

# Effective Teaching of Reading: From Phonics to Fluency to Proficient Reading

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## A Model of Reading Instruction

### Words

Accuracy in:

**Phonics (Word Recognition)**

**Spelling**

**Vocabulary**

### Word Study

### Fluency

**Automaticity**

**Prosody**

### Fluency Instruction

*Surface level*

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*Deep level*

### Comprehension

**Background Knowledge**

**Comprehension Strategies**

### Guided Reading

## Components of Effective Fluency Instruction

*Fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension. A recent study 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.*

- A
  
  
- M
  
  
- A
  
  
- P
  
  
- P
  
  
- S

**For more on fluency see the Chapter on Fluency from the Report of the National Reading Panel. See also, Technical Report 2-008 from the Center for the Improvement of Early Reading Achievement ([www.ciera.org/library/reports/index.html](http://www.ciera.org/library/reports/index.html)).**

## Fluency Accuracy and Automaticity: Assessment and Norms

### Accuracy

Calculation: Total number of words read correct divided by Total words read (correct or corrected + uncorrected errors). Example: 137 words read correct / 145 total words read (137 correct + 8 uncorrected errors) = 94.5% correct.

Interpretation:       99% Correct: Independent Level Reading  
                          95% Correct: Instructional Level Reading  
                          90% Correct: Frustration Level Reading

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### Automaticity

<u>Grade</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
1	XX	25	60 wcpm
2	53	78	94
3	79	93	114
4	99	112	118
5	105	118	128
6	115	132	145
7	147	158	167
8	156	167	171

Procedure: Have students read orally for one minute from curriculum material at their grade level. Ask students to read in their normal manner, not overly fast or slow. Administer reading probes at least three times per year.

Scoring: Count number of words correctly in the one minute period. Include errors corrected in the one minute period.

Analysis and Interpretation: Students reading significantly below the stated norms (20% or more below norms) are at risk in reading decoding and/or fluency and should be considered for further assessment and diagnosis.

**Adapted from:** *Hasbrouck, J. E. & Tindal, G. (1992). Curriculum-based oral reading fluency forms for students in Grades 2 through 5. Teaching Exceptional Children, (Spring), 41-44. and Howe, K. B. & Shinn, M. M. (2001). Standard reading assessment passages (RAPS) for use in general outcome measurements: A manual describing development and technical features. Eden Prairie, MN: Edformations.*

### NAEP Oral Reading Fluency Scale

4. Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author’s syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.
3. Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.
2. Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast.
1. Reads primarily word-by-word. Occasional two-word or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow. A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

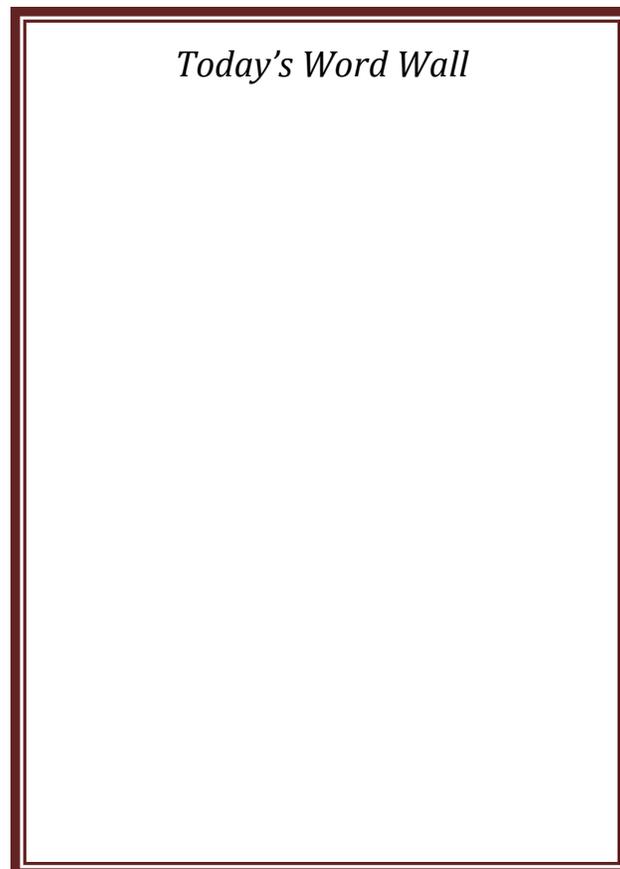
### NAEP STUDY OF ORAL READING FLUENCY

<u>FLUENCY SCORE</u>	<u>SILENT RDG ACHV SCORE</u>	<u>% STUDENTS</u>
4		
3		
2		
1		

## **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 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 1<sup>st</sup> 100 words be mastered by the end of 1<sup>st</sup> grade and each succeeding group of 100 mastered by the end of each succeeding grade (ie., by the end of grade 6 all 600 words should be part of students' sight vocabularies.)

### First 100 Instant Words

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

From Fry, E., Kress, J., and Fountoukidis, D. L. (2000). *The Reading Teacher's Book of Lists*, Fourth edition. Englewood Cliffs, NJ: Prentice-Hall. Reprinted with the permission of Edward Fry, copyright holder.

## Making and Writing Words

Vowels	Consonants
1	5
2	6
3	7
4	8

Transfer

T-1	T-2
T-3	T-4

Fr: Rasinski, T. (1999). Making and writing words. *Reading Online*. Available at <http://www.readingonline.org/articles/rasinski/>. Permission to photocopy for educational use is granted.

