

Adolescent Literacy In Perspective

Fluency Instruction: Best Practices for Older Readers

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Adolescent Literacy In Perspective

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Welcome to a New Year of *Adolescent Literacy In Perspective*

by Nicole Luthy

"This is going to be the best year yet!" is a first-day comment heard in schools all across the country. The start of a new school year has always symbolized a fresh start for teachers and students. Refreshed from summer learning, reflecting, and vacationing, teachers at the start of the academic year are eager to try new techniques, connect with their students and colleagues, and engage in professional learning. This time of year also signals the beginning of a new publication calendar for *Adolescent Literacy In Perspective*. After several months, filled with lively discussions and deliberate planning, the 2006–2007 slate of issues for the journal is ready, and you are in for the "best year yet!"

Another great year, featuring eight outstanding literacy educators/researchers, has been planned for *Adolescent Literacy In Perspective*. Each issue provides a collection of thoughtful, inspiring articles and vignettes from nationally recognized writers and Ohio classroom teachers.

We begin the year with a focus on fluency, an aspect of reading instruction that is often overlooked, particularly in middle and secondary classrooms. Practical ideas for developing more fluent readers can be found throughout this issue.

The October issue, "Want Strategic Readers? Ask Strategic Questions," guides teachers in crafting effective questions that activate students' prior knowledge while probing for comprehension. In November, we take a fresh look at an instructional relic—the textbook. "Using Textbooks More Effectively" examines the role of textbooks in instruction and offers innovative ideas for using them.

January features "The Power of Poetry: Teaching Content and More," and the February issue highlights "Differentiating Instruction in Secondary Classrooms." In the March issue, "Spelling and Word Study: Strategies That Work for Challenged Spellers," we offer ideas for middle and high school students.

April emphasizes the nuts and bolts of instruction in "Before-During-After: The Essential Parts of a Reading Lesson." The final issue, "Unconventional Conventions: Teaching Grammar and Mechanics" (a topic many students like to avoid), gives suggestions for engaging students and building their competence and confidence as writers.

As we begin the third year of publication, we will continue to explore a wide range of topics from multiple perspectives, provide a forum for Ohio teachers to learn and share ideas, and contribute to the professional dialogue in adolescent literacy. Add our website to your favorites, and be sure to check back each month for ideas and information on best practices in adolescent literacy.

All the best,

A handwritten signature in black ink that reads "Nicole". The signature is fluid and cursive, with a long, sweeping tail on the letter "e".

Nicole Luthy
Project Director

Reading Fluency for Adolescents: Should We Care?

by Timothy Rasinski

For years, reading fluency has been the neglected goal of the reading program (Allington, 1983). Schools, teachers, school administrators, textbook authors, teacher preparation programs, and others simply did not view reading fluency as an important issue for reading education. Fluency was viewed as either oral reading or reading rate, neither of which was considered important in students' reading development. However, with the publication of the *Report of the National Reading Panel* (National Reading Panel, 2000), reading fluency was thrust back into the spotlight. Fluency was identified as one of five instructional factors, proved by empirical research, to be critical to students' overall reading development.

Other reviews of research on reading fluency (e.g., Rasinski & Hoffman, 2003) have shown that fluency is an important goal for reading. The focus of the National Reading Panel, however, was on the primary grades—K to 3. Jeanne Chall's (1996) seminal model of reading development confirmed this perception when she placed fluency development firmly within the realm of the primary grades.

Fluency for upper elementary and the middle grades? Forget about it. Upper elementary and middle grade teachers have bigger fish to fry, right? Wrong! If we are interested in reading achievement even beyond the primary grades, then reading fluency must be an issue that needs to be considered well into adolescence.

What is fluency? It is the ability to read the words on the printed page accurately, effortlessly, or automatically so that readers can preserve their limited cognitive resources for the more important task in reading—comprehension—and with appropriate prosody or expression so as to give meaning to the words that is implied through emphasis, phrasing, and intonation.

Fluency is important in reading because it is the gateway to comprehension. You have to have some degree of fluency in order to understand what you read. Many readers do not comprehend well, not because they lack intelligence, but because they read the text disfluently, making word recognition errors, laboring in their reading, and reading

without appropriate expression. In a paper on helping students with significant reading comprehension problems, Duke, Pressley, and Hilden (2004) estimate that 75 to 90 percent of students with comprehension difficulties have reading fluency problems that are a significant cause of their comprehension difficulties.

A study sponsored by the U.S. Department of Education (Pinnell, Pikulski, Wixson, Campbell, Gough, & Beatty, 1995) found that fluency, whether measured in terms of word recognition automaticity or expression, was strongly associated with silent reading comprehension for fourth grade students. Moreover, nearly half of all fourth graders were found to lack even a minimal level of reading fluency. A recent replication of the study (Daane, Campbell, Grigg, Goodman, & Orange, 2005) found much the same results—reading fluency is significantly related to overall reading achievement for students beyond the primary grades, and a significant number of these students lack even basic reading fluency skills. My own work in reading diagnosis and remediation at the Kent State University reading clinic finds that fluency is key to reading success and that many of our struggling older readers are not very fluent in their reading.

Indeed, a recent study of fluency among high school students in an urban school district (Rasinski, Padak, McKeon, Krug-Wilfong, Friedauer, & Heim, 2005) found that fluency was strongly associated with students' performance on the high school graduation test and that well over half of the students assessed could be considered disfluent. More than 10 percent of the students assessed read at a rate less than 100 words per minute—a rate normally associated with primary grade readers! Fluency is indeed an issue whose time has come—for older students as well as younger students.

How Should Fluency Be Taught?

So if fluency is important, how is it best taught to older students? I suggest that three components of fluency instruction be considered by teachers. I call it the MAP approach.

Modeling. The first component is *modeling*. Students need to hear fluent reading so that they can develop an internal sense of fluency. This, then, is another reason for teachers (and others) to read to students. When teachers read to their students and then talk about their reading with students, they help students develop a metacognitive idea of what is meant by fluency—it's more than just reading fast; it's reading with appropriately fast speed with meaningful expression.

Assistance. Secondly, students lacking fluency in their reading need appropriate *assistance* while reading. This assistance is best done when students read and simultaneously hear someone read the same text with them. This person can be a teacher, parent, or other adult reading with the student. It can be an older student or a peer partner reading with the student. It can even involve the student reading while listening to a prerecorded version of the passage. When the reader visually examines the words and phrases while simultaneously hearing the words and phrases read to him or her, the sight and sound of the printed text is more likely to get locked into the reader's head, and thus more easily and fluently retrieved when encountered at a later time.

