

READING FLUENCY  
RELATED TO PROSODY → MUCH MORE THAN SPEED  
Nancy Cushen White, Ed.D.

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Levels of Language Organization  
←from below word level to text level→

- Phonology—speech sounds [phonemes]
- Orthography—spelling patterns [graphemes]
- Morphology—units of meaning within words [prefixes, suffixes, roots/base elements]
- Syntax—phrase and sentence structure
- Semantics—word, phrase, and sentence meaning
- Pragmatics—word choice and use in context
- Discourse Structure—organization of connected sentences

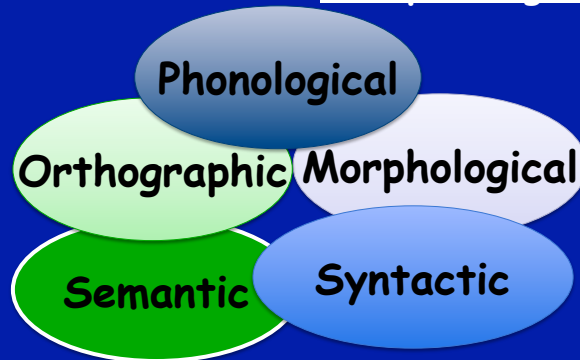
## Challenge of Teaching about Language...

The challenge of teaching about language is that **language itself is the vehicle for learning.**

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## Integration of Information from Multiple Language Systems

A student will read and comprehend a word faster with integrated information from multiple language systems.



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## Prerequisites for Fluency

Barbara Foorman (2005)

- ◎ High quality representational systems:
  - **Orthographic** → spelling patterns
  - **Phonological** → sound system
  - **Semantic** → meaning
  - **Syntactic** → grammar-sentence structure
- ◎ Attention to connections between and among the systems
- ◎ Emphasis on **automatic (rapid) retrieval of information** from each system **through learning and practice**

## Words of Wisdom from a Wise Teacher

“Speed is not the road to success. Careful practice is the road to speed.”

-Beth H. Slingerland

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**More Words of Wisdom  
From Another Wise Teacher**

"We are what we repeatedly do. Excellence, therefore, is not an act but a habit."

Aristotle-Greek Philosopher

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**In-School Reading Practice  
Usually Associated with Wide Reading**  
Paige, Rasinski, & Magpuri-Lavell 2012

"Practice is perhaps the best way to develop fluency in any endeavor, whether that endeavor is memorizing a musical score, mastering an athletic movement, learning a dance, or reading a text."

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## Practice Leads to Automaticity

“We go over that (pass) play **every day in practice**. It seems kind of tedious, but it **paid off**.”

Quarterback Brian Moore  
Lowell High School Senior  
2002 Thanksgiving Day  
San Francisco City Championship Game  
Academic Athletic Association

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## What Makes Learning Stick?

### Practice Makes Permanent

Be certain that what you practice IS what you want to become permanent.

Joyce Steeves—another wise teacher

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## I KNOW You Can Do It!! Poster Boy for "Practice Makes Permanent"

<http://www.youtube.com/watch?v=eaIvk1cSyG8>

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## Chunking Text into Meaningful Phrases

Recognizing meaningful chunks of text helps develop fluency and comprehension. Though most readers chunk automatically, **chunking strategies must be taught to struggling readers.**

Louisa Cook Moats 1995

*Spelling: Development, Disabilities and Instruction*

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## Repeated Reading of Phrases

Repeated reading of phrases and longer chunks of text helps to develop fluency and comprehension. It increases awareness of the function of phrases and relationships between words and phrases within sentences.

Louisa Cook Moats 1995  
*Spelling: Development, Disabilities and Instruction*

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## Research and Reading Fluency

Kuhn, Schwanenflugel & Meisinger (2010)

- ⊙ Over the past decade, fluency's role in literacy education has shifted from a rarely encountered component of reading to a central instructional component of skilled reading and a driving force in the literacy curriculum. Why?
  - Inclusion of fluency in the USA National Reading Panel review (2000)
  - A broader reconsideration of the role of oral reading in the development of skilled reading (e.g. Rasinski, 2006; Reutzel, Fawson & Smith, 2008)

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## Research and Reading Fluency

Kuhn, Schwanenflugel & Meisinger (2010)

- ⊙ Although fluency is currently considered to be a critical component of reading development, the current implementation of fluency instruction in many classrooms is driven by assessments that build upon an incomplete conceptualization of the construct and can lead to both inappropriate instruction and a serious misconception of fluency as an essential characteristic of skilled reading.

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## What is Automaticity?

Kuhn, Schwanenflugel & Meisinger (2010)

- ⊙ **Automatic word recognition** is central to fluency's role in the comprehension of text (e.g., Samuels, 2004, 2006).
- ⊙ Processes are considered to be **automatic** when they possess four properties (Logan, 1997; Moors and DeHouwer, 2006):
  - **Speed**
  - **Effortlessness**
  - **Autonomy**
  - **Lack of Conscious Awareness**
- ⊙ These properties can be considered **together or separately** when determining whether a skill is automatized (Moors & DeHouwer, 2006).

