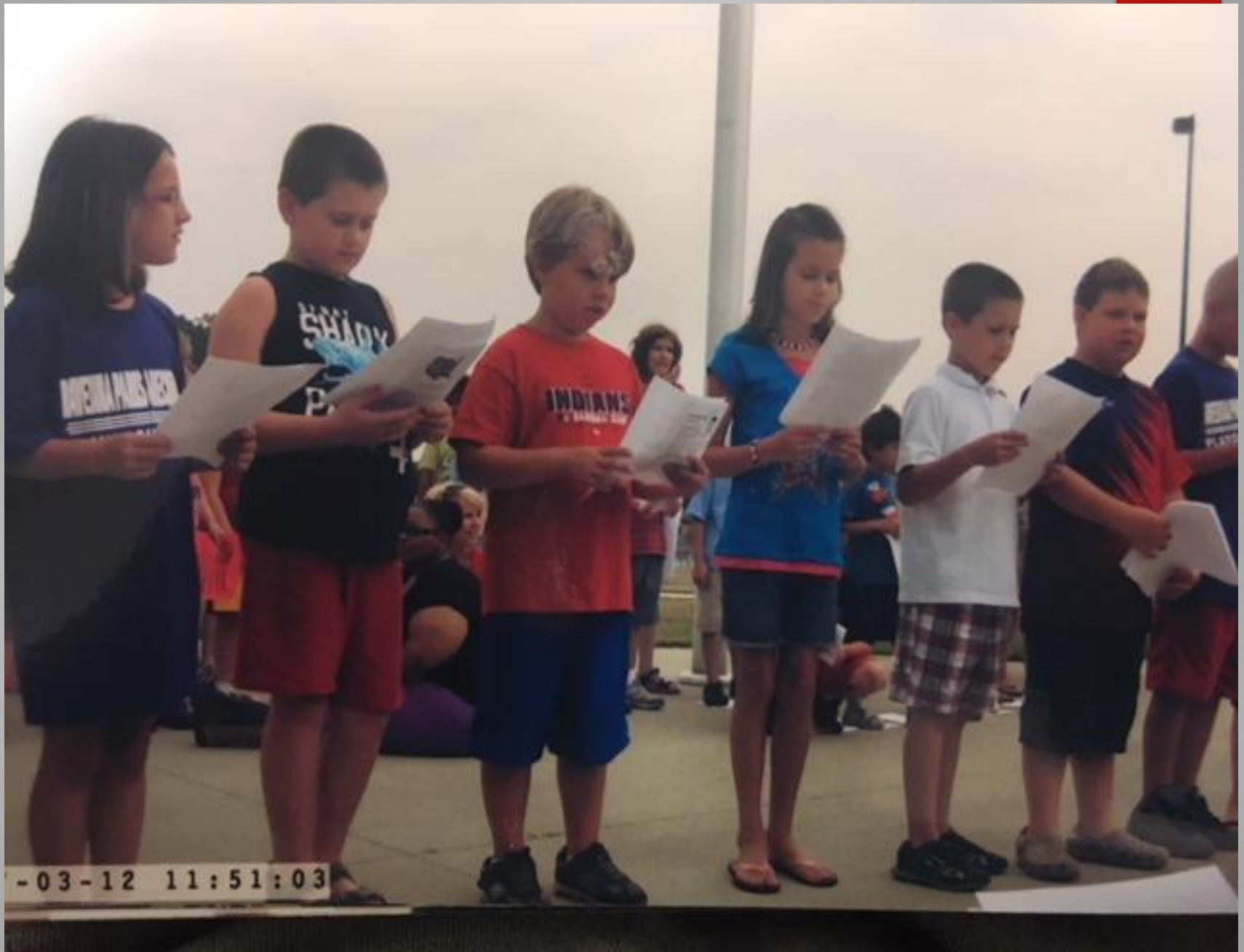
Wed: Practice in small groups

Thur: “Dress Rehearsal”

Fri: Grand Performance with authentic audience



45:36



-03-12 11:51:03

Dr. Lillie Lewis

@LillieLewisC



I got this reader's theater from your website. 3 of the 4 students are strugglers. Repeated readings & the idea of a production was just what these students needed!! Thank you for the resource!



Yesterday, 5:07 PM



I will!! The program ended yesterday, but when school starts back, I will! Our focus was fluency & EVERY student improved their accuracy **by 5 - 20 points** or more in these 3 weeks! Your research & resources are amazing! Thank you!



But Does it Work? **SOR**

Lorraine Griffith: 4th grade teacher West
Buncombe County Elementary.

Poetry/Readers Theater Repeated Reading:

**59 words correct per minute gain (25 wcpm is
the normal gain for grade 4)**

2+ years average growth of struggling readers

Griffith, L. W., & Rasinski, T. V. . A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, 58, 126- 137.

Combining the Power of Poetry, Repeated Readings, and Community Volunteers for Literacy Intervention: The Poetry Academy

Wilfong, Lori Georgianne

Permalink: http://rave.ohiolink.edu/etdc/view?acc_num=kent1153422922

Year and Degree

2006, PHD, Kent State University, College of Education, Health, and Human Services / Department of Teaching, Leadership and Curriculum Studies.

