

# From Phonics (Word Study) to Fluency to Proficient Reading

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[www.timrasinski.com](http://www.timrasinski.com)

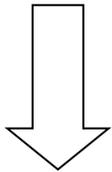
@timrasinski1 (twitter)

## A Model of Reading and Reading Instruction

Words

Word Study

Accuracy:



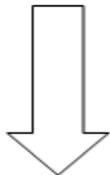
Phonemic Awareness/ Letter Recognition  
Phonics (Word Recognition)  
Spelling  
Vocabulary

Fluency

Fluency Instruction

Automaticity in Word Rec.

Prosody

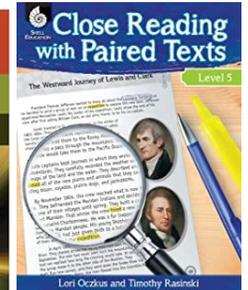
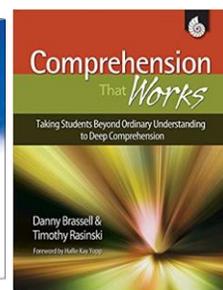
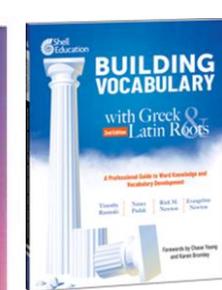
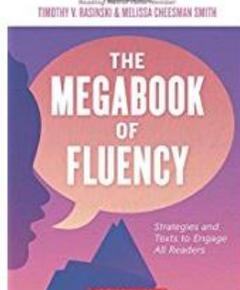
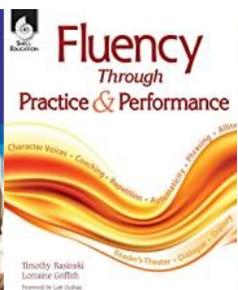
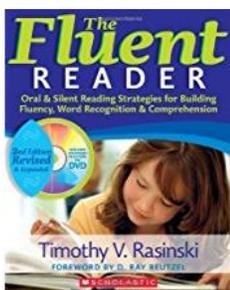


Comprehension

Guided Reading

Background Knowledge

Comprehension Strategies

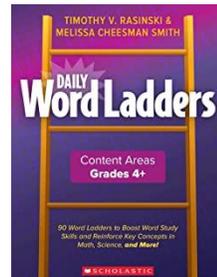
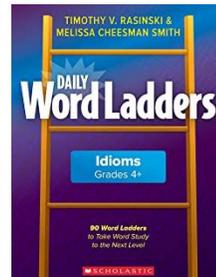
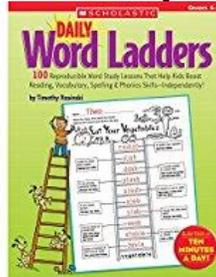
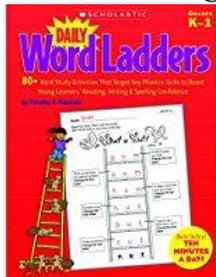


# Word Knowledge is Foundational for Reading Success

## Components of Effective Word Study Instruction

1. Word Harvesting (see [www.timrasinski.com](http://www.timrasinski.com) > Resources)
2. High Frequency Words (see [www.timrasinski.com](http://www.timrasinski.com) > Resources & Products)
3. Word Patterns - -Word Families/Rimes/Phonograms  
(see [www.timrasinski.com](http://www.timrasinski.com) > Resources)
4. Word Patterns – Morphemes/Latin-Greek Roots  
(see [www.timrasinski.com](http://www.timrasinski.com) > Products – Building Vocabulary)
5. Word Games - WORDO (see [www.timrasinski.com](http://www.timrasinski.com) > Resources)

### a. Word Building Games - Daily Word Ladders



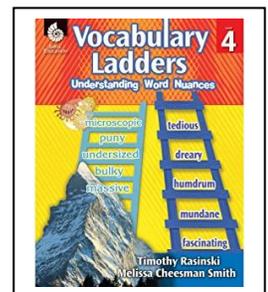
6. Vocabulary Ladders (see [www.timrasinski.com](http://www.timrasinski.com) Products )

