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**From Phonics to Fluency:
Effective and Engaging
Instruction for Two Critical
Areas of Reading**

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Effective Teaching of Reading: From Phonics to Fluency

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The Bridge from Phonics to Comprehension: Three Components of Fluency

1. Accuracy in word recognition (word decoding).

Approximately 95% word recognition accuracy is considered adequate for instructional level reading.

2. Automaticity in word recognition.

Readers not only are accurate in word recognition, they are effortless or automatic in recognizing the words they encounter. The significance of achieving automaticity is that readers can devote their limited cognitive resources to the important task of comprehending the text.

Automaticity is most often assessed by determining a reader's reading rate on a grade level passage in *words correct per minute*. Since rate increases as readers mature, no one rate is considered appropriate. You will need to check students' rate against the table of grade level norms.

3. Interpretive and meaningful reading.

Readers use their new-found cognitive "energy" to interpret the passage they are reading. In oral reading this is done through an expressive and appropriately phrased rendering of a written passage at an appropriately fluent speed. It is assumed that this type of interpretive reading is also reflected in silent reading.

Interpretive and meaningful reading is best measured through a qualitative rubric in which the teacher listens to a reader read grade level material and rates the reading according to descriptions provided in the rubric. Readers who fall in the lower half of most are normally considered less than minimally adequate or proficient in fluency.

Fluency Accuracy and Automaticity: Assessment and Norms

ACCURACY:

Calculation: Total number of words read correct divided by Total words read (correct or corrected + uncorrected errors). Example: 137 words read correct / 145 total words read (137 correct + 8 uncorrected errors) = 94.5% correct.

Interpretation:
99% Correct: Independent Level Reading
95% Correct: Instructional Level Reading
90% Correct: Frustration Level Reading

AUTOMATICITY:

<u>Grade</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
1	5	25	50-60 wcpm*
2	53	78	84-94
3	79	93	104-114
4	99	112	98-118
5	105	118	118-128
6	115	132	135-145
7	147	158	157-167
8	156	167	166-171

* words correct per minute

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

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

Analysis and Interpretation: Students reading significantly below the stated norms (20% or more below norms) are at risk in reading decoding and/or fluency, and should be considered for further assessment and diagnosis.

Adapted from: Hasbrouck, J. E. & Tindal, G. (1992). *Curriculum-based oral reading fluency forms for students in Grades 2 through 5. Teaching Exceptional Children, (Spring), 41-44.* and Howe, K. B. & Shinn, M. M. (2001). *Standard reading assessment passages (RAPS) for use in general outcome measurements: A manual describing development and technical features.* Eden Prairie, MN: Edformations.

NAEP Oral Reading Fluency Scale

4 Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.

3 Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.

2 Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast.

1 Reads primarily word-by-word. Occasional two-word or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow.

A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

Making & Writing Words

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

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

Transfer

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

Fr. Rasinski, T. (1999). Making and writing words. *Reading Online*. Available at <http://www.readingonline.org/articles/rasinski/>
Permission to photocopy for educational use is granted.

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ow (Long o)

Vowel

o

Consonants

b f g h k l n r s t w

Words and Sentences

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

Challenge Words

stow flow slowed

Phonetic Sentence for Dictation and Decoding

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

Word Sorts

Verbs

Nouns

Rhyming Words

Consonant Blend Words

Word Building

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

ow (bow, row, tow, mow)

Brainstorm words that can belong to both ow families:

bow, mow, row, sow

Vowel
o

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

1.

—	—	—

6.

—	—	—	—	—

2.

—	—	—	—

7.

—	—	—	—	—

3.

—	—	—	—

8.

—	—	—	—	—

4.

—	—	—	—

9.

—	—	—	—	—	—

5.

—	—	—	—	—

10.

—	—	—	—	—	—

Challenge Words

C1.

—	—	—	—

C2.

—	—	—	—

C3.

