

Important Reminders

- DRA (BOY) assessment window is approaching. The DRA BOY window opens **Friday, Sept. 16**. All K-2: need to report DRA level in **Aware by Friday, Sept. 30th**.
- 3rd – 5th grade administers the DRA2 to students whose DRA level is below 30 and/or MAP Lexile is 500 or below. Another indicator that a student is reading below grade level (if a DRA level isn't available) is to use Istation Tier 3. All kids on RTI in the area of reading will also need a DRA completed.
- DRAs are administered 3 times a year, BOY, MOY, EOY (only MOY and EOY this year).
- In between testing, teachers should be utilizing Running Records in Guided Reading groups.
- The report card score is not based solely on DRA levels. It can be based on many forms of data, such as running records data, anecdotal notes, reading responses, etc.
- Students may still read above DRA level when they select books to read on their own (from the library, for instance). The DRA level is to let teachers know what level is most suitable for guided reading groups.
- Do not assess a student above one grade level. Most students may indicate a higher level based on fluency but still need work on refining higher level thinking skills.
- Do not be too quick to move a student up in DRA level. Keep Figure 19 (higher order thinking questions) in mind when asking questions for deep comprehension and move up when that is solid.
- Fluency begins at level 12. Since this is a local expectation, the protocols that come with the DRA kit do not have the timed piece "built in" like they do with DRA level 14 and up. Therefore, you can simply time 1 minute and utilize the MISD rubric to correlate that fluency rate for a DRA level 12.
- *In the K-3 kit:* At level 28 and above, the written component must indicate the independent or advanced level for advancement. It is mandatory for each student to do his or her own writing (unless in their IEP/or admin or coach decision for you to scribe). The written portion should be evaluated for content, not grammar. There are examples of student writing on **page 88** of the Teacher Guide (K-3 kit). Reading observations with a written response and the emphasis of language is an indicator of level of knowledge.
- At level 28 and above, all students can complete the Student Reading Survey (**Pg. 314** of the Blackline Masters book, K-3 kit) whether or not they will be administered the DRA2. Teachers can base instruction on survey data. Teachers can use the DRA2

Reading Engagement section of the Continuum to guide instruction in order to help students' progress in that area.

- Teachers must model how to do a retelling, how to complete a written response, how to reflect on what one has read, and how to make connections. Then teachers must allow time to practice these skills.
- Hold student at a reading level if he/she scores at a low level of independence. The independent level shows control, but the advanced level shows mastery.
- At levels 16, 28, 38, 40 and 50, do not advance a student unless he/she has shown mastery of **nonfiction** reading at the same level.
- Use the Comprehension section from the DRA2 Continuum at the student's level to help design questions during guided reading.
- Although your guided reading levels may be higher than your DRA levels because of all the scaffolded instruction you are offering during your group time, do not forget to provide opportunities for students to practice independently at their respective DRA levels.
- Good Practice--1st Grade: Every 4-5 weeks you should be changing your DRA levels and your skill instruction for students (UNLESS they truly need to stay at that level longer—your running records will verify this). Good practice - students should also be reading independently. This would give them exposure to approximately 10-15 books within that time frame to build stamina and give them experience.
- **Word Analysis:** This is NOT for every student. It is a diagnostic tool that is mainly for those struggling with decoding and something to consider for emerging readers. It is a systematic means to observe how they attend to, and work with, the various features of spoken and written words. It is best to give this on another day than when you administered the DRA. Tasks 1-7 are good for kinder at BOY as a snapshot as well. There are 40 tasks (these tasks cover five strands including: Phonological Awareness, Meta-language, Letter and Word Recognition, Phonics and Structural Analysis and Syllabication). Each task takes 1-2 minutes. You will NOT be doing all the tasks. Look at **Pg. 16** of the Word Analysis Teacher Guide (Task Selection Criteria Range) to determine where to start. There are also mini-lessons for each task (in the back of the Word Analysis Teacher book) and these scaffolded intervention pieces will give you a "jumping off" point. There are General Guidelines for Administering the Word Analysis on pages 11-23 in the Word Analysis Teacher Guide.