Abstract

The purpose of this study was to examine the effective use of community volunteers in four third grade classrooms at one rural elementary school in Northeast Ohio in a program called the Poetry Academy. A sequential-explanatory mixed methods research paradigm framed this study. The research questions were: (1) Does the Poetry Academy have an effect on student's fluency and comprehension scores, as shown through the use of a curriculum-based measurement given before and after the implementation of the program, measured (a) words correct per minute (WCPM); (b) word recognition; and (c) score on a retelling? (2) Does the Poetry Academy have an effect on students' attitude towards reading, as measured both before and after the implementation of the program by the Elementary Reading Attitude Survey (McKenna & Kear, 1990)? (3) What observations or changes have students, parents, teachers, and volunteers observed in the students' attitude towards reading, if any, during the implementation of the program? and (4) What have students, parents, teachers, and volunteers observed in the students' reading skills, if any, during the implementation of the program?



Building Fluency, Word-Recognition Ability, and Confidence in Struggling Readers: The Poetry Academy

Lori G. Wilfong

First published: 09 November 2011 | <https://doi.org/10.1598/RT.62.1.1> | Citations: 18

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Abstract

The purpose of this article is to describe a strategy called the Poetry Academy used to boost reading skills in elementary school students. The Poetry Academy paired struggling readers with a community volunteer to read poetry on a weekly schedule to practice fluency, work on word recognition abilities, and build confidence.

A research study took place to examine the efficacy of the strategy. Findings reveal that significant gains were made in the treatment group when compared with the control group in the areas of words correct per minute, word recognition, and attitude toward academic reading, while a marginally significant gain was made in the area of comprehension. Change in the members of the treatment group was observed by the students, teachers, parents, and volunteers and included an increase in confidence when reading and improved attitude toward school.



Rhonda Powell

Middle School Teacher, South Carolina

Used poetry performance as the fluency intervention in her classroom

Student Profile in Reading

Beginning of the Year

End of Year

- ▶
- ▶ **Below Basic: 67%**
- ▶ **Basic: 30%**
- ▶ **Proficient: 3%**
- ▶ **Advanced: 0%**

Rhonda Powell

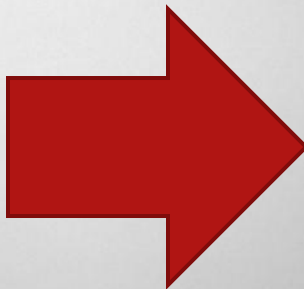
Middle School teacher, South Carolina

Used poetry performance as the fluency intervention in her classroom

Student Profile in Reading

Beginning of the Year

End of Year



▶ Below Basic:	67%	24%
▶ Basic:	30%	45%
▶ Proficient:	3%	25%
▶ Advanced:	0%	6%

Readers Theatre Plus Comprehension and Word Study

Chase Young, Faida Stokes, Timothy Rasinski

Readers Theatre provides an opportunity for nonreaders, emergent readers, and proficient readers to get hooked into reading.

Before the turn of the century, Martinez, Roser, and Strecker (1998) told a story about five second graders whose reading identities were positively changed by Readers Theatre. It was a compelling article that likely influenced many educators to consider implementing Readers Theatre in their own classrooms. The improvements in students' affect toward and confidence in their reading were as impressive as the gains in reading achievement itself; one student reported, "I never thought I could be the star, but I was the best reader today!" A second noted, "Readers theater is the funnest reading I ever did before" (p. 333). Rinehart (1999) described how Readers Theatre could be used to support students who struggled severely with reading, providing an incentive to explore the use of the activity with various student populations. A few years later, Worthy and Prater (2002) reported a similar phenomenon where students' reading motivation increased as a result of participating in Readers Theatre. The following year, an entire classroom of students engaged in Readers Theatre and saw up to two years' growth in reading ability, and many at-risk struggling readers ascended

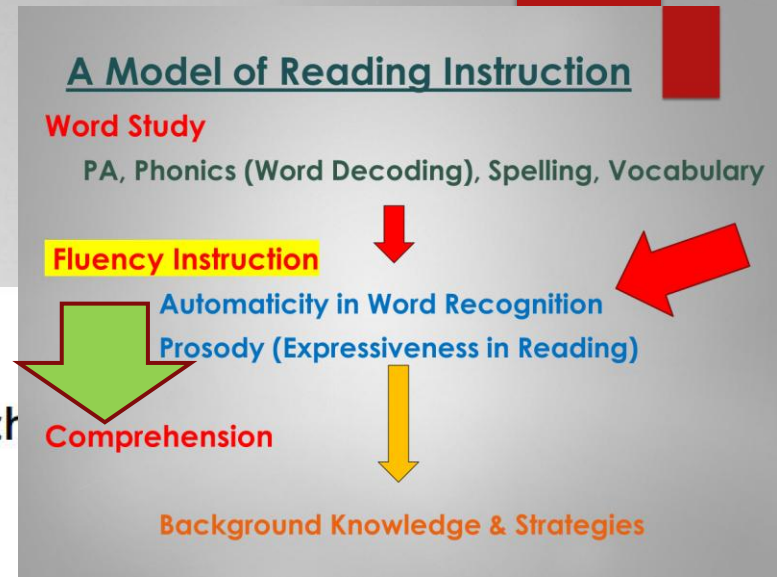
reported gains in overall reading achievement over a year for struggling readers in a 10-week implementation. Moreover, they noted that the authentic performance aspect of Readers Theatre challenged students to read with meaningful expression.

