



2012 Brock International  
Prize in Education Nominee

**Timothy Rasinski**

*Nominated by Autumn Tooms*

June 15, 2011

Dr. Ed Harris  
Administrator for The Brock International Prize in Education  
Oklahoma State University

It is my pleasure to submit the accompanying materials supporting the nomination of Dr. Timothy Rasinski for 2012 Brock International Prize in Education. My logic supporting his nomination is simple: Tim has for years made a remarkable difference in schools and education through his tireless work in the arena of literacy. At the core of school is literacy because if you can't read; you pretty much have difficulty doing everything else school requires. Tim is one of the seminal researchers that focused on reading fluency as a key component in helping children learn and improve their reading. He explains fluency this way:

“A good analogy for understanding reading fluency comes from public speaking. Fluent public speakers embed in their voices those same elements that are associated with reading fluency – accuracy in speech, appropriate speed, and phrasing and expression. The speaker's use of these aspects of fluency facilitates the listener's comprehension. Speaking in appropriate phrases, emphasizing certain words, raising and lowering volume, and varying intonation help the listener understand what the speaker is trying to communicate. Contrast a fluent speaker with one who is less fluent, who is anxious about speaking in public and renders a presentation in a slow, word-by-word monotone. This less fluent speaker makes it considerably more difficult for listeners to comprehend the presentation. They have fewer verbal cues to use and will have to listen more closely and intensely to make sense of the speech. Indeed, listeners may find themselves drifting away from the presentation altogether if the effort required to understand is too great. This analogy seems to apply fairly well to reading. Reading fluency certainly affects reading comprehension.”

For over twenty-five years Tim has worked tirelessly around the United States to improve schools through working with teachers and school leaders to improve the culture of literacy and increase the amount of fluent readers in a school. On average he visits 110 school districts a year in addition to teaching undergraduate and graduate students to become more effective reading teachers.

In 1997, the United States Congress convened a national panel on reading. Congress asked The National Reading Panel to assess the status of research-based knowledge about reading. The Panel answered this mandate with a report of their findings entitled *Teaching Children to Read*. The monograph is considered the standard on literacy practices in the field of education and Tim Rasinski's work on how children absorb words and interpret them is vigorously cited.

Like many academics Tim has authored, co-authored, or edited over 15 books or curriculum programs on reading education. He is the co-author of the award winning fluency program called *Fluency First*. And he was co-editor of *The Reading*

*Teacher*, the most wide read journal of literacy education in the world. He served a three-year term on the Board of Directors of the International Reading Association and has won numerous accolades including the A.B. Herr Award from the College Reading Association for his scholarly contributions to literacy education. His life's work has demonstrated that school leadership and improvement transcends into curricular areas, especially when it comes to literacy. He translates theory into practice through both his actions and his research. Above all else he is a tireless model of what vigilant school improvement can look like; one teacher and one student at a time. The materials attached include Tim's vita, letters from various educators to Tim explaining how his research has affected their work, and lastly an example of his writing. If you have any further questions I am more than happy to provide you will assistance.

Sincerely,

Autumn K. Tooms

**Timothy Rasinski, Ph.D.**  
**Professor of Reading Education**  
**Reading and Writing Center**  
**Kent State University**  
**401 White Hall**  
**Kent, OH 44242**  
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**330-672-0649**

Timothy Rasinski is a professor of literacy education at Kent State University. He has written over 200 articles and has authored, co-authored or edited over 50 books or curriculum programs on reading education. He is author of the best selling book on reading fluency entitled *The Fluent Reader*, published by Scholastic, now in its second edition. His scholarly interests include reading fluency and word study, reading in the elementary and middle grades, and readers who struggle. His research on reading has been cited by the National Reading Panel and has been published in journals such as *Reading Research Quarterly*, *The Reading Teacher*, *Reading Psychology*, and *the Journal of Educational Research*. Tim is currently writing the fluency chapter for Volume IV of the *Handbook of Reading Research*.

Tim recently served a three year term on the Board of Directors of the International Reading Association and from 1992 to 1999 he was co-editor of *The Reading Teacher*, the world's most widely read journal of literacy education. He has also served as co-editor of the *Journal of Literacy Research*. Rasinski is past-president of the College Reading Association and he has won the A. B. Herr and Laureate Awards from the College Reading Association for his scholarly contributions to literacy education. In 2010 Tim was elected to the International Reading Hall of Fame.

Prior to coming to Kent State Tim taught literacy education at the University of Georgia. He taught for several years as an elementary and middle school classroom and Title I teacher in Nebraska.



## College of Education, Health, & Human Services

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### Timothy Rasinski, Ph.D

Professor

TLC

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#### Education

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**Ph.D., Reading, Language Arts, and Children's Literature** 1985

The Ohio State Univeristy

*Dissertation: A study of factors involved in reader-text interactions that contribute to fluency in reading.*

*GPA: 3.97*

**M.S., Remedial Reading/Special Education** 1979

University of Nebraska at Omaha

*GPA: 4.00*

**B.S., Elementary Education** 1976

University of Nebraska at Omaha

*GPA: 4.00*

**B.S., Economics** 1972

University of Akron

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#### Higher Education Work Experience

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**Professor of Curriculum and Instruction** 1994 - present

Kent State University

*Responsibilities: Teach graduate and undergraduate level reading courses designed for classroom teachers; supervise field-related experiences; advise graduate students; design, conduct, and report educational research. Affiliated faculty for the Ohio Literacy Resource Center. Member, Graduate Faculty*

**Assistant Professor of Reading Education** 1985 - 1988

University of Georgia

*Assistant Professor of Reading Education, University of Georgia*

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#### Publications

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- Rasinski, T. V. (2011). Teaching reading fluency. In T. V. Rasinski, (Ed.) (2011). *Rebuilding the foundation: Effective reading instruction for the 21st century* (pp. 181- 198). Bloomington, IN: Solution Tree. 2011  
Publication: *Book Chapters*
- Rasinski, T. V. (2011). Introduction. In T. V. Rasinski, (Ed.) (2011). *Rebuilding the foundation: Effective reading instruction for the 21st century* (pp. 1-7). Bloomington, IN: Solution Tree. 2011  
Publication: *Book Chapters*
- Rasinski, T. V. (Ed.) (2011). *Rebuilding the foundation: Effective reading instruction for the 21st century*. Bloomington, IN: Solution Tree. 2011  
Publication: *Books Edited*
- Rasinski, T. (in press). Literacy instruction: Toward a comprehensive curriculum. In R. Flippo (Ed.). *Reading Researchers in Search of Common Ground*. New York: Routledge. 2010  
Publication: *Book Chapters*
- Padak, N., & Rasinski, T. (in press). Communications with parents and families. In R. Flippo (Ed.). *Reading Researchers in Search of Common Ground*. New York: Routledge. (50%) 2010  
Publication: *Book Chapters*
- Rasinski, T. V., Reutzel, C. R., Chard, D. & Linan-Thompson, S. (in press). Reading Fluency. In M. L. Kamil, P. D. Pearson, P. Afflerbach, & E. B. Moje (Eds), *Handbook of Reading Research, Volume IV*. New York: Routledge. 2010  
Publication: *Book Chapters*
- Rasinski, T. (in press). The art and science of teaching reading fluency. In D. Lapp, N. Frey, & D. Fisher (eds.), *Handbook of Research on Teaching the English Language Arts* (3rd edition). New York: Routledge. 2010  
Publication: *Book Chapters*
- Kuhn, M., & Rasinski, T. (in press). Best practices in fluency instruction. In L. Morrow, & L. Gambrell (Eds.), *Best Practices in Literacy Education* New York: Guilford. 2010  
Publication: *Book Chapters*
- Padak, N., & Rasinski, T. (in press). Is being wild about Harry enough? Encouraging independent reading at home. In D. Strickland (ed.). *Essential Readings on Early Literacy*. Newark, DE: International Reading Association. 2010  
Publication: *Book Chapters*
- Mraz, M. & Rasinski, T. (in press). Summer reading loss. In R. Allington (ed.). *Essential Readings on Struggling Readers*. Newark, DE: International Reading Association. 2010  
Publication: *Book Chapters*
- Murphy, D., Young, C., & Rasinski, T. (2010). *Teachign Texas History through Readers Theater*. Dallas: Warren Instructional Networks. 930%) 2010  
Publication: *Books Authored*
- Rasinski, T., Padak, N., Newton, R., & Newton, E. (2010). *Building Vocabulary, Grades 9-11*. Huntington Beach, CA: Shell Education 2010

Publication: *Books Authored*

Rasinski, T., & Heym, R. (2010). *Word Steps—Building, Spelling, and Knowing Academic Vocabulary*. Huntington Beach, CA: Shell Educational Publishing. 2010

Publication: *Books Authored*

Rasinski, T., Padak, N., Newton, R., & Newton, E. (2010). *Building Vocabulary from Word Families to Word Roots*. Huntington Beach, CA: Shell Education. 2010

Publication: *Books Authored*

Rasinski, T. V., & Griffith, L. (2010). *Building Fluency Through Practice and Performance. Professional Development DVD and Guide*. Huntington Beach, CA: Shell Educational Publishing. 2010

Publication: *Books Authored*

Bagert, B., & Rasinski, T. (2010). *The Poet and the Professor: Poems for Building Reading Skills. Grade 4*. Huntington Beach, CA: Shell Educational Publishing. 2010

Publication: *Books Authored*

Rasinski, T., Fawcett, G., & Brothers, K. (2009). *Whisperphone Readers Theater Scripts*. Minneapolis: Harebrain. (30%) 2010

Publication: *Books Authored*

Rasinski, T. (2010). *The Fluent Reader (2nd Edition)*. New York: Scholastic. 2010

Publication: *Books Authored*

Rasinski, T., Padak, N., Newton, E., & Newton, R. (in press). *Going deeper in word study. Using Latin and Greek word roots for word study. Orthography and Reading*. (75%) 2010

Publication: *Journal Articles, Non-Refereed*

Rasinski, T., Samuels, S.J., Hiebert, E., Petscher, Y., & Feller, K. (In Press). *The relationship between silent reading fluency instructional protocol on students' reading comprehension and achievement in an urban school setting. Reading Psychology: An International Quarterly*. 2010

Publication: *Journal Articles, Refereed*

Kindervater, T., Padak, N., & Rasinski, T. (2010). *Family Literacy Models of Parent Involvement. The Reading Teacher*, 63, 610-612. 2010

Publication: *Journal Articles, Refereed*

Kuhn, M., & Rasinski, T. (2009). *Helping diverse learners to become fluent readers*. In L. M. Morrow, R. Reuda, & D. Lapp (Eds.), *Handbook of Research on Literacy and Diversity*. New York: Guilford. 2009

Publication: *Book Chapters*

Rasinski, T., Harrison, D. L., & Fawcett, G. (2009). *Partner Poems for Building Fluency*. New York: Scholastic. (30%) 2009

Publication: *Books Authored*

Rasinski, T. (2009). *Essential Readings On Fluency*. Newark, DE: International Reading Association. 2009

Publication: *Books Edited*

Rasinski, T. (2009). The lost art of teaching reading. In F. Ralk-Ross, S. Szabo, M. B. Sampson, & M. Foote (Eds.), *Literacy Issues During Changing Times: Yearbook of the College Reading Association*. Arlington, TX: College Reading Association. 2009

Publication: *Conference Proceedings, Refereed*

Rasinski, T., Rikli, A., Johnston, S. (2009). Reading fluency: More than automaticity? More than a concern for the primary grades? *Literacy Research and Instruction, 48*, 350-361. 2009

Publication: *Journal Articles, Refereed*

Young, C., & Rasinski, T. (2009). Implementing readers theatre as an approach to classroom fluency instruction. *The Reading Teacher, 63*, 4-13. 2009

Publication: *Journal Articles, Refereed*

Imperato, F., Rasinski, T., & Padak, N. (2009). Family Literacy Getting Parents and Children Off to a Strong Start in Reading. *The Reading Teacher, 63*, 342-344. 2009

Publication: *Journal Articles, Refereed*

Rupley, W., Nichols, W., & Rasinski, T. (2009). Integrating phonics and fluency in a balanced reading program. *Journal of Balanced Reading, 16*, 1-10 . (30%) 2009

Publication: *Journal Articles, Refereed*

Nichols, W., Rupley, W., & Rasinski, T. (2009). Fluency in learning to read for meaning: Going beyond repeated readings. *Literacy Research and Instruction, 48*, 1-13. 2009

Publication: *Journal Articles, Refereed*

Rasinski, T., Homan, S., & Biggs, M. (2009). Teaching reading fluency to struggling readers: Method, materials, and evidence. *Reading and Writing Quarterly, 25*, 192-205. (75%) 2009

