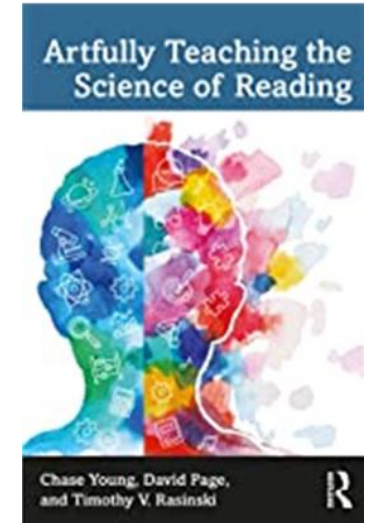


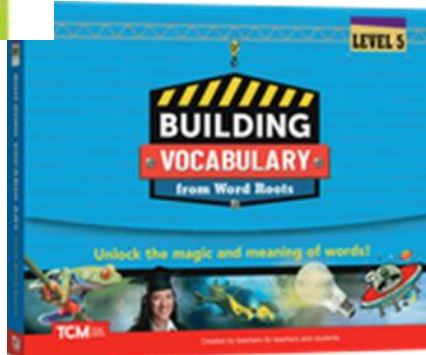
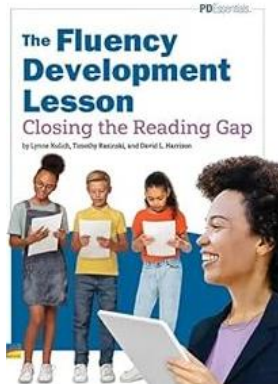
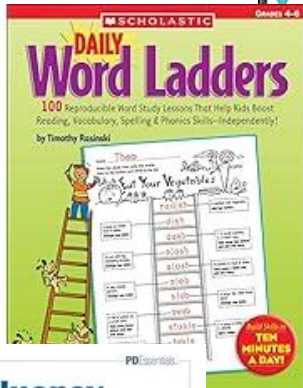
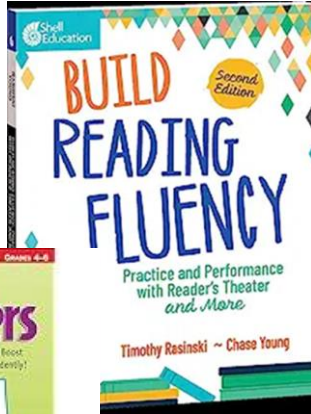
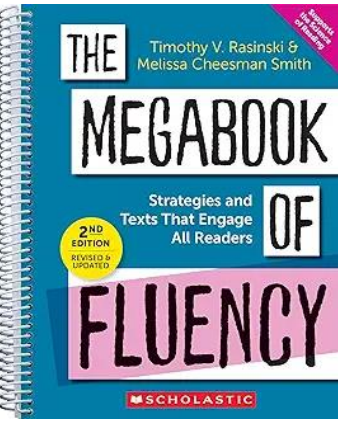
Effective Reading Instruction is both Art and Science



Timothy Rasinski, Ph.D.
Professor Emeritus
Kent State University
trasinsk@kent.edu
www.timrasinski.com
[@timrasinski1](https://twitter.com/timrasinski1)

**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



www.timrasinski.com

Timothy Rasinski

Home Products Blog Resources References

reading
literacy
fluency

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

Products shown:
- Vocabulary Ladders 6: Understanding Word Nuances
- Close Reading with Paired Texts
- Literacy Time K
- Building VOCABULARY from Word Roots
- Word Steps 4-8: Making and Writing Content-Area Words
- Poems for Building Reading Skills
- Idioms and Other English Expressions

Biography

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Timothy Rasinski

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Blog

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](#)

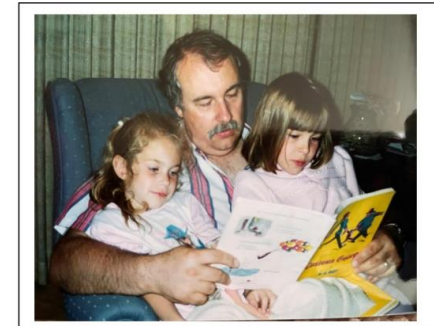
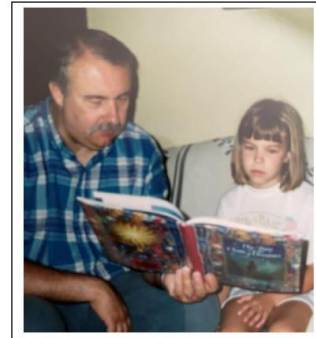
How I Learned to Read

By Mary Rasinski (in collaboration with Tim Rasinski)

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 family ritual, jumping onto my bed as mom read to myself and my siblings. The family joke was that after mom finished reading, Ginger would jump off the bed, trot downstairs

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84



August 2023

Scientific and Artful Reading Intervention in Seventh Grade

Kelly Beggs

Below is an email note I received from 7th grade teacher Kelly Beggs earlier this summer that summarizes her work with struggling readers in the 7th grade. Enjoy. Tim R

June 1, 2023

Hello Tim,

I am a 7th grade reading intervention teacher. My students took the Fastbridge reading assessment test this past fall and the intervention screening report recommended phonics and fluency work at the 1.2 level....yes, first grade, 2nd month! My middle school didn't see a red flag connecting the dots of reading acquisition and reading comprehension and the fact that the school's report card is going down every year. I was shocked to find out that phonics hadn't been taught for the past 6 years since the Lucy Calkin's Units of Study was adopted! I had been wondering why it was so hard to move them one year because in the

April 2023

Watch the Words Dance Out

Stephen Thompson

Eugene, Oregon

School District 4j

thompson_s@4j.lane.edu

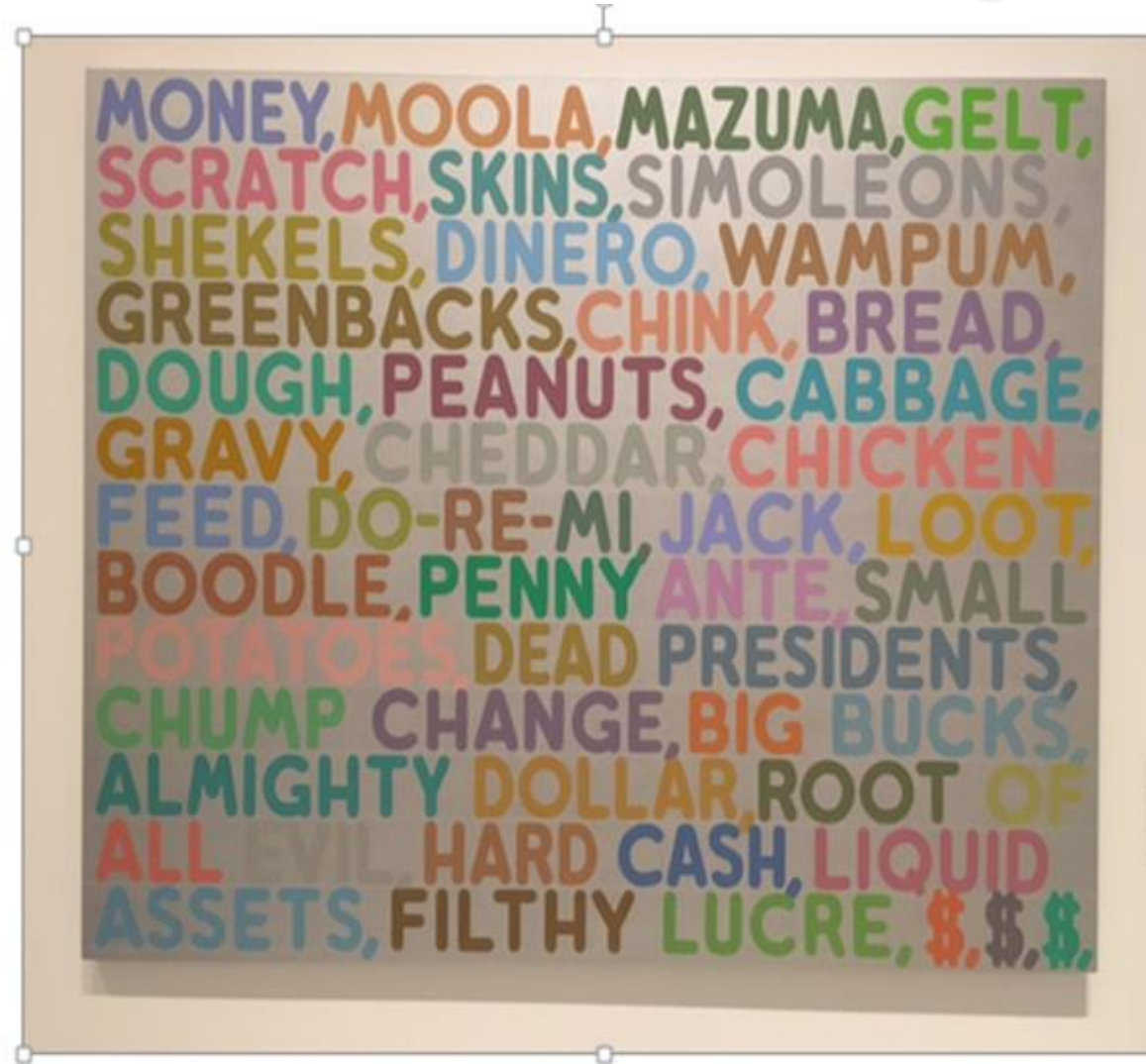
I'm an elementary music teacher and I am going to describe a process for teaching songs that I frequently employ in my music lessons. I believe that it is a unique approach to song instruction and that it can be used for strengthening fluent reading in students.

Several years ago while investigating reading education I came upon a video in which Dr Rasinski sings high praise for songs in developing reading fluency. I reached out to him to share my practice and he gave me encouraging feedback and now I reach out to you. A video link will follow the description of the lesson.

First I will share the song lesson structure. Then I will talk about what I think is happening which may be of use in reading instruction. Finally I will give some reflections and suggestions for classroom teachers who might be interested in trying it

Word Study as Art

(timrasinski.com > Blog)



Word Study as Art

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.



www.timrasinski.com

Blog

October, 2017

Timothy Rasinski

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Professional Development

- Building Vocabulary Professional Development Video
- Tools to Teach Academic Vocabulary Webinar

Research

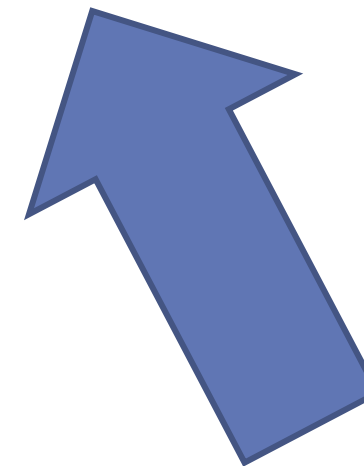
- Building Vocabulary Pilot Research Report
- The Latin-Greek Connection Building Vocabulary through Morphological Study
- Building Vocabulary White Paper
- Building Vocabulary Frequently Asked Questions

Articles

- 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 T
- Educational Leadership - The Roots of Comprehension

Useful Materials

- Concept Map
- 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: The Effortless Teaching of Reading: From Phonics to Fluency to Comprehension



Timothy Rasinski



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

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FREE!

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Free Resources

trasinsk@kent.edu

- **Monday Morphology (Word Roots)**
- **Wednesday Word Ladder**
- **Fluency Friday**

Let's Start with a Reading Fluency Exercise....

Let's Start with a Reading Fluency Exercise....

So, Let's Sing!



Let's Start with a Reading Fluency Exercise....

So, Let's Sing!

And Salute

Teachers Everywhere!

Teachers are Gardeners



The Garden Song

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*



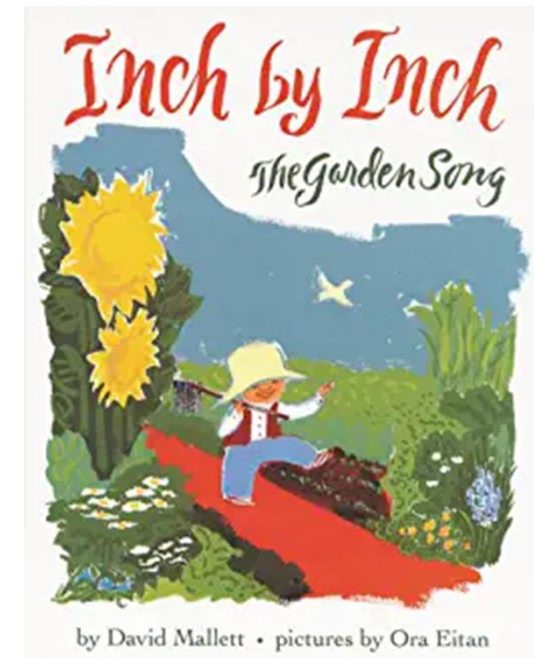
Plant your rows
Straight and long
Season with a prayer and song
Mother Earth will make you strong
If you give her loving care....



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.



*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

Why Sing?

Why Sing?

It's Fun.

 Find a Therapist (City or Zip)

Kate F. Hays Ph.D.

The Edge: Peak
Performance Psychology

COGNITION

Twelve Reasons for Singing

Singing is good for us. In true holiday spirit, here are 12 psychological ways.

Posted December 20, 2014 |  Reviewed by Jessica Schrader



Jingle, jingle, jingle. 'Tis the season ... to sing. Just how many times have you sung “Jingle Bells” this season? Or does the tune spark memories from when you were a kid, bringing along that rush of holiday excitement? Are

you the adult who sings songs children almost always forget?

4 Reasons Why Singing Makes You Happy: The Joy of Singing

One of my favorite ways to raise my vibes is by SINGING! It's one of my favorite ways to get your energy moving. It's been proven that singing has many benefits for our mental and physical health, so today we're going to explore 4 reasons why singing makes us happy. Grab your favorite song and let's get started! (I've included some of my faves too!)

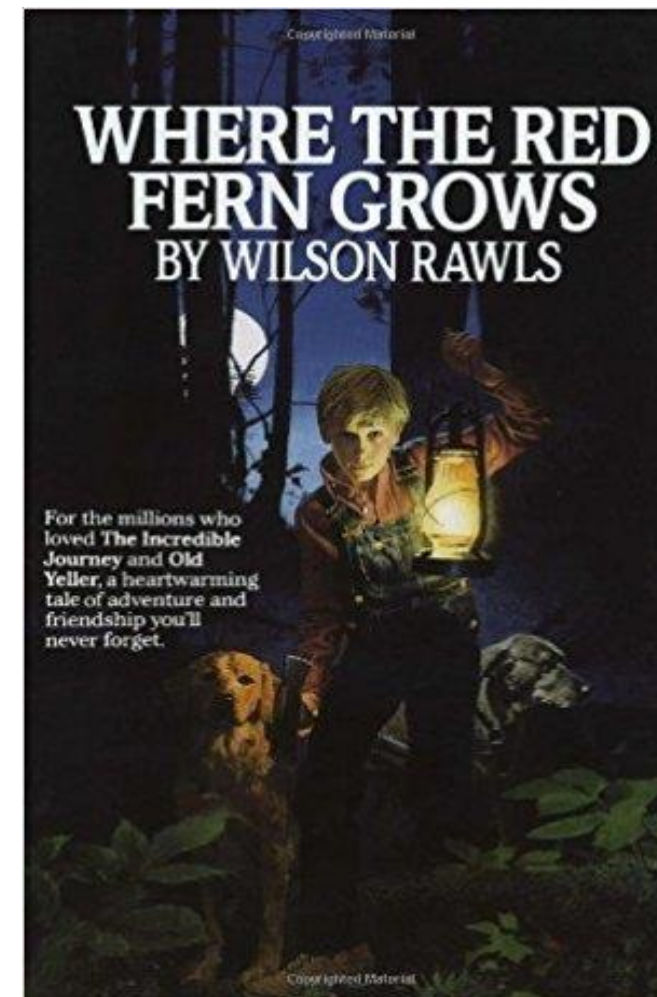
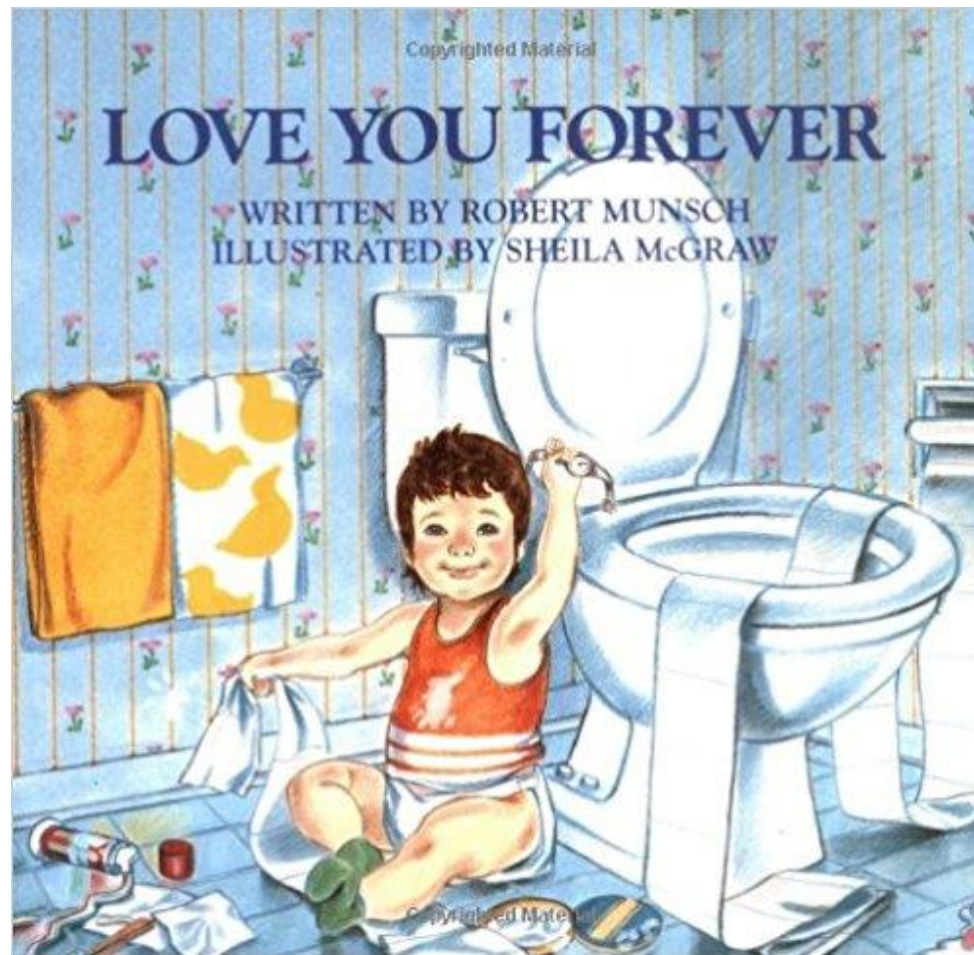
Why Sing?

It's Fun.

It's Aesthetic (vs Effereent)



— Louise Rosenblatt —



Why Sing?

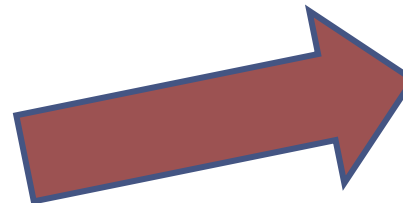
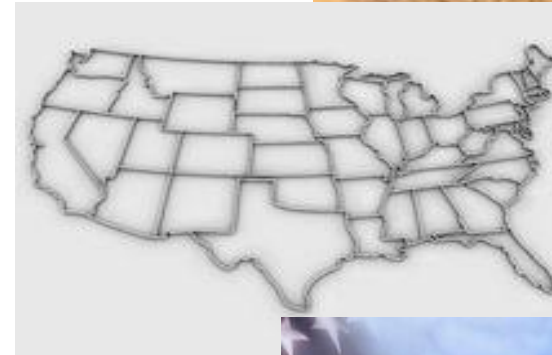
It's Fun.

It's Aesthetic

It's Cultural & Content Rich

Cultural & Content (Songs & Poems)

- God Bless America
- Battle Cry of Freedom
- Oh Captain My Captain
- Over There
- In Flanders Field
- We Shall Overcome
- Buddy, Can You Spare a Dime
- Grand Old Flag
- Four Dead in Ohio



Why Sing?

It's Reading!

Reading Volume and Reading Achievement: A Review of Recent Research

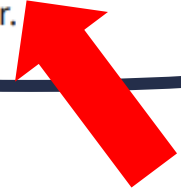
Richard L. Allington

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 the effectiveness of the processes of investigation.

uable, 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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**Average 43 words in
Context per day per
Student**

**We read/sang
138 words in the
Garden Song!**

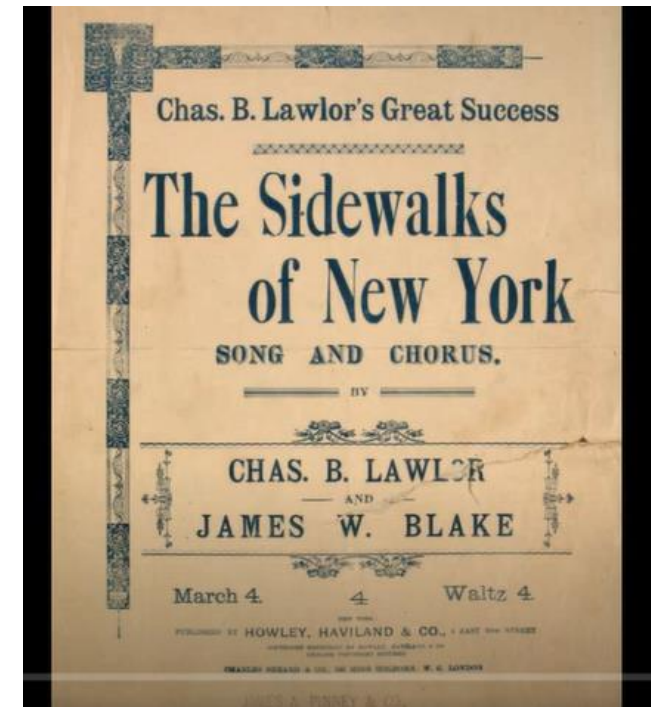




Sidewalks of New York

- 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 Iwasaki

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

Danbury, 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 by literature (chiefly stories) and informational texts. Recent calls for reading curriculum reform

reading to beginning readers. A growing body of research and scholarly thought suggests that singing has potential for improving reading (Biggs, Homan, Dedrick, & Rasinski, 2008; Fisher, 2001; Harp, 1988;

Timrasinski.com > Resources Tab

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

struggling middle school readers over a nine-week

Becky Iwasaki is a first-grade teacher at South Street School in Danbury, Connecticut, USA; email lwasar@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 Sittki 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 bz4literacy@yahoo.com.

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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TIMOTHY RASINSKI

Kent State University, Kent, Ohio, USA

Software that includes pitch tracking software, Carry-a-Tune (CAT) was used, however, since it involves a repeated use of the software, its effect on comprehension and reading achievement was not determined. Twenty-four students in grades 7 and 8 utilized the software program for 30 minutes, three times per week for 9 weeks. A matched control group of 24 students had a different reading experience. The treatment group improved their reading level for the 9 weeks. The matched control group did not improve. The data from assessment 4 months later showed that the treatment students gained another 6 months. The control students had no significant gains.

**>20 Minutes per Day for
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

Learning Through **MUSIC**

Literacy Today
April-June 2024

How singing can help stop the summer setback

By **Timothy Rasinski, Chase Young, & Abbey Galeza**

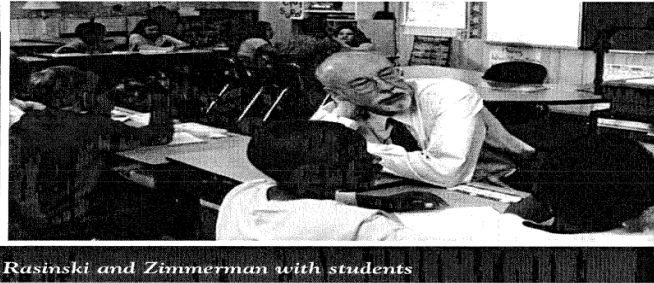
i T IS INCREASINGLY recognized that many students lose ground in their reading development during the summer months when reading instruction is typically not offered and many students do not read. This summer reading setback appears to be most prominent among students who struggle in reading.

We Need More Poetry Too!

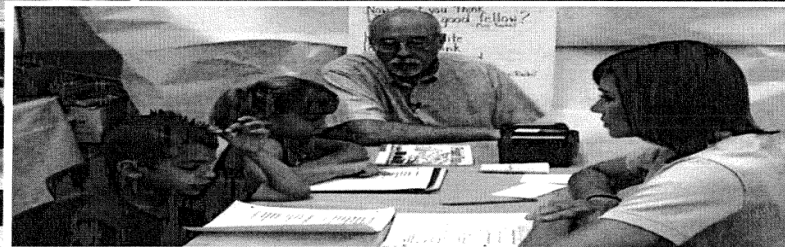
T TEACHING LITERACY

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

by Timothy Rasinski and Belinda Zimmerman



Rasinski and Zimmerman with students



The Rhythm, Rhyme, Cadence, and Melody in Poetry Make Poetry (and Song) Easy to Learn – Essential for Younger and Struggling Readers who don't often meet Success in Reading.

Belinda Zimmerman was walking down the school hallway followed by supported practice with feedback. Zach and his

"Absolutely," Zach to a c After a brief containing l

There's a When it's It's so Which If you

Belinda how well see the v 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 bumper. Belinda then walked Zach to an adjoining waiting room and asked

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

REVERSED

a memoir



LOIS LETCHFORD

Youtube



Dyslexia Story: The Writing of Poems for Nicholas Letchford

43 views • 2 years ago



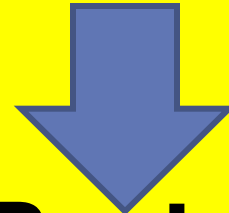
Lois Letchford

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 - "Chil

“Nicholas could rhyme words and see patterns.”



Poetry



Dyslexia Story: The Writing of Poems for Nicholas Letchford

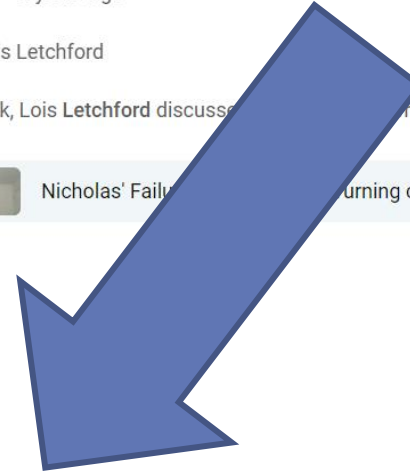
43 views • 2 years ago

Lois Letchford

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



Nicholas' Failure: Turning child around after many failures | Mindset - "Chil



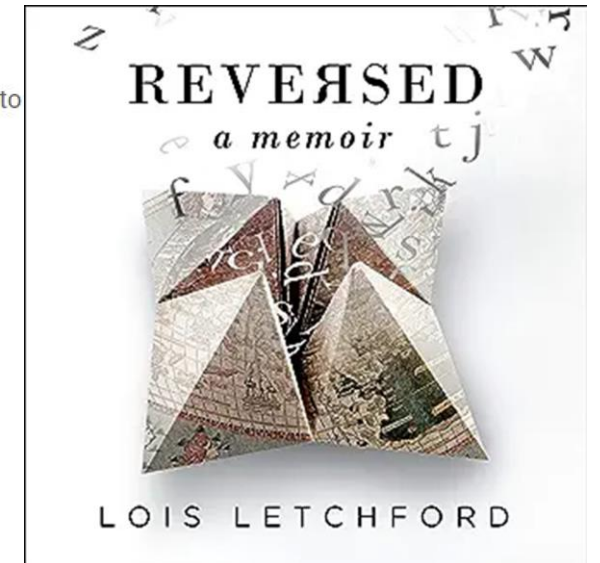
Dr. Nicholas Letchford: Advice To My Younger Dyslexic Self

646 views • 4 years ago

Lois Letchford

Nicholas Letchford has the title Dr. Here he shares his advice to

Nicholas Letchford
Doctoral Degree in Applied
Mathematics, Oxford University



And 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.