7. Figurative Language – Idioms (see [www.timrasinski.com](http://www.timrasinski.com) > Products)

8. Concept Maps (see [www.timrasinski.com](http://www.timrasinski.com) > Resources)

9. Semantic Feature Analysis (see [www.timrasinski.com](http://www.timrasinski.com) > Resources)

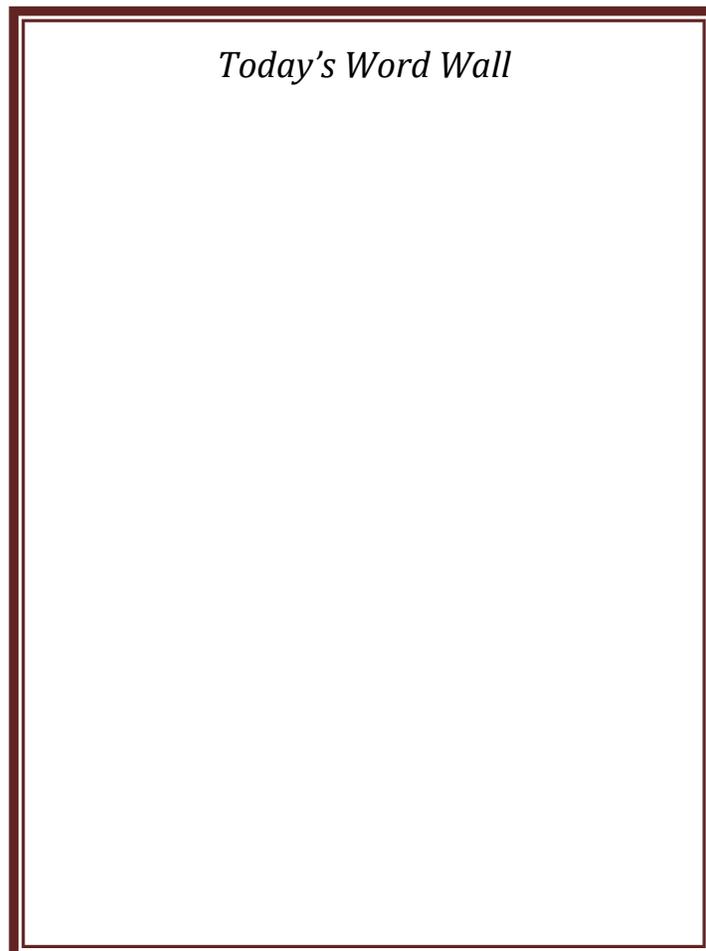
10. Cloze/Maze Procedure



## Word Harvesting

Whenever reading to your students, reciting a poem, singing a song, or playing a word game in your class if you or your students notice any interesting words, have them call out the words at the end of the read aloud or word game. Write the word on a daily word wall and talk about the meaning of the words and begin to use the words in your own oral language over the next several days. Encourage your students also to use the words in their oral and written language.

If you read to your students every day of the school year and harvest 5-6 words after each read aloud you will have exposed your students to 900-1180 new words over the course of a school year. That alone will have a significant impact on your students' word knowledge. Since authors purposefully use interesting words in their writing, students will find a treasure trove of words in the materials that are read to them or that they read on their own.



## Fry Instant (High Frequency) Word List

There are the Fry 600 most often used words in reading and writing. The first 300 words represent about two-thirds of all the words students encounter in their reading. Students should be able to recognize these words instantly and accurately (ie., become part of their sight vocabularies) in order to read with fluency. We recommend, as a rule of thumb, that the 1<sup>st</sup> 200 words be mastered by the end of 1<sup>st</sup> grade and each succeeding group of 200 mastered to the point of automatic recognition by the end of each succeeding grade (ie., by the end of grade 3 all 600 words should be part of students' sight vocabularies.)