—	—	—	—	—	—

Letter (Word) Ladders

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

leaf	mean	key	walk	first
lean	lean	donkey		
mean	Len	monkey		
man	men	monk		
main	mad	honk		
mane	made	Hank		
made	trade	rank		
trade	tirade	rack		
tread		rock		
tree		lock	run	last

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

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

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

For more on Word Ladders see: [Scholastic](#), (Tel: 800-242-7737, choose option #3)
Daily Word Ladders for Teaching phonics and vocabulary, Gr 2-3
Daily Word Ladders for Teaching phonics and vocabulary, Gr 4+

Paired Reading: HOW TO DO IT

Reading Together

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

Time

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

Place

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

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

Reading Alone

1. When you are reading together, allow your child to read alone when he feels confident and wants to. Agree on a way for him/her to *signal* you to stop reading along. This could be a knock, squeeze, or tap with the elbow. (Saying “be quiet” or similar words might make your child lose track of the meaning of the story.) When signaled, you immediately stop reading aloud and feel glad that your child wants to be an independent reader.
2. When your child comes to an *unknown word*, wait *five seconds* to allow time for him to use word attack skills. If he reads the word correctly, praise the accomplishment. However, if your child is unable to work it out after five seconds, you say the correct word. Then the child repeats the word and both of you read together out loud until the next signal to read alone.

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

Points to Remember

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

Tape-Assisted Reading

Evidence-Based Instruction for Improving Reading Fluency and Overall Reading Proficiency

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

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

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

Using Tape-Assisted Readings in Elementary and Middle Schools

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

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

The Fluency Development Lesson (FDL):

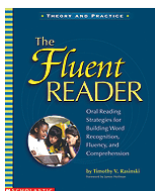
Synergistic Instruction

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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.)
9. The students take a copy of the passage home to practice with parents and other family members.
10. Students return to school and read the passage to the teacher or a partner who checks for fluency and accuracy.



Source: Rasinski, T.V. (2003). The Fluent Reader: Oral reading strategies for building word recognition, fluency, and comprehension. New York: Scholastic. Available at www.tcmpub.com

Sources for Reader's Theater

Commercial Publishers

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

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

Reader's Theatre Script Service: www.readers-theatre.com 619-276-1948 Call for catalog. Has excellent scripts available from grades one through adult literacy. Reasonably priced.

Texts for Fluency Practice from Shell Education, www.seppub.com, 877-777-3450. Age-appropriate texts for students to read and perform.



Web Sources

<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/radiokit.htm>

<http://www.margiepalatini.com>

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

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

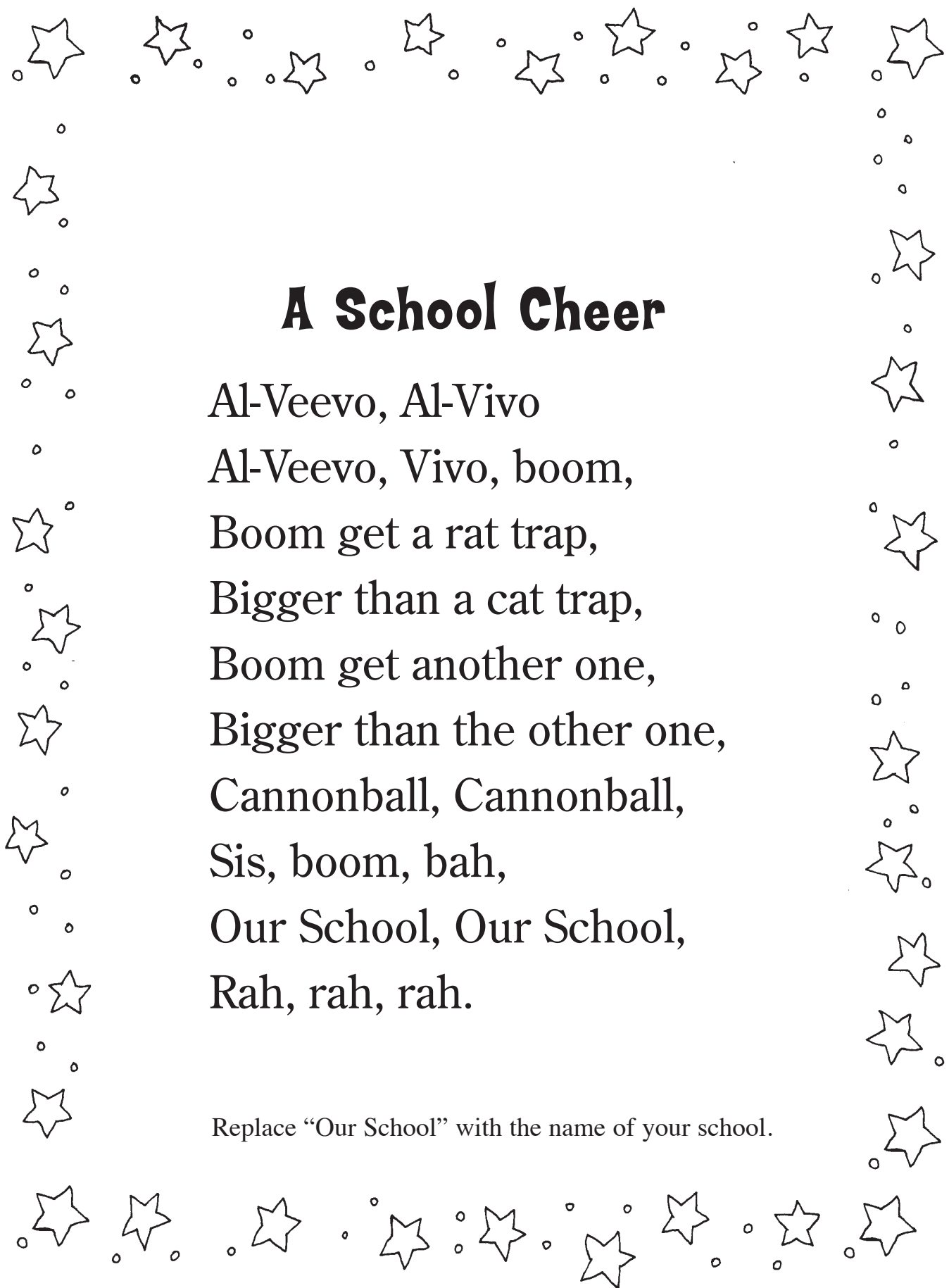
http://www.readingonline.org/electronic/elec_index.asp?HREF=carrick/index.html

