

## Module 17: Marked Phrase Boundaries

### Fluency (Rate and Prosody)

#### Procedure

- The teacher begins by explaining fluency and how fluent reading supports comprehension. She focuses on rate and prosody because marked phrase boundaries is a phrasing technique and is not appropriate for working on accuracy.
- The teacher chooses a short text that is at the students' instructional level for rate and prosody.
- The teacher marks all the phrases in the text the students will be reading to show them where words should be grouped together to form meaningful phrases. The marking gives students visual support for the oral modeling. It raises students' awareness of meaningful phrases.
- The teacher models reading the passage while the students follow along on the marked text.
- The students practice reading the marked text and the teacher gives feedback. They may need to read it several times.
- The student is given an unmarked copy of the text and the student marks the text.
- Finally, the student is asked to read the text with no markings.

#### Monitoring progress

- The teacher listens to see if the students are able to use good phrasing when reading the unmarked text.
- The teacher can ask the student to read an unmarked passage at the same instructional level to determine if the student is ready to move to a more difficult level of text.

#### Tips

- Marked phrase boundaries is helpful for students who need higher levels of support because the markings provide extra support.
- Marked phrase boundaries is done with individual students or very small groups of students. The teacher needs to check each student's marking of the phrases and listen to each student read the unmarked passage.

- Speeches work well for marked phrase boundaries because they lend themselves to phrasing naturally. They are written to be listened to. But be sure to choose text at the student's instructional level for rate and prosody.
- Be aware that there is more than one correct way to mark phrases in a text. Students might not mark the text exactly as you did but it is fine as long as the breaks are at appropriate places in the text.
- For students who read through the punctuation, use lines to show where to break text. After eating a big lunch / the boy fell asleep. /
- Use scoops to encourage word by word readers to chunk words into phrases:  
The lazy little girl skipped school every day.  
The scoops are represented by three black, upward-curving lines with arrowheads pointing to the right, positioned below the words 'The lazy little girl', 'skipped school', and 'every day' respectively.
- Shorter more frequent lessons are better. (10 - 20 minutes)