DRA2 Text to Grade Levels and Guided Reading Levels

Grade Level	DRA Level	DRA Text	Guided Reading F & P Levels	Intervention Levels
Kindergarten	A	Can You Sing?	A	1
	1	Things That Go What is Red?	A	1
	2	I Can See Bath Time	B	2
	3	The "I Like" Game Look At Me	B	2
	4	Get Your Umbrella Where Is My Hat?	C	4
	6	Time to Play Why Are We Stopping?	D	6
1 st Grade	8	Duke The Lost Book	E	8
	10	Grandma's Surprise Shoe Boxes	F	10
	12	Allie's Wish Roberta's New Friend	G	12
	14	A New School The Wagon	H	14
	16*	Animal Homes* Baby Birds* Chip to the Rescue Monkey's Stepping Stones	I	16
2 nd Grade	18	Game Day A Giant in the Forest	J	18
	20	Green Freddie Turtle's Big Race	K	20
	24	Thin as a Stick That Wonderful Day	L	20
	28*	Animals Can Help* From Peanuts to Peanut Butter* Missing Sneakers You Don't Look Beautiful to Me	M	20
3 rd Grade	30	Busy Helpers Tiger's Whirlwind Day	N	22
	34	Mystery at May's House Summer Discovery	O	24
	38*	Mae Jamison: Shooting for the Stars* Slammin' Sammy: A Real Hero* A Trip Through Time Trouble at Beaver Pond	P	24
4 th Grade	40*	A Pack of Wolves* The Amazing Octopus* All the Way Under A Journey to Freedom	Q-T	26

Students should read 8-15 books at the same level before advancing.

*Students should be assessed and show independence with nonfiction text at this level before advancing to a higher level.



Record of Oral Reading Guidelines

Reading Behavior	How to Record Observed Behavior	Examples	Number of Errors
Accurate Reading	No notation	An octopus has no backbone	No errors
Substitution	Record substitution	<u>beginning</u> tears begin to well up	*Each substitution is counted as one error.
Repetition	Insert "R" and an arrow to indicate word(s) repeated or underline word(s) repeated	← R → Always looking for a Mike <u>was</u> <u>thoroughly</u>	Repetitions are not counted as errors but impact fluency.
Self-Correction	Insert "sc" after substitution	discovered/sc They described the weather	Self-corrections are not counted as errors.
Omission	Circle omitted word(s)	One day, as she and <u>her</u> mother ...	Each omission is counted as one error.
Insertion	Use caret to record added word(s)	the covered in ^ snow and ice.	Each inserted word is counted as one error.
Reversals	Use the reversal symbol when words are reversed	She quickly <u>agreed</u> to	A reversal is counted as one error.
Sounding Out	Record letter sounds and use slash marks to show how words were segmented	Princess was capti vated... ...uses a fun nel for...	**Words sounded out incorrectly are counted as one error.
Word Told by Teacher	Insert a "T" above word(s) told	T many disguises and and tricks	Each word told by the teacher is counted as one error.
Long Pauses	Insert a "W" above the places or use slash marks where student pauses	W They got a bucket They saw/some/cashews	Pauses are not counted as errors but impact fluency.

* Repeated Substitutions: If the child makes an error (e.g., *run* for *ran*) and then substitutes this word repeatedly, it counts as an error every time. The substitution of a proper name (e.g., *Mary* for *Molly*) is counted as an error only the first time.

* Substitutions involving contractions count as one error. Examples: I will I'll
I'll I will

** Words mispronounced due to a speech problem or dialect may be coded but are not counted as errors.

Examples: git pitcher are
get picture our

Note: Miscues of numerals and abbreviations are not to be counted in the total number of miscues, but they can be noted for future instruction.

