

Timothy V. Rasinski , Ph.D.

Professor and Rebecca Tolle and Burton W. Gorman Chair in Educational Leadership, School of Teaching, Learning and Curriculum Studies, Kent State University

<u>Education</u>		1985
	The Ohio State University - Ph.D. Educational Theory and Practice	
	University of Nebraska at Omaha - M.S. Special Education, Reading	1979
	University of Nebraska at Omaha - B.S. Elementary Education	1976
	University of Akron - B.S. Economics	1972

Higher Education Work Experience

Professor/Associate Professor, Kent State University	1988- Present
Assistant Professor of Reading Education, Univ. of Georgia	1985-1988

Research/Creative Activity and Service to the Field of Literacy	
Selected Refereed Journal Articles	<ul style="list-style-type: none"> • Nichols, W. D., Rasinski, T., Rupley, W., Kellogg, R., & Paige, D. (in press). Why poetry for reading instruction? Because it works! <i>The Reading Teacher</i> • Crosby, S., Rasinski, T., McTeer, J., Rupley, W. (in press). Family Involvement in Reading. <i>Literacy Today</i>. • Young, C., & Rasinski, T. (2018). Readers Theatre: effects on word recognition automaticity and reading prosody. <i>Journal of Research in Reading</i>, 41, 475-485. • Paige, D., Rupley, W., Smith, G., Rasinski, T., & Magpuri-Lavell, T. (2017). Is prosody a problem-solving strategy for comprehension? <i>Journal for Educational Research Online</i>, 9(2), 243-273. • Yildirim, K., Rasinski, T., & Kaya, D. (2017). Fluency and comprehension of expository texts in Turkish students in grades four through eight. <i>Education and Science</i>, 42, 87-98. • Young, C., Stokes, F., & Rasinski, T. (2017). Readers theatre plus comprehension and word study. <i>The Reading Teacher</i>, 71(2), 351-355. • Young, C., & Rasinski, T. (2017). Readers Theatre: Effects on word recognition automaticity and reading prosody. <i>Journal of Research in Reading</i>, 41, 475-485 • Rasinski T. V., Chang S-C, Edmondson E., Nageldinger J., Nigh J., Remark L., Srsen K. L., Walsh-Moorman E., Yildirim K., Nichols W. D., Paige D., Rupley W. H.. (2017). Reading fluency and college readiness. <i>Journal of Adolescent & Adult Literacy</i>, 60(4), 453–460. • Rasinski, T., Paige, D., Rains, C., Stewart, F., Julovich, B., Prenkert, D., Rupley, W., & Nichols, W. D. (2017). Effects of intensive fluency instruction on the reading proficiency of third-grade struggling readers. <i>Reading & Writing Quarterly</i>, 1-14. • Rasinski, T, & Padak, N. (2017). The roots of comprehension. <i>Educational Leadership</i>, 74(5), 41-45. • Rasinski, T. V. (2017). Readers who struggle: Why many struggle and a modest proposal for improving reading. <i>The Reading Teacher</i>, 70, 519-524. • DiSalle, K., & Rasinski, T. V. (2017). Impact of short-term intense fluency instruction on students' reading achievement: A classroom-based teacher-initiated study. <i>Journal of Teacher Action Research</i>, 3, 1-13. • Rasinski, T. (2016). Is “What’s Hot” in reading what should be important for reading Instruction? <i>Literacy Research and Instruction</i>, 55(2), 134-137.