Publication: *Journal Articles, Refereed*

Rasinski, T. V., & Mraz, M. (2008). Fluency: Traversing a rocky road of research and practice. In M. J. Fresch (ed.), *As Essential History of Current Reading Practices* (pp.106-119). Newark, DE: International Reading Association. 2008

Publication: *Book Chapters*

Padak, N., Newton, E., Rasinski, T. V., & Newton, E. (2008). Getting to the root of word study: Teaching Latin and Greek word roots in elementary and middle grades. In A. Farstrup & S. J. Samuels (eds.) *What Research has to say about Vocabulary Instruction* (pp. 6-31). Newark, DE: International Reading Association. 2008

Publication: *Book Chapters*

Fawcett, G., & Rasinski, T. (2008). Fluency strategies for struggling adolescent readers. In S. Lenski & J. Lewis (eds.), *Reading Success for Struggling Adolescent Readers*, (pp. 155-169). New York: Guilford. 2008

Publication: *Book Chapters*

Rasinski, T. V., & Fawcett, G. (2008). Fluency for adolescent readers: The research we have, the research we need. In M. W. Conley, J. R. Friedhoff, M. B. Sherry, & S. F. Forbes (eds.), *Meeting the Challenge of Adolescent Meeting the Challenge of Adolescent Literacy*, (pp. 1-10). New York: Guilford. 2008



Publication: *Book Chapters*

Opitz, M. F., & Rasinski, T. V. (2008). *Good-bye Round Robin: 25 Effective Oral Reading Strategies (Updated edition)*. Portsmouth, NH: Heinemann. 2008

Publication: *Books Authored*

Padak, N., & Rasinski, T. (2008). *Fast Start Getting Ready to Read: A Research-Based, Send-Home Literacy Program (preK-Kindergarten)*. New York: Scholastic. 2008

Publication: *Books Authored*

Brassell, D. & Rasinski, T. V. (2008). *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension Grades K-6*. Huntington Beach, CA: Shell Educational Publishing. 2008

Publication: *Books Authored*

Rasinski, T. V. (2008). *Understanding Idioms and Other English Expressions Grades 1-3 (Understanding Idioms and Other English Expressions)*. Huntington Beach, CA: Shell Educational Publishing. 2008

Publication: *Books Authored*

Rasinski, T. V. (2008). *Understanding Idioms and Other English Expressions Grades 4-6 (Understanding Idioms and Other English Expressions)*. Huntington Beach, CA: Shell Educational Publishing. 2008

Publication: *Books Authored*

Rasinski, T. V., Padak, N., Newton, R., & Newton, E. (2008). *Greek and Latin Roots: Key to Building Vocabulary*. Huntington Beach, CA: Shell Educational Publishing. 2008

Publication: *Books Authored*

Rasinski, T. V. & Lenhart, L. (2007-2008). Explorations of fluent readers. *Reading Today*, 25, 18. 2008

Publication: *Journal Articles*

Rasinski, T., Rupley, W. H., & Nichols, W. D. (2008). Two essential ingredients: Phonics and fluency getting to know each other. *The Reading Teachers*, 62, 257-260. 2008

Publication: *Journal Articles, Refereed*

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Biggs, M. C., Homan, S. P., Dedrick, R, Minick, V., & Rasinski, T. V. (2008). Using an interactive singing software program: A comparative study of struggling middle school readers. *Reading Psychology*, 29, 195-213. 2008

Publication: *Journal Articles, Refereed*

Padak, N. & Rasinski, T. V. (2008). Is being wild about Harry enough? Encouraging independent reading at home. *The Reading Teacher*, 61, 350-353. 2008

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- Rasinski, T., & Padak, N. (2008). Beyond stories. *The Reading Teacher*, 61, 582–584. 2008  
Publication: *Journal Articles, Refereed*
- Kuhn, M., & Rasinski, T. (2007). Best practices in fluency instruction. In L. Gambrell, L. Morrow, & M. Pressley (Eds.), *Best Practices in Literacy Education* (pp. 204-219). New York: Guilford. 2007  
Publication: *Book Chapters*
- Rasinski, T. V. (2007). Teaching reading fluency artfully: A professional and personal journey. In R. Fink and S. J. Samuels (eds.), *Inspiring Reading Success: Interest and Motivation in an Age of High-Stakes Testing* (pp. 117-140) Newark, DE: International Reading Association. 2007  
Publication: *Book Chapters*
- Rasinski, T., Padak, N. et al. (in press). Evidence-Based Instruction in Reading. New York: Allyn & Bacon. (This is a five book series due to be published in 2007). 2007  
Publication: *Books Authored*
- Rasinski, T. V. (2007). Whatever happened to the art of teaching reading? *Journal of Reading Education*, 33, 5-8. 2007  
Publication: *Journal Articles, Refereed*
- Mraz, M., & Rasinski, T.V. (2007). Summer Reading Loss. *The Reading Teacher*, 60, 784–789. 2007  
Publication: *Journal Articles, Refereed*
- Rasinski, T. V. & Hoffman, J. V. (2006). Seeking understanding about reading fluency: The contributions of Steven A. Stahl. In K. Stahl & M. McKenna (Eds.), *Reading Research at Work: Foundations of Effective Practice* (pp. 169-176). New York: Guildford. 2006  
Publication: *Book Chapters*
- Padak, N., & Rasinski, T. V. (2006). “Always stick with your buddy” : Collaboration and writing for publication. In L. Gambrell and S. Wepner (Eds.), *Beating the Odds: Getting Published in the Field of Literacy* (pp. 42-51). Newark, DE: International Reading Association. 2006  
Publication: *Book Chapters*
- Rasinski, T. V. (2006). Developing vocabulary through word building. In C. Collins Block & J. Mangieri (Eds.), *The Vocabulary Enriched Classroom*, (pp. 36-53). New York: Scholastic. 2006  
Publication: *Book Chapters*
- Rasinski, T. (2006). A brief history of reading fluency. In S. J. Samuels, & A. Farstrup (Eds.), *What Research Has to Say About Fluency Instruction* (pp. 4-23). Newark, DE: International Reading Association. 2006  
Publication: *Book Chapters*
- Stevenson, B., Rasinski, T., & Padak, N. (2006). Teaching fluency and decoding through Fast Start: An early childhood parental involvement program. In T. Rasinski, C. Blachowicz, & K. Lems (Eds), *Fluency Instruction* (pp. 253- 264). New York: Guilford. 2006  
Publication: *Book Chapters*
- Rasinski, T. (2006). Fluency: An oft-neglected goal of the reading program. In C. Cummins (Ed.), *Understanding and Implementing Reading First Initiatives* (pp. 60-71). Newark, DE: International Reading Association. 2006

Publication: *Book Chapters*

Rasinski, T., Blachowicz, C., & Lems, K. (2006). *Fluency Instruction: Research-Based Best Practices*. New York: Guilford. 2006

Publication: *Books Edited*

Rasinski, T. V. (2006). Reading fluency instruction: Moving beyond accuracy, automaticity, and prosody. *The Reading Teacher*, 59, 704-706. 2006

Publication: *Journal Articles, Refereed*

Rasinski, T. V. (2005). *Daily Word Ladders: Lessons in Word Study: Grades 4-6*. New York: Scholastic. 2005

Publication: *Books Authored*

Rasinski, T. V. (2005). *Daily Word Ladders: Lessons in Word Study: Grades 2-3*. New York: Scholastic. 2005

Publication: *Books Authored*

Rasinski, T. V., & Padak, N. (2005). *Three Minute Reading Assessments: Word Recognition, Fluency, and Comprehension for Grades 1-4*. New York: Scholastic. 2005

Publication: *Books Authored*

Rasinski, T. V., & Padak, N. (2005). *Three Minute Reading Assessments: Word Recognition, Fluency, and Comprehension for Grades 5-8*. New York: Scholastic. 2005

Publication: *Books Authored*

Rasinski, T. (2005). The role of the teacher in effective fluency instruction. *New England Reading Association Journal*, 41, 9-12. 2005

Publication: *Journal Articles, Refereed*

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. 2005

Publication: *Journal Articles, Refereed*

Rasinski, T., Padak, N., McKeon, C., Krug, Wilfong, L., Friedauer, J., & Heim, P. (2005) Is Reading Fluency a Key for Successful High School Reading? *Journal of Adolescent and Adult Literacy*, 49, 22-27. 2005

Publication: *Journal Articles, Refereed*

Rasinski, T. V., & Padak, N. D. (2005). Fluency beyond the primary grades: Helping adolescent readers. *Voices from the Middle*, 13, 34-41. 2005

Publication: *Journal Articles, Refereed*

Rasinski, T. V. (2004). *Assessing Reading Fluency*. Honolulu: Pacific Resources for Education and Learning. 2004

Publication: *Books Authored*

- Griffith, L. W., & Rasinski, T. V. (2004). A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, 58, 126- 137. 2004  
Publication: *Journal Articles, Refereed*
- Rasinski, T., & Padak, N. (2004). Beyond consensus – beyond balance: Toward comprehensive literacy curriculum. *Reading and Writing Quarterly*, 20, 91-102. 2004  
Publication: *Journal Articles, Refereed*
- Rasinski, T. (2004). Creating fluent readers. *Educational Leadership*, 61, 46-51. 2004  
Publication: *Journal Articles, Refereed*
- Rasinski, T. V. (2003). *High Five Reading: Using High-Interest Nonfiction to Guide Struggling Readers*. Bloomington, MN: Red Brick Learning. (Three levels authored) 2003  
Publication: *Books Authored*
- Sampson, M.B., Rasinski, T. V., & Sampson, M.. (2003). *Total Literacy: Reading, Writing and Learning (3rd edition)*. Belmont, CA: Wadsworth Publishing Co. 2003  
Publication: *Books Authored*
- Rasinski, T. V. (2003). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Vocabulary*. New York: Scholastic. 2003  
Publication: *Books Authored*
- Padak, N., Rasinski, T., & Mraz, M. (2003). Scientifically-Based reading research: A primer for adult and family literacy educators. In *Research to Practice: Ohio Literacy Resource Center*. 2003  
Publication: *Journal Articles, Non-Refereed*
- Rasinski, T. V., & Hoffman, J. V. (2003). Theory and research into practice: Oral reading in the school literacy curriculum. *Reading Research Quarterly*, 38, 510-522. 2003  
Publication: *Journal Articles, Refereed*
- Kilgour-Dowdy, J., & Rasinski, T. (2003). Teaching in a world of multiple Englishes. *Ohio Journal of the English Language Arts*, 43, 100-102. 2003  
Publication: *Journal Articles, Refereed*
- Padak, N., & Rasinski, T. (2002). The Reading Teacher. In B. Guzzeti (Ed.), *Literacy in America: An Encyclopedia of History, Theory and Practice* (pp. 533-534). Denver: ABC-CLIO. 2002  
Publication: *Book Chapters*
- Rasinski, T. (2002). Dialogue journals. In B. Guzzeti (Ed.), *Literacy in America: An Encyclopedia of History, Theory and Practice* (pp. 132-133). Denver: ABC-CLIO. 2002  
Publication: *Book Chapters*
- Rasinski, T. (2002). Fluency. In B. Guzzeti (Ed.), *Literacy in America: An Encyclopedia of History, Theory and Practice* (pp. 191-193). Denver: ABC-CLIO. 2002  
Publication: *Book Chapters*