We're in the Age of
SOR

SOR

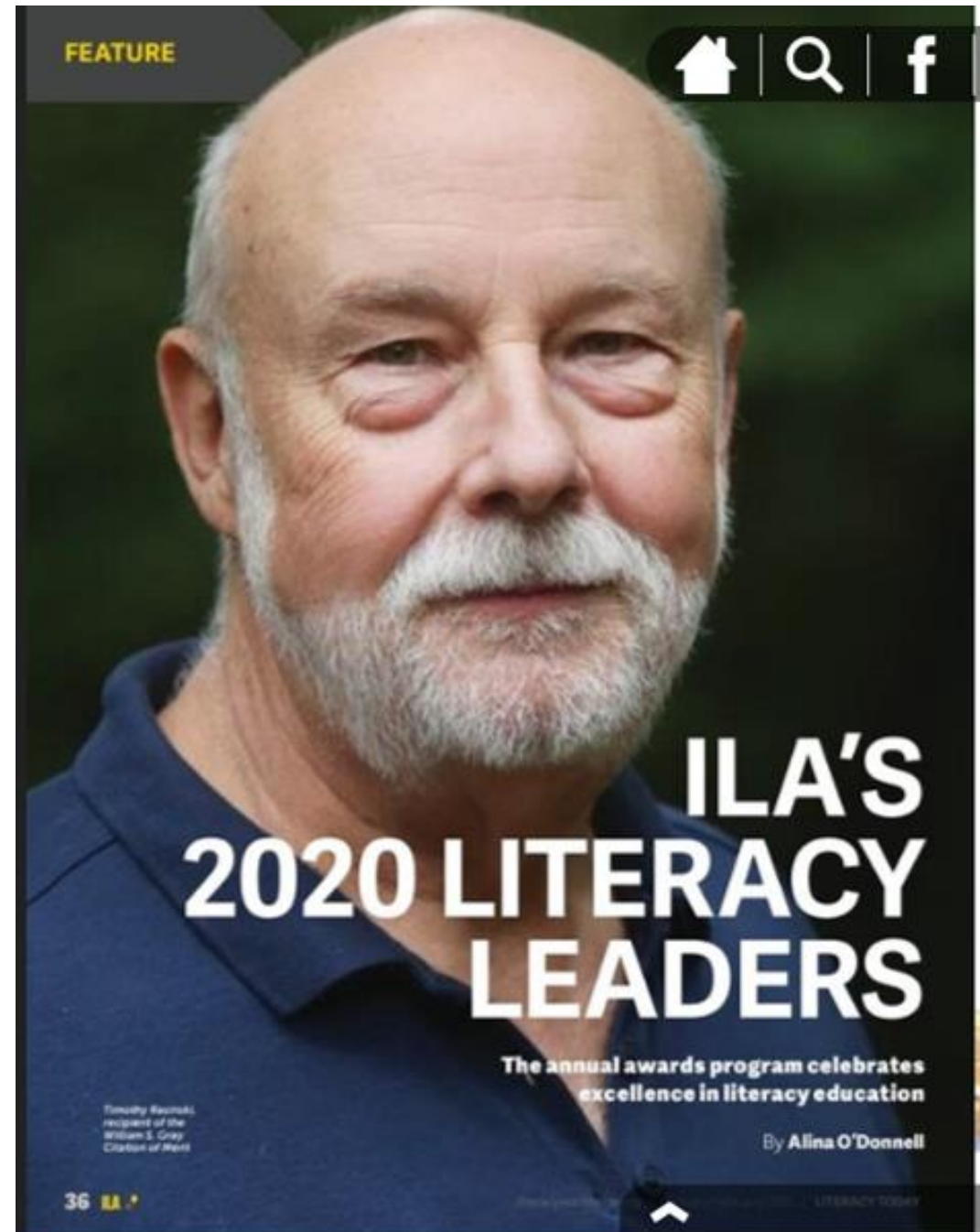
SCIENCE OF READING

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

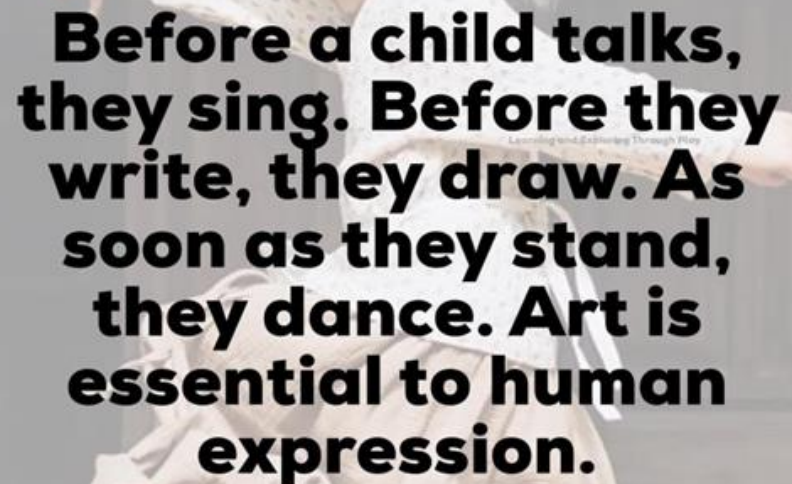
**2010 International
Reading Hall of
Fame**

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

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



**I am also an
educational
artist!**

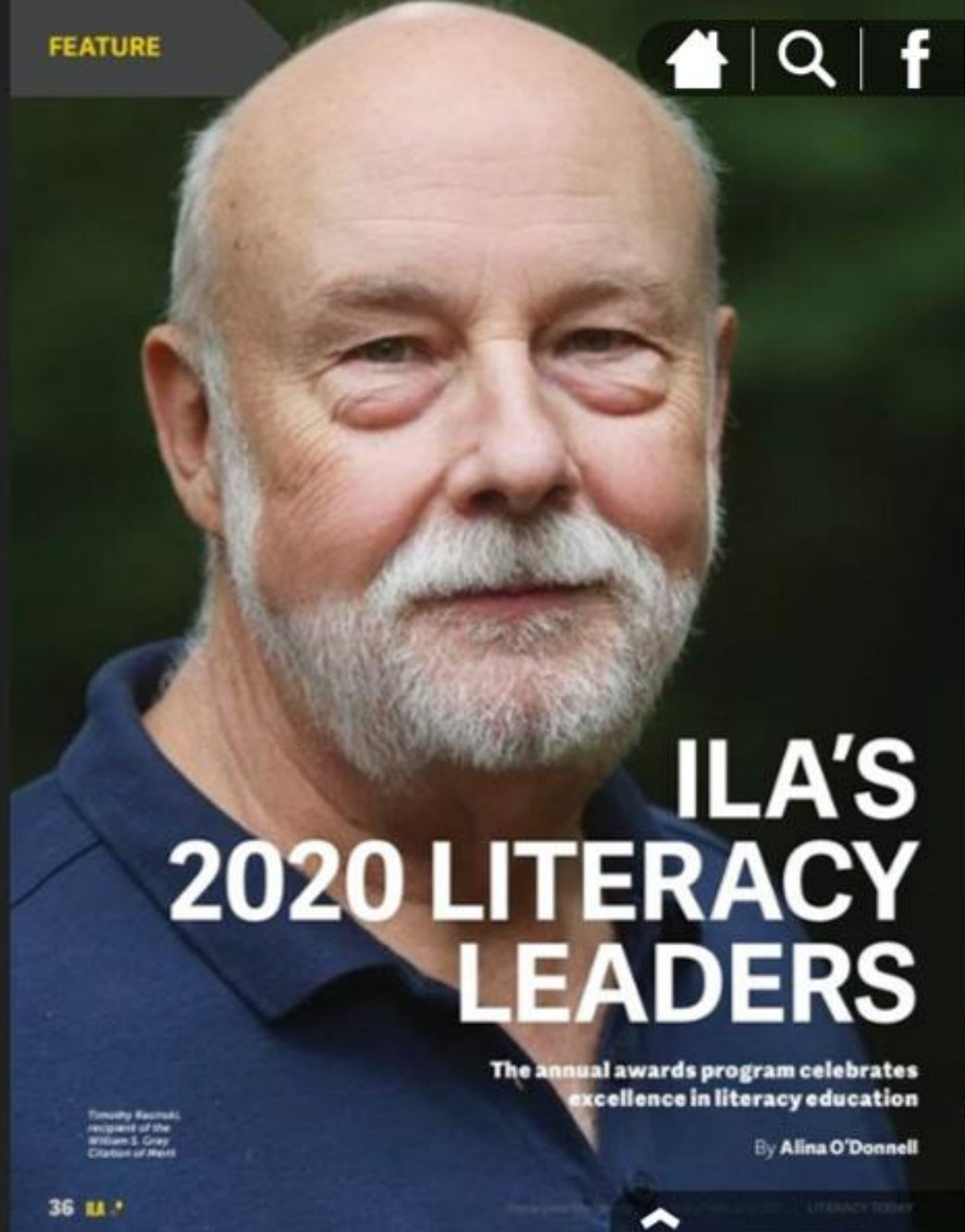


**Before a child talks,
they sing. Before they
write, they draw. As
soon as they stand,
they dance. Art is
essential to human
expression.**

PHYLICIA RASHAD

FEATURE

🏠 | 🔍 | f



**ILA'S
2020 LITERACY
LEADERS**

The annual awards program celebrates
excellence in literacy education

By Alina O'Donnell

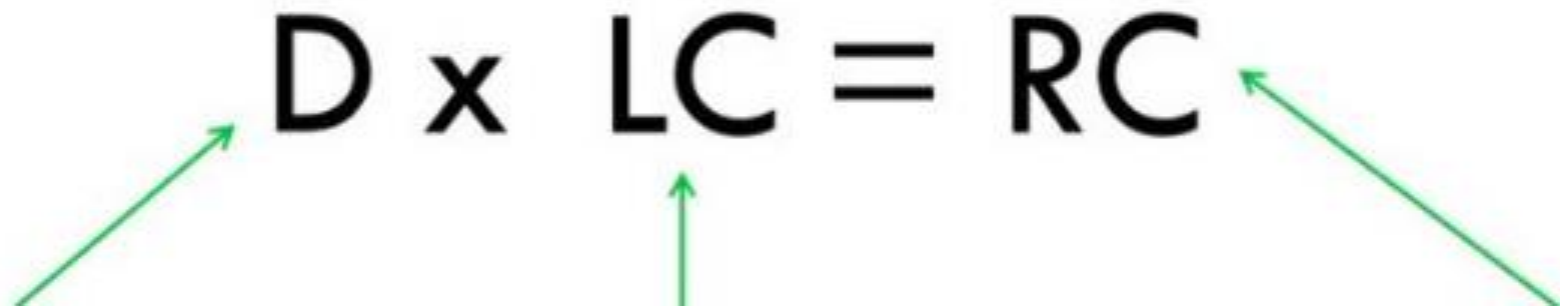
Timothy Rasmak,
recipient of the
William S. Gray
Citation of Merit

36 **ILA**

LITERACY TODAY

**We Know that
Reading and
Teaching Reading is a
Science**

A Formula for Reading...


$$D \times LC = RC$$

A diagram showing the formula $D \times LC = RC$. Three green arrows point to the variables: one from the bottom-left to 'D', one from the bottom-center to 'LC', and one from the bottom-right to 'RC'.

Goff and Tunmer, 1986

SCARBOROUGH'S READING ROPE

2001

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.

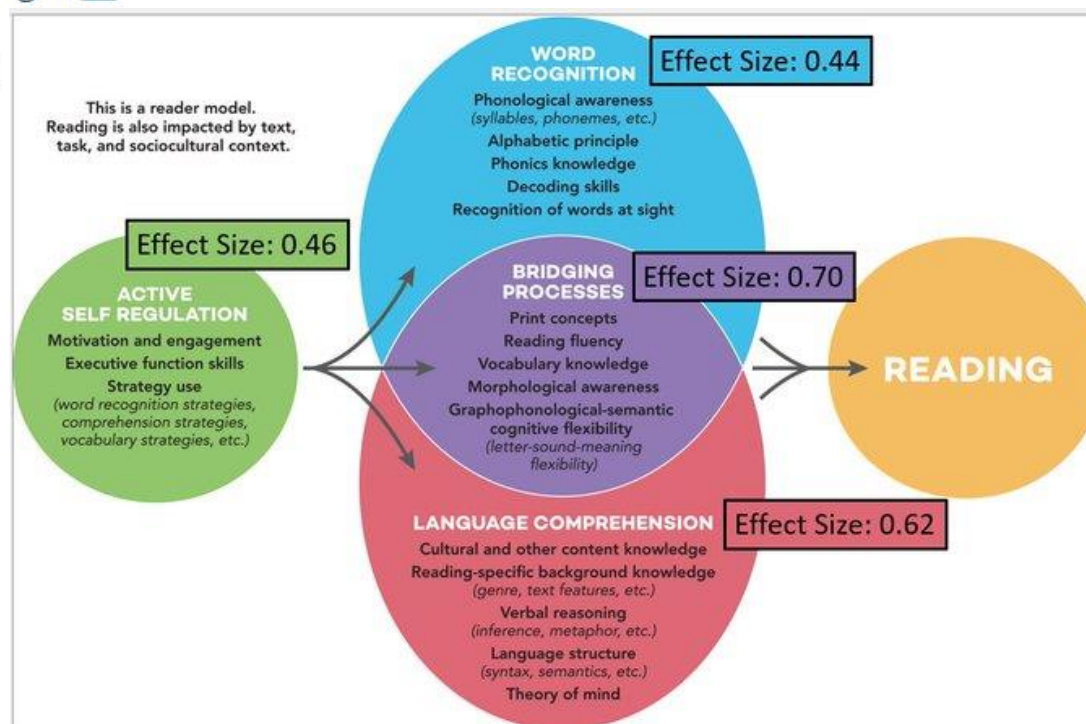


Special Issue | [Open Access](#) |

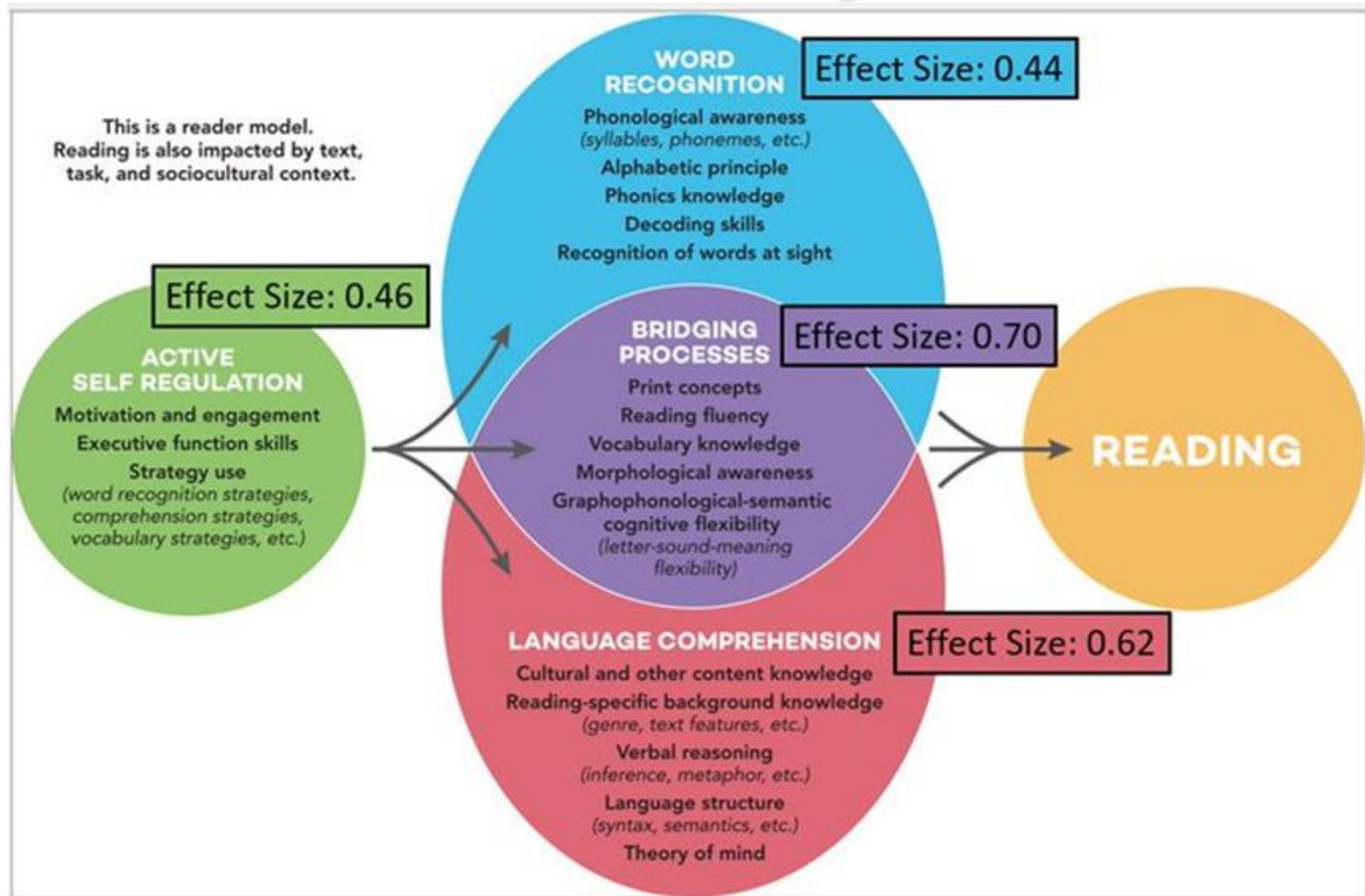
The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading

Nell K. Duke , Kelly B. Cartwright

First published: 07 May 2021 |

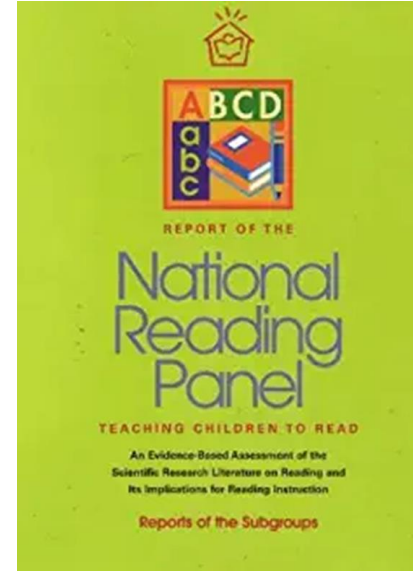


Duke and Cartwright, 2021



National Reading Panel (2000)

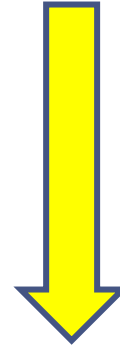
- Phonemic Awareness
- Phonics (Word Recognition)
- Vocabulary (Word Meaning)
- Fluency
 - Automatic Word Recognition
 - Prosodic Oral (and Silent) Reading
- Comprehension



A Scientific Model of Reading Instruction

Word Study

Phonemic Awareness
Phonics
(Word Decoding)
Spelling
Vocabulary



Fluency Instruction

Automaticity in Word Recognition
Prosody (Expressiveness in Reading)

Surface level

Deep level



Comprehension

Background Knowledge
Comprehension Strategies

A Scientific Model of Reading Instruction

Word Study

Phonemic Awareness
Phonics
(Word Decoding)
Spelling
Vocabulary

Hard Words

Why aren't kids being taught to read?

Fluency Instruction

Automaticity in Word Recognition
Prosody (Expressiveness in Reading)

Surface level

Deep level

Comprehension

Background Knowledge
Comprehension Strategies



Minding the Gap

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

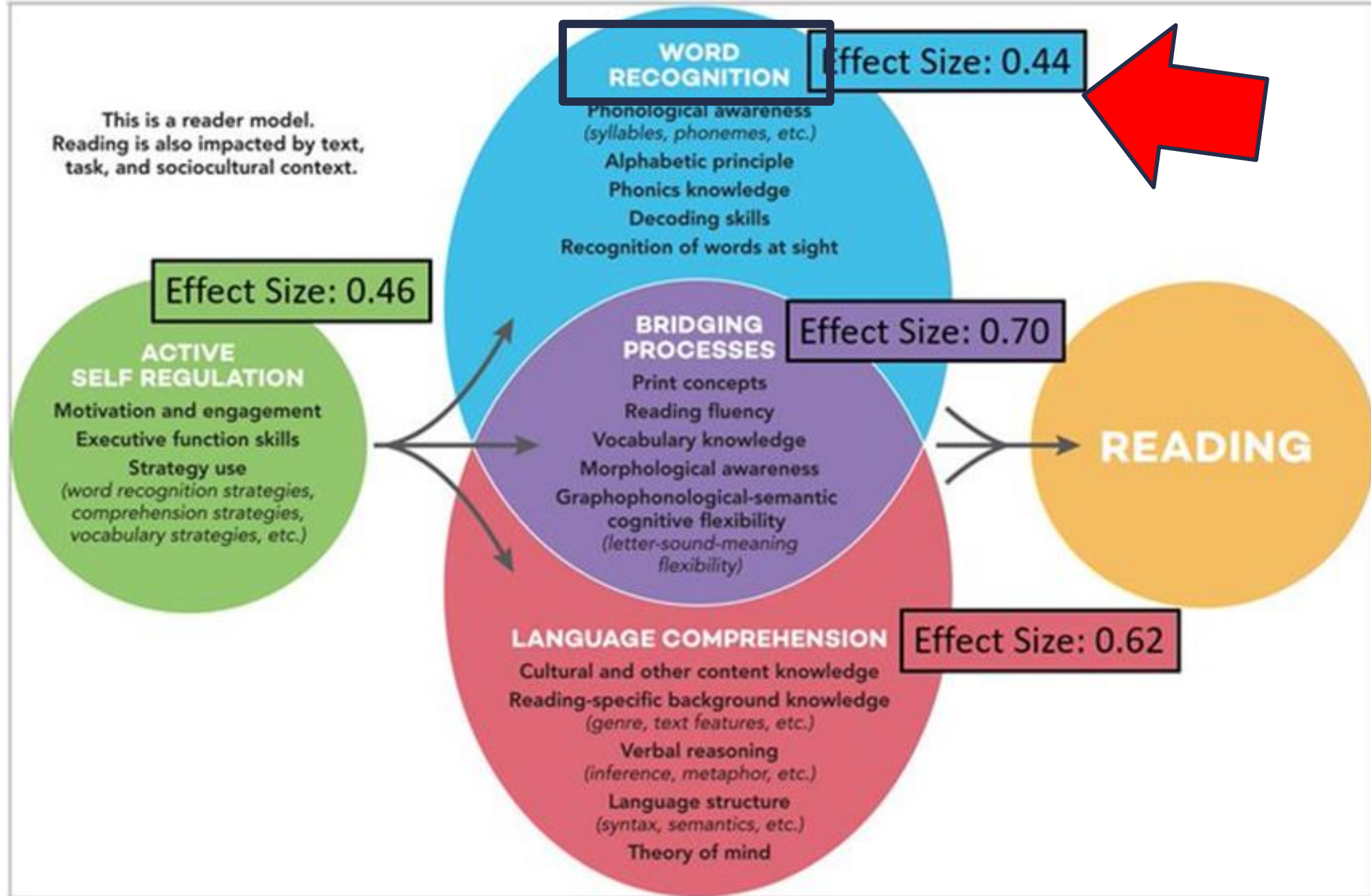
A recent study find the benefits fade out after fifth grade.

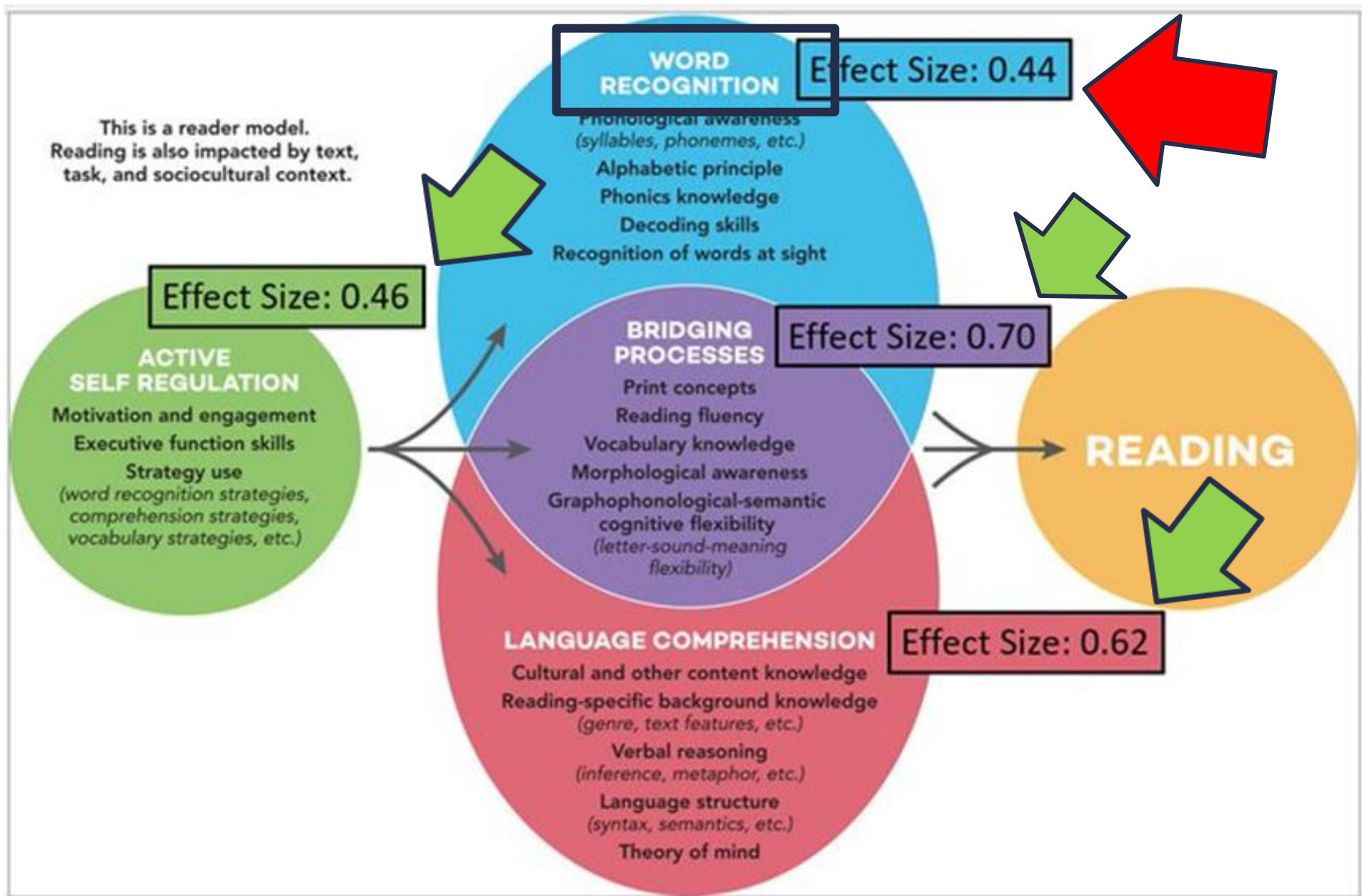


NATALIE WEXLER

MAY 1, 2023

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





There's More to the
Science of Reading than a
focus on Phonics

National Reading Panel (2000)

- Phonemic Awareness
- Phonics (Word Recognition)
- Vocabulary (Word Meaning)
- Fluency
 - Automatic Word Recognition
 - Prosodic Oral (and Silent) Reading
- Comprehension



**The
Real
SoR**

**Teaching Reading is also
an Art!**

Some Artful Words of Inspiration

Inspiration...

Educating the mind without
educating the heart is no
education at all.

Aristotle



Great Minds Have Recognized the Importance of Art

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

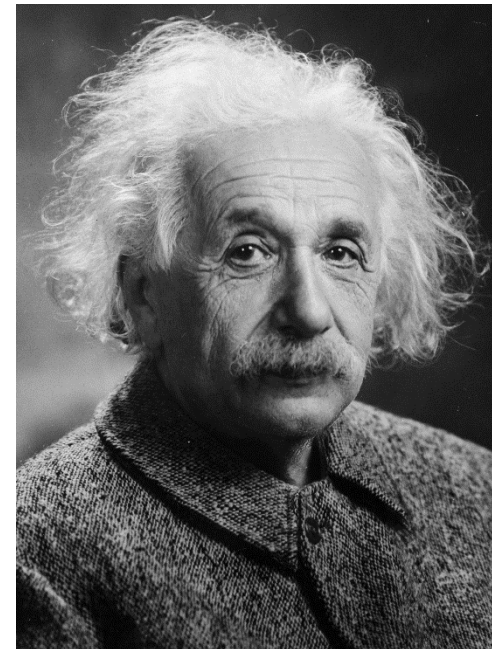
“Imagination is more important than knowledge!”

Great Minds Have Recognized the Importance of Art

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

“Imagination is more important than knowledge!”

Albert Einstein

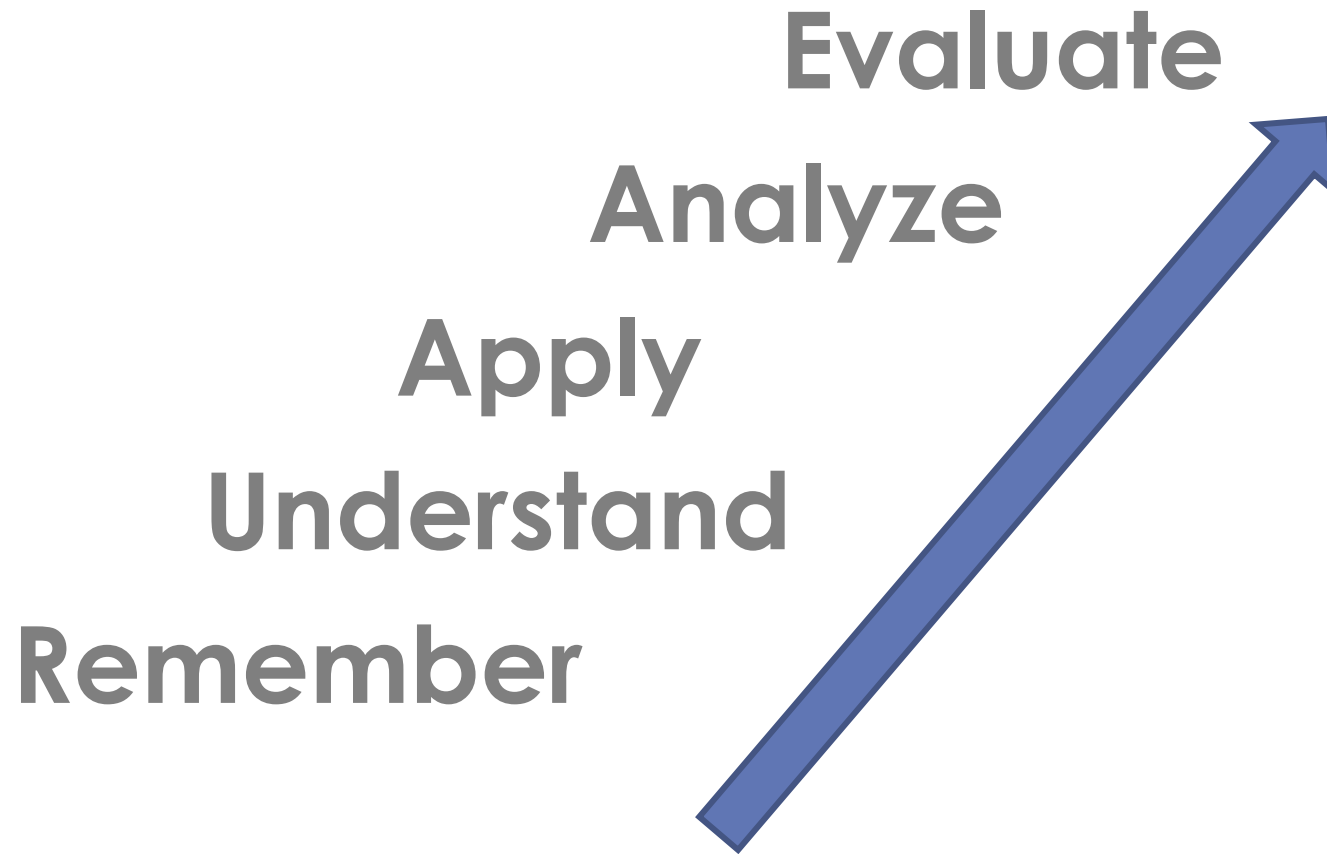


Great Minds Have Recognized the Importance of Art

- "When educating the minds of our youth, we must not forget to educate their **hearts**"
- -Dalai Lama



Bloom's Taxonomy



Bloom's Taxonomy

Create

Evaluate

Analyze

Apply

Understand

Remember



Create --

Going beyond what we know –

That's ART

And yet, art and creativity are increasingly diminished in education

“We live in a time that puts a premium on the measurement of outcomes, ... on the need to be absolutely clear about what we want to accomplish. We like our data hard and our methods stiff – we call it rigor.”

