



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# From Print to Prosody

Presenter 1

Presenter 2



## Session Overview

Participants will explore how fluency impacts and is impacted by multiple strands of the reading rope. Participants will be immersed in engaging activities that elevate their capacity to develop skilled readers as they become more expressive on a journey from print to prosody.

## Session Objectives

- ❖ Explore fluency through the lens of the reading rope and the multidimensional fluency scale.
- ❖ Engage in two instructional methods that promote accuracy, automaticity and appropriate prosody.
- ❖ Develop a fluency-based lesson utilizing one of the methods showcased in this session.



What comes to  
mind when you  
hear the word...

Prosody is a linguistic term to describe the rhythmic and tonal aspects of speech: the “music” of oral language.

"Reading Fluency Assessment and Instruction: What, Why and How?" by Hudson, Lane & Pullen

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## *Fluency*

ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate **prosody** for expression.

### Benchmark Clarifications:

*Clarification 1:* See [Dolch](#) and [Fry](#) word lists.

*Clarification 2:* Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

*Clarification 3:* See [Fluency Norms](#) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 4:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See [Sample Oral Reading Fluency Rubrics](#) for prosody.

*Clarification 5:* Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](#) and appropriate in content and qualitative measures.

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## What Does the Research Say?

“ 80 % of students who experience reading difficulty struggle with at least one of the constructs of reading fluency -- accuracy, automaticity and/or prosody.”

*Tiered Fluency Instruction, Young C. and Rasinski T, page 138*

# Text Analysis



## Fish Cheeks Amy Tan

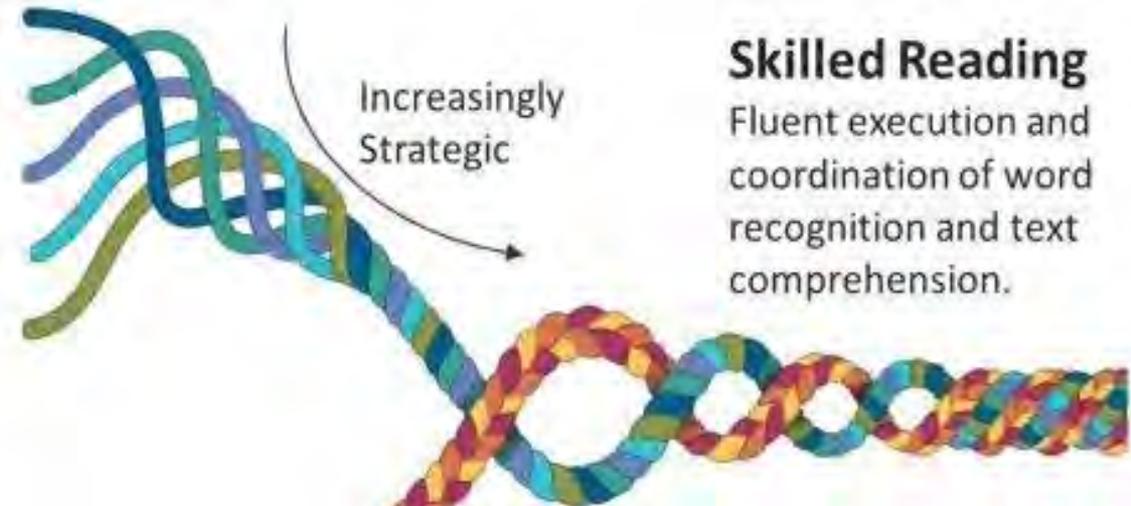
I fell in love with the minister's son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose.

When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried. What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food?

# The Strands of Skilled Reading

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>EXPRESSION &amp; VOLUME</b>	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
<b>PHRASING</b>	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
<b>SMOOTHNESS</b>	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several “rough spots” in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
<b>PACE</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.

Source: Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice, 30*, 211–217.