- Rasinski, T. V., & Padak, N. (2002). Comprehension is learning. *Ohio Journal of the English Language Arts*, 42, 108-109. 2002  
 Publication: *Journal Articles, Non-Refereed*
- Rasinski, T. V., & Kist, W. (2002). New millennium, new schools, new literacies. *Ohio Journal of the English Language Arts*, 43, 80-82. 2002  
 Publication: *Journal Articles, Non-Refereed*
- Rasinski, T. V. (2001). Assessment validity. In S. Johnston (Ed.), *Fluency Assessment Handbook*. Educational Service Unit 3: Omaha, Nebraska. 2001  
 Publication: *Book Chapters*
- Rasinski, T.V. (2001). A focus on communication with parents and families. In R. Flippo (Ed.), *Reading Researchers in Search of Common Ground* (pp. 159-166). Newark, DE: International Reading Association. 2001  
 Publication: *Book Chapters*
- Rasinski, T.V., & Padak, N. (2001). *From Phonics to Fluency*. New York: Allyn, Bacon, Longman. 2001  
 Publication: *Books Authored*
- Rasinski, T.V. (2001). *Making and Writing Words*. Greensboro, NC: Carson Dellosa. 2001  
 Publication: *Books Authored*
- Rasinski, T.V., & Zimmerman, B. (2001). *Phonics Poetry: Teaching Word Families*. New York: Allyn & Bacon. 2001  
 Publication: *Books Authored*
- Rasinski, T. (2001). Walking the walk: Ourselves as literate persons. *Ohio Journal of the English Language Arts (OJELA)*. 2001  
 Publication: *Journal Articles, Non-Refereed*
- Padak, N., & Rasinski, T. (In press). Twenty tantalizing tips for tutors. *CRF Network*. 2001  
 Publication: *Journal Articles, Non-Refereed*
- Rasinski, T. & O'Connor, B. (2001). The instant phonograms: Phonograms worth teaching. In W. Linek, et al.(eds), *Celebrating the Voices of Literacy*. Yearbook of the College Reading Association (pp.92-97). Readyville, TN: College Reading Association. 2001  
 Publication: *Journal Articles, Refereed*
- Rasinski, T. V. (in press). Review of *No Contest: The Case Against Competition*. In *Reading Psychology: An International Quarterly*. 2001  
 Publication: *Reviews*
- Padak, N., & Rasinski, T. (in press). Review of "Bridges to Literacy: Children, families, and schools," by David K. Dickson (Ed.). In *Journal of Reading Behavior*. 2001  
 Publication: *Reviews*

- Rasinski, T., Fawcett, G., & Padak, N. (in press). Review of "No Quick Fix" by Richard Allington (Ed.). In *Journal of Literacy Research*. 2001  
 Publication: *Reviews*
- Rasinski, T. V. & Fawcett, G. (2000). Encouraging family involvement in the intermediate and middle grades. In K. Wood & T. Dickinson (Eds.), *Promoting Literacy in Grades 4-9: A handbook for teachers and administrators* (pp. 63-76). Needham Heights, MA: Allyn & Bacon. 2000  
 Publication: *Book Chapters*
- Rasinski, T.V., & Padak, N. (2000). *Effective Reading Strategies: Teaching Children Who Find Reading Difficult* (second edition). Merrill/Prentice Hall. (Under contract for a 3rd edition) 2000  
 Publication: *Books Authored*
- Rasinski, T.V., & Padak, N. (2000). *Effective strategies for teaching struggling readers* (second edition). Merrill/Prentice Hall. 2000  
 Publication: *Books Authored*
- Padak, N., Rasinski, T.V., & Logan, J. (Eds.) (1992). *Literacy Research and Practice: Foundations for the Year 2000*. Pittsburg, KS: College Reading Association. 2000  
 Publication: *Books Edited*
- Rasinski, T.V., Padak, N., & others. (2000). *Teaching Comprehension and Exploring Multiple Literacies*. Newark, DE: International Reading Association. 2000  
 Publication: *Books Edited*
- Rasinski, T.V., Padak, N., & others (2000). *Distinguished Educators on Reading*. Newark, DE: International Reading Association. 2000  
 Publication: *Books Edited*
- Rasinski, T.V., Padak, N., & others. (2000). *Developing Reading-Writing Connections*. Newark, DE: International Reading Association. 2000  
 Publication: *Books Edited*
- Rasinski, T.V., Padak, N. & others. (2000). *Teaching Word Recognition, Spelling and Vocabulary*. Newark, DE: International Reading Association. 2000  
 Publication: *Books Edited*
- Rasinski, T.V., Padak, N. & others. (2000). *Motivating Recreational Reading and Promoting Home-School Connections*. Newark, DE: International Reading Association. 2000  
 Publication: *Books Edited*
- Rasinski, T. (2000). Do you want to increase your students' reading achievement? Maximize reading. *Pennsylvania Writing and Literature Newsletter*, 20, 5. 2000  
 Publication: *Journal Articles, Non-Refereed*
- Rasinski, T. (2000). What about the role of spelling lists and explicit instruction in learning to spell? *Language Arts*, 78, 87-88. 2000  
 Publication: *Journal Articles, Non-Refereed*

- Rasinski, T. (2000). Time to walk the walk: Maximize reading. *Ohio Journal of the English Language Arts (OJELA)*, 41, 63-64. 2000  
 Publication: *Journal Articles, Non-Refereed*
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- Rasinski, T. (2000). Balancing word family instruction. *The Reading Teacher*, 54, 126. 2000  
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- Rasinski, T. (2000). Speed does matter in reading. *The Reading Teacher*, 54, 146-151. 2000  
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 Publication: *Journal Articles, Refereed*
- Rasinski, T. (2000). Case studies of exemplary reading teachers: Learning about the teachers behind the methods in reading education courses. *Journal of Reading Education*. 2000  
 Publication: *Journal Articles, Refereed*
- Padak, N., & Rasinski, T.V. (1999). The Language Experience Approach: A framework for learning. In O. Nelson & W. Linek (Eds.)*Practical classroom applications of language experience* (pp.1-11). New York: Allyn and Bacon. 1999  
 Publication: *Book Chapters*
- Opitz, M., & Rasinski, T.V. (1999). *Goodbye round robin*. Portsmouth, NH: Heinemann. 1999  
 Publication: *Books Authored*
- Padak, N., & Rasinski, T., et al (1999). Last word. *The Reading Teacher*, 52. 1999  
 Publication: *Journal Articles, Non-Refereed*
- Rasinski, T., Padak, N., et al (1999). Outside a dog... *The Reading Teacher*, 52. 1999  
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- Rasinski, T.V. (1999). Making and writing words. *Reading Online* (An electronic journal of the International Reading Association). URL: <http://www.readingonline.org/articles/words/rasinski.html>. 1999  
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- Dimitrov, D.M., & Rasinski, T.V. (submitted). An exploration of reading proficiency by gender, ethnicity, text genre, and response format.*Journal of Applied Measurement*. 1999  
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- Rasinski, T. (1999). Exploring a method for estimating independent, instructional, and frustration reading rates.*Reading Psychology: An International Quarterly*. 1999

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Rasinski, T. (1999). Presidential address: Outside of a dog, a book is man's best friend... In W. Linek, E. Sturtevant, et al., *Yearbook of the College Reading Association*. 1999

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Publication: *Journal Articles, Refereed*
- Rasinski, T. (1998). Birthday books. In M. Doyle (ed.), *Read, Write, Now*. Washington, DC: U.S. Department of Education. 1998  
Publication: *Journal Articles, Refereed*
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- Fawcett, G., Rasinski, T., & Linek, W. (1998). Limited views of parents and curriculum: Results of a survey of parent involvement in school reading programs. *Principal*. 1998  
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- Rasinski, T.V., Perfect, K., & Lenhart, L. (1998). Scholar research in a graduate course in literacy education. *Journal of Reading Education*. Won Outstanding Article Award from the Organization of Teacher Educators in Reading, 1999. 1998  
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- Rasinski, T. (1997, February 7). Overpaid teachers? Facts don't support it. *Akron Beacon Journal* (p. A8). 1997  
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- Rasinski, T. In defence of teacher education. *The Akron Beacon Journal*, p.A8. 1997  
Publication: *Other*
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Publication: *Other*

Reprints: Rasinski, T., & Fredricks, A. Dimensions of Parent Involvement. Reprinted in *Teaching and Reading (2E)*, by John Savage. 1996

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Fawcett, G. & Rasinski, T. (in press). Teaching fluency to struggling adolescent readers. In S. Lenski (Ed.), *Effective Literacy Instruction for Adolescents Students who Struggle in Reading*. Newark, DE: International Reading Association.

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Rasinski, T. V. & Fawcett, G. (in press). Fluency for adolescent students: The research we have, the research we need. In M. Conley (Ed.), *Research in Adolescent Literacy*. New York: Guilford.

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Padak, N., & Rasinski, T.V. (In press). *Our own stories: Teaching and learning reading*. Newark, DE: International Reading Association.

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Rasinski, T.V., & Padak, N. (In press). *Distinguished voices and critical issues in reading education*. Newark, DE: International Reading Association.

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Rasinski, T.V., & Padak, N. (under contract). *Teaching reading: Practical methods for teaching vocabulary*. Newark, DE: International Reading Association.

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Rasinski, T.V., & Padak, N. (under contract). *Teaching reading: Practical methods for teaching motivation for reading*. Newark, DE: International Reading Association.

Publication: *Books Edited*

Rasinski, T.V., & Padak, N. (under contract). *Teaching reading: Practical methods for teaching reading fluency*. Newark, DE: International Reading Association.

Publication: *Books Edited*

Rasinski, T.V., & Padak, N. (under contract). *Teaching reading: Practical methods for teaching word recognition*. Newark, DE: International Reading Association.

Publication: *Books Edited*

Rasinski, T.V., & Padak, N. (under contract). *Teaching reading: Practical methods for teaching comprehension*. Newark, DE: International Reading Association.

Publication: *Books Edited*

Rasinski, T. (2010). Reading disabilities: Reading fluency. *Learning and Reading Disabilities*.

Publication: *Online Publications*

An article from this volume received an EDPRESS award in the "learned article" category.

Publication: *Other*

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## Presentations

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Rasinski, T. (2010, May). Effective Teaching of Reading Fluency. Presentation made at the annual meeting of the International Reading Association. Chicago, IL. 2010

Type: *International Refereed*

Padak, N., & Rasinski, T. (2009, May). *Guidelines for parental involvement*. Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Refereed*

Rasinski, T. (2009, May). Making the case for independent reading in the primary grades. Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Refereed*

Paige, D., & Rasinski, T. (2009, May). Struggling adolescent readers: Who are they and what are their reading challenges? Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Refereed*

Rasinski, T. V. (2009, May). *Authentic repeated readings*. Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Refereed*

Rasinski, T. V. (2009, May). *Whatever happened to the art of teaching reading?* Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Invited*

Rasinski, T. V. (2009, May). Collaborative research in literacy: Making it happen. Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Invited*

Rasinski, T. V., & Brassell, D. (2009, May). *Comprehension that works: Taking students beyond ordinary understanding to deep comprehension.* Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Refereed*

Rasinski, T. V. (2009, May). From phonics to fluency: Effective and engaging instruction for two critical areas of the reading curriculum. Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Refereed*

Rasinski, T. V. (May, 2009). *Word building as an approach to phonics and vocabulary instruction.* Presentation given at the Orthography and Reading Special Interest Group. Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Invited*

Rasinski, T. V. (2009, May). *Word Ladders.* Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Invited*

Padak, N., & Rasinski, T. V. (2009, May) *Fast Start for Early Readers.* Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN. 2009

Type: *International Invited*

Rasinski, T.V., & Padak, N. *The Reading and Writing Center.* Poster presentation made at the KSU Celebration of Scholarship, Kent. 2008

Type: *Regional Invited*

Padak, N.D., & Rasinski, T.V. *The Reading Teacher 1996.* Poster presentation made at the KSU Celebration of Scholarship, Kent. 1996

Type: *Regional Refereed*

Padak, N.D., & Rasinski, T.V. *The Reading Teacher 1996.* Poster presentation made at the KSU Celebration of Scholarship, Kent. 1996

Type: *National Non-Refereed*

Rasinski, T.V., & Padak, N.D. *The effects of fluency instruction.* Poster presentation made at the College of Education Research Colloquium, Kent.

Type: *Regional Refereed*

Rasinski, T.V., & Padak, N. *The Reading and Writing Center*. Poster presentation made at the KSU Celebration of Scholarship, Kent.

Type: *Regional Refereed*

Rasinski, T.V. *New approaches to phonics and word recognition*. Presentation made at the annual Kent State University Reading Conference, Kent.

Type: *Regional Refereed*

Rasinski, T. *Fast Start: Parent involvement in an urban school*. Presentation made at the annual KSU Celebration of Scholarship, Kent, Ohio.

Type: *Regional Refereed*

Rasinski, T.V., & Padak, N.D. *The effects of fluency instruction*. Poster presentation made at the College of Education Research Colloquium, Kent.

Type: *National Non-Refereed*

Rasinski, T.V. *New approaches to phonics and word recognition*. Presentation made at the annual Kent State University Reading Conference, Kent.

Type: *National Non-Refereed*

Rasinski, T. *Aspects of literacy: Parent and community connections*. Keynote presentation made at the annual meeting of the Literacy Educators and Advocates Forum, Delaware, Ohio.

Type: *National Refereed*

Kasten, W., Rasinski, T., Padak, N., Bruneau, B., et al. *Student Perceptions of Learning to Read and Write: A Collaborative Study Between Schools and Universities*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, Arizona.

Type: *National Refereed*

Rasinski, T.V., et al. *Personal Critiques: Coaching Perspective Writers*. Paper presented at the annual meeting of the College Reading Association, Myrtle Beach, CS.