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

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

<http://www.readers-theatre.ecsd.net/collection.htm>

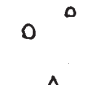
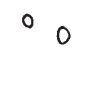
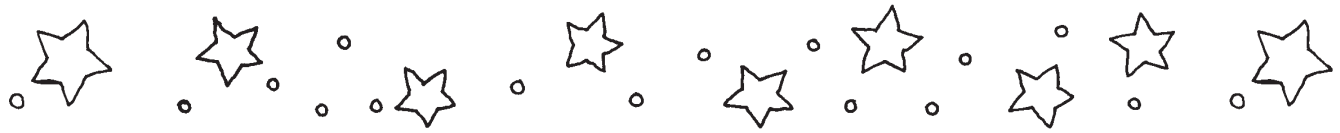
<http://www.vtaide.com/png/theatre.htm>



A School Cheer

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

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

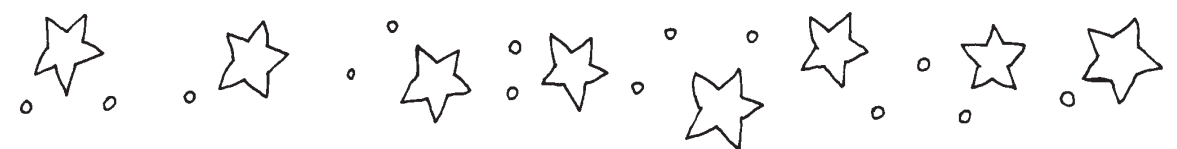


The New Colossus

By Emma Lazarus

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

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





O Captain! My Captain!

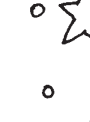
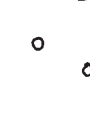
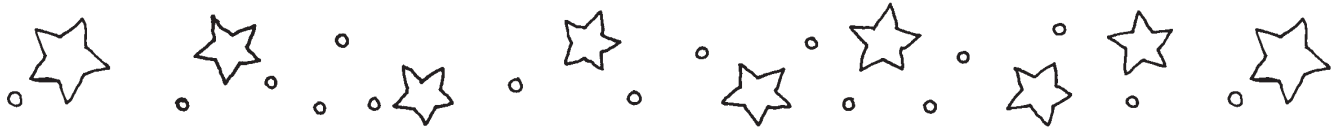
By Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
 But O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.

