



North Carolina Read to Achieve

Comprehensive Reading Plan

A Listing of Research-Based Reading Strategies

North Carolina Department of Public
Instruction 2013-2014

Phonological and Phonemic Awareness		
Definition	Phonological Awareness: the ability to recognize that words are made up of a variety of sound units	Phonemic Awareness: the ability to hear, identify, and manipulate individual phonemes in spoken words
Instructional Focus	Improving word reading and reading comprehension through identifying phonemes, categorizing phonemes, blending phonemes to form words, segmenting words into phonemes, deleting or adding phonemes to form new words, and substituting phonemes to make new words in spoken language.	
Common Core State Standards	<p>Kindergarten CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>First Grade CCSS.ELA-Literacy.RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
Skills to Build	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> • hears rhyme • distinguishes words in a sentence • identifies syllable blending and segmentation • distinguishes onset-rime, rhyming, and alliteration 	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • manipulates phonemes in isolation • identifies and categorizes phonemes • blends and segments phonemes • controls deletion, addition, and substitution of phonemes
Strategies, Activities, Interventions	<p>Rhyming – is one of the early phases of phonemic awareness and provides students with an opportunity to begin developing an awareness of sounds. The teacher will provide opportunities to explore the similarities and differences.</p> <p>Activities supporting this strategy should include:</p> <ul style="list-style-type: none"> • hearing and recognizing rhymes • repeated ending sounds and generating new words with similar sounds • applying rhyme in context for meaning- example: Next to the rake, I saw a huge _____. 	

Isolating and Identifying Phonemes – is a strategy that allows students to recognize individual sounds in a word. Students focus on separate distinctions of initial, medial, and final sounds in words to recognize similarities and differences. Teachers will describe how you position your lips when you say the sounds.

Activities to support this strategy should include:

- identifying and separating individual sounds by positioning the lips, teeth, and tongue to make the appropriate sound
- distinguishing the differences and similarities between beginning sounds
- distinguishing the differences and similarities between medial sounds
- distinguishing the differences and similarities between ending sounds

Blending Phonemes – is a strategy that includes listening to a sequence of separately spoken sounds and then combining the sounds to make a whole word.

Activities to support the blending phonemes strategy should include:

- listening to a sequence of sounds and then combining onset and rimes to form a word
- identifying and blending the syllables of a word
- identifying and blending the isolated phonemes of a word

Segmenting Phonemes – is a strategy that incorporates hearing a word and then breaking it into separate parts. This strategy enhances reading and spelling.

Activities to support the segmenting of phonemes should include:

- identifying and separating a sentence into individual words
- identifying and separating individual words into syllables
- identifying and separating words to onset and rime
- identifying and separating units of sound in a word

	<p>Manipulating Phonemes – is a strategy that involves adding, deleting, and substituting phonemes in words. Students should have lots of opportunities to manipulate sounds orally as well as in written work.</p> <p>Activities to support manipulating phonemes should include:</p> <ul style="list-style-type: none"> • adding a phoneme to an existing word to create a new word • deleting a phoneme to create a new word • substituting a phoneme to create a new word
Research	<p>Ellery, Valerie (2009). <i>Creating Strategic Readers</i>. Newark, DE: International Reading Association.</p> <p>Cooper, David, Chard, David J. and Kiger, Nancy D. (2006) <i>The Struggling Reader: Interventions that Work</i>. New York: Scholastic.</p> <p>National Institute of Child Health and Human Development, NIH, DHHS (2001). <i>Put reading first: Helping your child learn to read</i>. Washington, DC: U.S. Government Printing Office.</p> <p>Fountas, Irene C. and Pinnell, Gay Sue (2009) <i>When Readers Struggle: Teaching that Works</i>. Portsmouth, NH: Heinemann.</p>

Phonics	
Definition	Phonics: the connection between letter symbols and sounds.
Instructional Focus	Improves word recognition, spelling, and reading comprehension.
Common Core State Standards	<p>Kindergarten CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis in decoding words.</p> <p>First Grade CCSS.ELA-Literacy.RF.1.3 now and apply grade-level phonics and word analysis in decoding words.</p> <p>Second Grade CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis in decoding words.</p> <p>Third Grade CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis in decoding words.</p> <p>Fourth Grade CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis in decoding words.</p> <p>Fifth Grade CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis in decoding words.</p>
Skills to Build	<ul style="list-style-type: none"> • Letter-sound associations • Sound blending • Segmenting • Manipulating letter-sound correspondences in words • Identify words quickly and automatically
Strategies, Activities, Interventions	Phonetic Analyzing- requires students to take an identified word and examine its parts. This strategy encourages students to explore the letter-sound relationship while analyzing the word structure. Students read the whole word and take it apart.

