*Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student’s ability to identify them can enhance comprehension of the text*

**Materials**

1. Two copies of a student passage; one annotated with phrase-cue marks and the other left without annotation

**Preparation**

1. Here are the guidelines for preparing phrase-cued passages:
	1. **Select a passage.** Select a short (100-250 word) passage that is within the student’s instructional or independent reading level
	2. **Mark sentence boundaries.** Mark the sentence boundaries of the passage with double slashes (//)
	3. **Mark within-sentence phrase-breaks.** Read through the passage to locate ‘phrase breaks’- naturally occurring pause points that are found within sentences. Mark each of these phrase breaks with a single slash mark (/)

*\*You can use the free application Phrase-Cued Text Generator to speed the creation of these passages in pdf format by clicking on this link:* <http://www.interventioncentral.org/rti2/phrase_cues>

**Intervention Steps**

1. **Introduce phrase-cued texts to the student.** Say to the student: *“Passages are made up of key ideas, and these key ideas are often contained in units of words called ‘phrases.’ Several phrases make up a sentence. When we read, it helps to read phrase by phrase to get the full meaning of the text.”* Show the student a prepared passage with phrase-cue marks inserted. Point out how double-slash marks signal visually to the reader the longer pauses at sentence boundaries and single slash marks signal the shorter pauses within sentences
2. **Follow the phrase-cued text reading sequence.** The tutor prepares a new phrase-cued passage for each session and follows this sequence:
	1. *The tutor reads the phrase-cued passage aloud once as a model,* while the student follows along silently
	2. *The student reads the phrase-cued passage aloud 2-3 times.* The tutor provides ongoing feedback about the student reading, noting the student’s observance of phrase breaks. Tutor and student can also briefly discuss the content of the passage during intervals between re-readings
	3. *The session concludes with the student reading aloud a copy of the passage without phrase-cue marks.* The tutor provides feedback about the student’s success in recognizing the natural phrase breaks in the student’s final read-aloud