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**An Unfortunate Misconception of Fluency:  
Fluency and Reading Rate Are the Same**  
Paige, Rasinski, & Magpuri-Lavell (2012)

Consensus Among the Experts

- Automatic word identification → essential component of fluency
- Automaticity → Rate—lack of need for effort—lack of conscious awareness

Resulting Misconceptions

- Fluency = reading rate
- Improving fluency = training students to read quickly



Assessments Based on Misconceptions

- Automaticity of word reading usually assessed with measures of reading rate (WCPM).

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**What IS Automatic Word Identification?**  
Paige, Rasinski, & Magpuri-Lavell (2012)

- ❑ Reading rate is one component of automatic word reading.
- ❑ The rate of word reading will vary among students. Reading accurately must ALWAYS take precedence over reading fast.
- ❑ Students need systematic, explicit, dependable strategies for accurate identification of unfamiliar words.
- ❑ Automaticity is best developed through a balance of BOTH wide and deep—repeated reading (PRACTICE)—not through instruction aimed exclusively at increasing reading rate.

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## Word Reading and Text Reading Are Different

- ❑ Text reading fluency is distinct from word reading fluency.
- ❑ Text reading involves coordination of serially identified words, and synchronization of processes that support reading “in real time” (Berninger et al., 2010, p. 5).
- ❑ Oral expression and prosody are both associated with text comprehension because they require syntactic awareness—which informs the ability to chunk text into meaningful (syntactically correct) phrases.

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## Latin Layer Derivational → Word-Building

Nagy and Anderson (1984)

- ⊙ Words derived from **Latin roots/base elements** are most common in **content area textbooks**.
- ⊙ Analysis of the number of distinct English words printed in textbooks showed that students encountered over **88,000 “distinct” words through ninth grade** (Nagy and Anderson, 1984).
- ⊙ About half the words in printed texts through ninth grade occur once in a billion words of text or less (e.g., inflate, extinguish, nettle).

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## Latin Layer Morphological Awareness → Semantic Transparency Berninger (2009)

- ⊙ For every word a student learns, there are usually between one and three related words that should be understandable.
- ⊙ There are degrees of semantic transparency in words
  - Apparent: red → redness
  - Less Apparent: apply → appliance
  - Least Apparent: science → conscience  
refer → conference
- ⊙ The less morphological awareness a student has, the more distinct words need to be learned (*i.e., memorized*).

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## Latin Layer Morphological Awareness → Semantic Transparency Berninger (2009)

- ⊙ Semantically transparent words are skewed toward the low end of the frequency distribution to a greater degree than morphologically basic words or semantically opaque words (Nagy and Anderson 1984).
- ⊙ About 60% of the unfamiliar words encountered in the middle school years and beyond are sufficiently transparent—even though they are morphologically complex in structure and meaning, that a reader might be able to infer the meaning of the word (Nagy et al., 1989).

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**Development of Automatic Word Recognition  
Critical to Development of Fluency**  
Kuhn, Schwanenflugel & Meisinger (2010)

- **CONSISTENT PRACTICE—REPETITION**—allows for the deepening of traces (Logan, 1997) and the freeing up of attention (Samuels, 2006).
  - **Repeated readings** of text allow learners to develop prosody and identify appropriate phrasing.  
*(Most gains made with repeated readings—in terms of both accuracy and automaticity—occur between the 3<sup>rd</sup> and 5<sup>th</sup> repetition.)*
  - **Wide reading of texts** (e.g., Schwanenflugel & Ruston, 2008; Stanovich, 1986) fosters critical skills:
    - More Accurate and Automatic **Word Recognition**
    - A More **Extensive Vocabulary**
    - **Exposure to a Broader Range of Concepts.**

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**Wide Reading ↔ Repeated Reading**  
Paige, Rasinski, & Magpuri-Lavell (2012)

- **Wide Reading:**
  - ◆ Exposes readers to a variety of genres and topics
  - ◆ Motivates students to engage in reading practice (Reutzel et al., 2008a, 2008b)
  - ◆ Improves fluency and overall reading proficiency (Rasinski, Reutzel, Chard, & Linan-Thompson, 2011)
- **Repeated Reading:**
  - ◆ “Deep” reading (Samuels, 1979)
  - ◆ Struggling readers often NEED to practice reading the same text more than once before moving on
  - ◆ If *initial* reading is not fluent, reading a text once and then moving on to a different text is not optimal for struggling readers. If initial reading is the only reading, students will be practicing dysfluent reading.