- Rasinski, T. V., Rupley, W. H., Paige, D. D., & Nichols, W. D. (2016). Alternative text types to improve reading fluency for competent to struggling readers. *International Journal of Instruction*, 9(1), 163-178.
- Young, C., Rasinski, T., & Mohr, K. (2016). Read two impress: An intervention for disfluent readers. *The Reading Teacher*, 69, 633-636.
- Paige, D., Magpuri-Lavell, T., Rasinski, T., & Rupley, W. (2015). Fluency differences by text genre in proficient and struggling secondary students. *Advances in Literary Study*, 3, 102-117.
- Rasinski, T., Zimmerman, B., & Bagert, B. (2015). Poetry as a core reading text for younger and struggling readers. *New England Reading Association Journal*, 50 (1), 1-6.
- Rasinski, T., Rupley, W., & Paige, D. (2015). Beyond the new norm: The benefits of reading more than informational texts. *Literacy Today*, 33(3), 26-27.
- Rasinski, T., Kasten, W., Zimmerman, B., & Yildirim, K. (2015). Poetry and struggling readers. *New England Reading Association Journal*, 50(1), ii-iii.
- Oczkus, L., & Rasinski, T. (2015, April 2). Five ideas that work: Positively poetry. *Literacy Daily*. Available at <http://www.reading.org/literacy-daily/classroom/post/engage/2015/04/02/>
- McLaughlin, M., & Rasinski, T. (2015). Reaching struggling readers. *Reading Today*, 32, 36-37.
- Young, C., Mohr, K., & Rasinski, T. (2015). Reading together: A successful reading fluency intervention. *Literacy Research and Instruction*, 54, 67-81.
- Yildirim, K., Ritz, E., Akyol, H., Rasinski, T. (2014). Assisting a struggling Turkish student with a repeated reading fluency intervention. *The Reading Matrix: An International Online Journal*.
- Rasinski, T. (2014). Tapping the power of poetry. *Educational Leadership*, 72, 30-34.
- Crosby, S., Rasinski, T., Padak, N., & Yildirim, K. (2014). A three-year study of a school-based parental involvement program in early literacy. *The Journal of Educational Research*, 108, 1-8.
- Rasinski T. (2014). The research that we need. *Journal of Teacher Action Research*, 1(1), 3-4.
- Rasinski T. (2014). Fluency Matters. *International Electronic Journal of Elementary Education*, 7, 3-12.
- Yildirim, K., & Rasinski, T. (2014). Reading fluency beyond English: Investigations into reading fluency in Turkish elementary students. *International Electronic Journal of Elementary Education*, 7, 97-106.
- Paige, D., Magpuri-Lavell, T., Rasinski, T. V., & Smith, G. (2013). Interpreting the relationships among prosody, automaticity, accuracy, and silent reading comprehension in secondary students. *Journal of Literacy Research*, 46, 123-156.
- Rasinski, T., Samuels, S.J., Hiebert, E., Petscher, Y., & Feller, K. (2011). The relationship between silent reading fluency instructional protocol on students' reading comprehension and achievement in an urban school setting. *Reading Psychology: An International Quarterly*. 32, 75- 97.
- Rasinski, T., Yildirim, K. and Nageldinger, J. (2011), Building Fluency through the Phrased Text Lesson. *The Reading Teacher*, 65: 252–255.
- Samuels, S. J., Rasinski, T., & Hiebert, E. (2011). Eye movements and reading: What teachers need to know. In S. J. Samuels, & A. E. Farstrup (eds.), *What Research has to say about Reading Instruction* (4th ed.), pp. 25-50. Newark, DE: International Reading Association.