Elliot Eisner (2004)



Reading as a Science

- ◆ SOR
- ◆ Structured Reading
- ◆ Evidence based reading instruction
- ◆ Scripted instruction
- ◆ NCLB
- ◆ Fidelity of implementation
- ◆ Quantitative benchmarks
- ◆ AYP
- ◆ RTI
- ◆ Value Added
- ◆ DIBELS (Nonsense word fluency)
- ◆ Progress monitoring/Endless testing
- ◆ Accountability – determined by testing
- ◆ Common core standards
- ◆ Decodable texts
- ◆ Complex texts and close reading
- ◆ Orthographic mapping

Stiff methods for hard data!

Stiff methods for hard data!

And too often disengaged students.

An Example

Word Family/Phonogram/Rime

-an

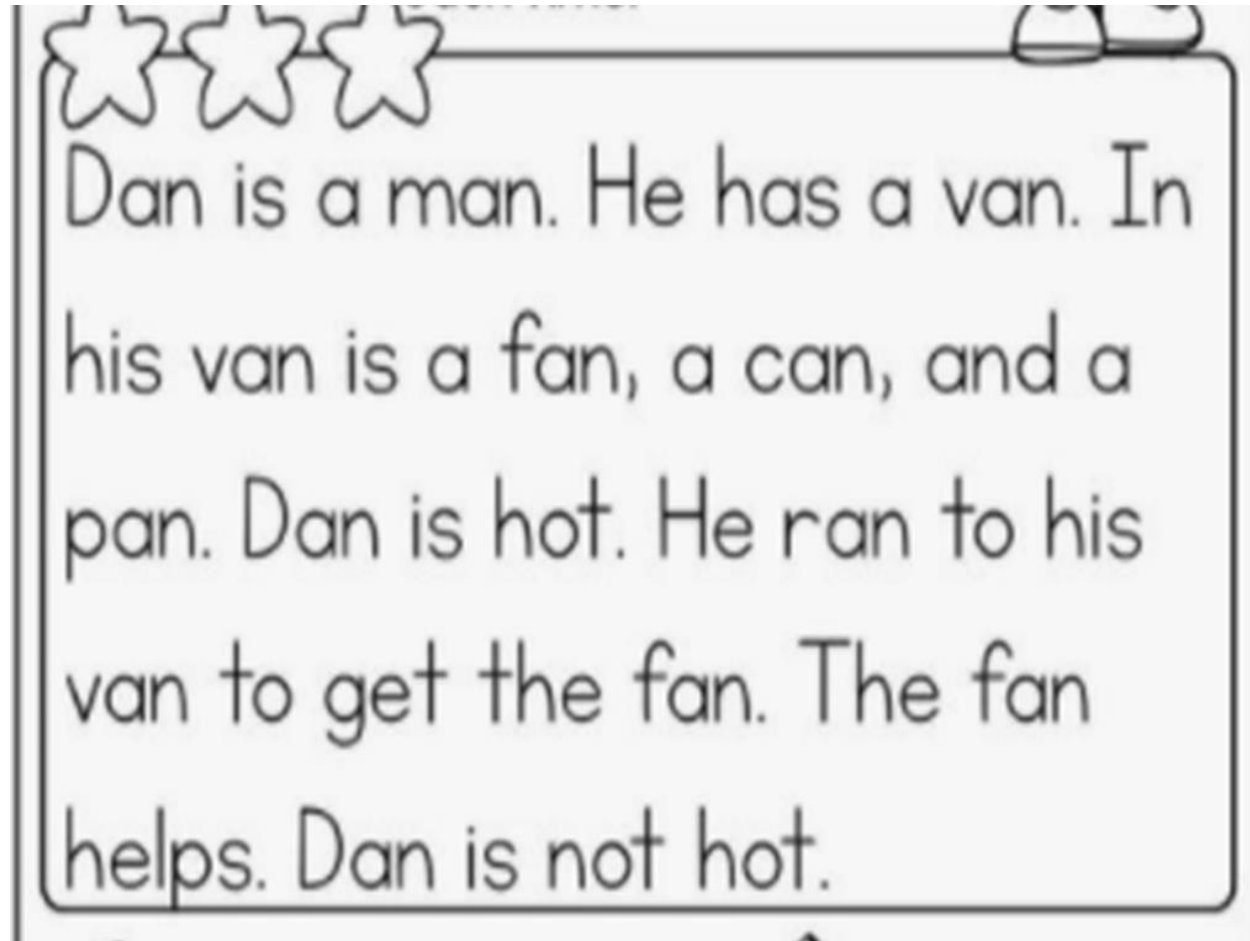
- **Man**
- **Dan**
- **Can**
- **Van**
- **Candle**
- **Sandal**
- **Panda**
- **Pancake**

Then Follow-up with
decodable texts-

*(a “scientific” approach to teaching
phonics phonograms)*

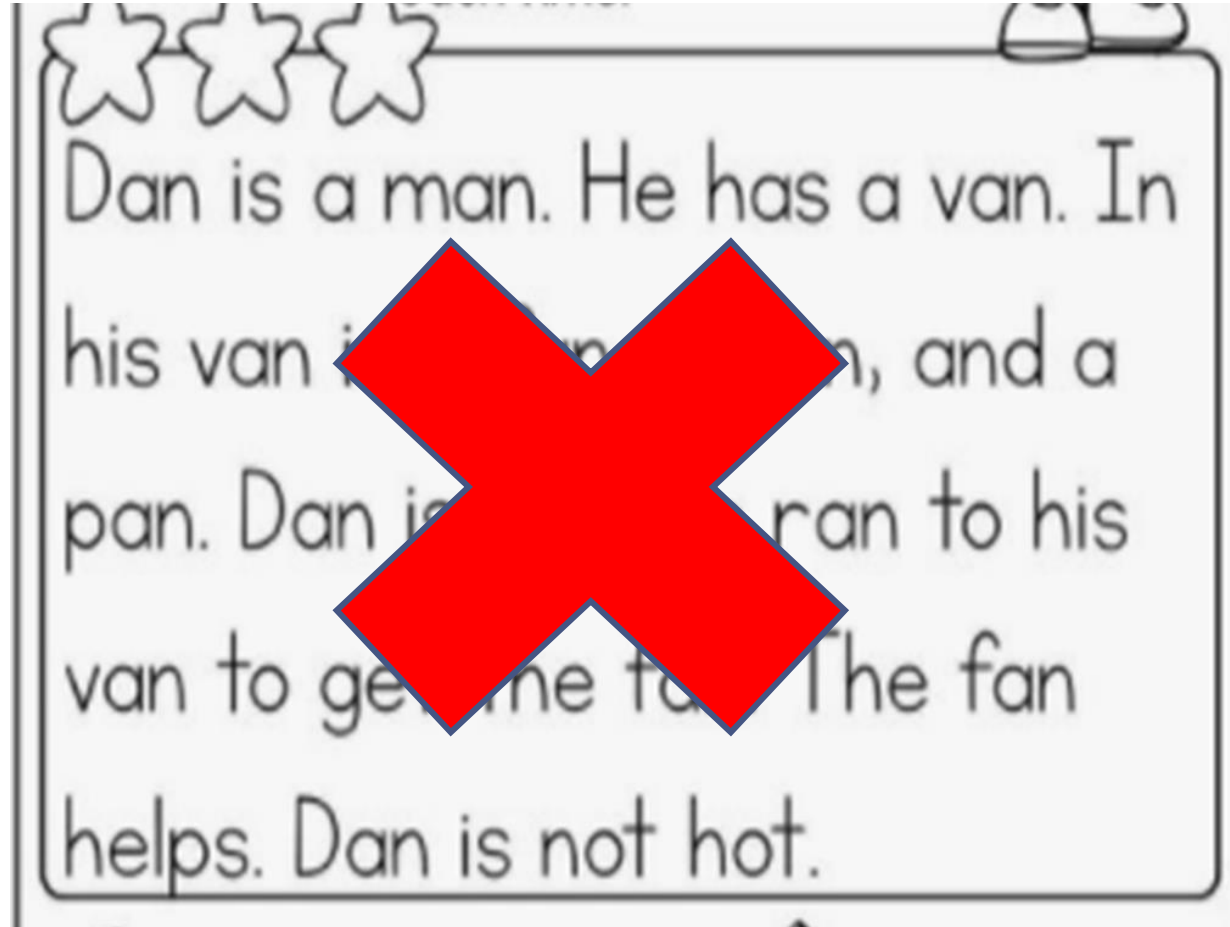
-an

- Man
- Dan
- Can
- Van
- Candle
- Sandal
- Panda
- Pancake



-an

- Man
- Tan
- Can
- Candle
- Sandal
- Panda
- Pancake



◆ **Is this science? Yes**

◆ Is this science? Yes

◆ Is this art? **Not so Much!**

The Consequence of an All-Science Approach to Education?

“Drilling children on how to take tests *discourages innovation, creativity, punishes divergent thinking, and prioritizes skills over knowledge.* And the endless hours devoted to test preparation certainly deaden students’ interest in school.”

Diane Ravitch

Former Assistant Secretary of Education

"We are educating people out of their creative capacities... I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it."

– Sir Ken Robinson, Educationalist



The Consequence of All Science?

CREATIVITY and INNOVATION!

“For the first time, research shows that American creativity is declining.”

Newsweek Magazine, 2010

CREATIVITY

Research Suggests We're All Getting Less Creative and Scientists Think They Know Why

Scores on standard creativity have been declining for decades

BY JESSICA STILLMAN, CONTRIBUTOR, INC.COM @ENTRYLEVELREBEL



INTELLECTUAL
TAKEOUT

FEEDING MINDS, PURSUING TRUTH

About ▾

Donate

Culture

Family

Education

Philosophy

Politics

Creativity Scores in America Have Steadily Declined Since 1990.

Creativity is decreasing for children and adults.

Children in the U.S., especially kindergarten through third grade, are becoming less creative..

Creativity is decreasing for children and adults.

Children in the U.S., especially kindergarten through third grade, are becoming less creative..

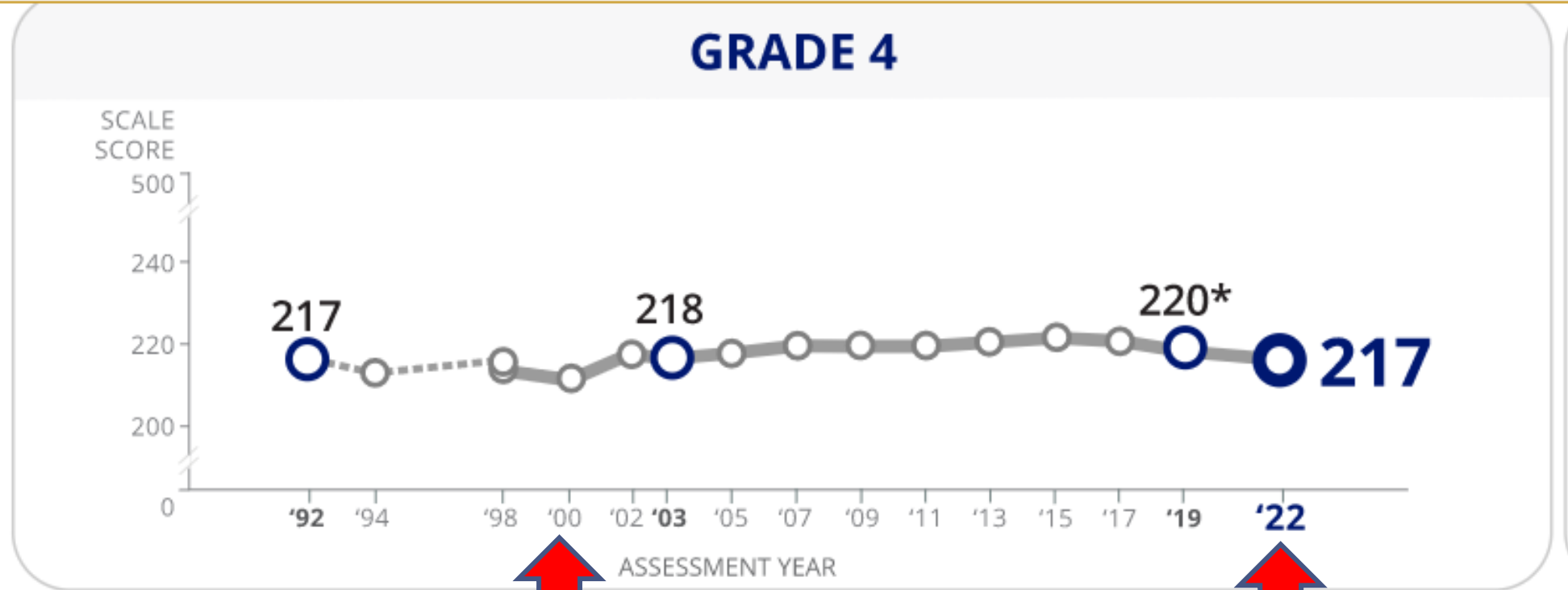
CAUSES:

- **Over scheduled and over programmed lives.**
- **Overly rigid & scripted curricula.**
- **Testing and preparing for testing.**

**But the Problem Is –
Not Just a Decrease in Creativity**

The Problem – Reading Achievement

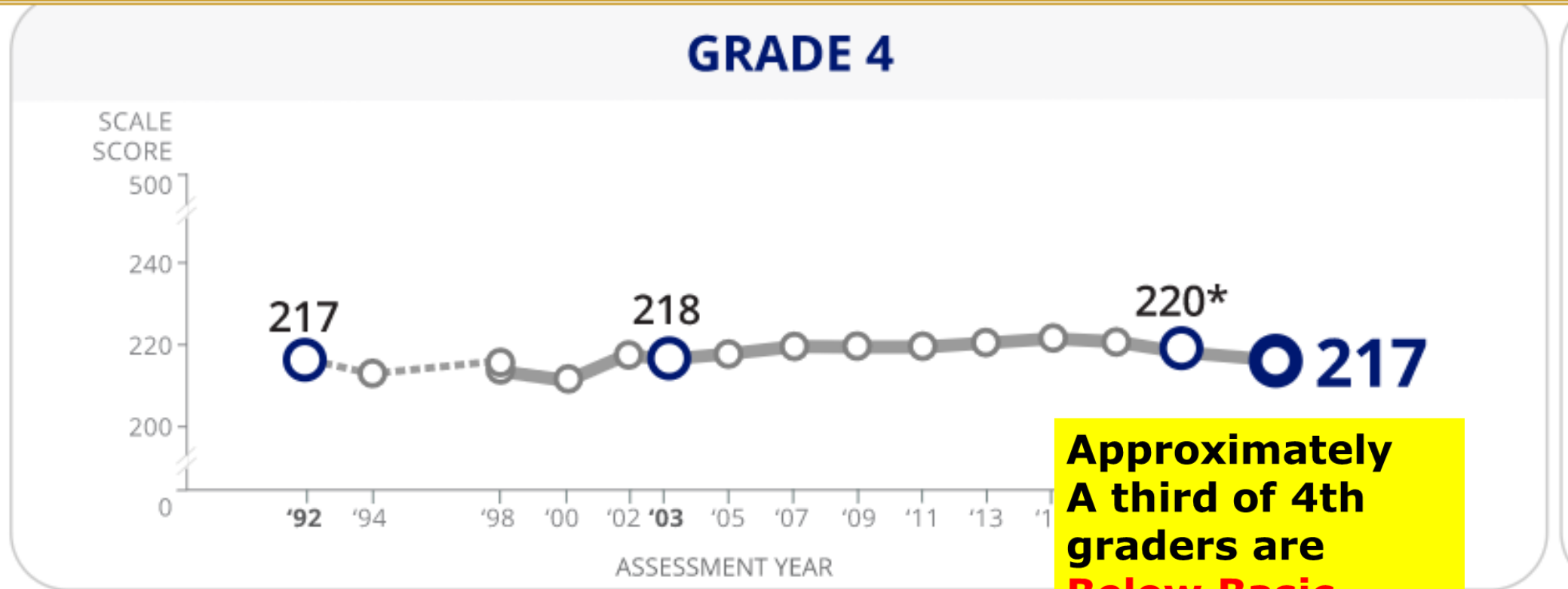
Gr 4 (Age 10) Reading – 1992-2022 (NAEP)



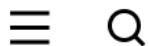
Nat'l Reading Panel

The Problem –

Gr 4 (Age 10) **Reading** – 1992-2022 (NAEP)



**Approximately
A third of 4th
graders are
Below Basic
Levels of
Literacy**



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

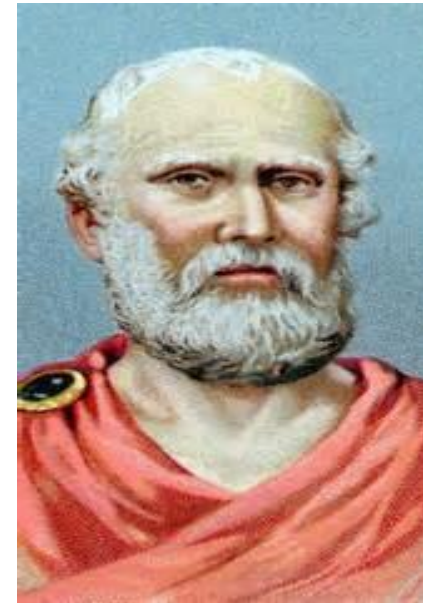
So What Can **Art** Add to Education?

More Quotes...

What Can Art Add to Education?

“ I would teach children music, physics, and philosophy; but most importantly **music (and poetry)**, for the **patterns** in music and all the arts are the keys to learning.”

Plato





Science

If You Want Smarter Kids Teach Them Music, Not Coding, According To MIT

By Harley Manson | February 11, 2022

[Home](#) » If You Want Smarter Kids Teach Them Music, Not Coding, According To MIT

Recent research carried out by MIT and published in the Journal of Neuroscience is now showing how powerful music can be on a child's brain development. According to the authors of the study, **learning music during our early life makes the brain more connected, which in turn, makes their brains neurologically capable of many things, not just music.**



AMERICAN PSYCHOLOGICAL ASSOCIATION

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Date created: June 24, 2019

Music Students Score Better in Math, Science, English Than Nonmusical Peers

What Can Art Add to Education?

“The arts are about imagining beyond the bounds of the known.”

Drew Faust

Harvard University President, Cambridge MA

Wynton Marsalis

Composer and Jazz Trumpet Extraordinaire, New Orleans

The Art of Learning, USA Today, January 2, 2014

“The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered.”

Jean Piaget



Three Characteristic of Artful Instruction

- **Aesthetic**
- **Authentic**
- **Creative**





THEGUARDIAN.COM

Free lunches, brain breaks and happy teachers: why Estonia has the best schools in Europe

“One of the key elements of the Estonian educational system is that schools and teachers have a lot of freedom” There are standards they need to meet, but how they achieve that is up to them.

So, Can the Teaching of
Reading be Both
Art and Science?

So, Can the Teaching of
Reading be Both
Art and Science?

YES!

TEACHING READING

A blend of art and science 

By **Timothy Rasinski**, **William Nichols**, **David Paige**, **William Rupley**,
Chase Young, & **Meghan Valerio**

Timothy Rasinski (trasinsk@kent.edu), a longtime ILA member, is a professor of literacy education and the Rebecca Tolle and Burton W. Gorman Chair in Educational Leadership at Kent State University.

William Nichols (william.nichols1@maine.edu) is a professor of literacy education at the University of Maine.

David Paige (dpaige@kent.edu)

"It is the supreme art o
knowledge."

*r*ecently, in the mainstr
application of the scier
curricula and instruct
since the report of the
Nation's Report Card o
achievement.

We fully embrace
of reading. However, w
sufficient for reading i

INTERNATIONAL
LITERACY
ASSOCIATION

READING RESEARCH QUARTERLY

Teaching Reading Is More Than a Science: It's Also an Art

David D. Paige

*Northern Illinois University, DeKalb,
USA*

Chase Young

*Sam Houston State University,
Huntsville, Texas, USA*

Timothy V. Rasinski

Kent State University, Ohio, USA

ABSTRACT

The role of the teacher, specifically teacher craft, is central to engaging students in effective reading instruction. However, the science of reading has revealed that the content taught is also important to reading acquisition. Although the science of reading was aggregated some two decades ago to result in what became known as the five big pillars, it has not been fully incorporated into instructional practice. Subsequent research has continued to inform and strengthen what we understand about reading, and new energy has now emerged to bring the science of reading fully into practice. However, the science of reading and teacher craft are each insufficient without the other. In this article, we discuss the art of teaching and advocate that it must be given serious consideration if the science of reading is to be adopted en masse by teachers. We also discuss several reading strategies and their role in effective reading instruction and the art of teaching.

Artfully Teaching the Science of Reading



Chase Young, David Page,
and Timothy V. Rasinski



April 2022

“

This book is an absolute gem that every teacher of literacy needs to read today!

”

Lori Oczkus, Author and Literacy Consultant

In the midst of a humongous shift in the way that schools teach reading, this is just the resource that teachers need. While we have to follow the science, teachers are as important as ever. Alicia Todd – Amazon Review

A Model of Reading Instruction

Word Study

Phonemic Awareness
Phonics (Word Decoding)
Spelling
Vocabulary



30
minutes/day

Fluency Instruction

Automaticity in Word Recognition
Prosody (Expressiveness in Reading)

20-30
minutes/day

Surface level



Deep level

Comprehension

Comprehension Strategies

30-45
minutes/day

Can Phonemic
Awareness be
Taught Artfully?

Phonemic Awareness

Not hearing acuity

It's the ability to hear and manipulate discrete language sounds:

**Blend- Segment – Isolate- Add/Delete
Language Sounds**

**Approximately 20% of kindergarten and first grade students
have insufficient levels of
Phonemic Awareness.**

Approximately 20% of kindergarten and first grade students have insufficient levels of Phonemic Awareness.

As a result, they are likely not able to fully profit from phonics instruction.

Rigorous and Systematic PA/Phonics Instruction



Ascend Learning Center

<https://www.ascendlearningcenter.com> › blog-highlights ▼

How to Teach Phonological Awareness Systematically

Jul 10, 2020 — Clearly, phonology has a big role to play and **phonological awareness** is the awareness of that sound **structure** of the language. Teaching ...

Science Of Reading - Rigorous Phonics Progression

Shop Classroom Bundles By Grade Level, Phonics Skill Or Decodable Set at...

[Request a Sample](#) · [Shop Now](#) · [Decodables E-Library](#) · [Fun Reading Classes](#) · [Place A PO](#)



Apps for Teaching Phonemic Awareness

by Marianne | Resources | 8 comments



Phonemic Awareness is a foundational skill necessary for reading. Using **apps to teach phonemic awareness** is a fun way to sneak some learning in while you and your kids are having fun.



Best Apps For Teaching
Phonemic Awareness

...But wait a minute...
Consider this --

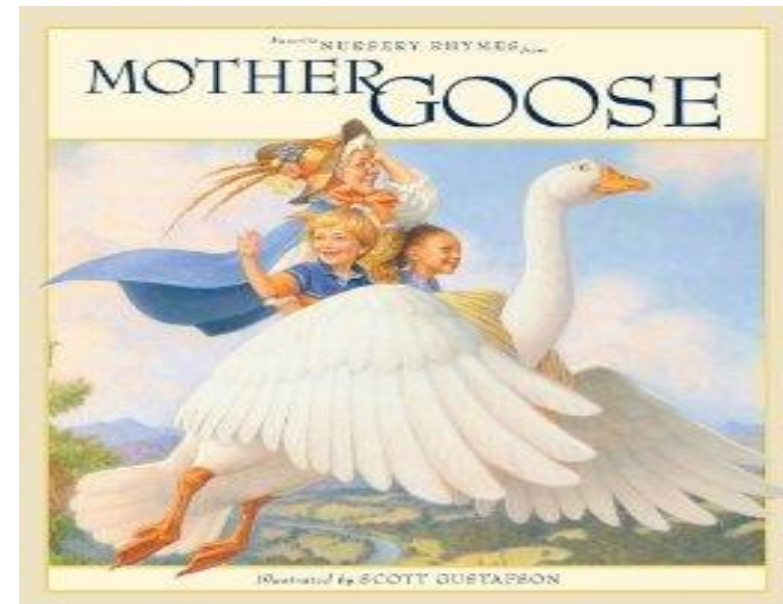
**"IF A CHILD KNOWS 8
NURSERY RHYMES
BY HEART BY THE TIME THEY ARE 4
YEARS OLD, THEY ARE
USUALLY AMONG
THE BEST READERS AND
SPELLERS IN THEIR CLASS BY THE
TIME THEY ARE 8".**

CREDIT: MEM FOX, READING MAGIC



Why Not Go Back to Traditional and Artful Ways to Teach PA?

- **Hickory Dickory Dock...**
- **Diddle Diddle Dumpling...**
- **Dickery Dickery Dare,**
- **Peter Piper picked a peck...**
- **Betty Botter bought some butter**
- **Peas Porridge hot...**



Resources

My Book of Mother Goose Rhymes



There Was an Old Woman

There was an old woman tossed up in a blanket
Seventy times as high as the moon,
What she did there, I cannot tell you,
but in her hand she carried a broom.
Old woman, old woman, old woman, said I,
O whither, O whither, O whither so high?
To sweep the cobwebs from the sky,
And I shall be back again by and by.

Sing a Song of Sixpence

Sing a song of sixpence, a bag full of rye,
Four and twenty blackbirds baked in a pie:
When the pie was opened, the birds began to sing;
And wasn't this a dainty dish to set before the king?

The king was in the parlour, counting out his money;
The queen was in the kitchen, eating bread and honey;
The maid was in the garden, hanging out the clothes,
There came a little blackbird and nipped off her nose.

One Two Buckle My Shoe

One, Two – buckle my shoe;
Three, Four – open the door;
Five, Six – pick up sticks;
Seven, Eight – lay them straight;
Nine, Ten – a good fat hen.
Eleven, Twelve – I hope you're well;
Thirteen, Fourteen – draw the curtain;
Fifteen, Sixteen – the maid's in the kitchen;
Seventeen, Eighteen – she's in waiting.
Nineteen, Twenty – my stomach's empty.

Diddle Diddle Dumpling My Son John

Diddle diddle dumpling my son John
Went to bed with his beechnuts on,
One stocking off, and one stocking on,
Diddle diddle dumpling, my son John.

Wee Willie Winkie

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his night gown;
Tapping at the windows, crying at the lock,
“Are the children in their beds, for it's now ten
o'clock.”

[Collection](#)[Thesaurus](#)[Search](#)[Advanced
Search Tips](#)☐ Peer reviewed only ☐ Full text available on ERIC

Nursery Rhyme Knowledge and Phonological Awareness in Preschool Children

Harper, Laurie J.

Journal of Language and Literacy Education, v7 n1 p65-78 2011


Phonological awareness is an important precursor in learning to read. This awareness of phonemes fosters a child's ability to identify, segment, and blend sounds, encode and decode words, and to spell phonetically. This quantitative study assessed pre-K children's knowledge of Euro-American nursery rhyme knowledge and phonological awareness literacy, provided phonological awareness training to an experimental group of children and investigated the effects of explicit nursery rhyme instruction on participants' phonological awareness levels. These data reveal that children exposed to the intervention consisting of explicit Euro-American nursery rhyme instruction significantly outperformed the children in the control group on rhyme awareness and completion statement measures. This research suggests that knowledge of nursery rhymes enhances children's phonological awareness and sensitivity to phonemes and rhyme, and stimulates phonemic skill development.

Rhymes, Nursery Rhymes, and Reading in Early Childhood

Morag Maclean, Peter Bryant, and Lynette Bradley
Oxford University

Little is known about the origins of phonological awareness. But one theory is that young children learn to analyze the component sounds in words with the help of common linguistic routines. Rhymes, and particularly nursery rhymes, are a possible example. Words rhyme because they share component sounds: To recognize that two words rhyme is, therefore, to know something about their component sounds. This theory was investigated in a 15-month longitudinal study which began when the children were age 3 years, 4 months. Assessments were made of their knowledge of nursery rhymes and their phonological skills, particularly the detection and production of rhyme and alliteration. Parental social class and educational levels were also assessed. A strong, highly specific relationship was found between knowledge of nursery rhymes and the development of phonological skills, which remained significant when differences in IQ and social background were controlled. Measures of nursery rhymes and of the detection and production of rhyme and alliteration were related to early reading, but not to early arithmetic skills.

Science

 A strong, highly specific relationship was found between knowledge of nursery rhymes and the development of phonological skills, which remained significant when differences in IQ and social background were controlled. Measures of nursery rhymes and of the detection and production of rhyme and alliteration were related to early reading, but not to early arithmetic skills.

Songs Too!

If You're Happy and You Know It

London Bridge

Sidewalks of New York

Down by the Bay

Old McDonald

BINGO

ABC Song

Wheels on the Bus

Polly Wolly Doodle

Oh Susanna

Singing in Preschool Promotes Literacy Development

Abbey Galeza, Timothy Rasinski

Teaching the concepts of print through singing a shared text allows for the repeated practice that develops these concepts, and aligns with social, emotional, and cognitive development of young children.

Concepts of print or understandings about how written texts work are essential in foundational literacy learning. Concepts of print are considered the “rules of the road” when reading print (Clay, 2000). In English, this includes distinguishing between pictures and words, reading print from top to bottom, left to right, with a return sweep at the end of each line of print, and noticing how each word read (aloud or silently) matches a word in print (Clay, 2000, 2014; Morris, 1986).