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

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

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



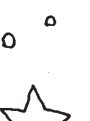
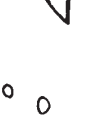
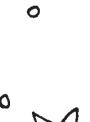
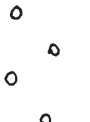
In Flanders Fields

By John McCrae

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

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

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





I'm a Yankee Doodle Dandy

By George M. Cohan

I'm a Yankee Doodle Dandy
A Yankee Doodle do or die!
A real-life nephew of my Uncle Sam,
Born on the Fourth of July.
I've got a Yankee Doodle sweetheart,
She's my Yankee Doodle joy.
Yankee Doodle went to London just to
ride the ponies,
I am that Yankee Doodle boy.



You're a Grand Old Flag

By George M. Cohan

You're a grand old flag,
You're a high flying flag
And forever in peace may you wave.
You're the emblem of
The land I love.
The home of the free and the brave.
Ev'ry heart beats true
'neath the Red, White and Blue,
Where there's never a boast or brag.
Should auld acquaintance be forgot,
Keep your eye on the grand old flag.

Passages for Promoting Fluency!

A Boy's Summer

With a line and a hook
By a babbling brook,
The fisherman's sport we ply;
And list the song
Of the feathered throng
That flits in the branches nigh.
At last we strip
For a quiet dip;
Ah, that is the best of joy.
For this I say
On a summer's day,
What's so fine as being a boy?
Ha, Ha!

---Paul Laurence Dunbar

Summer

There's a long sunny season called summer.
When it's over, kids say 'what a bummer.'
It's soon time for school,
Which can be awfully cool,
If you don't want to get any dummer.

Timothy Rasinski

A Fly and a Flea in a Flue

A fly and a flea in a flue
Were trapped, so what could they do?
Said the fly, "let us flee!"
"Let us fly!" said the flea.
And they flew through a flaw in the flue.

Anonymous

Betty Botter

Betty Botter brought some butter,
"But," she said, "the butter's bitter;
If I put it in my batter,
It will make my batter bitter;
But a bit of better butter,
That would make my batter better."

So, she bought a bit of butter,
Better than her bitter butter,
And she put it in her batter,
And the batter was not bitter;
So 'twas better Betty Botter
Bought a bit of better butter.

Mother Goose

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters, and boards torn up,
And places with no carpet on the floor-
Bare.
But all the time I've been a --climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps
Cause you finds it's kinder hard.
Don't you fall now-
For I've still goin', honey,
I've still climbin'
And life for me ain't been no crystal stair.

Langston Hughes

Army Song

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

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

Indiana (chorus)

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

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

Passages for Promoting Fluency (con't)

General Douglas MacArthur's Farewell to West Point

Yours is the profession of arms, the will to win, the sure knowledge that in war there is no substitute for victory, that if you lose, the Nation will be destroyed, that the very obsession of your public service must be Duty, Honor, Country.

These great national problems are not for your professional participation or military solution.

The long, gray line has never failed us. Were you to do so, a million ghosts in olive drab, in brown khaki, in blue and gray, would rise from their white crosses, thundering those magic words: Duty, honor, country.

This does not mean that you are warmongers. On the contrary, the soldier above all other people prays for peace, for he must suffer and bear the deepest wounds and scars of war. But always in our ears ring the ominous words of Plato, that wisest of all philosophers: "Only the dead have seen the end of war."

The shadows are lengthening for me. The twilight is here. My days of old have vanished—tone and tint. They have gone glimmering through the dreams of things that were. Their memory is one of wondrous beauty, watered by tears and coaxed and caressed by the smiles of yesterday. I listen vainly, but with thirsty ear, for the witching melody of faint bugles blowing reveille, of far drums beating the long roll.

In my dreams I hear again the crash of guns, the rattle of musketry, the strange, mournful mutter of the battlefield. But in the evening of my memory always I come back to West Point. Always there echoes and re-echoes: Duty, Honor, Country.

Today marks my final roll call with you. But I want you to know that when I cross the river, my last conscious thoughts will be of the corps, and the corps, and the corps.

I bid you farewell.

General Douglas Mac Arthur

There is no frigate like a book
To take us lands away,
Nor any coursers like a page
Of prancing poetry.
This traverse may the poorest take
Without oppress of toll;
How frugal is the chariot
That bears a human soul!

Emily Dickenson

Tart words make no friends; a spoonful of honey
will catch more flies than a gallon of vinegar.

Early to bed, early to rise, makes a man healthy,
wealthy, and wise.

