Ways of Thinking	Systems of Strategic Actions for Processing Written Texts	
Thinking Within the Text	**Solve Words**	Use a range of strategies to read and understand words in continuous texts.
	Monitor and Self-Correct	Check on whether reading makes sense, sounds right, and looks right.
	Search For and Use Information	Notice and use information sources (meaning, language structure, visual information).
	Maintain Fluency	Read at a good rate, with phrasing, pausing, intonation, and appropriate stress.
	Adjust	Take action in flexible ways to solve problems or fit purpose and genre.
Thinking Beyond the Text	Comprehension — **Summarize**	Remember in concise form, disregarding irrelevant information.
	Predict	Think about what may happen next.
	Make Connections	Connect the text to personal and world knowledge as well as to other texts.
	Synthesize	Putting together information from the text and from background knowledge in order to create new understandings.
	Infer	Think about what the writer means but has not stated.
Thinking About the Text	**Analyze** Notice aspects of the writer's craft and text structure.	
	Critique Evaluate texts based on personal, world, or text knowledge.	

Adapted: Fountas & Pinnell

Bailey, Fewell, Wingate   2010

Intervention Plan

Solve Words

Use a range of strategies to read and understand words in continuous texts.

High frequency words	Sound analysis	Analogy
-recognize a core of high frequency words quickly	-use sound analysis (sounding out) -use the sound of the first letter to solve word -make attempts that are visually similar	-use analogy to solve words
Lesson	Lesson	Lesson
Take words apart	**Uses meaning and structure**	**Vocabulary/meaning**
-use a variety of flexible ways to take words apart -use known word parts to solve words -use known words or parts to solve words -work actively to solve words -use syllables to problem solve -use prefixes and suffixes to take words apart -use inflectional endings to take words apart	-use the meaning of the sentences to solve words -use the structure of the sentence to solve words	-use sentence context to derive the meaning of words -use base words to derive the meaning of words -make connections among words to understand their meanings
Lesson	Lesson	Lesson

Links to the RHS Literacy Expectation Guide

.068 Teaching for Decoding

Intervention Plan

Systems

Focus:
Recognize a core of high frequency words quickly

Teach:
After student reads a text, select one high frequency word to teach. It is important to work with the same word for several sessions to develop a visual memory for the word. Follow these procedures for each session.

The directions are located in the Description for the Emergent Guided Reading Lesson Plan in The Literacy Expectation Guide.

- Mix & Fix
- Table Writing
- White Board
- What's Missing?

Always take the students back to the text to locate the word.

Prompt for the child to try it:
"Read it with your finger and make it match."
"You almost got it. See if you can find what is wrong."

Independent Practice:
Ensure the student/s have easy books available for independent reading.

Listen in, often, when student/s read independently.

Progress Monitoring:
Note words that are secure sight words and those that need additional practice during independent reading conference and guided reading (running records)

Focus:
Use sound analysis (sounding out)
Use the sound of the first letter to solve word
Make attempts that are visually similar

Teach:
Tell the students when we read we use letters and their sounds to make meaningful attempts at unknown words. Using a book, model how to use the sound of the first letter of a word and think about the meaning of the story to make a meaningful attempt at a word.

- "Listen to me read this sentence." (Select a sentence that contains an example of a tricky word.)
- "Watch and listen as I make the first letter sound in the word and how I think about what would make sense in the story."

Prompt for the child to try it:
"Think about what would make sense."
"Think about what would sound right."
"Were you right?"

Independent Practice:
Ensure that the student/s have easy books available for independent reading.

Listen in, often, when the student/s reads independently to check on the use of sound analysis as a strategy for figuring out words in text.

Progress Monitoring:
Note attempts at unknown words during independent reading conference and guided reading (running records).

Intervention Plan   *Systems*

Focus:
Use analogy to solve words

Teach:
Tell the student/s that when they come to an unknown word it sometimes helps to think of a known word that looks similar.
- "Watch me as I write two words on the T Chart. Now I am going to underline the rime (the part of the syllable that begins with the vowel pattern).
- "Listen to this word. Does it sound similar to _____ or _____? Write it under the word that has the similar sound and underline the part that is similar."

Continue in this manner with additional words. Students should not be asked to think of words on their own that fit the pattern in this task.

Prompt for the child to try it:
"Is that word like another word you know?"
"Is there a part you know in the word?"
"Do you see a part that might help?"
"Do you know another word that looks and sounds like this one?"

Independent Practice:
Ensure the student/s have easy books available for independent reading.

Listen in, often, when the student/s read independently to check on the use of analogies to solve words. If he is not transferring the task, remind the student/s about the strategy and how it helps us use words we know to figure out words we don't know.

Monitor progress:
Note the use of analogies for decoding unknown words during independent reading conferences and guided reading.

Systems of Strategic Actions

Solve Words

Take Words Apart

Focus:
Use a variety of flexible ways to take apart words
Use known word parts to solve words
Use known words to solve words
Work actively to solve words
Use syllables to problem solve
Use prefixes and suffixes to take words apart
Use inflectional endings to take words apart

Teach:
Tell the student/s that when we read we have many tools that help us read and understand words.
Using a text that contains opportunities for word work, demonstrate by thinking aloud, how students can use a variety of strategies to solve words.

- "Listen to how I use known parts of words to solve unknown words."
- "Listen to this word. Is there a word you know in it?"
- "Cover the beginning/ending. What is the base/root word? What word do you see? Now try it."
- "How does the prefix/suffix change the meaning of the word?"

Prompt for the child to try it:
"Think about what would make sense."
"Think about what would sound right."
"Look at the first part of the word."
""Cover the ending."

Independent Practice:
Ensure that the student/s have easy books available for independent reading.

Listen in, often, when the student reads independently to check on strategies used to figure out words.

Progress Monitoring:
Note word strategies used during independent reading conference and guided reading (running records).

Bailey, Fewell, Wingate   2010

Intervention Plan

Systems

Focus:
Use the meaning of the sentence to solve words
Use the structure of the sentence to solve words

Teach:
Tell the student/s that when we read the words have to make sense and must sound right.

- "Listen to me read this sentence. Do the words make sense and sound right?"
- (Make intentional error) "Listen to me read another sentence. Do the words make sense and sound right?"
- "What doesn't sound right? or "What doesn't make sense?"

Prompt for the child to try it:
"Think about what would make sense."
"Think about what would sound right."
"Check the picture."
"Does that sound right?"
"You said _____. Does that make sense? Check it. Does it sound right?

Independent Practice:
Ensure that the student/s have easy books available for independent reading.

Listen in, often, when the student reads independently to check on the use of meaning and structure cues while reading.

Progress Monitoring:
Note attempts at unknown words during independent reading conference and guided reading (running records).

ROCK HILL Schools
YORK COUNTY DISTRICT THREE

Solve Words

Vocabulary/Meaning

Focus:
Use sentence context to derive the meaning of words
Use base words to derive the meaning of words
Make connections among words to understand their meaning

Teach:
Tell the students when we read we use the meaning of the whole text in deriving the meaning of a word.

Using a book that is easy for the student/s, demonstrate how the reader must think about the sentence to derive meanings of words.

- "Listen to me read this sentence and think aloud as I use the other words to help me figure out what _____ word means."

Using a book that is easy for the student/s, demonstrate how to think about any parts of the unfamiliar word that may help you figure it out (root words, affixes, etc.)

- "Watch as I underline the base word (cover the ending). Think about what it means in this sentence."