This article presents the repeated singing of a shared text to support preschool student’s understanding of print concepts. There is extensive research that supports the repeated singing of shared texts to teach phonological awareness, vocabulary, fluency, and comprehension across grades K-12 (Barclay, 2010; Biggs et al., 2008; Bolden & Beach, 2021; Lawson-Adams et al., 2022; Montgomery & Smith, 2014; Patscheke et al., 2018; Rasinski, 1990; Walton, 2014). However, limited research exists on repeated singing to engage with key concepts about print (Barclay, 2010; Montgomery & Smith, 2014). This

by fingerprint-reading from the big book or other enlarged text. Fingerprint-reading is the act of pointing to the words on the page at the same moment they are read aloud, which explicitly and visually models the concepts of print in context (Cambourne & Samuels, 2002; Clay, 2014; Ehri & Sweet, 1991; Holdaway, 1979).

Motivation and Music; Why Singing?

According to Joo et al. (2021), “From a very early age, children demonstrate a preference for singing over speech and a willingness to attend to sung language for longer durations than they are willing to attend to spoken language” (p. 2). This may be because songs present language in one of its most satisfying forms. Songs often contain predictable, short, rhyming phrases that activate the working memory system and can aid in integration of new information (Lawson-Adams et al., 2022).

As children become accustomed to these repeated elements, they exhibit the “read-it-again” phenomenon, in

Can Words

(phonics, spelling, vocabulary)

be Taught Artfully
and Scientifically?

Profiles of Students Who Perform Poorly on State Silent Reading Comprehension Tests:

From *Reading Assessment: Principles and Practices for Elementary Teachers, Second Edition*, edited by Shelby J. Barrentine and Sandra M. Stokes. © 2005, International Reading Association.

Behind Test Scores: What Struggling Readers *Really* Need

Sheila W. Valencia and Marsha Riddle Buly

Every year thousands of U.S. students take standardized tests and state reading tests, and every year thousands fail them. With the implementation of the No Child Left Behind legislation (www.ed.gov/nclb/landing.jhtml), which mandates testing all children from grades 3 to 8 every year, these numbers will grow exponentially, and alarming numbers of schools and students will be targeted for “improvement.” Whether you believe this increased focus on testing is good news or bad, if you are an educator, you are undoubtedly concerned about the children who struggle every day with reading and the implications of their test failure.

Although legislators, administrators, par-

time preparing students for these high-stakes tests (Olson, 2001), even though a narrow focus on preparing students for specific tests does not translate into real learning (Klein, Hamilton, McCaffrey, & Stecher, 2000; Linn, 2000). But, if we are really going to help students, we need to understand the underlying reasons for their test failure. Simply knowing which children have failed state tests is a bit like knowing that you have a fever when you are feeling ill but having no idea of the cause or cure. A test score, like a fever, is a symptom that demands more specific analysis of the problem. In this case, what is required is a more in-depth analysis of the strengths and needs of students who fail to meet

75-90 % of 3rd and 4th grade students manifesting difficulty in high stakes tests of reading comprehension exhibited significant difficulties in **accurate word recognition (phonics & vocabulary)** and reading fluency.

Valencia and Buly

From *Reading Assessment: Principles and Practices for Elementary Teachers*, Second Edition, edited by Shelby J. Barrentine and Sandra M. Stokes. © 2005, International Reading Association.

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A Model of Reading Instruction

Word Study

Phonemic Awareness
Phonics (Word Decoding)
Spelling
Vocabulary



Fluency Instruction

Automaticity in Word Recognition
Prosody (Expressiveness in Reading)



Surface level

Deep level



Comprehension

Comprehension Strategies



Lack of Systematic Phonics

Hard Words

Emily Hanford

Why aren't kids being taught to read?



Students Fall Flat In Vocabulary Test

BY STEPHANIE BANCHERO

U.S. students knew only about half of what they were expected to on a new vocabulary section of a national exam, in the latest evidence of severe shortcomings in the nation's reading education.

Eighth-graders scored an average of 265 out of 500 in vocabulary on the 2011 National Assessment of Educational Progress, the results of which were made public last week. Fourth-graders averaged a score of 218 out of 500. The results showed that nearly half of eighth-graders didn't know the meaning of "permeates," means "to get all the way through," and the same proportion of eighth-graders didn't know that "edible" means "edible." Educators think students in grades should recognize.

Most fourth-graders did know the meaning of "created," "spread" and "underestimate." At eighth grade, most students knew "grimace," "icons" and "edible."

The new vocabulary test was embedded in the biennial national reading exam, known as the NAEP. Last year's scores were in line with those posted in 2009, the first time vocabulary scores were broken out, but the latest results are the first to be made public.

Margaret McKeown, a senior scientist at the Learning Research and Development Center

at the University of Pittsburgh, said she wasn't surprised by the results but that they are cause for concern. "There is very little vocabulary done in any classroom at any age," said Ms. McKeown.

Leslie Russell, a reading specialist at Butts Road Intermediate School in Chesapeake, Va., said the vocabulary scores could be improved if students were more immersed in literacy at school and at home. "We need to make more of an effort to get parents involved in teaching reading and teaching them how to help children make sense of words they do not know," she said.

In 2009, 12th-graders also took the exam administered by the U.S. Department of Education. Their average score was 296 out of 500 on the vocabulary portion.

The department has given the reading exam for decades but decided to add new questions in 2009 to more fully test students' knowledge of grade-level vocabulary. The words were embedded in reading passages and students were asked their definition in a multiple-choice format.

"Without a strong vocabulary, any child's ability to read and to learn suffers dramatically," David Driscoll, chairman of the National Assessment Governing Board, which sets policy for NAEP, said in a statement.

The Search for Meanings

Fifty percent or fewer of U.S. public- and private-school students knew the meaning of the following words in a national reading exam given to fourth- and eighth-graders in 2009 and 2011, and to 12th-graders in 2009.

FOURTH GRADE
barren eerie
detected flourish
prestigious

EIGHTH GRADE
urbane

12th GRADE
delusion
mitigate

Fourth-grade
test question

A trying to follow the ducks

On page one, the passage says that some boys were puzzled when they visited the Public Garden. This means the boys were:

B hoping to play games with the ducks

C surprised that there were so many ducks

D confused that there were no ducks

Not Just
Phonics

Vocabulary Declines, With Unspeakable Results

By E.D. Hirsch Jr.

For all the talk about income inequality in the United States, there is too little recognition of education's role in the problem. Yet it is no coincidence that, as economist John Bishop has shown, the middle class's economic woes followed a decline in 12th-grade verbal scores, which fell sharply between 1962 and 1980—and, as the latest news confirms, have remained flat ever since.

The federal government reported this month that students' vocabulary scores on the National Assessment of Educational Progress have seen no significant change since 2009. On average, students don't know the words they need to flourish as learners, earners or citizens.

All verbal tests are, at bottom, vocabulary tests. To predict competence most accurately, the U.S. military's Armed Forces Qualification Test gives twice as much weight to verbal scores as to math scores, and researchers such as

base of wide general knowledge and vocabulary.

Students don't learn new words by studying vocabulary lists. They do so by guessing new meanings within the overall gist of what they are hearing or reading. And understanding the gist

**A good first step to fight income inequality:
Do a better job of teaching kids to read.**

requires background knowledge. If a child reads that "annual floods left the Nile delta rich and fertile for farming," he is less likely to intuit the meaning of the unfamiliar words "annual" and "fertile" if he is unfamiliar with Egypt, agriculture, river deltas and other such bits of background knowledge.

Yet in the 1930s, American schools transformed their

edge and vocabulary size. The decline became alarming in the 1970s, as the federal report "A Nation at Risk" pointed out in 1983.

The focus on the "skill" of reading has produced students who cannot read. Teachers cannot cultivate reading comprehension by forcing children to practice soul-deadening exercises like "finding the main idea" and "questioning the author." Students would be better off gaining knowledge by studying real subject matters in a sensible, cumulative sequence. Instead, elementary schools are dominated by content-indifferent exercises that use random fictional texts on the erroneous assumption that reading comprehension is a formal skill akin to typing.

Vocabulary-building is a slow process that requires students to have enough familiarity with the context to understand unfamiliar words. Substance, not skill, develops vocabulary and reading ability—there are no shortcuts. The slow, compounding nature of

denounced for various pedagogical and political reasons, but all sides in the debate should accept one key principle in the new standards: "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge . . . to be better readers in all content areas. Students can only gain this foundation . . . [through] rich content knowledge within and across grades."

Opponents of Common Core's new nonfiction requirement ought to recognize that good, knowledge-enhancing nonfiction is literature that helps students gain the knowledge and words they need to understand fiction and everything else.

The most secure way to predict whether an educational policy is likely to help restore the middle class and help the poor is to focus on the question: "Is this policy likely to translate into a large increase in the vocabularies of 12th-graders?" When questions of fairness and inequality come

A Model of Reading Instruction

Word Study

Phonemic Awareness
Phonics (Word Decoding)
Spelling
Vocabulary



30
minutes/day

Fluency Instruction

Automaticity in Word Recognition
Prosody (Expressiveness in Reading)

20-30
minutes/day

Surface level



Deep level

Comprehension

Comprehension Strategies

30-45
minutes/day

“Play is the highest
form of research.”

-Albert Einstein





STUDENT ENGAGEMENT

Does Our Natural Affinity for Games Have a Place in the Classroom?

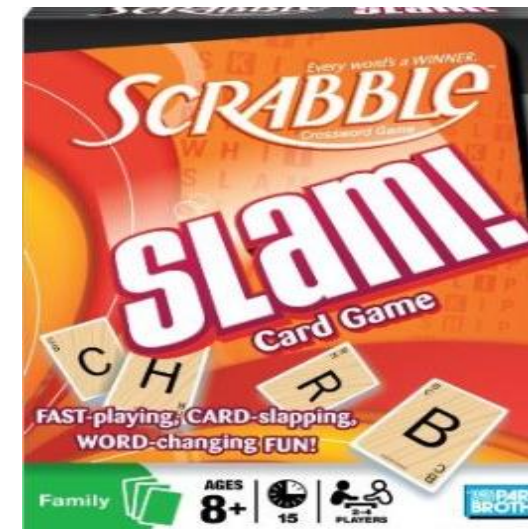
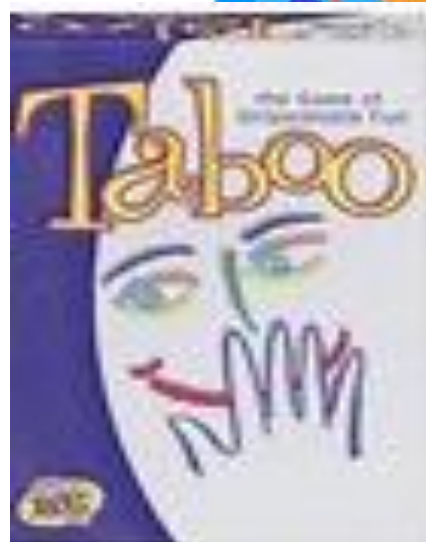
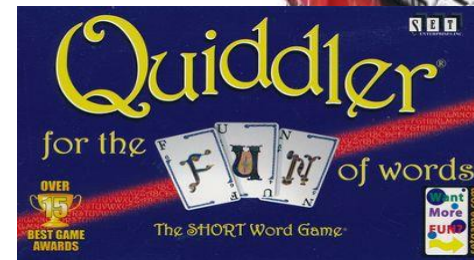
When one teacher organized his students into teams of competing barbarians, they embraced learning about ancient Rome.

By [Adam Moler](#)

January 8, 2021



Word Games



KATHLEEN SAXE

WORD GAME

TODAY'S WORD - JASMINE

(JASMINE: JAZ-min: A shrub or vine of the olive family.)

Average mark 13 words

Time limit 30 minutes

Can you find 18 or more words in JASMINE?

The list will be published tomorrow.



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Mine

Jane

Sane

Mane

Same

Name

Sin

Main

Sine

Jeans

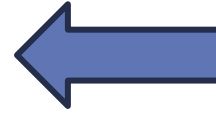
Mean

Jam

Sam

Inseam

Word Ladders/Word Chains (A Word Building Game)



Focusing Attention on Decoding for Children With Poor Reading Skills: Design and Preliminary Tests of the Word Building Intervention

Bruce McCandliss

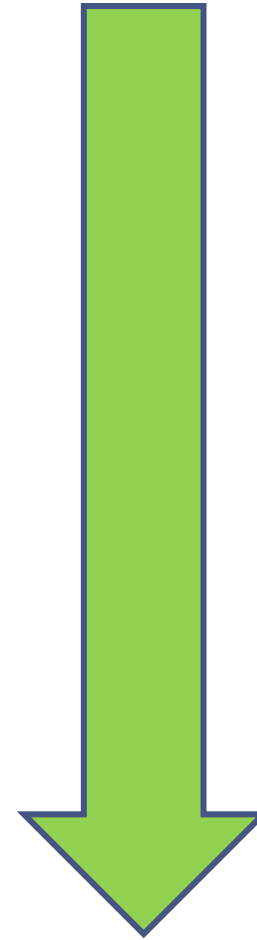
Weill Medical College of Cornell University

Isabel L. Beck, Rebecca Sandak, and Charles Perfetti

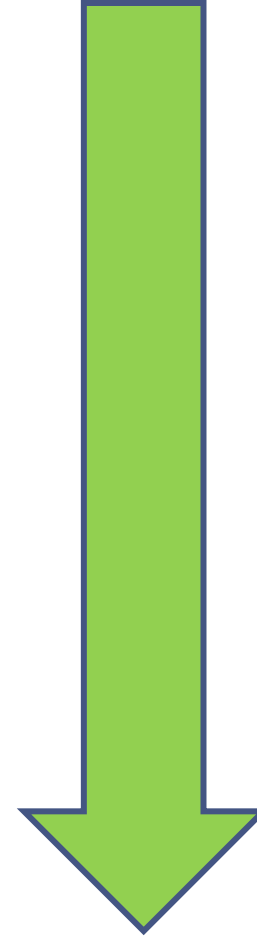
University of Pittsburgh

This study examined the reading skills of children who have deficient decoding skills in the years following the first grade and traced their progress across 20 sessions of a decoding skills intervention called Word Building. Initially, the children demonstrated deficits in decoding, reading comprehension, and phonemic awareness skills.

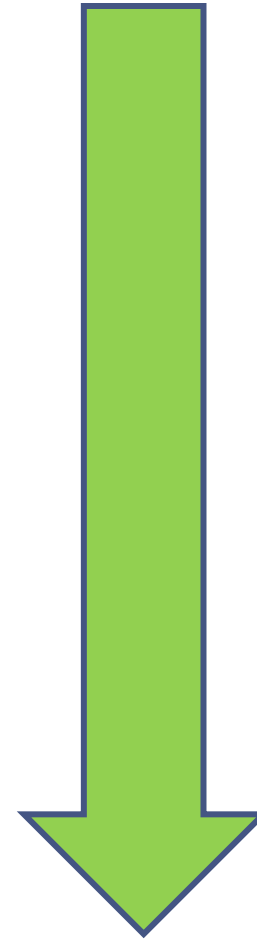
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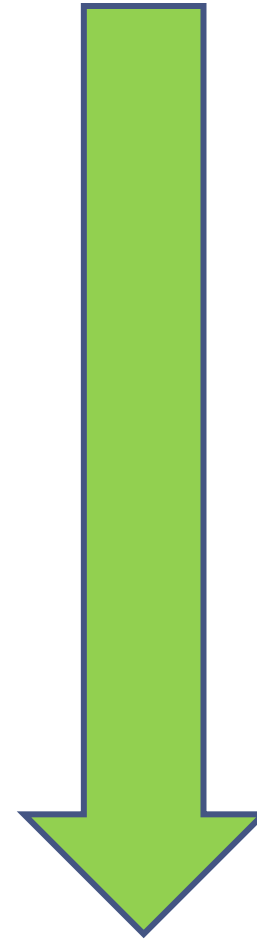
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RESULTS

“Relative to children assigned to a randomly assigned control group, children assigned to the (word ladder) intervention ... demonstrated significantly greater improvement in standardized tests of **phonological awareness, word decoding,...**”

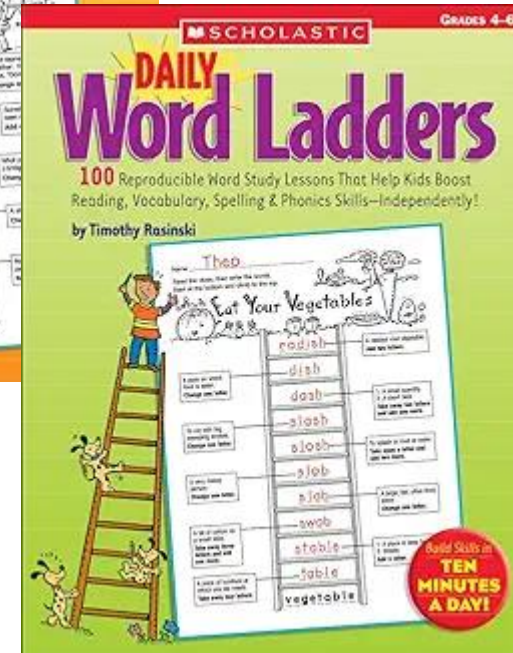
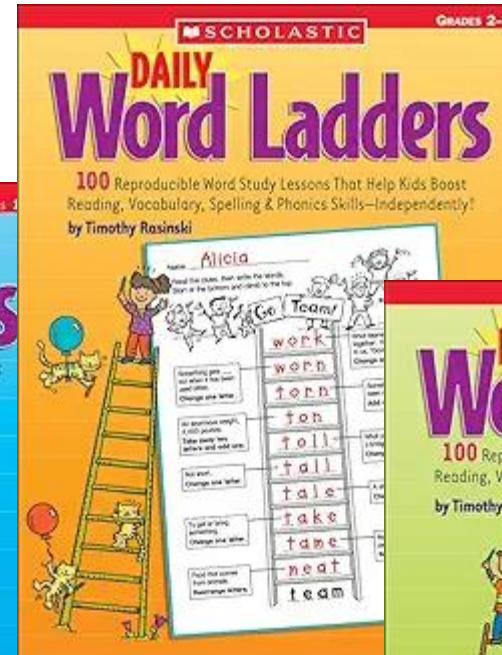
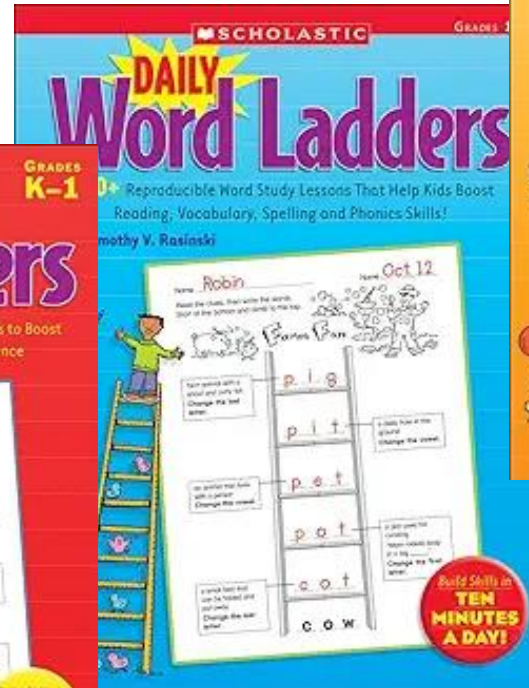
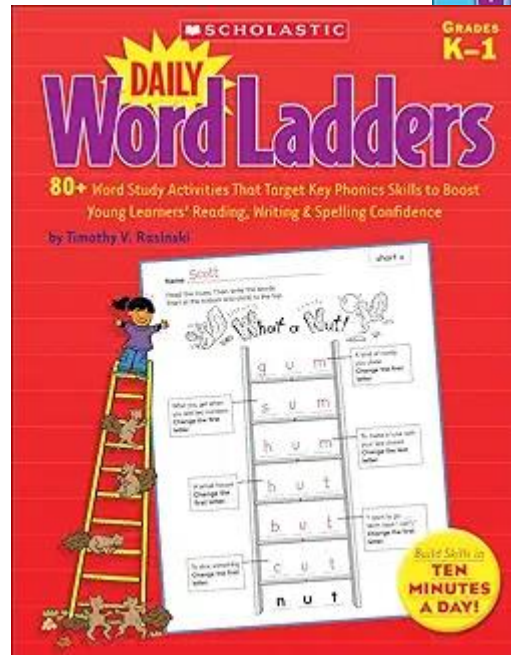
RESULTS

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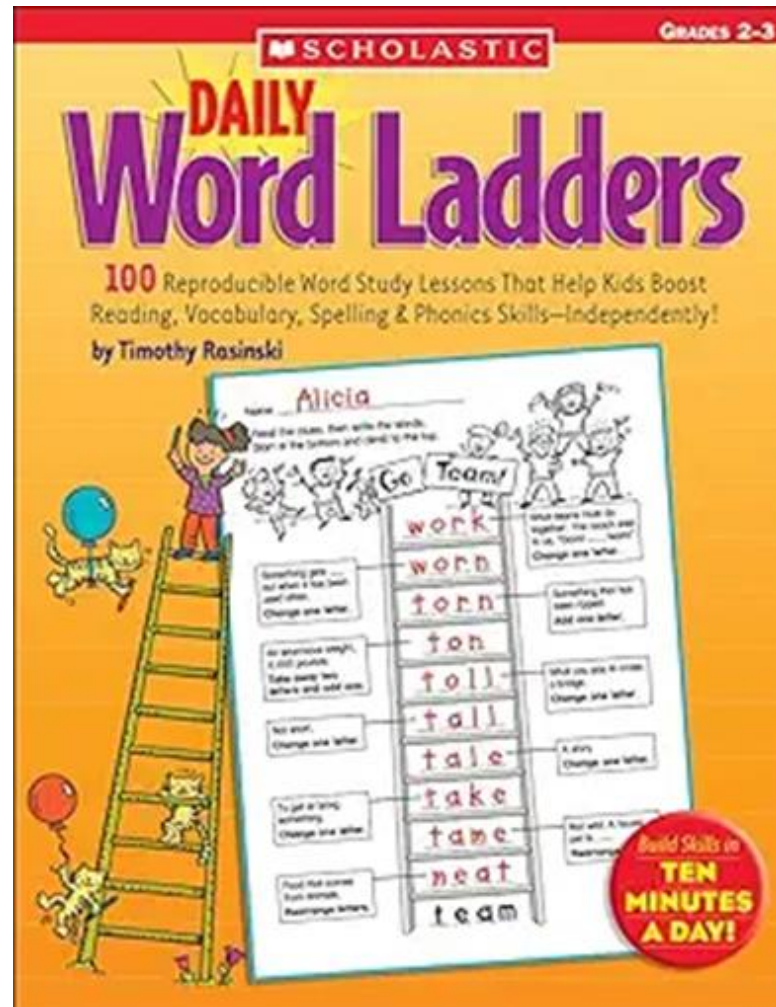
phonological awareness, word decoding, and comprehension.”

I Became Artful / Creative

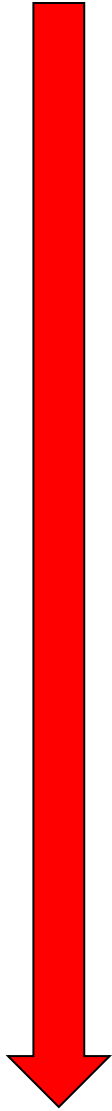
Word Ladders/Word Building



Let's Give It a Go...

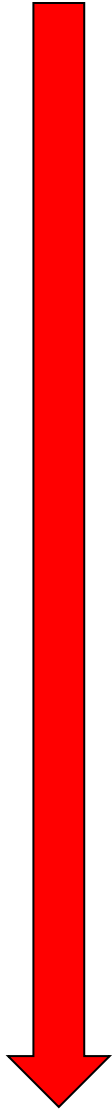


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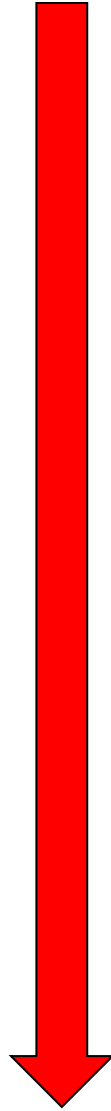
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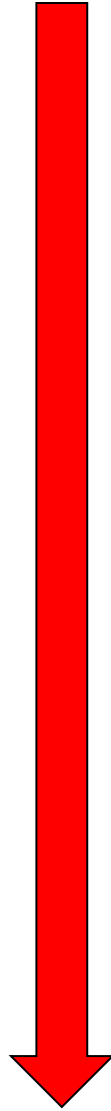


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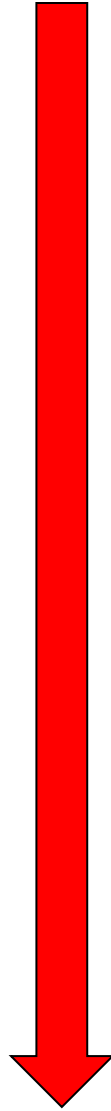
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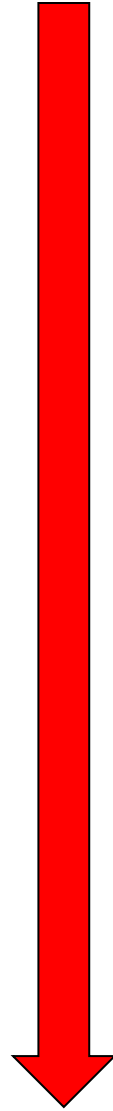
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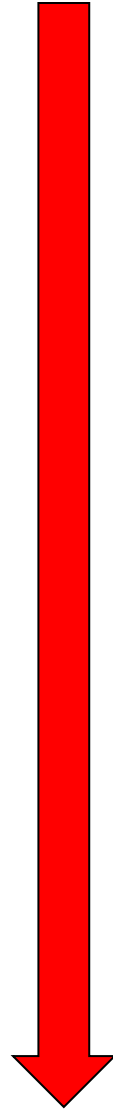
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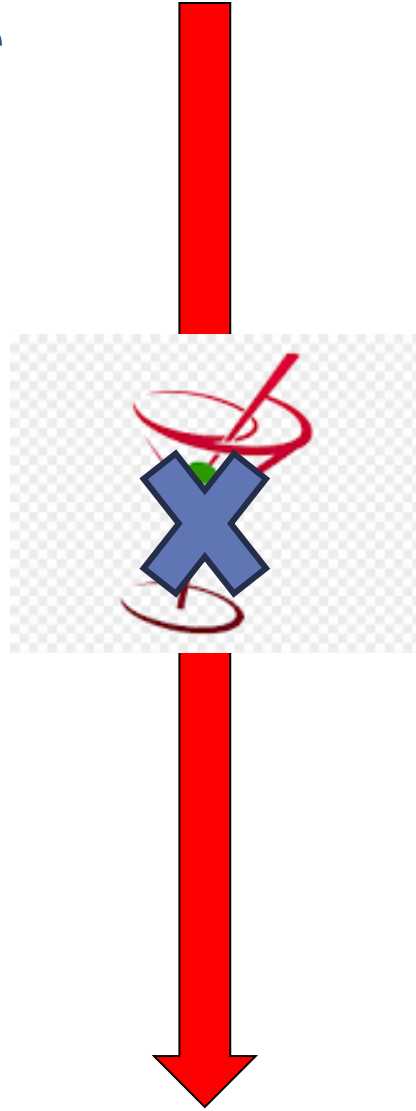
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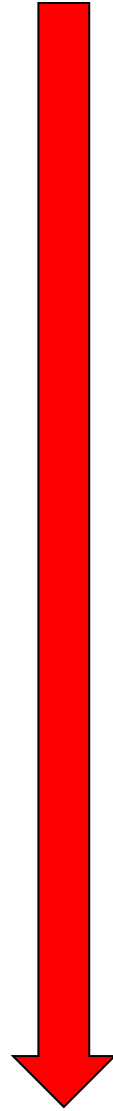
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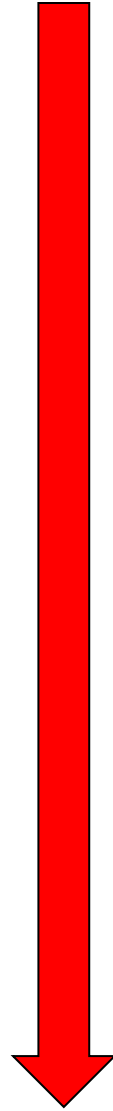
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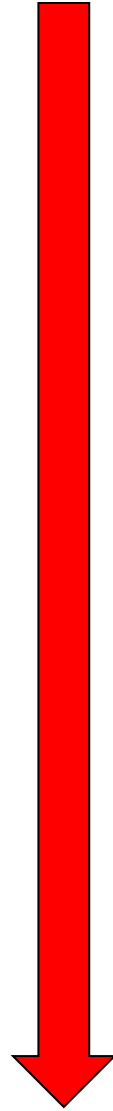
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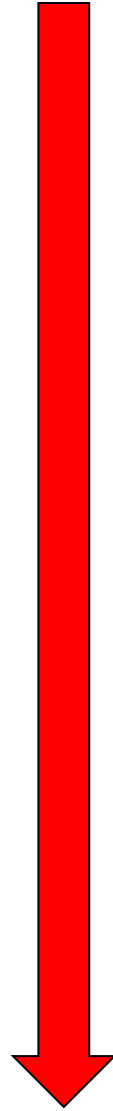
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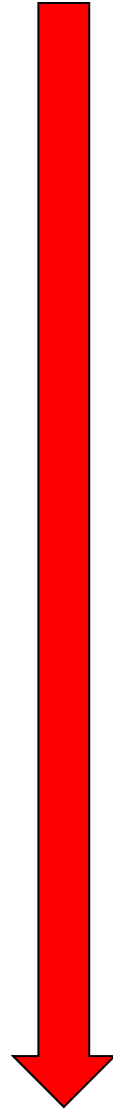
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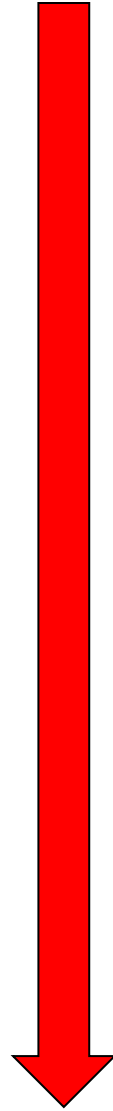
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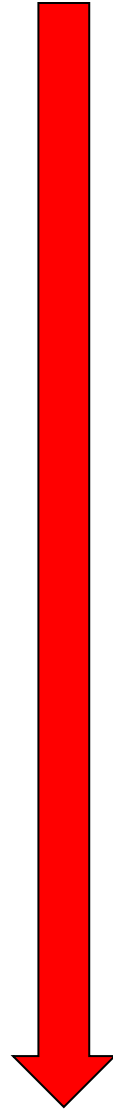
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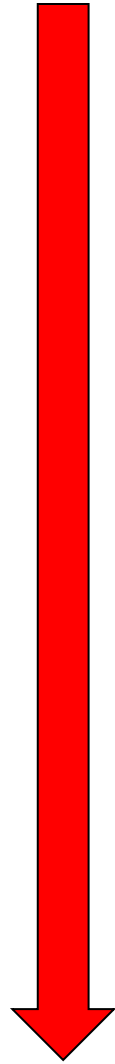
Heart

Hearth



Planet

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Heat
Heart
Hearth



Earth



Earth Day

Kin

Pin

Pan

Nap

Sap

Cap

Cup

Pup

Pump



- Eyes
- Ewes
- We
- Wet
- Bet
- Bat
- Ball
- Balk
- Back
- Buck

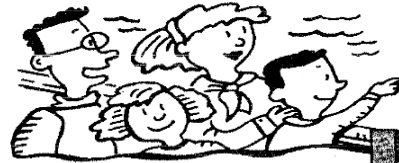


Lit
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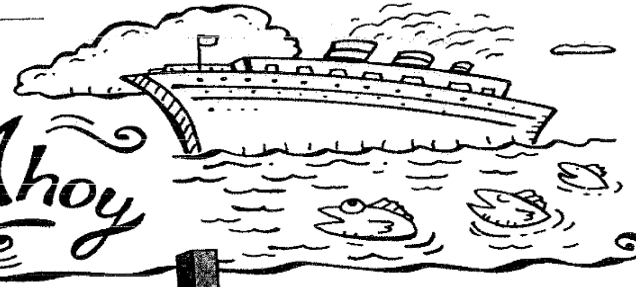


Name _____

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.

