



LOS ANGELES



# ELA TOOLKIT

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Dear City Year AmeriCorps Member,

Welcome to the Traveler ELA Toolkit. The City Year founding story, *The Traveler*, recounts the pithy tale of an old man who greets two distinctly different travelers at the entrance to his village. Both inquire about the character of the villagers within. The old man responds by posing a question: "What have people been like during the course of your travels?" The first wanderer says that the people he has met have been cruel and deceitful. The sage tells him that he will find the villagers to be of the same ilk. The second vagabond responds that people have been kind and welcoming. The old man tells him the same response: he will find the villagers to be the same way. The message is clear: one's own perceptions and outlook on humanity will shape one's future interactions with others.

As you travel into learning with your focus list students, supporting them with acquiring guided reading skills, it is our hope that you bring an open heart and mind to this journey. You will find that your students range greatly in terms of their reading abilities and reading strategy skillsets. They all share one essential common attribute, however: every child has the right to learn and to become a better reader. In order to access your students' full potential, it is vital engage with them on both a personal and skill building level.

This collection of strategies, trainings, and resources has been created especially for you; providing you with essential tools to empower your students. Research shows that explicitly teaching strategies that expert readers use when trying to make sense out of text helps to deepen student understanding and create independent readers. "Teaching children which thinking strategies are used by proficient readers and helping them use those strategies independently creates the core of teaching reading" (Keene and Zimmerman, 1997). These strategies help students metacognitively think about their thinking as they are reading.

With the recent roll out of the Common Core State Standards (CCSS) to promote critical thinking skills in English Language Arts, reading can be broken into a few discrete standards in order to promote increased comprehension. Therefore, the presentation of these key strategies is aligned with the anchor standards in ELA (listed on a separate page). In turn, these are the strategies that will equip students to improve on both the Smarter Balanced Testing and the Scholastic Reading Inventory (SRI), which measures student Lexile levels.

You will find a variety of resources in the toolkit to support different aspects of guided reading. It is essential to use these strategies repeatedly in order to develop the competency in students to independently access texts throughout their lives. In this toolkit you will find:

- Written guides explaining the **eleven core strategies** selected
- **Nine training videos** modeling how these strategies can be applied in small groups of students
- **Graphic organizers** to use when scaffolding student learning with these strategies

- A **resource library** of invaluable websites where you can find engaging texts for a variety of reading levels.
- **Planning documents** to help you think about how to structure your ELA intervention.

Take the time to explore the toolkit and find the resources that will be most beneficial for you this year in your year of service. Share what's working for you and any additional components that you may have incorporated into your practice with your fellow AmeriCorps Members and your Program Manager.

Warmly,

Miriam Pasternak  
Education Pioneer  
CYLA Curricular Specialist

## What is Guided Reading?

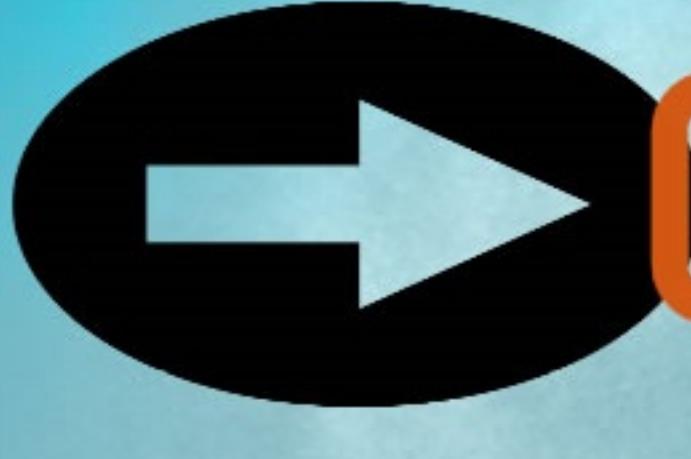
Guided Reading is a small group reading instruction program designed to help students at approximately the same reading level understand as they read by teaching and using a variety of comprehension strategies. Guided reading instruction falls into three stages: strategies before, during, and after reading.

