

Chunking

Objective: The student will improve rate and accuracy while reading phrases.

INSTRUCTIONAL CONTENT:

Fluency: reading two- to five-word sentence segments from an instructional- or independent-level reading passage

INSTRUCTIONAL ACTIVITY:

Chunking

Purpose: This activity teaches students that connected text is composed of meaningful phrases that can be read fluently.

MATERIAL/AT:

- Instructional- or independent-level reading passage
- Graph paper and a pencil for each student
- Timer

DELIVERY OF INSTRUCTION:

Grouping: Whole class divided into small groups

1. Select a reading passage at an instructional level for the less advanced students and at an independent level for the more advanced students in each group.
2. Place slash marks between chunks (i.e., phrases) to mark two- to five-word sentence segments and prepositional phrases in each passage.
3. Explain to students that connected text is divided into meaningful phrases and that paying attention to these phrases while reading will enhance fluency and comprehension.
4. Model fluent reading from a passage while students follow along. Emphasize chunking phrases together for meaning. For example, read the sentence *The big bear chased the bobcat through the woods* like this: *The big bear/chased the bobcat/through the woods*. (Slash indicates a pause)

5. Give each student a copy of his or her reading passage.
6. Instruct groups to take turns reading aloud their passage. Tell them to pause briefly between phrases, exactly as it has been marked. No pauses should be made except at slash marks. As one student reads, the other group members help decode any unfamiliar words.

PROGRESS MONITORING:

After the lesson, ask students to read sentences with two- to five-word segments (chunks) on a handout. Have students count and graph the number of words read in 1 minute.

Periodically conduct a 1-minute reading using a passage that corresponds with the student's annual goal (e.g., "The student will read a fourth-grade-level passage with appropriate rate and accuracy"), and calculate each student's fluency. Monitor the growth of fluency to ensure that sufficient progress is being made.

(adapted from Carreker, 1999)

Chunking (adapted)

(adaptations noted by italics)

Objective: The student will improve rate and accuracy while reading phrases.

INSTRUCTIONAL CONTENT:

Fluency: reading *two-word sentence segments* from an instructional- or independent-level passage

INSTRUCTIONAL ACTIVITY:

Chunking (adapted)

Purpose: This activity teaches students that connected text is composed of meaningful phrases that can be read fluently.

MATERIAL/AT:

- Instructional- or independent-level reading passage
- Additional reading passage at independent level
- Graph paper and pencil for each student
- Timer

DELIVERY OF INSTRUCTION:

Grouping: Student pairs

1. Select reading material at an instructional level for the less advanced partner and at an independent level for the more advanced partner.
2. Place slash marks between chunks (i.e., phrases) to mark *two-word sentence segments* in each passage.
3. Explain to students that connected text is divided into meaningful phrases and that paying attention to these phrases while reading will enhance fluency and comprehension.

4. Model fluent reading from a passage while students follow along. Emphasize chunking phrases together for meaning. For example, read the sentence *The mouse ate cheese* like this: *The mouse/ate cheese*. (A slash indicates a pause)
5. Give each student a copy of his or her reading passage.
6. Instruct student pairs to take turns reading aloud their passage. Tell them to pause briefly between phrases, exactly as it has been marked. No pauses should be made except at slash marks. As the student reads, the partner helps decode any unfamiliar words.

PROGRESS MONITORING:

After the lesson, ask students to read sentences with *two-word segments* (chunks) on a handout. Have students count and graph the number of words read in 1 minute.

Periodically conduct a 1-minute reading using a passage that corresponds with the student's annual goal (e.g., "The student will read a fourth-grade-level passage with appropriate rate and accuracy"), and calculate each student's fluency. Monitor the growth of fluency to ensure that sufficient progress is being made.