	<ul style="list-style-type: none"> • Rasinski, T., Rikli, A., & Johnston, S. (2009). Reading fluency: More than automaticity? More than a concern for the primary grades? <i>Literacy Research and Instruction</i>, 48, 350-361. • Rasinski, T., & Stevenson, B. (2005). The Effects of Fast Start Reading, A Fluency Based Home Involvement Reading Program, On the Reading Achievement of Beginning Readers. <i>Reading Psychology: An International Quarterly</i>, 26, 109-125. • Rasinski, T., Padak, N., McKeon, C., Krug,-Wilfong, L., Friedauer, J., & Heim, P. (2005) Is Reading Fluency a Key for Successful High School Reading? <i>Journal of Adolescent and Adult Literacy</i>, 49, 22-27. • Griffith, L. W., & Rasinski, T. V. (2004). A focus on fluency: How one teacher incorporated fluency with her reading curriculum. <i>The Reading Teacher</i>, 58, 126- 137. • Rasinski, T. & Hoffman, J. (2003). Theory and research into practice: Oral reading in the school literacy curriculum. <i>Reading Research Quarterly</i>, 38, 510-522. • Rasinski, T. (2000). Speed does matter in reading. <i>The Reading Teacher</i>, 54, 146-151. (Reprinted in Evidence-based Reading Instruction: Putting the National Reading Panel Report into Practice (Newark, DE: International Reading Association). • Rasinski, T. (1999). Exploring a method for estimating independent, instructional, and frustration reading rates. <i>Reading Psychology: An International Quarterly</i>, 20, 61-69. • Rasinski, T.V., & Perfect, K. (1998). Scholar research in a graduate course in literacy education. <i>Journal of Reading Education. Outstanding Article Award, Organization of Teacher Educators in Reading, 1999.</i> • Rasinski, T.V., & Padak, N.D. (1998). How elementary students referred for compensatory reading instruction perform on school-based measures of word recognition, fluency, and comprehension. <i>Reading Psychology: An International Quarterly</i>, 19, 185-216. • Rasinski, T.V., & Zutell, J.B. (1996). Is fluency yet a goal of the reading curriculum? In E. Sturtevant and W. Linek (Eds.), <i>Growing Literacy: Yearbook of the College Reading Association</i> (pp. 237-246). College Reading Association: Harrisonburg, VA. • Rasinski, T. V., Padak, N. D., Linek, W. L., & Sturtevant, E. (1994). Effects of fluency development on urban second-grade readers. <i>Journal of Educational Research</i>, 87, 158–165. • Rasinski, T.V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. <i>Intervention in School and Clinic</i>, 29, 165-168. • Rasinski, T.V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. <i>Journal of Educational Research</i>, 83, 147-150. • Rasinski, T. V. (1989). Fluency for everyone: Incorporating fluency in the classroom. <i>The Reading Teacher</i>, 42, 690–693. • Rasinski, T.V. (1989). Adult Readers’ Sensitivity to Phrase Boundaries in Texts. <i>Journal of Experimental Education</i>, 58(1), 29-40. • Rasinski, T. (1988). Caring and Cooperation in the Reading Curriculum. <i>The Reading Teacher</i>, 41, 632-634.
<p>Selected Chapters</p>	<ul style="list-style-type: none"> • Rasinski, T., & Young, C. (2017). Effective instruction for primary grade students who struggle with reading fluency. In M. Milton (ed.), <i>Inclusive Practices and Principles in Literacy Education</i>, (pp. 143-158). Bingley, UK: Emerald Publishing. • Young, C., & Rasinski, T. (2017). Why fluency matters. In K. Soll (ed.), <i>Comprehensive Literacy Basics: An Anthology</i>. Minneapolis, MN: Capstone. • Rasinski, T. (2015). Striking the right balance: Why silent reading and extended reading of challenging materials matter. In E. Hiebert (ed.), <i>Teaching Stamina, Silent Reading in the Digital Global Age</i>. Santa Cruz, CA: Text Project Inc.

