

## Fluency Instructional Routine: Reading Text with Appropriate Phrasing and Proper Expression

Preparation/Materials: Prepared text for each student containing words they know. Divide the sentences into meaningful phrases by placing slash marks where students should pause. One slash ( / ) denotes a short pause within a sentence and two slashes ( // ) denote a longer pause at the end of a sentence (e.g., Tom’s friend Sam stopped/ and waited for him. //).

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under the underlined letter(s) or word(s)

### TEACHER EXPLAINS TASK

We are going to practice reading text with appropriate phrasing and proper expression.

### TEACHER MODELS TASK

When we read aloud or talk, we group words together into phrases and emphasize words to better understand the meaning of the text. We often pause after an action or where that action took place. We also pause and change our voice when we see a punctuation mark such as a comma, period, question mark, or an exclamation point.

*Display a large copy of the text so that it is visible to students.*

I will read a short passage in phrases as if I were talking. The slash marks will remind me when to pause. When I see one slash within a sentence, I will pause for a short time. When I see two slashes at the end of a sentence, I will pause for a longer time.

**Listen. Follow along as I read aloud.** *Slide your finger under each word as you read aloud, slightly exaggerating the emphasis necessary.*

#### Passage 1

Tom yelled to his friend Sam,/ “Wait for me!”//

Sam stopped/ and waited for him.// Tom said he was sorry for running late.// Tom had been looking for his dog.//

Tom had looked all over for his dog.//

Sam asked,/ “Did you find your dog?”//

Tom said,/ “Yes,/ I found him.”//

Tom said he found his dog in his doghouse/ and they both laughed.//

*Slide your finger under each word as you read aloud.*

Let’s look at some sentences as examples

**Tom yelled to his friend Sam,/ “Wait for me!”//**

Did you notice that I changed my voice to show excitement? The exclamation point signals the need for this change.

Did you also notice that I changed my voice by raising it slightly at the end of this sentence? **“Did you find your dog?”** The question mark signals the need to slightly raise my voice.

I also paused for a short time within a sentence and for a longer time at the end of the sentence. Let’s look at this sentence for an example.

**Tom said he found his dog in his doghouse/ and they both laughed. //**

I paused briefly after the word ‘doghouse’ because it was after an action (found) and where that action took place (doghouse).

*Point to the period.*

Then I paused longer at the end of the sentence because there is a period.

I read as if I were talking. I read with appropriate phrasing and proper expression!

#### **TEACHER & STUDENTS PRACTICE TASK TOGETHER**

*Distribute passages 1 and 2 to students.*

**Now let’s read the passage together.**

**Remember, to pause and emphasize words so that the meaning is clear. The slash marks and punctuation will help us.**

**Slide your finger under each word as you read it aloud.**

**Ready. Let’s read together. *Slightly exaggerate your expression to provide the necessary emphasis. Display passage 1.***

##### **Passage 1**

Tom yelled to his friend Sam,/ “Wait for me!”//

Sam stopped/ and waited for him. // Tom said he was sorry for running late.// Tom had been looking for his dog.//

Tom had looked all over for his dog!//

Sam asked,/ “Did you find your dog?”//

Tom said,/ “Yes,/ I found him.”//

Tom said he found his dog in his doghouse/ and they both laughed.//

**Now, let’s read the same passage without the slash marks. Remember, to pause after the action or where the action took place and to use the punctuation to help you with your phrasing and expression. Slide your finger under each word as you read aloud. *Display passage 2.***

**Ready. Let’s read.**

##### **Passage 2**

Tom yelled to his friend Sam, “Wait for me!”

Sam stopped and waited for him. Tom said he was sorry for running late. Tom had been looking for his dog. Tom had looked all over for his dog!

Sam asked, “Did you find your dog?”

Tom said, “Yes, I found him.”

Tom said he found his dog in his doghouse and they both laughed.