**Before Reading**, an instructor assesses the students' reading levels and finds an engaging text at the appropriate level to stimulate growth that they can help students access. Next, the instructor sets a purpose for the reading and picks appropriate strategies to use with the group. Pre-reading strategies may include activating prior knowledge, previewing a text, and making predictions.

**During Reading**, the instructor helps students actively read through a variety of access and reading comprehension strategies. One overarching self-monitoring strategy is called "click and clunk" where students able to recognize when they hit an obstacle to comprehension. Instructors also help students navigate unfamiliar vocabulary through various "word attack" strategies. Additional strategies include visualizing the text, making connections while reading, and annotating the text. Instructors help students "talk to the text," assisting them in posing questions and making relevant comments as they read.

**After Reading**, instructors employ strategies that help students access the text and fully comprehend anything that was unclear either before or during reading. Students should be able to summarize the text, make inferences, and support arguments by using textual evidence.

Through the continual practice of these strategies, students become familiar with the habits of a "good reader" and can improve as readers moving forward independently in the future.



# GUIDED

## Reading

A KEY PART OF A BALANCED DIET FOR READERS

### WHAT

A small group teaching approach designed to help students learn how to process a variety of increasingly challenging texts with understanding and fluency.



Whole Group/Modeled Reading

Shared Reading

### GUIDED READING

Independent Reading

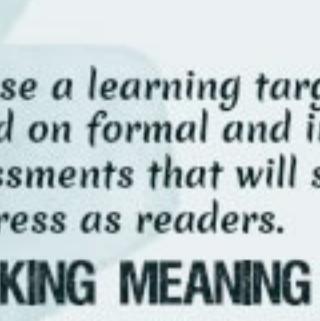
### WHY

EMERGENT READERS

TRANSITIONAL READERS

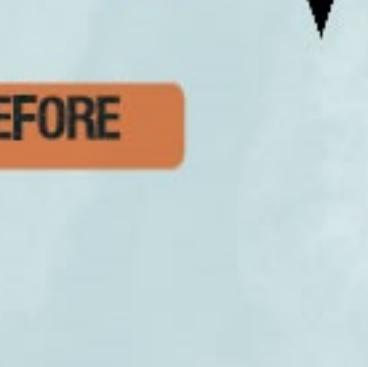
FLUENT READERS

Guided reading allows teachers to meet the varying instructional needs of all students in a class.



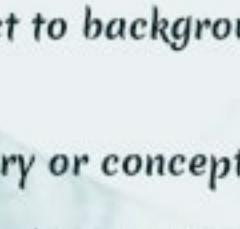
### HOW

Choose a text that supports your target, is engaging, and can be read by students with 90-95% accuracy.



Choose a learning target or objective based on formal and informal assessments that will support students progress as readers.

### MAKING MEANING FROM TEXT!!



- ★ Set a purpose for reading
- ★ Get kids excited, connect to background knowledge
- ★ Preview tricky vocabulary or concepts
- ★ Introduce and model reading strategy

### BEFORE

### DURING

Observe



Evaluate

But don't forget to check in on your other readers!

### AFTER

What did you think??!

Follow-up on the learning target and/or additional teaching points

Offer opinions, ask questions, make predictions



Short word-study

# English Language Arts College and Career Readiness Anchor Standards For Reading and Language **Standards Breakdown**

**Why focus on reading?** To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. To be college and career ready, students must develop reading strategies to comprehend a given text and, ultimately, identify and question what the author or speaker is saying. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

**What are the Anchor Standards?** The Common Core State Standards for English Language Arts comprise both ***College and Career Readiness Anchor Standards*** (listed below) and ***grade-specific standards*** (which you will see your English teacher use in the classroom). The CCRA Standards and the grade-specific standards are necessary complements—*the former providing broad standards, the latter providing additional specificity*—that together define the skills and understandings that all students must demonstrate. For CYLA’s planned interventions, we use the CCR Anchor Standards because they provide the most essential skills for reading and learning. To meet students at their reading level, we choose texts that match their Lexile level. You can reference the specific grade level standards for a more nuanced understanding of what students should understand and be able to do by the end of each grade.