Prompt for the child to try it:
"Think about what that word means in this sentence (in this story)."
"That means the same as (synonym)."

Independent Practice:
Ensure that the student/s have easy books available for independent reading.

Listen in, often, when the student reads independently to check on the progress of using context clues and base words when solving unfamiliar words while reading.

Progress Monitoring:
Note attempts at unfamiliar words during independent reading conference and guided reading (running records).

Intervention Plan   *Systems*

Check on whether reading makes sense, sounds right, and looks right.

Monitor	Self-correct

Detect errors:
    -hesitate or stop at an unknown word
    -appeal for help
    -stop after an error
 	
Lesson
	Problem solve:
	    -reread and try again until accurate
	    -stop after an error and make another attempt
	    -stop after an error and make multiple attempts until accurate
	    -reread to self-correct
	    -work actively to solve mismatches
	    -self-correct errors
	    -request help after making several attempts
	    -check one source of information against another (cross-checking)
	
	Lesson

Meaning: **-**notice when an attempt does not make sense Lesson	

Structure:
    -notice when an attempt does not sound right
    -reread to confirm reading
 	
Lesson	

Visual:
    -notice when an attempt does not look right
    -use knowledge of some high-frequency words to check on reading
 	
Lesson	

Links to the RHS Literacy Expectation Guide

.070 Teaching Students to Monitor

Intervention Plan   Systems

Focus:
Detect errors:

-hesitate or stop at an unknown word

-appeal for help

-stop after an error

Teach:
Tell the student/s that when we read, it has to make sense, sound right and look right.

Using a book that is easy for the student/s, demonstrate monitoring by saying,

- "Watch me check it. " (Reread using expression and intonation.) "Yes that makes sense in this story (or No, that doesn't make sense in this story)."
- "Watch me check. " (Reread using expression and intonation.) "That sounds right (or No, that doesn't sound right)."
- "Watch me check it. " (Reread, run your finger left to right under the problem word, and say the word slowly.) "Yes, that looks right (or No, that doesn't look right).

Prompt for the child to try it:
"Why did you stop?"
"What did you notice?"
"What is wrong?"
"Were you right?"
"What could you check?"

Independent Practice:
Ensure the student/s have instructional level books (for guided reading) as well as familiar and easy books available for independent reading.

Listen in, often, when the student reads during guided reading and independent reading to check for monitoring. If he is not transferring the task, remind him that reading has to make sense (sound or look right).

Progress Monitoring:
Note monitoring during independent reading conference and guided reading (running record).

Intervention Plan   *Systems*

Focus:
Meaning
    -notice when an attempt does not make sense

Teach:
Tell the student/s that when we read, it has to make sense in the story.

Using a book that is easy for the student/s, demonstrate monitoring for meaning by saying,

- "Watch me check it. " (Reread using expression and intonation.) "Yes that makes sense in this story (or No, that doesn't make sense in this story)."

Prompt for the child to try it:
"You said _____. Does that make sense?"

Independent Practice:
Ensure the student/s have instructional level books (for guided reading) as well as familiar and easy books available for independent reading.

Listen in, often, when the student reads during guided reading and independent reading to check for monitoring for meaning. If he is not transferring the task, remind him that reading has to make sense in the story.

Progress Monitoring:
Note monitoring for meaning during independent reading conference and guided reading (running record).

Focus:
Structure
-notice when an attempt does not sound right
-reread to confirm reading

Teach:
Tell the student/s that when we read, it has to sound right.

Using a book that is easy for the student/s, demonstrate monitoring for structure by saying,

- "Watch me check. " (Reread using expression and intonation.) "That sounds right (or No, that doesn't sound right)."

Prompt for the child to try it:
"You said _____. Does that sound right?"

Independent Practice:
Ensure the student/s have instructional level books (for guided reading) as well as familiar and easy books available for independent reading.

Listen in, often, when the student reads during guided reading and independent reading to check for monitoring for structure. If he is not transferring the task, remind him that reading has to sound right.

Note monitoring for structure during independent reading conference and guided reading (running record).

Intervention Plan

Systems

Focus:
Visual
-notice when an attempt does not look right
-use knowledge of some high-frequency words to check on reading

Teach:
Tell the student/s that when we read, it has to look right. What you read has to match the words you see on the page.

Using a book that is easy for the student/s, demonstrate monitoring for visual by saying,
- "Watch me check it. " (Reread, run your finger left to right under the problem word, and say the word slowly.) "Yes, that looks right (or No, that doesn't look right.).

Prompt for the child to try it:
"Find the part that is not quite right."
"Where is the tricky part?"
"Check it." (demonstrate where to check)
"You made a mistake. Can you find it?"
"You said _____. Does that look right?"
"Does the word you said look like the word on the page?"

Independent Practice:
Ensure the student/s have instructional level books (for guided reading) as well as familiar and easy books available for independent reading.

Listen in, often, when the student reads during guided reading and independent reading to check for monitoring for visual. If he is not transferring the task, remind him that when you are reading, it has to match the words you see on the page. It has to look right.

Progress Monitoring:
Note monitoring for visual during independent reading conference and guided reading (running record).

Intervention Plan

Systems

Self-Correct – Problem Solve

Focus:
Problem Solve:

  -reread and try again until accurate
  -stop after an error and make another attempt
  -stop after an error and make multiple attempts until accurate
  -reread to self-correct
  -work actively to solve mismatches
  -self-correct errors
  -request help after making several attempts
  -check one source of information against another (cross-checking)

Teach:
Tell the student/s that when we read, it has to make sense, sound right and look right. If it doesn't, we can try it again.

Using a book that is easy for the student/s, demonstrate self-correcting by saying,

* "You can try it again and think what would make sense." (model)
* "You can try it again and think what would sound right. (model)
* "You can try it again and think what would look right. (model)

Prompt for the child to try it:
"You are almost right. Try that again and think: What would make sense?"
"You are almost right. Try that again and think: What would sound right?"
"You are almost right. Try that again and think: What would look right?"
"You're almost right. Try that again."
"What else can you try?"

Independent Practice:
Ensure the student/s have instructional level books (for guided reading) as well as familiar and easy books available for independent reading.

Listen in, often, when the student reads during guided reading and independent reading to check for self-correcting. If he is not transferring the task, remind him that when the reading doesn't make sense, sound right, and look right, you can try it again to fix it.

Progress Monitoring:
Note self-correcting during independent reading conference and guided reading (running record).

Intervention Plan   *Systems*

Notice and use information sources (meaning, language structure, visual information).

Meaning	Structure	Visual	Cross-checking
-use information in the pictures -use the meaning of the story to predict unknown words -reread to gather more information to solve a word	-use knowledge of oral language to solve unknown words -reread to see if a word "sounds right" in a sentence -reread to correct using language structure	-use the visual information to solve words -use sound analysis to solve a word -make attempts that are visually similar -search for more visual information within a word to solve it -use analogy to solve unknown words	-use two or three sources of information together in attempts at words -use all sources of information flexibly to solve words
Lesson	Lesson	Lesson	Lesson

Focus:
Use information in the pictures
Use the meaning of the story to predict unknown words
Reread to gather more information to solve a word

Teach:
Tell the student/s that when we read, thinking about the meaning helps us to solve reading problems and to understand the story.

In a book that is easy for the student/s, demonstrate using information in the pictures by asking questions, such as,

- "Who is in the picture?"
- "Where are they?"
- "What are they doing?"