A piece of paper.
Change one letter.

What you do at night.
Change one letter.

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

A store.
Change one letter.

Partly frozen rain.
Change one letter.

Animals that give
us wool.
Change one letter.

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

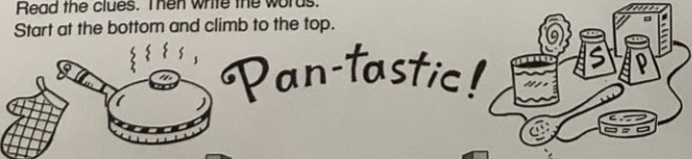
Opposite of *go*.
Change one letter.

s h i p

Name Taylorigh short a

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

Pan-tastic!



A boy grows up to become a ____.
Change the first letter.

This blows air to cool you down.
Change the first letter.

A metal food container
Change the first letter.

p a n

m a n

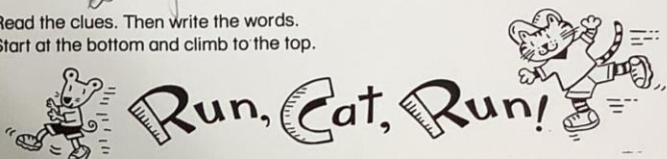
f a n

c a n

Name Taylorigh short a

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

Run, Cat, Run!



This is used to hit a baseball.
Change the first letter.

A small rug
Change the first letter.

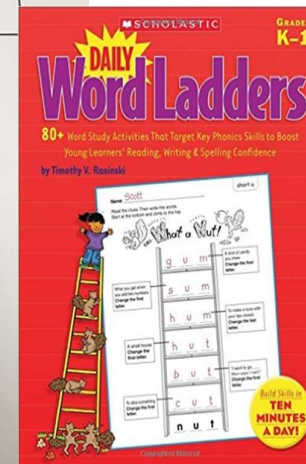
"The puppy ____ on my lap."
Change the first letter.

c a t

s a t

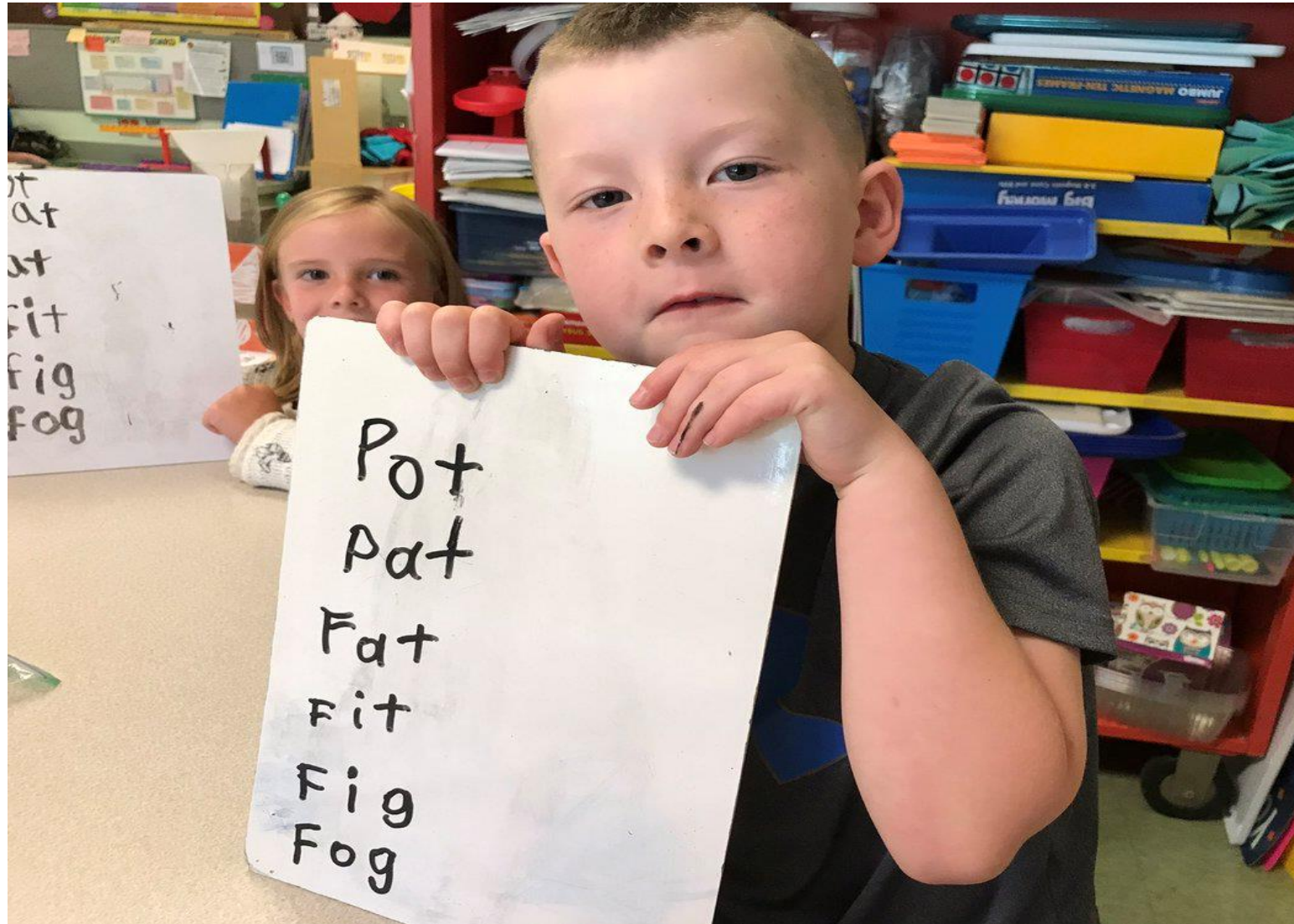
m a t

b a t



Hello Dr. Rasinski! I am a kindergarten teacher in Mercer County, WV. I attended your professional development on phonics and vocabulary and recently tried word ladders for the first time.....HUGE SUCCESS! The students loved it and immediately asked to complete a second ladder (which we did!). I am very surprised at how much they enjoyed the activity and thrilled with their ability to complete it with very few hints or assistance. Thank you for this wonderful teaching aid.
Michelle Redman

Word Ladders



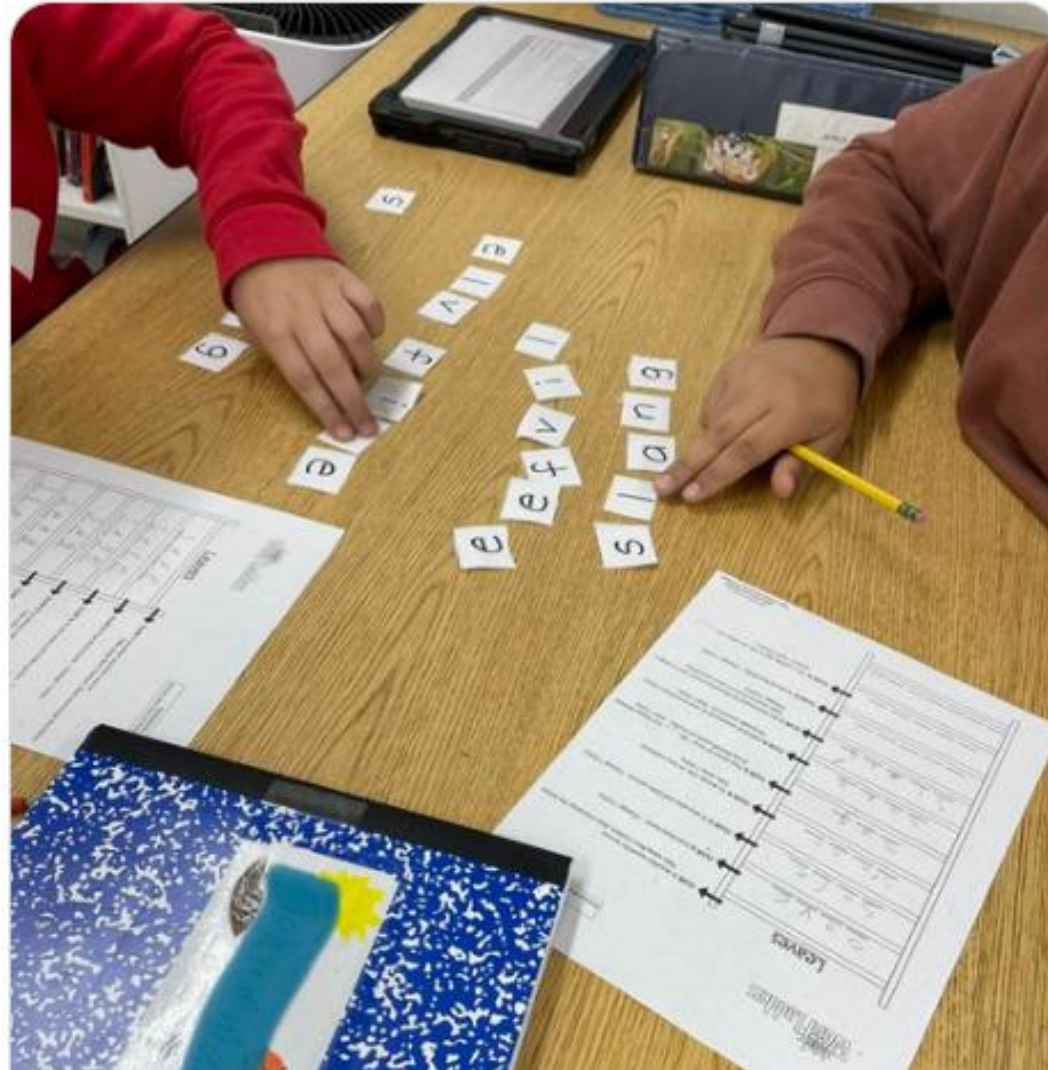




Melissa Graham @msmlgraham · 1h

Thank you [@TimRasinski1](#) for sharing your word ladders!!
My students enjoy doing them. Today we added letter tiles to better
manipulate the letters.

[@CulbrethCougars](#)



**Thanks for all these!! I love activities
that motivate kids (and caregivers!) to
dig into the internal structure of words!!**

*Paul Wilson. Former Assistant Director -
Center for the Study of Reading at University
of Illinois at Urbana*

Thanks for all these!! I love activities that motivate kids (and caregivers!) to dig into the internal structure of words!!

“Orthographic Mapping”

Paul Wilson. Former Assistant Director - Center for the Study of Reading at University of Illinois at Urbana

Bloom's Taxonomy

Create (Art)

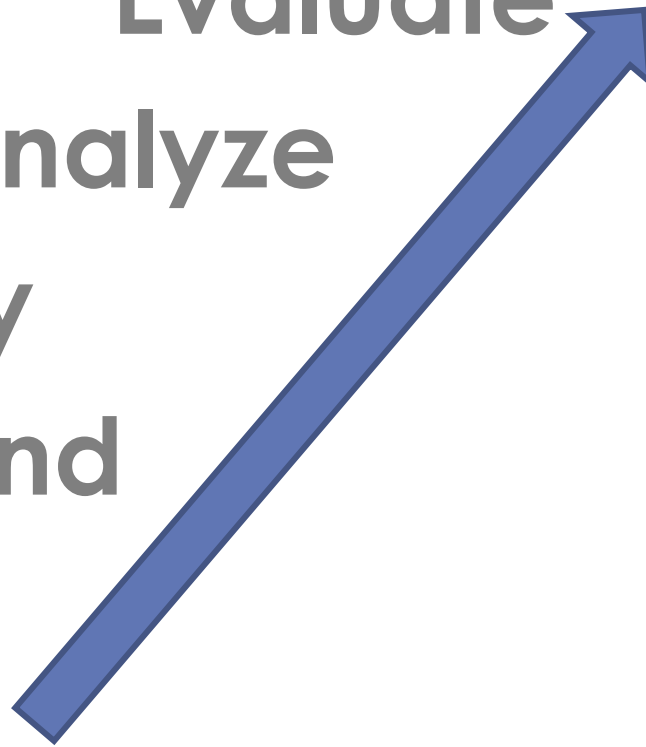
Evaluate

Analyze

Apply

Understand

Remember

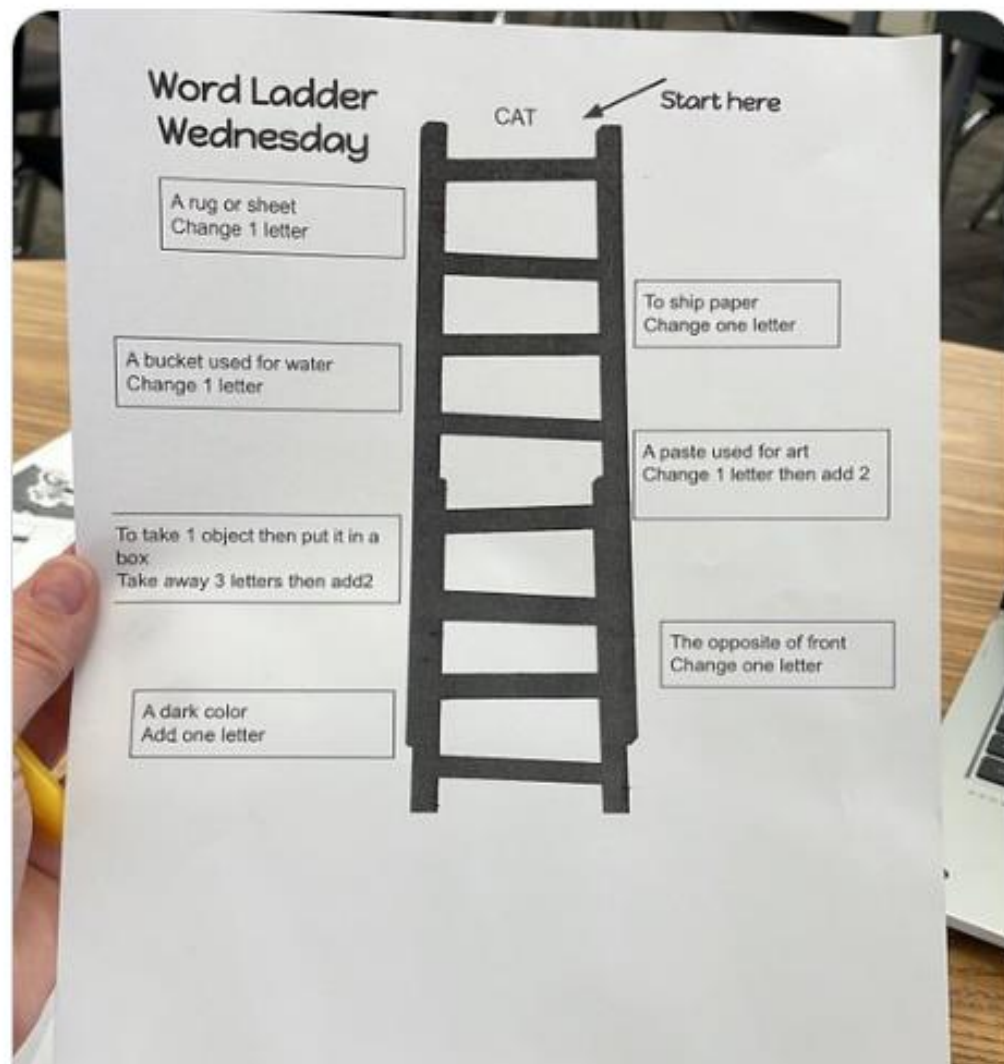
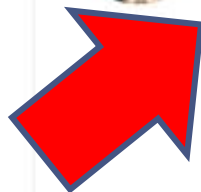




Amanda Fox @Mrs_Foxsays · 4h

...

When your students LOVE Word Ladder Wednesday so much they start creating their own @TimRasinski1 #teacherheatfull #wordladderwednesday #scholars



ame **Max. G**

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

Super Effort

Pirate ship

an air
or water
vehicle

change one
letter
a nickname
rhymes with
rip

a weapon
change two
letters and
add one

something that
surrounds your
mouth

when a fruit
or vegetable
are done
they are
— rearrange
the letters
and take away two

S h i p

ch i p

P i p

n i p -

w h i p

t i p -

L i p

F i p

r i p e

Pirate

a food

change one
letter then
add one
above the
legs
take away
one letter

to make
something
change
letters

to - something
such as
paper
take away
one letter

SHARKS

F I S H

change two letters

an inhabitant of the ocean

F U S S

change 3 letters

to complain

F O I K

change one letter

my great home

Remove one letter

add



C L O A K

A Half cape hdt ~~coat~~ coat

change one letter add one letter

S O A K

To keep in water

add one letter

O A K

A type of tree

change one letter

Remove one letter



Q U A K E

To shake

remove 1 letter

add 2 letters



M A K E

To Produce

Remove one letter

move one letter

add one letter

M A R K

A line

add one letter

A R K

A large boat

remove 2 letters

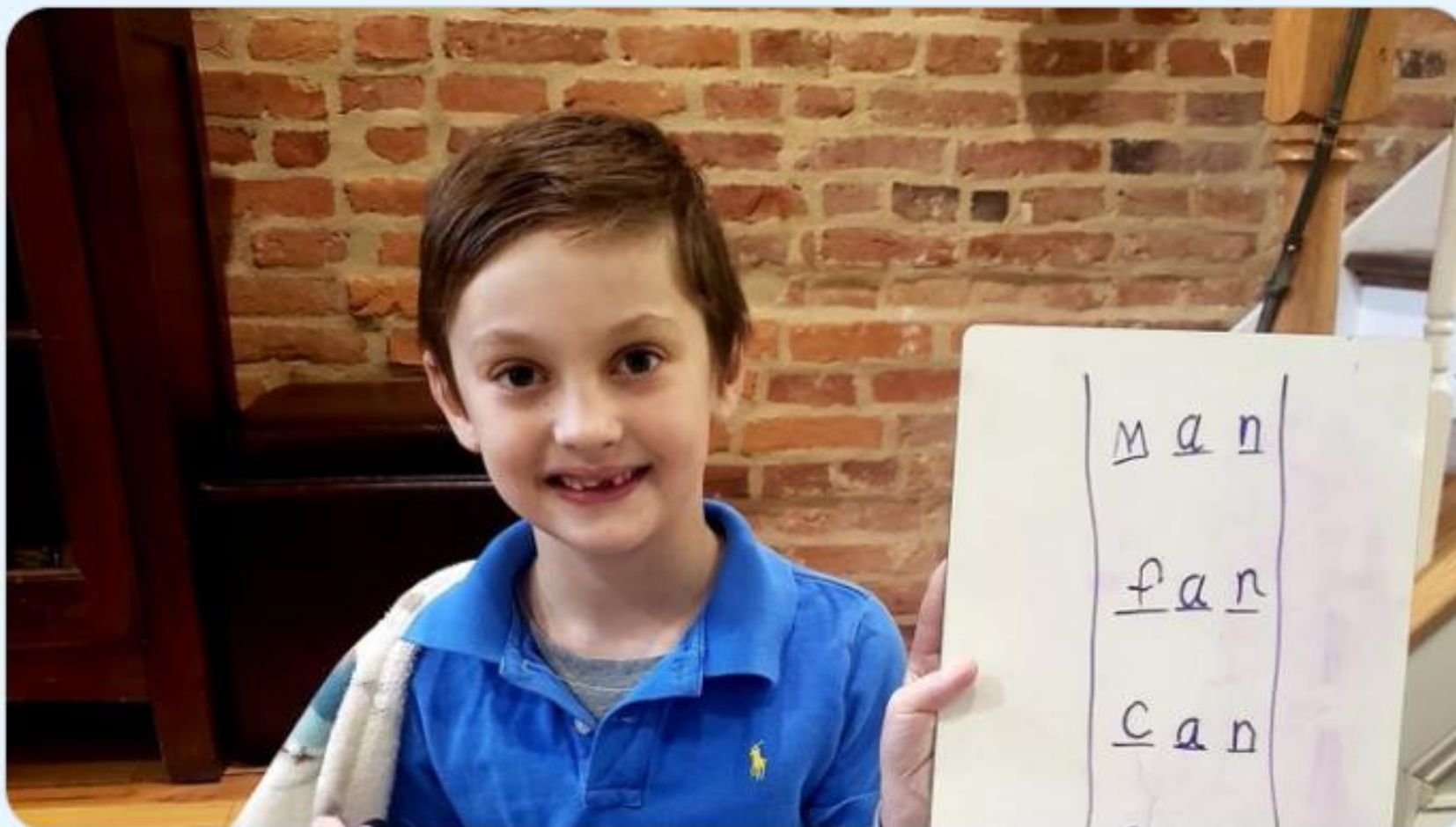
S H A R K



Kristen McQuillan @mcglynn3 · 3h



This little guy is great about doing extra lessons with Mom, and we have been loving word ladders from [@TimRasinski1](#) for the K/1 level. We can't wait to keep moving up to increasingly complex ladders. It's an easy (and fun!) warm up to get each lesson started.



Be My Valentine

Word Ladder Wednesday
Email – trasinsk@kent.edu

DAILY Word Ladders

Valentines Day

Start with "Be" and go to "Valentine"

Teachers/Parents: Give students clues for each new word; or simply tell them the new word and talk about it after the student makes it.

Answer Key:

Start

Be → **CLUE:** Another word for "I"; Opposite of you. Change 1 letter.

Me → **CLUE:** Possessive form of "me." ____ soup is cold. Change 1 letter.

My → **CLUE:** A word that means near or next to something. Change 1 letter.

By → **CLUE:** To purchase something. Add 1 letter.

Buy → **CLUE:** A friend; also part of a plant that begins to form into a leaf. Change 1 letter.

Bud → **CLUE:** To make an offer for something, as in an auction. Change 1 letter.

Bid → **CLUE:** A container or box for storing items. Change 1 letter.

Bin → **CLUE:** A metallic substance, used in the past to make cans for food storage. Change 1 letter.

Tin → **CLUE:** The sharp projecting part of a fork. Add 1 letter.

Tine → **CLUE:** A saint associated with love. Add 5 letters to the front.

Valentine

Combine words 1, 3, and 11 to get a secret message!



More Word Ladders at: <https://bit.ly/wordladder>

<https://www.timrasinski.com/blog.html>

Word Ladders

Instructions:
Answer the clues to find new words.

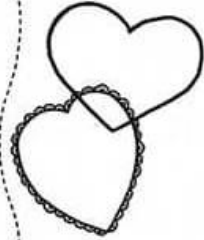
| | |
|------------|---|
| Be | → CLUE 1: Another word for "I"; Opposite of you. Change 1 letter. |
| __ _ | → CLUE 2: Possessive form of "me." ____ soup is cold. Change 1 letter. |
| __ _ | → CLUE 3: A word that means near or next to something. Change 1 letter. |
| __ _ | → CLUE 4: To purchase something. Add 1 letter. |
| __ _ _ | → CLUE 5: A friend; also part of a plant that begins to form into a leaf. Change 1 letter. |
| __ _ _ | → CLUE 6: To make an offer for something, as in an auction. Change 1 letter. |
| __ _ _ | → CLUE 7: A container or box for storing items. Change 1 letter. |
| __ _ _ | → CLUE 8: A metallic substance, used in the past to make cans for food storage. Change 1 letter. |
| __ _ _ | → CLUE 9: The sharp projecting part of a fork. Add 1 letter. |
| __ _ _ _ _ | → CLUE 10: A saint associated with love. Add 5 letters to the front. |
| __ _ _ _ _ | |
| __ _ _ _ _ | |
| __ _ _ _ _ | |

Combine words 1, 3, and 11 to get a secret message!

More Word Ladders at:
<https://bit.ly/wordladder>
<https://www.timrasinski.com/blog.html>

Fluency Friday

I Love You



(1ST VOICE)

I love you.

I love you three.

I love you lots.

I love you first.

I love you louder!!!

I do because I said
it first.

I do because I said
it s-l-o-w.

I love you more than
One hundred thousand
Million billion
Bags of sweets.

I love you everything
Under the sun.

I love you more
Than I can measure.

(2ND VOICE)

I love you too.

I love you four.

I love you more.

I love you longer.

I love you **STRONGER!**

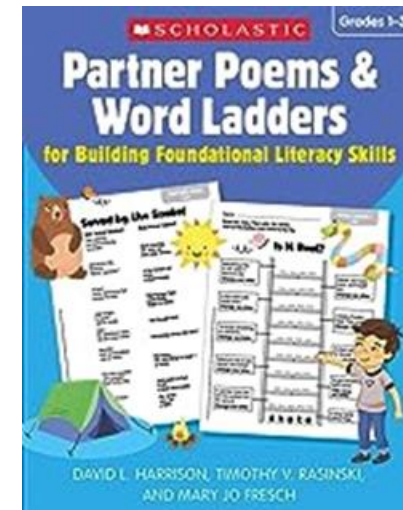
I do because I said it last.

I do because I said it fast.

I love you more than
Two jillion trillion
Zillion quadrillion
Chocolate treats.

I love you everything,
Plus one.

And I love you,
My true love treasure.



Email -- trasinsk@kent.edu



Arbor Day



 **Tim Rasinski**
627 Tweets

 **Tim Rasinski** @TimRasinski1 · 5h

1 of 3
April 24 - Today is Arbor Day! Today's Word Ladder Lesson celebrates Trees (an early version of Earth Day).

To Print: "Save Image" then "Print"

Pls RETWEET for others parents & teachers to use. Thanks.

[@ILA](#) [@NCTE](#) [@DyslexiaIDA](#) [@weareteachers](#) [@educationweek](#)



Karen Vaites and 9 others

DAILY Word Ladders

April 24 Arbor Day



Start with "Trees" and go to "Arbor"

Teachers/Parents: Give students clues for each new word; or simply tell them the new word and talk about it after the student makes it.

Answer Key:

Start

Trees → **CLUE:** What a golfer uses to hold up his golf ball before hitting it. Take away 2 letters.

Tee → **CLUE:** The most common word in English "The." Change 1 letter.

The → **CLUE:** A pronoun referring to a man or boy. Take away 1 letter.

He → **CLUE:** The edge of a piece of cloth which has been turned under and sewn. Add 1 letter.

Hem → **CLUE:** A type of meat from a hog. Change 1 letter.

Ham → **CLUE:** Physical injury or damage. "Eating that food may ____ you." Add 1 letter.

Harm → **CLUE:** A stringed musical instrument, often associated with angels. Change 1 letter.

Harp → **CLUE:** A place on the coast where ships may find shelter. Take away the "p" and add 3 letters to the end.

Harbor → **CLUE:** A grove or garden made up of trees. Take away 1 letter.

Arbor **Great Job!**

More Word Ladders at: <https://bit.ly/wordladder>

<https://www.timrasinski.com/blog.html>

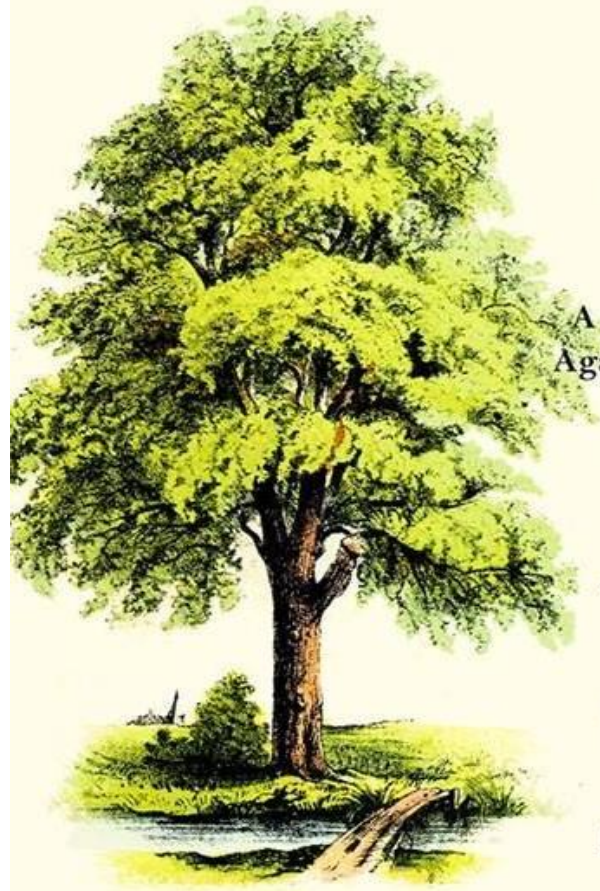
DAILY Word Ladders

Instructions:
Answer the clues to find new words.

| <u>Trees</u> | |
|--------------|---|
| _____ | → CLUE 1: What a golfer uses to hold up the golf ball before hitting it. Take away 2 letters. |
| _____ | → CLUE 2: The most common word in English- "The". Change 1 letter. |
| _____ | → CLUE 3: A pronoun referring to a man or boy. Take away 1 letter. |
| _____ | → CLUE 4: The edge of a piece of cloth which has been turned under and sewn. Add 1 letter. |
| _____ | → CLUE 5: A type of meat from a hog. Change 1 letter. |
| _____ | → CLUE 6: To cause physical injury or damage. "Eating that food may ____ you." Add 1 letter. |
| _____ | → CLUE 7: A stringed musical instrument, often associated with angels. Change last letter. |
| _____ | → CLUE 8: A place on the coast where ships may find shelter. Take away the "p" and add 3 letters to the end. |
| _____ | → CLUE 9: A grove or garden made up of trees. Take away 1 letter. |
| _____ | |
| _____ | |

More Word Ladders at:
<https://bit.ly/wordladder>
<https://www.timrasinski.com/blog.html>

Follow up with Fluency Friday



TREES

by Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

Can Fluency
be Taught Artfully
and Scientifically?

