

The Big 5: Key Concepts for Learning to Read

In 2000, the National Reading Panel (NRP) of the National Institute of Child Health and Development (NICHD) issued a report that identified five key areas that were critical for effective reading instruction.

Concept	Description	Finding
Phonemic Awareness	Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives students a basic foundation that helps them learn to read and spell.	The panel found that students who learned to read through specific instruction in phonemic awareness improved their reading skills more than those who learned without attention to phonemic awareness.
Phonics Instruction through Alphabetic Principle	Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.	The panel found that students show marked benefits from explicit phonics instruction, from kindergarten through 6th grade.
Fluency	Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase. Teaching fluency includes guided oral reading, in which students read out loud to someone who corrects their mistakes and provides them with feedback, and independent silent reading where students read silently to themselves.	The panel found that reading fluently improved the students' abilities to recognize new words; read with greater speed, accuracy, and expression; and better understand what they read.
Vocabulary	Teaches students how to recognize words and understand them.	The panel found that vocabulary instruction and repeated contact with vocabulary words is important.
Comprehension	Teaches specific strategies students can use to help them understand what they are reading.	The panel identified seven ways of teaching text comprehension that helped improve reading strategies in students who didn't have learning disabilities.

The Arizona Department of Education recognizes explicit instruction in each of these areas as a best practice in the teaching of reading to elementary students. Reading Coaches should include strategies and activities that address these five key concepts, with emphasis being placed on one or more depending on each student's needs and strengths.

Phonemic/Phonological Awareness

Reading Coaches Should Know:	Reading Coaches Should Be Able To:
<ol style="list-style-type: none"> 1. Definition of phonemic awareness (PA). 2. The relationship between phonemic awareness and early reading skills. 3. The developmental continuum of phonemic awareness skills. 4. Features of phonemes and which are more difficult for beginning readers. 5. Key terms (phoneme, PA, continuous sound, onset-rime, segmentation). 	<ol style="list-style-type: none"> 1. Produce speech sounds accurately. 2. Use the developmental continuum to select activities to build PA when necessary. 3. Model PA skills and deliver PA activities. 4. Link phonemic awareness to reading and spelling during Read Alouds.

Definition

Phonemic Awareness is the ability to hear and manipulate the sounds in spoken words. It is also the understanding that spoken words are made up of one or more sounds.

Why is Phonemic Awareness important?

- Kids need to be able to hear the differences in spoken sounds before they can recognize letter sounds in written words.
- Reading words and spelling are much easier when kids understand how sounds work together.
- It is essential to learning to read in an alphabetic writing system, because written letters represent sounds or phonemes.
- It helps readers understand the alphabetic principle (that the letters in words are systematically represented by sounds).
- It gives readers a way to approach sounding out and reading new words.

Without Phonemic Awareness skills a student cannot:

- Group words with similar and dissimilar sounds (mat, mug, sun)
- Blend and split syllables (ug _ ly)
- Blend sounds into words (m_a_n)
- Segment a word as a sequence of sounds (e.g. fish is made up of three phonemes /f/ /i/ /sh/)
- Detect and manipulate sounds within words (change r in run to s to make sun).

What makes it tricky for beginning readers?

- Although there are 26 letters in the English language, there are approximately 40 phonemes, or sound units, in the English language.
- Sounds are represented in 250 different spellings (e.g., /f/ as in ph, f, gh, ff).