Researchers and educators have agreed with Tyler and Chard's (2000) description of the natural link between repeated readings and Readers Theatre. The activity builds on the well-established method of repeated readings (Mercer, Campbell, Miller, Mercer, & Lane, 2000; Samuels, 1979; Vadasy & Sanders, 2008) and integrates authenticity by providing a real purpose for repeated readings: rehearsal for a performance (Young & Nageldinger, 2014). Therefore, it comes as no surprise that a multitude of studies have reported increases in motivation and confidence, mostly because students rehearse to the point of proficiency, stand alongside their peers, and read aloud with confidence and competence. Thus, students who may struggle can achieve success in the context of Readers Theatre (Rinehart, 1999; Young & Rasinski, 2009).



The Journal of Educational Research

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Improving reading comprehension with readers theater

Chase Young, Patricia Durham, Melinda Miller, Timothy Victor Rasinski & Forrest Lane

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To link to this article: <https://doi.org/10.1080/00220671.2019.1649240>



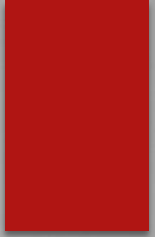
International Journal of Educational
Research Open
Volume 4, 2023, 100243



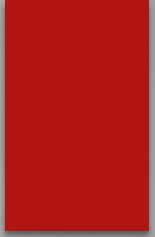
A systematic review and meta-analysis of the Readers' Theatre impact on the development of reading skills

[Konstantinos Mastrothanasis](#)^a  , [Maria Kladaki](#)^a, [Aphrodite Andreou](#)^b

Show more 



“Readers’ Theatre is a teaching method, which contributes positively to the development of the students’ reading skills, along with the creation of positive attitudes towards reading and the development of incentive for the learning of reading.”



“Readers’ Theatre is a teaching method, which contributes positively to the development of the students’ reading skills, along with the creation of **positive attitudes towards reading** and the development of incentive for the learning of reading.

Moreover, it was discovered that Readers’ Theatre contributes considerably to the **improvement of the students’ reading skills and has a large effect size.**”

Teaching Reading Fluency

p. 13 HO

Instructional Tools:

Model Fluent Reading

Assisted Reading (e.g. Topping)

Wide Reading Practice (e.g. Allington)

Deep Reading Practice (e.g. Samuels)

Focus on Phrasing (e.g. Rasinski)

BUILDING FLUENCY THROUGH THE PHRASED TEXT LESSON

Timothy Rasinski ■ Kasim Yildirim ■ James Nageldinger

Jasmine struggled greatly with the passage. Her word-by-word, staccato oral reading sounded robotic. More important, when asked to retell what she had read, she sheepishly smiled and looked down. Charles's reading was much different. He read quickly and confidently. Every word was uttered correctly as he sped through the passage. Unfortunately, he also sped through commas, periods, and other phrase boundaries that were not marked by punctuation. Unfortunately, too, his comprehension of the passage was much the same as Jasmine's.

One of the most visible features of fluent readers is their ability to read orally with appropriate expression or prosody. Features of prosodic oral reading include intonation, stress, phrasing, appropriate pausing, and phrase lengthening (Dowhower, 1987, 1991; Schrauben, 2010; Schwanenflugel, Hamilton, Kuhn, Wisenbaker, & Stahl, 2004).

Researchers argue that expression or prosody in reading helps readers chunk the text they read into syntactically appropriate units (e.g., noun phrases, verb phrases, prepositional phrases) that assist them in constructing meaning (Schreiber, 1980, 1991; Schreiber & Read, 1980). Combining intonation with appropriate phrasing helps readers to comprehend what is being read (Kuhn, Schwanenflugel, & Meisinger, 2010). Poor disfluent reading, on

Timothy Rasinski is a professor in Teaching, Leadership and Curriculum Studies at Kent State University, Ohio, USA; e-mail trrasinsk@kent.edu.

Kasim Yildirim is an assistant professor at Ahi Evran University, Turkey; e-mail kyildirim@gazi.edu.tr.

James Nageldinger is a doctoral student in Teaching, Leadership and Curriculum Studies at Kent State University, Ohio, USA; e-mail jknageldinger@mac.com.

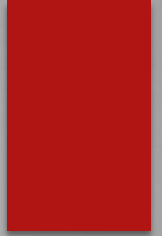
Day 1

When we mark phrase boundaries for readers / we help them notice / how they should chunk texts / into meaningful unit.//
Giving them regular opportunities / to read texts / formatted in this way / will help them break out / of that word-by-word cycle / that prevents them / from becoming / more fluent readers.//

Day 2

When we mark phrase boundaries for readers, we help them notice how they should chunk texts into meaningful unit. Giving them regular opportunities to read texts formatted in this way will help them break out of that word-by-word cycle that prevents them from becoming more fluent readers.