See: [www.timrasinski.com](http://www.timrasinski.com) > Resources

### First 100 Instant Words

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

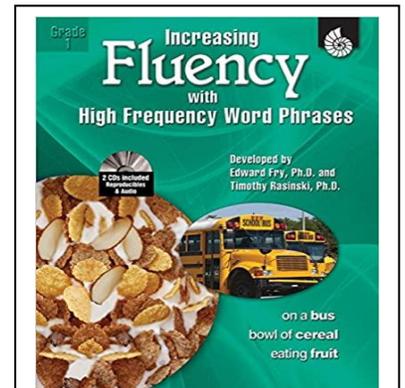
High Frequency Word Phrases

**a number of people**

**the way to go**

**I made it.**

**Come and get it.**



## The Most Common Word Families (Phonograms/Rimes)

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

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

### Word Family (Phonogram) Poems

-ank and -ad

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

-ay

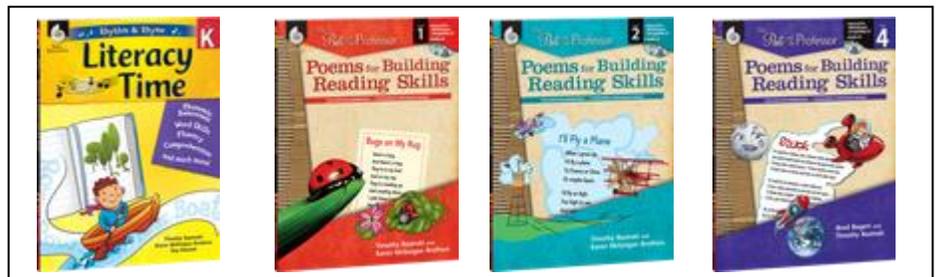
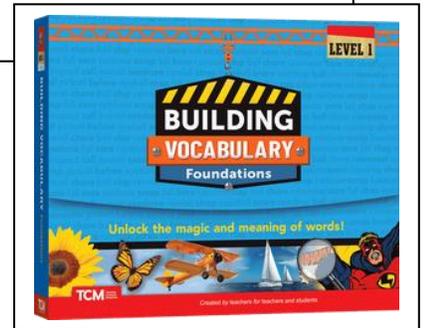
Bikes are to ride  
 All of the day.  
 Places to go  
 So far away.  
 Sidewalks and paths  
 Places to stray.  
 Riding a bike  
 What a great way to play

*Greg*

-ob

Diddle dumpling

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



See *Building Vocabulary – Foundations (K-2)*. [www.timrasinski.com](http://www.timrasinski.com) > Products

See *Literacy Time (K-3) AND Poems for Building Reading Skills (K-8)*. [www.timrasinski.com](http://www.timrasinski.com) > Products

**WORDO (3x3)** (see [www.timrasinski.com](http://www.timrasinski.com) > Resources)


**Put one word below in any box you want.**  
**Words:**

1.FREE (Put in any box)	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

# WORDO (4x4) (see [www.timrasinski.com](http://www.timrasinski.com) > Resources)


**Words:**

1. FREE  
2.  
3.  
4.  
5.  
6.  
7.  
8.

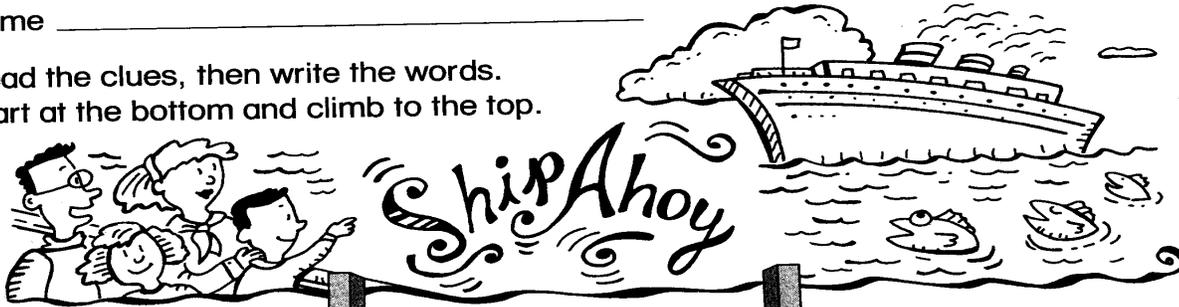
9.  
10.  
11.  
12.  
13.  
14.  
15.  
16.

