



Ready Reference Form

Goal: Fluency	Strategy: Use Punctuation to Enhance Phrasing and Prosody (End Marks, Commas, etc.)
Definition	Clustering words together by using our knowledge of the spoken patterns in the English language and using punctuation enhances our understanding of what we read.
Why Children Need This Strategy	Learning to read in phrases is important. The meaning of what is read is embedded in the chunk of words we read, not just in the isolated words themselves. The order and the way words are put together to make a sentence and then a paragraph create the meaning.
Secret to Success	Students must rely on their knowledge of phrasing from speaking English and transfer that knowledge to reading in phrases. Since most phrasing is learned early from the spoken language, we use the intonation and prosody we hear every day during our conversations with others. We then use similar voice patterns in reading, which enhances comprehension.
How We Teach It	<p>With all of our fluency instruction, we begin with our read-alouds. We model and explain explicitly to students what fluency is, how it sounds, and why it is important. Before we even introduce phrasing, we start by cueing students into the intonation of our voice, showing them how we control our voice to go up and down. We then talk about how that affects what we are saying. This is usually anchored to Daily Five partner-reading, where we model the language we expect students to use when asking for a partner. We teach them that their voice rises at the end of the sentence “Do you want to be my partner?” We use our finger and draw a line showing how our voice follows a straight line, drops, and ends at a higher tone than when we started. We talk about how it feels if people end the statement with a lilt in their voice or if they drop it at the end. If a student doesn’t naturally start using phrasing while reading, which most of them do, we often draw the phrase in a sentence, right under the words, using a scooping motion with our pencils to show all the words that are said together without a pause. We also point out any punctuation that helped us decide where the phrase was.</p> <p>Language we may use: “Did punctuation help you read that phrase of words?” “Show me by drawing in the phrases you will say here.” “I am going to draw in this phrase; now I want you to say those four words together quickly. Let me show you what that sounds like.” “Try saying those words together quickly—not word by word.”</p>
Troubleshooting	Most children learn and use phrasing if they have been reading “good-fit books.” If there is an occasion where students are not phrasing, scooping the words together is a great first step.