## Fluency can also be developed through...

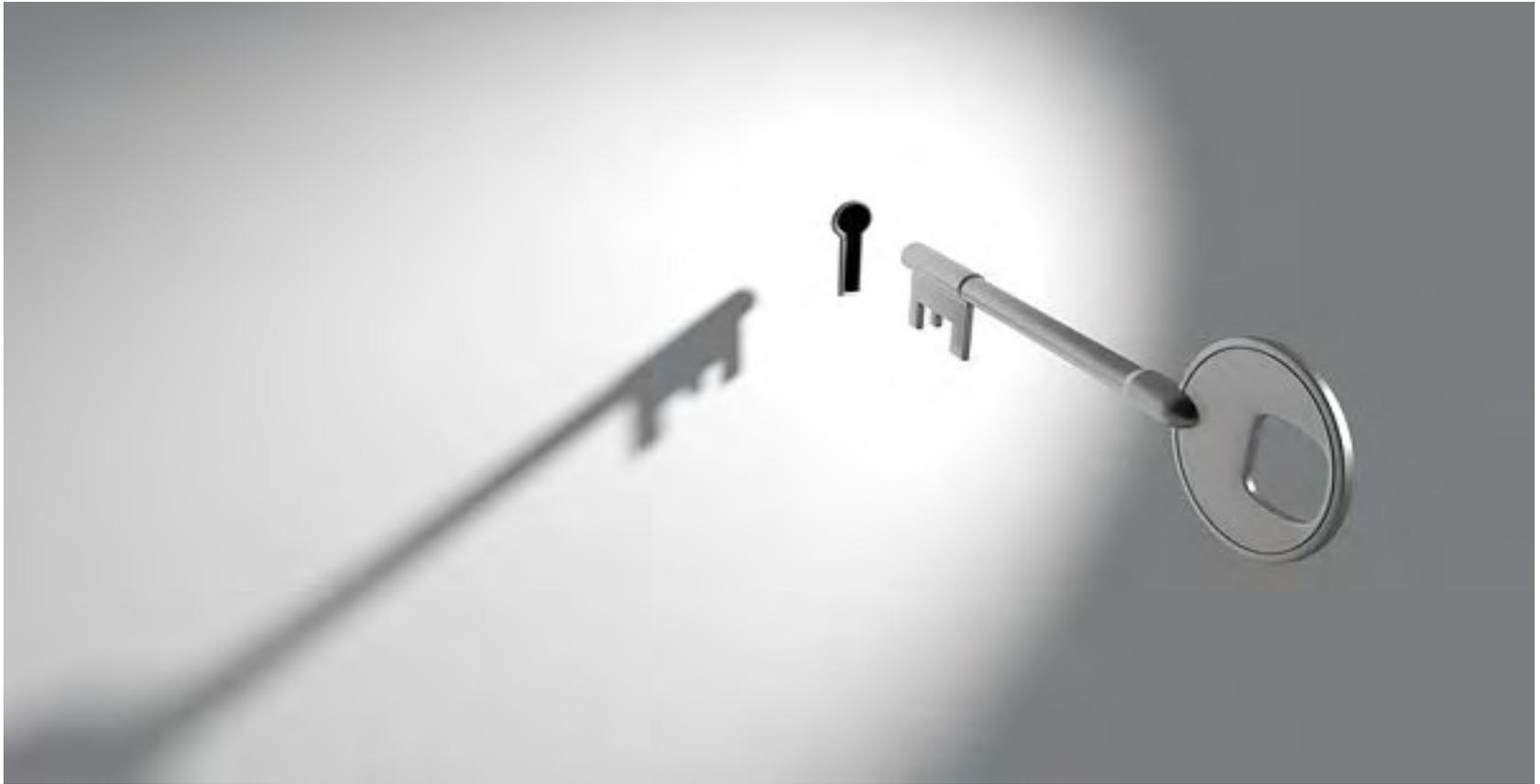
- Read-Aloud
- Shared Reading
- Poetry Slams
- Speech Recitations
- Phrased Reading Practice
- Reader's Theater
- Echo Reading
- Paired Reading
- Choral Reading
- Multiple Reading Routine
- Individual Repeated Readings with Tailored Feedback

## Multiple Readings of the Same Text

“As readers read deeply (reading one text several times), they gradually recognize and embed into their reading the prosodic elements that allow for a meaningful and expressive rendition of the text. Moreover, through repeated reading, readers become more adept and efficient at employing prosodic features into new passages not previously read. Thus, improved prosodic reading is another positive outcome of repeated reading.”