<i>Four Step Plan</i>	Emergent Levels A-3	Early Levels 4-10	Transitional Levels 12-24	Extending Levels 28-38	Intermediate/ Middle School Levels 40-80 And Bridge Pack
Grade Range	Kindergarten	1st	1st-2nd	2nd-3rd	4th – 8th
STEP 1 Reading Engagement	<ul style="list-style-type: none"> Literacy support Favorite book Book handling skills 	<ul style="list-style-type: none"> Book selection Sustained reading 	<ul style="list-style-type: none"> Book selection Sustained reading 	<ul style="list-style-type: none"> Wide Reading - Student Reading Survey Self-Assessment & goal setting 	<ul style="list-style-type: none"> Wide Reading - Student Reading Survey Self-Assessment & goal setting
			Timed Oral Read (at level 18+, they read just to the star)	Timed Oral Read	Timed Oral Read
STEP 2 One-on-One Reading Conference	<ul style="list-style-type: none"> Monitoring self corrections Use of cues Accuracy 	<ul style="list-style-type: none"> Phrasing Monitoring self corrections Problem solving unknown words 	<ul style="list-style-type: none"> Expression Phrasing Oral reading rate Accuracy rate 	<ul style="list-style-type: none"> Expression Phrasing Oral reading rate Accuracy rate 	<ul style="list-style-type: none"> Expression Phrasing Oral reading rate Accuracy rate
	Oral Response	Oral Response	Oral Response	Written Response	Written Response
STEP 3 Comprehension	<ul style="list-style-type: none"> Previewing 	<ul style="list-style-type: none"> Previewing Retelling: Sequence of events Characters and details Vocabulary Teacher support Response Reflection Making connections 	<ul style="list-style-type: none"> Previewing Retelling: Sequence of events Characters and details Vocabulary Teacher support Response Reflection Making connections 	<ul style="list-style-type: none"> Prediction Text features Scaffolded summary Literal comprehension Scaffolded vocabulary Interpretation Reflection (may use book)	<ul style="list-style-type: none"> Prediction Summary Literal comprehension Interpretation Reflection Metacognitive awareness (may use book)
STEP 4 Teacher Analysis	<ul style="list-style-type: none"> Determines independent reading level and instructional needs 	<ul style="list-style-type: none"> Determines independent reading level and instructional needs 	<ul style="list-style-type: none"> Determines independent reading level and instructional needs 	<ul style="list-style-type: none"> Determines independent reading level and instructional needs 	<ul style="list-style-type: none"> Determines independent reading level and instructional needs

Characteristics of Good Readers

Good readers typically share some common characteristics. When students complete the self-assessment and goal setting portion of the DRA2 Student Reading Survey, we look for the following characteristics indicated in their answers. We can also use these characteristics in assisting students with self-assessing and goal-setting.

Reading Engagement

- Enjoy reading; have favorite books, authors, and genres
- Generally have preferences about where and when they read
- Read a wide variety of genres and topics
- Talk about books and recommend their favorites

Oral Reading/Fluency

- Read and sustain their independent reading for longer periods of time
- Read aloud fluently in meaningful phrases with appropriate expression
- Read at an appropriate reading rate with a high percent of accuracy
- Use effective strategies and sources of information to problem-solve unknown words, monitor work choice, and self-correct significant miscues

Comprehension

- Use text features to help them preview a text
- Predict and pose questions before and while they read a text
- Reread when they need to
- Construct meaning and visualize as they read and then share/demonstrate their understanding either orally or in writing.
- Locate and use what is explicitly stated in a text
- Make connections; relate what they read to their own personal experiences, their understanding of the world, and other texts
- Interpret what they read by making inferences
- Determine what is important from the reading and justify their thoughts
- Evaluate what they read and support reading responses using textual evidence and their own background knowledge

When evaluating students during any guided reading, teachers will be able to answer these questions:

- Can students read in meaningful phrases with appropriate expression?
- Do they read at a comfortable rate with a high percentage of accuracy?
- Can they use text features to preview and predict what they will be reading?
- Do they know and use effective strategies to problems solve unknown words, monitor word choice, and self-correct miscues?
- Do they construct meaning as they read?
- Can they share their understanding orally or in writing (or for younger students, in pictures)?
- Can they make self to text connections?

