

Timothy V. Rasinski , Ph.D.

Professor

School of Teaching, Learning and Curriculum Studies

401 White Hall

Kent Campus

(330)672-0649 trasinsk@kent.edu

Education

The Ohio State University - Ph.D. 1985

Major: Reading, Language Arts, and Children

Minor: Curriculum

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

GPA: 3.97

University of Nebraska at Omaha - M.S. 1979

Major: Remedial Reading/Special Education

Minor: Learning Disabilities Education

GPA: 4.00

University of Nebraska at Omaha - B.S. 1976

Major: Elementary Education

GPA: 4.00

University of Akron - B.S. 1972

Major: Economics

Higher Education Work Experience

Professor of Curriculum and Instruction 1988 - 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

Awards

International Award

2012 Brock Prize: Brock International Prize
Finalist for the Brock International Prize in Education

2010 International Reading Hall of Fame: International Reading Association
Elected to Membership

2010 Literacy Leader Award: International Reading Association

1987 Elva Knight Research Award: International Reading Association
Recipient of the Elva Knight Research Award and Grant, International Reading Association, 1987 .

University Award

1997 Distinguished Alumnus: University of Nebraska at Omaha
Distinguished Alumnus, University of Nebraska at Omaha, 1997.

College Award

2009 Outstanding Alumni: Univ of Nebraska Alumni Foundation
For Outstanding Contributions to Education

2006 Laureate Award: College Reading Association
Recipient of the Laureate Award by the College Reading Association for lifetime contributions to the field of literacy education, 2006

1998. Ohio Department of Education.
"Ohio's Best" Award for direction of KSU Reading Clinic.

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

1996 A.B. Herr Award: College Reading Association
Recipient of the A.B. Herr Award by the College Reading Association for scholarly contributions to the field of literacy education, 1996.

1995 Distinguished Alumni Scholar: Ohio State University

1986 Outstanding Dissertation Award: College Reading Association
Recipient of the Outstanding Dissertation Award, College Reading Association

1985 Outstanding Dissertation Award: Association of American Publishers
Recipient of the Outstanding Dissertation Award, Association of American Publishers.

Courses

WKSP:READING INSTITUTE - C&I 50093

Enrollment: 2

Credit Hours: 1

Summary of Course

2002-2005. Follow up workshop to the KSU Reading Conference

WKSP: FROM PHONICS TO FLUENCY - C&I 50093

Credit Hours: 1

Summary of Course

2004-2006. Effective teaching of key critical literacy components -- phonics and fluency

WKSP:FOUR BLOCKS - C&I 50093

Credit Hours: 1

Summary of Course

2000-2004. In-depth study of a novel approach to literacy education.

INTEGRATE LANG ART INSTR - C&I 67311/77311

Summary of Course

Studies of language arts instruction that is integrated throughout the school curriculum and home.

WKSP: GREAT READING (B) - CI 50093

Summary of Course

2000-2009. Follow up workshop to the KSU Reading Conference.

CLINICAL PRACTICUM IN READING INTERVENTION - C&I 67323/77323

Credit Hours: 4

Summary of Course

1989-2016. In this course students provide clinical and supervised tutoring to students in grades 1-12 who are experiencing difficulty in reading. Course students (Clinicians) pre and posttest students and write case reports on all students they tutor.

EFFECTIVE TEACHING OF PHONICS - MCED 4005/50005

Credit Hours: 3

Summary of Course

2000-2016. This course explores the effective teaching of phonics and related key elements of phonics (vocabulary, phonemic awareness, reading fluency) as they impact children's reading development.

DIAGNOSIS AND REMEDIATION IN READING - C&I 67319/77319

Credit Hours: 3

Summary of Course

Taught 1988- 2016. This course the nature, diagnosis and correction of reading problems in students. Students engage in the assessment and diagnosis of children with reading problems, analyze the test data, and write case reports detailing the nature of the reading problem and strategies for correcting the identified problems.

THRY&PRCT IN TCHG RDNG - C&I 67310/77310

2000

Credit Hours: 3

Summary of Course

2000-2001. Graduate level introductory course into literacy education.

SEM: READING & LANGUAGE - C&I 87342

Spring 2000

Enrollment: 10

Credit Hours: 3

WKSP: READ WRITE (B) - C&I 50093

Spring 2003

Enrollment: 12

Credit Hours: 1

WKSP: BALANCED LITERACY - C&I 50093

2005

Credit Hours: 1

Summary of Course

2004-2008. Explorations of literacy instruction that is balanced in terms of content and direction.

DOCTORAL SEMINAR IN READING RESEARCH - CI 87398

Fall 2014

Credit Hours: 3

Summary of Course

Collaborative exploration or research and collaborative research study in literacy education.

Dissertation Advisement

Savitz, Rachelle, *The Role of Reading Coaches in the Secondary Grades*, Committee member, Fall 2016

Nageldinger, James, *The Impact of Theater on Students' Reading Development*, Co-director, Fall 2010 - Summer 2014

Parker, Emily, *Assessing the impact of the reading intervention Language! on state reading proficiency scores for secondary students with disabilities*, Committee member, Spring 2008 - Spring 2009

Niles, Karen, *Literacy Under Construction: A Longitudinal Case Study of a Struggling Reader*, Co-director, 2001

Lenhart, Lisa A., *Do You Want Me to Read To You? A Case Study Of Sibling Interactions During Literacy Events*, Co-director, 2000

Hermesmeyer, Kathleen, *Training Low-Income Parents Of First Grade Students In Paired Reading: The Effects On Reading Fluency and Attitudes Toward Reading And School*, Committee member, 1999

Loudin, Maureen F., *The Role Of The Family In The Literacy Development Of Four First Graders From Low Income Homes Who Are Succeeding in Early Literacy*, Director, 1998

Pierce, Lori, *Repeated Readings in Poetry Versus Prose: Fluency and Enjoyment for Second-graders*, Committee member, Fall 2012