"Why Reading Fluency Should Be Hot!", Rasinski, T. 2012

# Practice is the KEY!





### Instructional Routine for Fluency

This routine is designed to develop accuracy, automaticity and appropriate prosody.

- Select a text that will support deep fluency instruction, which can be any text type.
  - Be intentional and flexible with the selection.
  - Consider utilizing a multitasking text (one that is used for multiple instructional purposes or structures).
- Include multiple readings of the same text. This could be an entire text or a section (one page, paragraph or stanza).
- Vary lesson length appropriately (typically 5 to 15 minutes).
- Formatively assess student growth utilizing the Multidimensional Fluency Scale (Zutell, J., & Rasinski, T.V. 1991) to determine next instructional moves.

Date(s):

Text:

DAY 1

#### Teacher Read Aloud and Model

- Introduce the text to students in a brief but engaging way.
- Highlight necessary vocabulary.
- Model skilled, prosodic reading of the book, poem, chapter or passage.
- Include deliberate Teacher Think-Alouds that focus on fluency components that will be included in upcoming instruction.
- Conduct a brief comprehension conversation (can happen outside the fluency lesson).

DAY 2

#### Accuracy and Smoothness

- Depending on text, decide **which section** will be used for multiple readings.
- Provide word analysis instruction to remove barriers to accuracy.
  - Reinforce previously taught concepts.
  - Introduce upcoming concept.
  - Build morphological awareness.
- Chorally read the selected section of text.

DAY 3

#### Phrasing and Pace

- Chorally read the selected section of text.
- Provide appropriate phrasing and pace instruction:
  - Punctuation
  - Phrase boundaries
  - Repetition, rhythm and rhyme
  - Text font and/or layout
- Reread the selected section of text chorally with students taking more ownership of the volume.

DAY 4

#### Expression and Volume

- Chorally read the selected section of text.
- Revisit the meaning of the selected section of text.
- Provide appropriate instruction based on awareness of text meaning:
  - Expression driven by word choice (dialogue tags, shades of meaning, figurative language)
  - Voice, tone, volume and mood
- Perform the section of text and celebrate growth.

By the third night out, I'd hardly caught a wink of sleep. But I must have drifted off, because I awoke to the sound of a thousand hoofbeats.  
Redcoats!

Not in all my eleven years has my heart thumped so, louder than the distant drums. Every crack of cannon fire turned my nerves to popping corn. I leaned against the Bell and closed my eyes, willing myself steady.

## Reader's Theater

Reader's theater is a strategy that combines reading practice and performing. The goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Reader's theater gives students a real reason to read aloud.



# Thinking Outside the Box



## Let's Go!

Near the rocket, in Launch Control, and far away in Houston, in Mission Control, there are numbers, screens, and charts, ways of watching and checking every system and part of *Apollo 11*, the fuel, the valves, the pipes, the engines, the beats of the astronauts' hearts.

The hours turn to minutes, and now the countdown quickens.

Everyone watching is asked the question:  
"GO/NO GO?"