Focus for instruction for **Levels 28 - 38** based on Student Survey

DRA2 CONTINUUM		LEVEL 28		EXTENDING READER	
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED	
Reading Engagement					
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading experiences	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	4 Titles across 3 or more genres; many on- and above-grade-level texts	
Self-Assessment/ Goal Setting	1 No strengths and/or goals	2 General strength(s) and goal(s) related to the reading process	3 2 specific strengths and 2 specific goals related to the reading process	4 3 specific strengths and 3 specific goals that reflect a higher level of thinking	
Score	2 3	4 5	6 7	8	

Focus for instruction for **Levels 40 – 50** based on Student Survey

DRA2 CONTINUUM		LEVEL 40		EXTENDING READER	
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED	
1. Reading Engagement					
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 2–3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts	
Self-Assessment/ Goal Setting	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1–2 specific strengths and goals related to the reading process; relevant plan	4 3 specific strengths <u>and</u> goals related to the reading process; 2–3-step plan	
Score	2 3	4 5	6 7	8	

Focus for instruction for **Levels 60 – 80** based on Student Survey

DRA2 CONTINUUM		LEVEL 60		EXTENDING READER	
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED	
Reading Engagement					
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 2–3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts	
Self-Assessment/ Goal Setting	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2–3 specific strengths <u>and</u> goals related to the reading process; 2–3-step plan	
Score	2 3	4 5	6 7	8	

Critical Points of Reading Intervention

Teachers will find that intervention is necessary for some readers. The chart below lists some points of intervention to use during guided reading at various DRA instructional levels.

At DRA Level	Critical Points of Intervention
3 to 4	Book selection, sustained reading, phrasing, problem solving with new words, previewing, retelling, reflection, making connections to text
14	Expression and rate
16	Nonfiction text, nonfiction text features, nonfiction text structure
18	Prediction (silent reading begins), interpretation, reflection
28	Wide reading, self-assessment/goal-setting, use of text features (fiction), scaffolded summary, literal comprehension, written response
40	Questioning/prediction, summary (not scaffolded), metacognitive awareness
60	Literal comprehension/note-taking

I will use critical points of intervention to drive instruction in the following ways:

Name _____

Interest and Wide Reading Inventory

1. If you could be anything in the world when you grow up, what would you be? Why?

2. What are your hobbies? _____

3. If you could travel anywhere at all, where would you go? _____

4. What do you like to do with your friends? _____

5. What is your favorite television show? Why? _____

6. What is your favorite animal? _____

7. What do you do when you have time to do what you want? _____

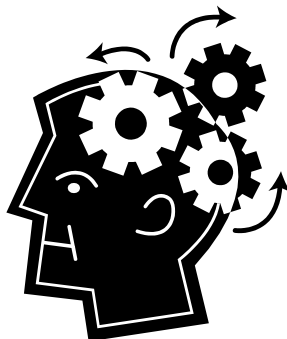
8. What subject or subjects do you like best in school? _____

9. What is the title of the last book you read? _____

10. What are you reading right now? _____

11. Put an X in the box that tells how you feel about reading each of the following:

Type of text	I like it a lot.	I like it a little.	I don't like it.	I haven't tried it yet but would like to.	I'm not interested in reading it.	I don't know what it is.
Magazines						
Biography						
Science						
History						
Historical Fiction						
Adventure						
Romance						
Sports						
Comic Books						
Mysteries						
Science Fiction/Fantasy						
Realistic Fiction						
Horror						
Poetry						
Short Stories						
Picture Books						



Thinking About My Reading: Predicting
Self Assessment and Goal Setting
(3rd grade and up)

Name _____

Date _____

Directions: Put a check mark by the things you do well as a reader when making predictions. Highlight the things you think you need to work on to become a better reader.

- Use title/chapter headings.
- Use the front and back cover.
- Use pictures and captions and other text features.
- Create questions that might be answered as I read.
- Use what I already know about the topic, including vocabulary.
- Use what I know about the author, genre, or series.
- Use what I know about a character.
- Use what I know about text structure.
- Use what has happened so far in the book.
- Make meaningful connections while I read.

Choose one highlighted item to improve upon:

Tell several specific ways you plan to improve your previewing skills. Include steps.