Type: *National Refereed*

Rasinski, T.V. *Outside of a Dog, a Book is Probably Man's Best Friend: Paper presented at the annual meeting of the College Reading Asscoiation, Myrtle Beach, SC.*

Type: *National Refereed*

Rasinski, T.V. *Listening to Erica Read: Perceptions and Analyses of a Reader from Multiple Perspectives*. Paper presented at the annual meeting of the National Reading Conference, Austin, Texas.

Type: *National Refereed*

Rasinski, T. *The seeds of professional consensus* (Session discussant). Presentation made at the annual meeting of the International Reading Association, Atlanta.

Type: *International Refereed*

Rasinski, T., Padak, N., et al. *Writing for The Reading Teacher*. Presentation made at the annual meeting of the International Reading Association, Atlanta.



Type: *International Refereed*

Rasinski, T., Padak, N., et al. *Reading Teacher breakfast chat*. Presentation made at the annual meeting of the International Reading Association, Atlanta.

Type: *International Refereed*

Rasinski, T., & Padak, N. *Reading Teacher business meeting*. Presentation made at the annual meeting of the International Reading Association, Atlanta.

Type: *International Refereed*

Rasinski, T., Padak, N., & Ludin, M. *Fast Start: A conversation about literacy in families, homes, and schools: Learning to connect what we have learned*. Presentation made at the annual meeting of the International reading Association, Atlanta.

Type: *International Refereed*

Padak, N., & Rasinski, T. *Supporting the literacy development of oth children and adults: Learning form successful intergenerational litercay programs*. Presentation made at the annual meeting of the International reading Association, Atlanta.

Type: *International Refereed*

Padak, N., & Rasinski, T., et al. *Reading Teacher reviewers workshop*. Presentation made at the annual meeting of the International Reading Association, Atlanta.

Type: *International Refereed*

Padak, N., & Rasinski, T., et al. *Reading Teacher Reviewers and Workshop*. Presentation made at the annual meeting of the International Reading association, Orlando.

Type: *International Refereed*

rasinski, T., Padak, N., et al. *Writing for the Reading Teacher*. Presentation made at the annual meeting of the International Reading Assocation, Orlando.

Type: *International Refereed*

Padak, N., & Rasinski, T. *Reading Teacher business meeting*. Presentation made at the annual meeting of the International Reading Association, Orlando.

Type: *International Refereed*

Rasinski, T. *Reasearch on Teacher Attitudes and Strategies for Promoting a Caring Reading Program*. Presentation made at the annual conference of the International Reading Association, Orlando.

Type: *International Refereed*

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## Service

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**Editorial Board, Reading Writing Quarterly**

**2009 - 2009**

*Guest Reveiwer*

Type: *International*

**Committee, International Reading Association**

**2009 - 2010**

*Research Publications Award Committee*

Type: *International*

**Member, Research Council**

**2009 - 2011**

Type: *College*

**Editorial Board, Reading Research Quarterly**

**2008 - 2010**

*Member Editorial Review Board*

Type: *International*

**Editorial Board, The Reading Teacher**

**2008 - 2009**

*Guest Reviewer*

Type: *International*

**Editorial Board, Journal of Educational Research**

**2008 - 2010**

Type: *International*

**Editorial Board, Reading Research Quarterly**

**2008 - 2010**

Type: *International*

**Editor, The Reading Teacher. Parent and Family Involvement Department**

**2008 - 2010**

Type: *International*

**Editorial Board, Reading Psychology: An International Quarterly**

**2006 - 2010**

Type: *International*

**Co-chair, KSU Reading Conference**

**1999 - 2010**

Type: *University*

**Nominations Committee, College Reading Association**

**1999 - 2000**

Type: *Chair*

**Coordinator, Curriculum & Instruction**

**1998 - 2000**

Type: *Department*

**Awards Committee, College Reading Association**

**1998 - 1999**

Type: *Chair*

**Chairperson, College Reading Association**

**1998 - 1999**

Type: *Chair*

**1998 - 1998**

Best Article Award by the Journal of Reading Education for an article on an innovative approach to a seminar course at the graduate level, 1998.

Type: *Awards & Honors*

1998 - 1998

"Ohio's Best" Award for direction of KSU Reading Clinic, 1998

Type: *Awards & Honors*

**Member, Program Committee**

1997 - present

Type: *Department*

**University Teaching Council**

1997 - 1998

Type: *University*

**Promotions Advisory Board**

1997 - 1997

Type: *University*

**Distinguished Scholar Award, Social Sciences Review Committee**

1997 - 1997

Type: *University*

**Intercollegiate Athletic Committee**

1997 - 1999

Type: *University*

**University Publications Committee**

1997 - 1998

Type: *University*

**Research Council**

1997 - 1998

Type: *College*

**University Fellowship Committee**

1997 - 1997

Type: *University*

**UPR Committee**

1997 - 1998

Type: *College*

**Planning Committee, Kent Partnership Summer Symposium**

1997 - 1997

Type: *College*

**Chairperson and Organizer, Annual KSU Reading Conference**

1997 - 1999

Type: *College*

**Graduate Faculty Review Committee**

1997 - 1999

Type: *College*

**Graduate Council**

**1997 - 1999**

Type: *College*

**Chairperson, Ongoing Reading and Writing Seminar Series and Action Research Project**

**1997 - 1998**

Type: *Department*

**Affiliated Faculty, Ohio Literacy Resource Center**

**1997 - 1999**

Type: *Department*

**Writing Project Advisory Committee, Northeast Ohio Writing Project**

**1997 - 1997**

Type: *Department*

**Tenure and Promotion Committee**

**1997 - 1999**

Type: *Department*

**Affiliated Faculty, Ohio Literacy Resource Center**

**1997 - 1999**

*Kent State*

Type: *State*

**Distinguished Alumnus, University of Nebraska at Omaha**

**1997 - 1997**

Type: *Awards & Honors*

**Program Chairperson, College Reading Association**

**1997 - 1997**

Type: *Professional Memberships*

**President, College Reading Association**

**1997 - 1998**

Type: *President*

**Member, Program Committee**

**1996 - 2000**

Type: *Department*

**Member, Studies and Research Committee**

**1996 - 1999**

Type: *Department*

**Member, Grant Committee**

**1996 - 1999**

Type: *Department*

**President, College Reading Association**

**1996 - 1998**

Type: *President*

<b>Program Committee, College Reading Association</b>	<b>1996 - 1997</b>
Type: <i>Chair</i>	
 <b>Editorial Advisory Board</b>	 <b>1996 - 2000</b>
<i>Reading Research Quarterly</i>	
Type: <i>Reviewer</i>	
	<b>1996 - 1996</b>
<i>Recipient of the A.B. Herr Award by the College Reading Association for scholarly contributions to the field of literacy education.</i>	
Type: <i>Awards &amp; Honors</i>	
 <b>Charter Member, Prosocial Learning and Reading</b>	 <b>1995 - present</b>
Type: <i>Department</i>	
 <b>Member, Program committee</b>	 <b>1995 - 2000</b>
Type: <i>Department</i>	
 <b>Program Committee, College Reading Association</b>	 <b>1995 - 2000</b>
Type: <i>National</i>	
 <b>Editorial Advisory Board</b>	 <b>1995 - 2000</b>
<i>Reading Research and Instruction</i>	
Type: <i>Reviewer</i>	
 <b>Editorial Advisory Board</b>	 <b>1995 - 2000</b>
<i>Journal of Literacy Research</i>	
Type: <i>Reviewer</i>	
 <b>Editorial Advisory Board</b>	 <b>1994 - 2000</b>
<i>College Reading Association Yearbook</i>	
Type: <i>Reviewer</i>	
 <b>Co-Editor with Nancy Padak,</b>	 <b>1993 - 1996</b>
<i>Language Experience Forum</i>	
Type: <i>Co-Editor</i>	
 <b>Member, Council of Editors</b>	 <b>1992 - 1999</b>
Type: <i>Department</i>	
 <b>Member, Publications Committee</b>	 <b>1992 - 1999</b>
Type: <i>Department</i>	

<b>Organized and Chaired, Literacy Research Seminar Series</b>	<b>1992 - 1998</b>
Type: <i>Department</i>	
<b>Co-Editor with Nancy Padak, The Reading Teacher</b>	<b>1992 - 1999</b>
<i>The Reading Teacher is the most widely read professional journal in the world dealing with literacy education.</i>	
Type: <i>Co-Editor</i>	
<b>Advisor, Campus Storytelling Organization</b>	<b>1990 - 1996</b>
Type: <i>University</i>	
<b>Board of Directors, College Reading Association</b>	<b>1989 - 2000</b>
Type: <i>National</i>	
<b>Editorial Advisory Board</b>	<b>1989 - 2000</b>
<i>Reading Horizons</i>	
Type: <i>Reviewer</i>	
<b>Editorial Advisory Board</b>	<b>1988 - 1996</b>
<i>Journal of Reading Education</i>	
Type: <i>Reviewer</i>	
<b>Member, American Reading Forum</b>	<b>1987 - present</b>
Type: <i>National</i>	
<b>Editorial Advisory Board</b>	<b>1987 - 2000</b>
<i>National Reading Conference Yearbook</i>	
Type: <i>Reviewer</i>	
<b>National Council on Research in English</b>	<b>1986 - present</b>
Type: <i>Department</i>	
<b>Organization of Teacher Educators in Reading (OTER)</b>	<b>1986 - present</b>
Type: <i>Department</i>	
<b>Member, College Reading Association</b>	<b>1986 - present</b>
Type: <i>National</i>	
<b>Member, American Educational Research Association</b>	<b>1984 - present</b>
Type: <i>National</i>	
<b>Language Experience</b>	<b>1983 - present</b>

Type: *Department*

**National Council of Teachers of English**

**1982 - present**

Type: *Department*

**International Reading Association**

**1979 - present**

Type: *Department*

**- present**

Type: *College*

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## Grants

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**Co PI, An evaluation of reading-while-listening to improve teacher practice and oral reading fluency in struggling readres**

**2009 - 2010**

Collaboration with: Timothy Rasinski and David Paige

Submitted: \$100,000.00

Status: Not Funded

Applied Research

**Co PI, Teaching technology transfer for language and literacy in child care centers**

**2009 - 2012**

Collaboration with: Timothy Rasinski and Lynne Rowan

Submitted: \$507,808.00

Status: Not Funded

U.S. Department of Education - Applied Research

**, KSU Confrence on Leadership in School Reading Program**

**1999 - 2000**

Awarded: \$13,000.00

Jennings Foundation

**, KSU Confrence on Leadership in School Reading Program**

**1999 - 2000**

Awarded: \$5,000.00

GenCorp Foundation

**, KSU Confrence on Leadership in School Reading Program**

**1999 - 2000**

Awarded: \$5,000.00

Summit Educational Initiative

**, The Reading Teacher Editorship**

**1998 - 1997**

Awarded: \$78,600.00

International Reading Association

**, The Reading Teacher Editorship**

**1998 - 1999**

Awarded: \$30,200.00

International Reading Association

, **1997 - present**  
*Even Start Technical Assistance and Staff Development: 1997 (with N. Padak). Submitted to the Ohio Department of Education. Funded for \$50,000.*  
Awarded: \$50,000.00 (08 1997)  
Ohio Department of Education

**PI, Even Start Technical Assistance and Staff Development** **1997 - 1997**  
Awarded: \$50,000.00  
Ohio Department of Education - Basic Research

, **1996 - present**  
*Fast Start: A parental involvement program for primary grade students in an urban school. Submitted to the Ohio Board of Regents, Urban University Program. Funded for \$7,397.*  
Awarded: \$7,397.00 (08 1996)  
Ohio Board of Regents, Urban University Program

, **1996 - present**  
*Even Start Technical Assistance and Staff Development: 1996 (with N. Padak). Submitted to the Ohio Department of Education. Funded for \$50,000.*  
Awarded: \$50,000.00 (08 1996)  
Ohio Department of Education

, **1996 - present**  
*New Family Literacy Grant (with N. Padak). Submitted to the Ohio Department of Education. Funded for \$118,574.*  
Ohio Department of Education

**PI, Fast Start: A parental involvement program for primary grade students in an urban school.** **1996 - present**  
Submitted: \$7,397.00 Status: Awarded  
Awarded: \$7,397.00 (08 1996)  
Ohio Board of Regents, Urban University Program - Basic Research

**PI,** **1996 - present**  
*Contributor to grant development. Submitted to the Ohio Department of Education by the Summit County Educational Service Center. Funded for \$9,998*  
Collaboration with: Making Parental Involvement Work for Kids.  
Submitted: \$9,998.00 Status: Awarded  
Ohio Department of Education - Basic Research

, **Even Start Technical Assistance and Staff Development** **1996 - 1996**  
Awarded: \$50,000.00  
Ohio Department of Education

, **The Reading Teacher Editorship** **1996 - 1997**  
Awarded: \$61,800.00  
International Reading Association



, **The Reading Teacher Editorship**

**1995 - 1996**

Awarded: \$61,800.00

International Reading Association



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# 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)

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

### 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	5	25	50-60 wcpm*
2	53	78	84-94
3	79	93	104-114
4	99	112	98-118
5	105	118	118-128
6	115	132	135-145
7	147	158	157-167
8	156	167	166-171

\* words correct per minute

**Procedure:** Ask the student to read orally for one minute from grade-level curriculum material. Ask him to read in his normal manner, not overly fast or slow. Administer reading probes at least three times per year.