Practicing. Finally, fluency is fostered by the student *practicing* his or her reading. A special kind of practice is called for, however—the kind of repetitive practice that athletes and musicians engage in—rehearsal or repeated reading of a text. We need to ask students to read and reread relatively short passages until fluency is achieved. Several research studies have demonstrated that repeated readings of texts lead not only to improved reading of the passages read, but also to improvements in fluency and comprehension of passages never before seen. When that happens, students are truly improving their reading.

Getting students to practice a passage repeatedly may present its own challenge. Students need to have a reason to repeatedly practice a passage. One very authentic reason is performance—readers are more likely to practice a passage so that it can be read with appropriate accuracy, speed, and meaningful expression if they know they will be reading the passage to someone else, an audience. Thus, performance is perfect motivation for students to practice and gain fluency.

Certain types of passages are meant to be performed (and practiced). These involve material written with a sense of voice and include scripts (reader's theater), dialogues,

monologues, poetry, song lyrics, speeches and rhetoric, jokes, chants, cheers, letters, and journal entries. Interestingly, even though these are very legitimate forms of reading and writing, they have been largely overlooked in schools today. Research is accumulating that demonstrates that reading, rereading, and performing these types of materials does lead to improved fluency, comprehension, and enjoyment of reading.

We all know that students love to perform in school. What we are learning is that this reading performance also leads to improved reading, and to a greater appreciation for these often overlooked genres of performance reading material. Indeed, in some classrooms, the lure of performance leads students to writing their own scripts, monologues, dialogues, poetry, song lyrics, and speeches that they then practice and perform.

Modeling, assistance, and practice are keys to developing fluency in any human endeavor that requires fluency—and this is particularly true for reading fluency. For a more in-depth discussion of how to teach fluency, I recommend my book *The Fluent Reader* (Rasinski, 2003) as well as other materials that have come out on fluency in the past several years.

Fluency is increasingly recognized as a key to success in reading, and many older and younger students are not fluent readers. Fluency can and should be taught into the adolescent grades, especially for struggling readers. The MAP strategy is an effective starting place to make fluency instruction effective for all students.

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Fluency in the High School Classroom: One Teacher's Method

by Marcia W. Punsalan

Here's a great urban legend: *Asking students to read aloud will make them love to read.*

No, no, no—here's a better one: *Students will learn to read with fluency by reading orally in class.* First Susie, then Heather, then Darren, then Jason—right up and down the rows! Not!

How about one more try: *Required sustained silent reading will make students better readers.* I don't think so.

OK, I admit it. I'm old. I'm from the generation when TV began—in fact, my family owned one of the first sets in Toledo. So what's my point? No MTV, no videos, no VH1, no MP3 players. Reading was prime entertainment. Children just plain read more. As one of six children, I remember my mother reading to us daily, in her words, "to keep us from killing each other."

That's precisely why I became a teacher, which, incidentally, didn't happen until after I turned 50. With a degree in microbiology, I never once thought I'd be a language arts teacher. But I always read for enjoyment. And I read daily to my own five children, who have become readers themselves. I remember as pleasurable the hours sitting beside my mother, listening. I now realize they were highly formative. It kind of grows on you, you know?

Now, into my classroom! Today's teens, sadly, are not natural readers. At least not many of them. Too much competition from other activities. During the process of becoming a teacher and for professional development since achieving certification, I've read theories and styles proffered by today's experts, including Jim Burke, Janet Allen, Cris Tovani, and others. Yes, I encourage sustained silent reading (SSR), but SSR is successful only after students achieve a certain level of fluency. It's hard to make sense of what you must read (especially if you don't particularly want to read it!) if you can't sort out the words, figura-

tive language, setting, characterization, conflicts, point of view, tone, purpose, and punctuation. Reading is a skill that improves with practice, but it's difficult to practice that which we believe we are not good at or see no point in doing.

Frustrated and insouciant students give up and fake it. If they have not yet developed fluency, they wander in a jungle of words. Or sleep—with eyes open! They cannot proceed alone.

Now entering my thirteenth year as a language arts teacher in a suburban/rural high school, I'm well acquainted with Generation X, or whatever this decade's buzz word is. So how can I foster reading in a nonreading generation?

Modeling all aspects of reading and reading comprehension, even in high school, can get recalcitrant readers on their feet. Will they ever love to read? Maybe not, although some will. Those who struggle will be able to make sense of the written word when they can read fluently, because fluency is the key—and the perfect place to begin to improve reading skills.

Fluency is critical to students' success as readers, thinkers, and employees in whatever field they choose. I'm talking about two kinds of fluency: silent and oral. Reading is a developmental process. Readers need to hear language flow before they can read silently. Then they need to read silently before they can read aloud. That's the developmental order.

How awkward and scary it is to be asked to read aloud when one is unsure of one's own ability to read. You know, this is the kid who looks anywhere but at the teacher for fear of being the next one called on. How painful it is to listen to someone read aloud who cannot read well. We've all heard that!

Fluency is important to both comprehension and reading efficiency. When students hear frequent read-alouds, especially if they can follow the reading with a copy of the text, they learn context, pacing, inflection, pronunciation, the sheer beauty of language. They learn to visualize the story, to "play the movie in their minds." They begin to sense the power behind language, used and expressed purposefully, cogently, and correctly.

Yes, decoding needs to happen. Yes, vocabulary must develop. Yes, awareness of comprehension strategies helps.

Yet without the opportunity to hear oral reading, students do not learn the tone, the tenor, the lilt, the nuances of language. Without listening to fluent oral reading, students do not become successful silent readers.

So ... that is my bent:

- To help students realize there is literature they will love to read; books they won't want to put down
- To help them learn that reading is necessary, useful, and entertaining
- To assist them on the road to comprehension by teaching them to read and heed punctuation, just as new drivers learn to read and heed road signs
- To make students aware that after they listen well enough and long enough, they will learn to read fluently themselves with comprehension

Yes, it should happen before learners are in their teens, but if it doesn't, it's not too late.

How do I begin? Simply by reading aloud. Again, and again, and again. If you are lucky enough to have readers, they too are likely to love hearing you read. If they prefer to read alone, select a corner where they can do their own thing. I've never had a reader in class who objected to additional free-reading time. And the more we read aloud to our classes, the better we teachers get at it, too.

