Chunking Words from Connected Text into Meaningful Phrases
Process described by Nancy Cushen White, Ed.D

**Goal:** To **promote** and **build fluency** and **comprehension** through phrasing
Targets all necessary fluency skills:
  a. accurate reading of words in isolation
  b. proper phrasing and “expression” in connected text
  c. development of speed through re-readings
  d. prepares students for comprehension of text passages

**Procedure:**

**Part 1**
1. Select a poem or a passage from the text
2. Select key phrases and write them in a list or on individual sentence strips
3. Work on the reading of the phrases with students.
   There are several ways to do this. One option is to have a single student read the passage slowly for accuracy, then have the group of students read the phrase. It could be made multisensory with students “scooping” phrases using arm swings. Another option is to have the entire class read the phrase- slowly for decoding purposes first, then for fluency.

**Part 2**
1. The teacher calls upon students and cues them to find a phrase by meaning or syntax:
   Find the phrase that is a question
   Find the phrase that describes the appearance of the animal
   Find the phrase that tells how...
2. Teacher asks students to predict what the text will contain supported by the information from the phrases

**Part 3**
1. Read the entire text several times:
   Individual, partner or choral reading
   Allow for individual performances
2. Follow-up with comprehension as needed
**Whale**

Phrases: Clues: “This phrase tell you...” or “This phrases has...”

<table>
<thead>
<tr>
<th>Phrases from Text</th>
<th>Clues for Phrases</th>
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<tbody>
<tr>
<td>that he’s enormous</td>
<td>very big</td>
</tr>
<tr>
<td>and so are</td>
<td></td>
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<tr>
<td>all his daughters</td>
<td>tells you the character is a father</td>
</tr>
<tr>
<td>He doesn’t</td>
<td>a contraction</td>
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<tr>
<td>mind his creases</td>
<td>folds in the skin</td>
</tr>
<tr>
<td>neither do his nieces</td>
<td>a word that rhymes with creases or a word that tells you he is an uncle</td>
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<tr>
<td>when he is hungry</td>
<td>Needs food</td>
</tr>
<tr>
<td>each kind of food</td>
<td>?</td>
</tr>
<tr>
<td>would disagree with you</td>
<td>He would say “No, I think differently.”</td>
</tr>
<tr>
<td>He’s pleased</td>
<td>Happy about something</td>
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<tr>
<td>stout about the middle</td>
<td>another word for wide or fat</td>
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<tr>
<td>weighs tons</td>
<td>he is very, very heavy</td>
</tr>
<tr>
<td>find him chubby</td>
<td></td>
</tr>
<tr>
<td>all his uncles</td>
<td></td>
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</tbody>
</table>

**Phrase Walk:** What do we know about our character from reading these phrases from the poem?

that he’s enormous
all his daughters
all his uncles
mind his creases
neither do his nieces
when he is hungry
each kind of food
stout about the middle
weighs tons
find him chubby
his blubber
would disagree with you