17.  
18.  
19.  
20.

# DAILY WORD LADDERS – (K-1, 1-2, 2-4, 4+)

Name \_\_\_\_\_

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



A group of ships.  
**Change one letter.**

Partly frozen rain.  
**Change one letter.**

A piece of paper.  
**Change one letter.**

Animals that give us wool.  
**Change one letter.**

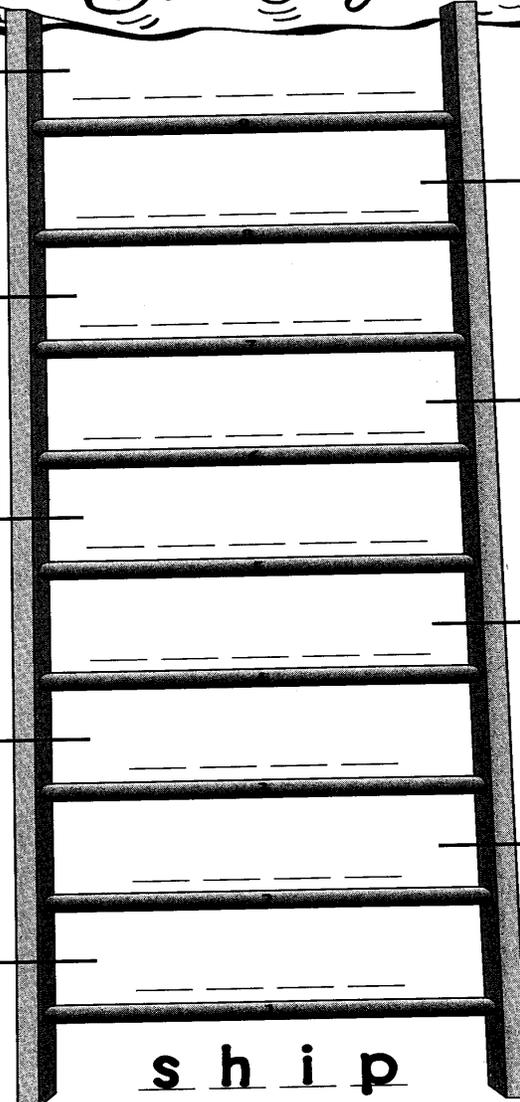
What you do at night.  
**Change one letter.**

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

When you walk, you first take a \_\_\_\_.  
**Change one letter.**

Opposite of *go*.  
**Change one letter.**

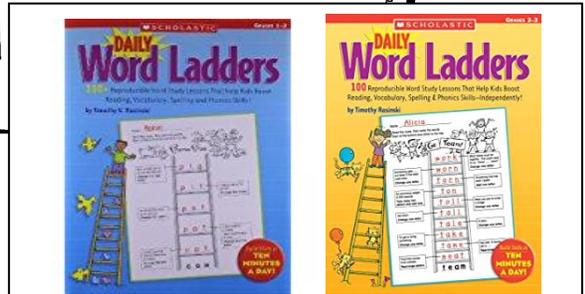
A store.  
**Change one letter.**



s h i p

**RASINSKI**

Ladders Grades 2-3 Scholastic Teaching Resources



# Building Vocabulary with Essential Latin and Greek Word Roots

## Prefixes

Ante	before
Anti	against
Auto	self
Bi	two
Cent	hundred
Com/Con	with, together
Extra	more, beyond
Mega	large
Micro	small
Mid	middle
Mono	one
Multi	many
Pre	before
Re	again
Semi, hemi	half

### Weekly L-G Word Wall

#### Bi-

Bicycle  
Biplane  
Bifocals  
Bipod  
Biceps  
Biannual

### Weekly L-G Word Wall

#### Sub-

Submarine  
Subtract  
Subway  
Substitute  
Submerge  
Subtropics

## Other word parts

Aero	air
Aud	hear
Biblio	book
Bio	life
Chron	time
Dem	people
Gram	write
Graph	write
Hydr	water
Lab	work
Mand	order
Max	greatest