Does it work? Absolutely! Students often come back to say how enjoyable the reading moments were. Many say that they had never heard stories read aloud before or that they had never understood what they read to themselves until they heard someone reading. A few claim they've learned reading is fun. Maybe one day they'll even read to their own children! Oh, dear—just what is going on here?

How do I assess whether I've been successful at achieving fluency? I watch faces and posture. Body language. The attitude thing! They tune out less. I see students begin to focus on language and listening. Sometimes we think aloud. Sometimes we write responses, using both collaborative and differentiated learning styles. Sometimes we predict what will happen next. Sometimes we just keep reading.

Eventually in the assessment process, there will be no question, as listeners and readers engage by choice in various and new styles of reading, and as what they read begins to appear in their thoughts, their writing, and their discussions. Reading and comprehending are rudimentary to lifelong learning, and without fluency, they never get off the ground.

Do I have students who fall asleep? Occasionally, but I wake them. Often I have students who ask to read aloud. What a lovely way to spend classroom moments, being transported to another time and place. But be careful, because once students get really involved, they begin wanting to bring in stories to read—and to write their own material to share orally. I mean, what’s going on here! A culture of learners!

I teach tenth grade, so it’s a no-brainer that I carefully align and teach according to Ohio Academic Content Standards. I’m not much into textbooks, but that’s OK, because students aren’t either. Fluency is not a standard on which students are tested for the tenth grade Ohio Graduation Test. While I routinely evaluate students’ progress on standards, I consider fluency and oral reading classroom dessert. Students know it, and they eat it up.

So I read daily. I read from newspapers, novels, short stories, poetry (see the Suggestions for Great Read-Alouds list at the end of this article). It doesn’t matter. Sometimes students make requests, maybe suggesting hot topics in the news or favorite books from childhood. Even Ashton Kutcher and Paris Hilton are fair game! By reading fluently to my students, I model over and over and over how successful readers make sense of the written word.

Do I get tired of reading? Yes. Did I get tired when I read to my own children? Yes. Did my mother get tired when she read to us? Probably! We all learned to read, though. We all learned to love reading. It was Mom’s gift to us, and I hope it can always be my gift to my students.

Two mottoes hang on my classroom wall:

Readers Are Leaders
Reading Is Mind Travel

I tell classes every year that to be enduringly important, wealthy, and successful, the first step is to command one’s language well. Few people run before they walk, and even fewer communicate effectively before they read fluently.

Fluency expands vocabulary development, context awareness, and recognition of audience-tone-purpose. It promotes understanding of literary elements (exposition, plot, suspense, resolution) and engenders appreciation of figurative language (personification, similes and metaphors, repetition, hyperbole, irony). Fluency enhances the reader’s ability to comprehend and to use informational, technical, and persuasive text, and it makes fictional literature come alive to the reader.

No matter the job or career, every student will achieve a higher measure of life success by being a stronger reader.

Stronger reading begins with fluency.

Suggestions for Great Read-Alouds

(The more variety, the better!)

- Newspaper articles that concern students
 - Consider news determinants including timeliness, proximity, prominence, consequence, conflict, human interest.
- Novels (segments)
 - YA/adolescent literature goes over well and often generates discussion and writing topics.
- Short stories
 - Usually three to four pages
- Poetry
 - With or without rhyme or rhythm
 - Sonnets, haiku
- Essays with teen appeal
 - Expository, descriptive, narrative, persuasive
- Diary-style writings
 - *The Freedom Writers Diary* with Erin Gruwell
 - *Anne Frank: The Diary of a Young Girl*
 - *Night*, Elie Wiesel
 - *Hiroshima*, John Hersey

- Top ten lists
 - Reviews and articles.
 - About entertainers or movies that appeal to students
 - Plays
 - Best using a team of readers
 - Folktales, myths, fairy tales, legends, lore
 - Driver's education manual (tenth graders!)
 - Instructions, riddles, puzzles
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Reader's Theater: A Strategy to Make Social Studies Click

by Regina Rees and Mary Lou DiPillo

In recent years, reader's theater has become a relatively common practice in many language arts classrooms. This popular strategy is used across grade levels to motivate reluctant readers and increase fluency. The *Report of the National Reading Panel*, released in January 2000, emphasized fluency as one of the five essential components of reading instruction, along with phonemic awareness, phonics, vocabulary, and comprehension. Yet of these five components, reading experts cautioned that fluency is often neglected in many classrooms.

Current reading researchers, recognizing the strong connection of fluency to comprehension, have brought renewed attention to this important aspect of reading instruction. And reader's theater, as well as repeated readings, the Neurological Impress Method (NIM), and other oral reading practices, is now advocated as a strategy that reading and language arts teachers can use to improve their students' overall reading abilities.

While young readers in the primary grades can reap the benefits of using reader's theater, middle-level students particularly enjoy the interactive nature of this strategy. Students in the middle grades are very social beings, and strategies that actively engage them in learning activities with their classmates are usually winners.

As teacher educators who have numerous years of experience in middle-grade classrooms, we were interested in investigating how this language arts strategy might be utilized in another content-area classroom. Our goals were to actively involve the students in reading scripts that would both motivate them and help them to more easily comprehend the content.

We piloted our reader's theater project with sixth grade social studies classes in both an urban and a suburban setting. We chose two classes in each building. Because we wanted to introduce the concept of using reader's theater in a content area, we decided to write the scripts ourselves before asking students to adapt their text information.

We began by selecting a chapter from each class's social studies textbook, paying attention to the two teachers' objectives and the Ohio standards for the chapters. We wrote a script for each section of the chapters. (If anyone is interested in seeing or discussing the scripts, just contact us by email. We are happy to share.)

The class was divided into groups, with each group taking charge of a script. The suburban students were studying the Indian and Persian Empires. We wanted to make Chandragupta and the Golden Age of India come alive for the students, and so the setting of our scripts included a talk show where the various rulers of ancient India and Persia were interviewed and a news report with on-the-scene reporters bringing the latest news from ancient India.

The urban students were studying Mesopotamia. The chapter in their textbook was filled with many names, dates, and geographic locations. Our scripts for this chapter included one with townspeople from Mesopotamia engaged in a conversation about the building of the empire and one with an interview of famous leaders of ancient Mesopotamia.

As the students rehearsed their scripts, we noticed that everyone was engaged in the process. Students read and reread their scripts and helped each other with characterizations and vocabulary. The highlight of our project happened one day in our urban school. As we entered the classroom to work with the small groups on their scripts, our sixth graders actually clapped for us, a reaction we seldom get from our college classes. Their enthusiasm was heartwarming to us, and let us know that this strategy was endorsed by our eager students.

