

The Art and Science of Reading: Using Partner Poems to Teach the Five Pillars of Literacy

Presented By

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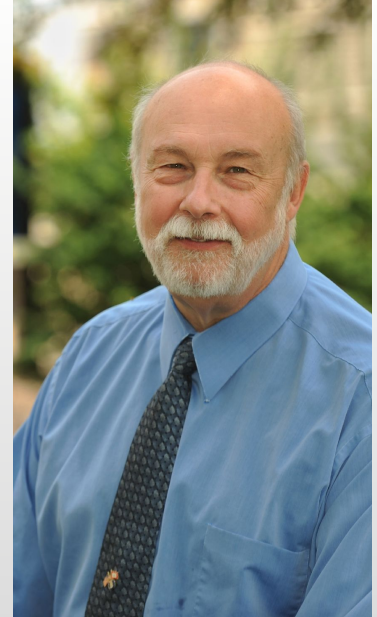
<https://maryjofresch.com>

www.timrasinski.com

THE TEAM!

- David Harrison
- Mary Jo Fresch
- Tim Rasinski

And our student
readers!



Student readers!



Fix the Fan

1st Voice

It's hot in here!
Turn on the fan.

Last night it ran.
What do we do?

Call a man
to fix the fan.

Hey, Ann.
Please fix the fan.

Fran, who drives
The fix-it van?

It's me, Fran.
I can't fix this fan.
You need to buy
a part from Dan.

"I plugged it in,"
said Stan.

2nd Voice

The fan won't work.

We need a plan.

Don't need a man
to fix the fan.
Ann can.

I tried but I
can't fix the fan.
Call Fran.

The fan van.
Call Fran.

Hey, someone
fixed the fan!



**We Know that
Reading and
Teaching Reading is a
Science**

SCARBOROUGH'S READING ROPE

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

(facts, concepts, etc.)

VOCABULARY

(breadth, precision, links, etc.)

LANGUAGE STRUCTURE

(syntax, semantics, etc.)

VERBAL REASONING

(inference, metaphor, etc.)

LITERACY KNOWLEDGE

(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS

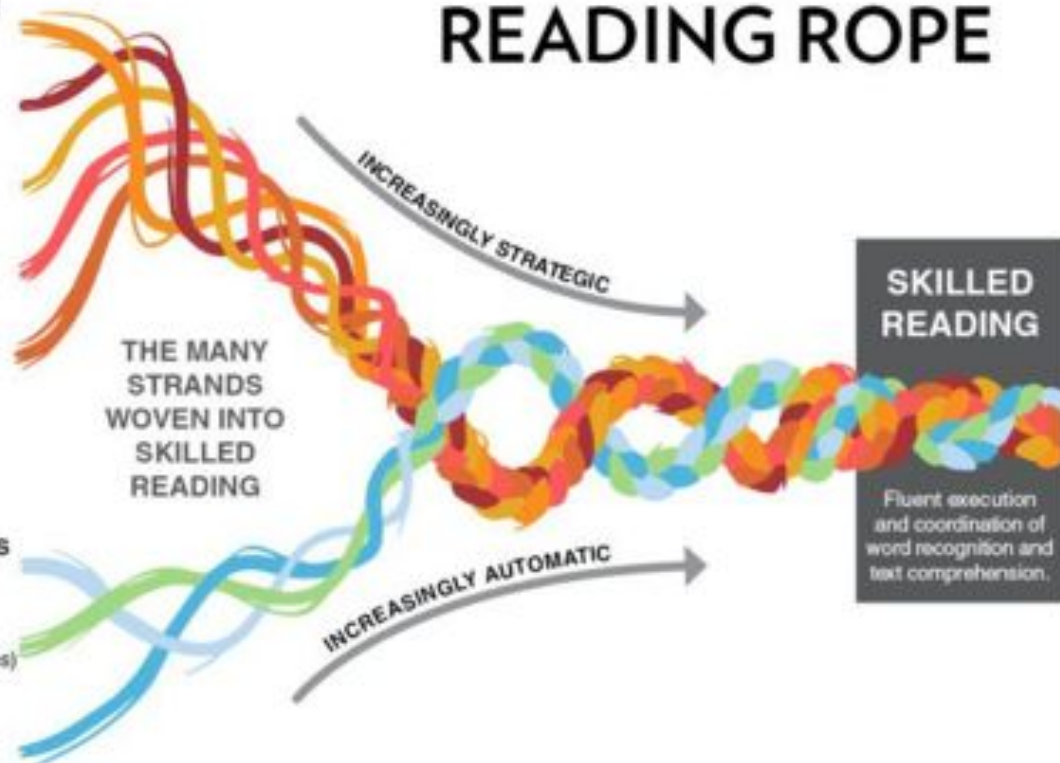
(syllables, phonemes, etc.)

