

# The Fluency Development Lesson (FDL):

## Synergistic Instruction

Timothy Rasinski and Nancy Padak  
[trasinsk@kent.edu](mailto:trasinsk@kent.edu)

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](http://www.tcmpub.com)

## Life of a Plant

by Risa Jordan



A PLANT WILL GROW FROM A TINY SEED,  
SOME WATER AND SUN IS ALL YOU NEED.



FIRST THE ROOTS GROW UNDERGROUND,  
THEY SUCK UP MINERALS FROM ALL AROUND.

THEN COME STEMS, SOME TALL, SOME STOUT,  
AND NEXT THE BRANCHES SPREAD ABOUT.

LEAVES GROW IN ALL SHAPES AND SIZES,  
WATCH THIS NEW LIFE AS IT RISES.

FLOWERS BLOOM FROM BUDS ON STEMS,  
THEY ARE AS PRETTY AS PRECIOUS GEMS.

SOME PLANTS GIVE US JUICY FRUIT,  
SOME HAVE VEGETABLES AT THE ROOT.

NEW SEEDS TRAVEL TO AND FRO,  
BY WIND AND WATER, ON THE GO.

AND THE CYCLE KEEPS ON GOING,  
SOON NEW STEMS AND LEAVES ARE SHOWING.



# Welcome to the Night

To all of you who crawl and creep,  
who buzz and chirp and hoot and peep,  
who wake at dusk and throw off sleep:  
Welcome to the night.

To you who make the forest sing,  
who dip and dodge on silent wing,  
who flutter, hover, clasp, and cling:  
Welcome to the night!

Come feel the cool and shadowed breeze,  
come smell your way among the trees,  
come touch rough bark and leathery leaves:  
Welcome to the night.

The night's a sea of dappled dark,  
the night's a feast of sound and spark,  
the night's a wild, enchanted park.  
Welcome to the night!



## **Five Little Flowers**

Five little flowers growing in a row,  
The first one said, "I'm purple you  
know."

The second one said, "I'm pink as pink  
can be."

The third one said, "I'm blue like the  
sea."

The fourth one said, "I'm a very red  
fellow."

The fifth one said, "My color is yellow."  
Then out came the sun, big and bright,  
And five little flowers smiled in delight.

## Making & Writing Words

Vowels	Consonants
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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

**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.

—	—	—	—	—	—



# 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.

# Rasinisky Fluency Practice

*LAFS.2.RF. 4.4*