Don't throw stones at your neighbors, if your
own windows are glass.

A little neglect may breed mischief; for want of a
nail, the shoe was lost; for want of a shoe, the
horse was lost; for want of a horse, the rider was
lost; for want of the rider, the battle was lost.

If you know the value of money, go and try to
borrow some; he that goes a-borrowing goes a-
sorrowing.

If a man could have half his wishes, he would
double his troubles.

Benjamin Franklin
(From Poor Richard's Almanac)

Word Family (Phonogram) Poems

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

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

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

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

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

For more poems and word families, see *Poems for Word Study*
by Timothy Rasinski and Karen Brothers from Shell Education
www.seppub.com 877-777-3450

Reader's Theater

THE PAPER BAG PRINCESS

CHARACTERS: NARRATOR
ELIZABETH
PRINCE
DRAGON

Narrator: Once upon a time there was a beautiful princess named Elizabeth. She lived in a castle and had expensive princess clothes.

Elizabeth: This is a Gucci blouse.

Narrator: She was going to marry a prince named Ronald.

Prince: Tennis anyone?

Narrator: Unfortunately a dragon smashed her castle.

Dragon: (make smashing noises).

Narrator: Then he burned all her clothes with his fiery breath.

Dragon: (breathe fiery breath)

Narrator: and carried off Prince Ronald.

Prince: Help, help, Elizabeth help me!

Dragon: Don't be a wimp, take it like a prince.

Narrator: Elizabeth decided...

Elizabeth: I'm not taking this. I'm going to get Romeo, I mean, Ronald back. I need to find something to wear, I guess I will have to wear this paper bag -it's the only thing that didn't get burned.

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

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

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

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

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

Elizabeth: Not so fast dragon (knock)

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

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

Dragon: Why, yes it is true.

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

Dragon: Easy as pie!

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

Elizabeth: Fantastic!

Narrator: said Elizabeth.

Dragon: Check this out Princess.

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

Elizabeth: Magnificent!

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

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

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

Dragon: Why yes it certainly is true...

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

Dragon: Did you miss me?

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

Dragon: Of course not!

Elizabeth: Fantastic, you can do it again then.

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

Dragon: (make appropriate noises)

Narrator: Elizabeth whispered very softly.

Elizabeth: Hey dragon!!!

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

Elizabeth: Hey dragon!!!

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

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

Elizabeth: Ronald ...

Narrator: said Elizabeth.

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

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

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

Preamble to the Constitution

By Lorraine Griffith; Adapted by Timothy Rasinski

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

R1: The Constitution

R2: of the United States of America.

All: *We the people*

R1: The people:

R2: First the American Indian,

R3: then a flood of European immigrants,

R4: Africans,

R5: Middle Easterners,

R6: Asian peoples,

R7: South Americans

R1–R4: And they keep on coming.

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

R1: The United States:

R2: All 50!

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

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

R5: Alaska and Hawaii



Preamble to the Constitution (cont.)

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



Preamble to the Constitution *(cont.)*

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

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

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

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

All: **Hoo Ahh!**

R4: The Navy, Welcome aboard;

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

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

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

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

All: **Semper Fi!**

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

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

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

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



Preamble to the Constitution *(cont.)*

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



Preamble to the Constitution *(cont.)*

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

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

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

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

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

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

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

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

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

Background Information

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



Essential Latin and Greek Derivations Worth Teaching

Prefixes

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

Other word parts

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

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

Some Interesting Word Creations

Autophile	Matermand	Bibliophobe	Triopolis
Teleterra	Semiaud	Convore	Chronovolve

For more Vocabulary activities, see *Building Vocabulary from Word Roots*,
by Tim Rasinski, Nancy Padak, Rick Newton, and Evangeline Newton
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Vocabulary Time Lines

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

Told
Said

Hot

Cold

Beautiful

Ugly

Tall

Short

Young

Old

Odiferous

Old Man

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

MAGNETISM

A Readers' Theater for 3 voices

Reader 1

Reader 2

Reader 3

R1: Magnetism, an invisible force

R2: Like wind

R3: An invisible force of attraction

All: Like staticky socks and love

R1: Lodestones are special pieces of iron ore

R3: a magnet found in nature

R2: Lodestones attract paper clips, iron nails, and staples on the floor

All: Magnetic poles

R1: Where magnetic fields are strongest

R2: One north

R3: One south

R1: Unlike poles attract

R2: North toward south

R3: and south toward north

R2: but like poles repel

R1: Repel means push away

R3: North from north

R1: and south from south

All: A magnetic compass

R1: North,

R2: south,

R3: east,

All: and west

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

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

R1,2,3: It's magnetism

4th grade RL

Cell Poems

Are you Karyotic?

