

# From Phonics to Fluency to Proficient Reading

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## A Model of Reading Instruction

### Words

#### Accuracy:

**Phonics (Word Recognition)**

**Spelling**

**Vocabulary**

### Word Study

### Fluency

**Automaticity**

**Prosody**

### Fluency Instruction

*Surface level*

*Deep level*

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### Comprehension

**Background Knowledge**

**Comprehension Strategies**

### Guided Reading

## **Components of Effective Fluency Instruction**

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

- **Accuracy in word recognition**
- **Model fluent reading**
- **Assisted Reading**
- **Practice**
  - Wide**
  - Deep (Repeate)**
- **Phrasing**
- **Synergy – Fluency Development Lesson**

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

## Letter (Word) Ladders

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

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

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

*Daily Word Ladders for Teaching phonics and vocabulary, Grades: K-1, 1-2, 2-3, 4-6*

## Essential Latin and Greek Derivations Worth Teaching<sub>1</sub>

### Prefixes

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

### Other word parts

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

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

### Some Interesting Word Creations

**Autophile**  
**Teleterra**

**Matermand**  
**Semiaud**

**Bibliophobe**  
**Convore**

**Triopolis**  
**Chronovolve**

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

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

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

### **Forms of Assisted Reading**

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

## PAIRED READING: HOW TO DO IT

### Reading Together

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

### Time

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

### Place

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

### Reading Alone

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

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

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

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

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

### **Points to Remember**

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

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

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

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

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

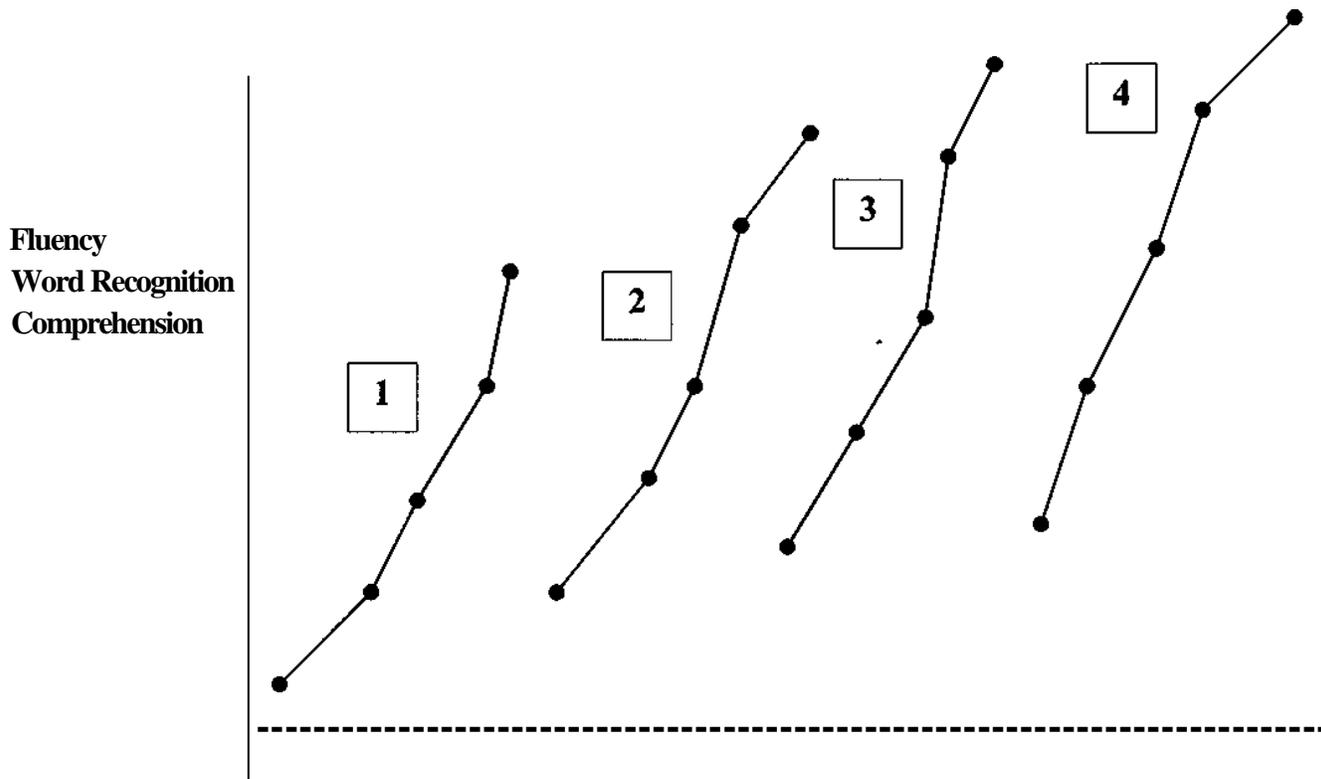
### **Using Audio-Assisted Readings in Elementary and Middle Schools**