See: Making and Writing Words. Rasinski and Heym. <http://www.shelleducation.com/rasinski.php>

### Making and Writing Words

Vowels		Consonants	
1	6	11	
2	7	12	
3	8	13	
4	9	14	
5	10	15	
Transfer			
T-1	T-2	T-3	
T-4	T-5	T-6	

## Making and Writing Words

Vowels		Consonants	
1	6	11	
2	7	12	
3	8	13	
4	9	14	
5	10	15	
<b>Transfer</b>			
T-1	T-2	T-3	
T-4	T-5	T-6	

Fr: Rasinski, T. (1999). Making and writing words. *Reading Online*. Available at <http://www.readingonline.org/articles/rasinski/>. Permission to photocopy for educational use is granted.

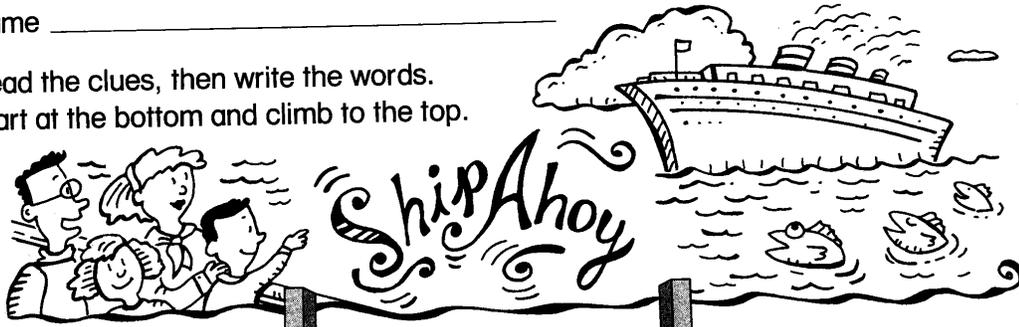
## Letter (Word) Ladders

girl	dog	black	short	snow
gill	dig	block	shore	show
grill	big	lock	sore	shoe
thrill	bit	lick	more	hoe
till	bat	lice	mire	hole
Bill	rat	slice	wire	mole
ball	cat	slide	tire	male
bay		lid	tile	ale
boy		lit	till	ail
		wit	tall	mail
		white		main
				rain
leaf	mean	key	walk	first
lean	lean	donkey		
mean	Len	monkey		
man	men	monk		
main	mad	honk		
mane	made	Hank		
made	trade	rank		
trade	tirade	rack		
tread		rock		
tree		lock	run	last

1. Anagrams: See [www.wordsmith.org/anagram/](http://www.wordsmith.org/anagram/) Select the “advanced” setting and then select “Print candidate words only” See also [www.wordles.com](http://www.wordles.com) (words in words)
2. For Making and Writing Words article by Tim Rasinski go to [www.readingonline.org](http://www.readingonline.org) and search in “articles” under my name Rasinski, or for my 2 articles [Making and Writing Words](#) and [Making and Writing Words Using Letter Patterns](#). Both articles have the forms you can download and print out and use for yourself.
3. For more on Word Ladders see – [Scholastic](#), (Tel: 800-242-7737, choose option #3)  
*Daily Word Ladders for Teaching phonics and vocabulary, Gr 2-3*  
*Daily Word Ladders for Teaching phonics and vocabulary, Gr 4+*
4. More Making and Writing Words -- Teacher Created Materials  
[www.teachercreatedmaterials.com](http://www.teachercreatedmaterials.com) (search for “Rasinski”)  
 Tel: 800-858-7339  
  
*Texts for Fluency Practice: Grade 1*  
*Texts for Fluency Practice: Grades 2 and 3*  
*Texts for Fluency Practice: Grades 4 and Up*  
  
*Making and Writing Words, Gr 1*  
*Making and Writing Words, Grs. 2-3*
5. You can also find my [Making and Writing Words](#) book from Carson Dellosa at 800-321-0943, ask for Item Number [CD-2600](#). It sells for \$14.99.

Name \_\_\_\_\_

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



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.

s h i p

RASINSKI

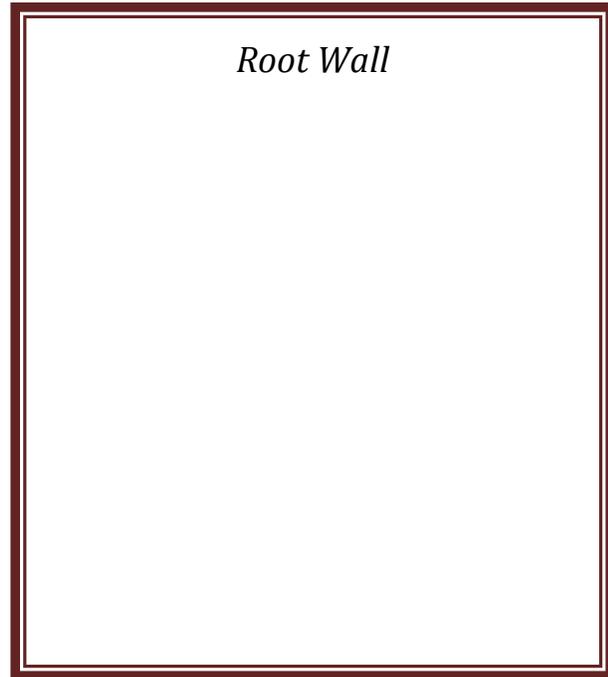
Daily Word Ladders Grades 2-3 Scholastic Teaching Resources