	<ul style="list-style-type: none"> • Rasinski, T., Samuels, S., Hiebert, E., Petscher, Y., & Feller, K. (2015). The relationship between a silent reading fluency instructional protocol on students' reading comprehension and achievement in an urban school setting. In E. Hiebert (ed.), <i>Teaching Stamina, Silent Reading in the Digital Global Age</i>. Santa Cruz, CA: Text Project Inc. (Reprinted from <i>Reading Psychology</i>) • Rasinski, T., Paige, D., & Nageldinger, J. (2015). Reading fluency: Neglected, misunderstood, but still critical for proficient reading. In P. D. Pearson & E. Hiebert (eds.), <i>Research-Based Practices for Teaching Common Core Literacy</i> (pp. 143-160). Newark, DE: Teachers College Press & ILA. • Young, C., & Rasinski, T. (2015). Student produced movies as authentic reading fluency instruction. In T. Rasinski, K. Pytash, and R. Ferdig (eds.), <i>Using Technology to Enhance Reading Instruction</i> (pp. 46-51). Bloomington, IN: Solution Tree. • Kuhn, M., & Rasinski, T. (2015). Best practices in fluency. In L. Morrow & L. Gambrell (eds.), <i>Best Practices in Literacy Instruction</i> (5th ed.) (pp. 268-287). New York: Guilford. • Rasinski, T. Reutzell, C. R., Chard, D. & Linan-Thompson, S. (2011). Reading Fluency. In M. Kamil, P. Pearson, P. Afflerbach, & E. Moje (Eds), <i>Handbook of Reading Research, Vol. IV</i>, pp. 286-319. NY: Routledge. • Rasinski, T. (2014). Fluent reading: The power of rhythm and music. In L. Bridges (ed.), <i>Open a World of Possible: Real Stories About the Joy and Power of Reading</i> (pp. 130-131). NY: Scholastic. • Rasinski, T. (2011). The art and science of teaching reading fluency. In D. Lapp, N. Frey, & D. Fisher (eds.), <i>Handbook of Research on Teaching the English Language Arts</i> (3rd edition), pp.238-246. New York: Routledge. • Padak, N., Newton, E., Rasinski, T. V., & Newton, E. (2008). Getting to the root of word study: Teaching Latin and Greek word roots in elementary and middle grades. In A. Farstrup & S. J. Samuels (eds.) <i>What Research has to say about Vocabulary Instruction</i> (pp. 6-31). Newark, DE: International Reading Association.
<p>Selected Books and Curricular Programs</p>	<ul style="list-style-type: none"> • Rasinski, T., & Cheesman-Smith, M. (under contract). <i>Daily Word Ladders for Teaching Idiomatic Expressions</i>. New York: Scholastic. • Rasinski, T., & Cheesman-Smith, M. (under contract). <i>Daily Word Ladders for Teaching Academic Vocabulary, Grades 2-4</i>. New York: Scholastic. • Rasinski, T., & Cheesman-Smith, M. (under contract). <i>Daily Word Ladders for Teaching Academic Vocabulary, Grades 4-6</i>. New York: Scholastic. • Rasinski, T., Padak, N., Newton, E., & Newton, R., (in press). <i>Building Vocabulary through Word Roots, Grades K-11</i>. Huntington Beach, CA: Teacher Created Materials. • Rasinski, T., & Cheesman-Smith, M. (2018). <i>The Megabook of Fluency</i>. New York: Scholastic. (Winner of 2019 Teachers' Choice Award). • Ellery, V., Oczkus, L., & Rasinski, T. (2016). <i>Literacy Strong All Year Long, Grades 2-4</i>. Alexandria, VA: Association for Supervision and Curriculum Development. • Rasinski, T., Zutell, J., & Cheesman-Smith, M. (2017). <i>Go Figure: Exploring Figurative Language, Levels 2-4 and 5-8</i>. Huntington Beach, CA: Shell Education. • Young, C., & Rasinski, T. (2016). <i>Tiered Fluency Instruction</i>. Minneapolis, MN: Capstone. • Ellery, V., Oczkus, L., & Rasinski, T. (2016). <i>Literacy Strong All Year Long, Grades K-1</i>. Newark, DE: International Literacy Association. • McLaughlin, M., & Rasinski, T. (2016). <i>Struggling Readers: Engaging and Teaching in Grades 3-8</i>. Newark, DE: International Literacy Association.

- Rasinski, T. & Harrison, D. (2016). *Rhymes for the Times: Literacy Strategies through Social Studies*. Huntington Beach, CA: Shell Education.
- Rasinski, T., Murphy, D., & Young, C. (2015). *Texas History: Reader's Theater Scripts*. Huntington Beach, CA: Shell Education.
- Rasinski, T., & Nageldinger, J. (2015). *Fluency Factor: Fluency in the Common Core Classroom*. New York, NY: Teachers College Press.
- Oczkus, L. & Rasinski, T. (2015). *Close Reading of Paired Texts – K-Secondary (8 separate books)*. Huntington Beach, CA: Shell Education.
- Rasinski, T., Pytash, K., & Ferdig, R. (eds.), (2015). *Using Technology to Enhance Reading: Innovative Approaches to Literacy Instruction*. Bloomington, IN: Solution Tree.
- Rasinski, T. V., & Padak, N. D. (2013). *From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School (3rd^d edition)*. New York: Longman.
- Rasinski, T., Padak, N., Newton, E., & Newton, R. (2013). *Starting with Prefixes*. Huntington Beach, CA: Shell Educational Publishing.
- Rasinski, T., Padak, N., Newton, R., & Newton, E. (2013). *Practice with Prefixes*. Huntington Beach, CA: Shell Education.
- Rasinski, T. & Zutell, J. (2010). *Essential Strategies for Word Study*. New York: Scholastic.
- Rasinski, T. (2012). *Daily Word Ladders, Grades K-1*. New York, NY: Scholastic.
- Rasinski, T., Blachowicz, C., & Lems, K. (2012). *Fluency Instruction: Research-Based Best Practices (2nd ed.)*. New York: Guilford.
- Rasinski, T., Rupley, W. H., Nichols, W. D. (2012). *Phonics and Fluency Practice with Poetry*. New York: Scholastic.
- Rasinski, T. V. (2010). *The Fluent Reader: Oral and silent reading strategies for building word recognition, fluency, and comprehension (2nd edition)*. New York: Scholastic.
- Rasinski, T., Padak, N. & Fawcett, G. (2009). *Effective Reading Strategies: Teaching Children Who Find Reading Difficult* (fourth edition). Columbus, OH: Merrill/Prentice Hall.
- Rasinski, T. V., Padak, N., Newton, R., & Newton, E. (2008). *Greek and Latin Roots: Key to Building Vocabulary*. Huntington Beach, CA: Shell Education.
- Rasinski, T., Harrison, D. L., & Fawcett, G. (2009). *Partner Poems for Building Fluency*. New York: Scholastic
- Rasinski, T. V. (2008). *Understanding Idioms and Other English Expressions Grades 1-3*. Huntington Beach, CA: Shell Education.
- Rasinski, T. V. (2008). *Understanding Idioms and Other English Expressions Grades 4-6*. Huntington Beach, CA: Shell Education.
- Padak, N., & Rasinski, T. (2008). *Fast Start Getting Ready to Read: A Research-Based, Send-Home Literacy Program (pre K-Kindergarten)*. New York: Scholastic.
- Rasinski, T. (2008). *Daily Word Ladders, Grades 1-2*. New York, NY: Scholastic.
- Opitz, M. F., & Rasinski, T. V. (2008). *Good-bye Round Robin: 25 Effective Oral Reading Strategies (Updated edition)*. Portsmouth, NH: Heinemann
- Brassell, D. & Rasinski, T. V. (2008). *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension Grades K-6*. Huntington Beach, CA: Shell Educational Publishing.
- Mraz, M., Padak, N., & Rasinski, T. (2007). *Evidence-based reading instruction: Phonemic awareness*. New York: Pearson.