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

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

## Teaching Reading Fluency: Deep/Repeated Reading

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



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

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

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

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

**Look for texts that can be interpreted orally, that have a strong sense of voice. Look for texts that can be performed for an audience. These are texts that need to be rehearsed (practiced):**

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

## Sources for Reader's Theatre

### Web Sources

<http://www.timrasinski.com>

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

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

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

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

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

<http://www.storycart.com>

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

<http://www.readinglady.com>

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

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

<http://www.margiepalatini.com>

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

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

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

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

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

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

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

### Commercial Publishers

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

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

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

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

*Texts for Fluency Practice* (Rasinski and Griffith)

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

Shell Publishing – see last page of handout

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

276.041wp

**PASSAGES FOR  
PROMOTING  
FLUENCY!**

School Cheers

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

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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

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The New Colossus

Give me your tired, your  
poor,  
Your huddled masses  
yearning to breathe free,  
The wretched refuse of  
your teeming shore.  
Send these, the homeless,  
tempest-tossed, to me:

I lift my lamp beside the  
golden door.

Emma Lazarus

*O Captain! My Captain!*

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

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

But O heart! heart!  
heart!

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

- Walt Whitman

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IN FLANDERS FIELDS

In Flanders Fields the  
poppies blow  
Between the crosses, row  
on row,  
That mark our place, and

in the sky  
The larks, still bravely  
singing, fly  
Scarce heard amid the  
guns below.

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

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

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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.

## The Most Common Word Families (Phonograms)

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

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

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

### 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*

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

See also: Poems for Word Study. Teacher Created Materials.  
<http://www.teachercreatedmaterials.com/estore/> search "Rasinski"

## **A Tribute To Doctor Martin Luther King**

(Developed in association with Fourth and Fifth Grade Students, Indiana)

329.091

Cast: Narrators 1, 2, and 3, Martin Luther King (MLK) 1 and 2.

Narrator 1: A man of God, a great American, a martyr to the cause of justice, equality, and freedom. These are words that describe Doctor Martin Luther King.

Narrator 2: He spoke of a dream in which all people, regardless of the color of their skin, or their religious beliefs, or their ethnic heritage, would be treated with fairness and with dignity.

Narrator 3: Sadly, during Dr. King's lifetime, justice, equality, and freedom were nothing more than dreams for many Americans.

Narrator 1: You see, during Dr. King's lifetime, black people in the United States were treated differently than white people.

Narrator 2: Black people could not eat in the same restaurants as whites in some states.

Narrator 3: Black children could not attend the same schools as white children.

Narrator 2: Black people could not even use the same restrooms or water fountains as white people.

Narrator 1: This was not fair. And around the country, black people and white people began to speak out against this unfairness.

Narrator 2: Doctor Martin Luther King was one of the leaders of those who, through their actions and their words, demanded that America live up to its promise of a land of opportunity for all people, blacks, whites, Asians, Hispanics, Native Americans, and all others.

**MLK 1:** I have a dream that one day this nation will rise up and live out the true meaning of its creed... that all men are created equal.

Narrator 1: In the summer of 1963, Doctor King spoke at a special gathering of people dedicated to civil rights, equal rights for all people. The meeting was held in Washington DC, in the front of the Lincoln Memorial and the statue of Abraham Lincoln, the president who ended slavery during the Civil War a hundred years earlier.

Narrator 2: And still, even 100 years after the end of slavery, black people were still treated as second class citizens in most parts of the United States.