**Yes, we read with appropriate phrasing and proper expression!**

*Use repeated readings to build fluency, if necessary.*

#### **STUDENTS PRACTICE TASK**

**Your turn to read the passage.**

**Remember to pause and emphasize words so that the meaning is clear. The slash marks and punctuation will help you.**

**Slide your finger under each word as you read aloud.**

**Ready. Read.**

##### **Passage 1**

Tom yelled to his friend Sam,/ “Wait for me!”//

Sam stopped/ and waited for him.// Tom said he was sorry for running late.// Tom had been looking for his dog.//

Tom had looked all over for his dog!//

Sam asked,/ “Did you find your dog?”//

Tom said,/ “Yes,/ I found him.”//  
Tom said he found his dog in his doghouse,/ and they both laughed.//

**Now read the same passage without the slash marks remembering the items that will help us with our phrasing and expression. Ready. Read.**

**Passage 2**

Tom yelled to his friend Sam, “Wait for me!”  
Sam stopped and waited for him. Tom said he was sorry for running late. Tom had been looking for his dog. Tom had looked all over for his dog.  
Sam asked, “Did you find your dog?”  
Tom said, “Yes, I found him.”  
Tom said he found his dog in his doghouse and they both laughed.

**Great job. You read as if you were talking. You read with appropriate phrasing and proper expression!**

Use repeated readings to build fluency, if necessary.

**INDEPENDENT PRACTICE**

*When students consistently read the text with phrasing and expression, provide individual turns. Call on students in an unpredictable order, calling more frequently on students who made errors.*

**SCAFFOLDING SUGGESTION FOR ERRORS**

*Verify that students are pausing between meaningful phrases and using punctuation to emphasize a word or phrase. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist with pausing between meaningful phrases, use slash marks throughout the passages in all choral reading; or, echo read with students to emphasize appropriate phrasing. If necessary, remind students to use a questioning voice with a question mark and to show excitement, enthusiasm, or anger with an exclamation point. Explain to the students that reading aloud with expression helps them and others understand the story.*

**Adaptations using this Instructional Routine:**

- Practice reading phrases that contain high frequency words.
- Provide other passages at the appropriate readability level that contain differing amounts of dialogue.
- Use Reader’s Theater as a means to further build expression/prosody.
- A group of teachers or older students could model expressive reading using a popular children’s fairy tale or a book that contains passages that represent varying emotions.
- Use appropriate examples of poetry to practice reading with phrasing and expression.
- Contrast a narrative passage with an informational passage to emphasize how one changes expression and rate in reading two different types of text.
- When students read the passage without errors, they may partner read to practice reading with expression.

**Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.**

- [F.016 Chunk-King](#)
- [F.017 Chunk-A-Lot](#)
- [F.019 Chunk It!](#)

Teacher copy for Display: Second Grade Oral Reading Fluency Instructional Routine: Reading Text with Appropriate Phrasing and Proper Expression

Passage 1

**“Wait for me!”/ yelled Tom.//  
Tom’s friend Sam stopped/ and waited  
for him.// Tom said he was sorry for  
running late.// Tom had been looking  
for his dog.// Tom had looked all over  
for his dog.//  
Sam asked,/ “Did you find your dog?”//  
Tom said,/ “Yes,/ I found him.”//  
Tom said he found his dog in his  
doghouse/ and they both laughed.//**

Teacher copy for Display: Second Grade Oral Reading Fluency Instructional Routine: Reading Text with Appropriate Phrasing and Proper Expression

Passage 2

**“Wait for me!” yelled Tom.  
Tom’s friend Sam stopped and waited  
for him. Tom said he was sorry for  
running late. Tom had been looking  
for his dog. Tom had looked all over  
for his dog.  
Sam asked, “Did you find your dog?”  
Tom said, “Yes, I found him.”  
Tom said he found his dog in his  
doghouse and they both laughed.**

Teacher and Student copy: Second Grade Oral Reading Fluency Instructional Routine: Reading Text with Appropriate Phrasing and Proper Expression

Passage 1

**“Wait for me!”/ yelled Tom.//  
Tom’s friend Sam stopped/ and waited for him.// Tom said he  
was sorry for running late.// Tom had been looking for his dog.//  
Tom had looked all over for his dog.//  
Sam asked,/ “Did you find your dog?”//  
Tom said,/ “Yes,/ I found him.”//  
Tom said he found his dog in his doghouse/ and they both  
laughed.//**

Passage 2

**“Wait for me!” yelled Tom.  
Tom’s friend Sam stopped and waited for him. Tom said he was  
sorry for running late. Tom had been looking for his dog. Tom  
had looked all over for his dog.  
Sam asked, “Did you find your dog?”  
Tom said, “Yes, I found him”.  
Tom said he found his dog in his doghouse and they both  
laughed.**