

Reading Strategies by Level

The charts below were created as a common language for teachers and students in the Wallingford Public Schools in kindergarten through eighth grade. The level of the chart selected for use in the classroom should be based on the reading levels of the students. At the fluent level, the strategies are linked to the language through the Language Arts Resource Teacher.

Early Emergent Readers

Teacher Strategies	Student Strategies
<p>Before Reading Note: In kindergarten these strategies would be taught as part of shared reading</p> <ul style="list-style-type: none"> • Guide students to identify title, author, illustrator • Guide students to connect to prior knowledge by asking, "What do you know about _____?" • Encourage students to become strategic readers by asking, "What do good readers do?" Elicit strategies at right. • Set a purpose for reading 	<ul style="list-style-type: none"> • Check the pictures • Touch the print as I read • Get my mouth "ready"
<p>During Reading</p> <ul style="list-style-type: none"> • The student strategies to the right will need to be introduced, modeled, and practiced for mastery in the context of reading one at a time. Our goals with early emergent focus on left-hand tracking, using picture cues, and using initial sounds. 	
<p>After Reading</p> <ul style="list-style-type: none"> • Ask students to retell what happened in the story or what the text was about. • Have the student practice sequencing parts of the story in order to get the idea of beginning, middle, and end. 	

Reading Strategies by Level

Emergent/Beginning Readers

Teacher Strategies	Student Strategies
<p>Before Reading</p> <ul style="list-style-type: none"> • Cause students to become strategic readers by asking, “What do successful readers do <u>before</u> they start to read?” Elicit strategies at the right. • Guide students to identify title, author, illustrator • Guide students to connect to prior knowledge by asking, “What do you know about _____?” • Guide students to make a prediction by asking something like, “How do you think it will end?” • Set a purpose for reading 	<p>Before Reading</p> <ul style="list-style-type: none"> • Take a picture walk • Think – what is this about? Make a prediction
<p>During Reading</p> <ul style="list-style-type: none"> • Before starting to read, encourage students to become strategic readers by asking, “What can you do to help yourself when you find a word you don’t know?” • The student strategies to the right will need to be introduced, modeled, and practiced for mastery in the context of reading one at a time. Our goal is to have student use a balanced cueing system that includes the way words look (and sounds letters make), the syntax of the sentence (does it sound right?), and the meaning of the text. 	<p>During Reading</p> <ul style="list-style-type: none"> • Touch the print as I read • When I get stuck, I can <ul style="list-style-type: none"> - look at the pictures - say “blank” and read on - go back and read it again - get my mouth “ready” - find chunks I know - look for little words - blend the sounds together • Try the word and ask myself, <ul style="list-style-type: none"> - Does it make sense? - Does it sound right? - Does it look right?
<p>After Reading</p> <ul style="list-style-type: none"> • Have students reflect on the strategies they used by asking, “Did anyone come to a word you didn’t know? What did you do?” You want to communicate that finding words we don’t know is normal. We need to have and use strategies to figure out those words. • Ask student to retell what happened in the story or what the text was about. • Have the student practice sequencing parts of the story in order to get the idea of beginning, middle, and end. 	<p>After Reading</p> <ul style="list-style-type: none"> • Tell what happened • Who was in the story? • Where did the story take place?