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**Wide Reading ↔ Repeated Reading**  
**Recommended for Elementary-Middle-High School**  
Paige, Rasinski, & Magpuri-Lavell (2012)

- ◆ **Balance** → wide-reading with in-depth practice (repeated reading)
  - ◆ Motivates middle and secondary students to engage in needed reading practice (Reutzel et al., 2008a, 2008b)
  - ◆ Deep or repeated reading (with wide reading) recommended for use at the secondary level—especially with students struggling with fluency and reading comprehension.
- ◆ **Beware** → overemphasis on speed → unintended consequences
  - ◆ Fluency most often measured by word reading speed (WCPM)
  - ◆ Instruction involving repeated readings too often focuses students' attention more on improving their reading speed and less on comprehension (Rasinski, 2006; Samuels, 2007)

Unfortunately, **overemphasis on speed** may negate the reciprocal relationship between reading fluency and reading comprehension.<sup>25</sup>

**Wide Reading ↔ Repeated Reading**  
**Recommended for Elementary-Middle-High School**  
Paige, Rasinski, & Magpuri-Lavell (2012)

- ◎ **Verbal Rehearsal** is a form of **repeated reading**:
  - ◎ Focus of attention **IS** on constructing **meaning**.
    - ◆ Through words
    - ◆ Through oral reading of those words (prosody)
      - Chunking those words into meaningful phrases
  - ◎ Focus of attention **IS NOT** on increasing **speed**.

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## What Is Prosody?

Kuhn, Schwanenflugel & Meisinger (2010)

- ◎ Prosody is appropriate expression or intonation coupled with phrasing that **allows for the maintenance of meaning** (Cowie, Douglas-Cowie, & Wichmann, 2002; Miller & Schwanenflugel, 2006, 2008; Schwanenflugel, Hamilton, Kuhn, Wisenbaker, & Stahl, 2004).
- ◎ Prosody is the **music of language**.
- ◎ Some anthropologists have claimed that speech prosody served as the protolinguistic base from which music itself may have emerged (Simpson, Oliver, & Fragaszy, 2008).
- ◎ Prosody captures the **rise and fall of pitch, rhythm, and stress**—the **pausing, lengthening, and elision** surrounding certain words and phrases (Hirschberg, 2002).

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## What Is Prosody?

Deeney, T.A. (2010, March). One-Minute Fluency Measures: Mixed Messages in Assessment and Instruction. *The Reading Teacher*, 63 (6), 440-450. doi: 10.1598/RT.63.6.1.

- ◎ Ability to read smoothly with **appropriate phrasing and expression**
- ◎ Expressive qualities of **tone, inflection, and rhythm** that **make reading sound like oral language**—speech, drama, or music
- ◎ **Phrasing**—or parsing of text into **appropriate segments**
- ◎ To read connected text with prosody, students must chunk words into **meaningful phrases** (NCW).

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## What Is Prosody?

Deeney, T.A. (2010, March). One-Minute Fluency Measures: Mixed Messages in Assessment and Instruction. *The Reading Teacher*, 63 (6), 440-450. doi: 10.1598/RT.63.6.1.

- ⊙ Readers may use appropriate prosody as a **result of their understanding of the text** and/or by using a variety of text cues:
- **Signal words**—(cried, screamed, asked)
  - **Typeface**— (That's *really* weird.)
  - **Punctuation**—(He is here? He is here. He is here!)
  - **Syntax**—(Her office is / across the hall / on the left.).

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## Etymology of Prosody

**GREEK** → <prosoidia> → song sung to music;  
also → accent, modulation  
<prose> [to] + <oide> [song] → poem

**LATIN** → <prosodia> = <prose> + o + <dia> → accent

**MIDDLE ENGLISH** → <prosodie> → accent

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**What Are the Psycholinguistic Functions of Prosody?**  
Kuhn, Schwanenflugel & Meisinger (2010)

- ⊙ Prosody provides a **basic cognitive skeleton** that makes it possible to **hold an auditory sequence in working memory** (Frazier, Carlson, & Clifton, 2006; Swets, Desmet, Hambrick, & Ferreira, 2007).
- ⊙ By cognitively “bracketing” **key informational units**, such as phrases, prosody **helps us hold spoken words in working memory until a more complete semantic analysis can be carried out** (Koriat, Greenberg, & Kreiner, 2002).
- ⊙ Prosody may also disambiguate **semantically and syntactically ambiguous sentences** (*by parsing into smaller, meaningful phrases*).
- ⊙ **We should not expect children to use this type of disambiguating prosody when they read orally—UNLESS WE TEACH THEM HOW. WE** <sup>31</sup>  
**KNOW HOW TO TEACH THEM TO READ IN MEANINGFUL PHRASES** (NCW).