Assure the students are noticing the important aspects of the story, as represented in the pictures.

Using a book that is easy for the student/s, cover a word to demonstrate how the meaning of the story can help the reader to predict some possible words that will make sense. Use questions, such as,

- "What would make sense here?"
- "Think about the parts of the story we have already read…what do we know?"
- "Would ____make sense here?"

Prompt for the child to try it:
"Can the picture help you think about that part of the story?"
"What would make sense?"
"Try that again (reread) and think about what would make sense."
"Would _____make sense? Why?"
"Think about the story."
"Think about what you know about this character (this story or this concept)."
"Think about who is talking."

Independent Practice:
Ensure the student has easy books available for independent reading. For students who are learning to use the pictures to help them construct meaning, providing books with strong picture support will give good opportunities for practice. Monitor the texts being read to be sure there is a strong context (meaning), especially at early levels, where some books have simple plots.

Listen in, often, when the student reads independently to check for errors or problem solving. If he is not making meaningful attempts, ask if his attempt made sense in the story, to initiate thinking and conversation about the context.

Progress Monitoring:
Analyze running records for use of meaning in correct reading, attempts and self-corrections.

Intervention Plan   *Systems*

Focus:
Use knowledge of oral language to solve unknown words
Reread to see if a word "sounds right" in a sentence
Reread to correct, using language structure

Teach:
Tell the student/s that when we read, thinking about how the reading sounds helps us to solve reading problems and to understand the story.

Using a book that is easy for the student/s, cover a word to demonstrate how the language of the story and the way we talk can help us to predict some possible words that will fit and sound right. Use questions, such as,

- "What would sound right here?"
- "Would _____ sound right?"
- "How do you think he would say that?"

Prompt for the child to try it:
"You said, _____. Does that sound right?" or "Would we say it that way?"
"Would _____ sound right?"
"Try that again and think about what might sound right."

Independent Practice:
Ensure the student has familiar and easy books available for independent reading. For students who are learning to use the language structure to help them solve problems in reading, providing books with manageable/ familiar language (for those particular students) will give good opportunities for practice.

Listen in often, when the student reads independently, to check for errors or problem solving. If he is not making attempts that are structurally correct, model or prompt the reader to think about what sounds right.

Progress Monitoring:
Analyze running records for use of language structure in correct reading, attempts and self-corrections.

Focus:
Use visual information to solve words
Use sound analysis to solve a word
Make attempts that are visually similar
Search for more visual information within a word to solve it
Use analogy to solve unknown words

Teach:
Tell the student/s that when we read, thinking about how the letters and words look can help us to solve reading problems to help us understand the story.

Using a book that is easy for the student/s, model rereading and articulating the first sound of the next word. Make links to the ABC chart or to known words that begin with the same letters/ sounds.

Using a book that is easy for the student/s, model saying a word slowly to hear and check the sounds, linking to the ways we say words slowly to hear sounds in writing.

Using a book that is easy for the student/s, model using a finger or a card to mask a part of a word, to use the known parts for solving difficult words.

Using a book that is easy for the student/s, make the parts of the word easier to notice by using magnetic letters to make the word, then separating it into parts for analysis. Return to the book to try the word in text.

Using a book that is easy for the student/s, model solving words by using known words for analogy. Use a dry erase board to write a known word that can be used as an analogy to solve the unknown word.

Prompt for the child to try it:
"Get your mouth ready for the first sound."
"That sounds like the beginning of _____ (a known or familiar word)."
"What letter do you see first?" (to make the prompt more explicit, mask the first letter)
"It looks like_____ (another word the student knows)."
"Try_____. Does it look right?"
"Do you know a word like that?"
"Look at the first part/ the middle part/ last part."
"Do you see a part that can help?"
"Run a finger under it while you say it slowly."

Intervention Plan

Systems

Independent Practice:
Ensure the student has familiar and easy books available for independent reading. Listen in often when the student/s read independently, to check for errors or problem solving. If he is not making attempts that are visually similar or correct, model or prompt the reader to look at the parts of the words that will be helpful.

Progress Monitoring:
Analyze running records for use of visual information in correct reading, attempts and self-corrections.

Intervention Plan   Systems

Focus:
Use two or three sources of information together to solve words
Use all sources of information flexibly to solve words

Teach:
Tell the student/s that our reading has to make sense, sound right and look right.

Using a book that is easy for the student/s, select a sentence or page to read aloud. Say, "Listen… (read aloud). It makes sense, sounds right and looks right."

Using a book that is easy, ask the student to read, then to think about his reading on a particular page. Ask,

- "Did it make sense?"
- "Did it sound right?"
- "Did it look right?"

Prompt for the child to try it:
"Think what would make sense and check the letters."
"That makes sense, but does it sound right?"
"That makes sense, but does it look right?"
"That looks almost right, but does it (make sense/ sound right)?"
"That sounds right, but does it (make sense/ look right)?"
"Try that again and make it make sense/ look right/ sound right."

Independent Practice:
Ensure the student has familiar and easy books available for independent reading to make it easier to access all sources of information when solving words.

Listen in often when the student reads independently, to check for errors or problem solving. If he is not making attempts that use all sources of information, prompt him to attend to the sources that he is neglecting.

Progress Monitoring:
Analyze running records for use of all sources of information (meaning, structure, visual) in attempts and self-corrections.

Intervention Plan

Systems

ROCK HILL Schools
YORK COUNTY DISTRICT THREE

Read at a good rate, with phrasing, pausing, intonation, and appropriate stress.

Read at a good rate:	Read with phrasing:	Read with intonation:
-read without pointing -read smoothly	-read word groups (phrases)	-make the voice go down at periods -make the voice go up at question marks -read dialogue with intonation or expression
Lesson	Lesson	Lesson
	Read with pausing:	**Read with appropriate stress:**
	-read the punctuation	-stress the appropriate words to convey accurate meaning
	Lesson	Lesson

Links to the RHS Literacy Expectation Guide

.069 Teaching Fluency and Phrasing

Intervention Plan

Systems

Focus:
Read without pointing
Read smoothly

Teach:
Tell the student/s that when we read at a good rate, not too fast and not too slow, it helps us to understand the story.

Using a book that is easy for the student/s, demonstrate an appropriate rate by saying,
- "Listen to how I read this quickly and smoothly so it sounds like talking."

Prompt for the child to try it:
"Read these words quickly."
"Can you read this quickly?"
"Move your eyes forward quickly so that you can read more words together."
  (This may be accompanied by pushing a card across the line of text.)

Independent Practice:
Ensure the student/s have easy and familiar books available for independent reading.

Listen in, often, when the student reads independently to check for rate. If he is not transferring the task, model reading with a smooth and appropriate rate.

Audio-tape the reading of a familiar book and have the child listen for appropriate rates.

Progress Monitoring:
Note the rate during independent reading conferences and guided reading (running records).

Maintain Fluency

Read with Phrasing

Focus:
Read word groups (phrases)

Teach:
Tell the student/s that reading should sound like talking and, when we talk, we sometimes say some words together to make it sound good.

Using a book that is easy for the student/s, copy a sentence onto narrow sentence strip. Read it with the group. Cut the sentence into meaningful phrases of 2-4 words. Read it together in the phrases, as they were cut. Locate the sentence in the book and reread it there, using the same phrasing.