At the conclusion of the project, we met with a group of sixth graders to interview them about their experiences with incorporating reader's theater in their social studies classroom. One student stated, "I really like acting, and so I liked learning about the different lessons in a different way other than reading from a textbook." Another student responded, "I liked performing in front of the class and using different voices for different people." Many other students indicated they enjoyed reading the plays instead of just reading from the textbook, and especially appreciated the opportunity to be with their friends as they practiced the scripts.

When asked if the reader's theater scripts made studying the social studies content more enjoyable, one stu-

dent stated, "Yes, very much, because it showed you how you could learn fast, but in a fun way." Another student shared, "You could think of it in a different way, from a perspective as if you were there."

All the students seemed to feel that practicing the scripts helped them remember the social studies information, since they were reading the scripts repeatedly to prepare for their performances. One student shared, "Reading from a textbook doesn't necessarily mean as much to you as when you get to get up and move around and start trying to think about it because maybe you want to do good in a play."

The students also felt that the scripts helped to develop a better understanding of the text. One student explained, "I didn't know all of the people, but then when I kinda met them in person, sort of, it helped me." Another student admitted that she always got the names of the important historical people mixed up, but that the plays helped her because she could remember who read the various parts, "and it clicked."

Although many of the students expressed a personal enjoyment with reading books, newspapers, and magazines, they all resoundingly declared their lack of interest in reading textbooks. The reader's theater scripts, then, seemed to motivate the students to continue learning during the last weeks of the school year by providing the social studies content in a unique way. One student summed it up by stating, "The plays made you want to go to social studies. You looked forward to the class."

The students believed that using the scripts during social studies could be improved by providing more time in class for practice, as well as permitting more than one group to perform each script. They also suggested using the scripts earlier in the year so they would have a longer time period to utilize this strategy. Finally, the students believed that reader's theater could be used in other content areas, particularly language arts and science. Although using the strategy during language arts is rather self-explanatory, they thought pretending to be different rock types or cells could make science content more understandable. Even certain topics in mathematics could benefit from the scripts.

While the students clearly enjoyed performing the scripts we wrote for them, we were curious about the possibility of engaging them as authors for future scripts. A few of

the students were hesitant about their ability to write the plays, but most of the students expressed enthusiasm, stating “that would be fun to do for like a project.” They thought the teacher could then select the best scripts for performance, and the author could become the director for the script. Some students also felt that if they wrote the scripts, they might be even more appealing since they could make the scripts “cool” by including current trends and TV game show formats, like the *Deal No Deal* script.

We loved working with reader’s theater in our middle-grade social studies classrooms. Our teachers loved using the scripts we wrote with their students and found that the students performed better on their tests after practicing their scripts. Perhaps most importantly, the students loved working with this strategy in a new way, outside of the regular language arts period. The benefits for the readers who performed the scripts after repeatedly reading them, as well as for the audience members who listened to the performances and received the information in an interesting way, were apparent in the students’ performance on tests. We are planning to continue this project in the fall with new groups of middle-level students, encouraged by a quote from one of our participants: “Reader’s theater is AWESOME!”

Authors’ note: We are still doing research, with a focus on other content areas as well as social studies. We are excited about the results so far! Stay tuned for a new report.

Editor’s note: The term *reader’s theater* doesn’t seem to be standardized. It also appears in the literature as *readers’ theater* and *readers theater*, as well as in capitalized versions of these forms, as, for example, *Reader’s Theater*. And if this weren’t enough, theater is often spelled *theatre*—British style. At *In Perspective*, our house style is (as you can see) *reader’s theater*.

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Student Voices

Recalling a Time When a Teacher Read Aloud

A memorable time that a teacher read to me during class was in my sophomore year. My teacher read aloud to us from the novel ‘Imitate the Tiger’ and it was toward the end of the book. She was so driven by the book that she was brought to tears.

It wasn’t so much that the book was amazing that I remember it; it’s more that I saw how literature affects people. It was more like watching a good movie when she read aloud from ‘Imitate the Tiger’ because of how attached my teacher was to the book and that every student knew it because of how she read the novel.

—High school senior, Oregon City schools

I can easily recall times throughout high school where a teacher has read out loud from a book, but there was nothing ever really memorable about any of the times. I’m an avid reader and find that I usually end up blocking the teacher out and reading on ahead in the text. Being read to can be nice at times but I feel that reading by myself helps me get a better grasp on what I’m reading and lets me reflect more on the text.

—High school senior, Oregon City schools

A Look at the OGT

Building Reading Stamina

by Carol Brown Dodson

The beginning of a school year is the perfect time to start preparing your students for the Ohio Graduation Test. It's also a good time to review the standards and to consider how best to help struggling adolescent readers improve their reading skills and confidence. It's fairly easy to immerse students in test-taking tips and strategies such as:

- Read the entire passage
- Look back at the passage before marking an answer
- Underline important details
- Make notes in the margins around the passage

Yet when the test results come back to the school, you might wonder how some students could have followed your advice and still received a low score in reading.

Let's consider some possible reasons for lower-than-expected scores on the reading OGT. If asked, tenth graders are likely to tell you that they read the entire passage before answering questions and that they looked back at the passage to find correct answers. At least, that's what they believe they did.

Sometimes, however, even successful readers lose their focus while reading, drifting away from the passage and into unrelated thoughts. They might focus their full attention on the first part of the passage, then drift into a daydream or think about nearly anything other than the task of reading the full passage.

Students were asked on the March 2006 OGT to read "Wheelchair Flying," a short-to-medium passage of slightly more than 500 words. The beginning clause of the first sentence, "After seeing me do stand-up comedy from my wheelchair," lets the reader glimpse the girl's future. As students continue to read the first two paragraphs of the passage, they learn about a young girl with a dream of skiing on an international ski team, most likely in the Olympics. The third paragraph allows the reader to find out that this young skier gave up competitive skiing and, instead, became a ski instructor until she graduated from college, at which time she began to work with computers.

The fourth paragraph, only one short sentence in length, signals the change in the young woman's life. She had

a stroke. Students should have read the remaining six paragraphs, five of which are on the next page of the test booklet, and they should have easily recognized the correct response to the question below.

3. The author suggest that people are often surprised to find that she is

- A. *shy.*
- B. *daring.*
- C. *a college graduate.*
- D. *a skier.*

Ohio Department of Education, Released Ohio Graduation Test, March 2006, p. 6.