\*\*\*

**How do I use this Anchor Standards Breakdown?** The next few pages outline select CCRA Standards specific to reading and language. Following each standard, there is a breakdown of the ***concrete skills*** students are learning and the ***academic vocabulary*** students must know to exercise those skills. The skills and vocabulary listed grow in complexity, and represent how you might break up the learning of that standard over the course of a Student Support Map (SSM) cycle. To use this resource:

1. **Step 1:** Select the reading strategy you would like to focus on in left column of the chart below.
2. **Step 2:** Choose one of the corresponding CCRA Standards listed along the top as indicated by an “X” in the row of your selected reading strategy.
3. **Step 3:** Find the breakdown of your standard in the list below and use the Skills and Academic Vocabulary breakdown to build your objectives in your SSM.
4. **Step 4:** Use the resources in this ELA Toolkit to teach this standard using this reading strategy.

## Reading Strategies

### Anchor Standards

|                            | R1 | R2 | R3 | R4 | R5 | R6 | L4 |
|----------------------------|----|----|----|----|----|----|----|
| Activating Prior Knowledge |    |    |    |    |    |    | X  |
| Previewing                 |    |    |    |    |    | X  | X  |
| Predicting                 |    |    |    |    |    | X  | X  |
| Click and Clunk            | X  | X  |    |    |    |    | X  |
| Word Attack Strategies     |    |    |    | X  |    |    | X  |
| Visualize                  |    | X  | X  |    |    |    |    |
| Make Connections           |    |    | X  |    | X  |    |    |
| Annotation                 |    | X  | X  | X  | X  |    |    |
| Get the Gist (Summarize)   | X  | X  |    |    |    |    |    |
| Inference Equation         | X  |    | X  |    |    | X  | X  |
| Claim-Evidence-Warrant     | X  |    | X  |    |    |    | X  |

|  |    |    |    |    |    |    |    |
|--|----|----|----|----|----|----|----|
|  | R1 | R2 | R3 | R4 | R5 | R6 | L4 |
|--|----|----|----|----|----|----|----|

CCSS.ELA-LITERACY.CCRA.R.1

### CCRA Standards for READING

#### Key Ideas and Details

##### 1. 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.

| Skills   | Key Academic Vocabulary   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Use annotations to read for comprehension (click/clunk)</li> <li>2. Answer text-based questions, using evidence to support their answer</li> <li>3. Make an inference based on the text</li> <li>4. Cite textual evidence to support their inferences</li> </ol> | <ol style="list-style-type: none"> <li>1. Textual Evidence/Cite/Support</li> <li>2. Inferences</li> </ol> |

2. 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.

| Skills   | Key Academic Vocabulary  |
|--|--|
| 1. Use annotations to identify the important information in a text<br>2. Determine the theme or main idea of a text<br>3. Create a summary of the text | 1. Key Details (5 Ws and H)<br>2. Supporting Details<br>3. Theme/Main Idea<br>4. Summarize |

3. CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

| Skills  | Key Academic Vocabulary   |
|---|---|
| 1. Create a summary of a story or drama<br>2. Identify specific details that describe: characters, settings, events in a story or drama.<br>3. Identify similarities and differences of two or more: characters, settings, events in a story or drama | 1. Key Details (5 Ws and H)<br>2. Supporting Details<br>3. Character<br>4. Summarize<br>5. Compare<br>6. Contrast |

**Craft and Structure:**

4. 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.