Huffman, Celia, *Student Interactions With CD-ROM Storybooks: A Look At Potential Relationships Between Multiple Intelligence Strengths and Levels of Interaction*, Co-director, Summer 2011

Moyer, Rodney, *Fluency Among Middle Grade Special Education Students*, Committee member, Spring 2011

Oldrieve, Richard, *Teaching at-risk kindergartners and first graders the alphabetic principal through Small Leap Spelling.*, Chair, Spring 2005

Linek, Wayne, *Professional Development in Reading Education*, Co-director, Spring 1993

Publications

Books Authored

- Rasinski, T., & Smith, M. (under contract). *The Mega Book for Fluency*. New York, NY: Scholastic.
- Rasinski, T., Zutell, J., & Smith, M. (in press). *Go Figure: Teaching Figurative Language, Grades 5-8*. Huntington Beach, CA: Teacher Created Materials.
- Rasinski, T., Zutell, J., & Smith, M. (in press). *Go Figure: Teaching Figurative Language, Grades 3-4*. Huntington Beach, CA: Teacher Created Materials.
- Rasinski, T., & Harrison, D. (2016). *Rhymes for the Times: Literacy Strategies through Social Studies*. Huntington Beach, CA: Teacher Created Materials.
- Young, C., & Rasinski, T. (2016). *Tiered Fluency Instruction*. Minneapolis, MN: Capstone Publishing.
- Rasinski, T., Brothers, K., & Fawcett, G. (2015). *Rhythm & Rhyme Literacy Time, Level 3 (Getting to the Core of Poetry)*. Huntington Beach, CA: Shell Education.
- Rasinski, T., Brothers, K., & Fawcett, G. (2015). *Rhythm & Rhyme Literacy Time, Level 2 (Getting to the Core of Poetry)*. Huntington Beach, CA: Shell Education.
- Rasinski, T., Brothers, K., & Fawcett, G. (2015). *Rhythm & Rhyme Literacy Time, Level 1 (Getting to the Core of Poetry)*. Huntington Beach, CA: Shell Education.
- Rasinski, T., Brothers, K., & Fawcett, G. (2015). *Rhythm & Rhyme Literacy Time, Level K (Getting to the Core of Poetry)*. Huntington Beach, CA: Shell Education.
- Rasinski, T., & Nageldinger, J. (2015). *The Fluency Factor*. New York: Teachers College Press.
- McLaughlin, M., & Rasinski, T. (2015). *Struggling Readers: Engaging and Teaching in Grades 3-8*. Newark, DE: International Literacy Association.
- Ellery, V., Ozkus, L., & Rasinski, T. (2015). *Literacy Strong All Year Long, K-2*. Newark, DE: International Literacy Association.
- Ozkus, L., & Rasinski, T. (2015). *Close Reading with Paired Texts, Level 6*. Huntington Beach, CA: Teacher Created Materials.
- Ozkus, L., & Rasinski, T. (2015). *Close Reading with Paired Texts, Level 5*. Huntington Beach, CA: Teacher Created Materials.
- Ozkus, L., & Rasinski, T. (2015). *Close Reading with Paired Texts, Level 4*. Huntington Beach, CA: Teacher Created Materials.
- Ozkus, L., & Rasinski, T. (2015). *Close Reading with Paired Texts, Level 3*. Huntington Beach, CA: Teacher Created Materials.
- Ozkus, L., & Rasinski, T. (2015). *Close Reading with Paired Texts, Level 2*. Huntington Beach, CA: Teacher Created Materials.
- Ozkus, L., & Rasinski, T. (2015). *Close Reading with Paired Texts, Level 1*. Huntington Beach, CA: Teacher Created Materials.
- Ozkus, L., & Rasinski, T. (2015). *Close Reading with Paired Texts, Level*

K. Huntington Beach. CA: Teacher Created Materials.

Akyol, H., Yıldırım, K., Ateş, S., Çetinkaya, Ç., & Rasinski, T. (2014). *Okumayı değerlendirme: Öğretmenler için kolay ve pratik bir yol*. Ankara: Pegem A Yayıncılık. (Translation from Turkish: *Assessment of Reading. An easy and Practical way for Teachers.*) Ankara: Pegem A Publishing.

Rasinski, T., Padak, N., Newton, R., & Newton, E. (2014). *Getting to the Roots of Content Vocabulary, Grade 5*. Huntington Beach, CA: Shell Education.

Rasinski, T., Padak, N., Newton, R., & Newton, E. (2014). *Getting to the Roots of Content Vocabulary, Grade 4*. Huntington Beach, CA: Shell Education.

Rasinski, T., Padak, N., Newton, R., & Newton, E. (2014). *Getting to the Roots of Content Vocabulary, Grade 3*. Huntington Beach, CA: Shell Education.

Rasinski, T., & Smith, M. (2014). *Vocabulary Ladders: Understanding Word Nuances. Grade 6*. Huntington Beach, CA: Shell Education.

Rasinski, T., & Smith, M. (2014). *Vocabulary Ladders: Understanding Word Nuances. Grade 5*. Huntington Beach, CA: Shell Education.

Rasinski, T., & Smith, M. (2014). *Vocabulary Ladders: Understanding Word Nuances. Grade 4*. Huntington Beach, CA: Shell Education.

Rasinski, T., & Smith, M. (2014). *Vocabulary Ladders: Understanding Word Nuances. Grade 3*. Huntington Beach, CA: Shell Education.

Rasinski, T., & Smith, M. (2014). *Vocabulary Ladders: Understanding Word Nuances. Grade 2*. Huntington Beach, CA: Shell Education.

Rasinski, T., Padak, N., Newton, E., & Newton, R. (2014). *Getting to the Roots of Vocabulary in Mathematics*. Huntington Beach, CA: Shell Educational Publishing.