Sixty-nine percent did answer the question correctly, choosing response B. But a full 26 percent of the test takers selected response D.

Had they maintained their focus through the rest of the passage, students most likely would have realized that the truly surprising thing for people is the writer's daring behavior while in a wheelchair. Yet many students who expected to read about how the young skier became an Olympic champion may have stopped paying attention to what they were reading after they learned she had a stroke. Response D suggests that people are often surprised to find that this wheelchair-bound young woman is a skier. That response seems quite logical to someone who reads only the first few paragraphs. By reading on to the end of the passage, however, most readers discover that the writer does not ski after her stroke. They learn instead that she is quite daring when "wheelchair flying" at the park.

Of course, it is quite likely that some students simply did not read the entire passage. Many others, however, let themselves drift away from the reading task. You might wonder how it is possible to help students gain the focus and stamina to stick with the reading task throughout an entire passage. Keep in mind that "Wheelchair Flying" is a medium-length passage, barely above the length of a short passage. According to the Ohio Department of Education "Blueprint for Reading," reading passages are

selected to meet varying length requirements. The tests are composed of a combination of some of the following passage lengths: short (under 500 words), medium (500–900 words), and long (900–1,200 words).

Every good English language arts teacher knows that immersing students in reading is far more important than teaching test-taking strategies. Many are also familiar with some of the techniques for helping their students monitor their reading throughout a reading task. Some use specific lessons and strategies for helping students maintain focus and gain stamina as they read, but finding the best lessons and other resources for teaching such skills is often time-consuming and difficult, requiring more hours than teachers have for researching new material.

The Ohio Resource Center collection includes peer-reviewed, best-practice lesson plans that reduce the time it takes to find good, appropriate instructional resources. Below is a carefully selected list of instructional resources from the collection to help students build their stamina.*

The activities in the following cross-age tutoring lesson from NCTE/IRA include training sessions for high school tutors. The tutors are shown how to help elementary students master reading strategies, including activation of prior knowledge, discussion of key vocabulary words, and predictions about the text.

Exploring Cross-Age Tutoring Activities with Lewis and Clark

http://ohiorc.org/ohiorc_resource_display.aspx?recId=2796

In this lesson, cross-age tutoring gives high school students the opportunity to guide elementary students (in grades 3–5) to a deeper understanding of the adventures of Lewis and Clark. Using the book *How We Crossed the West* by Rosalyn Schanzer, along with interactive activities and websites, students explore the events of this expedition. Social interaction enhances critical thinking and reading comprehension skills as students collaborate to create adventure stories based on the expedition of Lewis and Clark. The lesson culminates in a festival where elementary students share their adventure stories with the high school tutors. (author/ncl)

In addition to lesson plans, ORC also maintains selected content and professional resources which provide suggestions for teaching, professional articles, and research about certain teaching methods. “Character Card Book-

mark” is a content resource intended to help students document and thereby focus their thoughts when reading literary text.

Character Card Bookmark

http://ohiorc.org/ohiorc_resource_display.aspx?recId=3418

The Character Card Bookmark, developed by noted reading expert Jim Burke, is a “note-making” tool that encourages students to document their thoughts as they read fictional text. One side of the template provides space for students to record their ideas, while the reverse side lists questions to prompt comprehension and reflection. This tool may be used with a variety of texts and adapted to many learning situations. (author/ncl)

An outstanding professional resource for helping students become aware of their own reading strategies is described below. The chart is particularly useful to students for keeping track of what they do when they read.

Before, During, and After Reading: Reading and Thinking Strategies

http://ohiorc.org/ohiorc_resource_display.aspx?recId=141

This resource summarizes widely accepted comprehension strategies that effective readers use to understand a variety of texts. Based, in part, on research related to students’ use of prior knowledge, this resource provides a chart describing the strategies used when students are effectively engaged in reading. Organized in a flow chart, the format of this resource makes the strategies easy to review and discuss with students. (author/ncl)

The following excerpt from Graham Foster’s book *Language Arts Idea Bank* is rich with specific charts, activities, and other teaching strategies intended to improve reading comprehension and retention for both good readers and struggling readers.

Language Arts Idea Bank [excerpt]: Instructional Strategies for Supporting Student Learning, Part A: Reading

http://ohiorc.org/ohiorc_resource_display.aspx?recId=4439

This excerpt from Graham Foster’s *Language Arts Idea Bank* focuses on methods for teaching reading strategies to engage students in their reading. The “idea bank” is exactly what it sounds like: rich ideas with detailed, classroom-tested activities to support instruction. This professional resource is broken down

* Note: The links provided for each resource take you to the ORC page that includes a list of standards, benchmarks, and grade-level indicators covered by the resource. From that page, you can click the URL to go directly to the resource.

into five sections: reviewing reading strategies, promoting close attention to the text, responding to reading, exploring vocabulary, and encouraging frequent reading. The activities within each section motivate students and make them more fully engaged in their learning. Each goal-driven activity helps students to develop their skills, while an accompanying sidebar scenario places the activity in a classroom setting. The activities demonstrate how to break down, analyze, and critique information, as well as draw conclusions and improve comprehension. (author/mcg)

These next four professional resources are filled with ways to help students maintain focus and engagement when they read.

Twenty Online Resources on Reading with Comprehension and Engagement

http://ohiorc.org/ohiorc_resource_display.aspx?recId=4451

This professional resource details a collection of twenty online resources to inform teachers about methods for helping students read for understanding, develop as strategic learners, and become engaged in their reading. Compiled by Bridget Dalton, one of the editors of *Reading Online*, these resources include theoretical and practical material from *Reading Online* and the website of the International Reading Association. Other professional journals are also referenced, including the *Journal of Literacy Research*, *Language Arts*, *English Journal*, and *Voices from the Middle*. Many of the articles highlighted in this editorial are posted as PDF files. These resources serve as a useful starting point addressing the literacy needs of adolescent learners. (author/mcg/ncl)

Getting Kids into the Reading Game: You Gotta Know the Rules

http://ohiorc.org/ohiorc_resource_display.aspx?recId=3746

In this article, Jeff Wilhelm asks, then answers, two compelling questions: what is it that we most want for our students (and what will our student readers need to succeed at meeting these goals), and what do student readers need to overcome their struggles to develop greater capacities and tastes?