Scop	see
Struct	build
Terr(a)	land
Therm	heat
Volv	roll
Vor	eat
Polis	city
Port	carry
Photo	light
Phon	sound
Phob	fear
Pod	foot

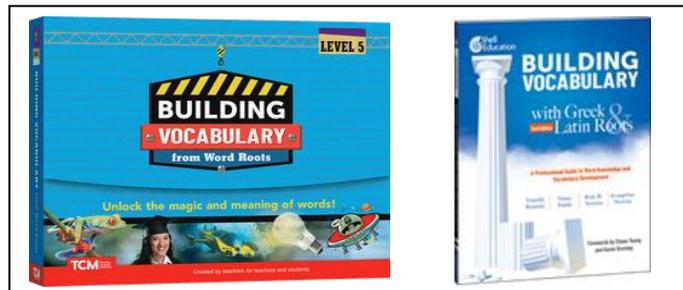
### Weekly L-G Word Wall

#### Struct

Structure  
Construct  
Construe  
Destruction  
Reconstruction  
Indestructible  
Infrastructure  
Instruction  
Instructor

See *Building Vocabulary – Foundations (K-2)*.  
[www.timrasinski.com](http://www.timrasinski.com) > Products

See *Building Vocabulary – Word Roots (3-11)*.  
[www.timrasinski.com](http://www.timrasinski.com) > Products



## **A Weekly Routine for Teaching Vocabulary Using Word Roots**

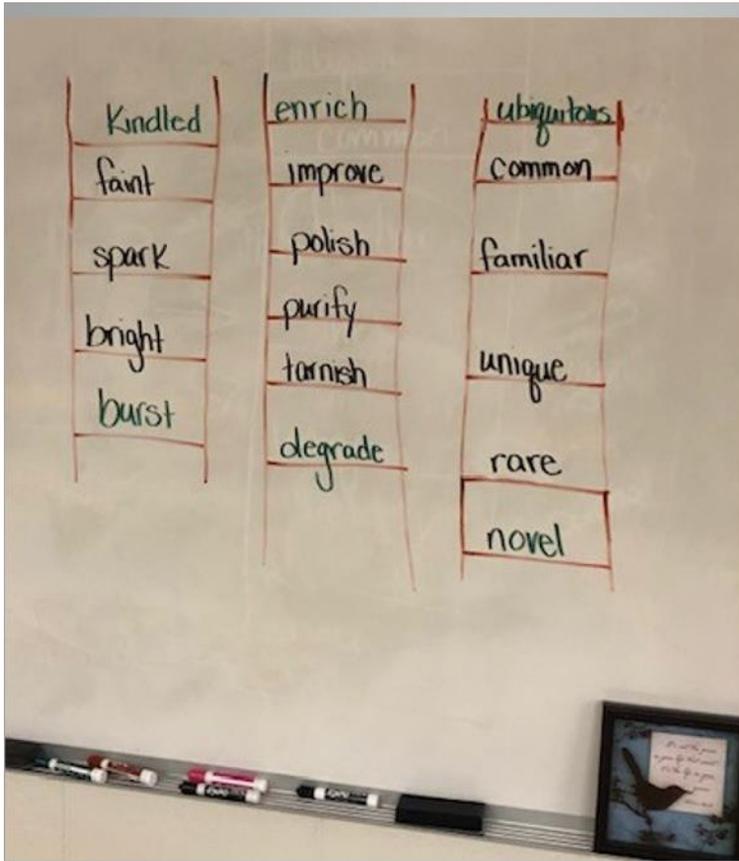
- I. **Meet the Root(s) of the Week (Teacher Background)** –Introduce a root or two and display a set of words containing the root(s) of the week and their related meanings.
- II. **Divide and Conquer – Root Analysis** (Breaking individual words into meaningful parts and discussing the meaning of the whole words)
- III. **Read and Reason** - -Informational texts that contain multiple examples of the target word root followed by student response and discussion.
- IV. **Extend and Explore** – Students engage in deeper exploration of the word root through additional activities (word inventions, word building, synonym – antonym activities, words in sentences, matching, analogies, and other activities that challenge students to continue thinking about meaning of individual words with the targeted root).