Rasinski, T., Padak, N., Newton, E., & Newton, R. (2014). *Getting to the Roots of Vocabulary in Science*. Huntington Beach, CA: Shell Educational Publishing.

Rasinski, T., Padak, N., Newton, E., & Newton, R. (2014). *Getting to the Roots of Vocabulary in Social Studies*. Huntington Beach, CA: Shell Educational Publishing.

Rasinski, T., Murphy, D., & Young, C. (2014). *Teaching Texas History through Readers Theater*. Huntington Beach, CA: Shell Education.

Rasinski, T. V., & Padak, N. (2013). *From Phonics to Fluency* (third edition). Columbus, OH: Merrill/Prentice Hall.

Rasinski, T., Padak, N., Newton, E., & Newton, R. (2013). *Starting with Prefixes*. Huntington Beach, CA: Shell Educational Publishing.

Fawcett, G., Padak, N., & Rasinski, T. (2013). *Evidence-Based Instruction in Reading: Family Involvement*. New York, NY: Pearson.

Rasinski, T., & Padak, N. (2013). *From Phonics to Fluency* (3rd ed). New York, NY: Pearson.

- Rasinski, T. (2012). *Daily Word Ladders, Grades K-1*. New York, NY: Scholastic.
- Rasinski, T., Padak, N., Newton, R., & Newton, E. (2013). *Practice with Prefixes*. Huntington Beach, CA: Shell Education.
- Wisniewski, R., Padak, N., & Rasinski, T. (2011). *Evidence-based Reading Instruction in Reading: Culturally Responsive Instruction*. Boston: Pearson.
- Rasinski, T. & Zutell, J. (2010). *Essential Strategies for Word Study*. New York: Scholastic.
- Rasinski, T., Ackland, R., Fawcett, G., & Lems, K. (2010). *The Fluent Reader in Action: Grades 1 through 4*. New York: Scholastic.
- Rasinski, T., Fawcett, G., Lems, K., & Ackland, R. (2010). *The Fluent Reader in Action: Grades 5 and Up*. New York: Scholastic.
- Bagert, B., & Rasinski, T. (2010). *The Poet and the Professor: Poems for Building Reading Skills. Grades 6-8* Huntington Beach, CA: Shell Educational Publishing.
- Bagert, B., & Rasinski, T. (2010). *The Poet and the Professor: Poems for Building Reading Skills. Grade 5*. Huntington Beach, CA: Shell Educational Publishing.
- Rasinski, T., Fawcett, G., & Brothers, K. (2009). *Whisperphone Readers Theater Scripts*. Minneapolis: Harebrain.
- Rasinski, T. (2010). *The Fluent Reader* (2nd Edition). New York: Scholastic.
- Bagert, B., & Rasinski, T. (2010). *The Poet and the Professor: Poems for Building Reading Skills. Grade 4*. Huntington Beach, CA: Shell Educational Publishing.
- Rasinski, T. V., & Griffith, L. (2010). *Building Fluency Through Practice and Performance*. Professional Development DVD and Guide. Huntington Beach, CA: Shell Educational Publishing.
- Rasinski, T., Padak, N., Newton, R., & Newton, E. (2010). *Building Vocabulary, Grades 9-11*. Huntington Beach, CA: Shell Education
- Rasinski, T., & Heym, R. (2010). *Word Steps—Building, Spelling, and Knowing Academic Vocabulary*. Huntington Beach, CA: Shell Educational Publishing.
- Rasinski, T., Padak, N., Newton, R., & Newton, E. (2010). *Building Vocabulary from Word Families to Word Roots*. Huntington Beach, CA: Shell Education.
- Rasinski, T., Padak, N., & Fawcett, G. (2009) *Teaching Children Who Find Reading Difficult* (Fourth edition). New York, NY: Pearson.
- Rasinski, T., Harrison, D. L, & Fawcett, G. (2009). *Partner Poems for Building Fluency*. New York: Scholastic. (30%)
- Rasinski, T., & Heym, R. (2008). *Making and Writing Words - Word Families*. Huntington Beach, CA: Teacher Created Materials.
- Rasinski, T. (2008). *Daily Word Ladders, Grades 1-2*. New York, NY: Scholastic.

- Rasinski, T. V., Padak, N., Newton, R., & Newton, E. (2008). *Greek and Latin Roots: Key to Building Vocabulary*. Huntington Beach, CA: Shell Educational Publishing.
- 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.
- 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.
- 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.
- Padak, N., & Rasinski, T. (2008). *Fast Start Getting Ready to Read: A Research-Based, Send-Home Literacy Program (preK-Kindergarten)*. New York: Scholastic.
- Opitz, M. F., & Rasinski, T. V. (2008). *Good-bye Round Robin: 25 Effective Oral Reading Strategies (Updated edition)*. Portsmouth, NH: Heinemann.
- Mraz, M., Padak, N., & Rasinski, T. (2007). *Evidence-based reading instruction: Phonemic awareness*. New York: Pearson.
- Newton, E., Padak, N., & Rasinski, T. (2007). *Evidence-based reading instruction: Vocabulary*. New York: Pearson.
- Rasinski, T., & Padak, N. (2007). *Evidence-based reading instruction: Comprehension*. New York: Pearson.
- Padak, N., & Rasinski, T. (2007). *Evidence-based reading instruction: Fluency*. New York: Pearson.
- Zimmerman, B., Padak, N., & Rasinski, T. (2007). *Evidence-based reading instruction: Phonics*. New York: Pearson.
- Tooms, A., Padak, N., & Rasinski, T. (2007). *The Principal's Guide to Effective Literacy Instruction*. New York: Scholastic.
- Rasinski, T., & Heym, R. (2005). *Making and Writing Words - Grades 1-2*. Huntington Beach, CA: Teacher Created Materials.
- Rasinski, T., & Heym, R. (2005). *Making and Writing Words - Grades 2-3*. Huntington Beach, CA: Teacher Created Materials.
- Rasinski, T. V., & Padak, N. (2005). *Effective Reading Strategies: Teaching Children Who Find Reading Difficult* (third edition). Columbus, OH: Merrill/Prentice Hall.
- Rasinski, T. V. (2005). *Daily Word Ladders: Lessons in Word Study: Grades 4-6*. New York: Scholastic.
- Rasinski, T. V. (2005). *Daily Word Ladders: Lessons in Word Study: Grades 2-3*. New York: Scholastic.