A Model of Reading Instruction

Word Study

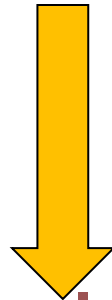
PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)



Comprehension

Background Knowledge & Strategies

Profiles of Students Who Perform Poorly on State Silent Reading Comprehension Tests:

From *Reading Assessment: Principles and Practices for Elementary Teachers, Second Edition*, edited by Shelby J. Barrentine and Sandra M. Stokes. © 2005, International Reading Association.

Behind Test Scores: What Struggling Readers *Really* Need

Sheila W. Valencia and Marsha Riddle Buly

Every year thousands of U.S. students take standardized tests and state reading tests, and every year thousands fail them. With the implementation of the No Child Left Behind legislation (www.ed.gov/nclb/landing.jhtml), which mandates testing all children from grades 3 to 8 every year, these numbers will grow exponentially, and alarming numbers of schools and students will be targeted for “improvement.” Whether you believe this increased focus on testing is good news or bad, if you are an educator, you are undoubtedly concerned about the children who struggle every day with reading and the implications of their test failure.

Although legislators, administrators, par-

time preparing students for these high-stakes tests (Olson, 2001), even though a narrow focus on preparing students for specific tests does not translate into real learning (Klein, Hamilton, McCaffrey, & Stecher, 2000; Linn, 2000). But, if we are really going to help students, we need to understand the underlying reasons for their test failure. Simply knowing which children have failed state tests is a bit like knowing that you have a fever when you are feeling ill but having no idea of the cause or cure. A test score, like a fever, is a symptom that demands more specific analysis of the problem. In this case, what is required is a more in-depth analysis of the strengths and needs of students who fail to meet

75-90 % of 3rd and 4th grade students manifesting difficulty in high stakes tests of reading comprehension exhibited significant difficulties in **accurate word recognition (phonics & vocabulary) and reading fluency.**

Valencia and Buly

From *Reading Assessment: Principles and Practices for Elementary Teachers*, Second Edition, edited by Shelby J. Barrentine and Sandra M. Stokes. © 2005, International Reading Association.

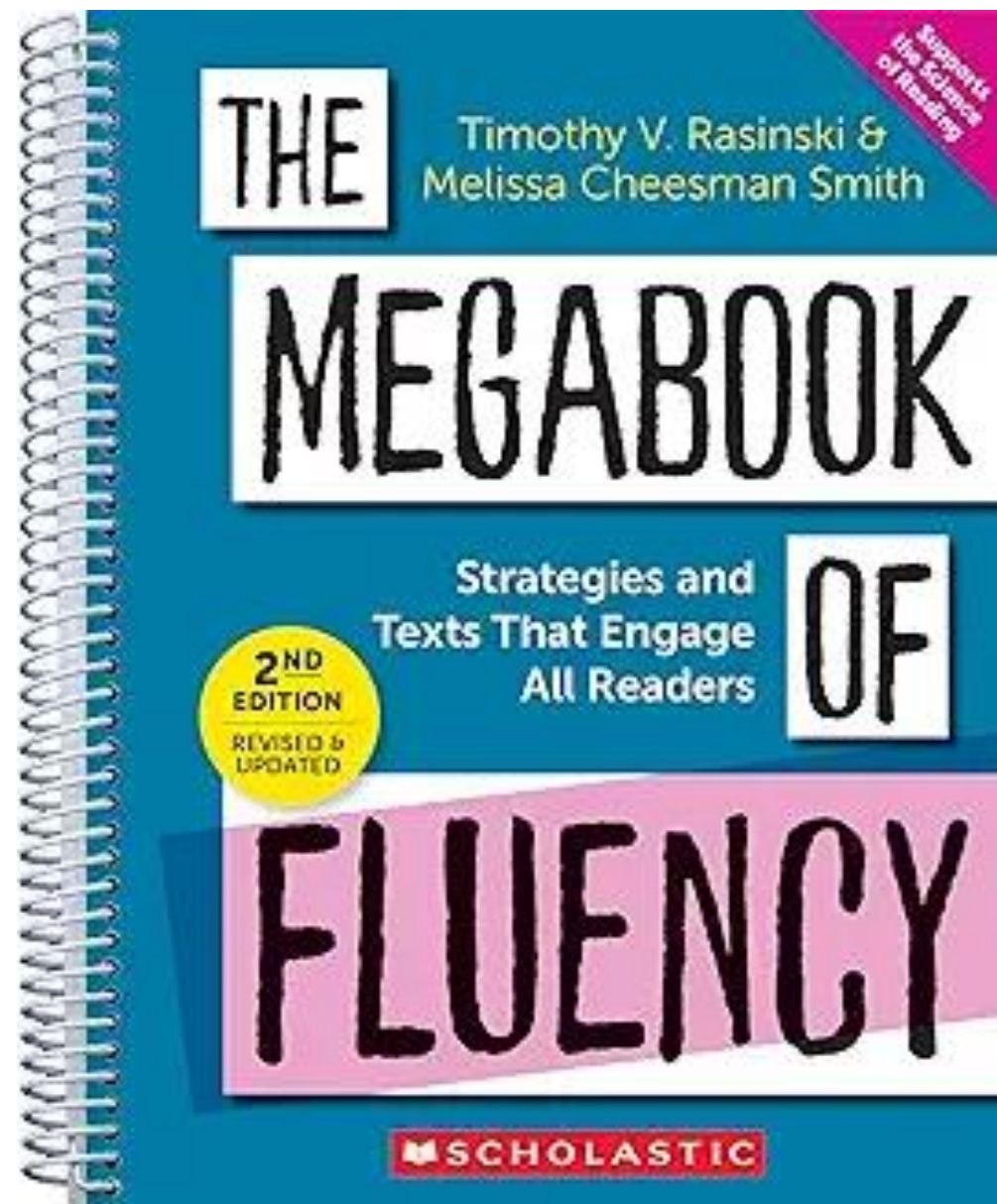
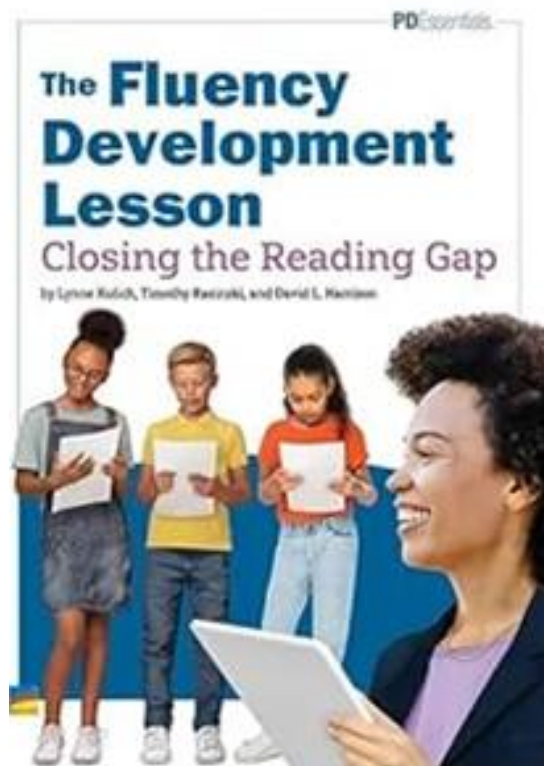
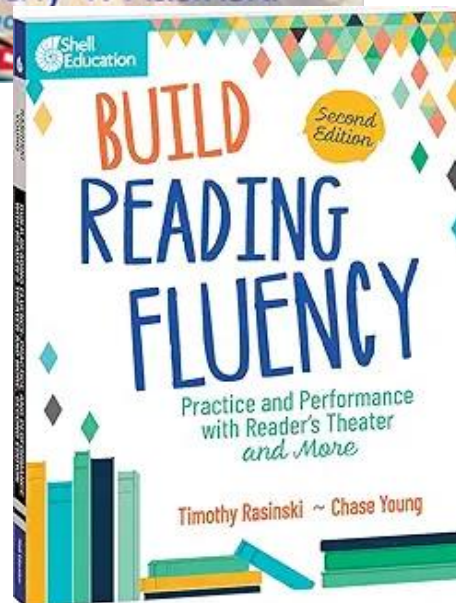
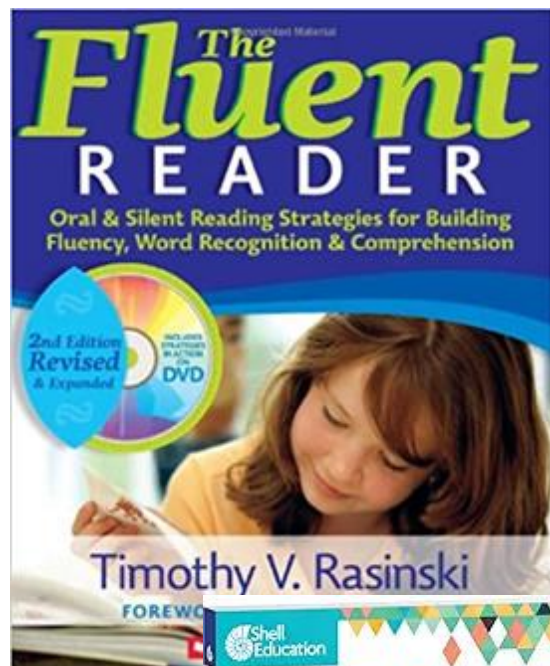
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Science of Reading

13 Reading Fluency

Timothy V. Rasinski

Kent State University

D. Ray Reutzel

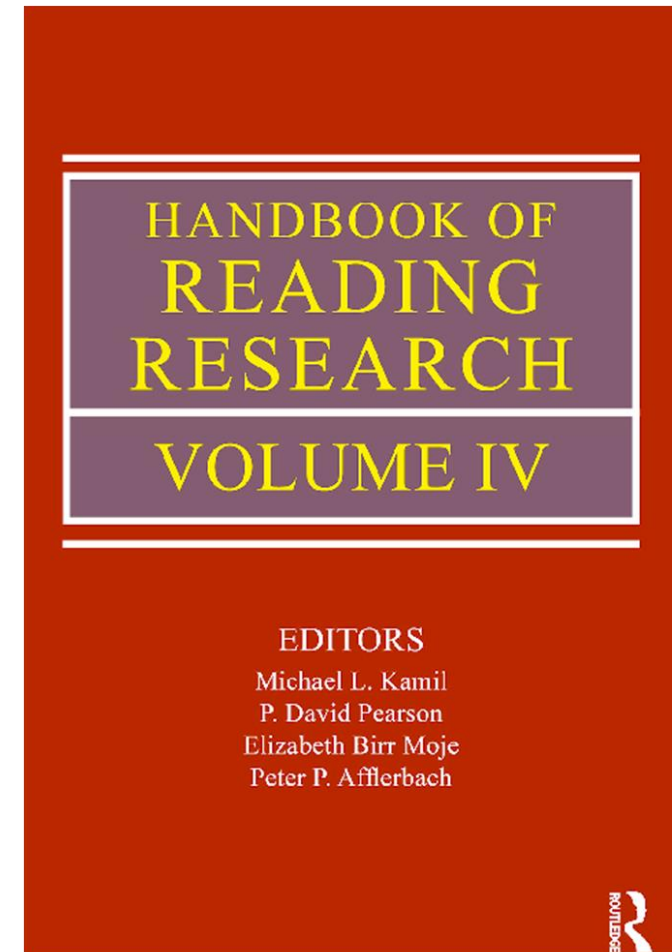
Utah State University

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-



[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.

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

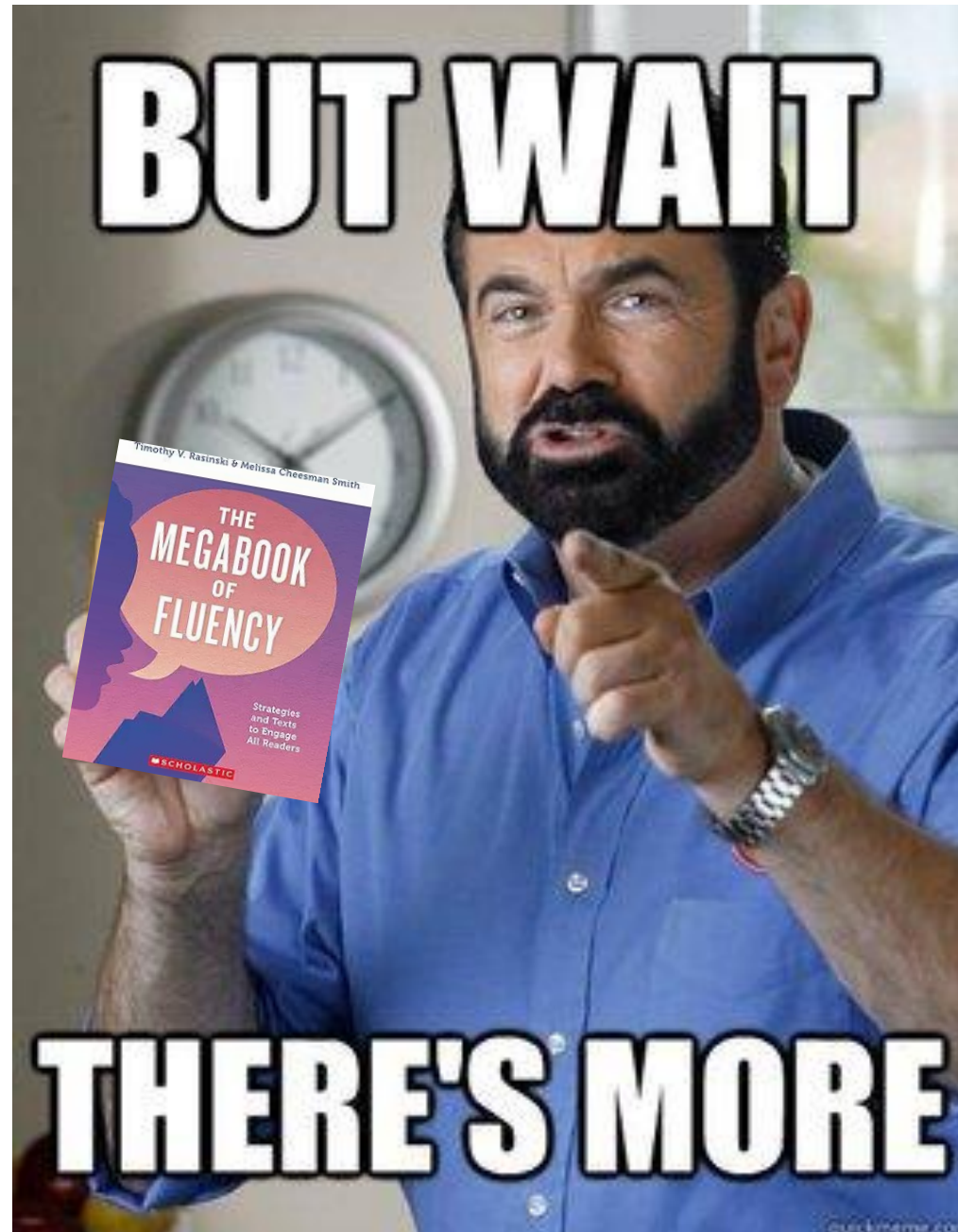
S. Jay Samuels

Originally published in *RT* in January 1979
(Volume 32)

The method of repeated readings

A true reading classic, S. Jay Samuels's "The Method of Repeated Readings" has had a profound impact on the field of reading instruction. In this article, he explained a deceptively simple yet powerful technique called Repeated Reading. The theoretical rationale and research he described was a natural extension of his earlier work in the 1970s toward a model of information processing in reading (LaBerge & Samuels, 1974; Samuels, 1976). The Repeated Reading technique was based on his automaticity theory, which suggests fluent readers are those who decode text automatically, leaving attention free for comprehension.

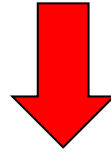
The article initiated (and in some cases was the forerunner of) a new line of research in the 1980s and 1990s on this and other multiple reading techniques emphasizing practice and repetition. Instructionally, Repeated Reading has been amazingly enduring, influencing educational practice for nearly 2 decades. The technique has been broadly adaptable, working for all stances and philosophies, from holistic to interactive to skill-based reading instruction; widely applicable, helping both regular and special needs students and young children and adults



A Model of Reading Instruction

Word Study

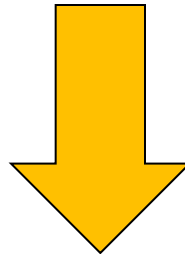
PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

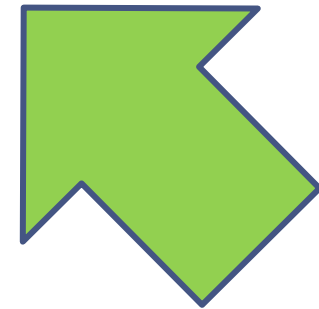
Automaticity in Word Recognition

Prosody (Expressiveness in Reading)



Comprehension

Background Knowledge & Strategies



“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



Teaching Reading Fluency

Instructional Tools:

- **Model Fluent Reading (e.g. Cullinan)**
- **Assisted Reading (e.g. Topping)**
- **Wide Reading Practice (e.g. Allington)**
- **Deep/Repeated Reading Practice (e.g. Samuels)**
- **Focus on Phrasing (e.g. Rasinski)**



Fluency:

Deep (Repeated) Reading

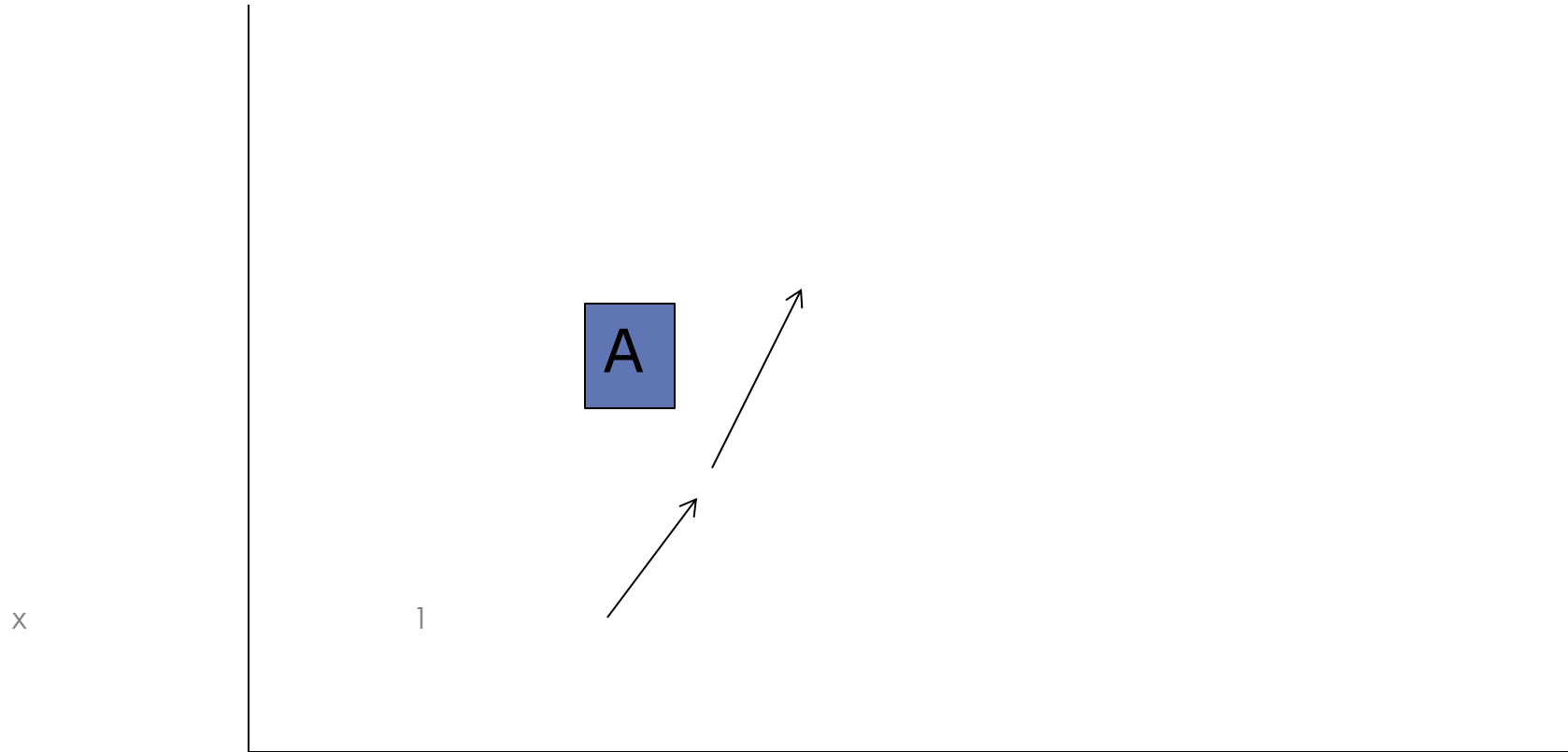
(A summary of the research)



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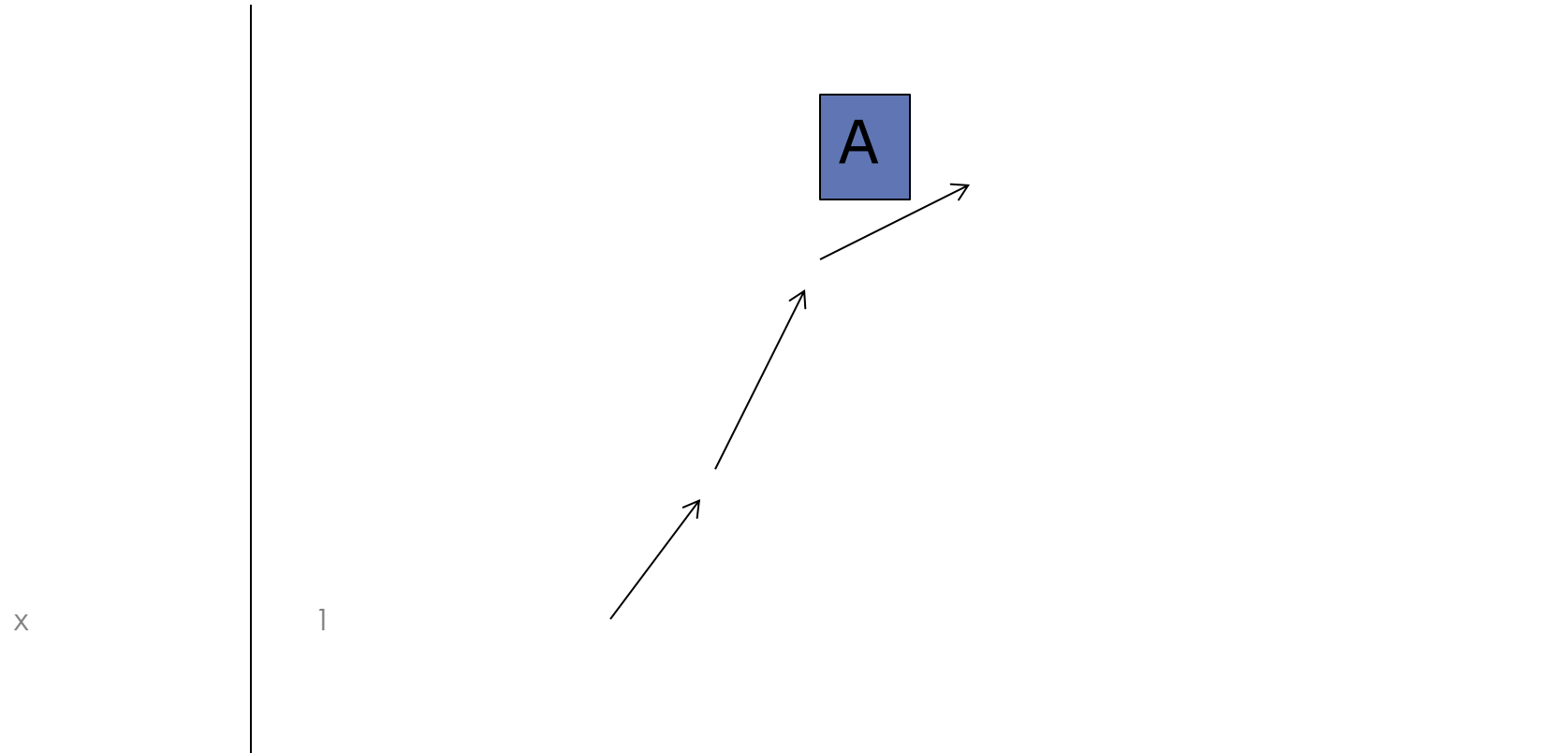
Deep (Repeated) Reading

(A summary of the research)



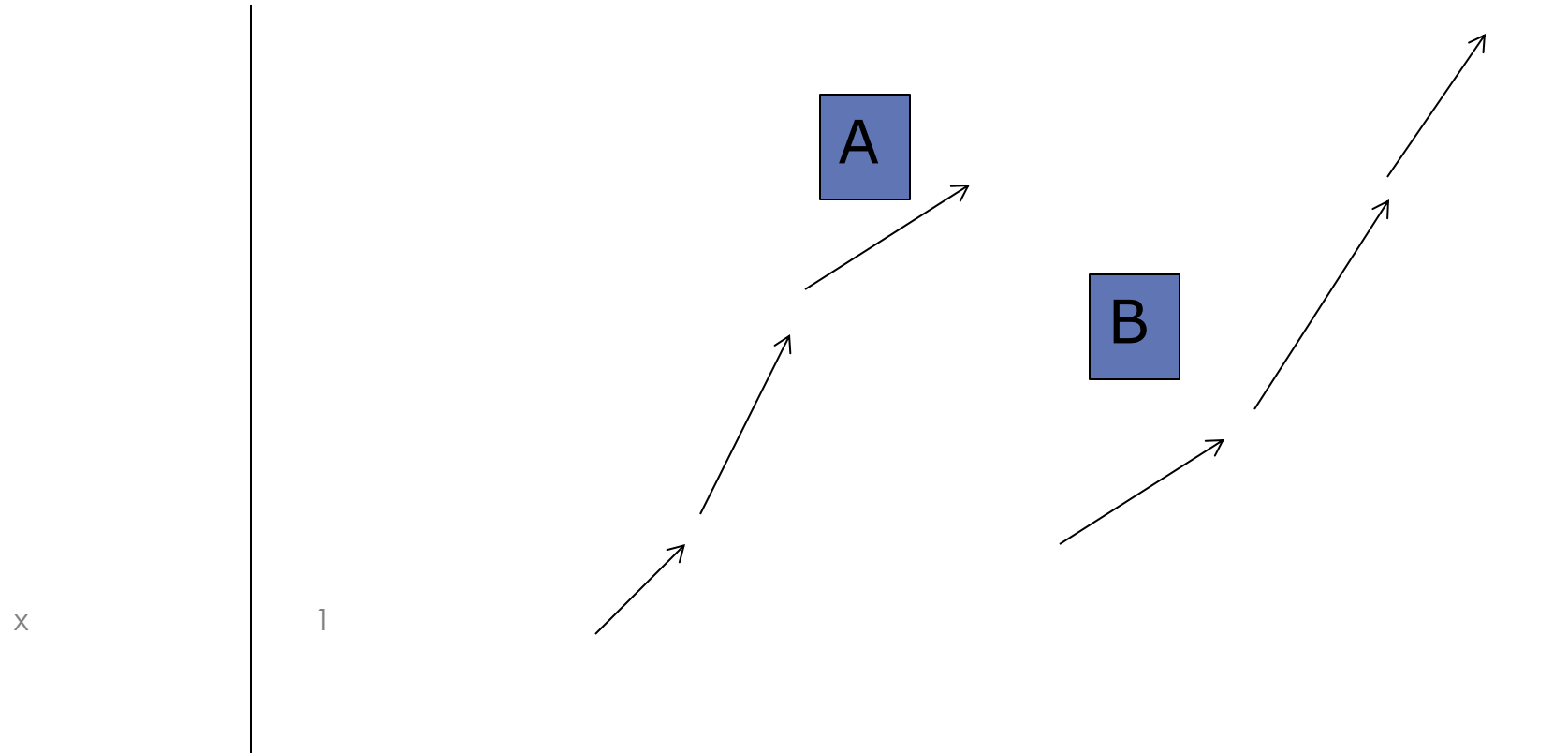
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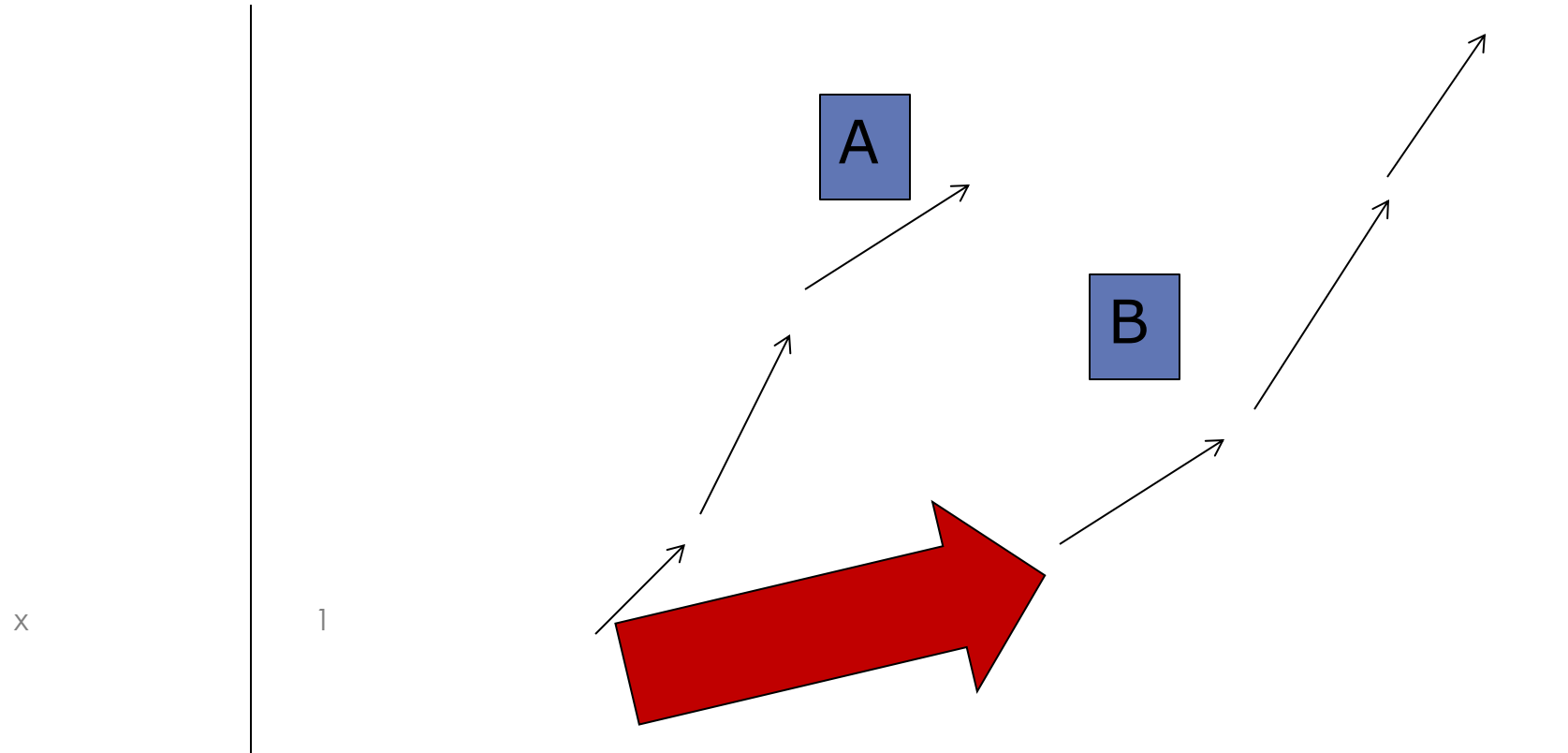
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(A summary of the research)