	<ul style="list-style-type: none"> • Tooms, A., Padak, N., & Rasinski, T. (2007). <i>The Principal's Guide to Effective Literacy Instruction</i>. New York: Scholastic. • Padak, N., & Rasinski, T. (2007). <i>Evidence-based reading instruction: Fluency</i>. New York: Pearson. • Rasinski, T., & Padak, N. (2007). <i>Evidence-based reading instruction: Comprehension</i>. New York: Pearson. • Rasinski, T. V., & Padak, N. (2005). <i>Three Minute Reading Assessments: Word Recognition, Fluency, and Comprehension for Grades 1-4</i>. New York: Scholastic. • Rasinski, T. V., & Padak, N. (2005). <i>Three Minute Reading Assessments: Word Recognition, Fluency, and Comprehension for Grades 5-8</i>. New York: Scholastic. • Rasinski, T. V. (2005). <i>Daily Word Ladders: Lessons in Word Study: Gr. 2-3</i>. New York: Scholastic. • Rasinski, T. V. (2005). <i>Daily Word Ladders: Lessons in Word Study: Gr. 4-6</i>. New York: Scholastic. • Padak, N., & Rasinski, T. (2005). <i>Fast Start for Early Readers: A Research-Based, Home Literacy Program</i>. New York: Scholastic. • Rasinski, T. V. (2004). <i>Assessing Reading Fluency</i>. Honolulu: Pacific Resources for Education and Learning. • Rasinski, T. V. (2003). <i>High Five Reading: Using High-Interest Nonfiction to Guide Struggling Readers</i>. Bloomington, MN: Red Brick Learning. (Three levels authored) • Sampson, M.B., Rasinski, T. V., & Sampson, M... (2003). <i>Total Literacy: Reading, Writing and Learning</i> (3rd edition). Belmont, CA: Wadsworth Publishing. • Rasinski, T. V. (2003). <i>The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Vocabulary</i>. New York: Scholastic. • Rasinski, T.V., & Padak, N. (2001). <i>From Phonics to Fluency</i>. New York: Allyn, Bacon, Longman. • Rasinski, T.V. (2001). <i>Making and Writing Words</i>. Greensboro, NC: Carson Dellosa. • Rasinski, T.V., & Zimmerman, B. (2001). <i>Phonics Poetry: Teaching Word Families</i>. New York: Allyn & Bacon • Rasinski, T.V., & Padak, N. (2000). <i>Effective strategies for teaching struggling readers</i> (2nd Ed). Merrill/Prentice Hall. • Opitz, M., & Rasinski, T.V. (1999). <i>Goodbye round robin</i>. Portsmouth, NH: Heinemann. • Rasinski, T.V., & Padak, N. (1997). <i>Holistic approaches to corrective reading instruction</i>. Columbus: Merrill/Prentice Hall. • Rasinski, T.V., & Gillespie, C. (1993). <i>Sensitive Issues in Children's Literature: K 6</i>. Phoenix: Oryx. • Vacca, R., & Rasinski, T. (1992). <i>Case Studies in Whole Language</i>. New York: Harcourt.
<p>Selected and Recent Refereed Presentations at National and International Meetings of Learned Societies</p>	<ul style="list-style-type: none"> • Rasinski, T. (2019, October). <i>From Phonics to Fluency: Laying a Strong Foundation for Reading Success</i>. Presentation made at the annual meeting of the International Literacy Association, New Orleans, LA. • Rasinski, T. (2019, August). <i>Why Reading Fluency should be hot</i>. Paper presented at the European Conference on Literacy. Copenhagen, Denmark. • Rasinski, T. & Smith, M. (2019, March). <i>Reading Fluency: A critical element for reading proficiency</i>. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, Chicago, IL.