**Prosody: A Component of Oral AND Silent Reading?**  
Paige, Rasinski, & Magpuri-Lavell (2012)

*Fluency is more than automatic word recognition.*

*Fluency is reading with prosody that reflects the meaning of the text.*

- Fluent **speakers** → modulate their voices to **enhance the meaning** of their speech—to convey their message.
- Fluent **readers** → demonstrate prosody that **reflects the meaning** of the text:
  - **Speed up and slow down**
  - **Raise and lower pitch**
  - **Increase and decrease volume**
  - **Embed pauses and lengthened syllables** (to indicate punctuation and emphasize meaning of text)
- **Dysfluent readers** → **word-by-word monotone:** <sup>32</sup>
  - **Interferes with text comprehension**



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**Prosody: A Component of Oral AND Silent Reading?**

Paige, Rasinski, & Magpuri-Lavell (2012)

*Fluency is more than automatic word recognition.*

*Fluency is reading with prosody that reflects the meaning of the text.*

- **Results of Large-Scale Studies of 4<sup>th</sup>-Grade Students**
  - Fluent oral readers tended to have high levels of comprehension when reading silently (Pinnell et al., 1995).
  - Dysfluent oral readers struggled with comprehension when reading silently (Daane, Campbell, Grigg, Goodman, & Oranje, 2005; Pinnell et al., 1995).
- **Conclusions—Inferences**
  - The same mechanisms that foster fluency in oral reading also operate during silent reading.
  - Mechanisms that foster fluency also help readers comprehend text—*whether a text is read orally or silently.*
- **Implications**
  - Fluency is not only an oral reading issue.
  - Instruction in fluency, whether in oral or silent reading, will impact oral and silent reading comprehension.

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**Prosody: A Component of Oral AND Silent Reading?**

Paige, Rasinski, & Magpuri-Lavell (2012)

- **Results of Study of 9<sup>th</sup>-Grade Struggling Students**
  - As students' oral reading prosody increased, their comprehension also improved.
  - 9<sup>th</sup> graders with the highest levels of oral reading prosody were the same students with the highest levels of reading comprehension.
  - Students with lowest levels of oral reading prosody tended to have the lowest levels of comprehension when reading silently.
- **Additional Observations—Findings**
  - A significant number of 9<sup>th</sup> grade students in the study had not achieved a minimally acceptable level of prosody.
  - Students with less than minimally acceptable levels of prosody also demonstrated significantly poor silent-reading comprehension.
- **Implications**
  - Fluency is not only an oral reading issue.
  - Instruction in fluency, whether in oral or silent reading, will impact oral and silent reading comprehension.

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## *Multidimensional Fluency Scale*

Zutell & Rasinski

- The *Multidimensional Fluency Scale* is a rubric that allows teachers to listen to and rate students' readings based on four prosodic dimensions:
  - Expression and Volume
  - Phrasing
  - Smoothness
  - Pace

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## Relationship Between Prosody and Comprehension

- Prosody may be a catalyst for comprehension (a reader understands what she's reading because she uses appropriate prosody) OR the result of comprehension (a reader can use appropriate prosody because she understands what she's reading).
- Some researchers argue that there is a **reciprocal relationship** between the two (Kuhn, 2009).
- Although we may not understand the exact nature of the relationship between reading with appropriate prosody and understanding what one reads, it is clear that such a relationship exists (Miller & Swananflugel, 2008; Pinnell et al., 1995)<sup>36</sup>.

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**Is the Relationship  
Between Prosody and Comprehension Reciprocal?**  
Paige, Rasinski, & Magpuri-Lavell (2012)

- ⊙ Paige, Rasinski, and Magpuri-Lavell believe the relationship between fluency and comprehension is most likely **reciprocal**:
  - ⊙ Students who comprehend during oral reading read fluently (with prosody—expressiveness).
  - ⊙ Students who read orally with prosody (expressiveness) comprehend as they are reading.
  - ⊙ Appropriate prosody during both oral and silent reading is based on the meaning of the text.
  - ⊙ Readers who read with good expression (prosody) are reinforcing (or demonstrating) their understanding of the passage.
  - ⊙ In order to read with appropriate prosody (expression), students must continually monitor the meaning of a passage—as they chunk words into meaningful phrases.
  - ⊙ Good readers tend to hear themselves reading even when reading silently (Rasinski, 2010).

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**Silent Reading and Listening Comprehension**

- ⊙ Good readers tend to hear themselves reading even when reading silently (Rasinski, 2010).
- ⊙ A beginning reader understands the content of the text by “*listening*” to himself or herself read (orally AND silently) and by using oral comprehension skills to understand what he/she “*hears*” (Pressley et al., 2009.)

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## Relationship Between Prosody and Comprehension

- ⊙ Reading with appropriate fluency enriches text comprehension.
- ⊙ Skilled (fluent) readers read in ways that construct meaning.
- ⊙ Less-fluent readers struggle with constructing meaning during reading.
- ⊙ Inefficient word-recognition skills interfere with comprehension.
- ⊙ Inaccurate word identification interferes with comprehension.
- ⊙ Inability to chunk words into meaningful phrases results in inappropriate or meaningless groupings of words—lack of prosody.
- ⊙ This lack of prosody is likely to interfere with comprehension. 39

## Components of Fluency

Kuhn, Schwanenflugel & Meisinger (2010)

- ⊙ There is growing consensus that **accuracy, automaticity, and prosody** all make a contribution to the construct of fluency (e.g., Hudson, Pullen, Lane, & Torgesen, 2009; Rasinski, Reutzel, Chard, & Linan-Thompson).
- ⊙ How these components are conceptualized, their **role** in reading development, and their **function** in reading comprehension all have **significant influence on how they are taught and assessed**.