**Scoring of wcpm:** Count the number of words read correctly in one minute (Include errors corrected)

**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.

# Making & Writing Words

Vowels	Consonants
--------	------------

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

## Transfer

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

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.

# Making & Writing Words

Vowels	Consonants
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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.



# ow (Long o)

Vowel

o

Consonants

b f g h k l n r s t w

## Words and Sentences

1. low	The plane flew <u>low</u> over the ground.
2. grow	Plants need water and air to <u>grow</u> .
3. blow	On your birthday, did you <u>blow</u> out the candles?
4. know	Do you <u>know</u> division and multiplication?
5. grown	What will you be when you are all <u>grown</u> up?
6. flown	By the time we got to Hawaii, we had <u>flown</u> for three hours.
7. blown	Many trees were <u>blown</u> down in the storm.
8. shown	You have <u>shown</u> so much progress in your spelling.
9. thrown	The baseball player was <u>thrown</u> out at second base.
10. growth	When you are about 21, you will reach the end of your <u>growth</u> .

## Challenge Words

stow flow slowed

## Phonetic Sentence for Dictation and Decoding

Before the trees were blown, they had shown a lot of growth.

## Word Sorts

Verbs

Nouns

Rhyming Words

Consonant Blend Words

## Word Building

Brainstorm and write more words that belong to this word family:

ow (bow, row, tow, mow)

Brainstorm words that can belong to both ow families:

bow, mow, row, sow

**Vowel**  
**o**

**Consonants**  
**b f g h k l n r s t w**

1.

—	—	—

6.

—	—	—	—	—

2.

—	—	—	—

7.

—	—	—	—	—

3.

—	—	—	—

8.

—	—	—	—	—

4.

—	—	—	—

9.

—	—	—	—	—	—

5.

—	—	—	—	—

10.

—	—	—	—	—	—

### Challenge Words

C1.

—	—	—	—

C2.

—	—	—	—

C3.

—	—	—	—	—	—

## Letter (Word) Ladders

girl	more	black	short	snow
gill	move	block	shore	show
grill	love	lock	sore	shoe
thrill	rove	lick	more	hoe
till	dove	lice	mire	hole
Bill	done	slice	wire	mole
ball	donor	slide	tire	male
bay	donate	lid	tile	ale
boy	locate	lit	till	ail
	local	wit	tall	mail
	focal	white		main
	focus			rain
	fuss			
	fess			
	less			

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

---

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

**For Making and Writing Words articles by Tim Rasinski:** Go to [www.readingonline.org](http://www.readingonline.org). Search in “articles” under Rasinski, or search for the articles [Making and Writing Words](#) and [Making and Writing Words Using Letter Patterns](#).

**For additional resources on Making and Writing Words:** Go to [www.seppub.com](http://www.seppub.com). Search for Timothy Rasinski and Roger Heym, or for [Making & Writing Words](#).

**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+*

# Paired Reading: HOW TO DO IT

## Reading Together

1. Both you and your child 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, read every word. To make sure your child is looking at the words, one of you *points* to the word you are reading with a finger or card. It's best if your child do the pointing.
3. When a word is *read incorrectly*, you say the word correctly, and then have your child immediately repeat the word.
4. Show interest in the book your child has chosen. Talk about the pictures. Talk about what's in the book as you go through it. It is 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 your child wants to read longer, a total of 15 minutes is long enough.
2. Select a time that is good for both you and your child. Don't **make** him do Paired Reading when he really wants to do something else.
3. For days when you are not available, train someone else to be a substitute. Grandparents, older brothers and sisters, aunts, and baby-sitters can be excellent reading role models, too.

## Place

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

## PAIRED READING: HOW TO DO IT (con't)

### Reading Alone

1. When you are reading together, allow your child to read alone when he feels confident and wants to. 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 your child comes to an *unknown word*, wait *five seconds* to allow time for him to use word attack skills. If he reads the word correctly, praise the accomplishment. However, if your child is unable to work it out after five seconds, you say the correct word. Then the child repeats the word and both of you read together out loud until the next signal to read alone.  
  
If your child *misreads a word*, you say the word correctly and have him repeat the word correctly. Then continue with both of you reading 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 of reading together.

#### Points to Remember

- Pointing
- Pacing
- Discussion
- Waiting 5 seconds
- Child repeating words correctly
- Signaling to read alone
- Praising

# **Tape-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 has 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.

# The Fluency Development Lesson (FDL):

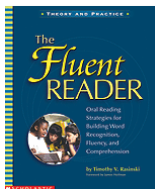
## Synergistic Instruction

Timothy Rasinski and Nancy Padak  
[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. Available at [www.tcmpub.com](http://www.tcmpub.com)

# Sources for Reader's Theater

## Commercial Publishers

***Building Fluency through Readers Theater*** from Teacher Created Materials Publishing. [www.tcmpub.com/reading](http://www.tcmpub.com/reading), 800-858-7339. Includes everything needed to implement an effective reader's theater program. Has original music and poetry!

***Reader's Theater Scripts: Improve Fluency, Vocabulary, and Comprehension*** from Shell Education, [www.seppub.com](http://www.seppub.com), 877-777-3450. Includes a compilation of scripts with lessons and transparencies for Grades 1-8.

**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.

***Texts for Fluency Practice*** from Shell Education, [www.seppub.com](http://www.seppub.com), 877-777-3450. Age-appropriate texts for students to read and perform.



## Web Sources

<http://www.aaronshp.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)

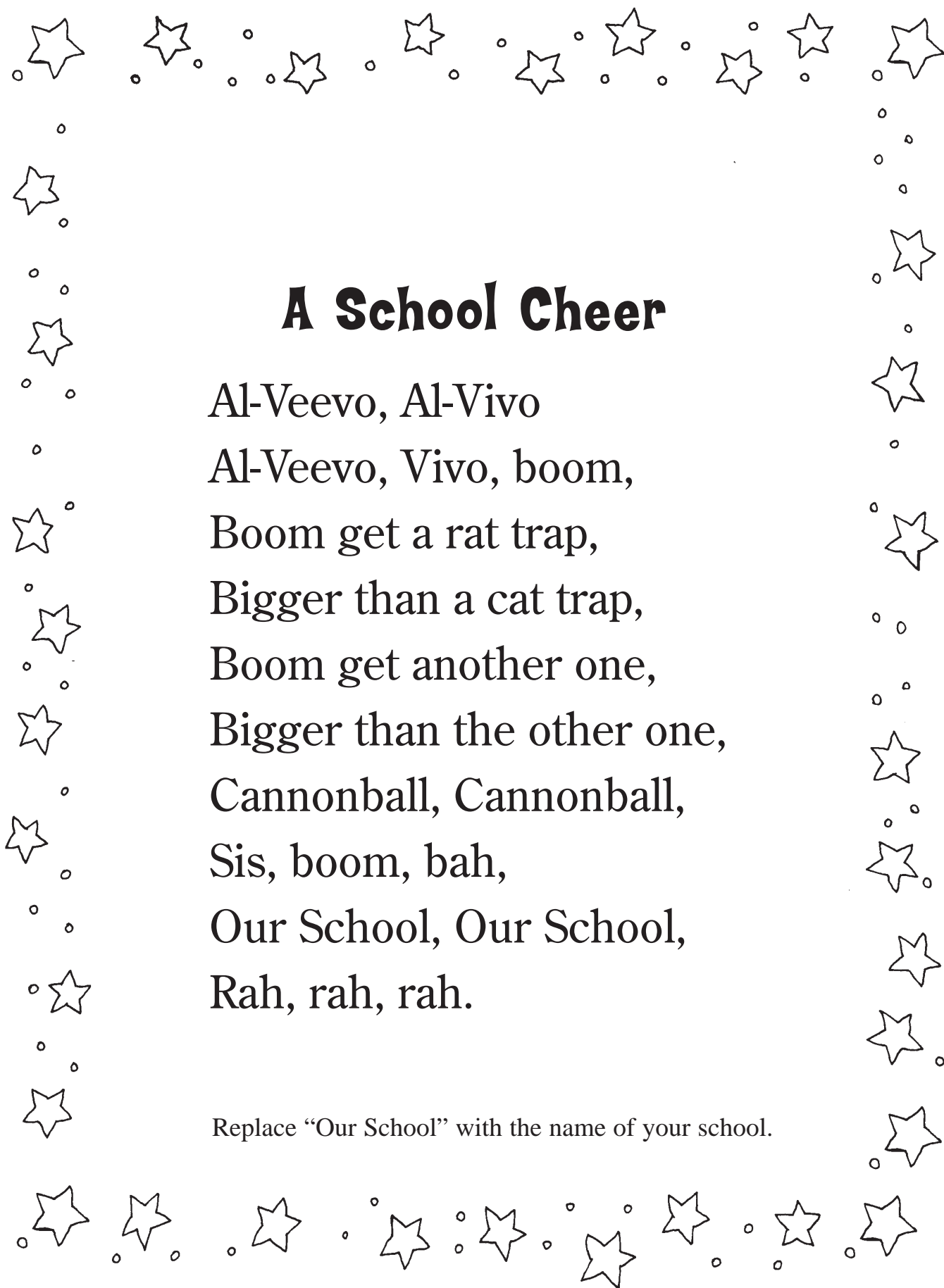
<http://www.literacyconnections.com/ReadersTheater.html>

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

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

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

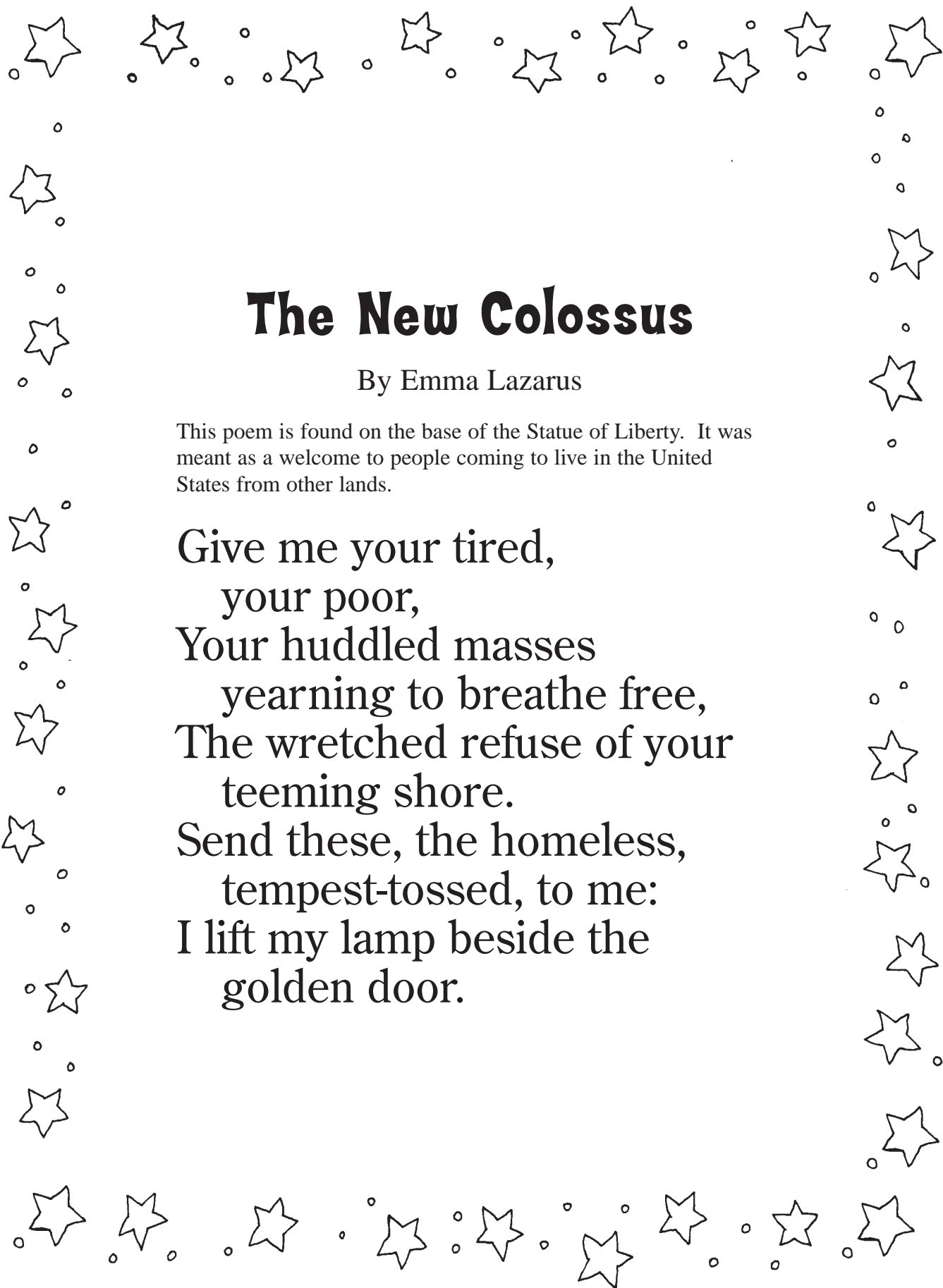




## A School Cheer

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

Replace “Our School” with the name of your school.