By Kelli Liggett

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

My -Toesies

By Kelli Liggett

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

The Adventures of Cellboy

By Ken Beuther

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All: The end

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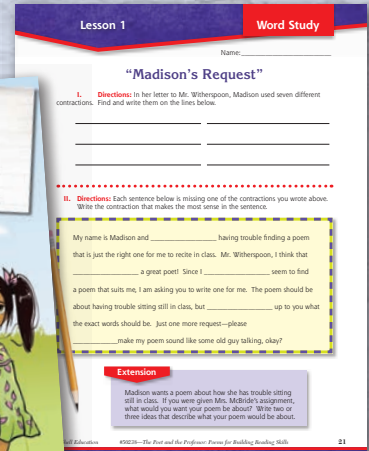
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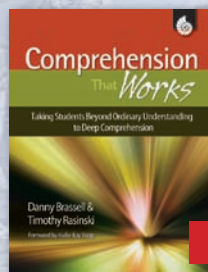


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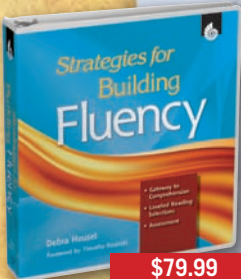


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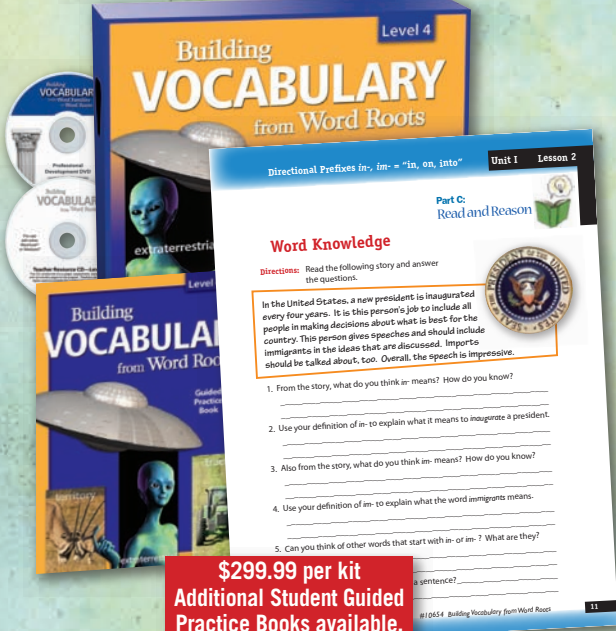


Timothy Rasinski

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



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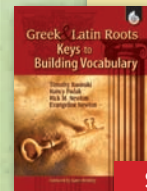
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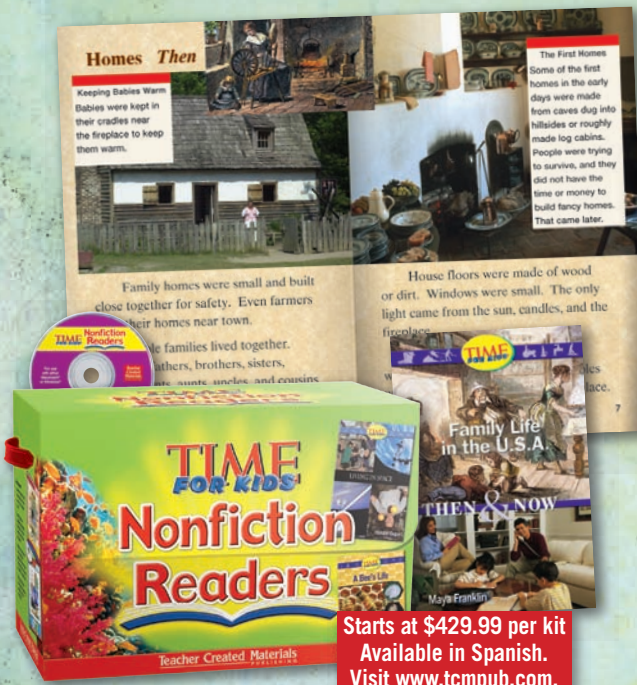
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Grades K–3