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**Relationships within the Construct of Fluency**  
**Important Role of Prosody in OVERALL Reading Proficiency**  
Paige, Rasinski, & Magpuri-Lavell (2012)

- ⊙ Strong relationships exist between automaticity and reading comprehension.
- ⊙ Studies have shown an equally strong and substantial relationship between measures of reading prosody (expression) and silent-reading comprehension (Benjamin & Schwanenflugel, 2010; Daane et al., 2005; Miller & Schwanenflugel, 2006; Pinnell et al., 1995; Rasinski et al., 2009).
- ⊙ Students who read with appropriate expression when reading orally tend to have better comprehension when reading silently than students whose oral reading is marked by less expressive reading.

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**Components of Fluency**  
Maryanne Wolf (2012)

- ⊙ Fluency is NOT a matter of speed.
- ⊙ Fluency is about being able to utilize as much knowledge as possible about a word fast enough to have time to think and comprehend.
- ⊙ Fluency does NOT ensure comprehension.
- ⊙ The purpose of fluency is to give the executive system sufficient time to direct attention where it is most needed: **inference—understanding—prediction.**

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## More on Defining Fluency

Kuhn, Schwanenflugel & Meisinger (2010)

- Classroom instruction develops around **teachers' perceived understanding of a construct**; consequently, the way in which teachers view certain aspects of the reading process has a **decisive role in their teaching and assessment of those aspects**.
- While many definitions of fluency highlight the importance of **accuracy, automaticity, and prosody** in relation to the comprehension of text, (e.g., Fuchs et al., 2001; NICHD, 2000; Rasinski et al., 2010; Samuels, 2006; Torgesen & Hudson, 2006), which **elements are emphasized** and the **roles they are assigned** in the development of skilled reading **vary widely**.

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## More on Defining Fluency

Kuhn, Schwanenflugel & Meisinger (2010)

- **Most fluency researchers** (e.g., Rasinski et al., 2006; Samuels & Farstrup, 2006) agree that accurate and automatic **word identification** plays a central role in fluent reading, and that **phonemic awareness** and **letter naming** are also important in the process of developing accuracy and automaticity (e.g., Chall, 1996; Ehri, 1995).
- **What needs to be challenged**, however, is the **emphasis** that is placed on **accuracy and automaticity** (*translation: speed*) to some extent simply because they are the **most quantifiable elements of fluency** (Paris, 2008; Torgesen & Hudson, 2006) and often **at the expense of other aspects** of fluent reading, such as phrasing, **appropriate pacing**, stress, and emphasis (e.g., Kuhn & Stahl, 2003).<sup>44</sup>

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## Skilled Reading—Input from Multiple Sources Kuhn, Schwanenflugel & Meisinger (2010)

- ⊙ Skilled reading is a complicated act requiring coordination of input from multiple sources—to allow the reader to construct meaning from text (e.g., McKenna & Stahl, 2003; RAND Reading Study Group, 2002):
  - Knowledge of Orthographic Patterns
  - Accuracy
  - Syntax
  - Background Knowledge
  - Vocabulary
  - Affective Factors
- ⊙ It is possible for a reader's comprehension of complex text to vary—even when the complex text is read with adequate fluency.<sup>45</sup>

## Prosody and Comprehension Steven Stahl

- ⊙ Our research, and the research of others, demonstrates that prosody reflects a reader's syntactic processing.
- ⊙ It is the ability to assign words to syntactic categories that accounts for the relationship between prosody and comprehension.

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## More on Defining Fluency

Kuhn, Schwanenflugel & Meisinger (2010)

What happens when you read a complicated text, such as a theoretical paper?

- ⊙ As a reader with strong background knowledge of the subject, you are likely to read that text fluently: accurately, at a good rate, and with appropriate parsing and cadence.
- ⊙ But it is also likely that you will have only surface-level comprehension on the initial reading.
- ⊙ By **rereading** that text and grappling with its meaning, you will deepen your understanding of the material (Pressley, 2000).

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## A NEW DEFINITION OF FLUENCY

Proposed by Kuhn, Schwanenflugel & Meisinger (2010)

Kuhn, Schwanenflugel and Meisinger propose the following definition to synthesize the information presented:

- ⊙ Fluency combines accuracy, automaticity, and oral reading prosody. **Taken together**, ALL facilitate the reader's construction of meaning.
- ⊙ Fluency is demonstrated during oral reading through ease of word recognition, appropriate pacing, phrasing, and intonation.
- ⊙ Fluency is a factor in both oral and silent reading that can **limit** OR **support** comprehension.