| Skills   | Key Academic Vocabulary   |
|--|---|
| 1. Determine the meaning of unknown words using context clues<br>2. Determine the technical, connotative, and figurative meanings of words in a text<br>3. Determine the meaning or tone of a text<br>4. Provide evidence from the text to support their ideas on the meaning and tone | 1. Context Clues<br>2. Technical (literal or denotative) Definitions<br>3. Connotative Definitions<br>4. Figurative Language<br>5. Main Idea/Theme<br>6. Tone |

**5. CCSS.ELA-LITERACY.CCRA.R.6**

Assess how point of view or purpose shapes the content and style of a text.

| <b>Skills</b>   | <b>Key Academic Vocabulary</b>  |
|---|---|
| <ol style="list-style-type: none"><li>Identify and describe the point of view of the narrator or speaker in a text</li><li>Describe how the narrator's point of view influences the description of the event</li><li>Describe how the speaker's point of view influences how the events are described</li></ol> | <ol style="list-style-type: none"><li>Point of View:<ul style="list-style-type: none"><li>First Person</li><li>Third Person Limited</li><li>Third Person Omniscient</li></ul></li><li>Purpose of a Text:<ul style="list-style-type: none"><li>To Inform</li><li>To Entertain</li><li>To Argue</li></ul></li></ol> |

**Vocabulary Acquisition and Use:**

**6. 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.

| <b>Skills</b>   | <b>Key Academic Vocabulary</b>  |
|---|---|
| <ol style="list-style-type: none"><li>Use annotations to read for understanding (click/clunk)</li><li>Use various resources (dictionary, prefixes/suffixes, cognates) to determine the meaning of unknown words</li><li>Use context clues to determine the meaning of unknown:<ol style="list-style-type: none"><li>Words</li><li>Phrases</li></ol></li></ol> | <ol style="list-style-type: none"><li>Context Clues</li><li>Prefix and Suffix</li><li>Cognates (connections to other languages)</li></ol> |

## The HMH Reading Inventory (SRI)

### How to Use it to Support Guided Reading

#### What is it?

HMH is a research-based, adaptive reading comprehension assessment that measures reading skills and longitudinal progress from Kindergarten through college readiness. It can be administered in a group setting in around 30 minutes. After students take the HMH, the test indicates a student's current fluency and comprehension level in an approximate range known as a Lexile level (the score at which texts are leveled according to structure and word choice). Focus list students will take the HMH 3 times throughout the school year to monitor student progress in fluency and comprehension.



City Year divides HMH scores into five bands per grade level: Far Below Basic, Below Basic, Basic, Proficient, and Advanced to mirror state and district assessment structures.

| Grade | Far Below Basic | Below Basic | Basic      | Proficient  | Advanced     |
|-------|-----------------|-------------|------------|-------------|--------------|
| 1     | BR - 0          | 1 - 20      | 21 - 200   | 201 - 375   | 376 - 1700+  |
| 2     | BR - 105        | 106 - 215   | 216 - 415  | 416 - 650   | 651 - 1700+  |
| 3     | BR - 165        | 166 - 325   | 326 - 515  | 516 - 820   | 821 - 1700+  |
| 4     | BR - 267        | 268 - 535   | 536 - 735  | 736 - 940   | 941 - 1700+  |
| 5     | BR - 307        | 308 - 615   | 616 - 825  | 826 - 1010  | 1011 - 1700+ |
| 6     | BR - 362        | 363 - 725   | 726 - 920  | 921 - 1070  | 1071 - 1700+ |
| 7     | BR - 382        | 383 - 765   | 766 - 965  | 966 - 1120  | 1121 - 1700+ |
| 8     | BR - 392        | 393 - 785   | 786 - 1005 | 1006 - 1185 | 1186 - 1700+ |
| 9     | BR - 422        | 423 - 845   | 846 - 1045 | 1046 - 1260 | 1261 - 1700+ |
| 10    | BR - 442        | 443 - 885   | 886 - 1075 | 1076 - 1335 | 1336 - 1700+ |
| 11    | BR - 490        | 491 - 980   | 981 - 1180 | 1181 - 1385 | 1386 - 1700+ |
| 12    | BR - 490        | 491 - 980   | 981 - 1180 | 1181 - 1385 | 1386 - 1700+ |

#### What skills does the HMH primarily assess?

The skills that the HMH looks at are vocabulary comprehension and ability to make inferences based on short text passages. It uses these skills to determine a Lexile reading level score.