# The New Colossus

By Emma Lazarus

This poem is found on the base of the Statue of Liberty. It was meant as a welcome to people coming to live in the United States from other lands.

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.



# O Captain! My Captain!

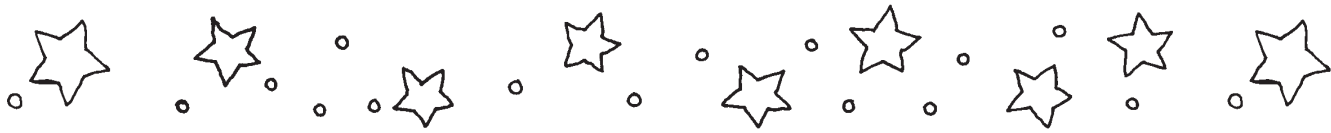
By Walt Whitman

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.

O Captain! my Captain! rise up and hear the bells;  
Rise up for you the flag is flung for you the bugle trills,  
For you bouquets and ribbon'd wreaths for you the shores a-  
crowding,  
For you they call, the swaying mass, their eager faces turning;  
Here Captain! dear father!  
This arm beneath your head!  
It is some dream that on the deck,  
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
My father does not feel my arm, he has no pulse nor will,  
The ship is anchor'd safe and sound, its voyage closed and done,  
From fearful trip the victor ship comes in with object won;  
Exult O shores, and ring O bells!  
But I with mournful tread,  
Walk the deck my Captain lies,  
Fallen cold and dead.

*Although never mentioned by name, Abraham Lincoln is the subject of Walt Whitman's famous poem. Lincoln was assassinated on April 14, 1865, less than a week after the Civil War had ended.*



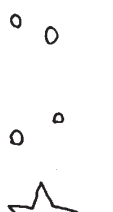
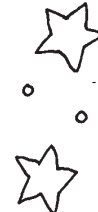
## In Flanders Fields

By John McCrae

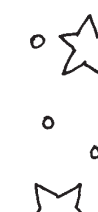
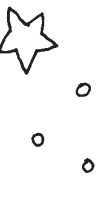
In Flanders fields the poppies blow  
Between the crosses, row on row  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.



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.





# I'm a Yankee Doodle Dandy

By George M. Cohan

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

By George M. Cohan

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.  
Ev'ry heart beats true  
'neath the Red, White and Blue,  
Where there's never a boast or brag.  
Should auld acquaintance be forgot,  
Keep your eye on the grand old flag.

# Passages for Promoting Fluency!

## ***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

## ***Summer***

There's a 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 brought 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

## ***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.

## ***Indiana (chorus)***

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

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

## Passages for Promoting Fluency (con't)

### ***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 Mac Arthur

---

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 Dickenson

---

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 shoe 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 Almanac)



## 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 poems and word families, see *Poems for Word Study*  
by Timothy Rasinski and Karen Brothers from Shell Education  
[www.seppub.com](http://www.seppub.com) 877-777-3450

# Reader's Theater

## THE PAPER BAG PRINCESS

**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.

**Narrator:** She put on the paper bag and followed the dragon. He was easy to follow because he left a trail of burnt forest and horses' bones. Finally, Elizabeth came to a cave with a large door that had a huge knocker on it.

**Elizabeth:** This dump must be the nasty dragons'. We'll see what he has to say about taking my boy friend after I have had some words with him!

**Narrator:** She took hold of the knocker and banged on the door. The dragon stuck his nose out of the door and said.

**Dragon:** Well, a princess! I love to eat princesses, but I have already eaten a whole castle today. I am a very busy dragon. Come back tomorrow.

**Narrator:** He slammed the door so fast that Elizabeth almost got her nose caught.

**Elizabeth:** Not so fast dragon (knock)

**Dragon:** Go away, I love to eat princesses, but I have already eaten a whole castle today. I am a very busy dragon. Come back tomorrow.

**Elizabeth:** Wait is it true that you are the smartest and fiercest dragon in the whole world?

**Dragon:** Why, yes it is true.

**Elizabeth:** Is it true that you can burn up ten forests with your fiery breath?

**Dragon:** Easy as pie!

**Narrator:** Said the dragon, and he took a huge, deep breath and breathed out so much fire that he burnt up fifty forests.

**Elizabeth:** Fantastic!

**Narrator:** said Elizabeth.

**Dragon:** Check this out Princess.

**Narrator:** and the dragon took another huge breath and breathed out so much fire that he burned up one hundred forests.

**Elizabeth:** Magnificent!

**Dragon:** That was nothing. Watch me really do some damage bag lady, but beware of your paper bag!!

**Narrator:** The dragon took another huge breath, but this time nothing came out. The dragon didn't even have enough fire left to cook a meat ball.

**Elizabeth:** Dragon, is it true that you can fly around the world in just ten seconds?

**Dragon:** Why yes it certainly is true...

**Narrator:** said the dragon and jumped up and flew all the way around the world *in* just ten seconds.

**Dragon:** Did you miss me?

**Elizabeth:** No, but you're huffing and puffing awfully hard. You're not tired are you?

**Dragon:** Of course not!

**Elizabeth:** Fantastic, you can do it again then.

**Narrator:** So the dragon jumped up and flew around the whole world in just twenty seconds. When he got back he was too tired to talk and he lay down and went straight to sleep.

**Dragon:** (make appropriate noises)

**Narrator:** Elizabeth whispered very softly.

**Elizabeth:** Hey dragon!!!

**Narrator:** The dragon didn't move at all. So Elizabeth lifted the dragon's ear and put her head right inside and shouted as loud as she could.

**Elizabeth:** Hey dragon!!!

**Narrator:** The dragon was so tired he didn't even move. So Elizabeth walked right over the dragon and opened the door to the cave. There was Prince Ronald. He looked at her and said.

**Ronald:** Elizabeth, you are a mess! You smell like ashes, your hair is all tangled and you are wearing a dirty old bag. Come back when you are dressed like a real princess.

**Elizabeth:** Ronald ...

**Narrator:** said Elizabeth.

**Elizabeth:** your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum.

**All:** And they didn't get married after all!

**Credit:** Munsch, Robert M. (1980). The Paper Bag Princess. Toronto: Annick Press L T

# Preamble to the Constitution

*By Lorraine Griffith; Adapted by Timothy Rasinski*

*A choral reading for a large group or a reader's theater for seven voices*

**R1:** The Constitution

**R2:** of the United States of America.

**All:** *We the people*

**R1:** The people:

**R2:** First the American Indian,

**R3:** then a flood of European immigrants,

**R4:** Africans,

**R5:** Middle Easterners,

**R6:** Asian peoples,

**R7:** South Americans

**R1–R4:** And they keep on coming.

**All:** *We the people of the United States,*

**R1:** The United States:

**R2:** All 50!

**R3:** From Portland, Maine, west to San Diego, California,

**R4:** from Fargo, North Dakota, south to El Paso, Texas,

**R5:** Alaska and Hawaii



## Preamble to the Constitution (cont.)

- All:** *We the people of the United States, in order to form a more perfect Union,*
- R6:** That Union seemed perfect, all of the colonies became states as well as the territories to the west,
- R7:** until the southern states seceded because they wanted states' rights.
- R1:** But the Civil War ended with a more perfect union of states based upon the belief that all Americans deserved the right to life, liberty, and the pursuit of happiness.
- All:** *We the people of the United States, in order to form a more perfect Union, establish justice,*
- R2:** Even before the established United States, justice was valued.
- R3:** John Adams had actually defended the British in court after they had attacked and killed colonists during the Boston Massacre. Although he didn't believe in the British cause, he still believed justice was more important than retribution.
- R4:** Justice was ensured for Americans by following the fairness of John Adams in establishing a court system beginning with local courthouses and moving up to the Supreme Court in Washington, D.C.
- All:** *We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility,*
- R5:** There have been times when our nation's tranquility has been disturbed.
- R6:** But in spite of Pearl Harbor, December 7, 1941,
- R7:** and the horror in New York City, Washington, D.C., and Pennsylvania, on September 11, 2001,
- All:** we still live in a stable and peaceful country.



## Preamble to the Constitution *(cont.)*

**All:** *We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense,*

**R2:** The Air Force. No one comes close! Soar to new heights in the wild blue yonder!

**All:** **Nothing can stop the U.S. Air Force!**

**R3:** The Army. Be all you can be! Be an army of one!

**All:** **Hoo Ahh!**

**R4:** The Navy, Welcome aboard;

**All:** **Anchors aweigh! Full speed ahead!**

**R1:** The Coast Guard, Protecting America. It's our job every day!

**All:** **Semper Paratus. Always Ready.**

**R5:** And the Marines. The few, the proud.

**All:** **Semper Fi!**

*We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare,*

**R7:** People's basic needs must be met in a country.

**R5:** Needs for housing, education, transportation, and health care are overseen by our government system.

**R6:** Labor laws ensure that people work in safe environments and that they are paid fairly for the work that they do.



## Preamble to the Constitution *(cont.)*

- All:** *We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves*
- R1:** Jefferson's promise of Life, Liberty, and the Pursuit of happiness came later for many of the peoples of our nation.
- R2:** African Americans did not share the rights of whites by law until the Fourteenth Amendment in 1868.
- R3:** Women did not share in the rights of men to vote or own property until 1920 when the Suffrage Act was ratified.
- R4:** But people all around the world still look to the United States as the land of liberty for all.
- All:** *We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity,*
- R1:** That's you and me!
- R2–R3:** And our children!
- R4–R5:** And our children's children.
- R6–R7:** And their children, too!
- All:** *We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.*





## Preamble to the Constitution *(cont.)*

**R5:** The Constitution of the United States of America has stood the test of time.

**R6:** Although it was signed on September 17, 1787, it still stands as a ruling document of laws, ensuring the rights and liberties that we still enjoy today.

**R7:** And so, let us proclaim once again for all the world to hear . . .

**R1:** The Preamble to the Constitution of the United States of America.

**R2–R3:** *We the people of the United States,*

**R2–R5:** *in order to form a more perfect Union,*

**R2–R6:** *establish justice, insure domestic tranquility,*

**R2–R7:** *provide for the common defense, promote the general welfare,*

**All:** *and secure the blessings of liberty, to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.*

### Background Information

The Preamble to the Constitution is one sentence that introduces the Constitution of the United States. The Preamble does not list any specific rights or powers. It just gives the reasons for writing the Constitution. It is believed that Gouverneur Morris, a founding father, wrote the Preamble to the Constitution.



## Essential Latin and Greek Derivations Worth Teaching

### Prefixes

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

### Other word parts

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

See Ehrlich, Ida (1988). *Instant Vocabulary*.  
Publisher: Pocket Books. (\$5.99 on  
Amazon.com)

### Some Interesting Word Creations

Autophile	Matermand	Bibliophobe	Triopolis
Teleterra	Semiaud	Convore	Chronovolve

For more Vocabulary activities, see *Building Vocabulary from Word Roots*,  
by Tim Rasinski, Nancy Padak, Rick Newton, and Evangeline Newton  
from Shell Education, [www.seppub.com](http://www.seppub.com) 877-777-3450

# Vocabulary Time Lines

Make appropriate additions to the following vocabulary time lines. Vertical lists are synonyms.