Prompt for the child to try it:
"Can you make it sound like this?"
"Read these words together" (show)
"These words make sense together. Read them together."
"Read it all." (expose words with your finger or a card)
"Try that again. Put your words together so it sounds like the way you talk."
"Are you listening to how your reading sounds?"

Independent Practice:
Ensure the student/s have familiar and easy books available for independent reading.

Listen in, often, when the student reads independently to check for phrasing. If he is not transferring the task, remind the student about the ways we put words together and have him try it.

Audiotape the reading of a familiar book.

Progress Monitoring:
Use the **NAEP rubric** to assess the phrasing in the reading. ("Assessment" section of the Rock Hill Schools Literacy Expectation Guide)

Note phrasing during independent reading conference and guided reading (running records).

ROCK HILL *Schools*
YORK COUNTY DISTRICT THREE

Focus:
Make the voice go down at periods
Make the voice go up at question marks
Read dialogue with intonation and expression

Teach:
Tell the student/s that when we read, our voices go up and down, with expression, reflecting the punctuation and the meaning.

Using a book that is easy for the student/s, demonstrate intonation by saying,
- "Listen to me read this. Can you hear my voice go down at the end?"
- "Listen to me read this. Can you hear my voice go up at the question mark?"
- "Listen to me read this. Can you hear how excited my voice sounds?"
- "Listen to me read this. Can you hear how I sound like the characters who are talking?"

Prompt for the child to try it:
"Make your voice go down at the period."
"Make your voice go up when you see the question mark."
"Make your voice show excitement when you see the exclamation point."
"Make your voice sound like the character is talking when you see the quotation marks."
"Read the punctuation. Change your voice when you see the ____ mark."
"Are you listening to yourself?"
"Make your voice show that you understand what the author means."

Independent Practice:
Ensure the student/s have familiar and easy books available for independent reading.

Listen in, often, when the student reads independently to check for intonation. If he is not transferring the task, model reading with intonation.

Audio-tape the reading of a familiar book and have the child listen for intonation.

Progress Monitoring:
Note intonation during independent reading conferences and guided reading (running records).

Intervention Plan

Systems

Focus:
Read the punctuation

Teach:
Tell the student/s that when we read, we have to pay close attention to the punctuation. The author uses marks, such as periods and commas, to alert the reader to stop or pause.

Using a book that is easy for the student/s, demonstrate how punctuation is used by saying,
- "Listen to me read this. Can you hear me take a breath at the comma?"
- "Listen to me read this. Can you hear me pause at the period, question mark, exclamation mark?"

Prompt for the child to try it:
"Make a full stop at the period."
"Take a little (or short) pause when you see the comma (or dash)."
"Set off the parentheses by stopping before and after them."
"Read it again and read the punctuation."
"Read the punctuation."

Independent Practice:
Ensure the student/s have familiar and easy books available for independent reading.

Listen in, often, when the student reads independently to check for pausing. If he is not transferring the task, remind the student about the ways we use punctuation to pause.

Audiotape the reading of a familiar book and have the child listen for appropriate pausing.

Progress Monitoring:
Note pausing during independent reading conferences and guided reading (running records).

Intervention Plan   *Systems*

Focus:
Stress the appropriate words to convey accurate meaning

Teach:
Tell the student/s that reading should sound like talking and, when we talk, we sometimes stress certain words.

Using a book that is easy for the student/s, demonstrate appropriate stress by saying,

- "Listen to how I make my voice sound….scared, happy, excited, etc."
- "Listen to how this sounds." (Model)
- "When you see this big (boldface) print, make this word sound important." (louder)
- "When you see words in capital letters, make these words sound important."

Prompt for the child to try it:
"Try that again and make that word sound important."
"Try that again and say the dark word louder."

Independent Practice:
Ensure the student/s have familiar and easy books available for independent reading.

Listen in, often, when the student reads independently to check for appropriate stress. If he is not transferring the task, remind the student about the ways we stress certain words when we read.

Audiotape the reading of a familiar book.

Progress Monitoring:
Note phrasing during independent reading conferences and guided reading (running records).

Intervention Plan   *Systems*

Remember in concise form, disregarding irrelevant information.

Beginning-Middle-End	**Five-Finger Retell**	**Somebody-Wanted-But-So**
Lesson	Lesson	Lesson
	Key Word	**Stop-Think-Paraphrase**
	Lesson	Lesson

Links to the RHS Literacy Expectation Guide

.071A Teaching Comprehension Strategies in Guided Reading

Intervention Plan   *Systems*

Remember in concise form, disregarding irrelevant information.

Focus:
Beginning-Middle-End

Teach:
Tell the student/s that good readers continuously think about what they are reading.

Using a familiar book, model how to summarize a story using the important events that occur at the beginning, middle, and end of a story.   Repeat the process with another familiar book, inviting student/s to join in summarizing the story using B-M-E. Student/s experiencing difficulty remembering can use illustrations from story for support.

Prompt for the child to try it:
"What important/key events happened at the beginning of the story?"
"What important/key events happened in the middle of the story?"
"What important/key events happened at the end of the story?"
"Look at the illustrations to help you think about what is happening in the story."

Independent Practice:
Ensure the student/s have easy books available for independent reading.

Listen in, often, when the student reads independently. Ask questions that require students to summarize events from the beginning, middle, and end of the book.

Progress Monitoring:
Check on the student's summarization of text read during independent reading conferences and guided reading.

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Systems of Strategic Actions

Summarize

Five-Finger Retell

Remember in concise form, disregarding irrelevant information.

Focus:
Five-Finger Retell

Teach:
Tell the student/s that good readers continuously think about what they are reading.

Using a familiar book, model how to retell a story using your five fingers. It is helpful to have a labeled Five-Finger pattern for students to refer to as you retell the story. Repeat the process with another familiar book, inviting student/s to join in the retelling.

Prompt for the child to try it:
"Who were the important characters in the story?"
"Where did the story take place or what was the setting of the story?"
"What do you think the problem was in the story?"
"What important events happened in the story?"
"How did the story end?"

Independent Practice:
Ensure the student/s have easy books available for independent reading.

Provide the Five-Finger pattern to practice the retelling of books.

Listen in, often, when the student reads independently.

Progress Monitoring:
Check on the retelling of text during independent reading conferences and guided reading.

Intervention Plan   *Systems*

Remember in concise form, disregarding irrelevant information.

Focus:
Somebody-Wanted-But-So

Teach:
Tell the student/s that good readers continuously think about what they are reading.

Using a familiar book, model how to summarize a story using the Somebody-Wanted-But-So strategy.
  Somebody – (the character)
  Wanted – (the character's goal)
  But – (the problem)
  So – (the resolution)

Repeat the process with another familiar book, inviting student/s to join in summarizing the story using SWBS. Model a longer story which requires a "Then" statement to connect a series of SWBS statements.

Somebody	Wanted	But	So
Then…			
Somebody	Wanted	But	So
Then…			
Somebody	Wanted	But	So

Prompt for the child to try it:
"Look at the Somebody-Wanted-But-So pattern to think about the story."
"Look at the illustrations to help you think about the story."

Independent Practice:
Ensure the student/s have easy books available for independent reading.

Listen in, often, when the student reads independently. Ask questions that require students to summarize the text using the SWBS strategy.

Progress Monitoring:
Check on the student's summarization of text read during independent reading conferences and guided reading.

Intervention Plan   *Systems*

Remember in concise form, disregarding irrelevant information.

Focus:
Key Word

Teach:
Tell the student/s that good readers continuously think about what they are reading.