Guided and Shared Reading Strategy Prompts

<i>Early Emergent Level</i>	<p>Focus on directionality</p> <ul style="list-style-type: none"> • Where do you start reading? • Put your finger on the first word. • Which way do you go? • Can you find the title page? • Point to the title. <p>Focus on one-to-one correspondence</p> <ul style="list-style-type: none"> • Point to the words and read. • Read it with your finger • Did that match? • Were there enough words? 	<p>Focus on locating know words</p> <ul style="list-style-type: none"> • Can you point to _____? • Show me _____? • How did you know? <p>Focus on locating unknown words</p> <ul style="list-style-type: none"> • What would you expect to see in the world _____? • Can you find _____? • How did you know that word was _____?
<i>Upper Emergent Level</i>	<p>Focus on meaning cues</p> <ul style="list-style-type: none"> • Did that make sense? • Look at the pictures. • What happened in the story when _____? • What do you think it might be? <p>Focus on structure cues</p> <ul style="list-style-type: none"> • Did that sound right? • Can you reread that? • Can you say that another way? • What is another word that might fit here? <p>Focus on cross-checking</p> <ul style="list-style-type: none"> • How did you know that was _____? • Is there another way to tell? • It could be _____, but look at _____. 	<p>Focus on visual cues</p> <ul style="list-style-type: none"> • Does that look right? • What letter/sound does it start/end with? • What would you expect to see at the beginning/in the middle/at the end? • Do you know another word that might start/end with those letters? • Can you get your mouth ready to say that word or sound? <p>Focus on self-correcting</p> <ul style="list-style-type: none"> • There is a difficult part here. Can you find it? • Are you right? Could that be _____? • Take a closer look at _____. • How did you know that this word was _____?
<i>Early Fluent Level</i>	<p>Continue to focus on meaning, structure, and visual prompts from the upper emergent level.</p> <p>Focus on self-correcting</p> <ul style="list-style-type: none"> • There is a difficult (tricky) part here. Can you find it? • Are you right? Could that be _____? • Take a closer look at _____. • How did you know that this word was _____? 	<p>Focus on cross-checking</p> <ul style="list-style-type: none"> • How did you know that was _____? • Is there another way to tell? • It could be _____, but look at _____. <p>Focus on self-monitoring</p> <ul style="list-style-type: none"> • Try that again. • What did you notice? • Were you right? • How did you know? • Why did you stop?

Reading Strategies to Repair *CLUNKS*

While it is highly desirable to notice when comprehension is failing, noticing is only useful if a reader knows what to do when a clunk occurs. How do you “fix-up” your comprehension? There are a number of reading strategies skilled readers use when they become aware of comprehension problems.

1. **Reread:** Rereading can include rereading a sentence, a paragraph, or selectively going back to an earlier part of the text to resolve a misunderstanding. Rereading usually needs to be done at a slower rate.
2. **Read Ahead, Then Come Back:** Sometimes the clunk cannot be resolved by going back. Possibly the author hasn't revealed enough information (intentionally or unintentionally). Skilled readers note the unresolved problem and read ahead to get additional information. They can then go back and see if they solved the problem.
3. **Adjust Reading Rate:** If the reader notices that the material is easy and familiar and “clicking” along, reading rate can be increased. Conversely, when the reader is noticing comprehension problems, the reading rate needs to be slowed down.
4. **Reflect on, or Revisit the Purpose for Reading:** When students are reading lengthy passages, they sometimes lose their focus. When this happens, it is helpful to think about the purpose for reading. Was it to find specific information? Was it to answer a specific question?
5. **Access or Re-access Graphic Support:** Content texts, such as science or social studies usually contain considerable graphic support. This support consists of pictures, drawings, charts, tables, and diagrams. Students often do not use these to aid comprehension. Some students even report ignoring the graphic support to shorten their reading. It is important to model how using graphic support will not only increase comprehension, but may expedite, rather than slow down, the reading.
6. **Periodically Check for Understanding:** Skilled readers are reflective. They pause in their reading to reflect on the on-going development of meaning. They consider what is happening in the story or try to make connections to new content. They also make predictions and confirm previous predictions. Other ways to check for understanding are: self-talk, paraphrasing, summarizing, and retelling.