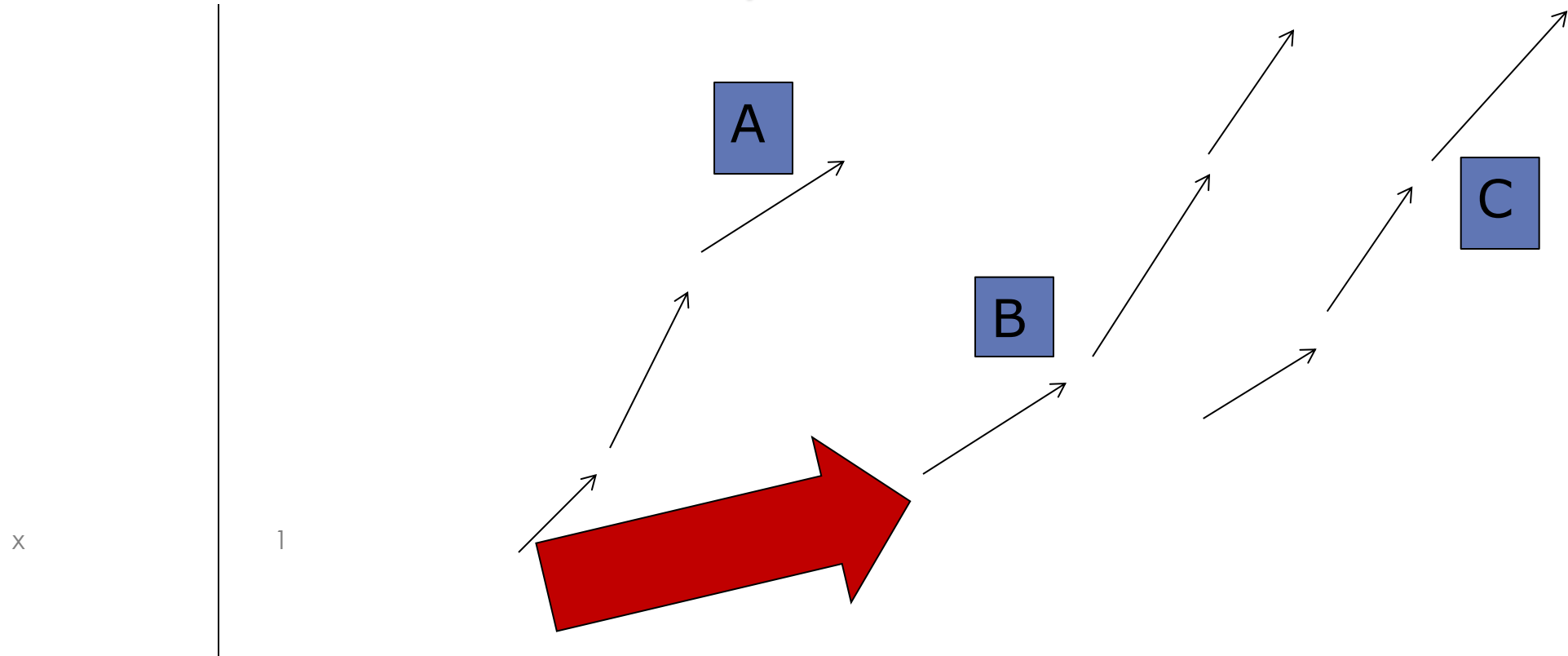
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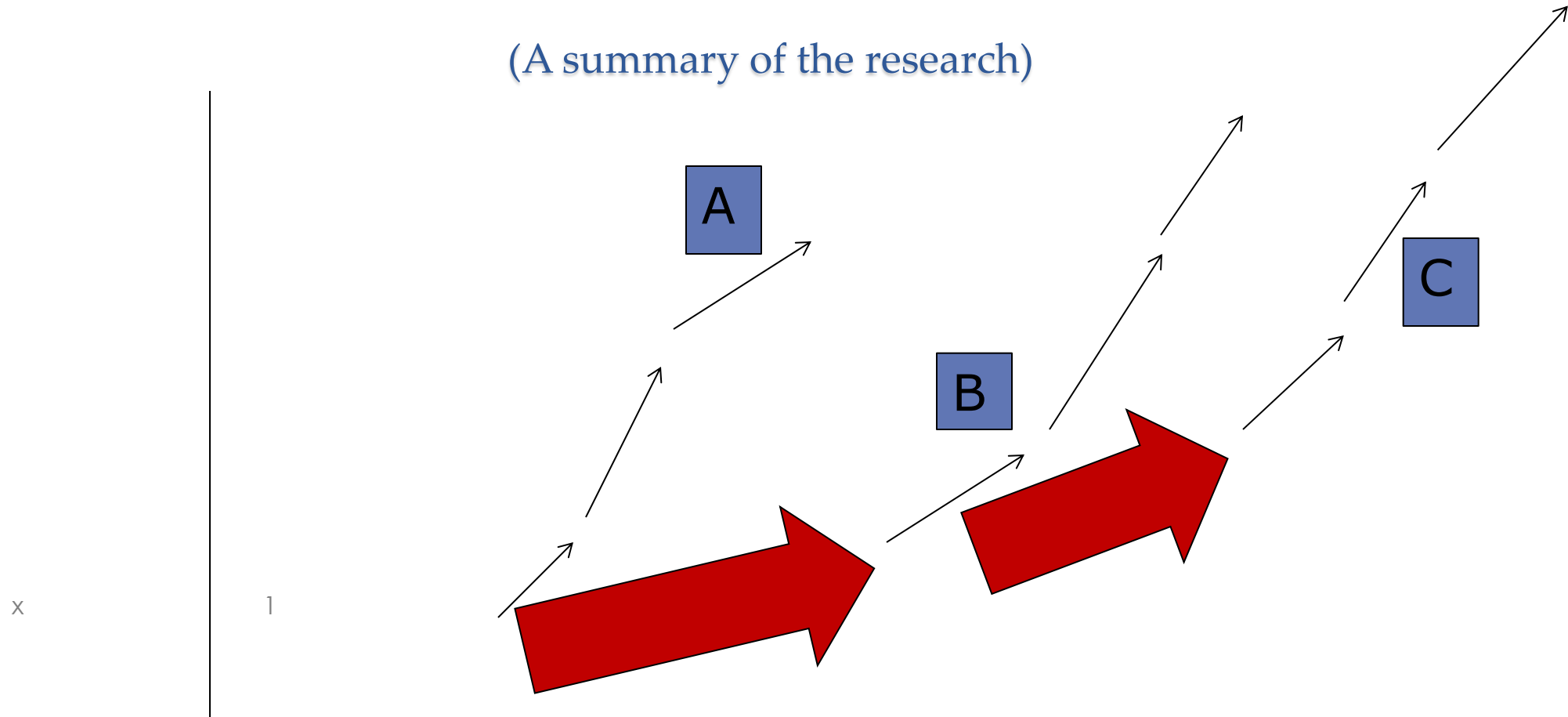
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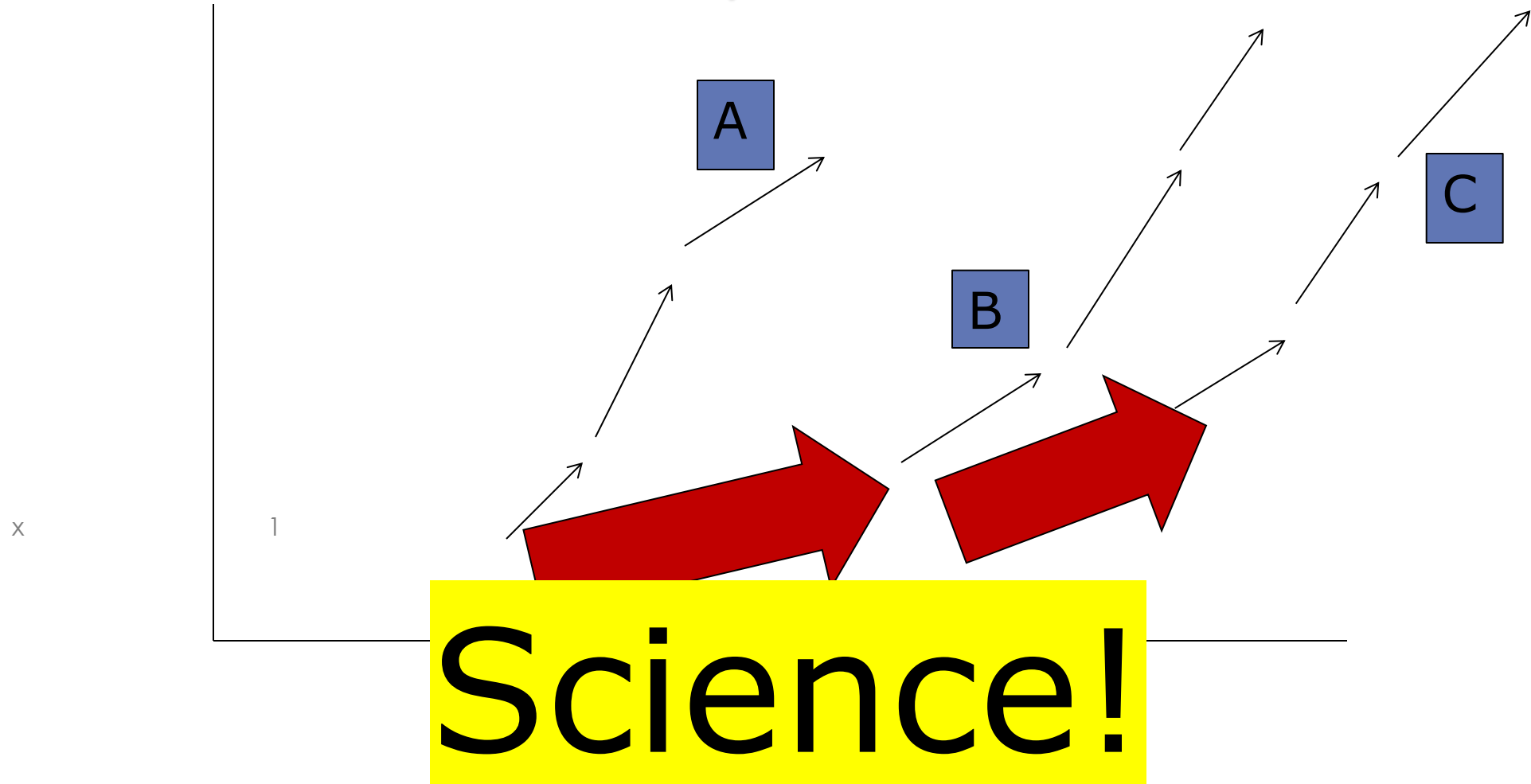
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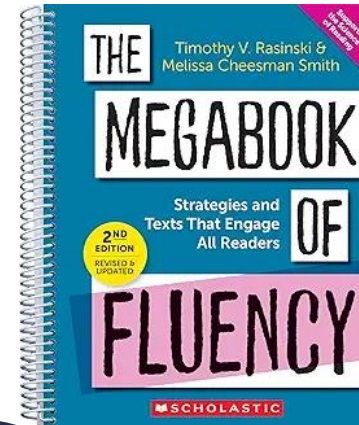
Deep (Repeated) Reading

(A summary of the research)



Repeated Reading Meta-Analysis Results

Yoon, Et al 2017 Meta-analysis



Source: Pedagogy Non Grata

Effect sizes above .8 are considered Large

**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?

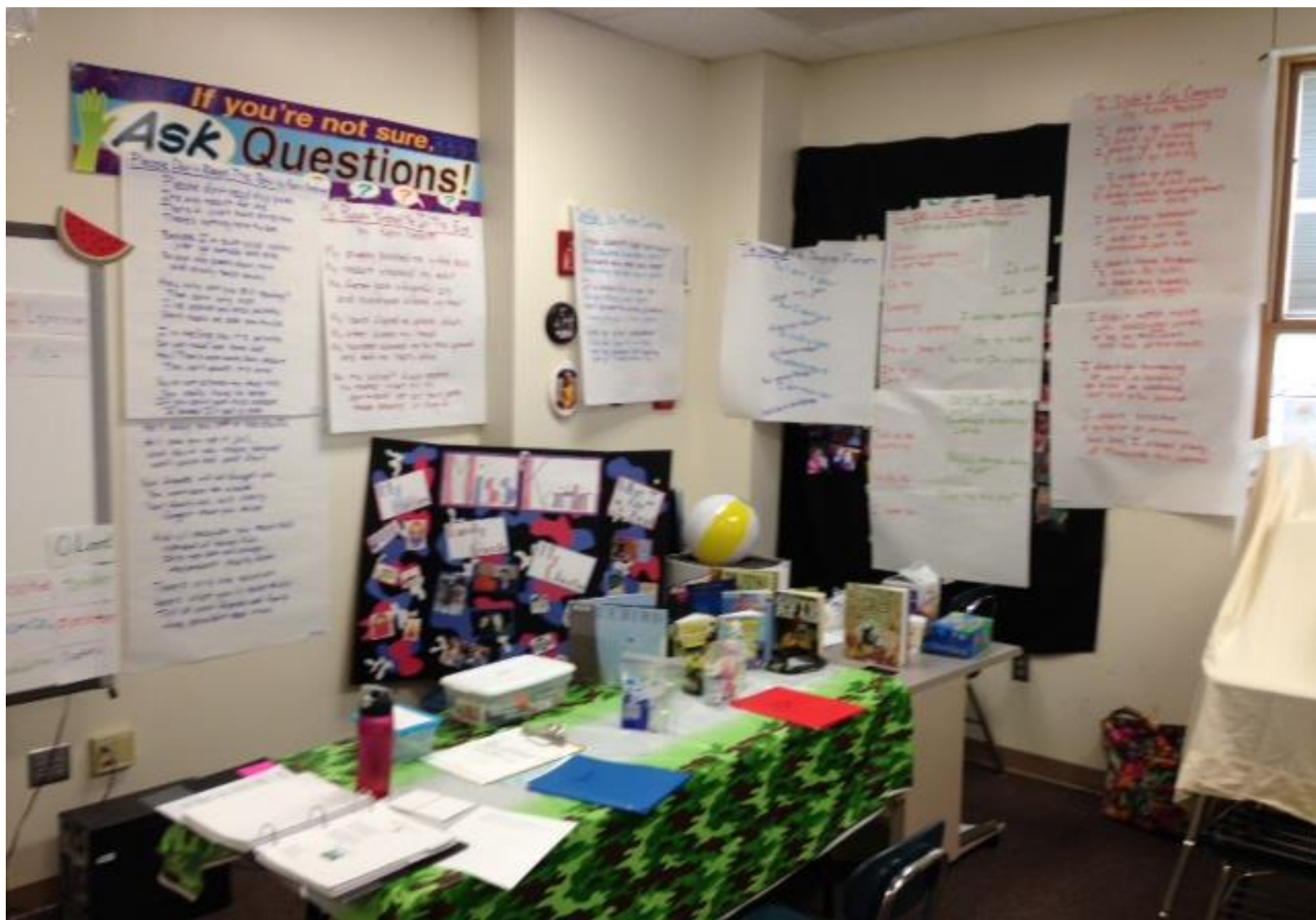
Performance!



Performance Texts

- Scripts
- Songs
- Poetry
- Dialogues
- Monologues
- Speeches (Oratory)

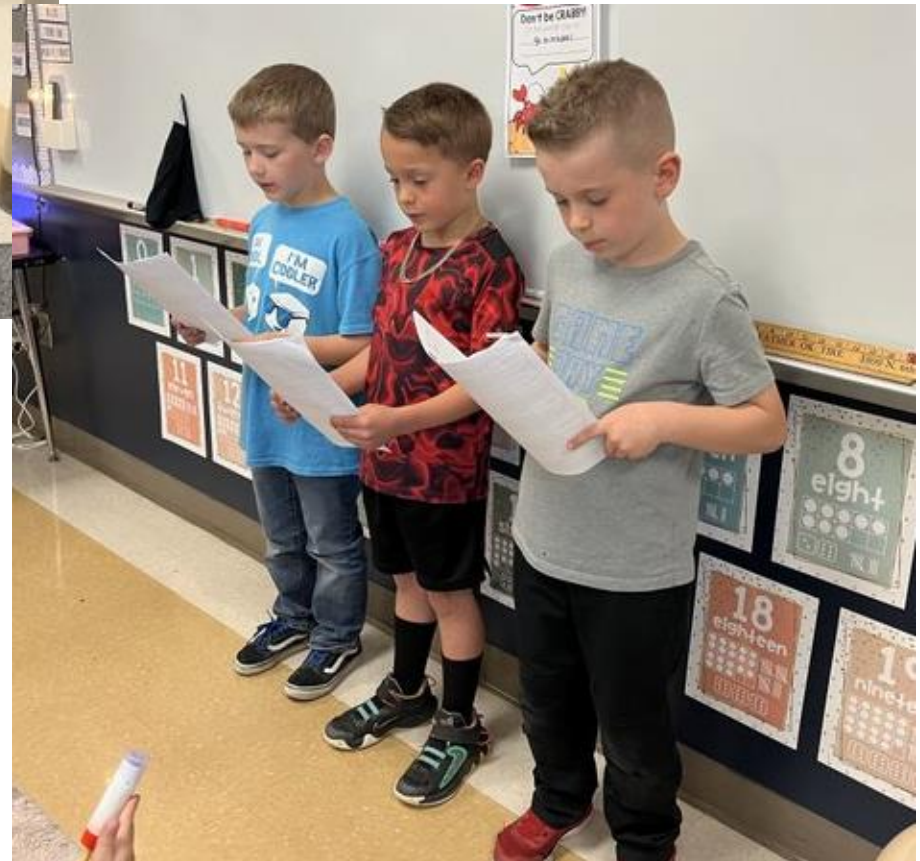














Nell K. Duke

@nellkduke

...

Systematic review & meta-analysis: readers' theater showed effects on fluency (accuracy, automaticity, and prosody) and on comprehension.

Appreciate that readers' theater can act as a pedagogical bridge between word reading & comprehension. 🏰❤️

[sciencedirect.com/science/article...](https://www.sciencedirect.com/science/article...)



Readers' Theater Can Build Fluency and Comprehension



For example, children work on challenging words before and while they repeatedly read the text.



For example, children meet with their peers to discuss how to play their roles (e.g., how is that character feeling?).

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)



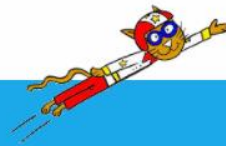
Funny Poems

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

David Harrison



Some of the BEST poetry,
songs, & scripts are written
by you.

ART

- Creative
- Authentic
- Aesthetic

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



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.

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 rights 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

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 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 women. One of those people was



Some of the BEST poetry,
songs, & scripts are written
by you and your students.

ART

- Creative
- Authentic
- Aesthetic

Something Under My Bed

Diddle diddle dumpling my son fred

Slept all day on his bed

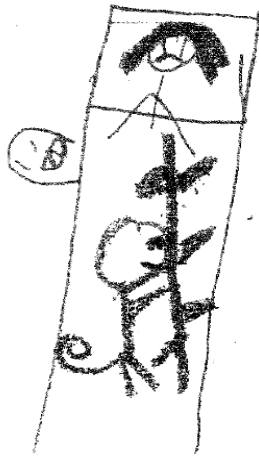
Woke up at midnight

cried there's a monster under my bed!

Diddle diddle dumpling my son fred

By

Taylor



Hi I'm Beh

Hi I'm Kathy
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

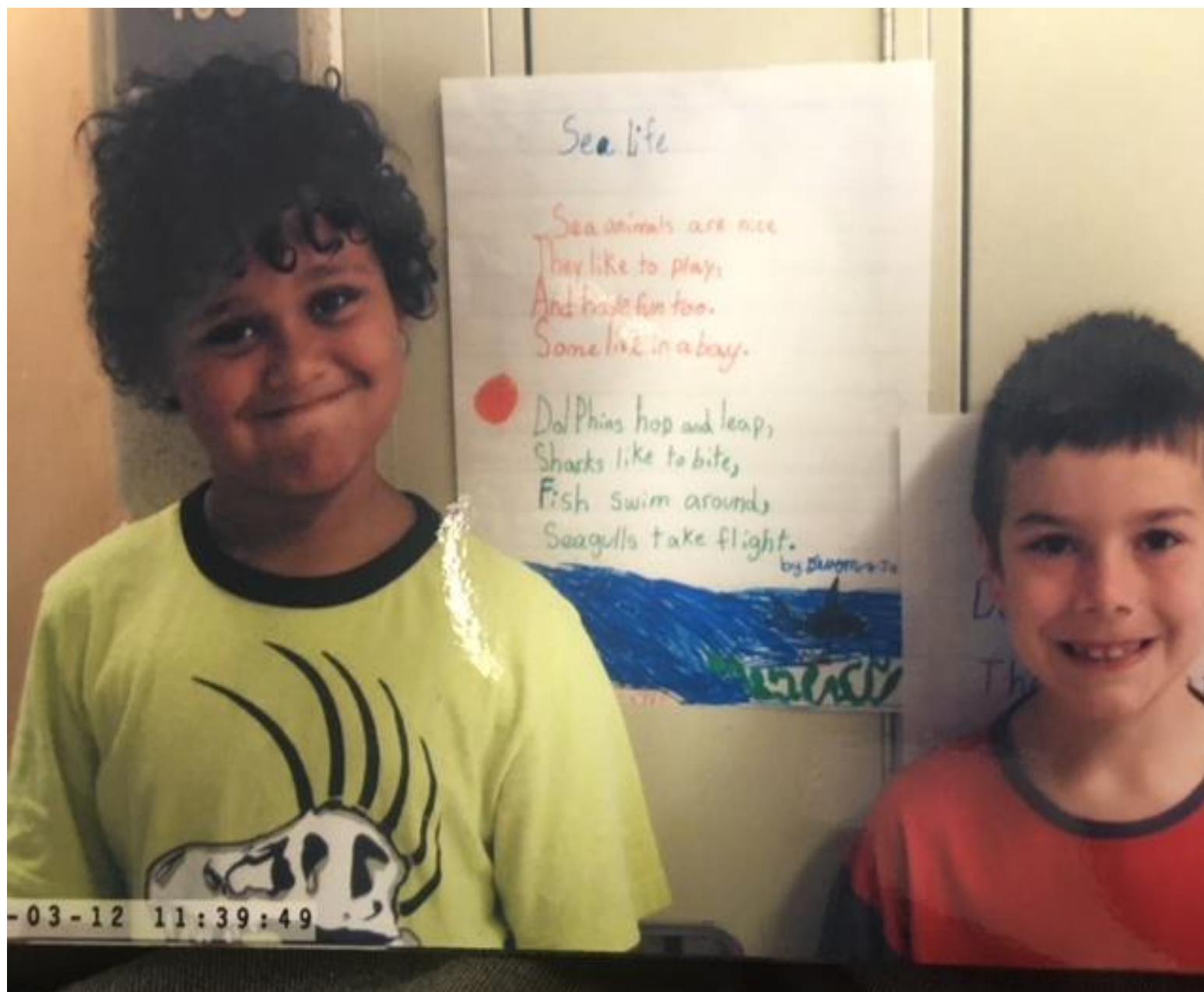
but want to

do you like me

Yes! I Love you

the End





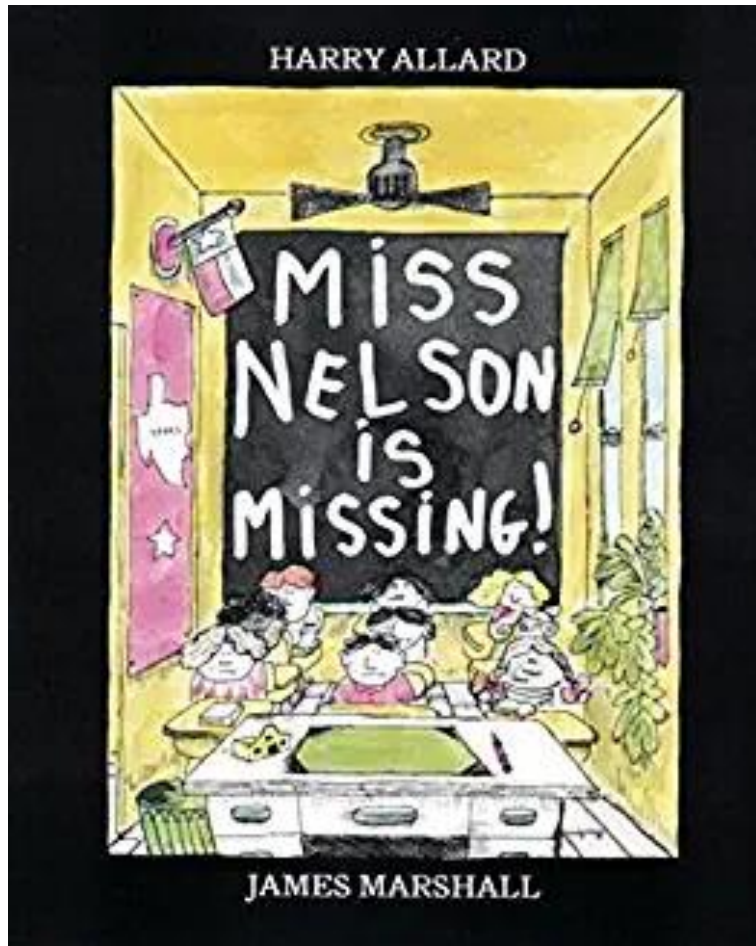
Sea life

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 [illegible]





Miss Nelson is Missing
By Harry Allard
Designed by Holly Maxwell

Characters:

| | |
|------------------|-------|
| Narrator | Kid 1 |
| Miss Nelson | Kid 2 |
| Miss Viola Swamp | Kid 3 |
| | Kid 4 |

Narrator: The kids in room 207 were misbehaving again for Miss Nelson. They were the worst behaved class in the school.

Miss Nelson: Umm, class, now settle down.

Narrator: But they would NOT behave.

Kid 1: Whisper, whisper, whisper!

Kid 2: Ha, ha, giggle, giggle!

Kid 3: Hey, look at this funny face!

Kid 4: Ha, Ha! Look, I can touch my tongue to my nose!

Narrator: They were even rude during story time!

Miss Nelson: Once upon a time there were...

Kid 3: Do we have to do work?

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.)* I will pour water on Toad's hat so that it will shrink.

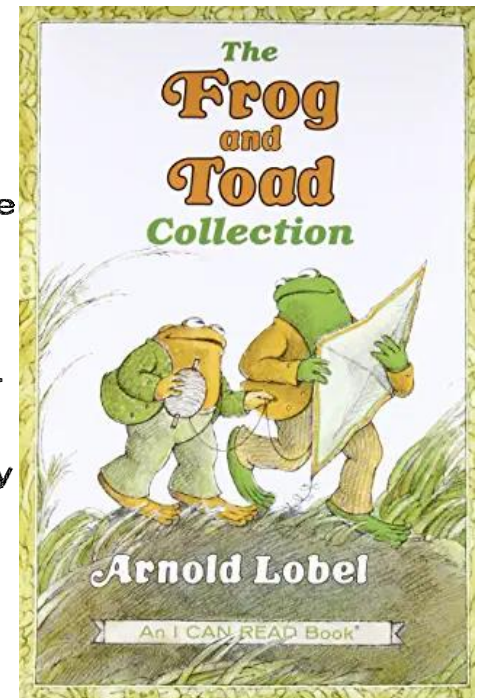
Narrator: The next day Toad tries on the hat. Now it fits his head just right.