The author's detailed analysis focuses on his finding that (1) readers need a personally relevant and socially significant purpose; (2) readers need an understanding of the demands of the text they are reading and the strategies they must use to meet these de-

mands; (3) readers need assistance to take on strategies and stances as they read new kinds of texts; (4) readers need real-world opportunities and reasons to apply what they have learned; (5) readers need to see a connection between their reading, their personal lives, and the world they inhabit; and (6) readers need for what they read to serve a higher purpose, to inform some kind of decision making and social action.

Using a case study from his classroom, Wilhelm discusses in depth the benefit of using think-alouds with adolescent readers. He cites major research studies to support his findings, and details other explicit reading strategies known to help struggling readers who, when asked at the middle levels to read more demanding texts, oftentimes lack the assistance of the reading strategies proficient readers already possess. It is, in fact, through providing the expert strategies of dealing with more complex texts that Wilhelm believes we can best help our struggling adolescent readers. (author/bcbrown)

Adolescents and Literacy Reading for the 21st Century

http://ohiorc.org/ohiorc_resource_display.aspx?recId=3661

Based on research that demonstrates we do know enough about adolescent literacy to make positive changes today, this professional article makes clear that policymakers should use such research as a foundation for change in secondary schools. Four major conclusions point to a flexible revisionist approach for policymakers: (1) that methods of maximizing motivation and engagement in adolescents should be a major focus when designing adolescent literacy programs, and that one such focus should include the integration of computer technologies into literacy instruction; (2) that while the focus of much concern in adolescent literacy is on comprehension, at least 10 percent of adolescents still have difficulties with word analysis and related skills, thus calling for policies that encourage the careful assessment of reading skills to be certain that individualized instruction is provided to each student; (3) that English language learners face additional, unique challenges, and that policies that guide instruction need to reflect the research that examines the transfer from first language to second language and ESL teaching strategies; and (4) that research shows that a teacher's professional development can positively affect student achievement,

which is sufficiently suggestive to warrant policies that encourage sustained, embedded professional development for teachers in secondary schools. (author/bcbrown)

Reading Happens in Your Mind, Not in Your Mouth: Teaching and Learning “Academic Literacy” in an Urban High School

http://ohiorc.org/ohiorc_resource_display.aspx?recId=5349

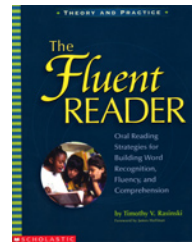
This article explores one teacher’s experience with the Academic Literacy course begun as a ten-unit year-long course for all Thurgood Marshall Academic High School (California) freshmen in the fall of 1996. Its purpose was to help the incoming students become higher-level, strategic readers and to prepare them for the reading tasks they would encounter in high school and beyond. The author delved into her research project knowing that in order for students to become active readers, they had to first believe that reading with comprehension was something that could be learned, that it wasn’t just a mystery you either “got” or “didn’t get.” Using works by Martin Luther King, Maxine Hong Kingston, and Frederick Douglass (all of whom wrote about the role of reading in their lives), author Christine Cziko had her students explore the role reading serves in people’s personal and public lives. She incorporated SSR and self-selected texts and used think-alouds, questioning, clarifying, summarizing, predicting, graphic organizers, and sentence chunking as reading strategies. Pre- and post-program survey responses are discussed, as well as the results of the qualitative and quantitative data. (author/bcbrown)

Carol Brown Dodson is the outreach specialist for the Ohio Resource Center. Dodson was an English language arts consultant for the Ohio Department of Education and is past president of OCTELA (Ohio Council of Teachers of English Language Arts). Dodson, formerly a high school English teacher, department chair, and supervisor of English language arts in Columbus Public Schools, serves on the Ohio Graduation Test Reading Content Committee.

For Your Bookshelf

Books by Rasinski, Rasinski and Padak, Samuels and Farstrup, Johns and Berglund, and Brand and Brand

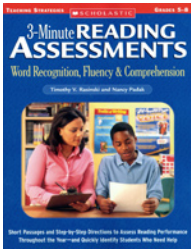
by Sheila Cantlebury



The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension by Timothy V. Rasinski (Scholastic, New York, 2003)

In *The Fluent Reader*, Tim Rasinski stresses that oral reading is a vital component of the reading curriculum for students of all grades and at all reading levels. He presents an interesting history of oral reading instruction in the United States from its earliest days when it was the primary mode of instruction to its eventual decline with a shift to silent reading by the 1920s. A convincing rationale for incorporating high-quality forms of oral reading experiences into a twenty-first-century reading curriculum follows. Among other benefits, oral reading builds confidence, creates community, strengthens decoding skills, fosters fluency, boosts comprehension—and is fun!

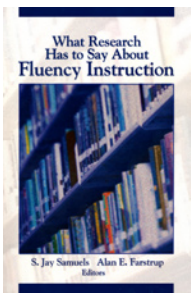
Rasinski shows, in detail, how to maximize the power of oral reading in and across the curriculum. All stages of teacher read-aloud are discussed, from setting the stage to eliciting meaningful student responses. The book features teacher-friendly suggestions for using many variations of supported, repeated, and performance reading. Sprinkled throughout are “quick guides” for easy access, bibliographies of resources, and ready-to-use forms and logs. The “Fluency Development Lesson” developed by Tim Rasinski and Nancy Padak includes parental involvement. Useful tools—such as a list of phrases and short sentences for repeated reading instruction, oral reading fluency scales, and directions for using one-minute reading probes for assessing word recognition and fluency—are also supplied. The appendix offers reader’s theater scripts from great speeches in American history that would be particularly appropriate for older readers.



3-Minute Reading Assessments: Word Recognition, Fluency, and Comprehension, Grades 5–8 by Timothy V. Rasinski and Nancy Padak (Scholastic: New York, 2005)

Timothy Rasinski and Nancy Padak acknowledge the importance of using assessment to inform instructional decisions, but fear that time given to it may ultimately take away from instructional time. They developed the *3-Minute Reading Assessments* to allow teachers to quickly sample a student's performance level in word recognition, fluency, and comprehension. Four passages per grade level to be administered at intervals throughout the school year are ready for use. The book includes both student and teacher versions of the passages.

Everything needed for administering, scoring, interpreting, and recording the assessment is provided. Rasinski and Padak also include helpful lists of instructional ideas for meeting students' needs.

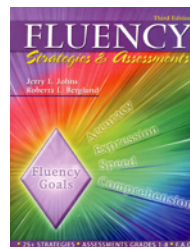


What Research Has to Say About Fluency Instruction by S. Jay Samuels and Alan E. Farstrup, editors (International Reading Association, Newark, DE, 2006)

Fluency is currently a hot topic. S. Jay Samuels and Alan Farstrup predict that although its popularity may eventually wane, teachers will retain what works.