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## A NEW DEFINITION OF FLUENCY

Kuhn, Schwanenflugel & Meisinger (2010)

### Incorporation of Several Critical Points:

- ⊙ Highlights relationship between fluency and comprehension
- ⊙ Emphasizes prosody along with accurate and automatic word recognition without privileging any of these components.
- ⊙ Begins to address the understanding that fluency plays a role in silent as well as oral reading.
- ⊙ Attempts to reconceptualize two aspects of fluency that can be problematic when taken in isolation from the rest of the components: rate and expression.

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## Danger of Over-Emphasis on Speed

Kuhn, Schwanenflugel & Meisinger (2010)

- ⊙ Excessive focus on rate can lead to fast, staccato reading rather than reading with appropriate pacing and may actually interfere with, rather than promote, comprehension (Samuels, 2007).
- ⊙ Excessive rate impedes comprehension, either by shifting the focus away from understanding OR by actually interfering with the construction of meaning.
- ⊙ More researchers (e.g., Fletcher et al., 2007; Hudson et al., 2009; Rasinski et al., 2010) now consider appropriate pacing, along with other prosodic features, as central to their definition of fluency.

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## Danger of Over-Emphasis on Speed

Kuhn, Schwanenflugel & Meisinger (2010)

- ⊙ There are times when a slower reading rate is necessary to ensure the construction of meaning (Hudson et al., 2009).
- ⊙ While it is true that exceedingly slow word recognition hinders comprehension and that skilled readers' word recognition is automatic, it is also true that skilled readers vary their reading pace depending upon the difficulty of the text and the complexity of the ideas they are encountering.
- ⊙ To become a skilled reader, it is important to learn to be flexible, rather than simply fast, oral readers.

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## National Oral Reading Fluency Norms How Fast is Fast Enough??

Hasbrouck  
&  
Tindal  
  
2006

50 <sup>th</sup> Percentiles			
Hasbrouck & Tindal (2006)			
Grade	Fall wcpm	Winter wcpm	Spring wcpm
1		23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

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READING FLUENCY  
RELATED TO PROSODY → MUCH MORE THAN SPEED  
Nancy Cushen White, Ed.D.

## National Norms: Oral Reading Fluency 50<sup>th</sup> %-ile Is "Fast Enough"!

50<sup>th</sup> %-ile

Hasbrouck  
&  
Tindal  
2006

Grade	Fall wcpm	Winter wcpm	Spring wcpm
1		23	53
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GREEN zone 10 or more to -4 YELLOW Zone -5 to -10 RED Zone > 10 below

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## National Norms: Oral Reading Fluency (ORF) 50<sup>th</sup> %-ile Is "Fast Enough"!

Hasbrouck & Tindall (2006)

- Performance at the 50<sup>th</sup> %-ile of ORF norms considered a reasonable benchmark for appropriate reading rate
- Ample empirical evidence to support need for students to maintain wcpm rates minimally at the 50<sup>th</sup> %-ile
- No research to suggest that wcpm scores above the 50<sup>th</sup> %-ile have any benefit.
- Although some students have wcpm performance above the 50<sup>th</sup> %-ile, there is NO research to confirm a benefit to these students in terms of higher levels of comprehension or motivation.

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READING FLUENCY  
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**National Norms: Oral Reading Fluency (ORF)**  
**50<sup>th</sup> %-ile Is "Fast Enough!"**  
Hasbrouck & Tindall (2006)

- Think about ORF scores like we think about blood pressure or body temperature or cholesterol levels.
- All three of these measures have established "norms."
- Significant findings from medical research indicate importance of maintaining blood pressure, body temperature, and cholesterol at "average" or expected normative levels.
- Unlike I.Q. or athletic prowess, there is absolutely no benefit to having significantly higher (or lower) scores in these three areas!
- Likewise, ORF scores can serve as "indicators" of fluency health and wellness, and scores at the "average" level are, in fact, optimal.

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**BIG IDEA: Enduring Understanding**

- ⊙ Fluent reading and fast reading are NOT THE SAME.
- ⊙ To become a skilled reader, it is important to learn to be **flexible—not just fast**.
- ⊙ Flexibility, based on the level of complexity AND the nature of the reading task, is the mark of a skilled reader.
- ⊙ Measures of **prosody (based on syntactically accurate parsing)—in combination with measures of rate and accuracy—**must be part of evaluating reading comprehension.