#### How can I use the data with my Focus List Students?

*Selecting Appropriate Level Texts to Promote Comprehension Growth for Individual Students and Creating Lexile Level Groupings*

The **Student Action Report** of the HMH not only shows a student's individual HMH history, it also presents three ranges of Lexile levels in which the student can work, simple, moderate, and demanding. In the first, simple range, students can read fluently without challenge. In the second, moderate range, they can read with some challenge to work on applying guided reading skills independently. In the demanding range, students can increase reading capacity if supported by an ACM.

**Student Action Report**  
Time Period: 08/12/14 - 08/05/15  
Brittany's SRI Test History  
Brittany's Lexile® measure corresponds to the information indicated in the chart below:

| Test Date | Lexile® | Grade Level | Performance Standard | Percentile Rank | Stanine Equivalent | NCE |
|-----------|---------|-------------|----------------------|-----------------|--------------------|-----|
| 09/09/14  | 930     | Below       | Basic                | 40              | 5                  | 48  |
| 12/01/14  | 1132    | Above       | Advanced             | 80              | 7                  | 56  |

**Targeted Reading Placement Chart**  
For a student with a Lexile® measure of 1132, use the Lexile® ranges indicated below to help guide book selection, according to your instructional purposes:

| Lexile® Range | Independent Reading  | Instructional Reading  |
|---------------|--|--|
| 1182-1382     | If Brittany is motivated or has background knowledge on the content, he or she should be encouraged and supported to read texts on this level. | With support, reading text at this level will build Brittany's reading capacity for increasingly more complex texts. |
| 1032-1182     | Brittany can read the text with a high level of engagement and with appropriate levels of challenge.   | Brittany has sufficient control over vocabulary and syntax to work on applying reading skills.                       |
| 882-1032      | Brittany can read these texts fluently but with little challenge.  | Brittany is unchallenged by vocabulary and syntax. This level can be used when teaching new or challenging content.  |

Knowing this ranges can enable the ACM to select the correct level texts to stimulate growth. They can use the **Recommended Reading Report** on the HMH to find a list of 30 recommended Scholastic texts that show the Lexile level and are grouped by genre (there will be other resources to find engaging and relevant texts later in this ELA toolkit).

**Recommended Reading Report**  
Time Period: 07/01/15 - 07/01/15  
Test Date: 12/01/14  
Student Lexile®: 1132

Brittany, here are some great books at your reading level.

| Reading Interest   | Date | Title                                      | Author             | Lexile® |
|--------------------|------|--|--------------------|---------|
| Book Expert Choice |      | After The Holocaust                        | Greenfield, Howard | 1130    |
|                    |      | Andrew Johnson                             | Nardo, Don         | 1070    |
|                    |      | Argentina                                  | Hinz, Martin       | 1080    |
|                    |      | Ash  | Lo, Malinda        | 1050    |
|                    |      | Barchester Towers                          | Trollope, Anthony  | 1090    |
|                    |      | Black And White Airmen: Their True History | Fleischman, John   | 1050    |
|                    |      | Every Day On Earth                         | Murie, Steve       | 1070    |
|                    |      | George Lucas: Creator Of Star Wars         | Rau, Dana Meachen  | 1080    |
|                    |      | Going Solo                                 | Dahl, Roald        | 1080    |
|                    |      | Great Train Robbery, The                   | Crichton, Michael  | 1090    |