Basic to Advanced Phonemic Skills and Examples

Phonemic Skill	Description & Examples
Hear Rhymes & Alliteration	Rhyme I once saw a <u>cat</u> , sitting next to a <u>dog</u> . I once saw a <u>bat</u> , sitting next to a <u>frog</u> .
	Alliteration <u>S</u> ix <u>s</u> nakes <u>s</u> ell <u>s</u> odas and <u>s</u> nacks.
Oddity Tasks	Identify words that don't rhyme or fit with the other words. Example: Which word does not rhyme: cat, sat, pig? Which two words begin with the same sound: man, sat, sick?
Orally Blend Words	Hear parts of words and combine to make a whole word. Syllables: Say the word as a whole. ta . . . ble. - What's the word? (table) Onset & Rime: Listen to these word parts. Say the word as a whole. /p/ . . . an What's the word? (pan) See page 44 for more about onset & rime. Phoneme by Phoneme: Listen to these word parts. Say the word as a whole. /s/ /a/ /t/ What's the word? (sat)
Orally Segment Words	Take a whole word and break it down into parts. Listen to the sounds in this word: log. What is the first sound? The middle sound? The last sound?
Produce a Rhyme	Tell me a word that rhymes with star. (car)
Phonemic Manipulation	Change words by changing or eliminating the first, last or middle sounds. Replace the first sound in mat with /s/. (sat) Replace the last sound in mat with /p/. (map) Replace the middle sound in map with /o/. (mop) Say baker without the ba. (ker) Say step without the /s/. (tep) Say frog without the /r/. (fog) Say best without the /t/. (bes) Say hit without the /t/. (hi) Say sun without the /s/. (un)

Sounds of Speech

The following charts can guide you in working with students to learn the correct sounds associated with specific letters and letter combinations (e.g. “ch”).

Consonant Phonemes with Spellings

Phoneme	Spelling (Initial Position)	Spelling (Final Position)	Examples
/p/	p	p	pick, hop
/b/	b	b	bid, knob
/t/	t	t, bt, ed	tap, doubt, flipped
/d/	d	d	deck, bad
/k/	c, k, ch	k, ck	can't, kick, crook, lock
/g/	g, gu, gh	gue, gg	give, bag, guitar, plague, ghost, egg
/m/	m	m, mb, mn	map, jam, limb, hymn
/n/	n, kn, gn	n, gn	neck, pen, knick, sign, gnat
/ng/	--	ng	sing
/f/	f, ph	f, ff, ph, gh	fate, leaf, photo, off, graph, enough
/v/	v	ve	vote, give
/th/	th	the	thank, math
/TH/	th	the	this, bathe
/s/	s, c, ps	ce, se, ss, s	sick, mice, center, base, psychology, bliss, bus
/z/	z	se, ze, zz, s, z	zap, please, sneeze, buzz, has, whiz
/sh/	sh, s	sh	shoe, rash, sure
/zh/	si, s, z	--	vision, treasure, azure
/ch/	ch	ch	chick, batch
/j/	j, g	ge, dge	juice, gauge, giant, dodge
/y/	y	--	yell
/hw/	wh	--	what
/w/	w	--	warm

/h/	h, wh	--	house, who
/l/	l	ll	look, fell
/r/	r, wr	r	rake, far, wrong

Vowel Phonemes and Spellings

Phoneme	Spelling	Examples
/a-/	a_e, ai, ay, ea, ei, ey, eigh	late, bait, say, steak, veil, they, sleigh
/e-/	e, ee, ea, y, ie, e_e, ey, i_e, ei	me, feet, bead, many, field, these, key, machine, receive
/i-/	i_e, y, i, ie, igh, ye	time, try, mild, pie, high, lye
/o-/	o, o_e, oa, ow, oe, ou, ew	so, hope, coat, low, toe, soul, sew
/a/	a, a_e	sat, have
/e/	e, ea, ai, a	pet, head, said, many
/i/	i, y, e, i_e, ee, ui	six, gym, pretty, give, been, build
/o/	o, a	log, watch
/u/	u, o, o_e, ou	but, ton, love, young
/?/	a, e, i, o, u	alone, system, easily, gallop, circus
/ûr/	ur, ir, er, or	turn, girl, her, work
/är/	ar	car
/ôr/	or, our, ar	or, four, war
/aw/	aw, au, a[l], a[ll], ou	saw, cause, walk, ball, cough
/oi/, /oy/	oi, oy	boil, toy
/ou/, /ow/	ou, ow	cloud, now
/o-o-/, (yo-o-)	oo, u, ue, ew, u_e, o, ou	hoot, ruby (cute), blue (fuel), new, tube, do, soup
/o(o(/	oo, u, o, ou	book, put, wolf, would

