

## **Fluency: The Bridge from Phonics to Comprehension: Three Components of Fluency**

Timothy Rasinski  
Kent State University  
trasinsk@kent.edu

### **1. Accuracy in word recognition (word decoding).**

**Approximately 95% word recognition accuracy is considered adequate for instructional level reading.**

### **2. Automaticity in word recognition.**

**Readers not only are accurate in word recognition, they are effortless or automatic in recognizing the words they encounter. The significance of achieving automaticity is that readers can devote their limited cognitive resources to the important task of comprehending the text.**

**Automaticity is most often assessed by determining a reader's reading rate on a grade level passage in *words correct per minute*. Since rate increases as readers mature, no one rate is considered appropriate. You will need to check students' rate against the table of grade level norms.**

### **3. Interpretive and meaningful reading.**

**Readers use their new-found cognitive "energy" to interpret the passage they are reading. In oral reading this is done through an expressive and appropriately phrased rendering of a written passage at an appropriately fluent speed. It is assumed that this type of interpretive reading is also reflected in silent reading. Interpretive and meaningful reading is best measured through a qualitative rubric in which the teacher listens to a reader read grade level material and rates the reading according to descriptions provided in the rubric. Readers who fall in the lower half of most are normally considered less than minimally adequate or proficient in fluency.**

## Fluency Accuracy and Automaticity: Assessment and Norms

### Accuracy

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

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

---

### Automaticity

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

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

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

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

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

## NAEP Oral Reading Fluency Scale

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

A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

## Effective Teaching of Reading: From Phonics to Fluency

Timothy Rasinski  
Kent State University  
402 White Hall  
Kent, OH 44242  
330-672-0649, [trasinsk@kent.edu](mailto:trasinsk@kent.edu)

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

### Components of Effective Fluency Instruction

- Accuracy in Word Recognition
  
- Model Fluent Expressive Oral Reading for Students.
  
- Repeated (Practiced) Reading of Authentic Texts.
  - Performance – Poetry, Scripts (Readers Theater), etc.
  
- Assisted (Scaffolded) Reading.
  
- Focus on Phrased Reading.
  
- Be Sensitive to Text Difficulty.
  
- Create Synergistic Instructional Routines.

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

## Making and Writing Words

<b>Vowels</b>	<b>Consonants</b>	
---------------	-------------------	--

1	6	11
2	7	12
3	8	13
4	9	14
5	10	15

### Transfer

T-1	T-2	T-3
T-4	T-5	T-6

## Making and Writing Words

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

### Transfer

T-1	T-2	T-3
T-4	T-5	T-6

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

## Letter (Word) Ladders

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

---

1. Anagrams: See [www.wordsmith.org/anagram/](http://www.wordsmith.org/anagram/) Select the “advanced” setting and then select “Print candidate words only” See also [www.wordles.com](http://www.wordles.com) (words in words)

2. For Making and Writing Words article by Tim Rasinski go to [www.readingonline.org](http://www.readingonline.org) and search in “articles” under my name Rasinski, or for my 2 articles [Making and Writing Words](#) and [Making and Writing Words Using Letter Patterns](#). Both articles have the forms you can download and print out and use for yourself.

3. For more on Word Ladders see – [Scholastic](#), (Tel: 800-242-7737, choose option #3)

*Daily Word Ladders for Teaching phonics and vocabulary, Gr 2-3*

*Daily Word Ladders for Teaching phonics and vocabulary, Gr 4+*

4. More Making and Writing Words -- Teacher Created Materials

[www.tempub.com](http://www.tempub.com) (search for “Rasinski”) TEL 800-858-7339

*Texts for Fluency Practice: Grade 1*

*Texts for Fluency Practice: Grades 2 and 3*

*Texts for Fluency Practice: Grades 4 and Up*

*Making and Writing Words, Gr 1*

*Making and Writing Words, Grs. 2-3*

5. You can also find my [Making and Writing Words](#) book from Carson Dellosa at 800-321-0943, ask for Item Number [CD-2600](#). It sells for \$14.99.

