



### Student Tasks:

- Read and listen to text
- Identify connective words
- Read at the phrase level

### Online ThinkCERCA Resources

- Choose words highlighted in the topic overview or text for key terms.

# Scooping

Practice prosody and fluency by “scooping” the phrase instead of reading at the word level.

*Suggested Time: 15 minutes*

## Strategy

Readers who are not yet fluent attend to one word in a text at a time. This impacts comprehension. Scooping is a strategy that enables emerging readers to look at text as a set of phrases rather than looking at individual words.

## Optimal Application Notes

This is ideal for shorter passages with unfamiliar or academic vocabulary. Call attention to the unfamiliar vocabulary and have students repeat and practice saying the words aloud. Provide definitions if necessary.

### Before:

- Provide students with a printed copy of the text.
- Identify the connecting words by doing pre-teaching the coordinating conjunctions: FANBOYS (for, and, nor, but, or, yet, so).
- Underline these connecting words in a text and identify the phrase or clause on either side of these words.
- Draw a line from the connecting word (for, and, nor, but, or, yet, so) to the end of the sentence or punctuation mark. This is a “scoop” because your finger should start at the connecting word and move across the paper to the end of the phrase.

### During:

- Read the passage aloud to students, modeling the scooping and phrasing as you read.
- Ask students to underline any FANBOYS words they see in the text.
- Ask students to then go back and identify the phrase the connective word is highlighting and draw a scoop.
- Students should read the text aloud using their finger on each phrase to scoop.

### After:

- Once students have had a chance to read through the passage a few times, read together as a class so that their phrasing matches the teacher’s.

### Skills Targeted:

- Reading accuracy + rate = fluency
- Prosody & expression
- Reading in phrases