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  @timrasink1 (twitter)

A Model of Reading and Reading Instruction

Words
Accuracy:
Phonemic Awareness/ Letter Recognition
Phonics (Word Recognition)
Spelling
Vocabulary

Fluency
Automaticity in Word Rec.
Prosody

Comprehension
Background Knowledge
Comprehension Strategies

Fluency Instruction

Guided Reading
Word Knowledge is Foundational for Reading Success

Components of Effective Word Study Instruction

1. Word Harvesting (see www.timrasinski.com > Resources)

2. High Frequency Words (see www.timrasinski.com > Resources & Products)

3. Word Patterns - Word Families/Rimes/Phonograms
   (see www.timrasinski.com > Resources)

4. Word Patterns – Morphemes/Latin-Greek Roots
   (see www.timrasinski.com > Products – Building Vocabulary)

5. Word Games - WORDO (see www.timrasinski.com > Resources)
   a. Word Building Games - Daily Word Ladders

6. Vocabulary Ladders (see www.timrasinski.com Products)

7. Figurative Language – Idioms (see www.timrasinski.com > Products)

8. Concept Maps (see www.timrasinski.com > Resources)

9. Semantic Feature Analysis (see www.timrasinski.com > Resources)

10. Cloze/Maze Procedure
**Word Harvesting**

Whenever reading to your students, reciting a poem, singing a song, or playing a word game in your class if you or your students notice any interesting words, have them call out the words at the end of the read aloud or word game. Write the word on a daily word wall and talk about the meaning of the words and begin to use the words in your own oral language over the next several days. Encourage your students also to use the words in their oral and written language.

If you read to your students every day of the school year and harvest 5-6 words after each read aloud you will have exposed your students to 900-1180 new words over the course of a school year. That alone will have a significant impact on your students’ word knowledge. Since authors purposefully use interesting words in their writing, students will find a treasure trove of words in the materials that are read to them or that they read on their own.
Fry Instant (High Frequency) Word List

There are the Fry 600 most often used words in reading and writing. The first 300 words represent about two-thirds of all the words students encounter in their reading. Students should be able to recognize these words instantly and accurately (ie., become part of their sight vocabularies) in order to read with fluency. We recommend, as a rule of thumb, that the 1st 200 words be mastered by the end of 1st grade and each succeeding group of 200 mastered to the point of automatic recognition by the end of each succeeding grade (ie., by the end of grade 3 all 600 words should be part of students’ sight vocabularies.)

See: www.timrasinski.com > Resources

First 100 Instant Words

<table>
<thead>
<tr>
<th>the</th>
<th>had</th>
<th>out</th>
<th>than</th>
</tr>
</thead>
<tbody>
<tr>
<td>of</td>
<td>by</td>
<td>many</td>
<td>first</td>
</tr>
<tr>
<td>and</td>
<td>words</td>
<td>then</td>
<td>water</td>
</tr>
<tr>
<td>a</td>
<td>but</td>
<td>them</td>
<td>been</td>
</tr>
<tr>
<td>to</td>
<td>not</td>
<td>these</td>
<td>called</td>
</tr>
<tr>
<td>in</td>
<td>what</td>
<td>so</td>
<td>who</td>
</tr>
<tr>
<td>is</td>
<td>all</td>
<td>some</td>
<td>oil</td>
</tr>
<tr>
<td>you</td>
<td>were</td>
<td>her</td>
<td>sit</td>
</tr>
<tr>
<td>that</td>
<td>we</td>
<td>would</td>
<td>now</td>
</tr>
<tr>
<td>it</td>
<td>when</td>
<td>make</td>
<td>find</td>
</tr>
<tr>
<td>he</td>
<td>your</td>
<td>like</td>
<td>long</td>
</tr>
<tr>
<td>was</td>
<td>can</td>
<td>him</td>
<td>down</td>
</tr>
<tr>
<td>for</td>
<td>said</td>
<td>into</td>
<td>day</td>
</tr>
<tr>
<td>on</td>
<td>there</td>
<td>time</td>
<td>did</td>
</tr>
<tr>
<td>are</td>
<td>use</td>
<td>has</td>
<td>get</td>
</tr>
<tr>
<td>as</td>
<td>an</td>
<td>look</td>
<td>come</td>
</tr>
<tr>
<td>with</td>
<td>each</td>
<td>two</td>
<td>made</td>
</tr>
<tr>
<td>his</td>
<td>which</td>
<td>more</td>
<td>have</td>
</tr>
<tr>
<td>they</td>
<td>she</td>
<td>write</td>
<td>from</td>
</tr>
<tr>
<td>I</td>
<td>do</td>
<td>number</td>
<td>their</td>
</tr>
<tr>
<td>at</td>
<td>how</td>
<td>no</td>
<td>if</td>
</tr>
<tr>
<td>be</td>
<td>will</td>
<td>way</td>
<td>go</td>
</tr>
<tr>
<td>this</td>
<td>up</td>
<td>could</td>
<td>see</td>
</tr>
<tr>
<td>or</td>
<td>other</td>
<td>people</td>
<td>may</td>
</tr>
<tr>
<td>one</td>
<td>about</td>
<td>my</td>
<td>part</td>
</tr>
</tbody>
</table>