The book, part of the IRA's *What the Research Has to Say* series, provides educators with a solid evidence-supported knowledge base for fluency instruction. Ten chapters by leading reading experts provide findings, definitions, and suggestions for fluency development and assessment. *As examples:* Samuels offers evidence that extra independent reading does have a positive impact on reading fluency. Topping defines surface, strategic, and deep fluency and provides a specific protocol for effective paired reading (PR). Palumbo and Willcutt address the particular fluency needs of English language learners and students with dyslexia.

Each chapter of this text features plenty of reader-friendly headings and subheadings, a conclusion, and questions for discussion. The editors challenge readers to delve into the research and ultimately discern for themselves which of the fluency definitions and approaches to assessment make the most sense.

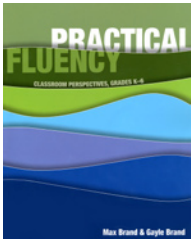


Fluency: Strategies & Assessments by Jerry L. Johns and Roberta L. Berglund, 3rd ed. (International Reading Association, Newark, DE; Kendall/Hunt, Dubuque, IA, 2006).

Designed with the busy educator in mind, the 8 X 11 format and attractive visuals make this text especially appealing. A quick reference guide inside the cover steers readers to more than twenty-five fluency strategies aligned with classroom practices. Ready-to-go oral assessments using narrative and informational passages for grades 1–8 are also indicated.

In the first part of the book, the authors address questions about fluency. They then turn their attention to evidenced-based strategies and activities and resources. In the last part of the book, they focus on passages and resources for fluency checks.

Throughout the text, helpful figures, tables, and lists abound. Both the "Silent Reading Rates for Students in Various Grades Who Understand the Material" and the list of suggested read-aloud books contain information for students in grades 1–12. Strategies such as "Guess the Emotion" and "Tape, Check, Chart" include a materials list, a description of the activity with its research base, numbered procedural steps, and suggestions for evaluation. Many of the activities also feature reproducibles. Johns and Berglund aptly describe their book as "compact" and "focused." Classroom teachers as well as reading coaches and specialists will find it a valuable resource for understanding fluency and strengthening fluency instructional practices.



Practical Fluency: Classroom Perspectives, Grades K-6 by Max Brand and Gayle Brand (Stenhouse: Portland, ME, 2006)

Ohio educators Max and Gayle Brand contend that what makes their book on fluency different from many others is that they are classroom teachers.

They incorporate research-based fluency instruction into their daily classroom routines in practical ways. Since the Brands include writing in their fluency definition, their systematic teaching builds upon the reciprocal relationship of reading and writing. For example, a fluency session using poetry may begin with oral or silent reading, but also weave in writing. They offer twenty-two specific lessons that focus on how to effectively use talk and text demonstrations with read-alouds, how to use and encourage rereading across the curriculum, how to use short bursts of instruction for building stamina in reading and writing, and finally how to use ongoing assessment for targeted instruction.

Detailed classroom vignettes show what the Brands' fluency instruction looks and sounds like in action and also how they plan for differentiation. Their explicit fluency instruction constantly invites students to extend their thinking and actively participate with such questions as "What were the challenges with your reading?" Each lesson includes the authors' own reflections and samples of the exact language used with students. This thoughtful text focuses on elementary classrooms, but it is also worthwhile reading for secondary teachers who want to foster fluency. Such practices as oral cloze procedure, "reading to the bottom of it," and "pump it up" writing could be used at any grade level.

Sheila Cantlebury is a reading content specialist at the Ohio Resource Center. As a former teacher in Columbus Public Schools, she taught English, language arts, and reading (7-12), served as a K-12 English language arts coordinator, and was a teacher in the Apple Classrooms of Tomorrow program. Her teaching experience also includes facilitating State Institute for Reading Instruction and English Language Arts Academy sessions.

From the ORC Collection

More Resources on Fluency Instruction: Best Practices for Older Readers

Here are some resources from the ORC collection related to this month's theme, Fluency Instruction: Best Practices for Older Readers. Some are general resources, others focus on reader's theater and reading aloud, and two are lessons to help develop fluency.

General

Reading Fluency

www.idonline.org/ld_indepth/reading/reading_fluency.html

Resource Type: Professional Resources

Standards Alignment: 2 - 12

Topics: Reading

Professional Commentary: Fluency is a goal for all readers, including those with disabilities. Students who have developed accurate word pronunciation skills may still experience labored or slow reading instead of smooth and automatic reading. In addition to being fluent, it is also important to be able to comprehend the reading material.

Full Record of ORC# 6430

A Look at the OGT: What to Do When They Can't Read the Passage

www.ohiorc.org/adlit/in_perspective_content.aspx?parentID=117&ecID=127&status=live&issue=0

Resource Type: Professional Resources

Standards Alignment: 7 - 10

Topics: Reading -- Reading-Strategies & Skills; Comprehension; Reading; Fluency

Professional Commentary: In this article about the Ohio Graduation Test, columnist Carol Brown Dodson addresses the challenge of preparing students to read the passages on the reading test. The resources highlighted in the article focus on helping students to build fluency, monitor their reading, and use active reading strategies.

Career Fields: General Career Skills

Full Record of ORC# 4578

On the Same Page (excerpt) : On the Same Page: Shared Reading Beyond the Primary Grades, chapter 1

www.stenhouse.com/pdfs/0332ch01.pdf

Resource Type: Professional Resources

Standards Alignment: 9 - 12

Topics: Reading -- Reading-Strategies & Skills; Comprehension; Reading; Independent Reading; Writing; Communication; Literary Response; Listening; Fluency

Professional Commentary: In this excerpt from her book, Janet Allen examines her own classroom experience teaching shared reading in order to convey the importance of incorporating such strategies for helping students to become fluent, independent readers. Her personal vignettes and student examples make this professional development text both a compelling and informative read.

Full Record of ORC# 3712

Teaching Readers Who Struggle: A Pragmatic Middle School Framework

www.readingonline.org/articles/ash/index.html

Resource Type: Professional Resources

Standards Alignment: 6 - 8

Topics: Reading -- Alphabet & Word Knowledge; Reading-Strategies & Skills; Comprehension; Vocabulary; Reading; Independent Reading; Writing; Assessment; Professional Development; Literary Response; Research & Inquiry; Fluency

Professional Commentary: This professional development article details a pragmatic framework for reading instruction that focuses on struggling and proficient readers in early adolescence (11-14 years old). Grounded in extensive and key reading research, the framework presented here suggests a structure for balanced literacy instruction in the classroom.