Select an easy informational text, read aloud a section of text for the student/s. Model your thinking as you decide on a key word or phrase that summarizes what the paragraph or section was about. Write the key word/phrase on a sticky note.
Repeat the process with another section inviting student/s to join in selecting the key word/phrase. Model how to use the collective key words/phrases to summarize what was read.

Students often have difficulty selecting the key idea and tend to name a detail. Continue to model and provide guided practice as needed.

Prompt for the child to try it:
"What was this paragraph/section about?"
"Is this word/phrase about the whole paragraph/section or just one part in the paragraph/section?" "Is there another word that summarizes the paragraph/section?"
"Use this word/phrase to summarize what you read."

Independent Practice:
Ensure the student/s have easy books available for independent reading.

Listen in, often, when the student reads independently. Ask student/s to use the Key Word Strategy to summarize during reading.

Progress Monitoring:
Check on the student's summarizing of text read during independent reading conferences and guided reading.

Intervention Plan

Systems

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Remember in concise form, disregarding irrelevant information.

Focus:
Stop Think Paraphrase

Teach:
Tell the student/s that good readers continuously think about what they are reading.

Using a book that is easy for the student/s, read aloud a paragraph, then **stop** and model your **thinking** about what you've read. Model how to cover the text read with your hand before paraphrasing what was read. (Covering the text encourages student to rely on his memory of what was read.) Model how to **paraphrase**.   Repeat this procedure several times before inviting the reader to try it with you.

It may be necessary to STP after just a few sentences if student is having difficulty remembering a paragraph. Gradually increase the amount of text to be read before stopping to STP.

Prompt for the child to try it:
"What were the most important things you read in this part?"
"What do you want to remember about this part?"
"Think about what you read. How can you say it in your own words?"

Independent Practice:
Ensure the student/s have easy books available for independent reading.

Designate how often you'd like the student to STP (end of paragraph/s, page, etc.).   Remember to tailor it to student/s need.

Listen in, often, when the student reads independently to check the comprehension of what is being read.

Progress Monitoring:
Check on the comprehension of the text during independent reading conferences and guided reading. If a student continues to have difficulty remembering what was read, check the text level to make sure the student is not working in too hard of a text.

Predict

Think about what may happen next.

Lesson

Intervention Plan

Systems

Think about what may happen next.

Focus:
Predict the ending of a story based on what is known about the beginning
and the middle of the story
Make a prediction based on personal experience and knowledge about the
world
Talk about what the reader knows relative to the information in the texts,
prior to reading or during the reading

Teach:
Students should understand that as a reader uses the pictures and the words to
construct meaning to understand a text, he often predicts, or thinks ahead, to
anticipate what might come next. As he reads on and encounters additional
evidence, he might reject or adjust his predictions.

Using a book or short passage (that has not already been discussed), read aloud
for the student/s and demonstrate by thinking aloud about
- Listening to what is going on in the story. "I'm thinking that…."
- What you are already thinking because you know about the author,
  genre, or content. "What do you think will happen?"
- What you remember about the beginning of the text. "So now what are
  you thinking?"
- What you know about the character and the story. "Based on what you
  know about (character, story), are you wondering what will happen?"

Further Questions and Prompts:
- "What do you predict will happen next (or at the end of the story)?"
- "Can you predict the solution to the problem of the story?"

Engage in conversation about the text.

Independent Practice:
Listen in, often, when the student reads during guided reading and independent
reading. Engage in conversation about what they are reading to check for
comprehension. If comprehension is not strong, remind him about thinking
about what has happened in the story to predict what will happen next or at the
end of the story to help him understand.

Progress Monitoring:
Note comprehension during independent reading conferences and guided
reading. Follow up question for predicting: "Think about what you know.
What do you think will happen?"
Student writing or drawing in response to text
Writing conferences

Intervention Plan

Systems

Connect the text to personal and world knowledge as well as to other texts.

Lesson

Connect the text to personal and world knowledge as well as to other texts.

Focus:
Text-to-self connections (text and past experiences)
Text-to-text connections (text they are reading and another text)
Text-to-world connections (text and the issues, events, or concerns of   society and the world at large)

Teach:
Tell the student/s that when we read, we can think about an experience we have had to help us understand what is happening in the story (or another book that we have read or something that is going on in the world around us).

Using a book or short passage that is close to the lives and experiences of students, read aloud for the student/s and demonstrate by thinking aloud about
- Text to self: parts of the story that remind them of things in their own lives ("This reminds me of…", "Have you ever….?")
- Text to text: other stories they have read that may remind them of the story you are discussing ("This setting reminds me of…", "This character____is like____because…", "This makes me think of another story…")

Move from books that are close to personal experiences to more global issues
- Text to world: global issues taking place that may remind them of the story you are discussing

Further Questions and Prompts:
- "What do you know about that that helps you think about ___?"
- "Think about what you already know about _____."

Engage in conversation about the text.

Independent Practice:
Listen in, often, when the student reads during guided reading and independent reading. Engage in conversation about what they are reading to check for comprehension. If comprehension is not strong, remind him about making connections to the reading to help him understand.

Progress Monitoring:
Note comprehension during independent reading conferences and guided reading. Follow up question to all connections: "How did this connection help you understand the story better?"
Student writing or drawing in response to text
Writing conferences

Intervention Plan   *Systems*

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Putting together information from the text and from background knowledge in order to create new understandings.

Lesson

Links to the RHS Literacy Expectation Guide

.071 Teaching for Comprehension

Putting together information from the text and from background knowledge in order to create new understandings.

Focus:
Revise thinking about a text as it is read
Text conclusions change as thinking evolves and/or as the text itself
  changes
Use the text elements in fiction and nonfiction to provide clues to predict and
  understand the overall meanings/themes

Teach:
Students should understand that readers construct meaning to understand a text, based on information read in the text and his personal background information.

Using a book or short passage (that has not already been discussed), read aloud for the student/s and demonstrate by thinking aloud
- "I learned …."
- "At first I thought _____ and now I think_____."
- "A light bulb went on in my head and I realized _____ after reading that."
- "I am now thinking…"
- " At first I thought and now I think…"

Further Questions and Prompts:
- "I have been changed by this book in this way…"
- "From reading this text, I will remember …"

Engage in conversation about the text.

Independent Practice:
Listen in, often, when the student reads during guided reading and independent reading. Engage in conversation about what they are reading to check for comprehension. If comprehension is not strong, remind him about thinking about what he already knows and what the text is saying.

Progress Monitoring:
Note comprehension during independent reading conferences and guided
    reading. Follow up question for synthesizing: "Think about what you know.
    Think about what you read. What do you now know?"

Intervention Plan   *Systems*

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Think about what the writer means but has not stated.

Lesson

Intervention Plan

Systems

Think about what the writer means but has not stated.

Focus:
Draw conclusions from text
Make predictions as they read and revise as they gather new information
Use a combination of background knowledge and the text to answer
        questions they have as they read
Think about what is not there in the text but is implied

Teach:
Students should understand the meaning of "reading between the lines"
and that sometimes readers have to make educated guesses in order to
make meaning from the text.

Using a book or short passage whose key understandings are implied, read
aloud for the student/s and demonstrate by thinking aloud about
- What the writer/author said in the story/passage. "What do you think he means?"
- What the writer/author said in the story/passage. "What are you thinking now?"
- What the character said in the story/passage. "What did she mean?"
- What the writer/author said in the story/passage. "What was the writer trying to say?"
- What the writer/author said in the passage. "What caused this to happen?" "The writer/author doesn't say. I have to figure it out."