## Essential Latin and Greek Derivations Worth Teaching

258.011

### Prefixes

Ante	before
Anti	against
Auto	self
Bi	two
Centi	hundred
Co (m,n)	with, together
Extra	more, beyond
Mega	large
Micro	small
Mid	middle
Mono	one
Multi	many
Pre	before
Re	again
Semi, hemi	half
Super	over
Tele	distant
Tri	three
Ultra	beyond
Un	not
Uni	one



### Other word parts

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

*See Rasinski, T, et. a.l. (2008). Greek and Latin Roots. Keys to Building Vocabulary. Shell Education.*  
<http://estore.seppub.com/estore/search/> then search  
« Rasinski »

### Some Interesting Word Creations

**Autophile**  
**Teleterra**

**Matermand**  
**Semiaud**

**Bibliophobe**  
**Convore**

**Triopolis**  
**Chronovolve**

See <http://www.teachercreatedmaterials.com/reading/buildingVocabulary> for *Vocabulary from Word Roots* program.

## IDIOMS – Some of the most challenging vocabulary for students.

### The Story of *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 killed Romeo's friend Mercutio. Romeo had to **level the playing field** and get back at Tybalt, so he 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.

Leedy, Lorreen (Illustrator) and Street, Pat (author). (2003). *There's a Frog in My Throat*. New York: Holiday House

And also [www.idiomconnection.com](http://www.idiomconnection.com)

#### Some categories for Idioms

Ducks and Geese Football

Basketball

Colors

Numbers

Nautical/Water

Church

Fish

Food/Kitchen

Cars and Trucks

Stars and Space

Plants, Flowers, and Trees

Horses

Dogs

Cats

Farms

Factory – Work

Seasons/Weather

Track and Field

Baseball

## **Teaching Reading Fluency: Assisted Reading**

**Assisted reading refers to the notion that what a person cannot read fluently on his or her own, he or she can develop fluency when reading orally with another reader(s) who is more fluent.**

### **Forms of Assisted Reading**

- 1. Choral (Group) Reading**
- 2. Paired Reading (Neurological Impress Reading)**
- 3. Audio-Assisted Reading**
- 4. Captioned Video Text**

## PAIRED READING: HOW TO DO IT

### Reading Together

1. You and your child both read the words out loud together. Read at the child's speed. You are modeling good reading for your child.
2. As you read together, your child must read every word. To make sure your child is looking at the words, it will help if one of you *points* to the word you are both reading with a finger or card. It's best if your child will do the pointing.
3. When a word is *read incorrectly* you just say the word and then your child immediately repeats the word.
4. Show interest in the book your child has chosen. Talk about the pictures. Talk about what's in the book as your child goes through it. It's best if you talk at the end of a page or section, or your child might lose track of the story. Ask what things might happen next. Listen to your child – don't do all the talking.

### Time

1. Try very hard to do Paired Reading every day for **5 minutes**. If the student wants to read longer, a total of 15 minutes is long enough.
2. Select a time that's good for both you and your child. Don't **make** your child do Paired Reading when he/she really wants to do something else.
3. For days when you are not available, you may want to train someone else to be a substitute. Grandparents, older brothers and sisters, aunts, baby-sitters can be excellent reading role models, too.

### Place

1. Try to find a place that's **quiet**. Children are easily distracted by noise. Turn off the T.V., radio, and stereo.
2. Try to find a place that's **private**. No one else should be in the room. Many families find this is a great opportunity for one parent to spend time with just one child.
3. Try to find a place that's **comfortable** so both readers can concentrate on the story without having to shift around. Try to associate warm and snuggly feelings with reading.

## Reading Alone

1. When you are reading together and child feels confident, your child might want to read alone. You should agree on a way for him/her to *signal* you to stop reading along. This could be a knock, squeeze, or tap with the elbow. (Saying “be quiet” or similar words might make your child lose track of the meaning of the story.)

When signaled, you immediately stop reading aloud and feel glad that your child wants to be an independent reader.

2. When the student comes to an *unknown word*, wait *five seconds* to allow time for word attack skills to be used. If the word is mastered, be sure to praise the accomplishment. However, if the student is unable to work it out after five seconds, you say the word. Then the child repeats the word and both of you read together out loud until the next signal to read alone.

If a word is *misread*, you say the word correctly; the student repeats the word; and both of you read out loud together until the child signals again.

3. You may *not be able to finish* a book or chapter in one sitting. When you start the next day, briefly discuss what happened so far in the story and start reading where you left off.
4. If you finish a book before the end of the time, read the book again. Repeated reading is very good practice. It builds confidence and comprehension.
5. If the book has not been completed by the end of the week, it’s O.K. The child is not expected to read every book alone. The focus of Paired Reading is enjoyment and reading together.

## Points to Remember

- Pointing
- Pace
- Discuss
- Wait 5 seconds
- Child repeats word
- Praise
- Signal

## **Audio Assisted Reading: Evidence-Based Instruction for Improving Reading Fluency and Overall Reading Proficiency**

Reading research indicates that oral-assisted reading techniques, reading while listening to a fluent reading of the same text by another reading, can lead to extraordinary gains in reading fluency and overall reading achievement (Kuhn & Stahl, 2001; Topping, 1995).