High Frequency Words



▶ **The**

▶ **If**

▶ **It**

▶ **Of**

▶ **This**

Timothy Rasinski

Home

Products

Blog

Resources

Ref

Professional Development

- Study Guide for Building Vocabulary with Greek and Latin Roots, (2nd Edition)-Tim Rasinski, Nancy Padak, Rick M. Newton, Evangeline Newton
- Tim Rasinski's Handouts for Professional Development: From Phonics to Fluency to Proficient Reading
- Building Vocabulary Professional Development Video
- Tools to Teach Academic Vocabulary Webinar

Research

- Building Vocabulary Pilot Research Report

www.timrasinski.com > Resources

Articles

- A Little Latin and a Whole Lot of English
- Building Vocabulary in Summer School
- The Art and Science of Teaching Reading
- Fast Start - The Effects of Fast Start Reading
- Fast Start - Getting Parents and Children Off to a Strong Start in Reading
- Fast Start - A 3-Year Study of a School-Based Parental Involvement Program in Early Literacy
- Impact of Short-Term Intense Fluency Instruction on Students' Reading Achievement: A Classroom-based, Teacher-Initiated Research Study.
- Who Wants to Be a (Reading) Millionaire?
- Making and Writing Words
- Why Reading Fluency Should be Hot
- What's The Perfect Text for Struggling Readers? Try Poetry!
- The Latin-Greek Connection: Building Vocabulary through Morphological Study
- Let's Bring Back the Magic of Song for Teaching Reading
- Can Latin Help Younger Students Build Vocabulary?
- A Focus on Fluency: How one teacher incorporated fluency with her reading curriculum
- Building Fluency through the Phrased Text Lesson
- Delivering Supportive Fluency Instruction - Especially for Students Who Struggle
- Word Harvesting: Using Authentic Literature as the Source for Vocabulary Learning
- Readers Who Struggle: Why Many Struggle and a Modest Proposal for Improving Their Reading
- Educational Leadership - The Roots of Comprehension

Useful Materials

- 8 Rung Word Ladder Template
- 10 Rung Word Ladder Template
- Concept Map
- Nursery Rhyme Book - My Book of Mother Goose Rhymes
- Songbook: America: Home of the Brave, Land of the Free!
- Songbook: Old Familiar Love Songs for Valentine's Day
- Songbook: Holiday Song Book
- Songbook: Songs for Spring, including Easter and St. Patrick's Day
- Songbook: The True Story of the Three Little Pigs
- Readers Theater: The Kite
- Readers Theater: Effective Teaching of Reading: From Phonics to Fluency to Proficient Reading
- Building Vocabulary - Word Families and Word Roots list
- Dr. Edward Fry's Instant Word List (High Frequency Words)
- Dr. Edward Fry's Instant Phrases



www.timrasinski.com >

Resources

Useful Materials

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- [10 Rung Word Ladder Template](#)
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- [Songbook: Holiday Song Book](#)
- [Songbook: Songs for Spring, including Easter and St. Patrick's Day](#)
- [Songbook: The True Story of the Three Little Pigs](#)
- [Readers Theater: The Kite](#)
- [Readers Theater: Effective Teaching of Reading: From Phonics to Fluency to Proficient Reading](#)
- [Building Vocabulary - Word Families and Word Roots list](#)
- [Dr. Edward Fry's Instant Word List \(High Frequency Words\)](#)
- [Dr. Edward Fry's Instant Phrases](#)

Fry Frequently Used Word List 1- 600

- | | | | |
|---------------------------------|----------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> 1 the | <input type="checkbox"/> 26 or | <input type="checkbox"/> 51 will | <input type="checkbox"/> 76 number |
| <input type="checkbox"/> 2 of | <input type="checkbox"/> 27 one | <input type="checkbox"/> 52 up | <input type="checkbox"/> 77 no |
| <input type="checkbox"/> 3 and | <input type="checkbox"/> 28 had | <input type="checkbox"/> 53 other | <input type="checkbox"/> 78 way |
| <input type="checkbox"/> 4 a | <input type="checkbox"/> 29 by | <input type="checkbox"/> 54 about | <input type="checkbox"/> 79 could |
| <input type="checkbox"/> 5 to | <input type="checkbox"/> 30 word | <input type="checkbox"/> 55 out | <input type="checkbox"/> 80 people |
| <input type="checkbox"/> 6 in | <input type="checkbox"/> 31 but | <input type="checkbox"/> 56 many | <input type="checkbox"/> 81 my |
| <input type="checkbox"/> 7 is | <input type="checkbox"/> 32 not | <input type="checkbox"/> 57 then | <input type="checkbox"/> 82 than |
| <input type="checkbox"/> 8 you | <input type="checkbox"/> 33 what | <input type="checkbox"/> 58 them | <input type="checkbox"/> 83 first |
| <input type="checkbox"/> 9 that | <input type="checkbox"/> 34 all | <input type="checkbox"/> 59 these | <input type="checkbox"/> 84 water |
| <input type="checkbox"/> 10 it | <input type="checkbox"/> 35 were | <input type="checkbox"/> 60 so | <input type="checkbox"/> 85 been |
| <input type="checkbox"/> 11 he | <input type="checkbox"/> 36 we | <input type="checkbox"/> 61 some | <input type="checkbox"/> 86 call |
| <input type="checkbox"/> 12 was | <input type="checkbox"/> 37 when | <input type="checkbox"/> 62 her | <input type="checkbox"/> 87 who |

