

Effective Teaching of Fluency: The Neglected Reading Goal

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A Model of Reading Instruction

Words

Accuracy in:

Phonics (Word Recognition)

Spelling

Vocabulary

Word Study

Fluency

Automaticity

Prosody

Fluency Instruction

Surface level

Deep level

Comprehension

Background Knowledge

Comprehension Strategies

Guided Reading

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.

NAEP STUDY OF ORAL READING FLUENCY

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

3

2

1

Components of Effective Fluency Instruction

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

- A

- M

- A

- P

- P

- S

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

Teaching Reading Fluency: Assisted Reading

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

Forms of Assisted Reading

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

PAIRED READING: HOW TO DO IT

Reading Together

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

Time

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

Place

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

Reading Alone

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

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

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

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

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

Points to Remember

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

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

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

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

- In a 27 week intervention, students received a daily 15-25 minute instructional intervention in which they read along silently while listening to the same passages on tape presented through a personal cassette recorder. Students read and listened to passages repeatedly until they felt they could read the text fluently on their own. Average student gain in the program was 2.2 years; some students made as much as 4 years progress in reading during the $\frac{3}{4}$ of a year intervention. Over half the students were reading above their assigned grade level at the end of the intervention. Moreover, students maintained their gains in reading over a six week vacation. (Pluck, 1995)
- Tape-assisted reading was found to have a facilitative effect on the reading accuracy, fluency, confidence, and overall progress of ELL readers in school and at home. (Blum, Koskinen, et al, 1995; Koskinen, Blum, et al., 1999).
- A study of middle school students from non-English speaking backgrounds made 14 months progress in reading after using a tape-assisted program for 2 months. (Langford, 2001)
- A study of 29 elementary and middle grade students, half of whom were from non-English speaking background, employed tape-assisted reading in a 4.5 month intervention. Teachers or teacher-aides worked with students using a tape-assisted program. In some schools students worked in their classrooms, in others they were pulled out to special rooms to implement the tape-assisted program. Students practiced their assigned passages (usually 6-8 times) while they listened to the fluent renderings of the texts on tape until they were able to read the text fluently without assistance. When one text was mastered, students moved on to a more challenging text. Students were found to have made gains of over 2 years in overall reading achievement. Spelling improved by nearly a year and oral language also improved by nearly 1.5 years. English speaking and ELL students both made similar gains in reading achievement. Gains were also reported for students attitude toward reading and teachers' ratings of students classroom reading performance. (Nader & Elley, 2002)

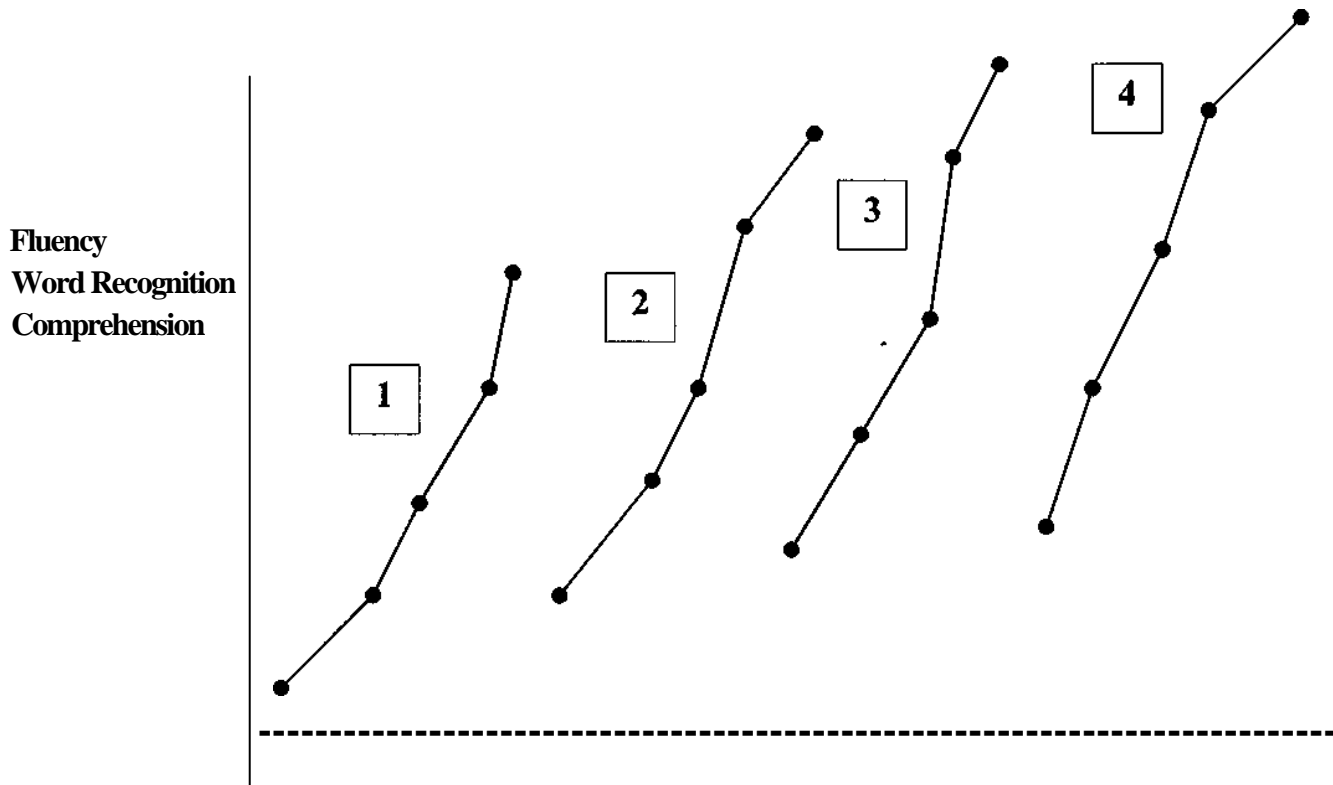
Using Tape-Assisted Readings in Elementary and Middle Schools