- Nichols, W., Kellogg, R., Rasinski, T., Paige, D., & Rupley, W. (2017, November). *Poetry for enjoyment*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Rasinski, T. (2017, July). *Equity in early literacy learning: Practices for reading all primary students*. Presentation made at the annual meeting of the International Literacy Association, Orlando, FL.
- Rasinski, T. (2017, July). *Transforming dilemma of instruction with ILA's Literacy Research Panel*. Presentation made at the annual meeting of the International Literacy Association, Orlando, FL.
- Ellery, V., Oczkus, L., Rasinski, T. (2017, July). *Literacy strong all year long: Empowering strategies for young learners*. Presentation made at the annual meeting of the International Literacy Association, Orlando, FL.
- Oczkus, L., & Rasinski, T. (2017, July). *Purposeful pairs: Building deep meaning of informational and literary text through close reading*. Presentation made at the annual meeting of the International Literacy Association, Orlando, FL.
- Rasinski, T. (2017, July). *The fluency development lesson – Essential instruction for struggling readers*. Presentation made at the annual meeting of the International Literacy Association, Orlando, FL.
- Rasinski, T. (2016, July). *From phonics to fluency to proficient reading*. Presentation made at the annual meeting of the International Literacy Association, Boston, MA.
- Rasinski, T., Newton, R., Newton, E., Newton, J. (2016, July). *Teaching vocabulary from word roots: Powerful instruction for increasing word knowledge*. Presentation made at the annual meeting of the International Literacy Association, Boston, MA.
- Rasinski, T. & Oczkus, L. (2016, July). *Building deep meaning of informational and literary text through close reading of paired texts*. Presentation made at the annual meeting of the International Literacy Association, Boston, MA.
- Rasinski, T., Ellery, V., & Oczkus, L. (2016, July). *Literacy strong all year long: Empowering strategies for young learners* Presentation made at the annual meeting of the International Literacy Association, Boston, MA.
- Rasinski, T. & Oczkus, L. (2015, July). *Building deep meaning of informational and literary text through close reading of paired texts* Presentation made at the annual meeting of the International Literacy Association, St. Louis, MO.
- Rasinski, T., Ellery, V., & Oczkus, L. (2015, July). *Literacy strong all year long: Empowering strategies for young learners* Presentation made at the annual meeting of the International Literacy Association, St. Louis, MO.
- Rasinski, T. (2015, July). *Research Institute: Developing a sound reading foundation: Word knowledge and fluency*. Presentation made at the annual meeting of the International Literacy Association, St. Louis, MO.
- Paige, D., Rasinski, T., Magpuri, T., & Smith, G. (2015, April). *A tandem model of reading: Interpreting the relationship between fluency and silent reading comprehension in secondary students*. Presentation made at the annual meeting of the American Educational Research Association, Chicago, IL.
- Rasinski, T. (2014, November). *Student developed scripts – An engaging approach for fostering reading fluency, close reading, and scaffolded creative writing*. Presentation made at the annual meeting of the National Council of Teachers of English, Washington, DC.
- Rasinski, T. (2014, October). *Learning from our professional communities: Our research, then and now*. Presentation made at the annual meeting of the Association of Literacy Educators and Researchers, Clearwater, FL.

