

USE PUNCTUATION TO ENHANCE PHRASING AND PROSODY		
UNDERSTAND	<b>Definition</b>	Readers look to punctuation to signal phrases in text and to alert them when they need to change or adjust their intonation, vocal stress, pitch, loudness, tempo, and rhythm— aspects of language known collectively as prosody.
	<b>When to teach this strategy</b>	<p><b>If you see readers who . . .</b></p> <ul style="list-style-type: none"> <li>• read through punctuation and misinterpret the meaning of what is read.</li> <li>• read in a monotone, lack intonation, or use incompatible tempo.</li> </ul>
PREPARE	<b>Why we teach it</b>	The meaning of what is read is embedded in phrases we read, not just in the isolated words themselves. Word order and the way words are put together to make a sentence and then a paragraph help convey the meaning of the text.
	<b>Secret to success</b>	When reading aloud, we need to read the way we speak. Paying attention to punctuation helps us read more fluently.
TEACH	<b>How we teach it</b>	<p>We begin with our read-aloud. We model and explain explicitly what fluency is, how it sounds, and why it is important. Before we even introduce phrasing, we cue readers into the intonation of our voice, or prosody, showing them how we make our voice go up and down, and how that affects what we are saying.</p> <ol style="list-style-type: none"> <li>1. Teach the students that their voices rise at the end of the sentence <i>Will you please be my partner?</i></li> <li>2. Use your finger and draw a line showing how your voice follows a straight line, drops or rises, and ends at a higher pitch than when you started.</li> <li>3. Talk about how it feels if someone ends the statement with a rising voice or a falling voice.</li> </ol> <p><b>Scooping the phrase:</b></p> <ol style="list-style-type: none"> <li>1. Using a shared text, we show a sentence. For example, <i>He looked for her in the sweep of his flashlight, calling, "Kitty, kitty, kitty."</i></li> <li>2. We tell the students to look at the punctuation to help figure out the phrasing in a text.</li> <li>3. With a pencil or our finger, we start at the word <i>He</i> and draw one scooped line to the comma after the word <i>flashlight</i>, another under <i>calling</i>, and a final one from the first <i>kitty</i> to the last <i>kitty</i>.</li> <li>4. Then, reading this sentence back, we scoop the words and read them together in those three phrases.</li> </ol>
		<p><b>Suggested language:</b></p> <ul style="list-style-type: none"> <li>• <i>Did punctuation help you read that phrase?</i></li> <li>• <i>Show me by drawing in the phrases you will say here.</i></li> <li>• <i>I am going to draw in this phrase; now you say those four words together quickly. Let me show you what that sounds like.</i></li> </ul>
SUPPORT	<b>Instructional Pivots</b>	<p><b>Possible ways to differentiate instruction:</b></p> <ul style="list-style-type: none"> <li>• Check readers' book choices and make sure they are reading good-fit books.</li> <li>• Draw the phrase in a sentence, right under the words, using a scooping motion with a pencil.</li> <li>• Point out the punctuation that helps readers decide where a phrase begins and ends. Reconsider materials, setting, instruction, and cognitive processes.</li> </ul>
	<b>Partner Strategies</b>	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> <li>• <i>Read Text That Is a Good Fit</i></li> <li>• <i>Adjust and Apply Different Reading Rates to Match Text</i></li> <li>• <i>Reread Text</i></li> <li>• <i>Check for Understanding; Monitor and Self-Correct</i></li> </ul>