Activities that support the strategy of analyzing should include:

- examining and describing a phonetic rule and how it aligns with the word or not
- focusing on the whole words and identifying parts of the word
- explaining parts and patterns within words

Phonetic contextualizing- is when students use letter-sound correspondences and integrate this association with context clues to form a word. Phonetic contextualizing is a strategy to help students learn to apply several cueing systems.

Activities to support phonetic analyzing should include:

- predicting words using surrounding text for meaning
- applying the structural cues of the unknown word based on the meaning of the surrounding words
- use letter-sound clues to figure out unknown words

Phonetic Patterning-is when the reader recognizes parts of the unknown word and compares it with a similar pattern from a known word. Readers can decode and encode words by dividing words between the onset and rime and then blending the two parts together.

Activities supporting this strategy should include:

- identifying parts within words
- sorting words according to common patterns
- developing new words with similar patterns

Phonetic Recognizing- is when students are able to identify words quickly and automatically. The speed and accuracy with which a student is able to use the strategy determines the student's level of fluency and comprehension.

	<p>Activities supporting this strategy should include:</p> <ul style="list-style-type: none"> • recognizing words instantly • identifying high-frequency words • examining words using multiple senses <p>Phonetic Spelling – is a strategy that helps readers transform sounds into letters and letters into written words.</p> <p>Activities supporting this strategy should include:</p> <ul style="list-style-type: none"> • connecting words by spelling patterns • manipulating letters to discover letter-sound relationship • creating associations to remember how to spell words (mnemonic devices, visualization, and making connections) <p>Phonetic Synthesizing – is converting letters into sounds and then combining those sounds to create a word.</p> <p>Activities to support synthesizing should include:</p> <ul style="list-style-type: none"> • recognizing that letters have names and sounds can be associated • hearing sounds in words • blending sounds to form words • recognizing letter patterns
Research	<p>Clay, M. M. (2002). <i>An observation survey of early literacy achievement</i>. Portsmouth, NH: Heinemann.</p> <p>Ellery, Valerie (2009). <i>Creating Strategic Readers</i>. Newark, DE: International Reading Association.</p> <p>Fountas, Irene C. and Pinnell, Gay Sue (2009) <i>When Readers Struggle: Teaching that Works</i>. Portsmouth, NH: Heinemann.</p>

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Vocabulary		
Definition	Words we must know to communicate effectively	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Oral Vocabulary: Words that are used in speaking or recognized in listening </td> <td style="width: 50%; vertical-align: top;"> Reading Vocabulary: Words recognized or used in print to understand the written word </td> </tr> </table>	Oral Vocabulary: Words that are used in speaking or recognized in listening
Oral Vocabulary: Words that are used in speaking or recognized in listening	Reading Vocabulary: Words recognized or used in print to understand the written word	
Instructional Focus	Improving reading comprehension through direct vocabulary instruction by providing specific word instruction and word learning strategies as well as indirectly by reading to students and encouraging them to read independently	
Common Core State Standards	<p>Knowledge of Language CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	

Skills to Build	<ul style="list-style-type: none"> • Names pictures and objects • Describes location, size, color, and shape • Uses names and labels • Classifies vocabulary • Understands compound words • Identifies synonyms and antonyms • Recognizes homophones and homographs • Uses new vocabulary in speaking and writing • Understands content area vocabulary
Strategies	<p>Academic Vocabulary, Tier Two Words – Tier Two words, also known as general academic words are more likely to appear in written texts than speech. They appear in all sorts of texts such as informational (e.g., relative, formulate), technical texts (e.g., itemize, calibrate), and literary texts (e.g., dignified, faltered). Tier Two words will often represent subtle or precise ways to say simple things. North Carolina DPI ELA LiveBinder, Click on Academic Vocabulary tab</p> <p>Building Background Knowledge – Marzano’s Six Steps to Effective Vocabulary Instruction includes the following steps: (paraphrased from Building Background Knowledge for Academic Achievement)</p> <ol style="list-style-type: none"> 1. Teacher explains a new word moving beyond reciting a definition that includes a description, explanation or example of the word. 2. Students restate or explain the new word using their own words (linguistic definition). 3. Students create a picture or symbolic representation (nonlinguistic representation) of the new word. 4. Teacher extends understanding of the word by engaging students in activities to deepen their own knowledge of the new word. 5. Students discuss the new word with each other. 6. Students play games and participate in activities to review and reinforce the new vocabulary. <p>Context Skills (Context Clues) – strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words.</p>