Scholastic Reading Count! Installed Quiz READ 180 Title

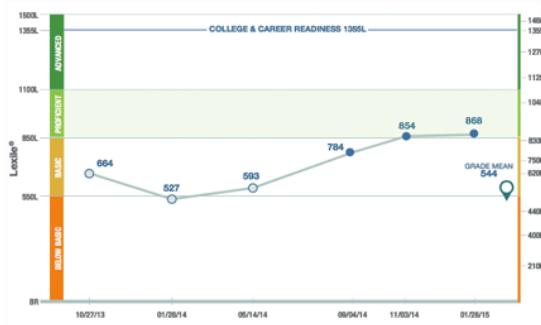
HMH data also allows ACMs to group students at similar Lexile levels to target growth in multiple students simultaneously. ACMS can use the **Text Complexity Report** to see the ranges of reading levels of all of their focus list students at once to help create these groupings.

**Text Complexity Report**  
Time Period: 08/12/14 - 08/05/15  
Apply Demographic Filter: Off

| Student             | Grade | Lexile® | Test Date | Targeted Text Complexity |           |           |
|---------------------|-------|---------|-----------|--------------------------|-----------|-----------|
|                     |       |         |           | Simple                   | Moderate  | Demanding |
| Bass, Brittany      | 7     | 1132    | 12/01/14  | 882-1032                 | 1032-1182 | 1182-1382 |
| Boyne, Kelsey       | 7     | 713     | 12/01/14  | 403-513                  | 513-763   | 763-953   |
| Bruce-Oliver, Sohna | 7     | 212     | 12/01/14  | BR-112                   | 112-262   | 282-462   |
| Hash, Cara          | 7     | 567     | 12/01/14  | 257-407                  | 407-557   | 557-757   |
| Mosso, Maro         | 7     | 550     | 12/01/14  | 300-450                  | 450-600   | 600-800   |
| Sanders, Rico       | 7     | 651     | 12/01/14  | 401-551                  | 551-701   | 701-801   |

## *Creating Feasible Growth Targets and Student Conferencing*

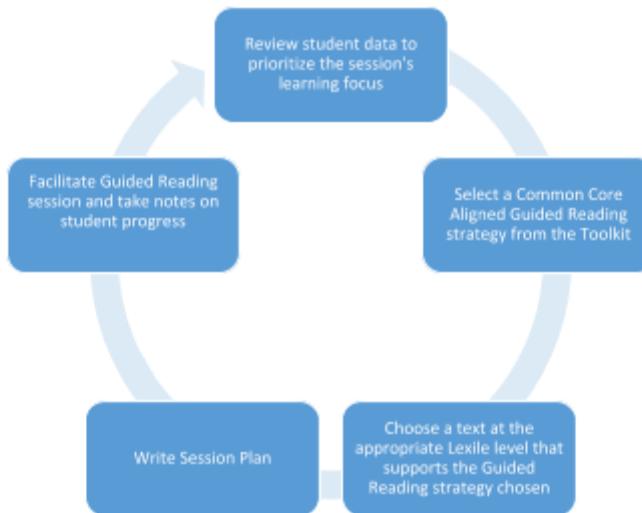
The **Growth Goals Report** shows a student's Lexile score on each administration of the test. It also generates a range for a student's expected growth based on national data. This can help ACMs understand what feasible growth for their focus list students look like if they practice the recommended strategies for guided reading with their students. That report also can be beneficial to show their focus student in targeted growth conferences along with the **Progress to College and Career Report**. Together, these reports can show students how much progress they need to make to be on target for expected growth, to reach proficiency, and to reach a college ready level.