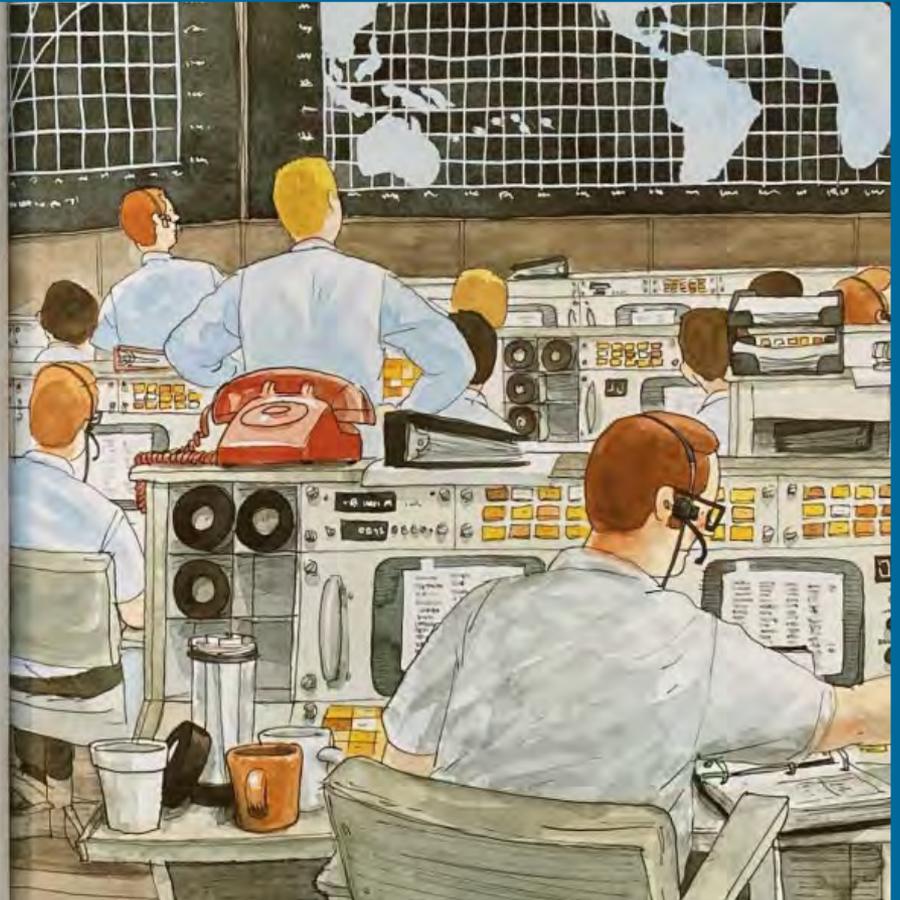
And everyone watching answers back:

"GO."

"GO."