Reading Strategies by Level

Early Fluent Readers

Teacher Strategies	Student Strategies
<p>Before Reading</p> <ul style="list-style-type: none"> Encourage students to become strategic readers by asking, "What do successful readers do before they start to read?" Elicit strategies to connect to prior knowledge, make predictions, and set a purpose using the student words in the right column. Guide the students to identify text structure/genre by asking, "What type of text is this? Is it a story, is it to give information, or is it a poem?" Guide students to look for key words and text structure to determine what type of text it is. Awareness of text structure supports student's comprehension of a variety of texts. 	<p>Before Reading</p> <ul style="list-style-type: none"> Preview the text by looking at the cover, pictures, chapter titles Think – what is this about? Ask yourself – <ul style="list-style-type: none"> What do I already know about this? What do I want to know? What do I think will happen?
<p>During Reading</p> <ul style="list-style-type: none"> Immediately before starting to read, encourage students to become strategic readers by asking "What can you do to help yourself when you find a word you don't know?" The first two bullets of student strategies to the right have been introduced, modeled, and practiced for mastery earlier grades. We want to continue to reinforce use of a balanced cueing system that includes the way words look (and sounds letters make), the syntax of the sentence (does it sound right?), and the meaning of the text. "Try a different sound" is a cue to try another sound the letter might make (for example: the hard or soft sound for c, a long or short vowel.) At this level teachers need to guide students to <u>consciously make pictures in their minds</u> as they read. Stop students and ask them to tell you what they are thinking while they are reading. This is part of guiding students to recognize when they are not comprehending. Many students have to be taught to stop when they don't comprehend and apply one or more strategies to make the text make sense. 	<p>During Reading</p> <ul style="list-style-type: none"> When I get stuck, I can <ul style="list-style-type: none"> look at the pictures say "blank" and read on go back and read it again get my mouth "ready" find chunks I know look for little words in big words blend the sounds together Try the word and ask myself, <ul style="list-style-type: none"> Does it make sense? Does it sound right? Does it look right? Stop now and then to think <ul style="list-style-type: none"> What do I know so far? Does it make sense? Can I see it in my mind? Am I finding out what I want to know? Did I guess what would happen? If it is not making sense <ul style="list-style-type: none"> Go back and read it again Talk with someone about it
<p>After Reading</p> <ul style="list-style-type: none"> Ask students to retell what they read. Practice sequencing story events. If it was a story, talk about the type of story plot (step-by-step is a plot where the characters solve the problem or reach the goal. A circular plot returns to the problem at the end, for example, <i>When You Give a Mouse a Cookie.</i>) Use a story map to show the parts of the story or a web to show the groups of ideas in informational text. Ask students questions and then require them to support their opinions or responses with passages from the text. Ask students to make connections between events of the story and their own lives or other stories. Guide students to reflect on the author's purpose or main idea. 	<p>After Reading</p> <ul style="list-style-type: none"> Do I know the story parts? <ul style="list-style-type: none"> characters setting problem or goal solution or resolution events in the order they happened feelings or what happened next? If the text is information, what is the main idea?

Reading Strategies by Level

Word Recognition

Fluent Readers

Teacher Strategies	Student Strategies
<p>Before Reading</p> <ul style="list-style-type: none"> • Immediately before starting to read, encourage students to become strategic readers by asking, “What can you do to help yourself when you find a word you don’t know?” • We want to continue to reinforce use of a balanced cueing system that includes the way words look (and sounds letters make), the syntax of the sentence (does it sound right?), and the meaning of the text. • “Try a different sound” is a cue to try another sound the letter might make (for example: the hard or soft sound for c, a long or short vowel.) 	<p>What do I do if I’m stuck on a word?</p> <ul style="list-style-type: none"> • Say “blank” and read on (fill in the blank after a sentence or two, using the meaning of the rest of the paragraph) • Backtrack and read again • Look at the word – <ul style="list-style-type: none"> - Find word parts I know - Look for compound words - Find the root word - Notice prefixes and suffixes - Blend sounds and word parts - Try a different sound • Try the word and ask <ul style="list-style-type: none"> - Does it sound right? - Does it look right? - Does it make sense? • Use a dictionary • Ask someone
<p>During Reading</p> <ul style="list-style-type: none"> • During oral reading support by prompting students to select a strategy and try it. Discourage other students from just giving the word by encouraging them to give a strategy they believe will work. Praise students for trying to self-correct their errors. • Modify the role of “Vocabulary Enricher” in literature circles by adding the responsibility of explaining word strategies used and the effects. 	
<p>After Reading</p> <ul style="list-style-type: none"> • After periods of silent reading have students talk about their strategy use by asking, “Did anyone get stuck on a word? What strategies did you try? What worked? What didn’t work? Why do you think that strategy didn’t work here?” 	