Told  
Said

---

Hot

Cold

---

Beautiful

Ugly

---

Tall

Short

---

Young

Old

---

Odiferous

---

Old Man

---

For more Vocabulary activities, see *Building Vocabulary from Word Roots*,  
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## MAGNETISM

*A Readers' Theater for 3 voices*

Reader 1

Reader 2

Reader 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

R1: Unlike poles attract

R2: North toward south

R3: and south toward north

R2: but like poles repel

R1: Repel means push away

R3: North from north

R1: and south from south

All: A magnetic compass

R1: North,

R2: south,

R3: east,

All: and west

R1: Sailors and hikers navigate through oceans of water or trees.

R1& 2: It's not love or wind or staticky socks

R1,2,3: It's magnetism

4th grade RL

# Cell Poems

## **Are you Karyotic?**

By Kelli Liggett

A wise man once told me  
There are two kinds of cells.  
How do you know them?  
Well, the nucleus tells.  
If the nucleus is bound  
Then the cell is eukaryotic.  
If the nucleus is unbound  
Then he's prokaryotic.

# My -Toesies

By Kelli Liggett

The other day while sniffing the rosies  
I started wonderin' about my toesies  
Why do they keep growing and growing?  
So I asked my dad who's all-knowing  
"How do they do it? I really want to know this!"  
And he said, "It's all a part of mitosis!"  
Apparently, the cells in my feet begin to multiply  
The way they do this is by mitosis, it's definitely no lie!  
This process takes about five phases  
So my feet can go to different places  
Let's take a look at these five intervals  
And by the end you'll know them all.  
First in Prophase, the chromosomes appear  
With a microscope, you can see them quite clear  
Second in Metaphase, those chromosomes line up  
They form on the equator like they're big and tough  
Third in Anaphase, the chromosomes split apart  
And it seems to me that this move was smart  
For in Telophase the cell splits down the middle  
Now two cells become a part of this riddle  
Finally in interphase, the cell takes a rest  
Because he's been through quite a big test  
So this is the story of that thing called Mitosis  
Without it I wouldn't have any of my toesies

## The Adventures of Cellboy

By Ken Beuther

Narrator 1: Joey Joe Joe sat in his apartment watching old Baywatch reruns. Suddenly, a spotlight shined through his window making a shadow on the wall in the shape of a cell. Joey knew what it meant. Somewhere, somehow, a cell was in danger, and it was his job to save it. You see.. Joey was no ordinary person. He was Cellboy, protector of cells and lover of science. Joey ran to the closet to get his Cellboy costume, which was basically a suit of long underwear and a purple cape with a picture of a cell on the back. (As you have probably guessed, Joey didn't have a whole lot of friends.

Narrator 2 Suddenly, the door flew open and in ran Joey's partner Loopy. Loopy was a wonderful sidekick, with a lovely yellow outfit. The only problem with Loopy is that he suffers from what his doctors describe as a "nervous bladder. Basically, any time Loopy hears a loud noise his bladder lets go and he, well, you know!

Loopy: "I saw the light Cellboy! What's the problem?"

Cellboy: "Looks like there's some plant cells in trouble. Someone in Parma is trying to pull a weed in his back yard!"

Loopy: "Hey Cellboy, before we go, do you mind if I drink this two liter of Mountain Dew?"

Cellboy: "I don't care what you do, but we'd better get into the Super Cell Shrinking Machine first."

Narrator 1: So Cellboy and Loopy got out the Super Cell Shrinking Machine that Cellboy kept underneath his bed and got inside. The machine shrunk them until they were smaller than even a single cell, and they were instantly transported to the weed. The entire time, Loopy drank his Mountain Dew, which was a pretty stupid thing to do, when you think about it.

Cellboy: "Well Loopy, this must be the cell wall. It's only found in plant cells and it's very rigid, which helps the plant to gather sunlight."

Narrator 2: Because the cell wall was made up of cellulose, Cellboy could not get through it. He decided to use one of his Cellbombs to punch a hole into the layer so that they could get inside. Unfortunately, the Cellbomb made quite a loud noise, which frightened Loopy and caused him to wet himself.

Narrator 1: Loopy quickly changed into one of his many spare costumes (when you have a nervous bladder you carry plenty of extra clothes) and the two were ready again. The very next thing they found was a thin envelope that surrounded the cell.

Cellboy: "Look Loopy! This is the cell membrane. It helps control what materials enter and leave the cell. In fact, it keeps conditions inside of the cell the same. We call this homeostasis. Now, let's rip through this layer and keep going."

Loopy: "Hey Cellboy, why are we punching holes in this cell? Aren't we trying to save it?"

Cellboy: "Listen bladder boy, we're trying to find the "brain" of the cell, which is called the nucleus. Now, stop bothering me and help me with my Cellscissors!"

Narrator 2: So Cellboy and Loopy hacked their way into the cell. The first thing they saw was a tube-like passageway.

Cellboy: "This is called the endoplasmic reticulum. It helps transport protein throughout the cell. Also, if you climb inside, it's kind of like a giant water slide!"

Narrator 1: So Cellboy and Loopy cut their way into the endoplasmic reticulum. The two heroes pretended they were at a water park, slipping and sliding all over the cell. Cellboy had a great time, and Loopy did too, except when he got scared and wet himself.

Cellboy: "Well, at least your costume is yellow!"



Narrator 2: Loopy didn't find Cellboy's joke very funny at all. After he changed into another outfit, the two heroes climbed out of the endoplasmic reticulum and stood before a bunch of green organelles.

Cellboy: "Aren't these organelles wonderful Loopy? They're called chloroplasts, and they can trap the sun's energy to make food."

Narrator 1: Cellboy was having such a good time admiring the chloroplasts that he didn't notice Loopy, who was knocking his knees together and moaning.

Loopy: "I really have to go to the bathroom!"

Cellboy: "You've gone twice already! That's the last time I let you drink a two liter bottle of Mountain Dew before a mission! However, if you really have to go, you had better find one of the large, water-filled sacks that hold the cell's wastes. They are called vacuoles, and they're really quite lovely."

Narrator 2: So Loopy did what Loopy had to do, and the two were quickly back to their adventure.

Loopy: "I'm really tired, Cellboy. I think I need a nap."

Cellboy: "Loopy, you're a pain! I'm beginning to think I should have hired that other sidekick, you know, the one with the terrible burping problem."

Narrator 1: Loopy, who is kind of emotionally unbalanced anyway, began to cry. Cellboy felt sorry for him and tried to make him feel better.

Cellboy: "Look Loopy, you don't need a nap. You need to find the organelles that supply energy to the cell. They're called mitochondria."

Narrator 2: So Cellboy dragged Loopy to his feet and the two of them set off to find the mitochondria. As soon as they found one, Cellboy

shot a Cellbomb at it, blowing a hole into the mitochondria large enough for them to get inside.

Narrator 1: Loopy, frightened by the noise, was getting very tired of changing his clothes. By the time they were finished, Loopy had enough energy in him to bounce off of the walls.

Cellboy: "Just don't hit your head, Loopy. I think you're running out of clean outfits!"

Narrator 2: Cellboy and Loopy continued to search for the "brain" of the cell. They passed by the protein-making organelles called the ribosomes, and the organelles that digest things, called the lysosomes. Finally, they arrived at their destination.

Cellboy: "There seems to be a thin membrane around the "brain" of the cell."

Loopy: "It's called the nuclear membrane, Cellboy. Just don't use any explosives to get inside of it!"

Narrator 1: Cellboy ignored Loopy, blew a hole into the nuclear membrane, and ran inside of the "brain" of the cell, which is called the nucleus. He expected to find a clue as to how they could save the cell, but all he found were thread-like bundles of DNA called chromosomes and a thick mass of RNA called the nucleolus.

Cellboy: "Bummer! There's nothing in here that will help us at all. We've spent all day tearing holes into this cell and we still don't know how to save this plant from being pulled out of the ground."

Loopy: "We could try talking to the guy that's doing the weeding."

Cellboy: "Gee, I never thought of that. You know, that really would have been much easier!"

Narrator 2: So the two super heroes (if you can call them that) ran out of the cell, into the yard, and changed back into their normal size. The man in the garden was quite surprised to see two grown men dressed in long underwear and capes suddenly appear in his yard.

Narrator 1: He got one whiff of Loopy, who ran out of clean costumes a few Cellbombs ago, and called the police. The cops came, shoved both of them into the back of their car, and took them to jail. The judge wasn't the least bit impressed with the super hero status that the two had given themselves, and sent them off to a place where nice men dressed in white could give them the help they obviously needed.

Narrator 2: Cellboy eventually became an investment banker and Loopy was hired by the Parma Board of Education to teach seventh grade science. No one knows what his real name is or what school he's teaching at now, but rumor has it he can still be seen rushing to the bathroom every time a student accidentally drops a book.

All: The end

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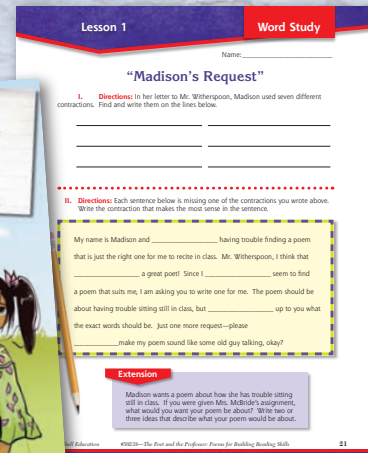
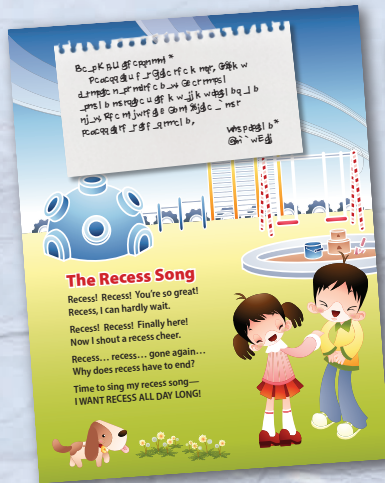
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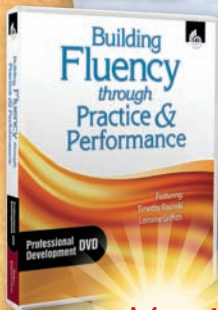
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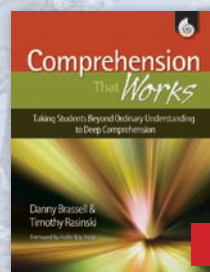
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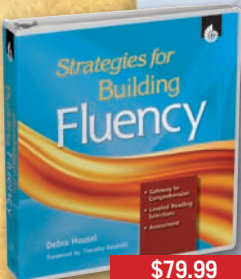


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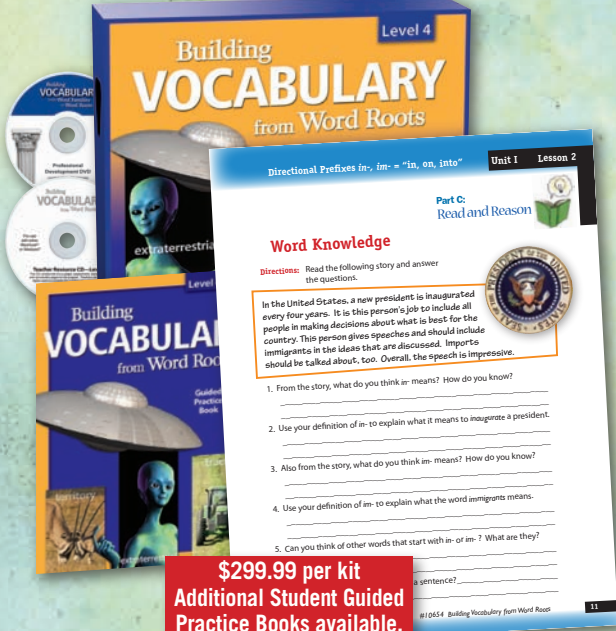


### Timothy Rasinski

Timothy Rasinski, Ph.D., Kent State University, is the author of numerous books and articles on reading education. His research on fluency was cited by the National Reading Panel.