**REPEATED READINGS**

**PASSAGES FOR  
PROMOTING  
FLUENCY!**

School Cheers

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

A Boy's Summer

With a line and a hook  
By a babbling brook,  
The fisherman's sport we  
ply;  
And list the song  
of the feathered throng  
That flits in the branches  
nigh.  
At last we strip  
For a quiet dip;  
Ah, that is the best of joy.  
For this I say  
On a summer's day,  
What's so fine as being a  
boy?  
Ha, Ha!

--Paul Laurence  
Dunbar

-----  
The New Colossus

Give me your tired, your  
poor,  
Your huddled masses  
yearning to breathe free,  
The wretched refuse of  
your teeming shore.

Send these, the homeless,  
tempest-tossed, to me:  
I lift my lamp beside the  
golden door.

Emma Lazarus

*O Captain! My Captain!*

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

O Captain! my Captain!  
our fearful trip is done,  
The ship has weather'd  
every rack, the prize we  
sought is won,  
The port is near, the bells I  
hear, the people all  
exulting,  
While follow eyes the  
steady keel, the vessel  
grim and daring;  
But O heart! heart!  
heart!

O the bleeding  
drops of red,  
Where on the  
deck my Captain lies,  
Fallen cold and  
dead.

- Walt Whitman

IN FLANDERS FIELDS

In Flanders Fields the  
poppies blow

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

We are the Dead. Short  
days ago  
We lived, felt dawn, saw  
sunset glow,  
Loved and were loved, and  
now we lie  
In Flanders fields.

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

---

General Douglas  
MacArthur's Farewell to  
West Point

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

These great national  
problems are not for your

professional participation  
or military solution.

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

This does not mean that  
you are warmongers. On  
the contrary, the soldier  
above all other people  
prays for peace, for he  
must suffer and bear the  
deepest wounds and scars  
of war. But always in our  
ears ring the ominous  
words of Plato, that wisest  
of all philosophers: "Only  
the dead have seen the end  
of war."

The shadows are  
lengthening for me. The  
twilight is here. My days  
of old have vanished--tone  
and tint. They have gone  
glimmering through the  
dreams of things that were.  
Their memory is one of  
wondrous beauty, watered  
by tears and coaxed and  
caressed by the smiles of  
yesterday. I listen vainly,  
but with thirsty ear, for the  
witching melody of faint  
bugles blowing reveille, of  
far drums beating the long  
roll.

In my dreams I hear again  
the crash of guns, the rattle  
of musketry, the strange,  
mournful mutter of the  
battlefield. But in the

evening of my memory  
always I come back to  
West Point. Always there  
echoes and re-echoes:  
Duty, honor, country.

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

### **I bid you farewell.**

General Douglas  
MacArthur

-----  
There is no frigate like a  
book  
To take us lands away,  
Nor any coursers like a  
page

Of prancing poetry.  
This traverse may the  
poorest take  
Without oppress of toll;  
How frugal is the chariot  
That bears a human  
soul!

- Emily Dickinson

### Summer

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

Timothy Rasinski

### A Fly and a Flea in a Flue

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

Anonymous

### Betty Botter

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

So she bought a bit of  
butter,  
Better than her bitter  
butter,  
And she put it in her  
batter,  
And the batter was not  
bitter;  
So 'twas better Betty  
Botter  
Bought a bit of better  
butter.

Mother Goose

Tart words make no  
friends; a spoonful of  
honey will catch more flies  
than a gallon of vinegar.

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

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

A little neglect may breed mischief; for want of a nail the shoes was lost; for want of a shoe the horse was lost; for want of a horse the rider was lost; for want of the rider the battle was lost.

If you know the value of money, go and try to borrow some; he that goes a-borrowing goes a-sorrowing.

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

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

*Mother to Son*

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

steps  
'Cause you finds it's kinder hard.  
Don't you fall now-  
For I'se still goin', honey,  
I'se still climbin',  
And life for me ain't been no crystal stair.