	<p>Possible Sentences – a pre-reading vocabulary strategy that activates students' prior knowledge about content area vocabulary and concepts. Before reading, students are provided a short list of vocabulary words from their reading. Students create, based on their prediction of what the reading will be about, a meaningful sentence for each vocabulary word or concept. After reading, students check to see if their "possible sentences" were accurate or need revising.</p> <p>Semantic Feature Analysis – uses a grid to help students explore how sets of things are related to one another. By completing and analyzing the grid, students are able to see connections, make predictions and master important concepts. Semantic Feature Analysis Grid</p> <p>Word Map – is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept.</p> <p>Word Wall – an organized collection of words prominently displayed in a classroom. Word walls provide easy access to words students need. The specific organization of the word wall will match the teacher's purpose: sight words organized by alphabet letter, unit-specific words, and new vocabulary words.</p>
<p>Research</p>	<p>Beck, I., McKeown, M., & Kucan, L. (2002). <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. New York: The Guilford Press.</p> <p>Boulware-Gooden, R., Carreker, S., Thornhill, A., & Joshi, R. M. (2007). <i>Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students</i>. Retrieved from http://www.reading.ccsu.edu/TLL-G/Vol5No1FA06/MelissaAbate.html</p> <p>Carlo, M.S., August, D., McLaughlin, B., Snow, C.E., Dressler, C., Lippman, D.N., Lively, T.J., & White, C.E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. <i>Reading Research Quarterly</i>, 39, 188-215.</p> <p>Coyne, M. D., Simmons, D. C., Kame'enui, E. J., & Stoolmiller, M. (2004). Teaching vocabulary during shared</p>

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White, C.E. and Kim, J.S., Harvard Graduate School of Education (2009). *Putting the Pieces of the Puzzle Together: How Systematic Vocabulary Instruction and Expanded Learning Time Can Address the Literacy Gap*. Washington, D.C.: Center for American Progress.

Fluency	
Definition	Fluency is the ability to read smoothly, easily and readily with freedom from word recognition problems. Fluency requires not only smooth oral reading, but also requires expression, appropriate phrasing and comprehension. Fluent reading frees resources to process meaning.
Instructional Focus	Improve fluency by modeling fluent reading and having students repeatedly read passages aloud with guidance.
Common Core State Standards	<p>Kindergarten CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>First Grade CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Second Grade CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Third Grade CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Fourth Grade CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Fifth Grade CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>
Skills to Build	<ul style="list-style-type: none"> • Use phrasing • Recognize punctuation • Read with expressiveness • Utilize self- correction • Control Inflection

Strategies	<p>Phrasing –is the ability to read several words together before pausing. Teachers will model fluent reading and think aloud what makes fluent reading noting: eye movement, pausing for punctuation and inflection while reading. Phrasing strips are used to guide the students in reading more words together before pausing. Teachers will list common phrases on strips and students will practice reading the phrases to increase fluency. See Fry’s phrasing at: Fry Instant Phrases</p>	<p>Examples of activities to support fluency strategies include but are not limited to:</p> <ul style="list-style-type: none"> • Choral reading – is reading aloud in unison with a whole class or group of students. • Paired Reading – is when students read aloud with a partner. Less fluent readers can be paired with fluent readers or students that read at the same level can be paired to reread a story they have already read. • Reader’s Theater – is providing opportunities for students to read parts in scripts. Students do not need to memorize their part, they only need to reread it several times to develop fluency. • Shared reading – is an instructional approach in which the teacher explicitly models the strategies and skills of a proficient reader. The teacher and student sit closely together to read and reread a carefully selected text. • Tape assisted reading – is an individual or group reading activity where students read along in their books as they hear a fluent reader read the book on an audiotape. • Sustained Silent Reading- students select a text that matches their
	<p>Reading with accuracy – focuses on being able to identify and apply the relationship between letters and sounds with ease and precision. Students need to apply phonemic awareness and phonics strategies to improve accuracy. Oral reading inventories are used to assess accuracy.</p>	
	<p>Repeated Reading – is a strategy that has been shown to improve the fluency of students at all levels of reading. The increased exposure to the words they are reading elevates them from words they need to decode to words they recognize with automaticity. The text should be read at least three times to increase fluency.</p>	
	<p>Reading with expression and prosody –helps students learn that reading with expression and prosody helps the text to come to life and has meaning and purpose. Using Reader’s Theater to apply the expressing strategy enhances students’ understanding that reading is a meaning-making process. Reader’s Theatre Scripts</p>	
	<p>Wide Reading – is important to building fluency. Students discover that the more they read and want to read, the more fluent they become as readers. Wide reading is encouraged through self-selecting books based on interest, “just right” books based on</p>	