- Rasinski, T. V., & Padak, N. (2005). *Three Minute Reading Assessments: Word Recognition, Fluency, and Comprehension for Grades 5-8*. New York: Scholastic
- Rasinski, T. V., & Padak, N. (2005). *Three Minute Reading Assessments: Word Recognition, Fluency, and Comprehension for Grades 1-4*. New York: Scholastic.
- Rasinski, T. V. (2004). *Assessing Reading Fluency. Honolulu: Pacific Resources for Education and Learning.*
- Rasinski, T. V. (2003). *High Five Reading: Using High-Interest Nonfiction to Guide Struggling Readers*. Bloomington, MN: Red Brick Learning. (Three levels authored)
- Sampson, M.B., Rasinski, T. V., & Sampson, M.. (2003). *Total Literacy: Reading, Writing and Learning* (3rd edition). Belmont, CA: Wadsworth Publishing Co.
- Rasinski, T. V. (2003). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Vocabulary*. New York: Scholastic.
- Rasinski, T.V., & Padak, N. (2001). *From Phonics to Fluency*. New York: Allyn, Bacon, Longman.
- Rasinski, T.V. (2001). *Making and Writing Words*. Greensboro, NC: Carson Dellosa.
- Rasinski, T.V., & Zimmerman, B. (2001). *Phonics Poetry: Teaching Word Families*. New York: Allyn & Bacon.
- Rasinski, T.V., & Padak, N. (2000). *Effective strategies for teaching struggling readers* (second edition). Merrill/Prentice Hall.
- Opitz, M., & Rasinski, T.V. (1999). *Goodbye round robin*. Portsmouth, NH: Heinemann.
- Rasinski, T.V., & Padak, N. (1997). *Holistic approaches to corrective reading instruction*. Columbus: Merrill/Prentice Hall.
- Rasinski, T., & Padak, N. (1995). *A Handbook of Effective Instruction in Literacy*. Kent, OH: Kent State University and the Ohio Department of Education, Division of Federal Assistance.
- Rasinski, T.V., & Gillespie, C. (1993). *Sensitive Issues in Children's Literature: An annotated guide to children's literature K 6*. Phoenix: Oryx. Chapter 7 reprinted in curriculum material developed by the North Central Regional Educational Laboratory.
- Vacca, R.V., & Rasinski, T.V. (1991). *Case studies in Whole Language*. Fort Worth: Harcourt Brace Jovanovich.

Books Edited

- Rasinski, T., Pytash, K., & Ferdig, R. (eds.) (2014). *Using Technology to Enhance Reading Instruction: Innovative Approaches to Literacy*. Bloomington, IN: Solution

Tree.

Ferdig, R., Rasinski, T., & Pytash, K. (eds.) (2014). *Using Technology to Enhance Writing Instruction: Innovative Approaches to Literacy*. Bloomington, IN: Solution Tree.

Rasinski, T., & Padak, N. (2013). *From Fluency to Comprehension: Powerful Instruction through Authentic Reading*. New York: NY: Guilford.

Pytash, K., Ferdig, R., & Rasinski, T. (eds.). (2013). *Preparing Teachers to Teach Writing Using Technology*. Pittsburgh, PA: ETC Press.

Rasinski, T., Blachowicz, C., & Lems, K. (2012). *Fluency Instruction: Research-Based Best Practices (2nd ed.)*. New York: Guilford.

Rasinski, T. V. (2011). *Rebuilding the foundation: Effective reading instruction for the 21st century*. Bloomington, IN: Solution Tree.

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

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

Rasinski, T.V., & Padak, N. (2002). *Distinguished voices and critical issues in reading education*. Newark, DE: International Reading Association.

Rasinski, T.V., Padak, N., & others. (2000). *Teaching Comprehension and Exploring Multiple Literacies*. Newark, DE: International Reading Association.

Rasinski, T.V., Padak, N., & others. (2000). *Developing Reading-Writing Connections*. Newark, DE: International Reading Association.

Rasinski, T.V., Padak, N. & others. (2000). *Teaching Word Recognition, Spelling and Vocabulary*. Newark, DE: International Reading Association.

Rasinski, T.V., Padak, N. & others. (2000). *Motivating Recreational Reading and Promoting Home-School Connections*. Newark, DE: International Reading Association.

Rasinski, T.V. (Ed.) (1995). *Parents, teachers and literacy*. Fort Worth: Harcourt Brace Jovanovich.

Rasinski, T.V., & Padak, N. (Eds.) (1993). *Inquiries in Literacy Learning and Instruction*. Pittsburg, KS: College Reading Association.

Padak, N., Rasinski, T.V., & Logan, J. (Eds.) (1992). *Literacy Research and Practice: Foundations for the Year 2000*. Pittsburg, KS: College Reading Association.

Rasinski, T.V., Padak, N., & Logan, J. (Eds.) (1991). *Reading is Knowledge*. Pittsburg, KS: College Reading Association.

Padak, N., Rasinski, T.V., & Logan, J. (Eds.) (1990). *Challenges in Reading*. Provo,

UT: College Reading Association.