Langston Hughes

---

*Army Song*

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

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

*Yankee Doodle Dandy*

I'm a Yankee Doodle Dandy  
A Yankee Doodle Do or Die!  
A real-life nephew of my Uncle Sam,  
Born on the Fourth of July.  
I've got a Yankee Doodle sweetheart,  
She's my Yankee Doodle joy.

Yankee Doodle went to London just to ride the ponies,  
I am that Yankee Doodle boy.

*You're a Grand Old Flag*

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

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

*Indiana*  
(chorus)

Back home again  
In Indiana,  
And it seems that I can see  
The gleaming candle light still shining bright  
Thru the sycamores for me.

The new-mown hay  
Sends all its fragrance  
From the fields I used to roam,  
When I dream about the moonlight on the Wabash,  
Then I long for my Indiana home.

Ballard  
MacDonald (music by James F. Hanley)

## Word Family (Phonogram) Poems

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

TR

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

Greg

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

TR

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

Allison

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

TR

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

## The Three Billy Goats Gruff

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

---

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

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

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

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

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

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

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

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

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

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

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

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

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

**Little BGG:** "Bye!"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Middle BGG:** "Oh, Nothing. Bye!"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**All:** The End.

## Sources for Reader's Theatre

### Web Sources

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

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

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

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

<http://www.storycart.com>

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

<http://www.readinglady.com>

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

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

<http://www.margiepalatini.com>

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

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

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

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

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

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

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

### Commercial Publishers

Reader's Theatre Script Service: [www.readers-theatre.com](http://www.readers-theatre.com)

619-276-1948 Call for catalog. Has excellent scripts available from grades one through adult literacy. Reasonably priced.

Portage and Main Press. 100-318 McDermot Ave., Winnipeg, Manitoba, Canada R3A 0A2 800-667-9673, [www.portageandmainpress.com](http://www.portageandmainpress.com)

Has at least 5 book collections of readers theater scripts from K through Grade 8.

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

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

Tim Rasinski  
Kent State University  
330-672-0649  
[trasinsk@kent.edu](mailto:trasinsk@kent.edu)

The FDL employs short reading passages (poems, story segments, or other texts) that students read and reread over a short period of time. The format for the lesson is:

1. Students read a familiar passage from the previous lesson to the teacher or a fellow student for accuracy and fluency.
  2. The teacher introduces a new short text and reads it to the students two or three times while the students follow along. Text can be a poem, segment from a basal passage, or literature book, etc.
  3. The teacher and students discuss the nature and content of the passage.
  4. Teacher and students read the passage chorally several times. Antiphonal reading and other variations are used to create variety and maintain engagement.
  5. The teacher organizes student pairs. Each student practices the passage three times while his or her partner listens and provides support and encouragement.
  6. Individuals and groups of students perform their reading for the class or other audience.
  7. The students and their teacher choose 3 or 4 words from the text to add to the word bank and/or word wall.
  8. Students engage in word study activities (e.g. word sorts with word bank words, word walls, flash card practice, defining words, word games, etc.)
- 
9. The students take a copy of the passage home to practice with parents and other family members.
  10. Students return to school and read the passage to the teacher or a partner who checks for fluency and accuracy.

Source: Rasinski, T. V. (2003). The Fluent Reader: Oral reading strategies for building Word recognition, fluency, and comprehension. New York: Scholastic.

See also: Fluency First by the Wright Group  
(<http://www.wrightgroup.com/index.php/programsummary?isbn=0076034259>)

## Little Bo Peep

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



# Little Bo Peep

★ 8 ★

## ★ Looking at Words and Letters

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

## ★ Playing With Sounds

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

## ★ Beginning to Read

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

## A Song of Sixpence

**Sing a song of sixpence,  
A pocket full of rye;  
Four and twenty blackbirds  
Baked in a pie.**

**When the pie was opened,  
The birds began to sing;  
Wasn't that a dainty dish  
To set before the king?**



# A Song of Sixpence

★38★

## ★ Looking at Words and Letters

- 1. Ask your child to find two lines with four words.
- 2. Ask your child to find five lines with five words.
- 3. Say, circle uppercase T's and draw boxes around lowercase t's.