	<p>reading level, and book clubs to determine a purpose for reading and to develop an interest in sharing books.</p> <hr/> <p>Sustained Silent Reading- develops fluent readers by providing time during the school day for students to select a book and read quietly.</p>	<p>ability level, is interesting and draws from a variety of genres and topics. 1) Students silently read the passage. 2) They may discuss the passage with a partner 3) They may record 3 main ideas in the text or in their notes. NCDPI ELA Wiki</p>
<p>Research</p>	<p>Clay, M. M. (2005). <i>Literacy lessons designed for individuals part two: Teaching procedures</i>. Portsmouth, NH: Heinemann.</p> <p>Ellery, Valerie (2009). <i>Creating Strategic Readers</i>. Newark, DE: International Reading Association.</p> <p>Cooper, David, Chard, David J. and Kiger, Nancy D. (2006) <i>The Struggling Reader: Interventions that Work</i>. New York: Scholastic.</p> <p>Hiebert, Elfrieda H. and Reutzel, D. Ray. (2010) <i>Revisiting Silent Reading: New Directions for Teachers and Researchers</i>. Newark, DE: International Reading Association.</p> <p>Rasinski, Timothy. (2010). <i>The Fluent Reader (2nd Edition): Oral & Silent Reading Strategies for Building Fluency, Word Recognition & Comprehension</i>. New York, NY: Scholastic Professional Books.</p> <p>National Institute of Child Health and Human Development (2000a). <i>Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i> (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office</p> <p>National Institute of Child Health and Human Development (2000b). <i>Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups</i> (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.</p>	

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Comprehension	
Definition	Active, purposeful thinking in which meaning is constructed through interactions between the text and the reader
Instructional Focus	Improving the reader’s ability to understand and synthesize a variety of texts, make connections, and move beyond literal recall of information
Common Core State Standards	<p>Key Ideas and Details CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELE-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Craft and Structure CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, a chapter, scene, or stanza) relate to each other and the whole CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and the style of a text.</p> <p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>

	<p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Skills to Build</p>	<ul style="list-style-type: none"> • Central Message/Theme for Literary Text • Character and Setting • Sequencing • Drawing Conclusions • Summarizing • Character Traits • Fact and Opinion • Cause and Effect • Main Idea and Key Details for Informational Text • Making Generalizations • Activating Schema • Synthesizing • Text Dependent Questions • Determining Importance • Visualizing • Inferring
<p>Strategies</p>	<p>Activating Prior Knowledge/Predicting – is when students think about what they already know about a subject and use that knowledge with other clues to construct meaning from the text or predict what will happen next. Students then read to see if predictions are correct. All students should be able to access difficult texts however; if there is information that students need to know, be brief in frontloading information.</p> <p><u>Improving Reading Comprehension in Kindergarten Through 3rd Grade</u></p> <p>Anticipation Guides – are used to activate and assess students’ prior knowledge, to establish a purpose for reading, and to motivate students by stimulating their interest.</p> <p><u>Anticipation Guide Templates</u></p>

Close Reading – is a careful and purposeful reading of the text. It’s an encounter with the text where students focus on what the author has to say, the author’s purpose, what the words mean, and what the structure of the text tells the reader. Close reading is a building block for larger analysis of a text.

- How to Conduct a Close Reading:
 1. Read with a pencil in hand, and annotate the text. Mark the big ideas and skills.
 2. Look for patterns in the things you’ve noticed about the text – repetitions, contradictions, similarities.
 3. Ask questions about the patterns you’ve noticed – especially how and why.

Resource: *How to Do a Close Reading*, Patricia Kain, for the Writing Center at Harvard University

Cooperative Learning – is an instructional strategy in which students work on a common task. Groups should be small and roles and responsibilities should be assigned.