DECODING

(alphabetic principle,
spelling-sound correspondences)

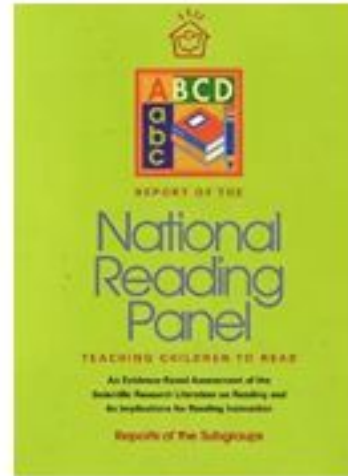
SIGHT RECOGNITION

(of familiar words)



National Reading Panel (2000)

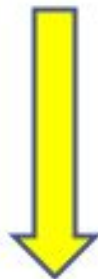
- Phonemic Awareness
- Phonics (Word Recognition)
- Vocabulary (Word Meaning)
- Fluency
 - Automatic Word Recognition
 - Prosodic Oral (and Silent) Reading
- Comprehension



A Scientific Model of Reading Instruction

Word Study

Phonemic Awareness
Phonics
(Word Decoding)
Spelling
Vocabulary



Fluency Instruction

Automaticity in Word Recognition
Prosody (Expressiveness in Reading)

Surface level

Deep level



Comprehension

Background Knowledge
Comprehension Strategies

Teaching Reading Is More Than a Science: It's Also an Art

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*Northern Illinois University, DeKalb,
USA*

Chase Young

*Sam Houston State University,
Huntsville, Texas, USA*

Timothy V. Rasinski

Kent State University, Ohio, USA

ABSTRACT

The role of the teacher, specifically teacher craft, is central to engaging students in effective reading instruction. However, the science of reading has revealed that the content taught is also important to reading acquisition. Although the science of reading was aggregated some two decades ago to result in what became known as the five big pillars, it has not been fully incorporated into instructional practice. Subsequent research has continued to inform and strengthen what we understand about reading, and new energy has now emerged to bring the science of reading fully into practice. However, the science of reading and teacher craft are each insufficient without the other. In this article, we discuss the art of teaching and advocate that it must be given serious consideration if the science of reading is to be adopted en masse by teachers. We also discuss several reading strategies and their role in effective reading instruction and the art of teaching.

Three Characteristics of Artful Instruction

- Aesthetic
- Authentic
- Creative



Poetry for Children is Patterned Text

Poetry contains patterned words

Phonograms/Word Families/Rimes are the word “chunks” that are at Linnea Ehri’s highest level of word recognition

What is the attraction of Partner Poems?

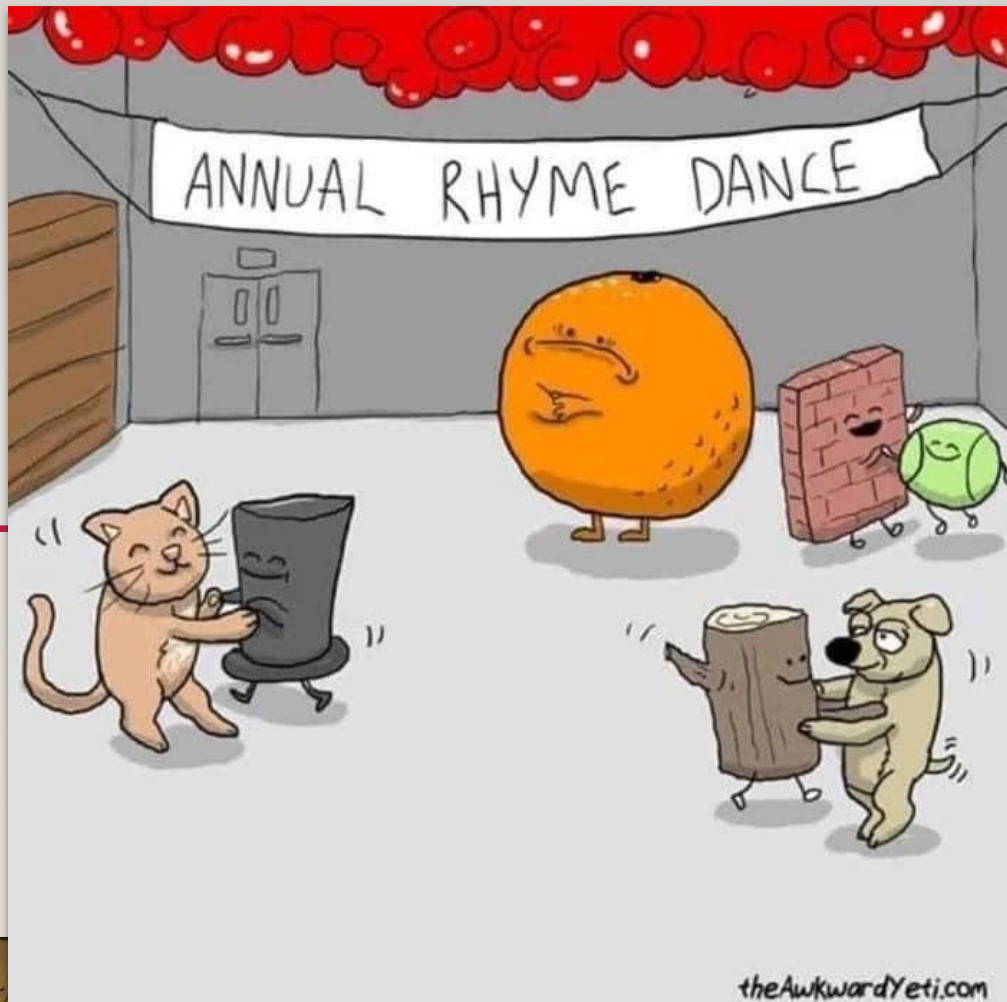
- We partner in all sorts of ways
- We talk to one another
- We tell jokes
- We debate issues
- We read to one another