7. **Use Context:** Another fix-up strategy, linked to re-reading, is using context. It involves re-reading some portion of text to re-access clues or information contained in the text. Often students lack versatility in this area. They may be skilled in only one type of context. Teachers can broaden their students' context skills by providing direct instruction with the forms of context.
8. **Employ Decoding Skills:** At times, a comprehension problem may be caused by an inability to decode a word. Context clues may be insufficient and the word could be crucial to the understanding of the selection. There are many decoding strategies available to students. A brief description follows.
 - **Having an Independent Word Attack System** This is a personal strategy applied when a reader comes to a difficult word. A basic type involves four steps:
 1. Think of a word that makes sense.
 2. See if it's correct by looking at the parts of the word.
 3. Read back or read ahead for more clues.
 4. Get help (human or print).

These steps incorporate the three cueing systems. Steps 1 and 3 relate to context, while step 2 uses decoding skills.

- **Get Your Mouth Ready:** This technique helps students decode words by having them focus on how they would position their mouth, lips, and tongue to say the initial sound of the word. If the word was "macadamia," the student would look at the first letter and close his/her lips to begin making the /m/ sound.
- **Word Parts** Similar: to decoding by analogy, this strategy uses prefixes, root words, and suffixes to decode. If the unknown word was "unmovable," a reader would isolate the root word [move], then look at [un] remembering that un- reverses the meaning of what follows, and then looks at the suffix [able].
- **Decoding by Analogy:** This is related to the second step above, "look for a part you know." It is a decoding method that uses knowledge of known words or word parts to decode unknown words. For example, if the











unknown word is [industry], the reader should look at the word for familiar chunks. The student may see the [in] and the [dust]. If the sounds are blended, they will have two-thirds of the word right. If they look at the last part and say /tri/ for [try], the combined word /in-dus/tri won't be quite right to them. If they knew [country], they could use the sound of [try] in country /tre/ and now they may be able to recognize the word correctly.





- **Sound/Symbol Matching:** Students look at each letter and think of the sound that letter would make. If the word was - catastrophe - the student would attempt to assign a sound for each letter. This technique, while useful, is limited by words that do not have a one-to-one correspondence between symbol and sound.

Teacher Tips

The strategies outlined above are best learned when the teacher provides sufficient modeling, followed by guided, then independent practice. The strategies do not work equally well in all situations and with all words. The key is to transfer as many strategies as possible to the students and demonstrate under which circumstances a particular strategy works best.

Reading Strategy Explanation Sheet

-  **Reread** – It is OK to reread text that you’ve already read. Maybe you misread a word or left out a word that holds the meaning to the text.
-  **Read ahead** – You might want to continue reading for a couple of sentences if you are confused. If the confusion does not clear after a couple of sentences, try another strategy.
-  **Figure out the unknown words** – You may use context clues, identify roots and affixes, or use a dictionary to determine the meaning. Do not just skip the word altogether.
-  **Look at sentence structure** – Sometimes an author’s style of writing may contain awkward sentence structure. Try moving the words around in your head until they make better sense.
-  **Make a mental image** – Take time to make a movie in your head. As you read the descriptions of characters or settings, paint a picture. This strategy will help you visualize and comprehend better.
-  **Define your purpose for reading** – Ask yourself why you are reading. Reading to learn or pass a test requires more concentration than reading for enjoyment.
-  **Ask questions** – If you ask questions as you read, you will be more actively engaged with the text. You will be looking for answers to your questions, and will remember what you read.
-  **Make predictions** – As you read, think about what might happen next. You will be making inferences and drawing conclusions about the characters and plot.
-  **Stop to think** – Every so often as you read, you should stop and think about what you have read. If you don’t remember anything you have read, why continue? Pause and summarize in your head.
-  **Make connections to what you already know** – As you read you should be thinking about how the information fits with what you know about yourself, what you’ve read in other texts, and how things operate in the real world. This will help you remember what you read.