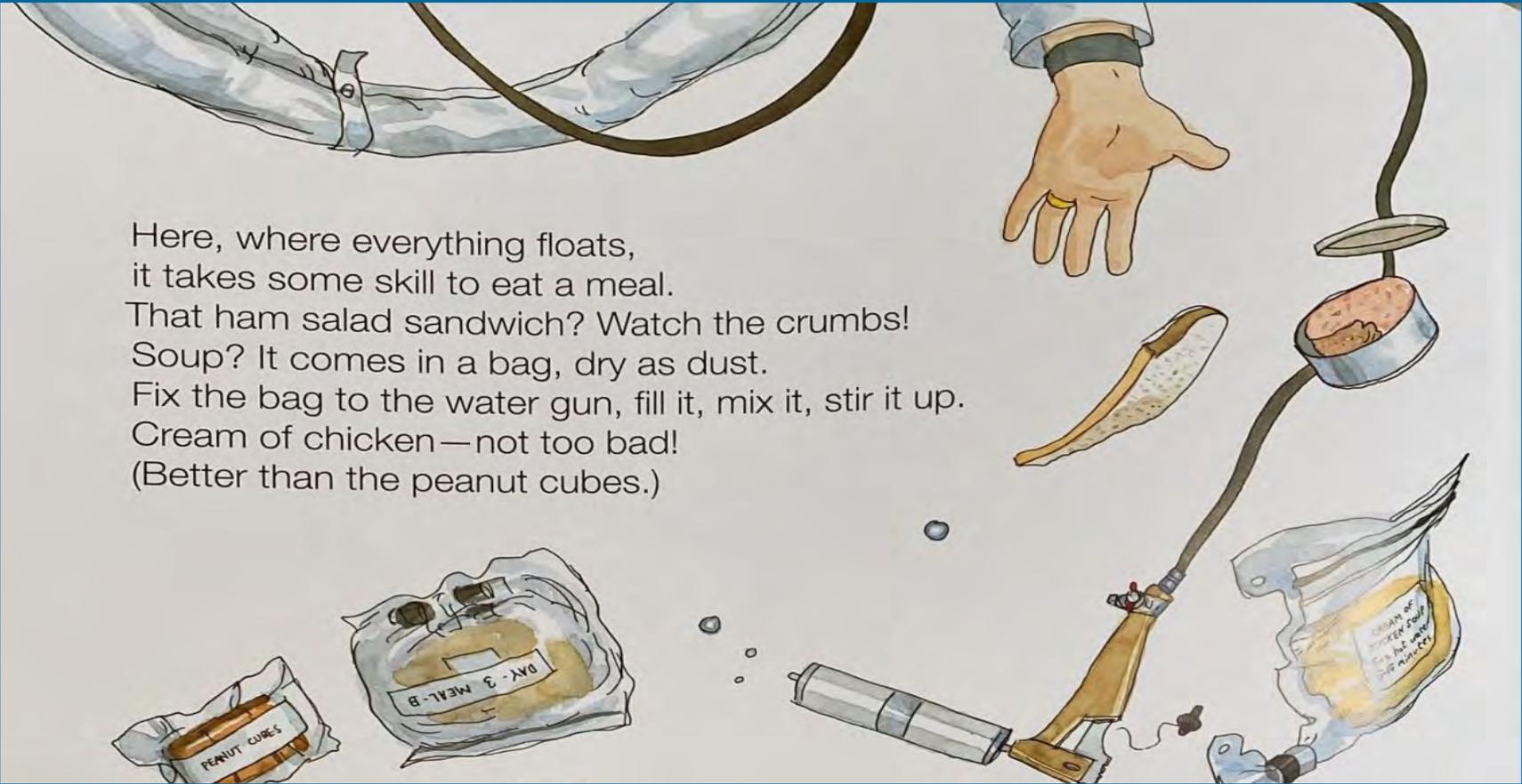
"GO."

*Apollo 11* is GO for launch.



## Let's Try One Together

Here, where everything floats,  
it takes some skill to eat a meal.  
That ham salad sandwich? Watch the crumbs!  
Soup? It comes in a bag, dry as dust.  
Fix the bag to the water gun, fill it, mix it, stir it up.  
Cream of chicken— not too bad!  
(Better than the peanut cubes.)



## Now It's Your Turn

It climbs  
the summer sky.  
It rides a flapping,  
cracking flame  
and shakes the air,  
and shakes the earth,  
and makes a mighty

**ROAR.**



# Be Intentional



# Practice and Application





# **My Doggy Ate My Essay**

BY DARREN SARDELLI

My doggy ate my essay.  
He picked up all my mail.  
He cleaned my dirty closet  
and dusted with his tail.

He straightened out my posters  
and swept my wooden floor.  
My parents almost fainted  
when he fixed my bedroom door.



# Feedback



## Sources

- *Fish Cheeks* by Amy Tan
- Florida's B.E.S.T. English Language Arts Standards
- Hollis Scarborough's Reading Rope
- *Moonshot* by Brian Floca
- Multidimensional Fluency Scale (Zutell and Rasinski)
- "My Doggy Ate My Essay" by Darren Sardelli
- "Reading Fluency Assessment and Instruction: What, Why and How?" by Hudson, Lane & Pullen
- *Saving the Liberty Bell* by Megan McDonald
- *Tiered Fluency Instruction* by Chase Young and Timothy Rasinski
- "Why Reading Fluency Should be Hot" by Timothy Rasinski
- Images from Pixabay

# Thank You





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