Chapters

- Young, C., & Rasinski, T. (in press). Why fluency matters. In K. Soll (ed.), *Comprehensive Literacy Basics: An Anthology*. Minneapolis, MN: Capstone.
- Rasinski, T., Paige, D., & Nageldinger, J. (2015). Reading fluency: Neglected, misunderstood, but still critical for proficient reading. In E. Hiebert & P. D. Pearson (eds.), *Grounding Common Core Teaching in Proven Practices*, (pp. 143-160). New York, NY: Teachers College Press.
- Rasinski, T. (2014). Fluent reading: The power of rhythm and music. In L. Bridges (ed.), *Open a World of Possible: Real Stories About the Joy and Power of Reading* (pp. 130-131). New York: Scholastic.
- Kuhn, M., & Rasinski, T. (2014). Best practices in fluency. In L. Morrow & L. Gambrell (eds.), *Best Practices in Literacy Instruction* (4th ed.). New York: Guilford.
- Rasinski, T., Paige, D., & Nageldinger, J. (2014). Reading fluency: Neglected, misunderstood, but still critical for proficient reading. In E. Hiebert & P. D. Pearson (eds.), *Grounding Common Core Teaching in Proven Practices*. New York, NY: Teachers College Press.
- Samuels, S., Rasinski, T., & Hiebert, E. (2014). Eye movements and reading: What teachers need to know. E. Hiebert (ed.), *Stamina, Silent Reading, and the Common Core State Standards: Preparing for the New Assessments*. (reprinted from A. Farstrup & S. J. Samuels (eds.), *What research has to say about reading instruction* (4th ed.). Newark, DE: International Reading Association.
- Hiebert, E. , Samuels, S., & Rasinski, T. (2014). Comprehension-based silent reading rates: What do we know? What do we need to know. In E. Hiebert (ed.), *Stamina, Silent Reading, and the Common Core State Standards: Preparing for the New Assessments*. (reprinted from *Literacy Research and Instruction*, 51, 100-124.)
- Rasinski, T. (2014). Striking the right balance: Why silent reading and extended reading of challenging materials matter. In E. Hiebert (ed.), *Stamina, Silent Reading, and the Common Core State Standards: Preparing for the New Assessments*.
- Rasinski, T. (2014). Fluent reading: The power of rhythm and music. In L. Bridges (ed.), *What Experts Say "How Reading Changed my Life*. New York, NY: Scholastic.
- Rasinski, T., Kuhn, M., & Nageldinger, J. (2013) Reading standards: Foundational skills. In L. Morrow, K. Wixson, & T. Shanahan (eds.), *Teaching with the Common Core Standards for English Language Arts* (pp. 67-87). New York, NY: Guilford.
- Rasinski, T. (2013). Fluency. In E. Heeren, J. Perkins, R. Potts, & J Rodgers (eds.),

- Content *Literacy Strategies for Improving Student Achievement*. (pp. 7-23). Philadelphia, PA: Research for Better Schools.
- Rasinski, T. (2013). Preface. In E. Heeren, J. Perkins, R. Potts, & J Rodgers (eds.), *Content Literacy Strategies for Improving Student Achievement*. (pp. iii-v). Philadelphia, PA: Research for Better Schools.
- Rasinski, T. (2013). *Foreword*. In G. Fawcett, *Vocabulary in Action: Lessons from Great Literacy Teachers*. New York, NY: Bowman & Littlefield.
- Zimmerman, B., Rasinski, T., & Melewski, M. (2013). When kids can't read, what a focus on fluency can do: The Reading Clinic Experience at Kent State University. In E. Orlleib & E. Cheek (eds.), *Advanced Literacy Practices: From the Clinic to the Classroom*. Bingley, United Kingdom: Emerald Group Publishing
- Rasinski, T., Kuhn, M., & Nageldinger, J. (2013) Reading standards: Foundational skills. In L. Morrow, K. Wixson, & T. Shanahan (eds.), *Teaching with the Common Core Standards for English Language Arts* (pp. 67-87). New York, NY: Guilford.
- Padak, N., & Rasinski, T. (2012). Literacy instruction: Toward a comprehensive, scientific, and artistic literacy curriculum. In R. Flippo (ed.), *Reading Researchers in Search of Common Ground* (2nd ed.), pp. 212-226. New York: Routledge.
- Rasinski, T. (2012). Communications and collaboration with parents, families, and communities. In R. Flippo (ed.), *Reading Researchers in Search of Common Ground* (2nd ed.), pp. 204-211. New York: Routledge.
- Samuels, S., Rasinski, T., & Hiebert, E. 2011. Eye movements and reading: What teachers need to know. In S. J. Samuels, & A. E. Farstrup (eds.), *What Research has to say about Reading Instruction* (4th ed.), pp. 25-50. Newark, DE: International Reading Association.
- Rasinski, T., Samuels, S., Hiebert, E., Petscher, Y., & Feller, K. (2011). The relationship between a silent reading fluency instructional protocol on students' reading comprehension and achievement in an urban school setting. In E. Hiebert (ed.), *Stamina, Silent Reading, and the Common Core State Standards: Preparing for the New Assessments*. (reprinted from *Reading Psychology*, 34, 76-93).
- Rasinski, T., & Young, C. (2011). Mentoring authors' voices through readers' theater. In J. Richards & C. Lasonde (eds.), *Writing Strategies for All Primary Students*, pp. 257-266.. San Francisco: Jossey-Bass.
- Taylor, S., & Rasinski, T. (2011). Moving toward fluency in silent reading. In S. Taylor (ed.), *Exploring Silent Reading Fluency: It's Nature and Development*, pp. 63-78. Springfield, IL: Charles C. Thomas.
- Rasinski, T., & Samuels, S. J. (2011). Reading fluency: What it is and what it is not. In S. J. Samuels, & A. E. Farstrup (eds.), *What Research has to say about Reading Instruction* (4th ed.), pp. 94-114. Newark, DE: International Reading Association.