Further Questions and Prompts:
- "I'm guessing that…"
- "What made you think that?"

Engage in conversation about the text.

Independent Practice:
Listen in, often, when the student reads during guided reading and independent
reading. Engage in conversation about what they are reading to check for
comprehension. If comprehension is not strong, remind him about reading
between the lines and making a guess about what the writer/author means to
help him understand.

Progress Monitoring:
Note comprehension during independent reading conferences and guided
        reading. Follow up question for inferring: "What is the writer/author trying
        to tell us?"
Student writing or drawing in response to text
Writing conferences

Intervention Plan

Systems

Teaching for Decoding Strategies

Good decoders use a variety of strategies to figure out unknown words. It is not just a matter of knowing phonics. It is using phonics and analogies to problem solve quickly and effectively.

Decoding strategies to teach students who have trouble in this area:

1. **Read and Think: What makes sense?** This is the most important decoding strategy. If students encounter a difficult word (but one they have heard before), and they reread the sentence up to the first few letters of the difficult word, the correct word will often "pop out" of their mouths. If there is a picture on the page that would help, be sure to direct the student's attention to use that clue, too. Rereading and sounding the first part will work if the unknown word is in the student's listening vocabulary and the student is thinking about what would make sense.

2. **Cover the ending** and look for a part you know in that word. Sometimes just sounding the first part is not enough to figure out the word. Transitional readers often stop at big words and do not look for a known part. The easiest way to teach this strategy is on words that have an inflectional ending. Teach the students to put their hands over the ending and see if there is a known part.

3. **Chunk** the word into parts. As the student sounds the word in parts he/she should also be thinking about the meaning of the sentence. Students should not become so focused on sounding out the parts of the word that they forget to think about meaning of the sentence. Phonics often gives an approximate pronunciation that must be checked with meaning.

4. **Use an analogy.** What other words do you know that look like this word? Use what you know to help figure out the new word. This is a highly effective strategy. Poor decoders commonly have trouble remembering the rules of phonics. Instead of drawing attention to what they do not know, build on what they know. Help them think of another word that looks similar, and then show them how to make an analogy to figure out the new word.
   For example, a student may stop at "shawl". Say, "Do you know a word that has this part in it?" Write "_aw" on a white board. Usually the student will say, "saw". Then you say, "Now use 'saw' to help you figure out the new word." The analogy strategy is powerful because the student can apply it to other difficult words they encounter.

Adapted: Richardson

Teaching Fluency and Phrasing

Components of fluency:
1. Accuracy in word solving (decoding)
2. Automaticity in word recognition (sight words)
3. Interpretive and meaningful reading (phrasing and intonation)

These issues can interfere with fluency:

If you see this…	Do this.
Decoding problems	Use an easier text and teach decoding skills.
Struggles with sight words	Drop the text level. Teach sight words.
Skips words or lines	Student uses an index card to slide down the page. Discourage finger pointing.
Habitual word by word reading	Teacher frames 2 or 3 words and says, "Read this altogether." Expand frame to 4-5 words.
Habitual rereading or choppy reading	Teacher slides finger to cover text the student just read and pushes the student's eyes to move on.
Ignores punctuation	Student is taught to breathe at punctuation.
Lacks expression	Use texts with dialogue and model expression
Lacks background knowledge	Teacher provides a thorough introduction and explanation of unfamiliar vocabulary.

The following activities may also help improve reading fluency:
- **Reread the Text during Guided Reading** – On Day 2, students reread the book to improve their fluency. Teacher addresses fluency issues following the suggested supportive interventions.
- **Independent Reading** – During independent reading or center time, have students reread books they have read with you during guided reading.
- **Buddy Reading** – Students can reread the guided reading text with a partner after they have read it independently in guided reading.
- **Readers' Theater** – It is sometimes difficult to motivate students to reread texts to improve fluency. Readers' Theater gives a purpose for rereading a text: they get to perform it in front of the class. All students have to do is read with expression. Be sure text is at an independent level. Students will not increase fluency by reading texts too difficult for them.

Adapted: Richardson

Intervention Plan   Systems

Teaching Students to Monitor for Meaning

Monitoring is important for readers of all levels. Good readers consistently monitor for meaning. The errors that good readers make usually have no impact on the understanding of the text and comprehension is not compromised.

Some readers do not monitor for meaning. They might make a mistake yet continue to read even when what they are reading does not make sense. Errors are often made on known words. When this happens the student is probably not listening to what he or she is reading. **Students have to be taught to monitor their reading**.

The following are suggestions for teaching the process of monitoring during guided reading:

Step 1: <u>Model</u> the process – Read a portion of text and make an error that changes the meaning. Stop and say, "What I just read didn't make any sense. I need to go back and fix it."

Step 2: <u>Share</u> the process – Tell the students you are going to make a mistake and you want them to find it. Read another portion of text while the students follow along in their books. Again, make a mistake but continue reading to the end of the sentence. Then say, "Did you notice my mistake? Did it make sense? What should I do?"

Step 3: **<u>Scaffold</u>** the process – Give each student several Post-it flags. Tell them to listen to themselves as they read and place a flag where they monitored their reading. No writing is needed. Students should read and find places where they made a mistake but fixed it. As students read, "listen in" to individuals to check on their monitoring of errors that changes the meaning of the text. When an error is made, allow the student to read to the end of the sentence to see if he/she notices the error. If the student does not appear to notice the error, say, "Did that make sense? Can you find the tricky part and fix it?" Praise students for stopping and monitoring for meaning, even if the error is not fixed. Just the fact that they are stopping and thinking about their reading is important.

Important Guidelines for teaching monitoring

1. <u>You must let some errors go.</u> If you attend to every mistake, the student will slow down in order to be more accurate and likely ignore the meaning of the text. If the error does not interfere with the meaning of the passage, ignore the error. It is not the accuracy that makes a good reader, it is comprehension.
2. <u>Do not expect the students to fix every error.</u> The goal is for students to monitor (or stop) when reading does not make sense. Students may lack the decoding strategies to fix the error on their own. When this happens, praise the student for noticing the error and then prompt for an appropriate decoding strategy that will help the student solve the word.

Adapted: Richardson

Intervention Plan   Systems

Teaching for Comprehension Strategies

Thoughtful, active proficient readers are metacognitive; they think about their own thinking during reading.

Proficient readers know when their understanding of text is successful and when it has fallen apart. As a reader is reading, he/she uses the following key comprehension strategies:

- Making Connections
- Creating Mental Images
- Questioning
- Determining Importance
- Making Inferences
- Synthesizing

Modeling Comprehension Strategies

By modeling for students the types of behaviors good readers are engaged in as they read, we are providing them with the opportunity to become aware of the many strategies and monitoring behaviors that good readers use.

When good readers are reading relatively simple texts these strategic behaviors are fairly automatic. Good readers only become aware of their strategy use when they recognize that they are failing to comprehend. They are cognizant of the need to reevaluate their strategy use in order to remedy their failure to comprehend. Good readers are more likely to fall back on appropriate strategies when the need to change strategies becomes apparent.

For most poor readers however, using a variety of strategies, using strategies appropriately, and monitoring strategies is not automatic. Therefore modeling strategic behaviors for struggling readers by thinking aloud during reading (and hence, allowing students to think along), is the first step in raising their awareness of what it means to be a strategic reader.