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**READING FLUENCY**  
 RELATED TO PROSODY → **MUCH** MORE THAN SPEED  
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**Multisensory Structured Language Instruction (MSLI)**  
**Integration Is the Key**  
**A Basic Lesson Plan Format (Slingerland Approach)**

**Learning to Write**

1. Learning new letters
2. Practicing letters newly learned
3. Review of letters previously learned
4. Teaching and Practicing letter connections (Cursive)

**AUDITORY**

- A. Card Drill**  
 Auditory ↔ Visual = Phoneme ↔ Grapheme
- B. Encoding (segmentation)**
- C. Spelling**
- D. Dictation**
- E. GOAL: Independent Writing**

**VISUAL**

- A. Card Drill**  
 Visual ↔ Auditory = Grapheme ↔ Phoneme
- B. Decoding (blending)**
- C. Preparation for Reading**
- D. Structured Reading (Studying)**
- E. GOAL: Independent Reading**

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**Fluency Instruction**  
**Within a Daily MSLI Teaching Format**

- ⊙ Alphabet Cards (grapheme → phoneme)  
 -at the single grapheme level-
- ⊙ Decoding Practice (syllables—morphemes)  
 -at the single word level-
- ⊙ Preparation for Reading (syntax—grammar)  
 -at the phrase level-
- ⊙ Structured Reading (syntax-grammar)  
 -connected text level-

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READING FLUENCY  
 RELATED TO PROSODY → MUCH MORE THAN SPEED  
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**Teaching a New Concept: 5 Steps** (Slingerland 1960)

Proven Effectiveness with a Modern Label??

"Gradual Release of Responsibility"

**GOAL** ➔ **AUTOMATICITY** ➔ **INDEPENDENCE**

◆ from teacher modeling ➔ guided practice ➔ to independent functional use ◆

1. Teacher demonstrates, **verbalizing** each step.
2. Individual students practice with guidance, **verbalizing**.
3. Class/group practices with guidance, **verbalizing** as needed.
4. Students practice independently.
5. **INDEPENDENCE IN FUNCTIONAL USE**

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**A Structure for Instruction that Works**

Proven Effectiveness with a Modern Label??

"Gradual Release of Responsibility" (Fisher & Frey)

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

READING FLUENCY  
RELATED TO PROSODY → MUCH MORE THAN SPEED  
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<b>GOAL → Functional Use</b>	
<b><u>Independent Writing</u></b>	<b><u>Independent Reading</u></b>
<b><u>AUDITORY</u></b>	<b><u>VISUAL</u></b>
<b>C. SPELLING</b> “ear span” who/what/when/ where/why/how	<b>C. PREPARATION FOR READING</b> “eye span” who/what/when/ where/why/how
<ul style="list-style-type: none"><li>• Punctuation</li><li>• Vocabulary</li><li>• Rhythm</li><li>• Phrases</li><li>• Clauses</li><li>• Grammar</li><li>• Concept Markers</li></ul>	<ul style="list-style-type: none"><li>• Punctuation</li><li>• Vocabulary</li><li>• Rhythm</li><li>• Phrases</li><li>• Clauses</li><li>• Grammar</li><li>• Concept Markers</li></ul>

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### **Structured Reading (Studying)**

- ⊙ Reading connected text is a much more complex figure-ground task than that necessary for reading lists of words or phrases.
- ⊙ Students must independently perceive phrases against a background of many words.

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## Structured Reading (Studying) OBJECTIVES: Why to Structure

- ⊙ Eye span for phrasing
- ⊙ Phrasing with concept
- ⊙ Recognition of phrases introduced with prepositions and articles
- ⊙ Awareness of points where eyes should pause: at prepositions, articles and punctuation marks

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## Structured Reading (Studying) OBJECTIVES: Why to Structure

- ⊙ When a phrase is "broken" at the end of a line, the phrase must be completed by words that appear on the next line
- ⊙ Functional use of decoding skills
- ⊙ Understanding how sentence structure influences meaning

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## Structured Reading (Studying) How to Structure:

- © By giving the idea to be conveyed, or the question to be answered, by a phrase: *who, what, where, when, how, why, to what extent, under what conditions, etc.*
- © **Understanding relationships between words, phrases, and clauses**
- © Understanding how word sequence (syntax) affects meaning

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## We Can Teach Them To Think...

We can never teach them all they need to know, but we CAN teach them to THINK.

Beth H. Slingerland

READING FLUENCY  
RELATED TO PROSODY → MUCH MORE THAN SPEED  
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## Structured Reading (Studying) Points to Remember

- ◎ The teacher must hear a student read orally to know if he or she is putting phrasing to functional use.
- ◎ Assessment of both oral and silent reading fluency are equally important during the transition between 2<sup>nd</sup> grade and 4<sup>th</sup> grade (Berninger et al, 2010).

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## Steps: Preparation for Reading

1. Teacher: reads phrase (or word) while underlining *[with yardstick]*. V-A-K
2. Teacher: “Find \_\_\_\_\_.”  
Student: finds and reads while underlining *[with yardstick]*.  
Class: repeats, if correct; remains silent, if incorrect. *[Use armswing.]* A-V-K

## Steps: Preparation for Reading

3. Teacher: “Find the phrase [or word] that tells \_\_\_\_\_.”  
(*through meaning: who, what, when, where*)

Student: finds and names while underlining [*with yardstick*].