**MLK 2:** But one hundred years later, the Negro still is not free; one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination; one hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity; one hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land.

Narrator 1: Doctor King helped all Americans see that this was not right, that no American should be satisfied with a country that treats people differently just because some have black skin and others have white.

**MLK 2:** I can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating, For Whites Only. We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. We can never be satisfied as long as our bodies, heavy with fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the city. No, no, we are not satisfied until justice rolls down like waters and righteousness like a mighty stream.

Narrator 2: But the road to justice is a long and hard rode. Many people attending this assembly had already been hard at work trying to make things better for all people in America. Dr. King urged them to keep the faith and to continue their work.

**MLK 1:** I know that many of you have come here out of great trials and tribulation. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality.

**MLK 2:** Continue to work... Go back to Mississippi,; go back to Alabama; go back to South Carolina; go back to Georgia; go back to Louisiana; go back to the slums and the ghettos of our northern cities, knowing that somehow this situation can, and will, be changed.

Narrator 3: Dr. King knew that the work of people of goodwill dedicated to liberty and justice for all would eventually lead to a new America, an America he saw in his dreams.

**MLK 1:** I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character. I have a dream today!

**MLK 2:** I have a dream that one day, down in Alabama, ... one day, right there in Alabama, little black boys and little black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!

**MLK 1:** This will be the day when all of God's children will be able to sing with new meaning --- My country tis of thee; sweet land of liberty; of thee I sing; land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring --- and if America is to become a great nation, this must become true.

**MLK 2:** So let freedom ring from the prodigious hilltops of New Hampshire.  
Let freedom ring from the mighty mountains of New York.  
Let freedom ring from the heightening Alleghenies of Pennsylvania.  
Let freedom ring from the snowcapped Rockies of Colorado.  
Let freedom ring from the curvaceous slopes of California.

**MLK 1:** But not only that.  
Let freedom ring from Stone Mountain of Georgia.  
Let freedom ring from Lookout Mountain of Tennessee.  
Let freedom ring from every hill and molehill of Mississippi, from every mountainside, let freedom ring!

**MLK 2:** And when this happens, and when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of god's children -- black men and white

men, Jews and Gentiles, Protestants and Catholics --- will be able to join hands and to sing in the words of the old Negro spiritual, Free at last, free at last; thank God almighty, we are free at last.

Narrator 3: Dr. King was one the greatest leaders of the civil rights movement in the United States in the 1950s and 60s.

Narrator 1: Unfortunately, he never lived to see the day when his dream of an America for all people became a reality.

Narrator 2; In 1968, five years after giving his I Have a Dream Speech, Dr. King traveled to Memphis Tennessee to support a strike by the city's sanitation workers. While standing on a balcony of a motel, Dr. Martin Luther King was shot and killed by an assassin.

Narrator 3: Still the legacy of Dr. King lives on. These words of Dr. King that you have just heard, continue to inspire people of goodwill today just at they did on that special day in 1963.

Narrator 1: Dr. Martin Luther King taught us that people who want what is right and who desire equality, justice, and freedom for all can make it happen by working for it. We continue to work for it today, so that one all of us, no matter who we are or what we may look like, will be able to say,

**ALL:** Free at last, free at last. Thank God Almighty, we are free at last!

See: Rasinski, T., & Griffith, L. (2005). *Texts for Fluency Practice* (Grade1, 1, Grades 2-3, Grades 4-8). Also: *Building Fluency Through Practice and Performance: Grs 1-6 and American History*. Teacher Created Materials (Order @ 888-333-4551 or [www.teachercreatedmaterials.com](http://www.teachercreatedmaterials.com)) – search Rasinski

## Fry Instant Phrases and Short Sentences

291.051

These phrases are made from the first 100 words in the Fry Instant Word List. The Fry list of 100 words represents 50% of all the words children encounter in the elementary school reading.

Source for all 600 Instant Words: Fry, E., Kress, J., & Fountoukidis, D.L. (2000). *The Reading Teacher's Book of Lists, Fourth Edition*. Englewood Cliffs, NJ: Prentice Hall.

For full list of phrases see T. Rasinski. (2003). *The Fluent Reader*. Scholastic.

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

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

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

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

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