Adapted from: Moats, L., CORE Sourcebook

Alphabetic Principle

Reading Coaches Should Know:	Reading Coaches Should Be Able To:
<ol style="list-style-type: none">1. The definition of the alphabetic principle.2. The relationship between phonemic awareness and decoding.3. The critical stages in learning to decode words.4. Features that influence the difficulty of word recognition.5. Critical differences between regular and irregular words.	<ol style="list-style-type: none">1. Explain sound-symbol correspondences to enhance word recognition.2. Select examples according to complexity of word type and letter sounds.3. Demonstrate letter sounds, blending, sight words, and connected text reading.4. Review known sounds and introduce new sounds slowly.

Definition

Alphabetic principle is the knowledge that words are made up of spoken sounds that are represented by letters in the alphabet which are combined to form written words.

Why is the Alphabetic Principle important?

- The English language is alphabetic.
- Recognizing sound-symbol relationships (decoding) is an essential and primary means of recognizing words.
- There are too many words in English to rely on memorization as a word identification strategy.
- It prepares students to read text fluently so they can construct meaning as they read.

Without knowledge of the Alphabetic Principle a student cannot:

- Understand that words are composed of letters and associate letters with its corresponding sound
- Blend and manipulate written letters to make words (“sad” is made up of three letters and sounds /s/ /a/ /d/)
- Recognize words
- Spell new words, or student will have to memorize words instead of breaking it down by sound and letters
- Focus on the meaning of the text

Alphabetic Skills and Examples

Skills	Description & Examples
Alphabetic Understanding	Knowing that the left-to-right spelling of printed words represents their phonemes from first to last.
Decoding	Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words.
Alphabet Sounds	The ability to state the sound of a letter when asked. Point to a letter, explicitly say the sound it makes “/sss/.” What is the sound of this letter? /sss/
Blending	The ability to say the sound for each letter and blend sounds into a word. Blend the sounds of these letters /m/a/p/ to make a word. /mmmmaaaaaapp/
Segmenting	What sounds do you hear in this word? “Rat” /r/a/t/
Manipulating letter-sound correspondences	What word would you have if you change the /n/ in /nap/ to /l/?
Reading “Pseudowords”	The ability to use decoding skills to read made up words (e.g., vom, mip, nez). What is this word, mip?
Word Identification	The ability to read a word.

Sound to Letter Instruction

- The easiest letters for students to learn are words that begin with continuous sounds (letters that can be stretched).

Continuous Sounds	Stopped Sounds
a <u>a</u> pple ācorn	b <u>b</u> at
c* <u>c</u> ircus	c* <u>c</u> ar
e <u>e</u> g ēar	d <u>d</u> uck
f <u>f</u> ish	g* <u>g</u> um
i <u>i</u> nk īght	g <u>g</u> iraffe
l <u>l</u> ion	h <u>h</u> en
m <u>m</u> ilk	j <u>j</u> et
n <u>n</u> est	k <u>k</u> ey
o <u>o</u> p rōse	p <u>p</u> en
r <u>r</u> ed	qu <u>q</u> ueen
s <u>s</u> un	t <u>t</u> iger
u <u>u</u> mbrella cūbe	x <u>x</u> ox
w <u>w</u> ater	
y <u>y</u> ellow babȳ	
z <u>z</u> ebra	

Regular Word Reading

A regular word can be decoded with knowledge of sound-letter relationships.

To build regular word decoding skills:

- Read from left to right, simple, unfamiliar regular words
- Generate the sounds for all letters including short vowels and long vowels
- Blend sounds into recognizable words
- Decode CVC (consonant-vowel-consonant) Words (e.g. map, cat, dog) and VC Words (vowel-consonant) words (e.g. it, at, on, in)
- Practice distinguishing between words with the short and long sounds (e.g. pin v. pine).
 - o Students examine words with more than one vowel and determine whether the vowel is short or long.
 - o Adding a “silent –e” to the end of the word (CVCe) makes the vowel say a long sound (e.g. not becomes note).
 - o -ck follows a short vowel sound and –ke follows a long vowel sound (e.g. tack v. take).
- When students can easily and accurately decode simple CVC, VC, and CVCe words, practice common letter combinations and words.