Fry Frequently Used Word List 1- 600

- 1 the
- 2 of
- 3 and
- 4 a
- 5 to
- 6 in
- 7 is
- 8 you
- 9 that
- 10 it
- 11 he
- 12 was

- 26 or
- 27 one
- 28 had
- 29 by
- 30 word
- 31 but
- 32 not
- 33 what
- 34 all
- 35 were
- 36 we
- 37 when

**First 100 Words Represent
50% of all the words we
will ever read!**

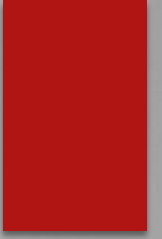
- 54 about
- 55 out
- 56 many
- 57 then
- 58 them
- 59 these
- 60 so
- 61 some
- 62 her
- 79 could
- 80 people
- 81 my
- 82 than
- 83 first
- 84 water
- 85 been
- 86 call
- 87 who

- 
- ▶ **But, the natural unit of reading is NOT the word. It's the phrase.**

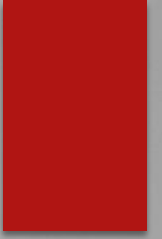
if



of



the



High Frequency Word Phrases

- ▶ The people
- ▶ Write it down
- ▶ By the water
- ▶ Near the car
- ▶ My mom and dad
- ▶ Over there
- ▶ In the woods
- ▶ See: www.timrasinski.com > Resources

www.timrasinski.com

Useful Materials

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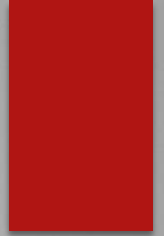
Fry Instant Phrases

The words in these phrases come from Dr. Edward Fry's Instant Word List (High Frequency Words). According to Fry, the first 300 words in the list represent about 67% of all the words students encounter in their reading.

First 100 Words/Phrases

The people	Out of the water	Give them to me.
Write it down	A long time	Then we will go.
By the water	We were here	Now is the time
Who will make it?	Have you seen it?	An angry cat
You and I	Could you go?	May I go first?
What will they do?	One more time	Write your name.
He called me.	We like to write.	This is my cat.
We had their dog.	All day long	That dog is big.
What did they say?	Into the water	Get on the bus.
When would you go?	It's about time	Two of us
No way	The other people	Did you see it?
A number of people	Up in the air	The first word
One or two	She said to go	See the water
How long are they?	Which way?	As big as the first
More than the other	Each of us	But not for me
Come and get it.	He has it.	When will we go?
How many words?	What are these?	How did they get it?
Part of the time	If we were older	From here to there
This is a good day.	There was an old man	Number two
Can you see?	It's no use	More people
Sit down.	It may fall down.	Look up
Now and then	With his mom	Go down
But not me	At your house	All or some
Go find her	From my room	Did you like it?

