



Phrasing Checklist for Expression and Prosody During Oral Reading Observations

Student Name _____ Date _____

Item	Yes	No
1. Student placed vocal emphasis on appropriate words.		
2. Student applied higher or lower vocal tone level at apt points in the text.		
3. Student's inflection reflected the correct punctuation in the text.		
4. In narrative text with dialogue, student used appropriate vocal tone to represent the characters' mental or emotional condition (e.g., surprise, fear, excitement, joy, disappointment).		
5. Student utilized punctuation to pause aptly at phrase boundaries.		
6. Student utilized prepositional phrases to pause aptly at phrase boundaries.		
7. Student utilized subject-verb divisions to pause aptly at phrase boundaries.		
8. Student utilized conjunctions to pause aptly at phrase boundaries.		

Notes:

Adapted from: Hudson, R., Lane, H. and Pullen, P. (2005) Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher* 58, (8): 702-14.