**Partner Poems
have their own list
of reasons why
kids like them.**

- They're fun to read aloud with someone else.
- A partner who's a strong reader can help figure out hard words.
- It's more fun to practice with someone else.
- Kids can perform partner poems – act out, dress up, use props.
- Partner poems are easy to make up, especially with a partner.

Kids like poems for several reasons

- Most poems have short lines
- They don't go on and on
- They are easy to understand
- Words that rhyme are fun to say and easy to remember
- Poems have rhythm you can feel as you read them
- Sometimes they're funny



How does the Science of Reading support focusing on word [rime] families/phonograms?

- Wylie and Durrell (1970) identified **37** frequently occurring phonograms that appear in more than **500** primary-level words.
- Edward Fry (1998) similarly discovered that by adding beginning consonants, blends, and digraphs to the **38** most common phonograms found in English, **654** words can be made.

How does the Science of Reading support focusing on word [rime] families/phonograms?

- These **research-based lists** are highly regarded for providing young readers with powerful, independent literacy skills.
- Both lists share 26 phonograms; Wylie and Durrell found 11 others and Fry suggested 12 additional ones.

How does the Science of Reading support focusing on word [rime] families/phonograms?

- Combining these two lists (and adding 3 additional rimes that commonly appear in primary texts), we focused on 52 phonograms to give students extensive decoding and encoding strategies.
- Backed by this research, David wrote 52 original poems, Tim created 104 related word ladders, and I developed 52 different lessons.

Starting with the Phonogram

-ANK

bank	blank	ankle
dank	clank	bankrupt
Hank	crank	blanket
rank	drank	clanked
sank	flank	cranky
tank	Frank	embankment
yank	plank	hanky
	shank	lanky
	spank	plankton
	stank	swanky
	swank	tanker
	thank	thankful

Starting with the Phonogram
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The Sea of Rank

1st Voice

They say,
long, long ago,
A ship of pirates sank.

Then laughed, "Bye-bye!"
and made their prisoners
sigh and walk the plank.

The pirates' ship
was dark and dank.
With a "Yo-ho-ho!"
they drank and stank!

2nd Voice

Fishes come,
Fishes go,
In the ancient
Sea of Rank.

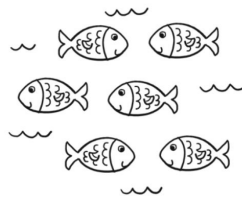
Fishes come,
fishes go,
in the ancient
Sea of Rank.

Fishes come,
fishes go,
In the ancient
Sea of Rank.

3rd Voice



*They say the pirates
chained their prisoners
to hear them cry and clank,*



*Till the King's Navy
with cannonballs
made sure
those pirates sank.*

By looking closely at the phonogram used in the poem, targeted lessons were created

MINI-LESSON -ank

Word Wheel

Objective: Children will create a word wheel with **-ank** words.