Taped-Assisted reading is a version of oral-assisted reading in which readers listen to a fluent rendering of the passage while reading it themselves. This approach to reading has a rich history and has been shown to be especially effective with students experiencing severe difficulties in learning to read (e.g. Carbo, 1978a, 1978b, 1981; Chomsky, 1976). More recent international research has affirmed the effectiveness of tape-assisted reading to improve students' fluency and general reading proficiency:

- 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. 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, 1995)
- Tape-assisted reading was found to have a facilitative effect on the reading accuracy, fluency, confidence, and overall progress of ELL readers in school and at home. (Blum, Koskinen, et al, 1995; Koskinen, Blum, et al., 1999).
- A study of middle school students from non-English speaking backgrounds made 14 months progress in reading after using a tape-assisted program for 2 months. (Langford, 2001)
- A study of 29 elementary and middle grade students, half of whom were from non-English speaking background, employed tape-assisted reading in a 4.5 month intervention. Teachers or teacher-aides worked with students using a tape-assisted program. In some schools students worked in their classrooms, in others they were pulled out to special rooms to implement the tape-assisted program. Students practiced their assigned passages (usually 6-8 times) while they listened to the fluent renderings of the texts on tape until they were able to read the text fluently without assistance. When one text was mastered, students moved on to a more challenging text. Students were found to have made gains of over 2 years in overall reading achievement. Spelling improved by nearly a year and oral language also improved by nearly 1.5 years. English speaking and ELL students both made similar gains in reading achievement. Gains were also reported for students attitude toward reading and teachers' ratings of students classroom reading performance. (Nader & Elley, 2002)

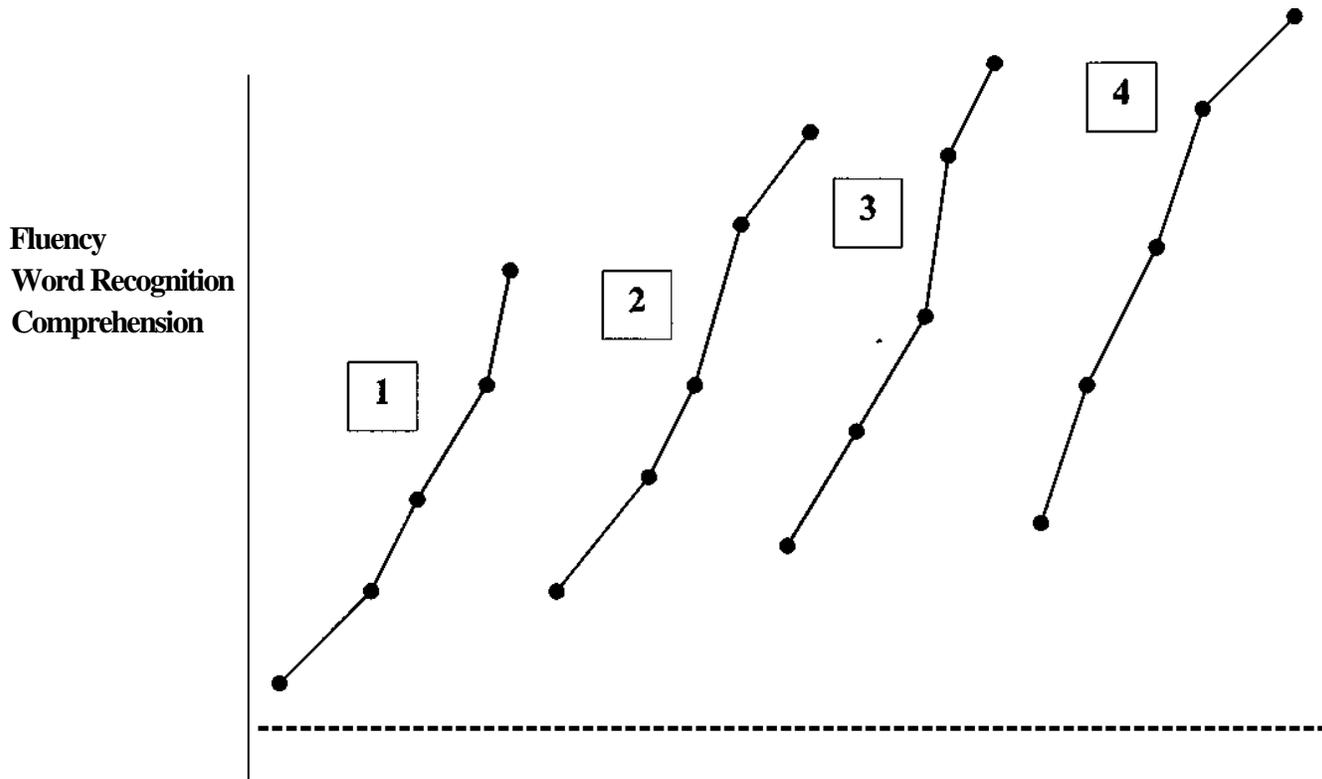
### **Using Tape-Assisted Readings in Elementary and Middle Schools**

The evidence clearly supports the use of tape-assisted reading methods and materials with students from the primary through middle grades. Effectiveness of extraordinary reading achievement has been shown for struggling readers and readers who are English Language Learners. Moreover, effectiveness of Tape-Assisted programs have been demonstrated in relatively short periods of implementation (e.g. 8-27 weeks).