- Zimmerman, B., Rasinski, T., & Foreman, T. (2011). Reading fluency and multicultural literature. In L. Smolen, & R. Oswald (eds.), *Multicultural Literature and Response: Affirming Diverse Voices* (pp. 371-402). Santa Barbara, CA: Libraries Unlimited.
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Padak, N., Rasinski, T., & Fike, J. (1997). Storybook reading in Even Start families. In W. Linek & E. Sturtevant (Eds.) *Exploring Literacy: Yearbook of the College Reading Association* (pp. 109-118). Platteville, WI: College Reading Association.

Fleener, C., Morrison, S., Linek, W., & Rasinski, T. (1997). Recreational reading choices: How do children select books? In W. Linek & E. Sturtevant (Eds.) *Exploring Literacy: Yearbook of the College Reading Association* (pp. 75-84). Platteville, WI: College Reading Association.

Fawcett, G., Rasinski, T., & Linek, W. (1997). Family literacy: A new concept. *Principal*, 76.

Morrison, S., Fleener, C., Linek, W., & Rasinski, T. (1997). Literacy implications: The role of the classroom teacher in equipping students with book selection strategies. In C. Kinzer, K. Hinchman, & D. Leu (Eds.), *Inquiries in Literacy Theory and Practice: Forty-Sixth Yearbook of the National Reading Conference* (pp. 397-404). Chicago: National Reading Conference.

Rasinski, T. (1997). Assessing the neglected goal of the reading curriculum: Reading fluency. *News and Notes: The Nebraska Association for Supervision and Curriculum Development*. Summer, 3-6.

Linek, W., Rasinski, T., & Harkins, D. (1997). Teacher perceptions of parent involvement in literacy education. *Reading Horizons*, 38, 90-107.

Zimmerman, B., Foreman, T., & Rasinski, T. (1996). Reading workshop: An early intervention approach for at-risk students. In E. Sturtevant and W. Linek (Eds.), *Growing Literacy: Yearbook of the College Reading Association* (pp. 159-169). College Reading Association, Harrisonburg, VA.

Rasinski, T.V., & Zutell, J.B. (1996). Is fluency yet a goal of the reading curriculum? In E. Sturtevant and W. Linek (Eds.), *Growing Literacy: Yearbook of the College Reading Association* (pp. 237-246). College Reading Association: Harrisonburg, VA.

Padak, N., Rasinski, T.V., & Ackerman, C. (1996). Teachers helping teachers: Ohio's Even Start peer assistance team project. In E. Sturtevant and W. Linek (Eds.), *Growing Literacy: Yearbook of the College Reading Association* (pp. 269-283). College Reading Association: Harrisonburg, VA.

Books Reviewed

Rasinski, T. (2014). Review of *New Traditional Games for Learning: A Case Book*. *Journal of Educational Research*.

Rasinski, T., & Nageldinger, J. (2013). A review of "The Aesthetics of Education: Theatre, Curiosity, and Politics in the Work of Jacques Ranciere and Paulo Freire." *The Journal of Educational Research*, 106(6), 486-487.

Rasinski, T. V. (2001). Review of *No Contest: The Case Against Competition*. In *Reading Psychology: An International Quarterly*.

Padak, N., & Rasinski, T. (2001). Review of "Bridges to Literacy: Children, families, and schools," by David K. Dickson (Ed.). In *Journal of Reading Behavior*.

Rasinski, T., Fawcett, G., & Padak, N. (2001). Review of "No Quick Fix" by Richard Allington (Ed.). In *Journal of Literacy Research*.

Other Publications

Rasinski, T. (2013). A remedy for reading difficulties. *Akron Beacon Journal*, 175(255), A10.

Rasinski, T. (2016). *Teaching Reading Fluency* (laminated reference guide). West Palm Beach, FL: Learning Sciences.

Rasinski, T. V. (2012). Foreword. In L. Ozkus, Best Ever Literacy Survival Tips. Newark, DE: International Reading Association.

Rasinski, T. (2013). Foreword. In V. Risko & D. Walker-Dalhouse. Be that Teacher! Breaking the Cycle for Struggling Readers. New York: Teacher College Press.

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

Rasinski, T. Praise for *What do the Experts Say?* In R. Flippo, *What do the Experts Say?: Helping Children Learn to Read* (p. i). Porstmouth, NH: Heinemann

Rasinski, T.V., & Padak, N. (1993-1999). *The Reading Teacher*. Editors. (Winner of 1995 APEX Award for excellence in editorial content)

Fox, N., Rasinski, T.V., & Fredricks, A. Experts respond to issues in parents and reading. *Colorado Communicator*, 21, 4-8.

Rasinski, T. In defense of teacher education. *The Akron Beacon Journal*, p.A8.

Padak, N., & Rasinski, T. (1999). *Family Literacy Programs: Who Benefits?* Bloomington, IN:ERIC Clearinghouse on Reading and Communication (ED 4007 586)

Morris, C. (1998). Center helps kids learn to read. *Daily Kent Stater*. Information for article provided by Timothy Rasinski.

Reprints: Rasinski, T., & Gillespie, C. 52 pages from our book *Sensitive Issues: An Automated Guide to Children's Literature*. Reprinted by Hamiline University.

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

Rasinski, T., & Padak, N. (1998). *Text Considerations in Literacy Teaching and Learning*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education (ED378 544)

Padak, N., & Rasinski, T.V. (1994-1996). Issue Introductions by Editors. *Language*

Experience Forum.

Presentations

In 2015 I made multiple presentations at the annual meeting of the International Literacy Association. I also made presentations at the annual meeting of the National Council of Teachers of English and the Association of Literacy Educators and Researchers.

International Invited

Rasinski, T. (2014, May). *The joy of reading*. Presentation made at the annual meeting of the International Reading Association, New Orleans, LA.(2014)

Rasinski, T. (2014, May). *Home and family literacy: Teachable moments that can last a lifetime*. Presentation made at the annual meeting of the International Reading Association. New Orleans, LA.(2014)

Rasinski, T. (2014, May). *Let's get back to the art of teaching reading*. Featured presentation made at the annual meeting of the International Reading Association, New Orleans, LA.