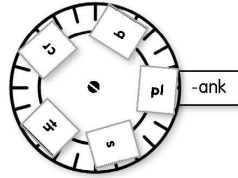
Materials

- "The Sea of Rank" (page 32)
- Consonant Letter and Cluster Cards (pages 125–127)
- scissors
- 9-inch round paper plates
- glue
- paper fastener/brad
- 7-by2-inch strip of cardboard/tagboard
- paper

Procedure

1. Invite children to read the poem aloud. Ask them to find the **-ank** words in the poem.
2. Have children cut apart the Consonant Letter and Cluster Cards. Have them mix up the cards together.
3. To make the word wheel, provide each child with a paper plate. Have children lay as many of the Consonant cards as will fit around the outer edge of the plate (see above). Then have them glue the Consonant cards in place.
4. Give each child the cardboard strip and assist children to push the fastener through the plate and strip. (Alternatively, you can assemble the plate and strip ahead of time.) Have children write **ank** on the part of the strip that is sticking out.
5. To use the word wheel, have children turn the paper plate and see if the consonant letter or blend combined with **-ank** makes a word. Remind them to blend the letters on the plate with the phonogram **-ank**.
6. If children make a word, have them write it on a sheet of paper. You can have partners work together to turn the wheel and check if they have a real word. Examples of words are at right.

Assessment: Check the words created by the children. Are they all real words? If there are any that are not (for instance, **janck**), ask children to sound it out for you. They may be able to correctly sound it out, so ask if they can use it in a sentence. Then discuss any that are not real words (but they may have sounded out correctly).



-ank words		
bank	blank	ankle
bank	clank	bankrupt
flank	crank	blanket
rank	drank	clanked
sank	flank	cranky
tank	Frank	embankment
yank	plank	hanky
	shank	lanky
	spank	plankton
	stank	swanky
	swank	tanker
	thank	thankful

Poems can teach a variety of curriculum required skills in a fun and engaging way, making word learning memorable rather than memorized.



I Love My Yak

1st Voice

See my yak?

I named him Jack.

I love my Yak.

Good old Jack.
I love my yak.

Pretty feathers,
pretty back,
pretty waddle,
pretty yak!

Jack's no yak?

Well, then . . .
I love my Jack,
the duck.



2nd Voice

That's no yak.

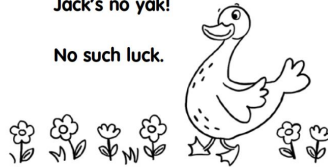
Jack's no yak.

Jack's no yak.
He has feathers
on his back.
Jack's no yak.

Jack has feathers
on his back.
He waddles with
a quack, quack.
Jack's no yak.

A yak is gray
or brown or black.
He has no feathers
down his back.
He doesn't waddle,
doesn't quack.
Jack's no yak!

No such luck.



Noun, Verb, Adjective

Objective: Children will categorize -ack words as noun (person/place), verb (action word), or adjective (descriptive word).

Materials

- "I Love My Yak" (page 16)
- 10 blank 3-by-3-inch cards (per child or pair of children)
- blank sheet of paper (per child or pair of children)

Procedure

1. Invite children to read the poem aloud. Have them find the -ack words in the poem.
2. Give each child 10 blank cards and a blank sheet of paper. Have children divide the sheet of paper into thirds. Ask them to label the columns "Noun," "Verb," and "Adjective."
3. Invite a child to read aloud an -ack word from the poem (Jack, back, quack, black). Have children write that word on a blank card. Repeat with the other three words.
4. Have children place each card in the proper column. (noun: Jack, back, verb: quack, adjective: black)
5. Ask children to think of four more -ack words to write on four of the remaining cards. (See list at right.) Then have them place the word cards in the proper column.
6. Have children choose any two words from the poem and write them on the remaining cards. Then have them place each card in the proper column. (noun: yak, feathers, luck, duck; verb: see, named, love, waddles; adjective: good, old, pretty, gray, brown)

Assessment: Could children properly identify nouns, verbs, and adjectives? Could they think of four other -ack words? Could they find other nouns, verbs, and adjectives in the poem? Answers will provide insight into their understandings of how words are categorized in English.

Wondering about yak?

Yak certainly sounds like the other words in this poem. We know "ck" follows a short vowel (such as back; words with a long vowel end in "k"—such as peek). So, what about yak? We turn to the word's origin. Yak is a Tibetan word—*g-yag*—which means "wild ox of Central Asia." English adopted the word.