Create ppt phrase slides





▶ **The people**





▶ **Write it down**





▶ **By the water**





▶ **My mom and dad**

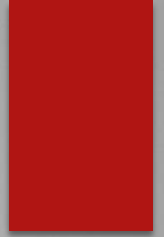




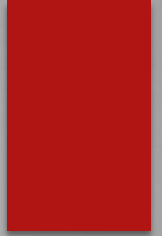
▶ **In the woods**



Change fonts



▶ **Off we go**



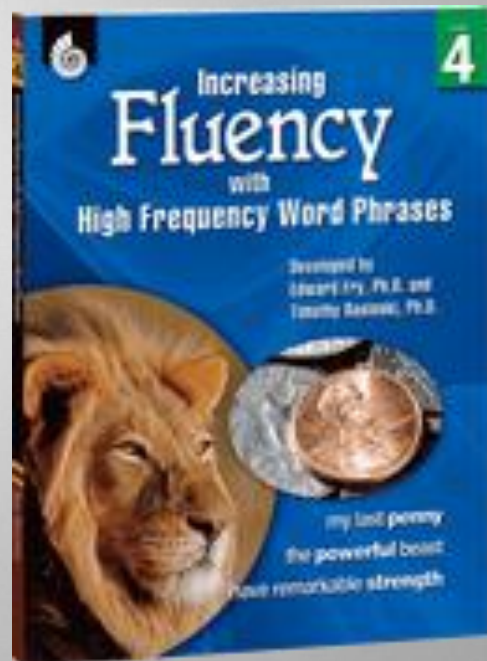
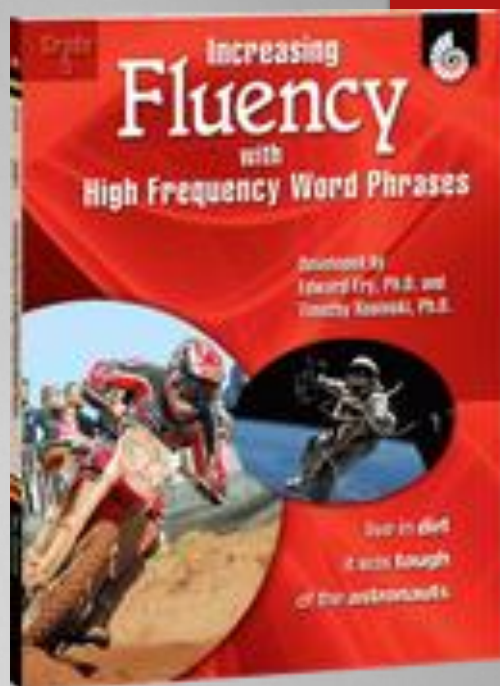
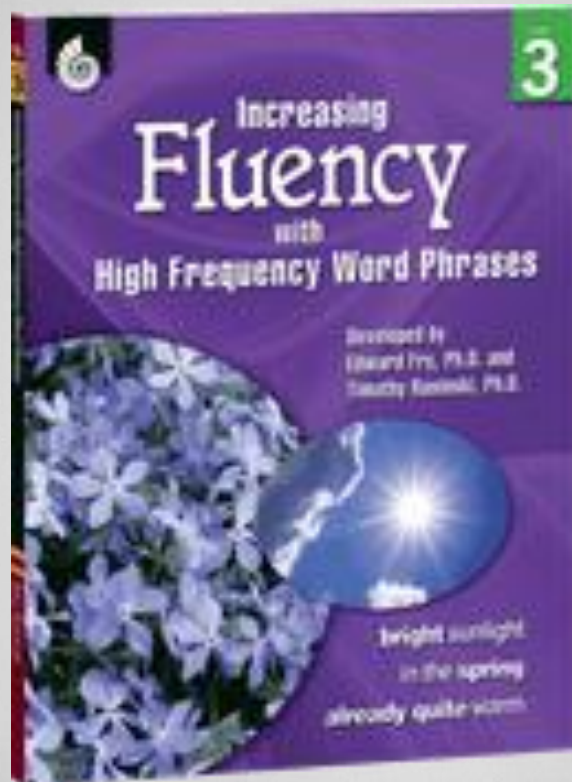
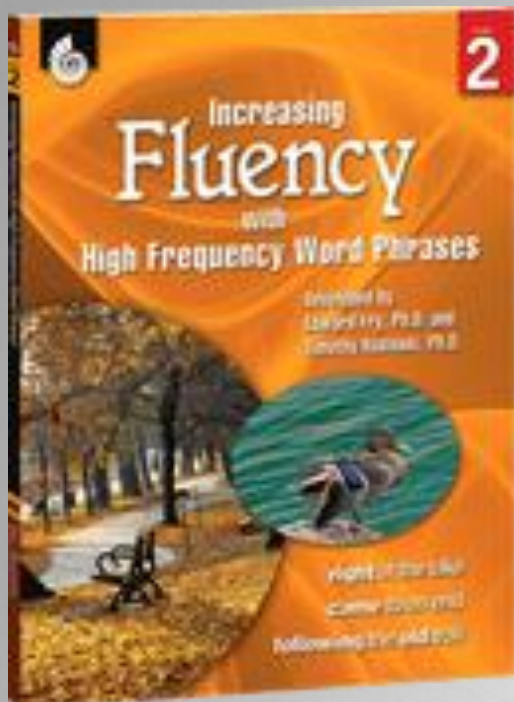


▶ Off we go

▶ Off we go

▶ **Off we go**

▶ *Off we go*



Teaching Reading Fluency

p. 13
Handout

Instructional Tools:

Model Fluent Reading

Assisted Reading (Topping)

Wide Reading Practice (Allington)

Deep Reading Practice (Samuels)

Focus on Phrasing (Rasinski)

Teaching Reading Fluency

Instructional Tools:

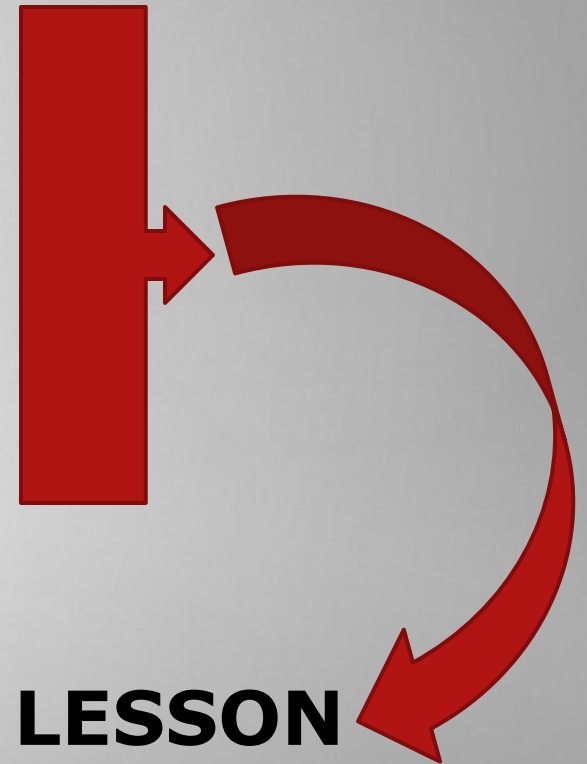
Model Fluent Reading

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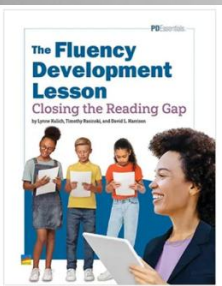
Deep Reading Practice (Samuels)