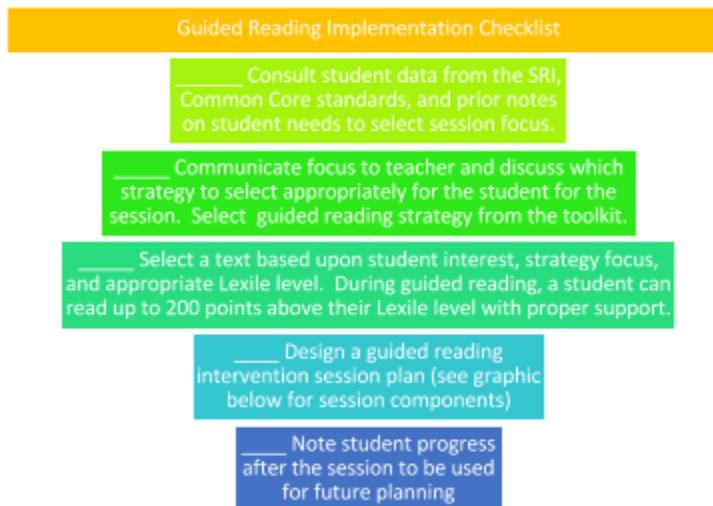
## *Using Test Questions to Target Specific Skills*

ACMs can engage with students in reading practice with the **Student Test Printout** of the SRI. An ACM can utilize both correct and incorrect answers to reinforce guided reading strategies and to model think-aloud test taking skills with material that students have previously been exposed to. This also emphasizes to students that their SRI questions are being used for a specific purpose to support growth in reading comprehension.

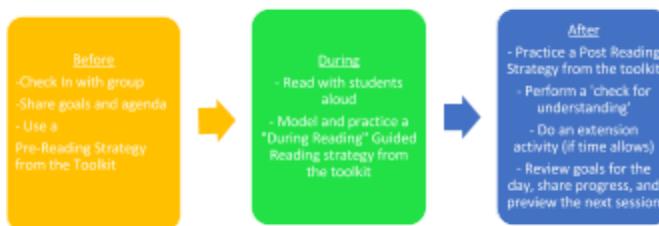
## Guided Reading Preparation Cycle



*Figure 1 Guided Reading Cycle*



*Figure 2 Implementation Checklist*



## Guided Reading Planning Template

Article/Text Selected: \_\_\_\_\_

Lexile Level of Text Selected: \_\_\_\_\_

|   |  |  |  |
|---|--|--|--|
| Student Name:                                   |  |  |  |
| Lexile Level:                                   |  |  |  |
| Notes on Student Prior to Reading:              |  |  |  |
| Post Guided Reading Session Notes/Observations: |  |  |  |

"Today We are Practicing"...

| <b><u>Pre-reading Strategies</u></b>  | <b><u>Strategies During Reading</u></b>   | <b><u>Strategies After Reading</u></b>   |
|---|---|--|
| <input type="checkbox"/> Activating Prior Knowledge<br><input type="checkbox"/> Previewing<br><input type="checkbox"/> Predicting | <input type="checkbox"/> Self-Monitoring<br>Comprehension with 'Click and Clunk'<br><input type="checkbox"/> Word Attack Strategies<br><input type="checkbox"/> Visualizing<br><input type="checkbox"/> Making Connections<br><input type="checkbox"/> Annotating | <input type="checkbox"/> Summarizing-'Get the Gist'<br><input type="checkbox"/> Making Inferences-'Inference Equation'<br><input type="checkbox"/> Supporting Arguments with Evidence-'Claim-Evidence-Warrant (CEW)' |

## Online Resources to Support Guided Reading

### **ReadWorks**

[www.readworks.org](http://www.readworks.org)

ReadWorks provides leveled non-fiction and literary passages online for free. The ReadWorks curriculum is aligned to the Common Core State Standards and the standards of all 50 states. ACMS can search for passages by Lexile level, subject, domain, text type, and strategy (i.e. summarizing, predicting, or vocabulary in context).

### **Wonderopolis**

[www.wonderopolis.org](http://www.wonderopolis.org)

Wonderopolis is an inquiry-based website that posts a new Wonder of the day, a short expository article that answers a highly engaging question. An example of a question might be something along the lines of, "Will your tongue really stick to a frozen flagpole?" With multi-disciplinary content that purposefully aligns to Common Core State Standards (CCSS), the STEM Educational Quality Framework, and Bloom's Digital Taxonomy, the website is not only interesting, it's rigorous. ACMS can use the daily Wonder to jumpstart their students' critical thinking, or select Wonders for content that relates to specific themes and student interests.