-ack words		
back	black	attack
hack	clack	clackle
Jack	crack	cracker
lack	flack	jackal
pack	knack	jacket
quack	shack	packet
rack	slack	racket
sack	smack	tackle
	snack	unpack
	stack	
	track	
	whack	

Phonogram Grab Bag

Objective: Children will identify real words create by joining onset consonants with the -ab phonogram.

Materials

- "Stop the Gab" (page 12)
- Consonant Letter Cards (page 125)
- small bag or box (to put the consonant cards in)
- -ab phonogram printed on a square card for each child

-ab

Procedure

1. Invite children to read the poem aloud. Ask them to find the -ab words in the poem.
2. Give each child (or pair of children) an -ab phonogram card.
3. One at a time, ask children to draw a consonant card from the bag (or box).
4. Have them place the consonant card in front of their phonogram card and sound across the word.
5. Ask: *Does it make a real word? If so, have them use the word in a sentence. If it does not make a real word, invite them to share one they know that contains -ab.*
6. For more challenge, give children some consonant blend cards, such as bl-, cr-, dr-, fl-, gr-, st-.

-ab words		
cab	blab	abstract
dab	crab	baboon
fab	drab	cabinet
gab	flab	habit
jab	grab	habitat
lab	slab	rabid
nab	stab	tablet
tab		taboo

Assessment: How well does each child create a real word by combining the consonant and phonogram? Consider who may need more vocabulary experiences.

We teach students
to “recall words”
not simply
“call words.”

Research shows that having students engaged and having fun while learning improves memory (Willingham, 2008/2009)

Word ladders –

Help students climb to success in word recognition and vocabulary



Focusing Attention on Decoding for Children With Poor Reading Skills: Design and Preliminary Tests of the Word Building Intervention

Bruce McCandliss

Weill Medical College of Cornell University

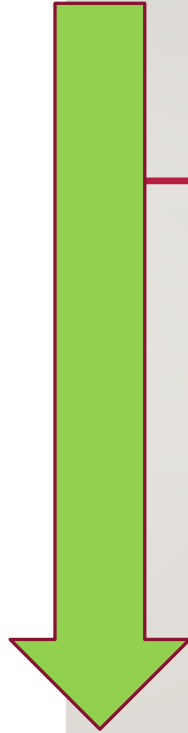
Isabel L. Beck, Rebecca Sandak, and Charles Perfetti

University of Pittsburgh

This study examined the reading skills of children who have deficient decoding skills in the years following the first grade and traced their progress across 20 sessions of a decoding skills intervention called Word Building. Initially, the children demonstrated deficits in decoding, reading comprehension, and phonemic awareness skills. Further examination of decoding attempts revealed a pattern of accurate decoding of the first grapheme in a word followed by a high rate of errors. For example, the word "cat" was decoded as "ca" followed by "t" or "at".

p a s t
p a t
p o t
p o p
t o p
s t o p

Orthographic Mapping



RESULTS

“Relative to children assigned to a randomly assigned control group, children assigned to the (word ladder) intervention ... demonstrated significantly greater improvement in standardized tests of phonological awareness, word decoding, and comprehension.”