Focus on Phrasing (Rasinski)



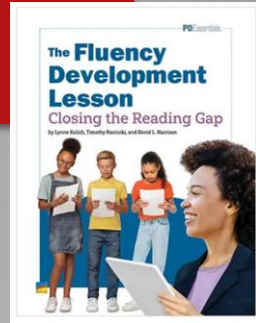
FLUENCY DEVELOPMENT LESSON
SYNERGISTIC INSTRUCTION

p.14 HO



Fluency Development Lesson

p. 20 HO



- ▶ **Daily text (100-200 words) for mastery (poems)**
- ▶ **Teacher reads text 2-3x to students (model)**
- ▶ **Teacher & students read together 2-3x (assisted)**
- ▶ **Students practice with partner 2-3x (rep rdg)**
- ▶ **Students perform text for audience.**
- ▶ **Students engage in word study--words from text**

Another Fresh New Year is Here

William Arthur Ward

**Another fresh new year is here . . .
Another year to live!
To banish worry, doubt, and fear,
To love and laugh and give!**

**This bright new year is given me
To live each day with zest . . .
To daily grow and try to be
My highest and my best!**

**I have the opportunity
Once more to right some wrongs,
To pray for peace, to plant a tree,
And sing more joyful songs!**



Fluency Development Lesson

p.20 HO

- ▶ Daily text (100-200 words) for mastery (poems)
- ▶
- ▶ Teacher reads text 2-3x to students (model)
- ▶ Teacher & students read together 2-3x (assisted)
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Fluency Development Lesson

p.20 HO

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Fluency Development Lesson

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Fluency Development Lesson

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- ▶ Daily text (100-200 words) for mastery (poems)
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- ▶ Students practice with partner 2-3x (rep rdg)
- ▶ Students perform text for audience.
- ▶ Students engage in word study--words from text
- ▶ **Continue practice of text at home to Lucky Listeners.**

Lucky Listeners at Home!

Reginald: 🐾

Eneida Aquino 😊

Chloe (she read for the dog) 😊

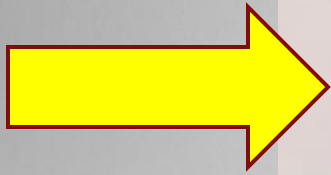
Eneida 🧐

Chloe (Dog) 🐛

🍌 🐞

Eneida 🐛

11/17 🌟



Fluency Development Lesson

p.20 HO

- ▶ Daily text (100-200 words) for mastery (poems)
- ▶ Teacher reads text 2-3x to students (model)
- ▶ Teacher & students read together 2-3x (assisted)
- ▶ Students practice with partner 2-3x (rep rdg)
- ▶ Students perform text for audience.
- ▶ Students engage in word study--words from text
- ▶ Continue practice of text at home to Lucky Listeners.
- ▶ **Repeat 3-5 Times per Week**

Fluency Development Lesson

p.20 HO

- ▶ Daily text (100-200 words) for mastery (poems)
- ▶ Teacher reads text 2-3x to students (model)
- ▶ Teacher & students read together 2-3x (assisted)
- ▶ Students practice with partner 2-3x (rep rdg)
- ▶ Students perform text for audience.
- ▶ Students engage in word study--words from text
- ▶ Continue practice of text at home to Lucky Listeners.
- ▶ Repeat 3-5 Times per Week

Be Glad Your Nose is on Your Face by Jack Prelutsky

Be glad your nose is on your face
Not stuck in some other place
For if it were where it is not,
You might dislike your nose a lot.

Imagine if your precious nose
Were somewhere between your toes
That clearly would not be great,
For you'd be forced to smell your feet.



I'm Filthy, I'm Dirty
(To the tune of "It's Raining, It's Pouring")
by Alan Katz

I'm filthy, I'm dirty
Got mud on my shirt
On a whim
I took a swim
In a puddle with a birdie
I'm smelly, I'm dusty
From head to toe I'm free
To be a slob's
A full-time job
I guess I look disgust-y

Stinky Stinky Diaper Change
by Alan Katz

(To the tune of "Twinkle, Twinkle, Little Star")
Stinky, stinky diaper change
Boy, my brother smells so strange
He made something in his pants
Sure hope it won't attract ants
~~Stinky~~ Stinky ~~diaper~~ change
Boy, my brother smells so strange!
It's okay, don't hold your nose
Now he's clean and in fresh clothes
All his stuff is often ~~changed~~
Can't wait till he's potty trained
He's so cute in his playpen
What's that smell? Oh... not again!

My Brother is totally Bonkers
by Jack Prelutsky

My brother is totally bonkers,
There isn't a brain in his head
He ~~thinks~~ that it's time for
Spring ~~cleaning~~
He's cleaning the Springs
bed.
Wh... there's...

Words we own!

were	may
they	the
each	said
what	how
	come

The Learner
by Bob Bagert

Two plus two is twenty-three
It's not, you say? Oh no, no
Two plus two is...