Interestingly, the research also supports a variety of methods of implementation, from in-classroom programs, pull-out programs, and using tape-assisted reading programs at home. Programs have been successfully run by teachers, aides, and parents in the home. Tape-assisted reading programs can be implemented as a supplement to existing mainline reading programs or as the main program itself.

## Teaching Reading Fluency: Repeated Reading

Repeated readings refer to the instructional practice of repeatedly reading one passage (50-250 words) until the reader can read it fluently (achieving some predetermined level of automaticity and/or expression).



*When readers practice a passage, they improve on the passage on which they practiced. However, improvement is also apparent on passages readers had not yet read!*

**Repeated readings works best and is most authentic when readers are given an opportunity to perform the texts they practice.**

**Repeated readings works best when readers are coached in their practice by a teacher, parent, or classmate who listens for expressiveness, phrasing, and appropriate rate, provides encouragement, and gives assistance when needed.**

## **Repeated (Practiced) Reading of Authentic Texts**

**Look for texts that can be interpreted orally, that have a strong sense of voice. Look for texts that can be performed for an audience.**

**These are texts that need to be rehearsed (practiced):**

- **Scripts (Readers theater)**
- **Poetry**
- **Song lyrics**
- **Speeches and oratory ([www.americanrhetoric.com](http://www.americanrhetoric.com))**
- **Cheers**
- **Chants (jump rope chants)**
- **Monologues**
- **Dialogues**
- **Journal entries**
- **Letters**
- **Other**

## Sources for Reader's Theatre

### Web Sources

<http://www.timrasinski.com>

<http://www.storiestogrowby.com/script.html>

<http://www.timelessteacherstuff.com/>

<http://www.aaronshep.com/rt/>

<http://www.teachingheart.net/readerstheater.htm>

<http://www.cdli.ca/CITE/langrt.htm>

<http://www.geocities.com/EnchantedForest/Tower/3235>

<http://www.storycart.com>

<http://loiswalker.com/catalog/guidesamples.html>

<http://www.readinglady.com>

[http://home.sprynet.com/~palermo/intr\\_rdio.htm](http://home.sprynet.com/~palermo/intr_rdio.htm)

<http://home.sprynet.com/~palermo/radiokit.htm>

<http://www.margiepalatini.com>

<http://www.fictionteachers.com/classroomtheater/theater.html>

<http://hometown.aol.com/rcswallow/>

[http://www.readingonline.org/electronic/elec\\_index.asp?HREF=carrick/index.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=carrick/index.html)

<http://www.literacyconnections.com/ReadersTheater.html>

<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>

<http://www.readerstheatre.ecsd.net/collection.htm>

<http://www.vtaide.com/png/theatre.htm>

### Commercial Publishers

*Texts for Fluency Practice* (Rasinski and Griffith)

*Building Fluency through Practice and Performance* (Rasinski and Griffith)

Shell Publishing – see last page of handout

For more fluency materials contact Teacher Created Materials (888-333-4551). Ask for “Texts for Fluency Practice” by Rasinski and Griffith

**PASSAGES FOR  
PROMOTING  
FLUENCY!**

School Cheers

Al-Vevo, Al-Vivo  
Al-Vevo, Vivo, boom,  
Boom get a rat trap,  
Bigger than a cat trap,  
Bum get another one,  
Bigger than the other one,  
Cannibal, Cannibal,  
Sis, boom, bah,  
Our School, Our School,  
Rah, rah, rah.

-----  
The New Colossus

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-tossed, to me:  
I lift my lamp beside the  
golden door.

*Emma Lazarus*

-----  
*O Captain! My Captain!*

*Although he is never  
mentioned by name,  
Abraham Lincoln is the  
subject of this and the  
following poem. Lincoln  
was assassinated on April  
14, 1865, less than a week  
after the war had ended.  
This poem is one of  
Whitman's few poems  
written in meter and  
rhyme.*

O Captain! my Captain!  
our fearful trip is done,

The ship has weather'd  
every rack, the prize we  
sought is won,  
The port is near, the bells I  
hear, the people all  
exulting,  
While follow eyes the  
steady keel, the vessel  
grim and daring;  
But O heart! heart! heart!  
O the bleeding drops of  
red,  
Where on the deck my  
Captain lies,  
Fallen cold and dead.

- *Walt Whitman*

IN FLANDERS FIELDS

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.

General Douglas  
MacArthur's Farewell to  
West Point

Yours is the profession of  
arms, the will to win, the  
sure knowledge that in war  
there is no substitute for  
victory, that if you lose,  
the Nation will be  
destroyed, that the very  
obsession of your public  
service must be duty,  
honor, country.

The long, gray line has  
never failed us. Were you  
to do so, a million ghosts  
in olive drab, in brown  
khaki, in blue and gray,  
would rise from their  
white crosses, thundering  
those magic words: Duty,  
honor, country.

In my dreams I hear again  
the crash of guns, the rattle  
of musketry, the strange,  
mournful mutter of the  
battlefield. But in the  
evening of my memory  
always I come back to  
West Point. Always there  
echoes and re-echoes:  
Duty, honor, country.