Common Letter Combinations

Consonant Digraphs (aka Word Chunks) (two letters that make one sound)	Consonant Blends (each letter can be heard)	Vowel Digraphs (aka Vowel Teams) (two vowels that make one sound)
ch <u>chair</u> ph <u>phone</u> sh <u>shop</u> th <u>the</u> th <u>thumb</u> wh <u>whale</u> ck <u>sock</u>	bl br cl cr dr fl fr gl gr -nk pl	pr qu sc sl sk sm sn st sw tr tw
		ai <u>rain</u> aw <u>claw</u> ay <u>day</u> ea <u>eat</u> ee <u>deer</u> ew <u>few</u> ey <u>they</u> oa <u>boat</u> oi <u>oil</u> ue <u>blue</u> ou <u>mouse</u> oy <u>boy</u> oo <u>book</u> oo <u>broom</u> ow <u>bow</u> ow <u>bow</u>

Advanced Letter Combinations

-ough	-ough	-ough	-ough	-ought	-ould
tough	through	dough	bough	thought	should
enough		though	plough	bought	could
cough		thorough	doughty	fought	would

Irregular Word Reading

An irregular word cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word

- Do not introduce irregular words until students can reliably decode words at a rate of one letter-sound per second.
- Initially, introduce one word every several lessons, then one each second or third lesson.
- Practice, practice, practice. Introduce the word at the beginning, point it out in the middle, and have them write it down. Review it the next lesson.

Most Common Rimes (aka Word Families)

-ack	back/sack/stack/black	-ide	side/ride/wide/slide
-an	an/can/man/ran/plan/than	-ight	right/light/night/bright
-aw	saw/paw/draw/straw	-ill	fill/hill/bill/will/still
-ain	main/rain/train/plain/strain	-in	in/pin/fin/bin
-ake	make/take/bake/cake	-ine	fine/line/mine/nine/pine
-ale	pale/tale/scale	-ing	sing/king/ring/bring/thing
-all	all/ball/fall/wall/small	-ink	sink/rink/think
-ame	name/same/came/game	-ip	dip/lip/sip/ship/trip/strip
-ank	tank/bank/rank/plank	-ir	fir/stir
-ap	map/tap/cap/clap/snap	-it	it/sit/hit/fit
-ash	cash/bash/dash/trash	-ob	job/cob/sob/knob
-at	at/bat/sat/hat/rat/that	-ock	rock/sock/knock
-ate	date/late/gate/state	-oke	woke/poke/joke/broke
-ay	day/way/say/stay/play	-op	cop/hop/chop/stop/shop
-eat	eat/beat/heat/meat	-ore	more/store/shore
-ell	well/tell/spell	-uck	duck/luck/truck
-est	rest/test/west/pest	-ug	bug/hug/rug/drug
-ice	ice/nice/rice/mice	-ump	jump/bump/dump/stump
-ick	pick/kick/sick/stick	-unk	punk/chunk/trunk

Source: From Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program—Expanded Edition by the University of Texas Center for Reading and Language Arts, 2001, Austin, TX: Texas Education Agency.

Fluency

Reading Coaches Should Know:	Reading Coaches Should Be Able To:
<ol style="list-style-type: none">1. The definition of reading fluency.2. The relationship between fluency and comprehension.3. What fluency sounds like for kindergarteners, first graders, second and third graders.	<ol style="list-style-type: none">1. Use a variety of strategies to help improve their students' reading fluency.2. Differentiate between independent level books, instructional level books and frustration level books.

Definition

Fluency is the ability to read a text accurately, quickly, and with proper expression and phrasing.

Why is Fluency important?

- Fluent readers are able to focus on processing the meaning of the words being read because they are not spending all their energy decoding.
- Fluent readers are more likely to want to read because the process is easier and they are connecting with the text.