Name _____

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



By the Sea

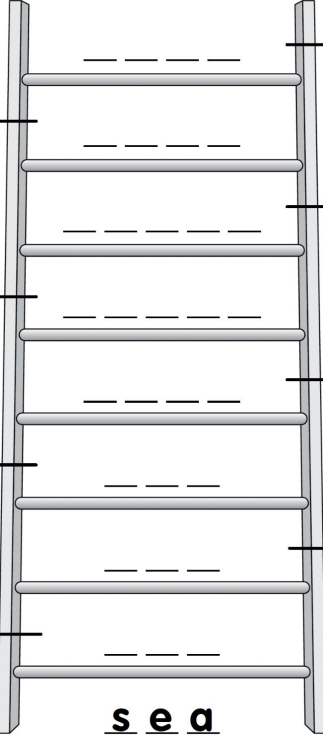


7. A place where you keep your money safe.
Take away one letter.

5. The sound made by a piece of metal hitting another.
Take away the first letter. Add two letters.

3. A light brown color.
Change the second letter.

1. A hot drink; it can also be iced.
Change the first letter.



8. To put things in order, like shortest to tallest. Also, the name of the sea in the story.
Change the first letter.

6. An empty line or space.
Change the first letter.

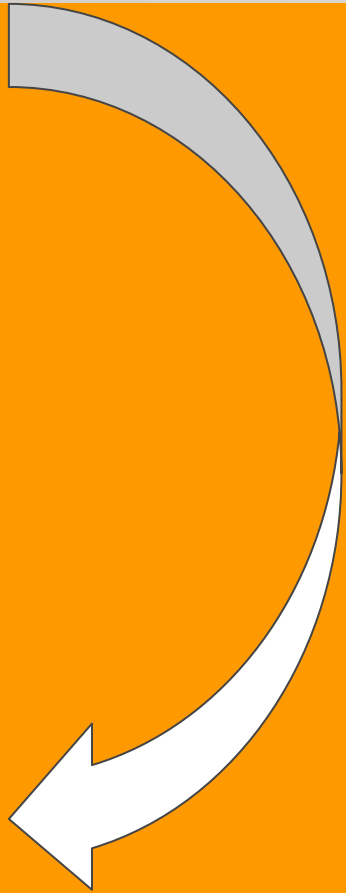
4. A large container for storing liquids, such as water.
Add one letter.

2. The answer to $9 + 1$.
Change the last letter.

Partner: Formative & Informal Assessments for Building Foundational Literacy Skills, K-2 © by Pearson, Benchmark Prep, Schoology, Teaching Resources