Today marks my final roll  
call with you. But I want  
you to know that when I  
cross the river, my last  
conscious thoughts will be  
of the corps, and the corps,  
and the corps. **I bid you  
farewell.**

General Douglas  
MacArthur

There is no frigate like a  
book  
To take us lands away,  
Nor any coursers like a  
page  
Of prancing poetry.  
This traverse may the  
poorest take  
Without oppress of toll;  
How frugal is the chariot  
That bears a human soul!  
- *Emily Dickinson*

---

### Summer

There's 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.  
*Timothy Rasinski*

---

A fly and a flea in a flue  
Were trapped, so what  
could they do?  
Said the fly, "Let us flee!"  
"Let us fly!" said the flea,  
And they flew through a  
flaw in the flue.

---

Betty Botter bought some  
butter,  
"But," she said, "the  
butter's bitter;  
If I put it in my batter,  
It will make my batter  
bitter;  
But a bit of better butter,  
That would make my  
batter better."

Mother Goose

---

Tart words make no  
friends; a spoonful of

honey will catch more flies  
than a gallon of vinegar.

Early to bed, early to rise,  
makes a man healthy,  
wealthy, and wise.

Don't throw stones at your  
neighbors, if your own  
windows are glass.

If a man could have half  
his wishes, he would  
double his troubles.

Benjamin Franklin (from  
*Poor Richard's Almanack*)

---

### 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.

*Langston Hughes*

---

### Army Song

Over hill, over dale  
As we hit the dusty trail,  
And the Caissons go  
rolling along.  
In and out, hear them  
shout,  
Counter march and right  
about,  
And the Caissons go  
rolling along.

Then it's hi! hi! hee!  
In the field artillery,  
Shout out your numbers  
loud and strong,  
For where'er you go,  
You will always know  
That the Caissons go  
rolling along.

---

You're a Grand Old Flag

You're a grand old flag  
you're a high-flying flag  
And forever in peace may  
you wave.  
You're the emblem of  
The land I love,  
The home of the free and  
the brave.

Every heart rings true for  
the red, white, and blue,  
Where there's never a  
boast or brag.  
Should old acquaintance  
be forgot,  
Keep your eye on that  
grand old flag.

**For more see: Rasinski,  
& Griffith. (2005).  
Texts for Fluency  
Practice (Grade 1, 1,  
Grades 2-3, Grades 4-8).  
Teacher Created  
Materials (Order @ 888-  
333-4551 or  
www.tcmpub.com)**

## The Most Common Word Families (Phonograms)

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

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

Source: Fry, E. (1998). The most common phonograms. The Reading Teacher.

### **-ag**

**Bag rag tag flag**

**Ragged baggage magnificent**

**Magnet jaguar agriculture**

## Word Family (Phonogram) Poems

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

TR

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

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

TR

*I love to eat apples and more than a few  
Early in the morning when they're covered with dew.  
I love to eat apples when they're red and they're new  
Crisp and sweet what a delight to chew*  
Allison

**My friend Chester is a real pest  
He pesters his sister and his sister's guest  
He pesters them always never gives any rest  
Oh my friend Chester is a real pest.**

TR

For more on Word Family Poetry see Rasinski, T. & Zimmerman, B. (2001). *Phonics Poetry: Teaching Word Families*. Allyn and Bacon. ISBN 0-205-30909-7  
Phone to order: 800-922-0579

## The Three Billy Goats Gruff

Parts: (6)-- Little Billy Goat Gruff, Middle-Sized Billy Goat Gruff, Big Billy Goat Gruff, Troll, Narrators 1 and 2

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**Narrator 1:** Welcome to our show. Today's play is The Three Billy Goats Gruff .

**Narrator 2:** As Little Billy Goat Gruff strolls through the fields he sees a rickety, old bridge. On the other side of the bridge is a meadow with green, green grass and apple trees.

**Little BGG:** "I'm the littlest billy goat. I have two big brothers. I want to go across this bridge to eat some green, green grass and apples so that I can be big like my two brothers."

**Narrator 1:** Little Billy Goat Gruff starts across the bridge.

**All (softly):** "Trip, trap, trip, trap, trip, trap."

**Narrator 2:** Just as Little Billy Goat Gruff came to the middle of the bridge, an old troll popped up from underneath.

**Troll:** "Who is that walking on my bridge? Snort Snort"

**Little BGG:** "It's only me, Little Billy Goat Gruff."

**Troll:** "Arrrgh. I'm a big, bad troll and you are on *my* bridge. I'm going to eat you for my breakfast. Snort Snort"

**Little BGG:** "I just want to eat some green, green grass and apples in the meadow. Please don't eat me Mister Troll. I'm just a little billy goat. Wait until my brother comes along. He is much bigger and tastier than me."

**Troll:** "Bigger? Tastier? Well alright. I guess I will. Go ahead and cross the bridge. Arrrgh"

**Little BGG:** "Thank you very much, you great big, ugly old troll."

**Troll:** "What did you call me? Come back here! Grrrr"

**Little BGG:** "Bye!"

**All (softly):** "Trip, trap, trip, trap, trip, trap."

**Narrator 1:** Little Billy Goat Gruff ran across the bridge. He ate the green, green grass and apples. The troll went back under his bridge and went to sleep.

**Narrator 2:** Before long Middle-Size Billy Goat Gruff walks up to the rickety, old bridge. He too sees the meadow with the green, green grass and apple trees.

**Middle BGG:** "I'm the middle-size billy goat. I have a big brother and a little brother. I want to go across this bridge to eat some green, green grass and apples so that I can be big like my brother."