### **Some Interesting Word Creations ala Shakespeare:**

*Autophile Matermand*

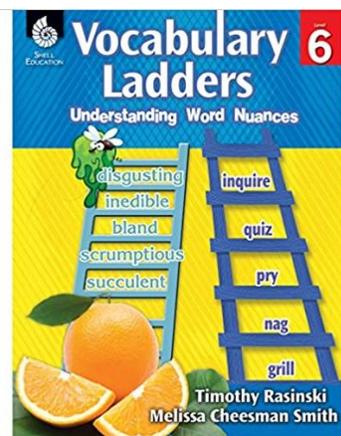
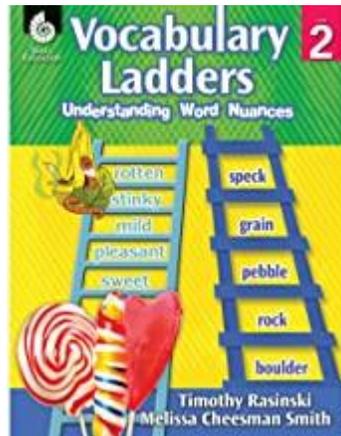
- V. **Go for the Gold** – Students engage in a game or game-like activity that reinforces the root. Students can also be quizzed over words derived from the weekly root.
- 
- VI. **Extended Exposure and Spaced Practice** – Other parts and areas of the school community continue to focus on the targeted root. School principal, other areas of the curriculum (science, art, school newsletter, school website).

# Vocabulary Ladders



Hello Dr. Rasinski,

I mentioned in our last communication how much I love the vocabulary ladders and want to adapt the concept for my high schoolers. I tried some out with my AP Lit students, and they said they found them to be fun! We used the ladders as a catalyst for discussion about word nuance and how they can use this knowledge in their AP test writing. But mostly...my 17 and 18-year-olds said they were fun! lol I gave them the bottom and top rung, and they filled in the rest.



## Figurative Language – Idiomatic Expressions

Fluent Reading and Comprehension requires readers to quickly decode and access the meaning to words and phrases that may not be transparent in their meaning. Idiomatic Expressions are particularly difficult for many students, especially those for whom English is not their first language. Choose a category below (or another category if you like) and brainstorm idioms and other common expressions that make reference in some way to the chosen category

Ducks and Geese	Football	Basketball	Colors	Numbers
Nautical/Water	Church	Fish	Food/Kitchen	Cars/Trucks
Stars/Space	Horses	Dogs	Cats	Plants/Flowers/Trees
Farms	Factory Work	Seasons	Weather	Track and Field
Baseball	Football	School	Theater	

### Written Composition Using Figurative Language

#### *Romeo and Juliet Told Through Sports Idioms*

Right off of the bat, Romeo knew he was in love with Juliet. The problem was that across the board, the Capulets hated the Montagues. Romeo was behind the eight ball before he even had a chance to get the ball rolling. He knew it would be tough to score points with Juliet's parents, but he didn't throw in the towel quite yet. He danced with her at the Capulet's ball, and their relationship was off and running. When Juliet's cousin, Tybalt, saw them together, he blew the whistle on Romeo. Juliet's father said that he would call the shots because it was his party, and Romeo was allowed to stay.

Romeo and Juliet dove right into a relationship and got married. It was smooth sailing for them until Tybalt threw Romeo a curve by killing Romeo's friend Mercutio. Romeo had to level the playing field and get back at Tybalt, so he played hard ball and killed him. Romeo was down for the count when the Prince banished him. No one was in his corner except his love, Juliet. Defeated, he rolled with the punches and moved to Mantua.

