

**Objective**

The student will read with proper phrasing, intonation, and expression in chunked text.

**Materials**

- ▶ Passage, book, or text

Choose passages within students' instructional-independent reading level range. Divide text into one-to-five word chunks (phrases) by placing slash marks where students should pause. Single slashes may denote short pauses within sentences and double slashes may denote longer pauses at the end of sentences.

**Procedure**

Students read text which has been divided into meaningful phrases by slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Working in pairs, student one (higher performing student) reads the entire text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks.
5. Continue until able to read the passage fluently.
6. Peer evaluation

Once upon a time, / a little boy /
went to fly / his kite / in the open
field. // As he ran / with the kite, /
it got caught / in a tall, tall tree.
He didn't know / what to do. // So
he / ran to his brother / shouting,
"Help me, help me! // Please
help me / get my kite down." //

**Assessment and Extensions**

- ▶ Use a timer to quicken the pace.
- ▶ Partner read the passage, taking turns reading sentences.
- ▶ Use longer and/or more difficult passages within instructional-independent reading level range.