**Narrator 1:** Middle-Size Billy Goat Gruff starts across the bridge.

**All:** [A bit louder, as Middle BGG is bigger] "Trip, trap, trip, trap, trip, trap."

**Narrator 2:** Just as the Middle-Size Billy Goat Gruff came to the middle of the bridge, an old troll popped up from under the bridge.

**Troll:** "Grrrr. Who is that walking on my bridge? Arrrgh"

**Middle BGG:** "It is I, Middle-Size Billy Goat Gruff."

**Troll:** "Grrrr. I'm a big, bad troll and you are on my bridge. I'm going to eat you for my lunch. Snort Snort"

**Middle BGG:** "I just want to eat some green, green grass and apples in the meadow. Please don't eat me Mister Troll. I'm just a middle-size billy goat. Wait until my brother comes along. He is much bigger and much much tastier than I am."

**Troll:** "Bigger? Tastier? Hmmmmm. Alright, I guess I will. Go ahead and cross the bridge."

**Middle BGG:** "Thank you very much, you great big, really ugly and dirty old troll."

**Troll:** "What did you call me? Grrrr. Come back here right this very instant!"

**Middle BGG:** "Oh, Nothing. See ya!"

**All** (a bit louder): "Trip, trap, trip, trap, trip, trap."

**Narrator 1:** Middle-Size Billy Goat Gruff ran across the bridge. He ate the green, green grass and apples. The troll went back under his bridge and once again fell fast sleep.

**Narrator 2:** After a while, Big Billy Goat Gruff sees the rickety , old bridge. On the other side of the bridge is a meadow with green, green grass and apple trees.

**Big BGG:** "I'm the biggest billy goat. I have two brothers. I want to go across this bridge to eat some green, green grass and apples just as they did.

**Narrator 1:** So Big Billy Goat Gruff starts across the bridge.

**All:** [Even louder this time] "Trip, trap, trip, trap, trip, trap."

**Narrator 2:** Just as Big Billy Goat Gruff got to the middle of the bridge, an old troll popped up from under the bridge."

**Troll:** "Grrr. Who is that walking on my bridge?"

**Big BGG:** "It is I, Big Billy Goat Gruff."

**Troll:** "Grrrr. I'm a big, bad troll and you are on my bridge. I'm going to eat you for my supper. Snort Snort"

**Big BGG:** "Really" [SMILES AT AUDIENCE] 'Well then, come right on up here and have a feast then" [AGAIN GRINS AT AUDIENCE]

**Narrator 1:** The troll climbs onto the bridge. Big Billy Goat Gruff lowers his head and charges the troll! Big Billy Goat Gruff knocks the troll clean off the bridge and into the icy cold water!

**Troll:** Glug Glug Glug. Grrrrr. Grrrr. Brrr. Brrr.

**Big BGG:** "Brothers, that ugly old bully won't bother us again. I butted him with my horns and knocked him off the bridge and into the icy cold water. I've done my job and from now on we can come and go in peace. Now, I'm going to go and eat some of that green, green grass and some apples."

**All (Loud):** "Trip, trap, trip, trap, trip, trap."

**Narrator 2:** Big Billy Goat Gruff crosses the bridge and joins his brothers. He ate the green, green grass and apples.

**Little Billy Goat:** Munch, Munch, Munch.

**Little and Middle Size Billy Goat:** Munch, Munch Munch.

**All Three Billy Goats:** Munch, Munch, Munch. This green green grass is great for lunch!

**Narrator 1:** And that mean, ugly, old troll? He never came back to the bridge. He learned that being mean never pays.

**Troll:** This water feels like ice. Brrr Brrr Brrr, Next time I'll try being nice!

**All:** The End.

## Tomorrow

(From *Frog and Toad* by Arnold Lobel)

**Toad:** Drat! This house is a mess. I have so much work to do.

**Frog:** Toad you are right. It is a mess.

**Toad:** I will do it tomorrow. Today I will take life easy.

**Frog:** Toad, your pants and jacket are lying on the floor.

**Toad:** Tomorrow.

**Frog:** Your kitchen sink is filled with dirty dishes.

**Toad:** Tomorrow.

**Frog:** There is dust on your chairs.

**Toad:** Tomorrow.

**Frog:** Your windows need scrubbing. Your plants need watering.

**Toad:** Tomorrow.

**Frog:** Your bathroom is dirty, your living room is a mess, your grass needs to be cut.

**Toad:** Tomorrow tomorrow tomorrow! I will do it all tomorrow. Blah! I feel down in the dumps.

**Frog:** Why?

**Toad:** I am thinking about tomorrow. I am thinking about all of the many things that I will have to do.

**Frog:** Yes, tomorrow will be a very hard day for you.

**Toad:** But if I pick up my pants and jacket right now, then I will not have to pick them up tomorrow, will I?

**Frog:** No, you will not have to.

**Toad:** Frog if I wash my dishes right now, then I will not have to wash them tomorrow, will I?

**Frog:** No, you will not have to.

**Toad:** Frog, if I dust my chairs and scrub my windows and water my plants right now, then I will not have to do it tomorrow, will I?

**Frog:** No, you will not have to do any of it.

**Toad:** And if I scrub my bathroom, and clean my living room, and cut my lawn, I will not have it to do tomorrow, will I?