Rasinski, T. (2014, May). *Reading fluency: What we know; what we still need to know..* Invited research presentation made at the annual meeting of the International Reading Association, New Orleans, LA.(2014)

Rasinski, T. (2014, May). *Poetry Olio: Making poetry and integral part of the reading curriculum*. Presentation made at the annual meeting of the International Reading Association, New Orleans, LA.(2014)

Rasinski, T. (2013, April). *Teaching academic vocabulary through morphological study*. Paper presented at the annual meeting of the International Reading Association, San Antonio.(2013)

Rasinski, T. (2013, April). *From phonics to fluency to proficient reading*. Paper presented at the annual meeting of the International Reading Association, San Antonio.(2013)

Rasinski, T. (2013, April). *Teaching fluency with authentic literature*. Paper presented at the annual meeting of the International Reading Association, San Antonio.(2013)

Rasinski, T. (2013, April). *Poetry Olio: Why poetry can help children who struggle in learning to read*. Paper presented at the annual meeting of the International Reading Association, San Antonio.(2013)

Rasinski, T. (2012, April). *Divide and conquer: Teaching academic vocabulary in the content areas*. Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

Rasinski, T. (2012, April). *Fast Start: Using rhymes and poems to teach early literacy competencies*. Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

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)

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)

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)

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

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)

International Refereed

Rasinski, T. (2014, May). *Veni, vidi, vici vocabulary.: Word roots instruction*. Presentation made at the annual meeting of the International Reading Association, New Orleans, LA.(2014)

Rasinski, T. (2014, May). *From phonics to fluency to proficient reading*. Presentation made at the annual meeting of the International Reading Association, New Orleans, LA.(2014)

Rasinski, T. (2014, May). *Addressing the common core standards all day i nearly childhood classrooms*. Presentation made at the annual meeting of the International Reading Association. New Orleans, LA.(2014)

Rasinski, T. (2014, May) *Ending your school year literacy strong*. Presentation made at the annual meeting of the International Reading Association. New Orleans, LA.(2014)

Rasinski, T. (2014, May). *What's new in language arts research? Looking inside the Handbook in Teaching the English Language Arts (Volume 3)*. Presentation made at the annual meeting of the International Reading Association, New Orleans, LA.(2014)

Bintz, W., Nageldinger, J., & Rasinski, T. (2014, July). *Continuing the tradition: Extending oral reading fluency to content area instruction*. Presentation made at the annual meeting of the United Kingdom Literacy Association, Sussex, UK. (2014)

Rasinski, T. (2013, April). *The role of fluency in the common core. Viewing fluency as a developmental continuum for literacy achievement*. Paper presented at the annual meeting of the International Reading Association, San Antonio.(2013)

Rasinski, T. (2013, April). *Using poetry and song parodies for word study, fluency, comprehension, and writing instruction*. Paper presented at the annual meeting of the

International Reading Association, San Antonio.(2013)

Young, C., & Rasinski, T. (2013, April). *From readers theater to motion pictures..* Paper presented at the annual meeting of the International Reading Association, San Antonio.(2013)

Rasinski, T. (2013, November). Reading research that made a difference. Presentation made at the annual meeting of the Association of Literacy Educators and Researchers. Dallas, TX.(2013)

Rasinski, T. (2012, April). *Developing proficiency in voice through script writing.* Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

Rasinski, T. (2012, April). *Using poetry to teach reading: Why, how and the evidence.* Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

Rasinski, T. (2012, April). *From phonics to fluency: Effective methods for teaching critical literacy skills.* Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

Rasinski, T. (2012, April). *Teaching vocabulary from word roots: An instructional routine for the elementary grades.* Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

Brassell, D., & Rasinski, T. (2012, April). *Comprehension that works! Taking students beyond ordinary understanding to deep comprehension.* Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

Rasinski, T. (2012, April). *The experts study revisited* (discussant). Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

Rasinski, T. (2012, April). *The art and science of teaching reading fluency: From the Handbook of Research into the English Language Arts.* Paper presented at the annual meeting of the International Reading Association, Chicago.(2012)

Nageldinger, J. & Rasinski, T. (2012, October). *Fluency as a performing art..* Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Grand Rapids, MI.(2012)

Rasinski, T., Reutzel, D. R., & Gambrell, L. (2012, October). *Future perspectives on literacy and literacy instruction.* Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Grand Rapids, MI.(2012)

Nageldinger, J., & Rasinski, T. (2012, November). Theater Saved My Life. Paper presented at the annual conference of the Association of Literacy Educators and Researchers. Grand Rapids, MI.(2012)

Rasinski, T. (2012, November). *Reading the Tea Leaves: Future Perspectives on Reading and Reading Education.* Paper presented at the annual conference of the Association of Literacy Educators and Researchers. Grand Rapids, MI.(2012)

- Rasinski, T. (2011, November). *A word roots approach to teaching academic vocabulary* Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Richmond, VA.(2011)
- Fagal, J., Zimmerman, B., Rasinski, T. (2011, November). *Teaching literacy through poetry*. Paper presented at the annual meeting of the National Council of Teachers of English, Chicago.(2011)
- Rasinski, T. (2011, April). *Vocabulary instruction using word roots*. Paper presented at the annual meeting of the International Reading Association, Orlando.(2011)
- Rasinski, T. (2012, April). *What's new in phonics and fluency instruction*. Paper presented at the annual meeting of the International Reading Association, Orlando.(2011)
- Rasinski, T. (2010, May). *Effective Teaching of Reading Fluency*. Presentation made at the annual meeting of the International Reading Association. Chicago, IL. (2010)
- Padak, N., & Rasinski, T. (2009, May). *Guidelines for parental involvement*. Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN.(2009)
- 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)
- 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)
- Rasinski, T. V. (2009, May). *Authentic repeated readings*. Presentation made at the annual meeting of the International Reading Association, Minneapolis, MN.(2009)
- 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)
- 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)
- Rasinski, T. (2008, May) *The seeds of professional consensus* (Session discussant). Presentation made at the annual meeting of the International Reading Association, Atlanta. (2008)
- Rasinski, T., Padak, N., et al. (2008, May). *Writing for The Reading Teacher*. Presentation made at the annual meeting of the International Reading Association, Atlanta. (2008)
- Padak, N., & Rasinski, T., et al. *Reading Teacher Reviewers and Workshop*. Presentation made at the annual meeting of the International Reading association, Orlando.
- Rasinski, T., Padak, N., et al. *Writing for the Reading Teacher*. Presentation made at the annual meeting of the International Reading Association, Orlando.