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

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

Narrator: And so it turns out that Toad's birthday was very pleasant after all.

All: THE END



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

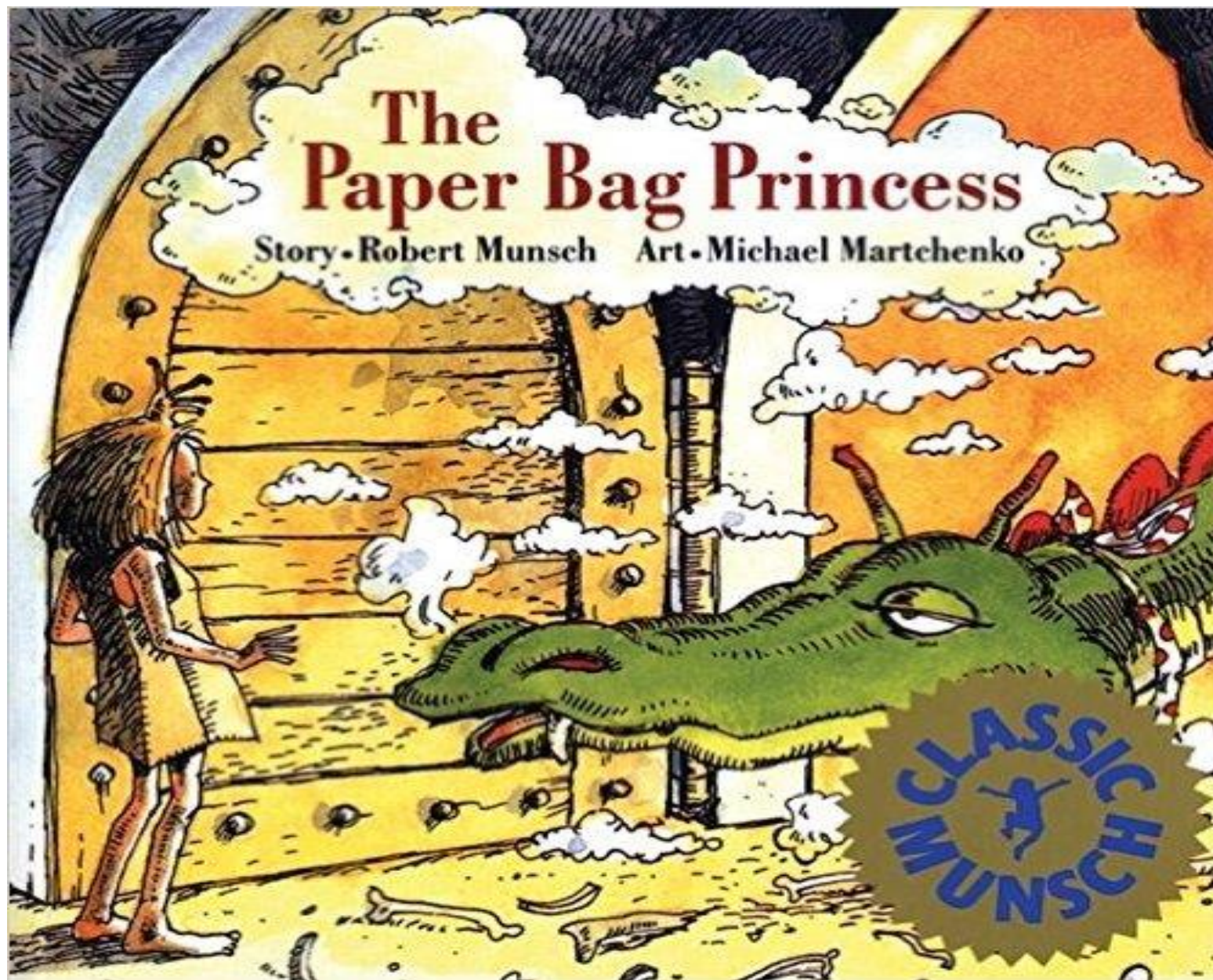
Narr. 1: Margaret Michaels was Einstein's good friend and arch rival. Science was their favorite subject. Einstein and Margaret wanted to be in the Science Experiment Club.

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?

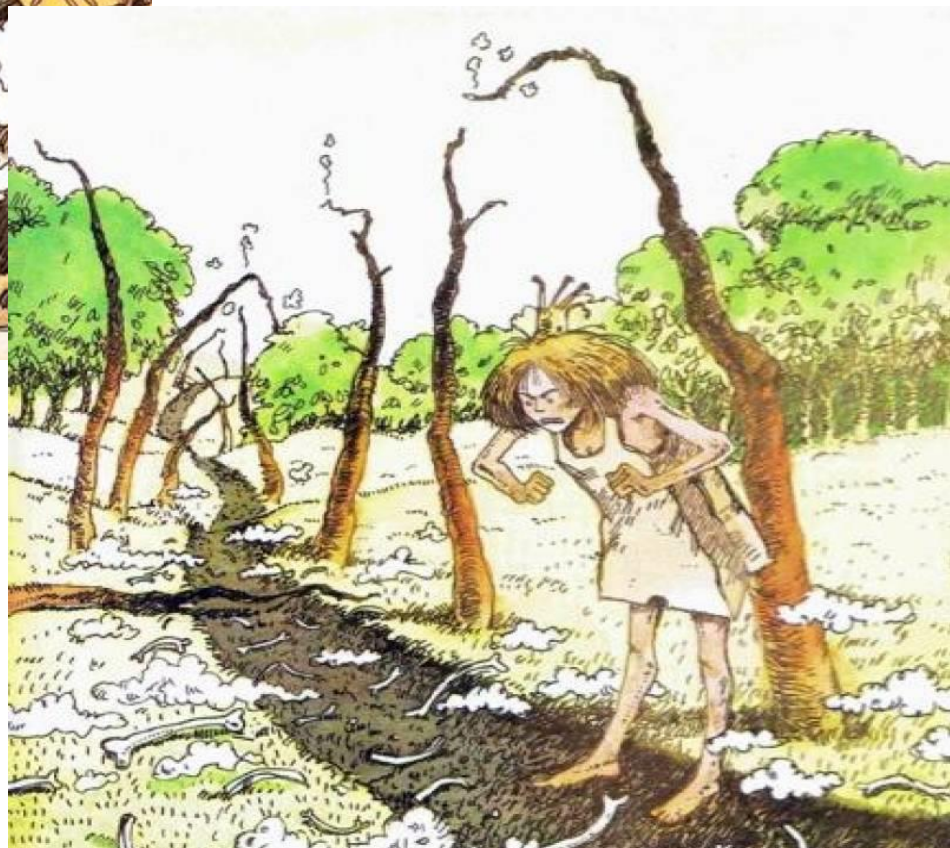
Margaret: Einstein, I was just getting ready to call you. Aunt Bess drove me home. She said that I could invite a friend to her house for the weekend.

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



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)

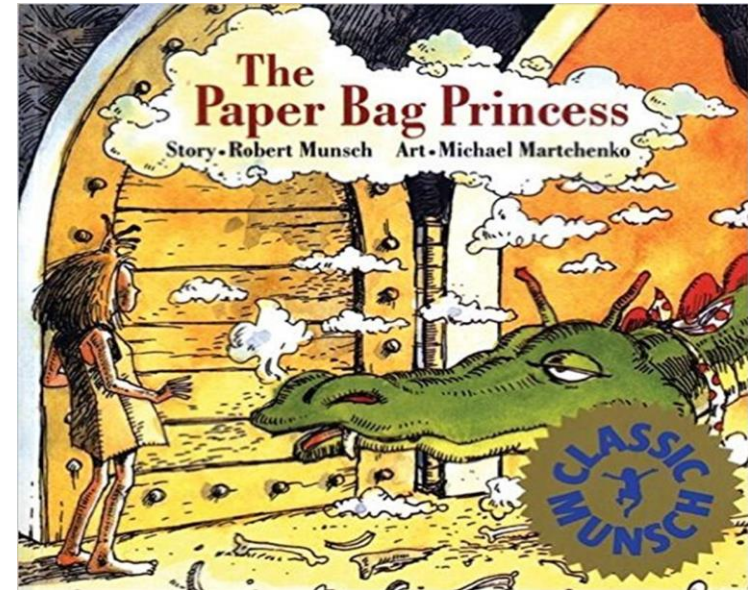
Narrator: and carried off Prince Ronald.

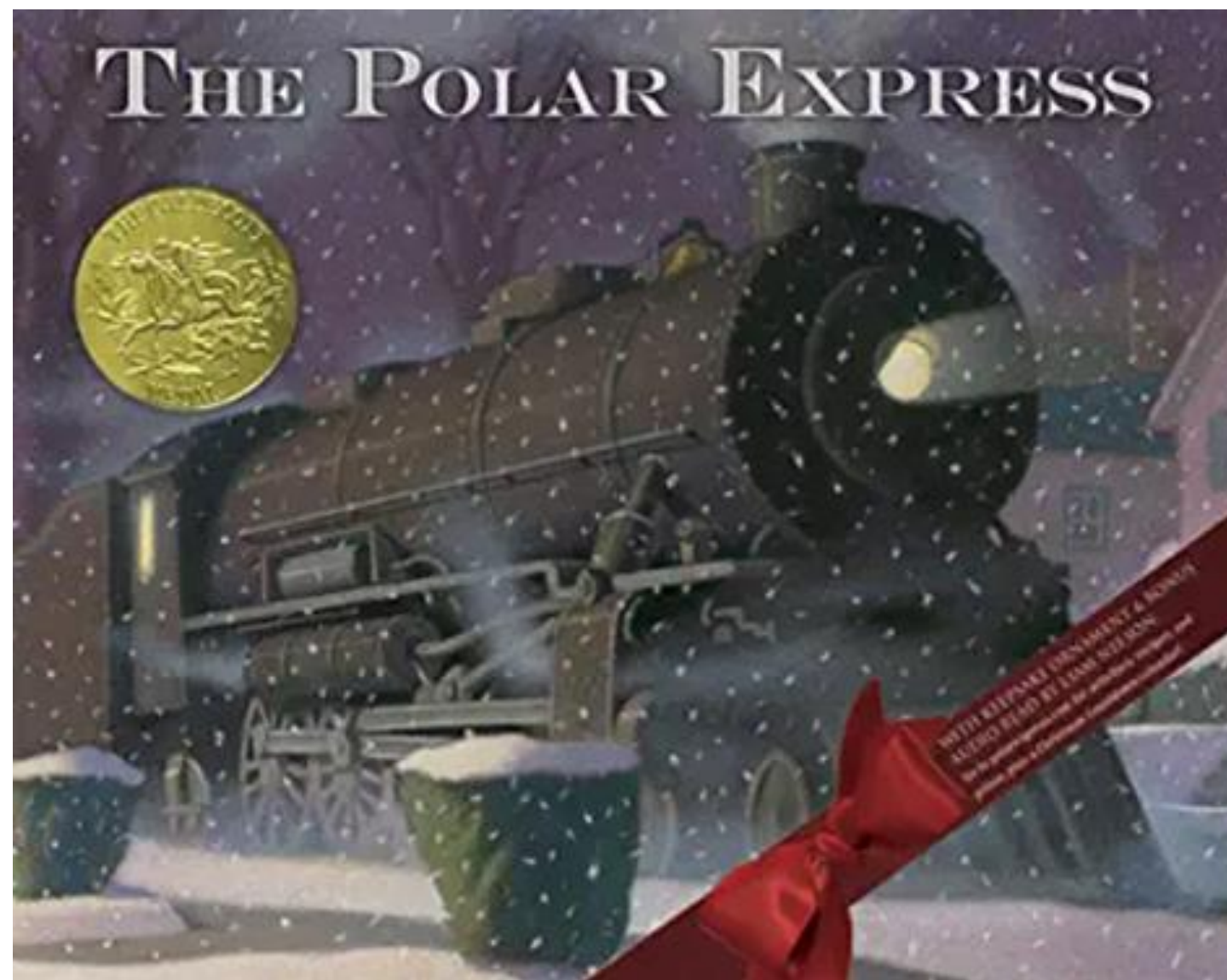
Prince: Help, help, Elizabeth help me!

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.





The Polar Express

Chris Van Allsburg

Narrators 1-8

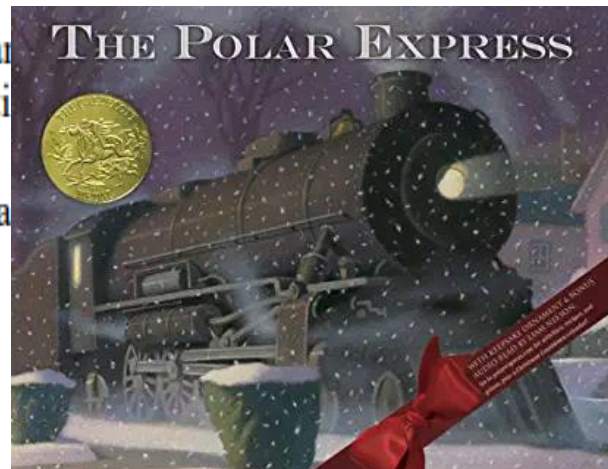
Narrator 1: On Christmas Eve, many years ago, I lay quietly in my bed. I did not rustle the sheets. I breathed slowly and silently. I was listening for a sound-a sound a friend had told me I'd never hear-ringing bells of Santa's sleigh.

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 through my window and saw a train standing perfectly still

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





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, lilting, 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

Thurs: “Dress Rehearsal”

Fri: Grand Performance for an authentic audience

Does it Work? RESULTS

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


Poetry/Readers Theater Repeated Reading:

2+ years average growth of struggling readers

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



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.

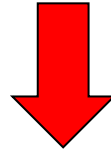
“Readers’ Theatre is a teaching method, which contributes positively to the development of the students’ reading skills, along with the creation of positive attitudes towards reading and the development of incentive for the learning of reading.

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

A Model of Reading Instruction

Word Study

PA, Phonics (Word Decoding), Spelling, Vocabulary



Fluency Instruction

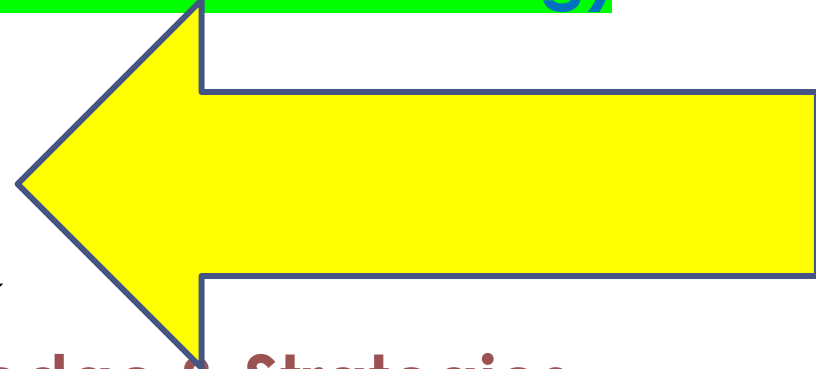
Automaticity in Word Recognition

Prosody (Expressiveness in Reading)



Comprehension

Background Knowledge & Strategies



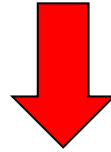
Can **Comprehension**
be Taught Artfully
and Scientifically?

Yes

A Model of Reading Instruction

Word Study

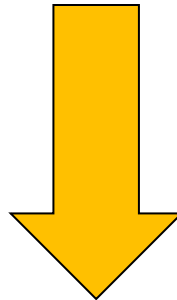
PA, Phonics (Word Decoding), Spelling, Vocabulary



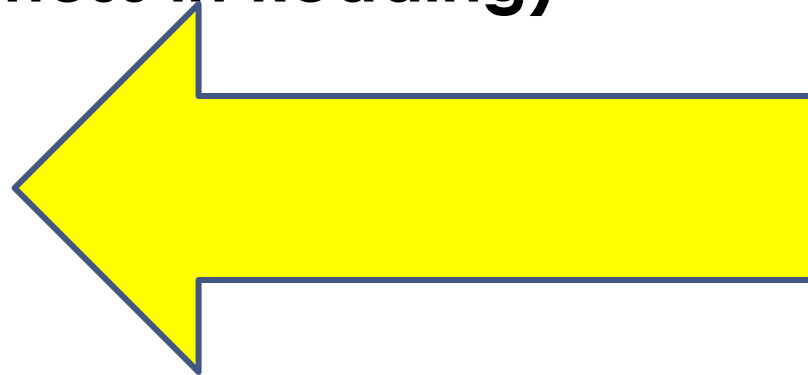
Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)



Comprehension



Background Knowledge & Strategies

Comprehension Instruction

**How do Know when You Have Understood
Something You Have Read?**

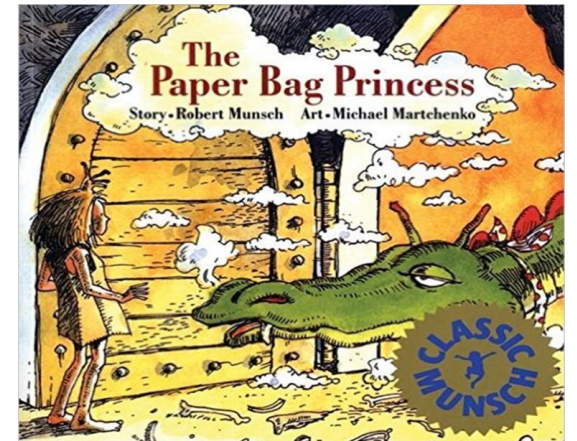
**When You Do Something with it –
Response to Reading**

Comprehension Instruction

How do Know when You have Understood Something you Have Read?

When You Do Something with it –
Respond to Reading

- Discussion
- Written Response (e.g Journals)
- Drawing
- Project-Based Learning
- **Text Transformations** (e.g.Paper Bag Princess)
- Tableau



Comprehension Instruction

How do Know when You have Understood Something you Have Read?

**When You Do Something with it –
Respond to Reading**

- Discussion
- Written Response (e.g Journals)
- Drawing
- Project-Based Learning
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- **Tableau**

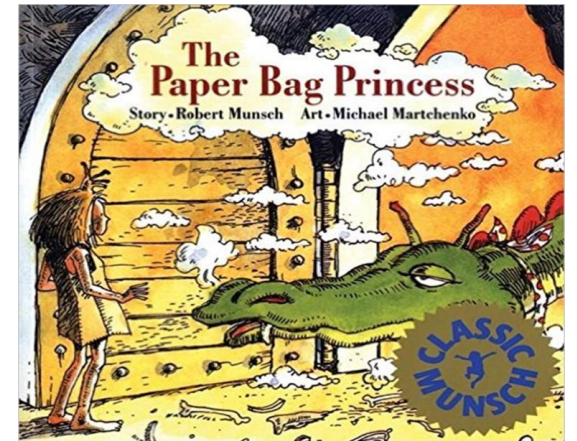


Tableau: Living Picture

DEFINITION:

Tableau is the theatrical technique in which actors freeze in poses that create a picture of one important moment in the play.





1:39 / 6:43


Tableau - Introduction for Students



0:56 / 1:53

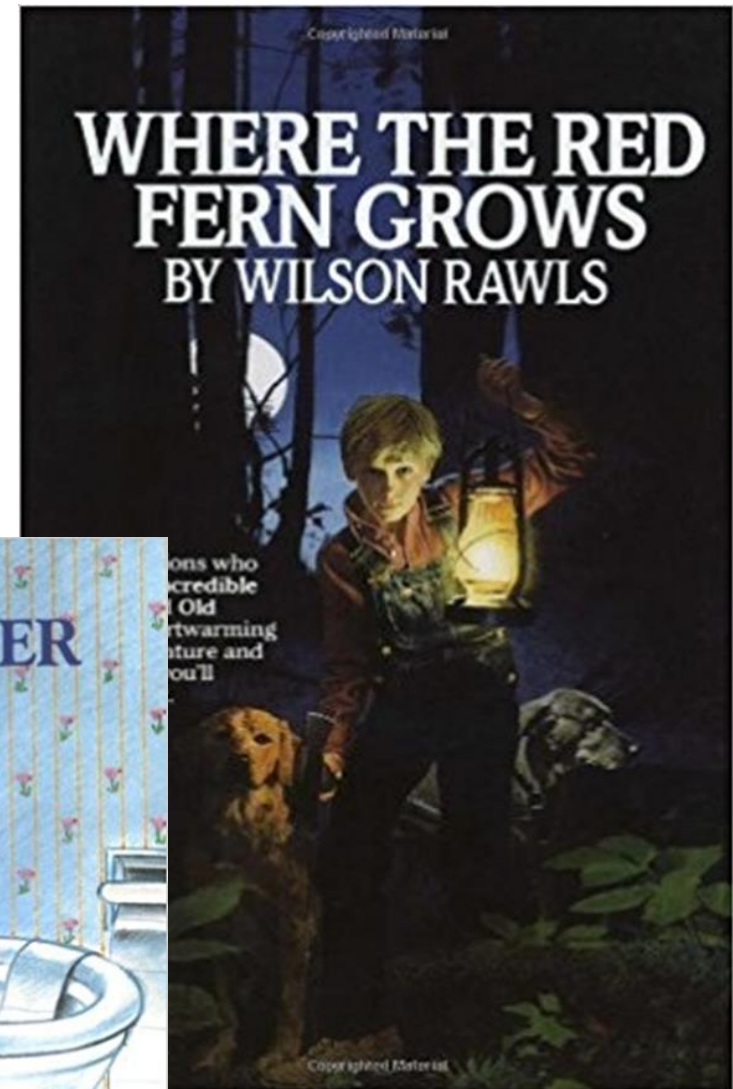
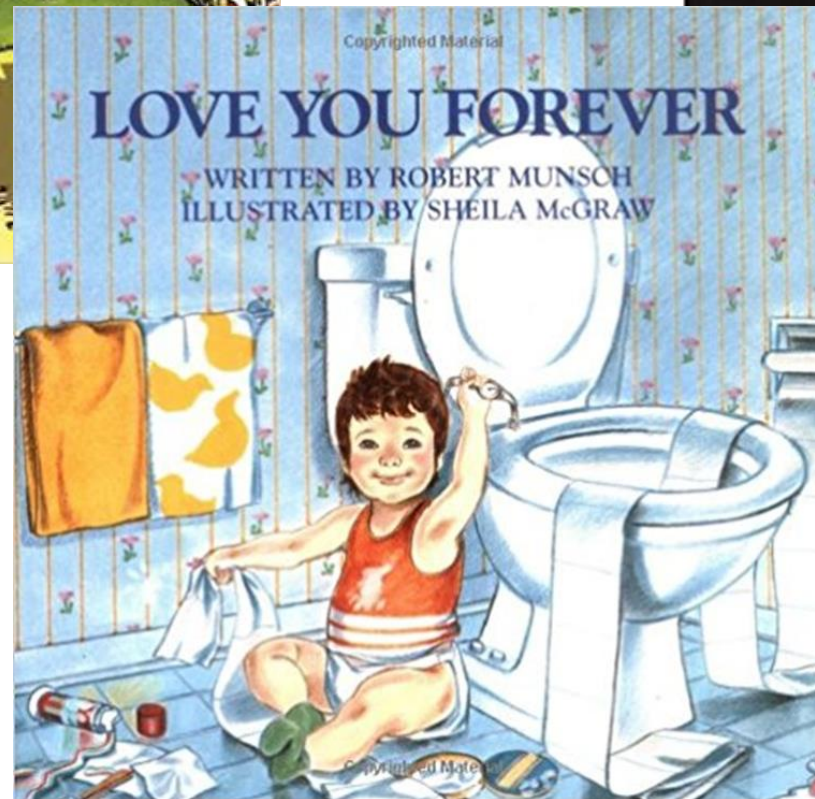
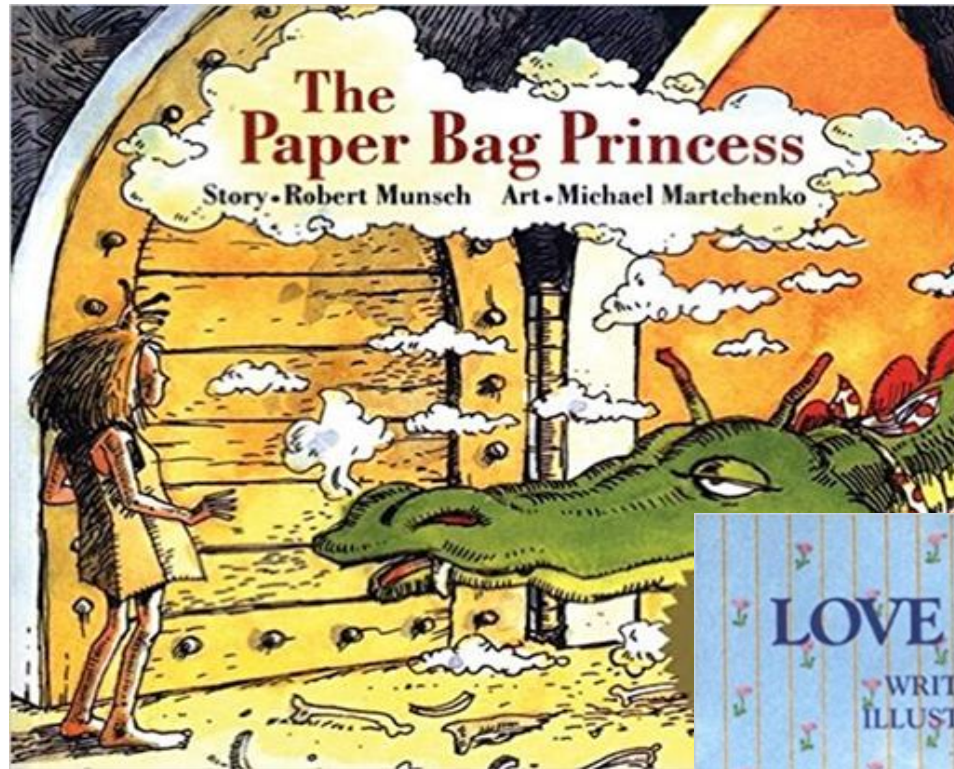
Tableau working a Middle School drama classroom

556 views · Oct 16, 2018



this is doctor Barse class and we have yet another awesome fairytale tableau

0:01 / 1:11



Bloom's Taxonomy

Create (Artful)

Evaluate

Analyze

Apply

Understand

Remember











A Scientific and Artful Model of Reading

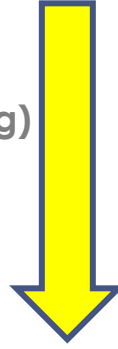
Word Study

Accuracy in:

Phonics (Word Decoding)

Spelling

Vocabulary



Fluency Instruction

Automaticity in Word Recognition

Prosody (Expressiveness in Reading)

Surface level

Deep level



Comprehension

Comprehension Strategies

We Started with Song ---

So, Let's End Artfully with
a Poem

I Read It Because It's Beautiful

by Karen Morrow Durica

Somehow a life without poetry seems...

Dismal

Empty

Flat—

Not much.

So each day in my classroom I read...

Sonnets

Haikus

Free verse—

And such.



An observer sat in my room one day...

Noted poem's title

Evaluated delivery

Recorded "lesson" sequence—

Said dryly: "It seems

There's no connection curricular-wise..

No anticipatory set

No vocabulary drill

No comprehension query—

Do they even know what it means?"



I could have contrived a defense or two, but...

Spirits flowed with peaceful joy

Honesty prevailed

Simple truth explained—

“I read it because it’s beautiful,” I said.

She didn’t quite frown but recalled all the same,

“We’ve standards to meet

Timelines to keep

Pages to cover—

Important content to be read.”



I looked from her to my students' gaze; they...

Had relished the words

Danced with the rhythm

Mused with the meaning—

Were richer in spirit than when we began.



I read it because it was beautiful. And beauty is...

Never superfluous

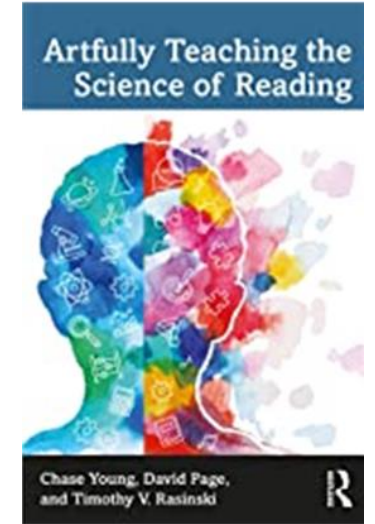
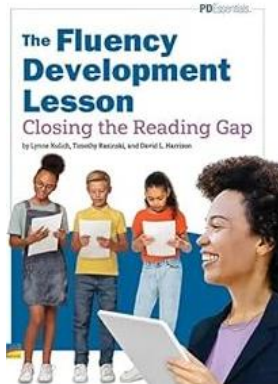
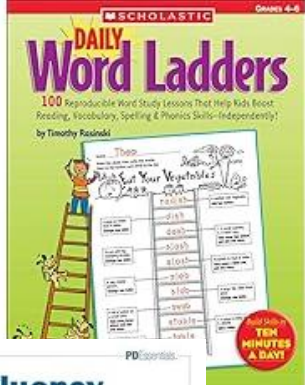
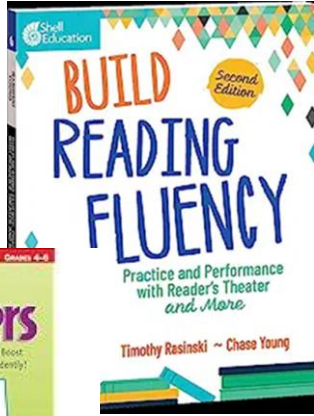
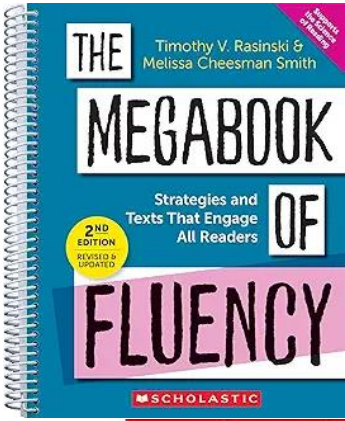
Never irrelevant

Always needed—

Always in my “lesson” plan.



Effective Reading Instruction is both Art and Science



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www.timrasinski.com
[@timrasinski1](https://twitter.com/timrasinski1)

**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