	<ul style="list-style-type: none"> • Rasinski, T. (2014, May). <i>Veni, vidi, vici vocabulary.: Word roots instruction</i>. Presentation made at the annual meeting of the International Reading Association, New Orleans, LA. • Rasinski, T. (2014, May). <i>From phonics to fluency to proficient reading</i>. Presentation made at the annual meeting of the International Reading Association, New Orleans, LA. • Rasinski, T. (2014, May). <i>Addressing the common core standards all day in nearly childhood classrooms</i>. Presentation made at the annual meeting of the International Reading Association. New Orleans, LA. • Rasinski, T. (2014, May) <i>Ending your school year literacy strong</i>. Presentation made at the annual meeting of the International Reading Association. New Orleans, LA. • Rasinski, T. (2014, May). <i>What's new in language arts research? Looking inside the Handbook in Teaching the English Language Arts (Volume 3)</i>. Presentation made at the annual meeting of the International Reading Association, New Orleans, LA. • Bintz, W., Nageldinger, J., & Rasinski, T. (2014, July). <i>Continuing the tradition: Extending oral reading fluency to content area instruction</i>. Presentation made at the annual meeting of the United Kingdom Literacy Association, Sussex, and UK.
<p>Recent Invited Lectures at Universities</p>	<ul style="list-style-type: none"> • Georgia College, October, 2018 • University of Wyoming/Gillette College, Feb 2018 • Teachers College, Columbia University, August, 2018, Dec 2017, Dec 2014 • Saint Thomas Aquinas College (NY), November, 2017 • Lesley University (MA), October, 2016 • Rutgers University, October, 2016 • Judson University (IL), June, 2016 • Penn State, Abington. Nov. 2015 • Teachers College, Columbia University, Nov, 2015 • Kansas State University, Oct 15, 2015 • University of Georgia, • St. Tomas University, Manila, July 2015 • Philippine Normal University, July 2015 • Seattle City University, May 2015 • New Jersey City University, Jan 2015 • University Wisconsin, Osh Kosh, Oct, 2014 • Gazi University, Turkey. October, 2013. • Mugla Sitki Kocman University, Turkey. October, 2013 • Framingham State University, October 2012. • Monmouth University, September 2012
<p>Recent Keynote and Featured Speaker at State, Regional, and International Reading Conferences</p>	<ul style="list-style-type: none"> • West Virginia Reading Conference, Nov 2014, Nov 2016, Nov 2018. • Plain Talk about Reading Conference, New Orleans, Feb 2015, 2016, 2017, 2018. • Illinois State Reading Conference, Oct, 2018 • Joyful Learning Summit, Calgary, CA, Oct, 2017 • Florida Secondary School Literacy Assoc., Jan, 2015 • Early Learning Summit, Tacoma, WA, May, 2017 • Florida Principals' Summit, Broward, FL., May, 2017 • Virginia State Reading Conference, Mar, 2017 • Nebraska State Reading Conference, Feb., 2017