Class: repeats, if correct; remains silent, if incorrect. [*Use armswing.*] A-V-K

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## Steps: Preparation for Reading

4. Student: reads each phrase in list of phrases while underlining [*with yardstick*].

Class: repeats after each phrase, if correct; remains silent, if incorrect.  
[*Use armswing.*] A-V-K

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## BIG IDEAS: Enduring Understandings Structured Reading—Studying Text

- ◎ Phrase Concept
  - ◎ Phrases answer specific questions.
- ◎ Purpose of Punctuation
- ◎ Syntactical Relationships
  - ◎ Word → Word
  - ◎ Word → Phrase
  - ◎ Phrase → Clause
  - ◎ Clause → Sentence
  - ◎ Sentence → Paragraph

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## Priscilla Vail...

Words are tags that lead to concepts.

- ◎ Categorization
- ◎ Classification

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## Words of Wisdom from Travis...

"Once you know those prepositions,  
you can see 'em coming."

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## John Steinbeck on learning to read... Preparation for Reading-phrases

for a thousand thousand years  
have existed  
because they gave me pain  
to *The Acts of King Arthur and His Noble Knights*  
written or printed  
the greatest single effort  
as a child

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## John Steinbeck on learning to read...

John Steinbeck, in his introduction to *The Acts of King Arthur and His Noble Knights*, said: "Some people there are, who being grown, forget the horrible task of learning to read. It is perhaps the greatest single effort that the human undertakes, and he must do it as a child. ... (it is) the reduction of experience to a set of symbols. For a thousand thousand years these humans have existed and they have only learned this trick—this magic—in the final ten thousand of the thousand thousand. ... I remember that words—written or printed—were devils, and books, because they gave me pain, were my enemies."

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## The Loch Ness Monster Preparation for Reading-phrases

for centuries  
an intriguing mystery  
sighting a huge creature  
is there or isn't there  
some skeptics  
thousands of people  
a barrel-shaped body  
seals or otters or even floating logs

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## The Loch Ness Monster

For centuries, the waters of Loch Ness in Scotland have held an intriguing mystery. Thousands of people have reported the sighting of a huge creature swimming in the lake or moving about on the shore. It has a long, snakelike neck and a barrel-shaped body. There are photographs of the water monster, but some skeptics claim that the objects in the picture are seals or otters or even floating logs.

Is there or isn't there a Loch Ness Monster ... and why is it so hard to find out for sure?

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## Tyrannosaurus Rex Preparation for Reading-phrases

Tyrannosaurus Rex  
their best chance  
at that time  
with dagger-like teeth  
in another direction  
the biggest meateater  
Tyrannosaurus's easiest prey

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## Tyrannosaurus Rex

Tyrannosaurus Rex was the biggest meat-eater ever to walk on Earth. He was the king of his world.

Tyrannosaurus used his huge back legs for running. His enormous tail balanced the weight of his body. He attacked his prey with the sharp claws on his back feet. He killed his prey with dagger-like teeth. His front legs were much too small and weak to help him in a struggle. He may have used these tiny front legs to help him balance when he rose from the ground—or perhaps he used them for toothpicks. 79

## Tyrannosaurus Rex

Duck-billed dinosaurs were Tyrannosaurus's easiest prey. They were plant-eaters. These dinosaurs were a little smaller and much weaker than Tyrannosaurus. Their best chance for escape was a swift dash in another direction.

All the other animals alive at that time were afraid of Tyrannosaurus Rex. He was the dreaded king of the Earth. 80



READING FLUENCY  
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**Four Stages of Structured Reading (Studying)**

♦ from teacher modeling ♦ guided practice ♦ to independent functional use ♦

**1. Structuring by Teacher**

Teacher structures.

**2. Studying Aloud**

Student structures with teacher's assistance only if needed.

**3. Studying Silently**

Student structures with teacher's help, if requested.

Spot checks. Followed by immediate oral reading.

**4. Studying Independently**

Teacher leads discussion following this step.

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**"Don't Be Afraid to Fail"**  
**Preparation for Reading-phrases**

the first time  
did you hit  
heavy hitters  
English novelist  
753 rejection slips  
about the chances  
may not remember  
don't even try

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**READING FLUENCY**  
**RELATED TO PROSODY → MUCH MORE THAN SPEED**  
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## Don't Be Afraid to Fail

### Don't Be Afraid To Fail

a message as published  
in the *Wall Street Journal*  
by Technologies Corporation,  
Hartford, Connecticut 06101

You've failed  
many times,  
although you may not  
remember.  
You fell down  
the first time  
you tried to walk.  
You almost drowned  
the first time  
you tried to swim,  
didn't you?  
Did you hit the ball  
the first time  
you swung a bat?  
Heavy hitters,  
the ones who hit  
the most home runs,  
also strike out a lot.

R. H. Macy  
failed seven times  
before his store  
in New York  
caught on.  
English novelist John Creasey  
got 753 rejection slips  
before he published  
564 books.  
Babe Ruth struck out  
1,330 times,  
but he also hit  
714 home runs.  
Don't worry  
about failure.  
Worry  
about the chances you miss  
when you don't even try.

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