Reading Strategies by Level Comprehension Fluent Readers

Teacher Strategies	Student Strategies		
<p>Before Reading – Get your mind ready:</p> <ul style="list-style-type: none"> Encourage students to become strategic readers by asking, “What do successful readers do <u>before</u> they start to read? Elicit strategies to connect to prior knowledge, make predictions, and set a purpose using the student words in the right column. Guide the students to identify text structure/genre by asking, “What type of text is this? Is it a story, is it to give information, or is it a poem?” Help students look for key words and text structure to determine what type of text it is. Awareness of text structure supports students’ comprehension of a variety of texts. 	<p>Before Reading – Get your mind ready:</p> <ul style="list-style-type: none"> Think – What do I know about this topic? Preview the material by looking at things like the title, pictures, captions, and table of contents Ask yourself, <ul style="list-style-type: none"> What kind of text am I reading? Is it narrative or expository? Is it fiction or nonfiction? What will it be about? What is my purpose for reading? 		
<p>During Reading – Form an initial understanding</p> <ul style="list-style-type: none"> Before starting to read, encourage students to become strategic by asking, “Which comprehension strategies are appropriate for us to use with this text?” Teachers need to encourage students to <u>consciously make pictures in their minds</u> as they read. Stop students and ask them to tell you what they are thinking while they are reading. This is part of guiding students to recognize when they are not comprehending. Many students have to be taught to stop when they don’t comprehend and apply one or more strategies to make the text make sense. If students are to learn to use reading strategies themselves, it is important for the text to be at their instructional level. Check readability by asking several students to read 100 word passages. If students miss more than 7 words out of 100 then the passage is above their instruction level. If students miss 3 words or less, the passage is at their independent level. 	<p>During Reading – Form an initial understanding:</p> <ul style="list-style-type: none"> Visualize what you are reading Stop now and then to think <ul style="list-style-type: none"> What is this about? How does it fit with what I already know? What is the author trying to do? 		
	<ul style="list-style-type: none"> If the piece is expository <ul style="list-style-type: none"> Look for maps, charts, tables, or captions Make notes of important ideas Stop now and then to say or write what you’ve read in your own words put ideas together to draw conclusions 	<ul style="list-style-type: none"> If the piece is narrative, ask yourself <ul style="list-style-type: none"> Identify the characters and the setting Look for the problem or the goal Try to predict what will happen next Look for how the problem or goal is resolved Look for literary features 	
	<ul style="list-style-type: none"> If it is not making sense <ul style="list-style-type: none"> Read it again more slowly and carefully Try the word strategies for words you don’t know Ask yourself, “What is not making sense?” and look for the answer in the text Talk with someone 		
<p>After Reading – Develop an interpretation and critical stance</p> <ul style="list-style-type: none"> Ask students to retell what they read. Discuss the author’s purpose (to entertain, to inform, persuade, teach a lesson). If it was a story, talk about the type of story plot (step-by-step, circular, or with-a-twist) Ask students questions and then require them to support their opinions or responses with passages from the text Ask students to make connections between events of the story and their own lives or other stories Guide students to reflect on the author’s purpose or main idea 	<p>After Reading – Develop an interpretation and critical stance</p> <ul style="list-style-type: none"> Summarize or retell what you’ve read Reread confusing parts or gather more information Ask yourself questions about what you’ve read <ul style="list-style-type: none"> What did I learn? Can I prove it? What was the author’s purpose, point of view, why? Organize what you learned <ul style="list-style-type: none"> Make a story map, character map, or use a graphic organizer Make connections <ul style="list-style-type: none"> What do I know that is like this? Did I change my thinking about something? How will I use this in the future? <p>What predictions can I make?</p>		