Coached Practice

By engaging poor readers in coached-practice in the think aloud method, teachers are providing students with the opportunity and guidance they need to choose useful, appropriate strategies to enhance reading comprehension. Teachers are encouraging them to think about why and when to use certain strategies, and providing them with the tools they need to successfully monitor their own comprehension. With enough modeling and coached-practice, students will be on their way to becoming independent users of strategies.

Intervention Plan   Systems

Assessing Student Use of Comprehension Strategies
The teacher can assess student understanding and use of comprehension strategies during the following learning experiences:

- Shared reading discussions
- Guided reading group observations
- Independent reading conferences

When do I Teach the Comprehension Strategies?

The strategies should be introduced and explicitly taught and modeled early in the school year. The strategies should be introduced one at a time. After the initial introduction (which should take about week), the strategies should be used and modeled on a daily basis in all content areas. It is during this future work, that you develop a deeper understanding of the strategies. It is important after the initial introduction for strategy use to be integrated. For example, when reading, good readers will make connections, ask questions, determine importance, and synthesize simultaneously; they don't use or rely on one strategy at a time.   Students are expected to apply and verbalize their use of the strategies during guided and independent reading.

Reflection on Strategy Use

Reflecting on the process of thinking aloud as they read, encourages students to recognize the difference between reading the words and comprehending the text. By talking about their strategy use, students gain insights into the complexities of reading, and expand their understanding of what it means to be a "good reader."

Student Expectations: During the week, students should have the opportunity to reflect on reading in the following ways:

- write/talk about how they have used a specific strategy to help them read (this can be an independent book, guided reading book, content area book, or any other reading material)
- write/talk about story elements in fictional texts, such as characterization, setting, plot, author's purpose, or about text structure in nonfiction material
- respond to a piece of text in a personal way, for example what they found interesting, funny, unusual, or something they learned

Intervention Plan   Systems

Making Connections

Definition: When students have had an experience that helps them relate to what is happening in the story, they are making connections. There are three types of connections. Text-to-self connections are connections that readers make between the text and their past experiences. Text-to-text connections are connections that readers make between the text they are reading and another text. Text-to-world connections are connections that readers make between text and the issues, events, or concerns of society and the world at large.

Before, during and after reading, connections are being made when readers are…
- using their background or prior knowledge to better understand the new material they are reading and in turn are more able to remember and reapply what they have read
- engaging in conversation about what they read
- making text-to-text, text-to-self, and text-to-world connections that help to better their understanding

Modeling:
1. Begin by reading stories that are close to the lives and experiences of students.
2. Then move from close to home to more global issues by modeling through Think Alouds.
3. To help students make connections while they are reading, ask students questions that encourage them to…

   - point out parts of the story that remind them of things in their own lives
   - make connections to other stories they have read
   - discuss, draw, and write about these connections

Questions and Prompts:
- Have you ever…? Have you had…?
- This reminds me of…   The setting reminds me of…
- This character_____ is like_____ because…
- This is similar to…, This part is like…
- I also (name something in the text that has also happened personally to student)…
- This character makes me think of…
- In the first paragraph, the main character…
- This makes me think of another story where…
- This is helping me with/to think about….

Intervention Plan   Systems

Creating Mental Images / Visualizing

Definition: Creating Mental Images is a process that proficient readers use before, during, and after reading. Active readers create visual images in their minds based on the words they read. The pictures readers create, enhance their understanding. Images come from all five senses and the emotions and are anchored in the reader's prior knowledge. This process is also referred to as Visualizing and Picturing.

Before, during and after reading, creating mental images occurs when readers…

- immerse themselves in rich detail as they read
- make the text more memorable
- draw conclusions
- create distinct and unique interpretations of the text
- recall a text after it has been read
- use personal experiences to deepen comprehension
- adapt their images as new information is revealed through the text and new interpretations are developed
- adapt their images in response to the shared images of other readers

Modeling:

The teacher models creating mental images frequently, using short selections that allow the teacher to…

- think aloud about his/her own process of creating images before, during, and after reading
- explicitly think aloud about how images enhance comprehension
- gradually invite students to share their own images from a variety of text
- facilitate and encourage small group discussion of shared text that influenced their images
- record students' use of the strategy in reading conferences
- continue to model throughout a strategy study using a variety of texts of different genre and levels of difficulty

Questions, Prompts, and Activities:

- **"Create pictures in your mind/make a picture in your brain** – as the teacher provides a verbal description of things with which the students are familiar.
- **"I imagine"-** to stimulate their thinking using all their senses.
- **Preview a text to be read-** focus on the illustrations, charts, and graphics.
- **Use Guided Imagery-** the teacher tells students to close their eyes and relax as she/he guides the students to think more deeply about a topic as he/she provides a detailed description of the setting, the action, sensory images, emotions, etc. Students open their eyes and in small groups share the pictures they made in their minds. Clarify confusions and answer questions. Have students write or draw information gathered from guided imagery.

Intervention Plan   Systems

- **For narrative text- "**Is my mental picture of the wolf still good?" "Why should I change it?"
- **For expository text- "**What did an American soldier look like?" "A British soldier?"
- **Sketch to Stretch-** Have students sketch what the text means to them; assure them there are many ways to represent personal meanings. Facilitate a group share where all group members give their interpretation to the sketch; the artist then tells his/her interpretation.
- **Open Mind Portrait-** Draw and color a portrait of a story character or a famous person from a biography. Trace and cut out several blank faces. On the blank pages, students draw or write about the person's thoughts and feelings throughout the text.

Intervention Plan   Systems

Questioning

Definition: The comprehension strategy of questioning requires the reader to make inquiries, speculate possibilities, and seek answers to enhance understanding of the text before, during and after reading.   Asking questions is the strategy that keeps readers engaged.

Before, during or after reading, questioning occurs when readers …

- activate prior knowledge
- make predictions
- clarify meaning
- speculate about text yet to be read
- determine an author's purpose
- determine whether the answer is explicitly in the text or infer using text information and background knowledge to create their own interpretation
- inspire new thinking

Modeling:

1. Choose a picture book that will spur a lot of questions.

2. As the teachers reads the book aloud to the students, he/she should stop, think aloud, and share wonderings about unfamiliar words, text structure, character actions, etc. as well as question the author.

3. Write questions on Post-it notes, and place them in the spot in the book where they occurred. Show the class the notes written. Point out that you are going to leave the notes sticking out a little, like bookmarks, so they can be found later.

4. Tell the students that sometimes when reading on, questions are answered. Explain that when that happens, they should mark the Post-it notes with an 'A' for 'Answered' and move it to the place in the text where they found that answer. It is also important to explain that some of the most important questions aren't answered, but are best left to discussions during and after reading.

Questions and Prompts:
- I'm speculating
- I'm wondering… and now I know…
- I'm noticing…
- Why did/is….?
- How come…?
- What if…?

Intervention Plan   *Systems*

Determining Importance

Definition: Determining Importance means picking out the most important information when reading, to highlight essential ideas, to isolate supporting details, and to read for specific information.

Teachers need to help readers sift and sort information, and make decisions about what information they need to remember and what information they can disregard.