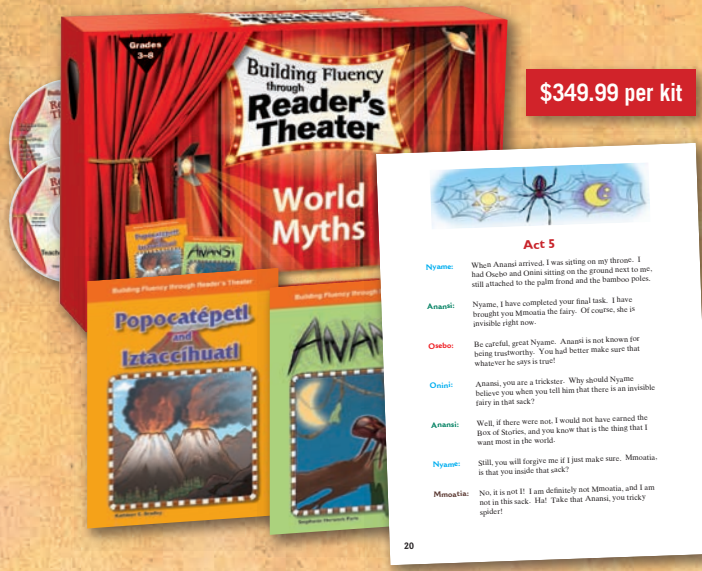
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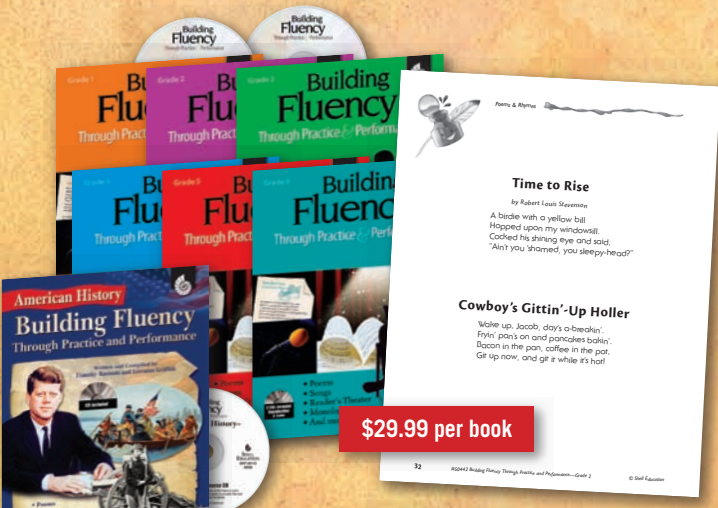
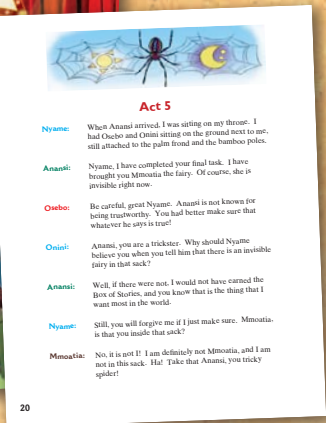
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As Dr. Rasinski recently stated, "reader's theater can **dramatically increase the reading and comprehension skills** of all your students, and transform your emergent and struggling learners into fluent readers." **Multiple reading levels** and **ELL support** make this program perfect for differentiated instruction.

Each kit includes:

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(Building Fluency through Practice and Performance: American History includes only the Teacher Resource CD.)