Without Fluency students cannot:

- Read smoothly, with natural phrasing and expression
- Comprehend the text fully
- Focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge

Student fluency will vary depending on:

- The level of difficulty of the text
- The familiarity the reader has with the words, content, and genre of the text
- The amount of practice with the text; rereading at least four times is recommended to build fluency

Students develop fluency by having fluent readers read to them and by repeatedly practicing reading out loud.

Fluency Skills and Examples

Skills	Description & Examples
Accuracy	<ul style="list-style-type: none"> • The ability to decode words correctly • Sound to letter to word recognition • Can be built by practicing “sight” words
Automaticity	<ul style="list-style-type: none"> • Moving beyond deliberate and/or incorrect decoding into automatic and correct decoding • When words are recognized instantly by sight • Measured by percent of words read accurately in a given passage
Prosody	<ul style="list-style-type: none"> • The ability to read with proper expression, timing, phrasing and intonation • Automaticity is necessary in reading before prosody improves • Natural reading that sounds like spoken language, with attention to phrasing and variation in tone and expression
Comprehension	<ul style="list-style-type: none"> • With adequate fluency, focus is on the meaning of the text and not the individual words. • Fluent readers know when something doesn’t make sense and take the time to reread the word, sentence, or passage.

Fluency Practice:

- Should take place if your student reads without expression, pauses or intonation
- Should take place if your student did not understand what s/he just read out loud
- Should be with a text that a student can read at their independent level. It is at this level where students are able to practice on speed and expression rather than decoding. The chart below describes each reading level:

Independent Level	Relatively easy for the student to read (95% word accuracy).
Instructional Level	Challenging but manageable for the reader (90% word accuracy).
Frustration Level	Difficult for the student to read (less than 90% word accuracy).

Try to use a variety of short reading material to practice fluency, include stories, nonfiction and poetry. Poems are a good source of fluency practice material because they are short, rhythmic, and fun!

Vocabulary

Reading Coaches Should Know:	Reading Coaches Should Be Able To:
<ol style="list-style-type: none">1. The role vocabulary development plays in comprehension.2. How to select which vocabulary words should be taught before, during and after reading.3. The difference between direct and contextual methods of vocabulary instruction.4. How to provide students multiple opportunities to use the new vocabulary words.	<ol style="list-style-type: none">1. Expose students to reading material that will expand their vocabulary.2. Work with students on understanding how word meanings apply to different contexts through exposure to a variety of texts.3. Demonstrate how to use context to understand word meanings.4. Use a variety of strategies to help students understand and use new words.

Definition

All of the words known and used in a particular language.

Why is vocabulary development important?

- Comprehension: if students don't understand the words they are reading, they won't understand the story.
- The more words students know and understand, the more they read and learn new words.
- Academic achievement
- Reading is a more enjoyable experience when you understand what you are reading.

Without developing their vocabulary students cannot:

- Access background knowledge
- Express or understand complex ideas
- Learn about new concepts
- Read books at their grade level

Reading Coaches should highlight and discuss:

- High Frequency Words, such as the "Dolch" Sight Words on page 50.
- Words which are central to comprehending the text. Without knowing these words, the story (its theme, main idea, or plot) won't make sense.
- Higher level words not generally used in conversation but found in literature and across subjects- *dapper, excursion, fiasco, improvise, incognito, triumph*

How Students Learn Vocabulary

- Daily Oral Language Experiences
 - Students develop their vocabulary through conversations and interactions with adults. When they hear adults use interesting and different language repetitively, they are inclined to start using that language.
- Read Alouds
 - Students learn new vocabulary as adults read stories out loud and take the time to define unfamiliar words and engage them in a discussion about the book.
- Reading On Their Own
 - Students who read books on their own are exposed to a wide variety of new words. Once a student has sufficient technical skills (with decoding and fluency), self-selected reading is one of the best ways to learn new words.
- Specific Word Instruction
 - Explicitly introduce a new vocabulary word. Successful instruction will:
 - Connect new vocabulary to prior knowledge
 - Repeat and use the word/concept many times
 - Provide opportunities to use new words in reading, writing and discussion

Strategies for Introducing New Vocabulary

Choose 2 to 5 words a student may encounter in the book that they may not be familiar with and discuss those words before, during, and after your Read Aloud.