High Frequency Word Phrases

a number of people
the way to go

I made it.
Come and get it.
The Most Common Word Families (Phonograms/Rimes)

By adding a beginning letter(s) to these word families, students can spell and read 654 one syllable words!

- ab  - at  - ink  - ore  - unk
- ack  - ay  - ip  - ot  - y
- ag  - ell  - ight  - out
- ail  - est  - ill  - ow (how, chow)
- ain  - ew  - im  - ow (bow, throw)
- am  - ed  - in  - op
- an  - eed  - ine  - uck
- ank  - ick  - ob  - ug

Word Family (Phonogram) Poems

- ank and - ad

Happy Hank played a prank
On his mom and dad.
They didn’t like it.
He got spanked.
Now Happy Hank is sad.

TR

- ay

Bikes are to ride
All of the day.
Places to go
So far away.
Sidewalks and paths
Places to stray.
Riding a bike
What a great way to play

Greg

- ob
Diddle dumpling

My son Bob.
Skinned his knee
And began to sob.
Gave him a pickle
And corn on the cob
Diddle dumpling
My son Bob.

See Building Vocabulary – Foundations (K-2).  www.timrasinski.com > Products
See Literacy Time (K-3) AND Poems for Building Reading Skills (K-8).  www.timrasinski.com > Products
Put one word below in any box you want.

Words:
1. FREE (Put in any box)  7.

2.  8.

3.  9.

4.  10.

5.  11.

6.  12.
**WORDO (4x4) (see www.timrasinski.com > Resources)**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Words:**

1. FREE
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20.
DAILY WORD LADDERS – (K-1, 1-2, 2-4, 4+)

Name ____________________________

Read the clues, then write the words.
Start at the bottom and climb to the top.

**Ship Ahoy**

A group of ships.
Change one letter.

Partly frozen rain.
Change one letter.

A piece of paper.
Change one letter.

Animals that give us wool.
Change one letter.

What you do at night.
Change one letter.

A sharp slope uphill.
I'm tired because that hill was ___.
Add one letter.

When you walk, you first take a ___.
Change one letter.

Opposite of go.
Change one letter.

A store.
Change one letter.

ship
Building Vocabulary with Essential Latin and Greek Word Roots

Prefixes
Ante  before
Anti  against
Auto  self
Bi    two
Cent  hundred
Com/Con with, together
Extra more, beyond
Mega  large
Micro small
Mid   middle
Mono  one
Multi many
Pre   before
Re    again
Semi, hemi half

Other word parts
Aero  air
Aud   hear
Biblio book
Bio   life
Chron time
Dem   people
Gram  write
Graph write
Hydr  water
Lab   work
Mand  order
Max   greatest
Scop  see
Struct build
Terr(a) land
Therm heat
Volv  roll
Vor   eat
Polis city
Port  carry
Photo light
Phon  sound
Phob  fear
Pod   foot

See Building Vocabulary – Foundations (K-2).
www.timrasinski.com > Products

See Building Vocabulary – Word Roots (3-11).
www.timrasinski.com > Products
A Weekly Routine for Teaching Vocabulary Using Word Roots

I. Meet the Root(s) of the Week (Teacher Background) – Introduce a root or two and display a set of words containing the root(s) of the week and their related meanings.