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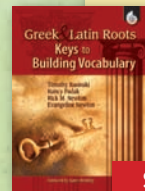
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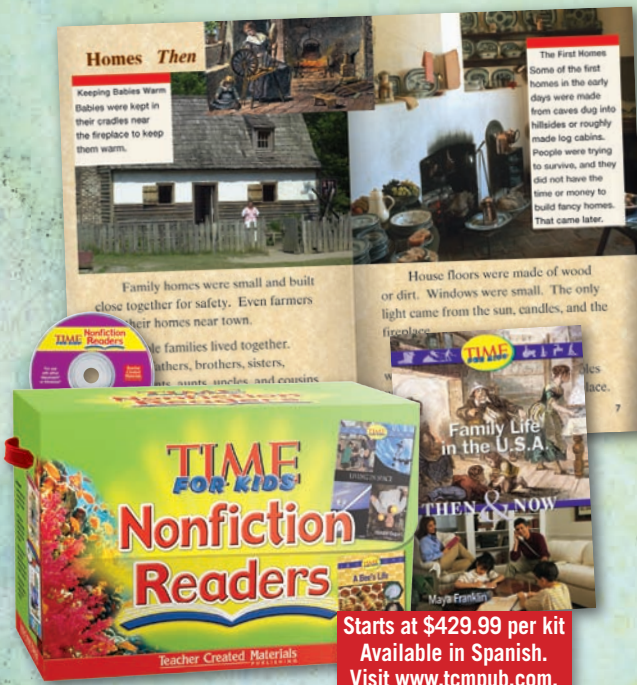
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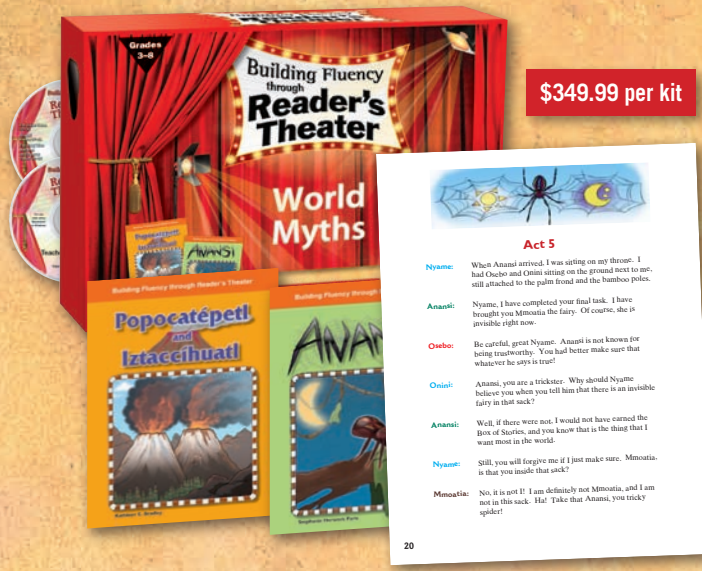
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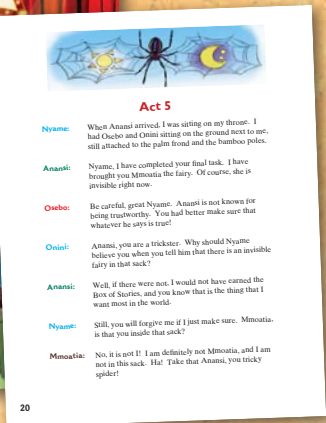
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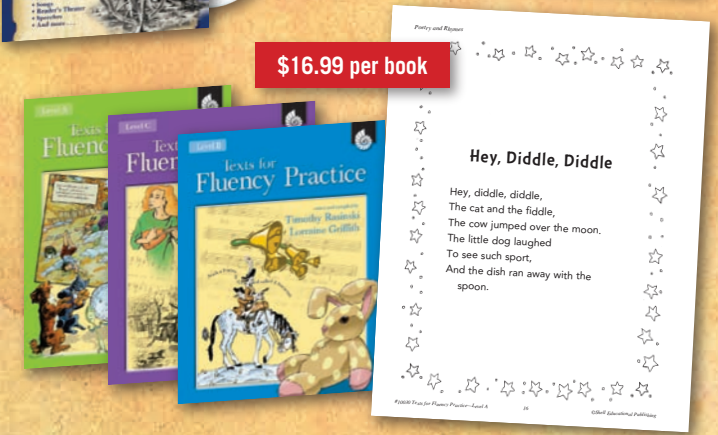
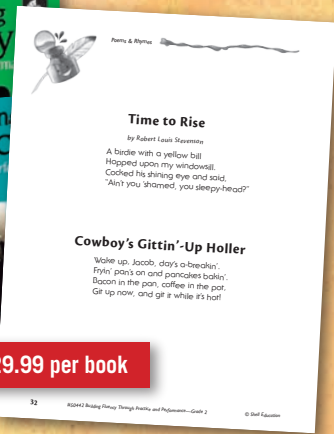
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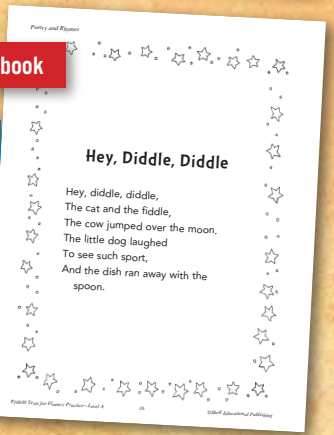
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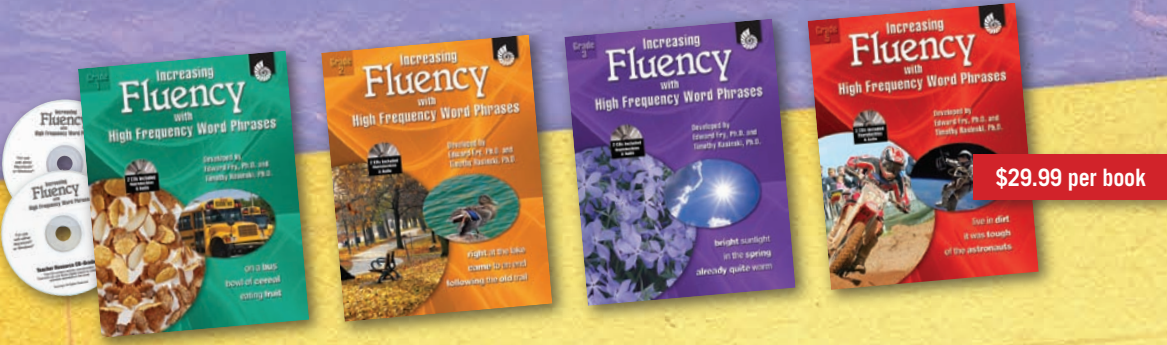
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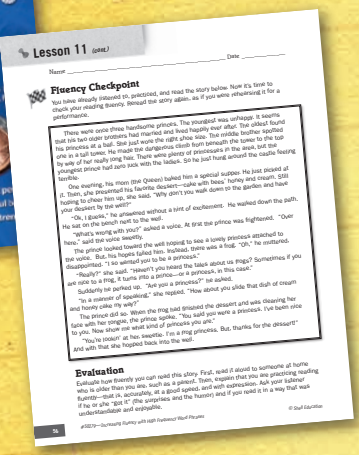
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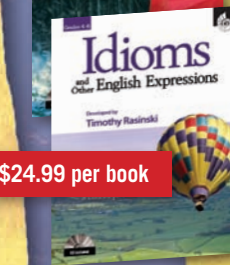
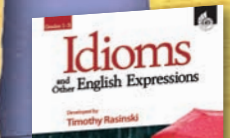
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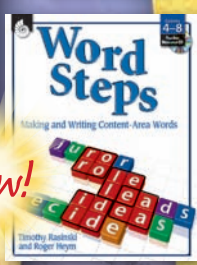


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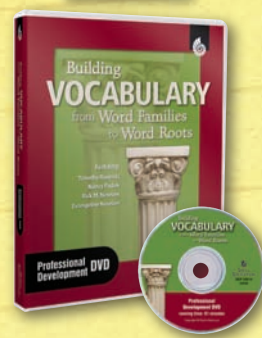
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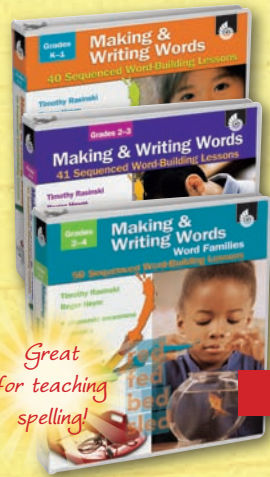
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**Sent:** Saturday, April 23, 2011 9:35 AM

**To:** RASINSKI, TIMOTHY

**Subject:** RE: Handouts I promised you

The Hartford, Connecticut Workshop was the best I have ever been to! I was so inspired to keep doing what I think is right for kids and to put the stop watch away for Dibbles! I bought five of your books (four for my class and one for my six year old granddaughter) and raved to my principal about what you told us. He wants to hear more. Thank you so much for your generous sharing and not keeping all of the secrets to yourself! I want to hear you speak again! God bless you!

Dawn Lecours

**From:** Bernita A. Corder [<mailto:bcorder@conroeisd.net>]

**Sent:** Tuesday, May 24, 2011 10:14 AM

**To:** RASINSKI, TIMOTHY

**Subject:** fluency results

Dear Tim,

I have some fluency results to share with you. I use poetry cafe, repeated readings and we even did some singing this year!!!

AM class BOY: 88 WPM average for class      EOY: 136 WPM

PM Class BOY: 88 WPM                      EOY 137 WPM

A 48 word gain. The really impressive group is the five at risk kids who are not so at risk anymore.

BOY: 46 wpm (very low) EOY: 102 wpm (above requirement now) a 56 word gain in this group.

We love the poetry cafe. At our last cafe of the year students wrote and performed their own poems! Thanks so much for all you do to help children become more fluent readers!

**From:** Teresa Hinnant [mailto:thinnant@yahoo.com]  
**Sent:** Friday, April 22, 2011 7:04 PM  
**To:** RASINSKI, TIMOTHY  
**Subject:** Re: Handouts I promised you

Thank you so much for the handouts! Have a wonderful Easter!  
Also thank you so much for your workshop. It was the best I have been to and I have been to many in my 37 years of education I promise you. You inspired me to try again to teach my son to read. He is 27 and high functioning special needs. He never learned in school. He learned letter sounds and some blending, but never learned the jump to words and reading. He has a driver's license. He knows a lot of things. People don't believe he doesn't read when they meet him. He loves weather and everything about it. I am going to use some of your things and use what he loves and put them together and see where it gets us. Thanks for your inspiration!

Teresa Hinnant  
School-based Interventionist  
Orangeburg Consolidated School District Three  
Holly Hill, SC 2948

**From:** LASH, MARTHA  
**Sent:** Wednesday, April 27, 2011 6:59 PM  
**To:** RASINSKI, TIMOTHY  
**Cc:** SANDMANN, ALEXA  
**Subject:** small world

Tim,

I'm on sabbatical in Bloomington, IN. I was in Becky Dixon's classroom yesterday (I had completed research in her public K classroom 9 years ago) and was getting an update and taking more photos, etc. It was clear this kindergarten room had increased the reading/literacy activities even more since I had been there. We were talking and she was sharing some wonderful ideas she had from a training with Tim Rasinski!!! She is a national award winning teacher and said your workshop was the best or one of the best she had had in her career of over 20 years. She really is exceptional and I was so thrilled to hear how your work touched her. So, another testimony to your good work! (I invited her to Kent and so who knows ...)

Best,

Marty

**From:** Robin James [<mailto:robin.james@kcsdschools.net>]  
**Sent:** Friday, May 06, 2011 9:55 AM  
**To:** RASINSKI, TIMOTHY  
**Subject:** RE: Handouts I promised you-THANKS!

Dr. Rasinski,

My colleagues and I really enjoyed the presentation! As an ESL teacher, I was reminded of how important it is to include poetry, songs, and reader's theater activities into my curriculum. Often classroom teachers become obsessed with "teaching to the test" and drilling information. This takes the fun out of learning to read for many students. ESL teachers are often "busy" helping students prepare for classroom assessments and complete projects. Next year I will bring back "old school" learning in my lessons. Rhymes, poetry, and songs...oh my!

Thanks again,

Robin James

**From:** Alina Perry-Smith [<mailto:aperry-smith@PinesCharter.com>]  
**Sent:** Wednesday, May 18, 2011 10:18 AM  
**To:** RASINSKI, TIMOTHY  
**Subject:** PowerPoint and further readings

Thank you for presenting at the IRA Conference in Orlando. After your presentation during the Research Poster Session, I have decided to revamp our fluency instruction. Please send me further information about drama and reader's theatre. Thank you so much.

Alina Perry-Smith  
Curriculum Specialist  
City of Pembroke Pines Charter School, Central Elementary Campus  
(954) 322-3330