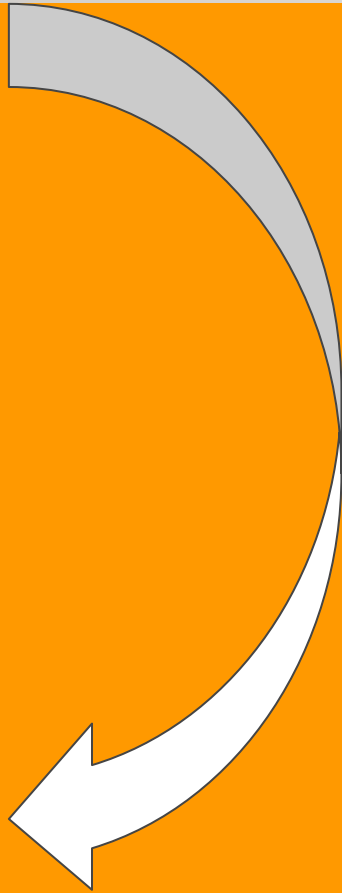
Rank
Bank
Blank
Clank
Tank
Tan
Ten
Tea

Give



Give

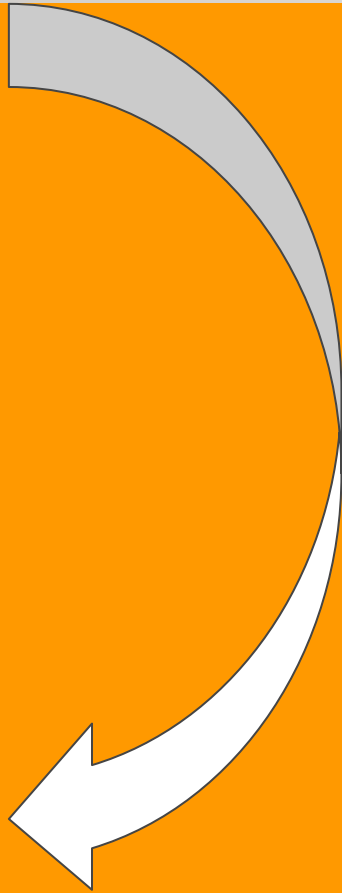
Live



Give

Live

Love

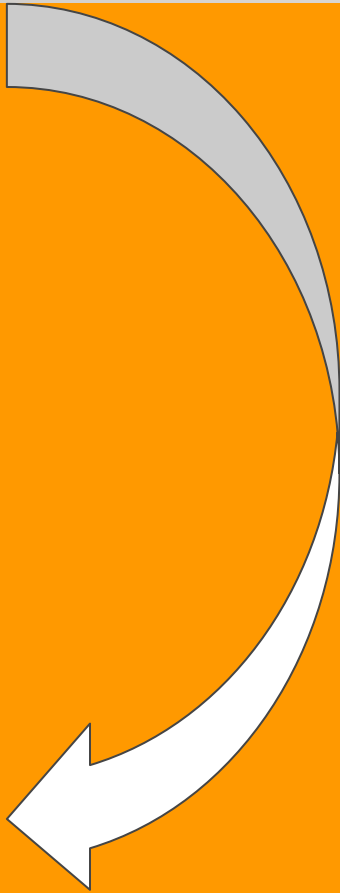


Give

Live

Love

Lone



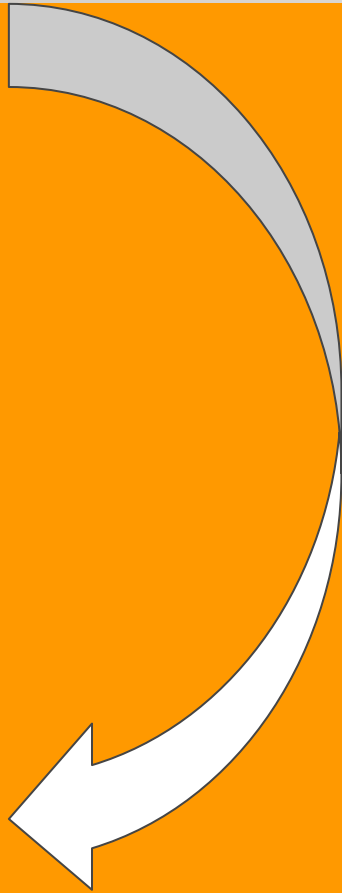
Give

Live

Love

Lone

Lane



Give

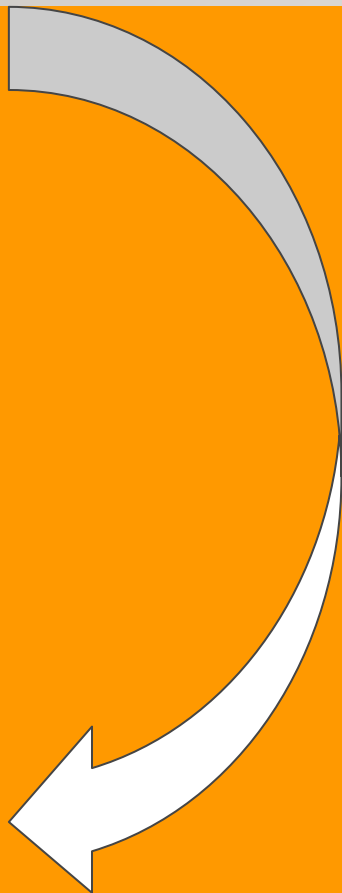
Live

Love

Lone

Lane

Mane



Give

Live

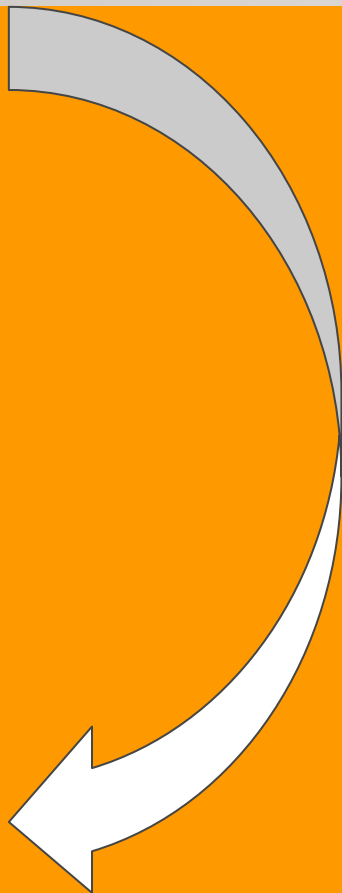
Love

Lone

Lane

Mane

Man



Give

Live

Love

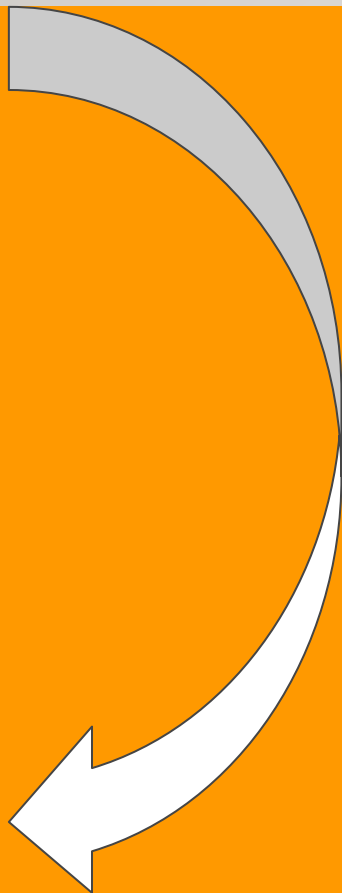
Lone

Lane

Mane

Man

Ran



Give

Live

Love

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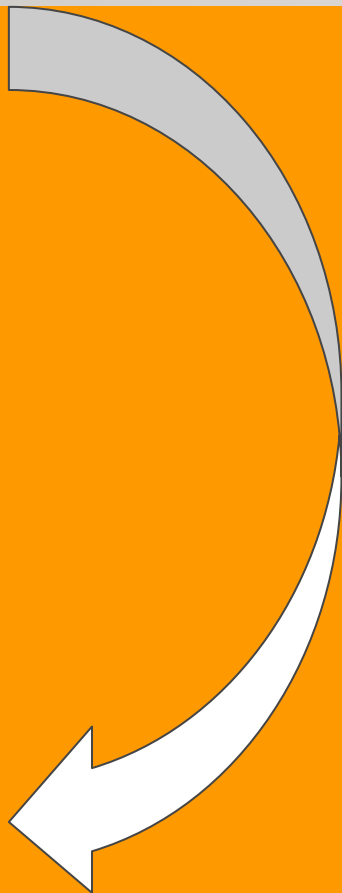
Lane

Mane

Man

Ran

Rank



Give

Live

Love

Lone

Lane

Mane

Man

Ran

Rank

Hank



Give