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

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

Teaching Reading Fluency: Repeated Reading

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



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

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

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

Repeated (Practiced) Reading of Authentic Texts

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

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

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

Sources for Reader's Theatre

Web Sources

<http://www.timrasinski.com>

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

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

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

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

<http://www.storycart.com>

<http://www.readinglady.com>

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

<http://www.margiepalatini.com>

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

http://www.readingonline.org/electronic/elec_index.asp?HREF=carrick/index.html

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

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

Commercial Publishers, reasonably priced

Reader's Theatre Script Service: www.readers-theatre.com

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

Portage and Main Press. 100-318 McDermot Ave., Winnipeg, Manitoba, Canada R3A 0A2 800-667-9673, www.portageandmainpress.com

Texts for Fluency Practice

Building Fluency through Practice and Performance

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

For more fluency materials contact Teacher Created Materials (888-333-4551 or <http://www.teachercreatedmaterials.com/>).

**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've still goin', honey,
I've still climbin',
And life for me ain't been
no crystal stair.

Langston Hughes

Army Song

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

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

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)

**For more see: Rasinski,
& Griffith. (2005).
Texts for Fluency
Practice (Grade 1, 1,
Grades 2-3, Grades 4-8).
Teacher Created
Materials**

The Most Common Word Families (Phonograms)

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

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

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

-ag

Bag rag tag flag

Ragged baggage magnificent

Magnet jaguar agriculture

Word Family (Phonogram) Poems

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

TR

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

Greg

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

TR

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

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

TR

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

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, really ugly and dirty old troll."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Little Billy Goat: Munch, Munch, Munch.

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

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

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

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

All: The End.

Fry Instant Word List

There are the Fry 600 most often used words in reading and writing. The first 300 words represent about two-thirds of all the words students encounter in their reading. Students should be able to recognize these words instantly and accurately (ie., become part of their sight vocabularies) in order to read with fluency. We recommend, as a rule of thumb, that the 1st 100 words be mastered by the end of 1st grade and each succeeding group of 100 mastered by the end of each succeeding grade (ie., by the end of grade 6 all 600 words should be part of students' sight vocabularies.)

First 100 Instant Words

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

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

Fry Instant Phrases and Short Sentences

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

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

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

The Fluency Development Lesson (FDL): Synergistic Instruction

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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.)
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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. (2010). *The Fluent Reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.

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

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

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

Little Bo Peep

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



Little Bo Peep

★ 8 ★

★ Looking at Words and Letters

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

★ Playing With Sounds

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

★ Beginning to Read

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

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

Mean Reading Letter and Word Recognition Accuracy Score

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

Mean Fluency (WCPM)

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

Rasinski, T., & Stevenson, B. (2005). "The Effects of Fast Start Reading, A Fluency Based Home Involvement Reading Program, On the Reading Achievement of Beginning Readers." *Reading Psychology: An International Quarterly*, 26, 109-125.

Disclaimer:

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