During and after reading, determining importance occurs when readers…

- distinguish between what is merely interesting and what is important
- identify the topic, supporting details, and identify main idea or summary statement
- realize that not all of the text is of equal value
- identify essential ideas and salient information in order to develop insight

Modeling:
1. Introduce the strategy by reading a nonfiction book aloud to students. After reading the book, talk to students about what the key points and the interesting details in the text and mark the key points with Post-it notes.
2. Continue to model thinking in this way over the next several days and identify key information in texts that is important to remember. Plan guided practice opportunities in other selections for determining key information from interesting details.
3. Point out additional text features that signal importance in the text, such as fonts, cue words, illustrations and photographs, graphics, text organizers, and text structure.
4. Pair students to work together in nonfiction text following this same process.
5. Confer with student pairs as they work to support and assess their thinking.

Questions and Prompts:

- What is the key information? How did you decide on what was important and what was interesting details?
- Look carefully at the first and last line of each paragraph when determining importance.
- Tell me about some of the important ideas that struck you.
- Highlight only necessary words and phrases.
- What features can you find in the text that will help you decide on what is key?
- How should your purpose affect the way you read the text?
- What does the text appear to be about?
- What are some of the major topics covered by the text?

Intervention Plan   Systems

Making Inferences

Definition: Inferring is a mental process that involves combining what is read, with the reader's prior knowledge.   When proficient readers infer, they create meaning that is not stated explicitly in the text.

During and after reading, inferences are made when readers…
- actively search for or are aware of implied meaning
- draw conclusions from text
- make reasonable predictions as they read and revise as they gather new information
- use the combination of their background knowledge and explicitly stated information from the text to answer questions they have as they read
- arrive at new insight to understand complex concepts
- make critical or analytical judgments about what they read

Modeling:
1. Introduce the strategy with short scenarios that require students to add up the text clues and evaluate them based on their own experiences.

     Example: Your neighbors like to go camping.   You see them putting camping gear in the car.   You overhear one of them say they better not forget to cancel the newspaper for a month.
     You ask, "What is this family getting ready to do?"   "How do you know?"
     Refer to the text and students' experiences.

2. Select a short text whose key understandings are implied.   Read the text aloud to the class.   Let the class collaborate to develop inferences.   The teacher may notice that some students are "text bound" and take the passage literally.   Others may rely on their own experiences.   Guide students to see there must be a balance between what occurs between a reader's prior knowledge and the text.   Outline four concrete steps for making inferences:
     a. Pose "I wonder" questions.
     b. Examine the text for important clues about what the author is leaving unsaid.
     c. Connect what you already know to what information is in the text.
     d. Return to your "I wonder" question and see if you can generate some possible answers.

Questions and Prompts:
- I'm guessing that…
- I predict this will happen next.
- What is the author trying to tell us?
- What caused this to happen? (The story doesn't say. I have to figure it out.)
- What would you say is the main idea of this text?

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Synthesizing

Definition: Synthesizing is the most complex of comprehension strategies. It is the process of combining new ideas with what is already known to get something new and different. When synthesizing, take individual pieces of information and combine them with prior knowledge. Then form a new idea from these pieces of information.

During and after reading, synthesis takes place when readers…

- are aware of changes in their conclusions about text as their thinking about a given piece evolves and/or as the text itself changes
- monitor the overall meaning and themes in the text as they read and are aware of the ways text elements "fit together" to create that overall meaning and theme
- are aware of text elements in fiction and nonfiction and understand that text elements provide clues to help them predict and understand the overall meanings or themes
- actively revise their thinking about a text as they read
- can articulate how using synthesis helps them better understand what is read

Modeling:

1. Introduce the strategy by using concrete examples of familiar tasks which combine steps such as doing a jigsaw puzzle, baking a cake, and building with Legos. These are activities that involve putting assorted parts together to make a new whole, which is what synthesizing is all about.
2. Charting information during read alouds is a helpful way to get students to understand synthesizing. While reading to the students, the teacher uses the think aloud model to record information on a chart to give students an organizational system to record the components in order to have pieces to assemble into a coherent whole.   Mysteries allow an excellent opportunity for this kind of problem solving.
3. In fiction, the teacher thinks aloud to explicitly show how attending more directly to character, setting, conflict resolution, and theme helps the reader to "figure out" (or synthesize) what the story is all about and be able to draw conclusions and compare characters, themes, and resolutions with this story and other texts or compare an author's craft in different stories.
4. In nonfiction, the teacher explicitly shows how text patterns such as chronological order, cause and effect, and sequence of events enable the reader to make decisions about the overall meaning of a passage, chapter, or book. The text format should be pointed out and can be charted for students to use to find information.

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Questions, Prompts, and Activities:

- If you were to tell another person about the text you just read, and you could only use a few sentences, what would you tell them?
- Think about what you have just said about the text. What do you understand now that you didn't understand before?
- Written or oral responses to reading are key elements to the successful synthesis of new information and literary experiences. Keys to student success are the use of:
  - multiple teacher demonstrations of written responses
  - regular two-way response between student and teacher
  - readers keep in mind suggestions to "think on paper"
  - prompts, if necessary, such as:
    - I learned…
    - The confusing thing is…
    - I was surprised…
    - I began to think of…
    - I don't really understand …
    - I think…
    - If I were….
    - At first I thought and now I think…
    - At first I felt, now I feel…
    - I have been changed by this book in this way…
    - From reading this text, I will remember…
    - The theme in this text was…
    - An "aha" from the reading was…
    - A light bulb went on in my head and I realized…
    - My opinion on this topic now is…
    - I will remember the visual I built in my mind for…

Adapted: Newport News Public Schools Literacy Handbook, Harvey, Goodvis

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Teaching Comprehension Strategies in Guided Reading

Comprehension instruction begins with emergent readers but its role shifts to a more dominate part of the lesson plan at the transitional and self-extending stages. This shift occurs as a result of students becoming more proficient in their decoding skills.

Students should respond either orally or through written responses to help you assess the students comprehending of the text.

Strategy	Description and Teaching Prompts
Clarify Vocabulary *I didn't understand. . .*	-Students identify a word or concept that was unclear. *What words or ideas were new or confusing to you?* *What strategies can we use to figure this out?*
Retell *I read. . .*	-Students remember and retell what they read. *Tell me what you just read.*
Visualize *I see. . .*	-Students create a mental picture of an event, character, setting, etc. and describe it orally or draw it. *What are you picturing in your head?*
Predict *I predict. . .*	-Students predict what will happen next in the story. *What do you think will happen next? What makes you think that?*
Make Connections *This reminds me of . . .*	-Students think of personal experiences or other texts that relate to the story. *What did this remind you of?* *Does this remind you of another story we've read?* ** Follow-up question to all connections. - *How did this connection help you understand the story better?*
Ask Questions *Why. . .* *I wonder. . .*	-Students ask a question about the story. *What questions are you asking yourself?* *What are you wondering about?*
Determine Importance *The most important part is . . .*	-Students identify the most important elements in the passage. *What is the most important part of the story?* *What are the most important words you just read?*
Summarize *The main idea of the story is . . .*	- Students synthesize the passage and write a short summary of the main events. *Tell me in one or two sentences what you just read.*
Infer I think. . .	-Students read between the lines and make inferences that are not stated in the text. *What do you think the character is thinking here?* *What are you thinking now?*
Evaluate *I agree (or disagree) with the author because. . .*	-Students determine biases, form opinions, and make judgments from the text. *How do you feel about this passage?* *What is your opinion? Do you agree or disagree with the author?* *How is the author trying to influence you?*

Adapted: Richardson, Harvey, Goudvis

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