-  **Look at the pictures, illustrations, charts, and graphs – These are used by the author to help you understand what you are reading. Pictures and illustrations help you visualize what you are reading. Charts and graphs are used to present the information in a more visual manner. By closely examining these, you can deepen your level of understanding.**
-  **Read the author’s note – Sometimes the author will present background information as an author’s note. By reading this section, you will be preparing your brain to take in new information and connect it to what you have already learned.**
-  **Ask for help – When you are not understanding what you are reading, and you do not know which fix-up strategy to use, ask someone. You might ask a friend or you might need help from a teacher or parent.**
-  **Stress to the students that they should not continue to read if they are not able to summarize what they have read so far. If they do, they are just wasting time “saying words” and they won’t be learning or understanding anything from the text.**

Reading Strategies

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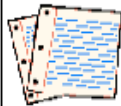
Fix-Up Strategies

We use fix-up strategies when we are stuck or when we lose our way [run into a clunk] while reading. Pick and choose as you hit a 'clunk'.

Remember To



Stop when you run into trouble. Reread the sentence or paragraph, before reading on .



Take notes on main ideas



Make Connections

What does this text remind me of? T-S [text-to-self] * T-T [text-to-text] * T-W [text-to-world]



Look at the **bold and or italicized words as well as marginal notes**. These are usually key words and concepts.



Questions for your teacher; Use sticky notes to highlight anything that is confusing and then use this during a conference with your teacher.



Word Solve:

1. Look for familiar chunks and sound it out.
2. Look for little words and big words in the word.
3. Think about whether you've seen the word before, where and in what context.
4. Read ahead to gather context clues.
5. Ask yourself, "What will make sense and matches the letters?"
6. Substitute a word that makes sense in the sentence.

Use the [Clunks and Clues Graphic Organizer](#)- Pass in.

Fix-Up Strategies

Try one of the following to help you get back on track. This is how you self monitor as you read.

Remember To

THINK; "Does it make sense now?"



When you run into trouble use sticky notes to write down what the problem is.



Predict: " What will happen next?"



Ask a partner or peer for help.



Always keep the main or controlling idea of the reading in the back of your mind as you read, fill in details as you go.



Stop and Ask:



1. "Does this make sense?"
2. "Where Did I lose track?"
3. "What's my purpose for reading?"
4. "How's this related to the main idea?"
5. "Did I use the punctuation to guide me as I read?"
6. "What do I already know about this?" Connect the new information to the old.

Remember to create [mental images](#) as you read.

Fold in half, glue, laminate, and hole punch for students to keep in a reading journal or notebook.

Shape GO! Map

Retelling involves having students orally reconstruct a story that they have read. Retelling requires students to activate their knowledge of how stories work and apply it to the new text. As part of retelling, students engage in ordering and summarizing information, and in making inferences. The teacher can use retelling as a way to assess how well students comprehend a story, and in turn use this information to help students develop a deeper understanding of what they have read.

Practice Retelling Using a Story Map

Story maps are visual representations of the elements that make up a narrative. The purpose of a story map is to help students focus on the important elements of narratives - theme, characters, settings, problems, plot events, and solution - and on the relationship among those elements.

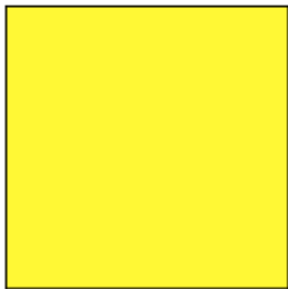
A 'GO! Map' is a graphic organizer (GO!) that is intended to graphically display the location of parts of a story as they relate to the whole. At the same time it helps students work out and arrange their thinking about the story.



Shape GO! Map

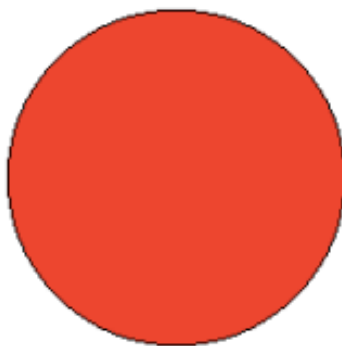
Beginning

The **beginning** is represented by a triangle, because there are three things we usually find out in the beginning of a story: the characters (Who? - top of the triangle), the setting (Where?/When? - bottom right corner), and the problem or goal (What? - bottom left corner).