His friend, Balthasar, wanted to touch base with him, but ended up throwing him a curve. Balthasar mistakenly thought Juliet was dead. Romeo couldn't believe this was happening at this stage of the game; he was supposed to go get Juliet, and they were going to run away together. Romeo really dropped the ball after that. He lay down next to Juliet and took his own life. When Juliet awoke and saw her husband dead, she thought, "That's the way the ball bounces," and stabbed herself. The parents of the young lovers were shocked by what had happened. The announcement of their children's deaths had come out of left field. They decided to tackle the problem of their long feud and built statues in memory of their lost children.



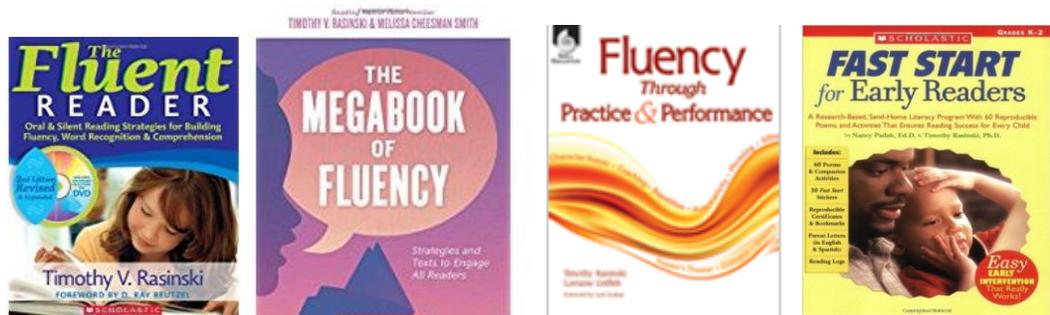
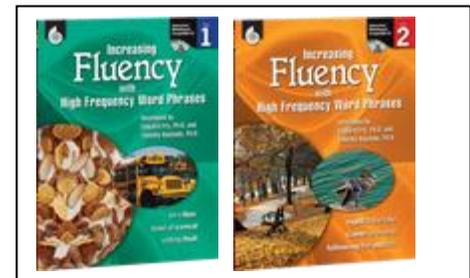
For more: [www.idiomconnection.com](http://www.idiomconnection.com) [www.timrasinski.com](http://www.timrasinski.com) "Products"  
*Understanding Idioms; Go Figure.*

# Fluency – A Critical Key to Proficient Reading

## Components of Effective Fluency Instruction

*Fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension. Studies 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.*

1. **Model Fluent Reading. Read Fluently to Students.**
2. **Assisted Reading – Choral, Partner, Audio Assisted, Captioned Television and Videos.**
3. **Practice - -**
  - a. **Wide Reading**
  - b. **Deep (repeated or close) Reading**
4. **Phrasing – Marking Phrase Boundaries.**
5. **Synergy (Young and Struggling Readers)– *Fluency Development Lesson.***
6. **Synergy (Early Readers) - *Fast Start***



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

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The FDL involves daily repeated readings of short passages (poems, story segments, or other texts) so that students achieve success in reading daily. 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 authentic text *with voice* (meant for rehearsal and performance) 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 4 or 10 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. (2010). ***The Fluent Reader: Oral reading strategies for building word recognition, fluency, and comprehension (2<sup>nd</sup> edition)***. New York: Scholastic.

***Research using the FDL has been cited by the National Reading Panel as evidence of the importance of fluency instruction in the primary grade reading curriculum.***

## Fluency Development Lesson - -Simulation

### Chapatiwocky

'Twas Balti and the Saag Aloo  
Did Murgh Makhani Rhogan Josh  
All Methi were the Vindaloos  
And the Madras Tok Gosht. 21

Beware the Pathia my son!  
The jaws that bite, the claws that catch.  
Beware the Tandoori and shun  
the Chicken Hasnabad. 42

He took his Handi Prawn in hand,  
Long time the Mughlai foe he sought,  
So rested he by the Thali tree  
And stood awhile in thought. 68

And as in Pilau Rice he stood  
The Pathia with eyes of flame  
Came Shashlik through Tandoori Trout  
And Rasam as it came. 91