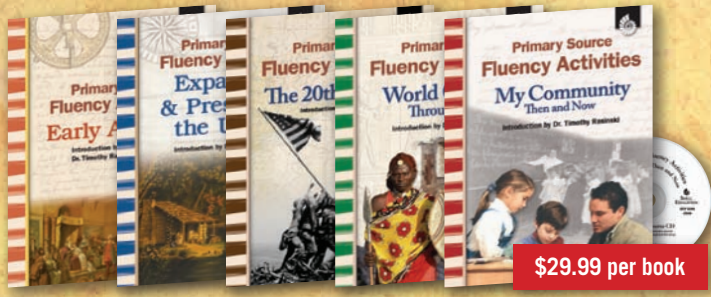
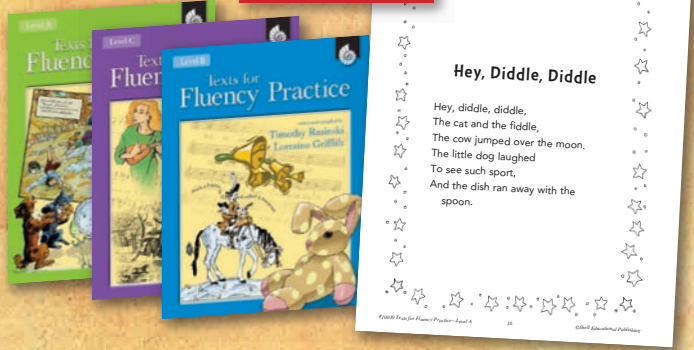
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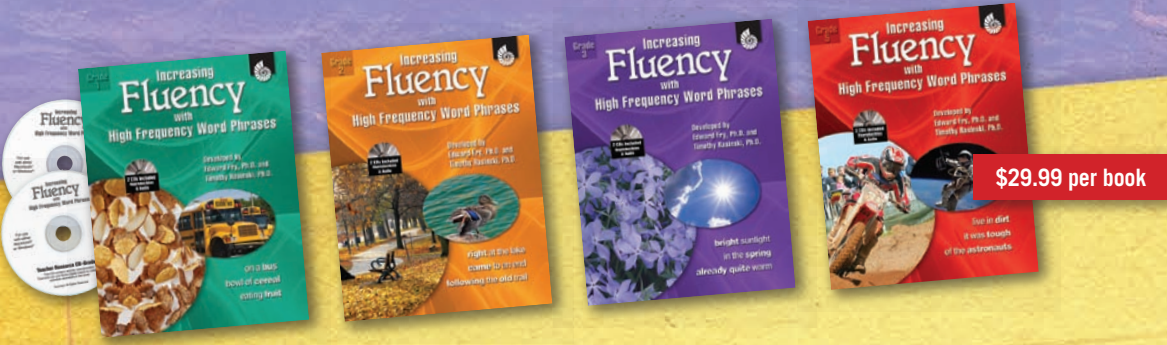
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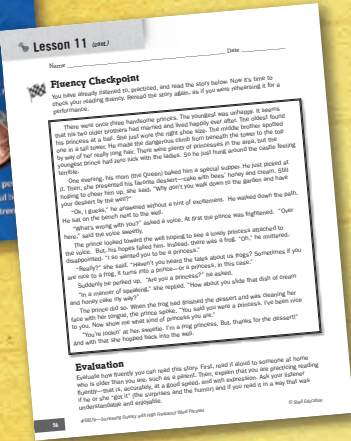
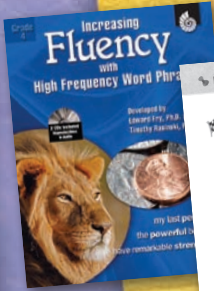
Increasing Fluency with High Frequency Word Phrases

by Timothy Rasinski, Edward Fry, and Kathleen Knoblock
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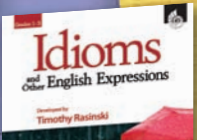
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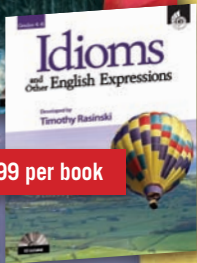
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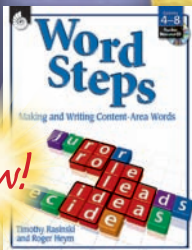
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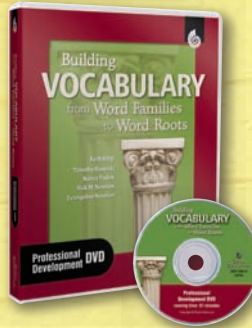
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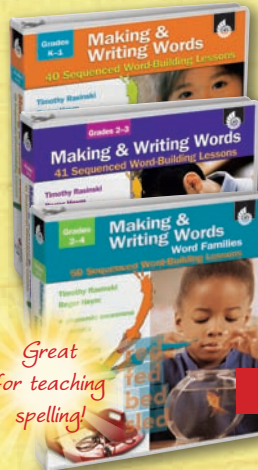


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