## ★ Playing With Sounds

- 1. Say, Find three number words. Circle them. Write the numeral for each one.
- 2. Say, Clap your hands if these words start the same.  
**sing, song      baked, began      king, sing      dainty, dish**
- 3. Say, I'll say a word. You say one that rhymes. I say, "sing." You say \_\_\_\_\_. Repeat with rye, set, dish, when.

## ★ Beginning to Read

- 1. Say, I will say some words. You raise your hand if they have long vowel sounds: sing, rye, blackbirds, pie, baked, dish, began.
- 2. Put the following words on slips of paper: pocket, rye, blackbirds, pie, birds, dish, king. Ask your child to sort the words: one syllable or two syllables; living things or not living things.
- 3. Ask your child to tell one thing in the poem that could not be true. Then ask for one thing in the poem that could be true. Ask "Why?" both times.
- 4. Write pie and sing on a sheet of paper. Point out the word families -ie and -ing. Together, brainstorm, write, and read other words that rhyme and belong to the word families. (die, tie, lie; bring, fling, wing)
- 5. Together, choose two or three words from the poem. Add them to your word wall and practice these words daily. Or add them to your child's word bank (a collection of words on cards, one word per card).

**Books and Curriculum Materials  
by Tim Rasinski**

**Teacher Created Materials**

**www.tcmpub.com** (search for “Rasinski”)

**Tel: 800-858-7339**

*Texts for Fluency Practice: Grade 1*

*Texts for Fluency Practice: Grades 2 and 3*

*Texts for Fluency Practice: Grades 4 and Up*

*Making and Writing Words, Gr 1*

*Making and Writing Words, Grs. 2-3*

*Poems for Word Study, Gr 1*

*Poems for Word Study, Gr 2*

*Poems for Word Study, Gr 3*

*Classic Vocabulary (coming out in spring 06)*

**Scholastic**

**Tel: 800-242-7737, choose option #3**

*The Fluent Reader*

*Daily Word Ladders for Teaching phonics and vocabulary, Gr 2-3*

*Daily Word Ladders for Teaching phonics and vocabulary, Gr 4+*

*3-Minute Reading Assessments (Grades 1-4)*

**ISBN: 0-439-65089-5**

*3-Minute Reading Assessments (Grades 5-8)*

**ISBN: 0-439-65089-5**

*Fast Start for Early Readers: A research-based send-home literacy program  
that ensures reading success for every child.*

**ISBN: 0-439-6257-9**

## **Wright Group**

Rasinski, Timothy, and Padak, Nancy. (2004). Fluency First (A program for teaching reading fluency in the primary grades). Chicago: The Wright Group.  
<http://www.wrightgroup.com/index.php/programsummary?isbn=0076034259>

**Winner of the Teachers Choice Award for 2005!**

## **All these below are available through Amazon or Barnes and Noble:**

Sampson, M. B., Rasinski, T. V., & Sampson, M. (2003). Total Literacy. Thomson Wadsworth.

Rasinski, T. V. & Padak, N. (2001). From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school. New York: Addison, Wesley, Longman.

Rasinski, T. V. & Zimmerman, B. (2001). Phonics Poetry: Teaching word families. New York: Allyn and Bacon.

Rasinski, T. V. (2001). Making and writing words. Greenville, SC: Carson Dellosa Publishing Co.

Opitz, M, & Rasinski, T. (1998). Goodbye round robin: 25 effective oral reading strategies. Portsmouth, NH: Heinemann.

Rasinski, T. V., & Padak, N. D. (2004). Effective reading strategies: Teaching children who find reading difficult (third edition). Columbus, OH : Merrill/ Prentice Hall.