II. Divide and Conquer – Root Analysis  (Breaking individual words into meaningful parts and discussing the meaning of the whole words)

III. Read and Reason - -Informational texts that contain multiple examples of the target word root followed by student response and discussion.

IV. Extend and Explore – Students engage in deeper exploration of the word root through additional activities (word inventions, word building, synonym – antonym activities, words in sentences, matching, analogies, and other activities that challenge students to continue thinking about meaning of individual words with the targeted root).

Some Interesting Word Creations ala Shakespeare:

Autophile  Matermand

V. Go for the Gold – Students engage in a game or game-like activity that reinforces the root. Students can also be quizzed over words derived from the weekly root.

VI. Extended Exposure and Spaced Practice – Other parts and areas of the school community continue to focus on the targeted root. School principal, other areas of the curriculum (science, art, school newsletter, school website).
Hello Dr. Rasinski,

I mentioned in our last communication how much I love the vocabulary ladders and want to adapt the concept for my high schoolers. I tried some out with my AP Lit students, and they said they found them to be fun! We used the ladders as a catalyst for discussion about word nuance and how they can use this knowledge in their AP test writing. But mostly...my 17 and 18-year-olds said they were fun! lol I gave them the bottom and top rung, and they filled in the rest.
Figurative Language – Idiomatic Expressions

Fluent Reading and Comprehension requires readers to quickly decode and access the meaning to words and phrases that may not be transparent in their meaning. Idiomatic Expressions are particularly difficulty for many students, especially those for whom English is not their first language. Choose a category below (or another category if you like) and brainstorm idioms and other common expressions that make reference in some way to the chosen category.

Ducks and Geese  Football  Basketball  Colors  Numbers
Nautical/Water  Church  Fish  Food/Kitchen  Cars/Trucks
Stars/Space  Horses  Dogs  Cats  Plants/Flowers/Trees
Farms  Factory Work  Seasons  Weather  Track and Field
Baseball  Football  School  Theater

Written Composition Using Figurative Language

Romeo and Juliet Told Through Sports Idioms

Right off of the bat, Romeo knew he was in love with Juliet. The problem was that across the board, the Capulets hated the Montagues. Romeo was behind the eight ball before he even had a chance to get the ball rolling. He knew it would be tough to score points with Juliet’s parents, but he didn’t throw in the towel quite yet. He danced with her at the Capulet’s ball, and their relationship was off and running. When Juliet’s cousin, Tybalt, saw them together, he blew the whistle on Romeo. Juliet’s father said that he would call the shots because it was his party, and Romeo was allowed to stay.

Romeo and Juliet dove right into a relationship and got married. It was smooth sailing for them until Tybalt threw Romeo a curve by killing Romeo’s friend Mercutio. Romeo had to level the playing field and get back at Tybalt, so he played hard ball and killed him. Romeo was down for the count when the Prince banished him. No one was in his corner except his love, Juliet. Defeated, he rolled with the punches and moved to Mantua.

His friend, Balthasar, wanted to touch base with him, but ended up throwing him a curve. Balthasar mistakenly thought Juliet was dead. Romeo couldn’t believe this was happening at this stage of the game; he was supposed to go get Juliet, and they were going to run away together. Romeo really dropped the ball after that. He lay down next to Juliet and took his own life. When Juliet awoke and saw her husband dead, she thought, “That’s the way the ball bounces,” and stabbed herself. The parents of the young lovers were shocked by what had happened. The announcement of their children’s deaths had come out of left field. They decided to tackle the problem of their long feud and built statues in memory of their lost children.

For more: www.idiomconnection.com  www.timrasinski.com  “Products”

Understanding Idioms; Go Figure.
Fluency – A Critical Key to Proficient Reading

Components of Effective Fluency Instruction

Fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension. Studies sponsored by the U.S. Department of Education found that fourth grade students’ oral reading fluency is a strong predictor of silent reading comprehension. Moreover, the same study found that nearly half of the fourth graders studied had not achieved even a minimally acceptable level of reading fluency. Fortunately, a solid body of evidence suggests that fluency can be taught and that effective instruction in fluency leads to overall improvements in reading.