Strategy #1: Questioning

Seeing a porcupine riding a bike is amusing and a bit zany.

- Which word goes with zany? Boring or silly?
- Why does silly go with zany?
- What else can be zany? (Think of other examples.)

Strategy #2: Student Friendly Definition

The movie star looks very glamorous.

- Provide a short definition or synonym.
(Glamorous means stylish and beautiful.)

Strategy #3: Use Movement or Visuals

The serpent slithered away toward the tall grass.

- Point to the picture or draw a picture of what the words describe.
- Act out what is happening with your body. Have your student do the same.

The least effective way of teaching vocabulary is having a child look up the definition in a dictionary and writing the definition.

Source: National Reading Panel. Put Reading First. National Institute for Literacy, 2001

All 220 Dolch words in alphabetical order

a	better	don't	get	I	many	out	she	these	wash
about	big	done	give	if	may	over	show	they	we
after	black	down	go	in	me	own	sing	think	well
again	blue	draw	goes	into	much	pick	sit	this	went
all	both	drink	going	is	must	play	six	those	were
always	bring	eat	good	it	my	please	sleep	three	what
am	brown	eight	got	its	myself	pretty	small	to	when
an	but	every	green	jump	never	pull	so	today	where
and	buy	fall	grow	just	new	put	some	together	which
any	by	far	had	keep	no	ran	soon	too	white
are	call	fast	has	kind	not	read	start	try	who
around	came	find	have	know	now	red	stop	two	why
as	can	first	he	laugh	of	ride	take	under	will
ask	carry	five	help	let	off	right	tell	up	wish
at	clean	fly	her	light	old	round	ten	upon	with
ate	cold	for	here	like	on	run	thank	us	work
away	come	found	him	little	once	said	that	use	would
be	could	four	his	live	one	saw	the	very	write
because	cut	from	hold	long	only	say	their	walk	yellow
been	did	full	hot	look	open	see	them	want	yes
before	do	funny	how	made	or	seven	then	warm	you
best	does	gave	hurt	make	our	shall	there	was	your

Comprehension

Reading Coaches Should Know:	Reading Coaches Should Be Able To:
<ol style="list-style-type: none">1. The definition of comprehension.2. Strategies that are most effective in helping students comprehend.3. Understand the role of background knowledge in text comprehension.4. Factors that inhibit comprehension.5. Strategies to help students comprehend text.	<ol style="list-style-type: none">1. Activate background knowledge.2. Encourage students to generate their own questions and monitor their own comprehension.3. Discuss text with students to encourage critical thinking and analysis of text.4. Use graphic organizers to help students organize their thinking.

Definition

Comprehension is defined as “intentional thinking during which meaning is constructed through interactions between text and reader” (Harris & Hodges, 1995). Readers derive meaning from text when they engage in intentional, problem solving thinking processes (National Reading Panel, 2000).

What does comprehension look like?

- Understanding the basic meaning of words and sentences
- Visualization of what is happening in the story
- Retention of what has already happened in the text
- Connecting text to background knowledge
- Asking questions and making inferences from available information
- Predicting what could happen next
- Determining what is important
- Synthesizing new information with background knowledge to form new ideas or perspectives

Factors that inhibit comprehension:

- Inability to decode new words
- Lack of fluency
- Lack of vocabulary knowledge
- Lack of background knowledge
- Disinterest or distractibility
- Poor working memory capabilities
- Not enough reading experience and/or exposure to language

Comprehension and “Working Memory”

- Working memory is the ability to keep information in mind in order to perform a set of tasks or remember the information for later use. It is the space we use in order to focus and understand what is taking place.
- Struggling readers and young readers have to work hard at decoding the letters, forming a word, moving on to the next word and absorbing it all. Their working memory discards the early information in order to work on the next task.
- Struggling readers need practice filtering, prioritizing, connecting and categorizing the information.
- Working memory capacity is something that can be developed by:
 - Breaking information into manageable chunks.
 - Making connections between what they already know and what they are currently learning. Explicitly point it out, don't be afraid of going over something they already know.
 - Work on vocabulary. If you want your student to remember a vocabulary word, say it a couple of times, have them repeat it a couple of times, have them write it down.
 - Use post it notes with your readers to help them remember key points in the book.
 - Ask lots of questions.
 - Have your student explain what's happening in the text when s/he is comfortable.