	<ul style="list-style-type: none"> • Colorado Reading Association, Feb., 2017 • Indiana Reading Summit, Nov 2016 • Michigan Reading Association, Summer Conference, July, 2016 • Kent State University School Psychology Conference, April, 2016 • Virginia State Reading Conference, Mar, 2016 • Ohio Council Teachers of English Language Arts Conference, Feb, 2016 • Early Learning Summit, Victoria, CA, Jan, 2017 • Philippines Reading Association, Jan, 2017 • Arizona English Language Arts Acquisition Conference, Dec 2015, 2016 • Philippines Reading Association, July 2015 • Arizona English Language Arts Acquisition Conference, Dec 2015 • Missouri Early Childhood Education Conference, Nov 2015 • Arizona State Reading Conference, Nov, 2015 • Montana State Reading Conference, Oct., 2015 • Tennessee Organization of School Superintendents, Oct 2015 • Ohio Speech Pathology Conference, Oct., 2015 • Georgia Council of Administrators of Special Education, October 2015 • Idaho Literacy Symposium, April, 2015 • New York State Reading Association Conference, Nov 2014 • Georgia Association of Curriculum and Instruction, Sept 2014
Journal Editorships	<ul style="list-style-type: none"> • <i>Yearbook of the College Reading Association.</i> Editor. 1988-1992. • <i>The Reading Teacher.</i> Editor. 1994-2000. • <i>Journal of Literacy Research.</i> Editor. 2002-2008. • <i>International Electronic Journal of Elementary Education.</i> Guest editor, special issue on <i>Reading Fluency</i>, November, 2014. • <i>New England Reading Assoc. Journal.</i> Guest editor, special issue on <i>Poetry in Literacy Education</i>, November, 2015. • <i>Education Research International.</i> Guest editor, special issue on <i>Reading Fluency: Why It Is Essential to Reading Acquisition</i>, Sept., 2017. • <i>Educational Sciences.</i> Guest editor, special issue on <i>Vocabulary and Reading</i>, October, 2018. • <i>Educational Sciences.</i> Guest editor, special issue on <i>Reading Fluency</i>, January, 2020.
Editorial Review Board Membership	<u>Review Board Membership</u> <ul style="list-style-type: none"> • <i>Reading Research Quarterly</i> • <i>The Reading Teacher</i> • <i>Journal of Literacy Research.</i> • <i>Literacy Research and Instruction</i> • <i>Journal of Educational Research</i> • <i>Reading Psychology.</i> • <i>Educational Sciences</i> • <i>Language Arts</i> • <i>Reading and Writing</i> • <i>Reading and Writing Quarterly</i> • <i>Journal of Teacher Action Research</i> • <i>Texas Journal of Literacy Education</i> • <i>Erciyes Journal of Education (Turkey)</i>

	<ul style="list-style-type: none"> • <i>Academy Journal of Educational Science</i> <p><u>Ad hoc Editorial Review Work</u></p> <ul style="list-style-type: none"> • <i>American Journal of Education</i> • <i>Applied Linguistic Review</i> • <i>British Journal of Education, Society, and Behavioural Science</i> • <i>Education Research Journal</i> • <i>Journal of Research in Reading</i> • <i>Journal of Adolescent and Adult Literacy</i> • <i>Elementary School Journal</i> • <i>Australian Journal of Language and Literacy</i> • <i>Sage Open</i> • <i>Learning and Individual Differences</i> • <i>Science Domain International</i> • <i>South African Linguistic and Applied Language Studies</i> • <i>Acta Psychologica</i> • <i>Oxford University Press</i>
Grants	<ul style="list-style-type: none"> • USAID Grant for Developing Educational Materials for Nigeria. In collaboration with colleagues from KSU, Columbia University, and the American University in Nigeria. Pending. • Improving School Literacy Outcomes, 2015 - 2016, GAR Foundation, \$77,000. • Teaching technology transfer for language and literacy in child care centers, 2009 - 2012, U.S. Dept. of Education. Not funded. • An Evaluation of Reading-While-Listening to Improve Oral Reading Fluency in Struggling Readers, 2009 – 2010. U.S. Dept. of Education. Not funded. • KSU Conference on Leadership in School Reading Programs, 1999 - 2000, Jennings Foundation, \$13,000. • The Reading Teacher Editorship, 8/1998 - 8/1999, International Reading Association, \$30,200, • The Reading Teacher Editorship, 8/1997 - 8/1998, International Reading Association, \$78,600. • The Reading Teacher Editorship, 8/1995 - 8/1996, International Reading Association, \$61,800 • Even Start Technical Assistance and Staff Development, 1996 - 1998, Ohio Department of Education, \$200,000. • Fast Start in Literacy Education, 8/1996, Ohio Board of Regents, Urban University Program, \$7,397. • Family Literacy, 1996, Ohio Department of Education, \$118,574
Honors	<ul style="list-style-type: none"> • Teachers Choice Award, 2019. <i>For The Megabook of Fluency</i>. • Rebecca Tolle and Burton W. Gorman Chair in Educational Leadership, KSU, 2018 • Presidential Scholar Award. Kent State University, 2016 • Distinguished Alumni in Education. University of Nebraska at Omaha. 2014. • Inducted into International Reading Hall of Fame, 2010. • Inducted into the Literacy LEADER Hall of Fame (ILA SIG). 2015. • Laureate Award (career achievement), Association of Literacy Educators and Researchers. 2006. • A.B. Herr Award (scholarly achievements), College Reading Association. 1996. • APEX Award for excellence in editorial content. Rasinski, T.V., & Padak, N., Editors. (1995). <i>The Reading Teacher</i>.

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