What
at
was
is not
bring w
-bery
sing I v
of mar
teeth w
brand-ne
is Not My Do
the toaster
then h

A Model of Reading Instruction

Word Study

PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)



Comprehension

The road to comprehension runs through fluency

Background Knowledge & Strategies

- 
- ▶ **We began with a song;**
 - ▶ **Let's end with a poem...**

Have You Ever....

Russ Walsh

**Have you ever seen a child,
Squirming, nervous, and tense
Struggle to make sense
Of those strange squiggles on a page?**



Have You Ever....

Russ Walsh

**Have you ever seen a child,
Squirming, nervous, and tense
Struggle to make sense
Of those strange squiggles on a page?**

Well, I have.



Have You Ever....

Russ Walsh

**Have you ever seen a child,
Tremble like a frightened bird,
Stumble on a tricky word
Unable to move one?**



Have You Ever....

Russ Walsh

**Have you ever seen a child,
Tremble like a frightened bird,
Stumble on a tricky word
Unable to move one?**

Well, I have.



Have You Ever....

Russ Walsh

**Have you ever seen a child,
Frustrated, day after day
Fiercely push a book away
Crying, “I just can’t read, I can’t”?**



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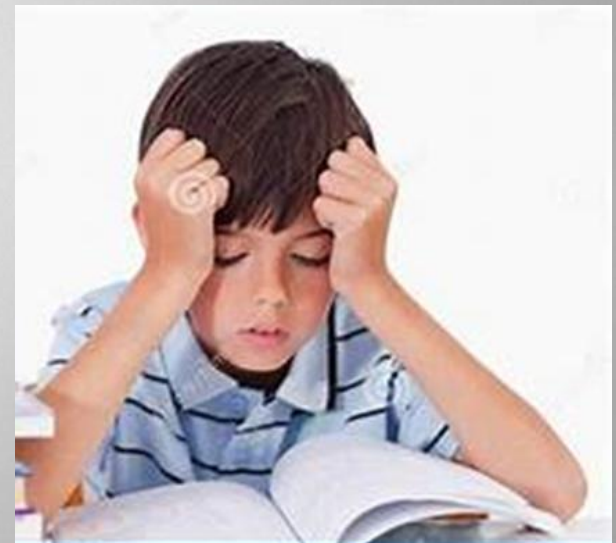
Well, I have.



Have You Ever....

Russ Walsh

**Have you ever seen a child,
Just continue with the battle
Ignoring all those who prattle
That she will never succeed?**



Have You Ever....

Russ Walsh

**Have you ever seen a child,
Just continue with the battle
Ignoring all those who prattle
That she will never succeed?**

Well, I have.



Have You Ever....

Russ Walsh

And, have you ever seen a child,
Look at you with pride,
And smile an ocean wide
Say, "I can read this, yes I can!"



Have You Ever....

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And, have you ever seen a child,
Look at you with pride,
And smile an ocean wide
Say, “I can read this, yes I can!”

Well, I have.



Have You Ever....

Russ Walsh

And because we have

We can face another morning

Of fear, frustration, and failure.

For one child's reading triumph

Keeps the goal within our reach,

And reminds us why it is

Have You Ever....

Russ Walsh

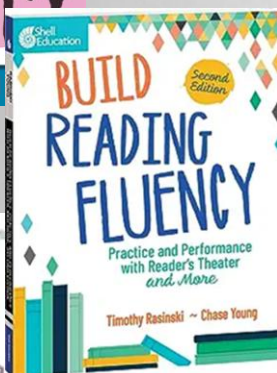
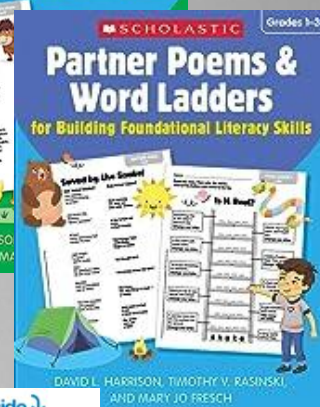
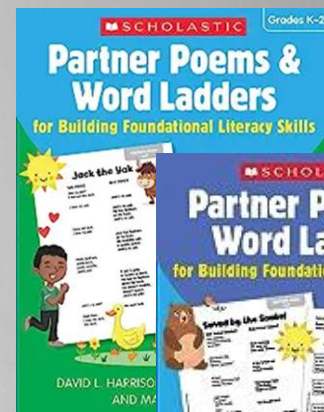
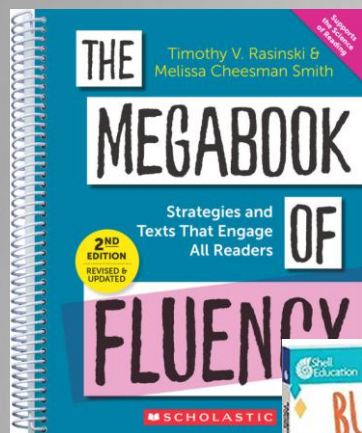
And because we have
We can face another morning
Of fear, frustration, and failure.

For one child's reading triumph
Keeps the goal within our reach,
And reminds us why it is
We teach.



Teaching Reading Fluency

The Essential but Oft-Neglected Component of the Reading Curriculum



Timothy Rasinski, Ph.D.

Professor Emeritus

Kent State University

trasinsk@kent.edu

www.timrasinski.com