One, two! One, two! And through and through!  
The Sobji Cakes went Chicken Chat.  
He left it dead and with its head  
He went Pakora back. 117

And hast thou slain the Pathia?  
Come to my arms my Bhaji boy!  
Peshwari Naan, kheema, korma  
Niramish in his joy. 138

'Twas Balti and the Saag Aloo  
Did Murgh Makhani Rhogan Josh  
All Methi were the Vindaloos  
And the Madras Tok Gosht. 159

**WCPM: POST \_\_\_\_\_ - PRE \_\_\_\_\_ = GAIN \_\_\_\_\_**

## FDL In Action

### Jabberwocky

Lewis Carroll

'Twas brillig, / and the slithy toves //  
Did gyre / and gimble in the wabe;//  
All mimsy / were the borogoves, //  
And / the mome raths outgrabe.//

"Beware the Jabberwock, / my son //  
The jaws that bite, / the claws that catch!//  
Beware the Jubjub bird, / and shun /  
The frumious Bandersnatch!"//

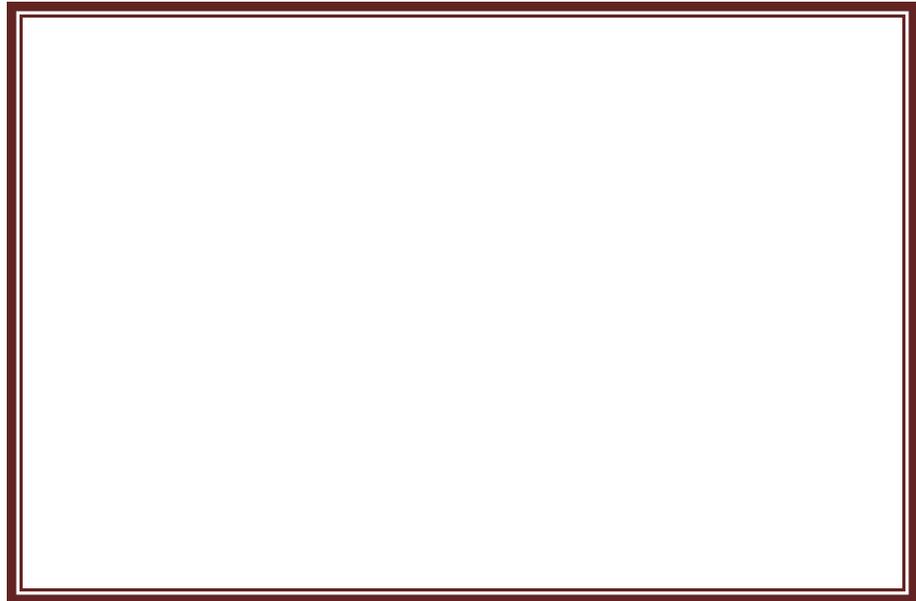
He took his vorpal sword in hand; //  
Long time / the manxome foe / he sought //  
So rested he / by the Tumtum tree, //  
And stood awhile / in thought. //

And, / as in uffish thought / he stood, //  
The Jabberwock, / with eyes of flame, /  
Came whiffling / through the tulgey wood,/  
And burbled / as it came!//

# Word Harvest and Word Study

(Choose 5-10 words you think are interesting from the previous text for our Word Wall display).

## WORD WALL



Brainstorm other words that are structurally related (word families/patterns). Add them to the Word Wall.

What instructional activities can be done with these words? Word sorts, word ladders, word games...

## **Day 1. Home practice.**

Jabberwocky Part 1 without the phrase markings.

## **Day 2**

### **Jabberwocky (part 2)**

One, two! One, two! And through and through  
The vorpal blade went snicker-snack!  
He left it dead, and with its head  
He went galumphing back.

"And hast thou slain the Jabberwock?  
Come to my arms, my beamish boy!  
O frabjous day! Callooh! Callay!"  
He chortled in his joy.

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe;  
All mimsy were the borogoves,  
And the mome raths outgrabe.

## **Day 3. Complete Jabberwocky or other work by Louis Carrol**