Rasinski, T. (2013, April). *Using poetry and song parodies for word study, fluency, comprehension, and writing instruction*. Paper presented at the annual meeting of the International Reading Association, San Antonio.

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

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

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.

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

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

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

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

National Refereed

Rasinski, T. (2013, November). *Motivating and Engaging Readers through Choice, Discussion, Writing, and Social Media*. Presentation made at the annual meeting of the National Council of Teachers of English. Boston, MA.(2013)

Rasinski, T. (2013, November). *Motivating and engaging readers through choice, discussion, writing, and social media: Poetry and prosody -- A perfect pair*. Presentation made at the annual meeting of the National Council of Teachers of English. Boston, MA.

Kasten, W., Rasinski, T., Padak, N., Bruneau, B., et al. (1997). *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.

Rasinski, T.V., et al. (1996) *Personal Critiques: Coaching Perspective Writers*. Paper presented at the annual meeting of the College Reading Association, Myrtle Beach, CS.

Rasinski, T.V. (1996). *Outside of a Dog, a Book is Probably Man's Best Friend*. Paper presented at the annual meeting of the College Reading Association, Myrtle Beach, SC.

Rasinski, T.V. (1996). *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.

Service

At the university, college, and department/school levels I have served on numerous committees and positions. These include:

- Provost Advisory Board – Tenure
- Provost Advisory Board – Promotion
- University Intercollegiate Athletics Committee
- University Fellowship Committee
- University Research Council
- College Advisory Council
- College Graduate Council
- College Faculty Assembly Chair
- Department Curriculum Committee
- Faculty Advisory Council
- Promotion and Tenure Committee – Department/School
- Advisory and Program Committees for the KSU Reading Conference
- Program Committee Chair, KSU Reading Conference
- Multiple Search Committees

I have also served in numerous capacities for professional organizations. These include:

- President, College Reading Association
- Board of Directors, International Reading Association
- Board of Directors, National Reading Conference
- Treasurer, International Reading Hall of Fame
- Board of Directors Reading Hall of Fame
- Studies and Research Committee, International Reading Association
- Headquarters Committee, International Reading Association
- Program Committee, Chair, College Reading Association
- Program Committee, International Reading Association

- Editor, *The Reading Teacher* (6 years)
- Editor, *Journal of Literacy Research* (6 years)
- Editor, *Yearbook of the College Reading Association* (4 years)
- Editor, *Language Experience Forum* (4 years)
- Guest Editor, *International Journal of Elementary Education*
- Guest Editor, *New England Reading Association Journal*

Editorial Review Board Member for the following professional journals

- *The Reading Teacher*
- *Journal of Adolescent and Adult Literacy*
- *Reading Research Quarterly*

- *Educational Psychology*
- *Journal of Reading Behavior*
- *Reading Psychology*
- *Journal of Educational Research*
- *Yearbook of the National Reading Conference*
- *Reading and Writing Quarterly*

Grants

Improving School Literacy Outcomes, 8/2015 - 7/2016, GAR Foundation, \$77,000

Timothy Rasinski and David Paige, An evaluation of reading-while-listening to improve teacher practice and oral reading fluency in struggling readers, 9/2009 - 9/2010 . Not funded.

Timothy Rasinski and Lynne Rowan, Teaching technology transfer for language and literacy in child care centers, 9/2009 - 8/2012, U.S. Department of Education. Not funded.

KSU Conference on Leadership in School Reading Program, 8/1999 - 8/2000, Jennings Foundation, \$13,000

KSU Conference on Leadership in School Reading Program, 8/1999 - 8/2000, GenCorp Foundation, \$5,000

KSU Conference on Leadership in School Reading Program, 8/1999 - 8/2000, Summit Educational Initiative, \$5,000

The Reading Teacher Editorship, 8/1998 - 8/1997, International Reading Association, \$78,600

The Reading Teacher Editorship, 8/1998 - 8/1999, International Reading Association, \$30,200

Even Start in Literacy Development, 8/1997, Ohio Department of Education, \$50,000

Even Start Technical Assistance and Staff Development, 1/1997 - 7/1997, Ohio Department of Education, \$50,000

Fast Start in Literacy Education, 8/1996, Ohio Board of Regents, Urban University Program, \$7,397
Description:

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.

Even Start in Literacy Development, 8/1996, Ohio Department of Education, \$50,000

Description:

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

Family Literacy, 8/1996, Ohio Department of Education, \$118,574

Description:

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

Fast Start: A parental involvement program for primary grade students in an urban school., 8/1996 - 1, Ohio Board of Regents, Urban University Program, \$7,397

Even Start Technical Assistance and Staff Development, 8/1996 - 8/1996, Ohio Department of Education, \$50,000

The Reading Teacher Editorship, 8/1996 - 8/1997, International Reading Association, \$61,800

Making Parental Involvement Work for Kids. , 1/1996 - 1, Ohio Department of Education

Description: Contributor to grant development. Submitted to the Ohio Department of Education by the Summit County Educational Service Center. Funded for \$9,998

The Reading Teacher Editorship, 8/1995 - 8/1996, International Reading Association, \$61,800