

## Phrasing in Fluent Reading



<b>Module Focus</b>	Exploring aspects of fluent reading and supporting phrasing in fluent reading
<b>Definitions</b>	<p><b>fluent reading:</b> attention to prosodic features of language such as rhythm, expression, phrase boundaries, pace, and intonation as guided by the child’s ongoing construction of meaning</p> <p><b>phrasing:</b> grouping words together as in normal speech, pausing appropriately between phrases, clauses, and sentences</p>
<b>Factors Contributing to Phrasing in Fluent Reading</b>	<ul style="list-style-type: none"><li>• Child’s prior knowledge (interests, background, and life experiences that contribute to meaning)</li><li>• Child’s oral language (language structures)</li><li>• Child’s knowledge about books and print (appropriate visual scanning of print; quick recognition and use of visual information in print such as letters and words)</li><li>• Child’s meaning expectations based on prior interactions with the text or from the teacher’s book introduction</li><li>• Child’s flexibility in responding to demands of the text (dependent on the appropriateness of the text for this learner)</li></ul>
<b>Opportunities for Fostering Phrasing in Fluent Reading</b>	<ul style="list-style-type: none"><li>• Rereading familiar books</li><li>• Reading new books well within the child’s control after appropriate orientation to the text</li><li>• Teacher demonstration and prompting for phrased and fluent reading</li></ul>

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### Key Points for Teachers

Reading with phrasing in fluent reading allows children to use meaning and structure sources of information to support the use of visual information, thus helping them problem solve as they read text. It also involves putting together all sources of information — meaning, language structures, and print knowledge — in an integrated and flexible manner to support the comprehension of text. When this happens, phrased and fluent reading is not simply a product of reading, but a major contributor to reading proficiency.

To monitor a child’s progress, teachers can record how the child’s reading sounded on the running record form. Did the reading sound like talking? Is the reader learning how to pause appropriately, read in phrases, and use punctuation, pitch, and stress to get the message? And are these behaviors flexible and changing over time?

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## Resources

### Related Effective Practices Video Modules

Learning About Phonology and Orthography — *relationship between knowledge of phonology/orthography and fluent reading*

Teaching for Transfer: Strategic Activity — *relationship between strategic activities and fluent reading*

Making It Easy To Learn — *relationship between fluent reading and a child's control of his own learning*

Selecting Books That Are Just Right — *influence of book choice and the teacher's book introduction on phrased and fluent reading*

Assessing Through Close Observation — *ways to assess phrasing in fluent reading*

Allington, R. L. (2009). *What really matters in fluency: Research based practices across the curriculum*. Boston: Allyn & Bacon/Pearson.

Briggs, C., & Forbes, S. (2002). Phrasing in fluent reading: Process and product. *The Journal of Reading Recovery*, 1(2), 1–9.

Clay, M. M. (2005). *Literacy lessons designed for individuals part two: Teaching procedures*. Portsmouth, NH: Heinemann. (see Section 14, pages 150–157)

## Early Literacy Intervention: Expanding Expertise and Impact

*a Reading Recovery initiative in partnership with the USDE*



**Professional development resources produced by the Reading Recovery Council of North America**

*Early Literacy Intervention: Expanding Expertise and Impact is a Reading Recovery initiative in partnership with the U.S. Department of Education. The goal of the initiative is to focus on developing highly effective teachers and resources for schools for improving the reading and writing abilities of students. Funding for the initiative has been provided through an award from the U.S. Department of Education, under award number U215K090094, for the Fund for the Improvement of Education (FIE) Program. The contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.*