1. Model Fluent Reading. Read Fluently to Students.


3. Practice - -
   a. Wide Reading
   b. Deep (repeated or close) Reading


5. Synergy (Young and Struggling Readers)— Fluency Development Lesson.

6. Synergy (Early Readers) - Fast Start
The Fluency Development Lesson (FDL): Synergistic Fluency Instruction

Timothy Rasinski, PhD
Kent State University
trasinsk@kent.edu; www.timrasinski.com

The FDL involves daily repeated readings of short passages (poems, story segments, or other texts) so that students achieve success in reading daily. The format for the lesson is:

1. Students read a familiar passage from the previous lesson to the teacher or a fellow student for accuracy and fluency.

2. The teacher introduces a new short authentic text with voice (meant for rehearsal and performance) and reads it to the students two or three times while the students follow along. Text can be a poem, segment from a basal passage, or literature book, etc.

3. The teacher and students discuss the nature and content of the passage.

4. Teacher and students read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.

5. The teacher organizes student pairs. Each student practices the passage three times while his or her partner listens and provides support and encouragement.

6. Individuals and groups of students perform their reading for the class or other audience.

7. The students and their teacher choose 4 or 10 words from the text to add to the word bank and/or word wall.

8. Students engage in word study activities (e.g. word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.)

9. The students take a copy of the passage home to practice with parents and other family members.

10. Students return to school and read the passage to the teacher or a partner who checks for fluency and accuracy.


Research using the FDL has been cited by the National Reading Panel as evidence of the importance of fluency instruction in the primary grade reading curriculum.
Fluency Development Lesson - -Simulation

Chapatiwacky

'Twas Balti and the Saag Aloo
Did Murgh Makhani Rhogan Josh
All Methi were the Vindaloos
And the Madras Tok Gosht. 21

Beware the Pathia my son!
The jaws that bite, the claws that catch.
Beware the Tandoori and shun
the Chicken Hasnabad. 42

He took his Handi Prawn in hand,
Long time the Mughlai foe he sought,
So rested he by the Thali tree
And stood awhile in thought. 68

And as in Pilau Rice he stood
The Pathia with eyes of flame
Came Shashlik through Tandoori Trout
And Rasam as it came. 91

One, two! One, two! And through and through!
The Sobji Cakes went Chicken Chat.
He left it dead and with its head
He went Pakora back. 117

And hast thou slain the Pathia?
Come to my arms my Bhaji boy!
Peshwari Naan, kheema, korma
Niramish in his joy. 138

'Twas Balti and the Saag Aloo
Did Murgh Makhani Rhogan Josh
All Methi were the Vindaloos
And the Madras Tok Gosht. 159

WCPM: POST _______ -  PRE _______ = GAIN_______
FDL In Action

Jabberwocky
Lewis Carroll

'Twas brillig, / and the slithy toves //
Did gyre / and gimble in the wabe; //
All mimsy / were the borogoves, //
And / the mome raths outgrabe. //

"Beware the Jabberwock, / my son //
The jaws that bite, / the claws that catch! //
Beware the Jubjub bird, / and shun /
The frumious Bandersnatch! " //

He took his vorpal sword in hand; //
Long time / the manxome foe / he sought //
So rested he / by the Tumtum tree, //
And stood awhile / in thought. //

And, / as in uffish thought / he stood, //
The Jabberwock, / with eyes of flame, /
Came whiffling / through the tulgey wood, /
And burbled / as it came! //
Word Harvest and Word Study

(Choose 5-10 words you think are interesting from the previous text for our Word Wall display).

WORD WALL

Brainstorm other words that are structurally related (word families/patterns). Add them to the Word Wall.

What instructional activities can be done with these words? Word sorts, word ladders, word games...
Day 1. Home practice.
Jabberwocky Part 1 without the phrase markings.

Day 2

Jabberwocky (part 2)

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Day 3. Complete Jabberwocky or other work by Louis Carrol