Drawing Inferences – is a strategy where students generate information that is important to construct meaning but is missing from, or not explicitly stated in the text.

Homework and Practice – is provided to retell, recite, or review learning for the day at home. Parent involvement should be kept to a minimum, should state the purpose, and review before assigned.

Identifying Similarities & Differences – is a strategy where students compare, classify, and create metaphors, analogies, and non-linguistic or graphic representations. Tools used during this strategy include Thinking Maps, T-Charts, Venn diagrams, and other compare and contrast organizers.

Keywords Memorization – is an approach students use to remember lots of facts by highlighting, summarizing, and selecting a key word that will assist them in recall a central idea about the text.

Know, Want, Learn (KWL) – is a framework that is used to connect students’ prior knowledge to what they are actively learning.

[KWL Template](#)

Mental Imagery (Visualizing) – is creating a visual or picture in the reader’s mind of what they are reading or of charts and pictures located in the text.

[Improving Reading Comprehension in Kindergarten through 3rd Grades](#)

Monitoring, Clarifying, and Fixing Up – is a strategy students use to help them monitor their understanding of what they are reading and when they do not, they reread or use strategies that will help them understand what they have read

[Improving Reading Comprehension in Kindergarten through 3rd Grades](#)

Nonlinguistic Representation – is a strategy where students create graphic representations, drawings, pictographs, and models to represent learning. Story maps, diagrams, charts, thinking maps, storyboards, and concepts maps are a few examples of non-linguistic representations.

Pause and Wonder – is when teachers model for students how to “wonder” about a text. The teacher stops at predetermined points in the story and models her thinking aloud. Students are asked to share their thinking and extend it beyond predicting, to include details, clarification, or motive. After modeling and practice, students can then use this strategy in pairs.

Picture Sequencing – is used to assist students in retelling the correct order of story events. Students look at pictures that represent parts of a story and place the pictures in the correct order.

Question-Answer Relationships (QAR) – is the basis for three comprehension strategies, including 1) locating information; 2) determining text structures and how these structures may convey information; and 3) determining when an inference would be required or invited.

Questioning – is a strategy where students develop and attempt to answer questions about the important ideas in the text while reading, using words such as *where* or *why* to develop their questions.

[Improving Reading Comprehension in Kindergarten through 3rd Grades](#)

	<p>Reinforcing Effort and Providing Recognition – is the use of symbolic recognition based on performance standards. Teachers should hold high expectations and encourage students to share ideas and express their thoughts.</p> <p>Setting Objectives and Providing Feedback – is a strategy to create specific, but flexible goals while allowing some student choice. Feedback for students should be corrective, timely, and specific to criterion.</p> <p>Story Maps – is a graphic organizer used to teach the elements of a story or book. When students are asked to identify characters, setting, problem and solution and plot; they read carefully to find the details.</p> <p>Summarizing and Note Taking – is used to help students determine important details in a text and consolidate it in a meaningful way for clear, concise understanding. Students should learn how to eliminate unnecessary information, as well as write and analyze information. Summarizing Templates</p> <p>Survey, Question, Read, Recite, Review (SQ3R) - is a study strategy that students may use throughout the reading process.</p> <p>Text Dependent Questions – is a strategy that requires students read a complex and worthy text and answer questions where evidence comes from the text, rather than outside sources. They are not simply recall questions, but questions that required an understanding beyond basic facts. North Carolina DPI, ELA LiveBinder Click on Text Dependent Questions tab</p> <p>Think-Pair-Share – is a discussion strategy that can be used as a pre-reading activity, problem-solving strategy, or as a follow-up activity.</p>
Research	Adams, M.J. (2011). Advancing Our Students' Language and Literacy: The Challenge of Complex Texts. <i>American Educator</i> , Winter 2010-2011, American Federation of Teachers.

Bitter, C., O'Day, J., Gubbins, P., & Socias, M. (2009). What works to improve student literacy achievement? an examination of instructional practices in a balanced literacy approach. *Journal of Education for Students Placed at Risk*, 14(1), 17-44.

Duke, N. K., & Pearson, P. (2002). Effective Practices for Developing Reading Comprehension. In Alan E. Farstrup & S. Jay Samuels (Eds.), *What Research Has to Say About Reading Instruction* (3rd ed., pp. 205-242). Newark, DE: International Reading Association, Inc.

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