Career Fields: Arts & Communication, Education & Training, General Career Skills

Full Record of ORC# 4156

Reader's Theater and Reading Aloud

Reader's Theater Editions

www.aaronshp.com/rt/RTE.html

Resource Type: Content Resources

Standards Alignment: 1 - 5

Topics: Reading -- Children's Literature; Reading; Literature; Fluency

Professional Commentary: This resource provides free scripts for reader's theater (or readers theatre) adapted from stories written by Aaron Shepard and others. The stories represent a range of genres, mostly humor, fantasy, and world tales from a variety of cultures. Some scripts are available in Spanish or traditional Chinese translation for foreign language study and ESL. Suggested reading levels and ideas for use are also available at the web site.

Full Record of ORC# 2563

Reading Aloud and Beyond [excerpt]: 13 Good (Scientificallly-Based) Reasons to Read Aloud with Older Readers, chapter 2

www.heinemann.com/shared/onlineresources/E00522/chapter2.pdf

Resource Type: Professional Resources

Standards Alignment: 6 - 12

Topics: Reading -- Reading-Strategies & Skills; Comprehension; Reading; Independent Reading; Literary Response; Fluency

Professional Commentary: This professional resource uses research about teaching reading (Shirley Brice Heath, 1994, et al.) to construct and detail 13 reasons to read aloud to older students. Grounded in the theory and practice that "reading instruction in schools should develop students' passion to read, support their engagements with texts of all sorts, and encourage them to become life-long readers capable of fully participating in a democratic society," this site acknowledges the powerful influence of standardized testing in the reading classroom.

Career Fields: General Career Skills

Full Record of ORC# 3664

The Read-Aloud Handbook

<http://www.trelease-on-reading.com/rah.html>

Resource Type: Professional Resources

Standards Alignment: Pre-Kindergarten - 8

Topics: Reading -- Children's Literature; Reading; Independent Reading; Communication; Listening; Literature

Professional Commentary: Reading aloud to children of all ages is an important part of a comprehensive approach to literacy. Jim Trelease's *Read-Aloud Handbook* includes ideas for building children's interest and skill in reading and an annotated bibliography (with synopses) of more than one thousand books to support read aloud activities.

Full Record of ORC# 1239

(Virtual) Poetry Slam

http://ali.apple.com/ali_sites/ali/exhibits/1000861/

Resource Type: Content Resources

Standards Alignment: 9 - 12

Topics: Reading -- Writing Applications; Writing; Writing Process; Literature; Poetry

Professional Commentary: In this project, students create a "virtual poetry slam" featuring original poems and short pieces of personal writing. Students begin by writing, editing, and revising a short piece of poetry or personal writing. Acting as peer editors, students help each other in the initial writing and revision process. Before rehearsing, the teacher reviews basic rules of oral presentation. Student work is presented through digital videos, which are edited and enhanced in iMovie and then exported to iDVD for final assembly and burned on a DVD. Although technologically demanding, this resource provides an engaging context for developing writing and oral speaking skills.

Full Record of ORC# 3743

The Reading Performance: Understanding Fluency Through Oral Interpretation

www.readwritethink.org/lessons/lesson_view.asp?id=28

Resource Type: Instructional Resources Practice Level: Best Practices

Standards Alignment: 6 - 8

Topics: Reading -- Reading; Communication; Speaking; Literature; Poetry; Fluency

Professional Commentary: This lesson examines how the oral reading of poetry may be used to support and improve fluent reading for middle school students. Central to this lesson is the idea that students require practice and repetition to master decoding skills for fluency and comprehension in oral reading. Following classroom discussions, students work with partners to select a poem for an oral reading performance. Working together, students create a PowerPoint slide show to accompany their performance of the poem.

Full Record of ORC# 1395

Lessons for Developing Fluency

In the Poet's Shoes: Performing Poetry and Building Meaning

www.readwritethink.org/lessons/lesson_view.asp?id=78

Resource Type: Instructional Resources Practice Level: Promising Practices

Standards Alignment: 6 - 8

Topics: Reading -- Reading; Communication; Literary Response; Speaking; Literature; Poetry

Professional Commentary: This lesson uses poetry to build students' understanding of poetry and the poet's voice. Further, students analyze the elements a poet uses to develop meaning. Developing their own interpretation of a poem's meaning and representation, students also give a dramatic performance. Extension activities involve students giving an oral poetry performance of their own poetry writing. Other online resources, assessment rubrics and links to poetry websites, are also provided.

Career Fields: General Career Skills

Full Record of ORC# 2824

Adolescent Literacy In Perspective

Each issue of *Adolescent Literacy In Perspective* highlights a topic in adolescent literacy. Here you can read teacher-written articles, see what experts in the field are saying, gain insight from students, and find resources for classroom use.



The Ohio Resource Center for Mathematics, Science, and Reading

About the Ohio Resource Center for Mathematics, Science, and Reading

The Ohio Resource Center works to improve teaching and learning among Ohio teachers by promoting standards-based, best practices in mathematics, science, and reading for Ohio schools and universities. The Center's resources are available primarily via the web and are coordinated with other state and regional efforts to improve student achievement and teacher effectiveness in K-12 mathematics, science, and reading. To learn more about ORC, visit the website at www.ohiorc.org.

The Ohio Resource Center is a project of the State University Education Deans, funded by the Ohio General Assembly, and established by the Ohio Board of Regents. ORC is located on the campus of the Ohio State University and is affiliated with OSU's College of Education and Human Ecology.



The Office of Reading Improvement is part of the Ohio Department of Education. The ultimate goal of the Office of Reading Improvement is to help all students become proficient readers. The initiatives from this office communicate research-based practices and attempt to build an awareness and understanding for a richer, broader view of adolescent literacy in schools and communities. The office engages in statewide collaborations with other institutions and agencies. AdLIT is one of many collaborations that bring together a variety of constituents and stakeholders in promoting value for focus on adolescent literacy. For more information, see <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=890&Content=10467>.

What Is AdLIT?

Advancing Adolescent Literacy Instruction Together (AdLIT) is designed to address the unique literacy needs of adolescent learners by promoting and supporting effective, evidence-based practices for classroom instruction and professional development activities in Ohio's middle and secondary schools.

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