Live

Love

Lone

Lane

Mane

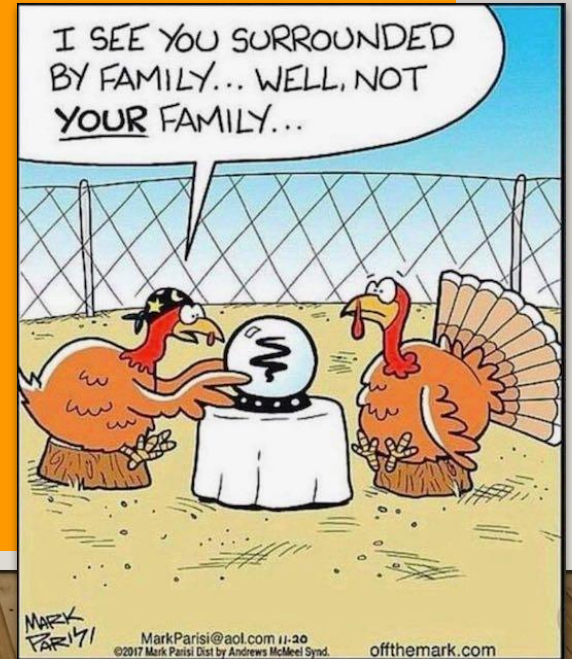
Man

Ran

Rank

Hank

Thanks



ANK and AND phonograms

-ank

bank
crank prank
dank rank
drank sank
flank stank
hank tank
lank yank
plank

-and

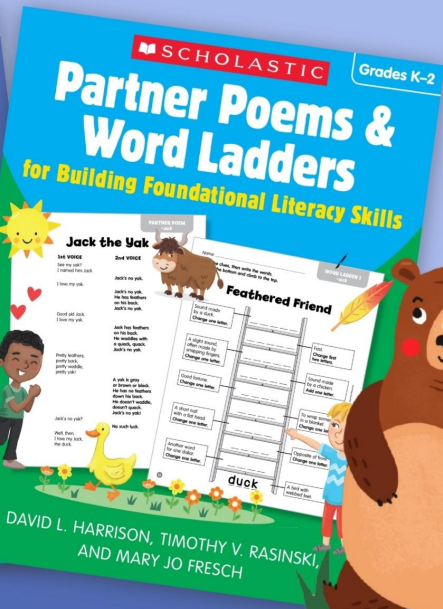
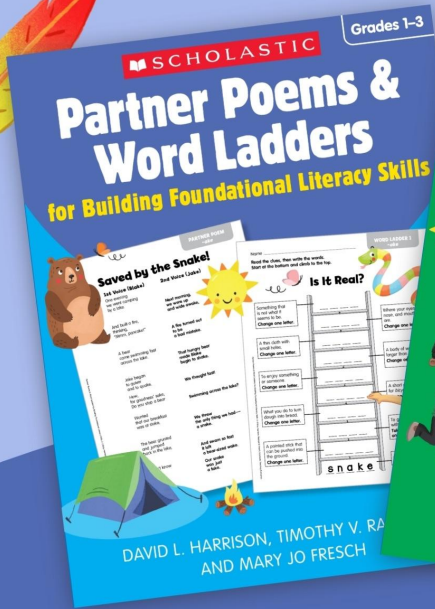
and land
band manned
bland planned
brand sand
canned stand
fanned strand
grand tanned
hand

LETS' READ....Thanksgiving

*Far from home,
a weary band
who'd come to live
in an unknown land,
bowed their heads
and offered thanks.*

*And so today,
just as then,
every year
we meet again.
From shining sea,
to shining sea,
we offer thanks.*





NEW!

from **David L. Harrison, Timothy V. Rasinski,
and Mary Jo Fresch**



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