Before Reading Strategies for Comprehension

Activate Background Knowledge

- Assess what your student knows about a certain topic, ask questions to gauge what s/he knows
- Talk about the book you will be reading together and ask your student if they have ever experienced anything similar
- Introduce difficult vocabulary and go over it a few times
- Bring in pictures or props that have to do with the topic and help your student build the background knowledge necessary to understand the book

Predicting

- Talk about what your student knows about the book based on the cover, the title, the author
- Take a picture walk through the book by having your student look at the pictures before reading the story
- Have your student predict what the book will be about
- Determine beforehand the purpose of the books you have chosen and discuss the purpose with your student so s/he knows what to pay attention to:
 - Enjoyment
 - Obtain information
 - Vocabulary development
 - Fluency

During Reading Strategies for Comprehension

Make Connections with the Text

- Text-to-Self Connection: How the reader relates to a book based on the reader's personal experience.
 - This reminded me of...
 - When I saw _____, it made me think of....
 - When I read this, I felt....
- Text-to-Text Connection: How the book the reader is currently reading relates to another book previously read.
 - Choose books with the same author or with similar themes or illustrations
 - How is this book similar to other books we've read?
- Text-to-World Connections: When something in the book reminds a reader of something happening or that has happened in the world.
 - Did you see something about this topic on TV?
 - Does this remind you of something that has happened in the past?
 - Did you study this in class?

Inferring and Visualizing

- A student infers when s/he merges background knowledge with clues from the text to reach conclusions that are not explicitly stated.
 - For example: *The dog growled at the man in the black mask.*
 - What can a student infer about the man and the dog? Why do dogs growl? What types of people wear black masks?
- In order to make an inference, a student needs to be able to create mental images that connect to what they already know. Work with your student on creating "mental movies" about events and actions, settings and situations, characters and their features, feelings, clothing, etc.
 - Share wordless picture books with your student and have your student tell the story.
 - Read a descriptive passage without showing your student the illustrations, stop to describe the pictures in your mind using all five senses, read another passage and have your student draw a picture of what you read.

Questioning and Predicting

- Encourage your student to generate questions about the text while reading so your student monitors his/her own comprehension to make the text meaningful.
- Model questioning for your student as you read and have your student ask questions when s/he read:
 - Why did the author say that?
 - How are these characters the same/different?
 - Do I agree with the character?
 - What would happen if...?
 - How would I solve this problem?
 - What will happen next?

Prediction Chart Example

Book Title _____

What I think will happen	My clues	What actually happens

Comprehension Monitoring

When I don't understand a passage:	When I don't understand a word:
I stop and go back	I think of words that would fit
I identify what is confusing	I look for parts of the word I know
I think about what I do know about the topic/story	I think about the topic and what word would make sense
I reread	I reread
I read on to see if confusion clears up	I read on to see if I can guess
I ask someone	I look it up or ask someone

READ out loud and THINK out loud to model what good readers do.

After Reading Strategies for Comprehension

Summarize

- Summarizing helps students remember and understand a text in order to take away the key ideas and main points
- Talk about the difference between important and interesting
- Students can summarize when they know the basic structure of a text and how it is organized.
- Difference between a narrative texts and nonfiction texts.
 - Narrative: students should identify who, what, when, where, plot
 - Nonfiction: students should identify the main idea and the key facts
- Talk about the difference between important and interesting

Synthesize

- Summarizing tells you what is important, while synthesizing is a response to the text. It is a merging of the reader's background knowledge, connections made with the text, and personal insight about the text.
- Synthesizing takes place throughout the reading process
- Examples of language to use:
 - The big idea in this text is _____ because _____
 - The author wants me to think about _____ in this text because _____
 - This text seems to really be about _____ because _____
 - The one thing I am taking away from this text is _____ because _____