**Frog:** No. You your work will be done.

**Toad:** There, now I feel better. I am not in the dumps anymore.

**Frog:** Why?

**Toad:** Because I have done all that work. Now I can save tomorrow for something that I really want to do.

**Frog:** What is that?

**Toad:** Tomorrow I can just take life easy.

**THE END**

*Credit: Lobel, Arnold. (1996) Frog and Toad Treasury. New York: HarperCollins.*

## Fry Instant Phrases and Short Sentences

These phrases are made from the first 100 words in the Fry Instant Word List. The Fry list of 100 words represents 50% of all the words children encounter in the elementary school reading. Source for all 600 Instant Words: Fry, E., Kress, J., & Fountoukidis, D.L. (2000). *The Reading Teacher's Book of Lists, Fourth Edition*. Englewood Cliffs, NJ: Prentice Hall.

For full list of phrases see T. Rasinski. (2003). *The Fluent Reader*. Scholastic. See also: <http://chapelhill.dcc.schoolinsites.com/?PageName=LatestNews&Section=LatestNews&ItemID=44433&ISrc=School&Itype=News>

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

# **The Fluency Development Lesson (FDL): Synergistic Fluency Instruction**

Timothy Rasinski

*Time Requirement: 15-25 minutes per day.*

*Texts: A daily brief text (poem, song, story segment). Make two copies for each student. Make a display copy for communal reading. (The display copy as well as one of the paper copies may have the text marked for phrase boundaries).*

## **PART 1**

1. The teacher introduces a new short text and reads it to the students two or three times while the students follow along silently. The text can be read by the teacher in a variety of ways and voices.
2. The teacher and students discuss the nature and content of the passage as well as the quality of teacher's reading of the passage.

3. Teacher and students read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.
4. The teacher organizes student into pairs or trios. Each student practices the passage three times while his or her partner listens and provides support and encouragement.
5. Individuals and groups of students perform their reading for the class or other audience such as another class, a parent visitor, the school principal, or another teacher.

## PART 2

6. The students and their teacher then choose 4 to 5 interesting words from the text to add to the individual students' word banks and/or the classroom word wall.
  
7. Students engage in 5-10 minutes of word study activities (e.g. word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.)

## PART 3

8. The students take a copy of the passage home to practice with parents and other family members.
9. The following day students read the passage from the previous day to the teacher or a fellow student for accuracy and fluency. Words from the previous day are also read, reread, grouped, and sorted by students and groups of students. Students may also read the passage to the teacher or a partner who checks for fluency and accuracy.
10. The instructional routine then begins again with step #1 using a new passage.

## Chapatiwocky --- (A Reading Test)

Peter Cole

'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: \_\_\_\_\_ pre \_\_\_\_\_ post

Day 1

## **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

**(Choose 5-10 words you think are interesting from the previous text. Write them below).**

Day 2 (or for home practice)

## **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.

## ***Fast Start* for Beginning Readers, their Teachers, and their Parents.**

***Fast Start* is an adaptation of the Fluency Development Lesson.**

- **A daily poem or rhyme**
  
- **An instructional mantra**
  - **Read to ...**
  - **Read with...**
  - **Listen to your child read to you...**
  
- **Engage in word study activities**

Padak, N., & Rasinski, T. (2005). *Fast Start for Early Readers*. New York: Scholastic Teaching Resources.

## Little Bo Peep

**Little Bo Peep  
Has lost her sheep,  
And doesn't know where to find them.  
Leave them alone,  
And they'll come home,  
Wagging their tails behind them.**



# Little Bo Peep

★ 8 ★

## ★ Looking at Words and Letters

- 1. Ask your child to find and circle the *t*'s.
- 2. Ask your child to find and circle the two lines in the poem that have only three words.
- 3. Say, *I'll say two words. You raise your hand if they begin the same:*  
**little, lost                      peep, bo                      lost, leave**
- 4. Ask your child to count all the words in the poem.
- 5. Ask your child to point to the top, then the bottom, of the poem.

## ★ Playing With Sounds

- 1. Say, *Listen while I clap (or tap) the beats of the poem. Now let's clap (or tap) the beats of the poem together.*
- 2. Ask your child how many beats are in these words: *little* (2), *lost* (1), *leave* (1), *wagging* (2).
- 3. Say, *I'll say two words. Clap your hands if they rhyme:*  
**alone, them                      sheep, peep                      come, home**

## ★ Beginning to Read

- 1. Ask your child to find and circle words with a long "o". (*Bo, know, alone, home*)
- 2. Say, *I'll say a word. You tell me the last sound in it:* peep, lost, them, tails.
- 3. Ask your child to find the words with two syllables or beats and to underline them. (*little, doesn't, alone, wagging, behind*)
- 4. Write *sheep* on a sheet of paper. Point out the *-eep* word family. Together, brainstorm, write, and read other words that rhyme and belong to the word family.
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child's word bank (a collection of words on cards, one word per card).

# Effects of *Fast Start* on At-Risk First Graders' Reading Acquisition

## Mean Reading Letter and Word Recognition Accuracy

	<u>Pretest</u>	<u>Posttest</u>	<u>GAIN</u>
Control	43.8	77.0	34.2
Fast Start Group:	46.2	100.6	54.4

## Mean Fluency (WCPM)

	<u>Pretest</u>	<u>Posttest</u>	<u>GAIN</u>
Control	1.0	13.4	12.4
Fast Start Group:	0.6	26.4	25.8

Rasinski, T., & Stevenson, B.. "The Effects of Fast Start Reading, A Fluency Based Home Involvement Reading Program, On the Reading Achievement of Beginning Readers." *Reading Psychology: An International Quarterly*, 26, 109-125.