

Date: _____


Phrase Cued Reading

PLAN

Component: Fluency

Instructional Activity: Fluent Phrasing

Materials Needed: Teacher and student printed copies of previously

 **Approximate Time:**
15 minutes

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

We have been reading (insert title of text) together. Today we are going to reread this text to practice reading fluently. To read a text fluently, you may have to reread it multiple times. It is important that readers reread text for several reasons, and today's reason is to strengthen fluency. Fluency means the readers will be able to read the words correctly and at an appropriate rate while using proper intonation, phrasing, and expression.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary: *Set up the tools needed to succeed.*

There are three characteristics good readers focus on to strengthen fluency skills. First, good readers maintain accuracy while reading and can decode words with few mistakes. Next, readers must read with prosody. This means we are paying attention to punctuation cues and reading with expression. Lastly, we want to read at an appropriate rate, not too fast or too slow.

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I do it! – Demonstrate: *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Have previously read passages printed and annotated for the teacher and students. The passage should be short and students should be able to read it accurately and independently.

Use a single slash (/) to indicate “phrase breaks,” which are naturally occurring pause points within a sentence. These pauses should be very short. Use double slashes (//) to indicate the end of a sentence and note a longer pause should be made before continuing reading.

Below is an example of an annotated passage to use as a reference.

Let us leave this place / where the smoke blows black / and the dark street winds / and bends. // Past the pits / where the asphalt flowers grow. // We shall walk / with a walk / that is measured / and slow, / and watch / where the chalk-white arrows go / To the place / where the sidewalk ends. //

** Excerpt from “Where the Sidewalk Ends” by Shel Silverstein

Watch and listen as I reread the first paragraph/stanza from (insert title of text). Remember, good readers pay attention to punctuation cues and read in chunks of words, or phrases. Reading in phrases will sound like spoken language, which makes it easier to understand what you are reading. As I read, notice that I will pause when I see slashes. Single slashes mean I will pause for a short amount of time. Double slashes mean the end of a sentence, and I will pause for a longer time.

After reading, reflect with the students:

- **What did you notice once I reached a punctuation mark?**
- **Did you notice how my expression changed with different punctuation marks?**
- **Why do you think it’s important to pause at punctuation cues?**
- **Did I use appropriate expression while reading?**

Teacher Tip: As a suggestion when teaching phrase-cued reading, use poetry. There are natural line breaks within poetry, and it will help the student understand phrase cues easier.

I DO IT!

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WE DO IT!

We do it! - Provide guided practice: *Provide opportunities for students to practice as a group with teacher scaffolding. Provide immediate and specific feedback.*

Have students chorally reread the phrase cued paragraph/stanza.

We are going to reread the paragraph that I just read aloud. Remember to pay attention to punctuation cues. The slashes will help you see where the phrases are and when to pause. Remember one slash means you should pause for a short time, and double slashes mean you should pause for a longer time.

After reading, reflect with the students:

- **Did your reading match the phrase cues?**
- **Did you read with expression?**
- **What sentences do you think you read well?**



If students need support with:	Then try this:
Reading in phrases and pausing at punctuation cues	Provide students with simple phrases marked with a variety of punctuation for additional practice before practicing with full texts.

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YOU DO IT!

You do it! - Provide independent practice: *Provide individual students with multiple opportunities to practice independently, provide feedback as needed.*

Have students practice reading aloud additional annotated paragraphs/stanzas with a partner.

So far, we have been doing a great job with phrase-cued reading. Remember good readers pause naturally when reading and pay attention to punctuation cues. Now we are going to practice phrase-cued reading with a partner. The first reader will read aloud the first paragraph/stanza while the second reader monitors to see if the reader matches the phrase cue. The second reader will provide feedback once the reader is done reading their paragraph/stanza. Then you will switch roles. The second reader will continue reading, and the first reader will listen carefully for phrasing and provide feedback once the reader is done.

Provide specific feedback and scaffolding as needed.



If students need support with:	Then try this:
Reading with accuracy	Select words with a particular phonics pattern recurring in the paragraph/stanza to practice word recognition.

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ASSESS

Assess students (formally or informally): *Determine the level of mastery for the stated objective.*

Observe the students as they read orally and provide specific feedback or modeling as necessary. Determine if an informal accuracy, rate, or prosody assessment is needed.

ENRICH/EXTEND

Enrichment/Extension: *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with phrase-cued reading, have them read with a partner or record themselves reading an unmarked passage independently and mark the phrase cues with single and double slashes.

SCAFFOLD

Additional Scaffold: *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with scaffolded instruction in phrase-cued reading, consider instruction with simple sentences and then transition to longer paragraphs/stanzas.