Middle

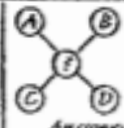


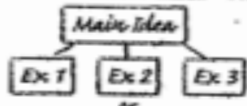
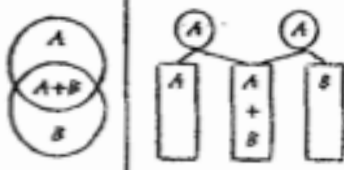
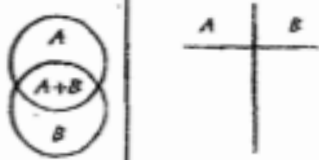
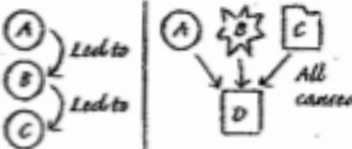
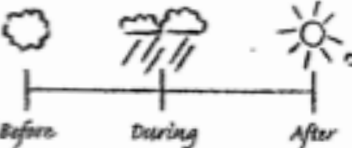
The **middle** of the story is represented by a square. This is where we usually find out the events that take place for the character(s) to solve the problem (All four corners ask "What?" happened in sequential order).



End

The **end** is represented by a circle, which illustrates the idea that "what goes around comes around." This means that we usually find out the solution to the problem in the end of the story ("How?" was the problem solved/"How?" did it end?).

Graphic Organizers for Text Structures

If You Read ...	You Might Expect to Find ...	You Can Probably Use This Note-Taking Strategy
1. A question	1. An answer, or the information to create an answer	<p>Questions: _____ -Information -Answer</p>  <p>Answer: _____</p>
2. Colon (:)	2. A list	<p>Main Idea: -Detail -Detail -Detail</p>
3. Therefore	3. Results or conclusions	
4. That is (i.e.) In other words Consists of Is equal to Means	4. A definition	<p>Highlight -Term -Key terms -Definition</p>  <p>Definition/Sentence</p>
5. For example (e.g.) For instance Such as Is like Including To illustrate	5. Examples	 <p>or Main Idea -Example -Example</p>
6. Similarly In the same way Just like Just as Likewise In comparison Also	6. Comparison (how things are similar or the same)	
7. In contrast On the other hand However Whereas But Yet	7. Contrast (how things are different)	
8. This caused An effect of Because of In response to As a result of	8. A cause-and-effect relationship, or how something happened	
9. Before Preceding Prior to Previously During Concurrently Following After	9. A sequence of events, timeline, or chronology	

More Resources

Guided Reading

http://www.hubbardscupboard.org/guided_reading.html

<http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Guided-reading>

<http://www.janrichardsonguidedreading.com/resources-1>

<http://www.reading.org/Libraries/books/bk847-8-Rog.pdf>

Reading Strategies

<http://www.busyteacherscafe.com/worksheets/word%20skills%20bk.pdf>

http://www.readwritethink.org/files/resources/lesson_images/lesson95/clunks_graph.pdf

Running Records

<http://www.eworkshop.on.ca/edu/pdf/UseRunningRecordsInformTeaching.pdf>

Reading Comprehension Strategies Grades 1 and 2

https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

http://udleditions.cast.org/strategy_visualize.html

Reading Comprehension Strategies Grades 3-5

<http://www.oswego.org/files/49/small%20group%20reading%20instruction%20booklet.docx.pdf>

http://udleditions.cast.org/strategy_visualize.html

Prompts to use when reading with children

<http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/Frames%20Parent%20Prompts.htm>

Expository Text

<http://www.literacyleader.com/sites/litlead.essdack.org/files/Text%20features.structures.pdf>

http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res TxtStruc OR S Module%20copy.pdf (has Spanish and English versions)

http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res TxtStruc OR S Module%20copy.pdf

http://www.smoran.ednet.ns.ca/Reader'sworkshop/characteristics_of_nonfiction_text.htm