Neat site features:

- Challenge vocabulary integrated into the text, tiered at three levels for growth.
- Brief comprehension quiz alongside the article gives students the opportunity to try questions similar to those on the SRI and Smarter Balance tests.
- Extension activities following every Wonder article.

### **Rewordify**

<https://rewordify.com/>

Rewordify takes texts with difficult language and simplifies the definitions within the text. For instance, it might take a word like 'loathe' and change it into 'hate' in the text to make it accessible to students with a lower Lexile level. Simply copy and paste a text into the box on the main page to get the vocabulary simplified. This can be helpful in making articles with higher level content accessible to less adept readers.

### **Newsela**

<https://newsela.com>

Newsela is an online news-as-literacy platform featuring current expository news articles in seven categories: War & Peace, Science, Health, Kids, Money, Law, and Arts. It's updated weekly, and all articles are Common Core-aligned and available in five different Lexile

levels, ranging (roughly) from third to 12th grade. Many of the articles are accompanied by a comprehension quiz.

Newsela's resources are free to students; all of the site's articles and quizzes, as well as the annotation tool, are available for open online use.

### **DOGO News**

[www.dogonews.com](http://www.dogonews.com)

DOGO News is an online resource for current events, nonfiction articles, and interactive maps culled and written with elementary-level students in mind. New features include DOGO Books and DOGO Movies, review pages written for and by kids. With large, eye-catching fonts and an overall design that's simple and digestible, the site encourages independence.

Kids can browse or search for short, punchy articles full of photos and other interactive content, including links for vocabulary terms and maps. Kids can filter search results by grade level, or they can search categories like Science, Sports, Green, or Entertainment. The site also includes an option for ACMS to create class lists and calendars, assign articles, and monitor students' comments on articles.

### **ThinkCerca**

[www.thinkcerca.com](http://www.thinkcerca.com)

ACMs must sign up for a free account at ThinkCerca. Only the QuickCerca content is free.

On this website, ACMS can find free leveled text that is leveled by expected grade level correlation. This site also shows which Common Core State Standard is associated with the text.

At the bottom of the page, there are lists of books grouped by Lexile level.

### **Into the Book Website**

[Http://reading.ecb.org](http://reading.ecb.org)

Into the Book revolves around eight reading comprehension strategies for an elementary audience. In the highly interactive student area, kids can watch videos of small-group discussions, then practice the skills by engaging in step-by-step activities -- reviewing, for example, how to ask questions to further their understanding of the texts. A female narrator presents learning objectives and leads kids through such activities as creating a space rocket or connecting ideas between texts (although the pirate handbook summarizing activity is narrated by a pirate).

### **Scholastic Book Wizard**

<http://www.scholastic.com/bookwizard/>

Search for books published by Scholastic by Lexile level, grade level, or for guided reading.

**Lexile.com**

<https://www.lexile.com/>

Another way to locate texts for students based on their Lexile score.

**The Ann Arbor District Library**

<http://www.aadl.org/node/12046#lexile>

**Teaching Tolerance's Perspectives On a Diverse America**

[www.perspectives.tolerance.org](http://www.perspectives.tolerance.org)

This website combines an anti-bias/social justice framework with short texts that have been selected based upon Common Core standard criteria. ACMS can find texts based upon a range of grade levels, and then should learn the Lexile level of these texts by putting them in the Lexile level learner at Lexile.com to find an appropriate level text for focus list students.

Please note: these texts should be printed separately so that students do not know what “grade level” they are being assigned, in case it is lower than their grade level in school.

**40 Elementary Reading Comprehension Graphic Organizers**

<http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf>

**The Traveler  
ELA Toolkit  
Guided Reading Strategies**

# Strategies Prior to Reading

## **Strategy 1: Activate Prior Knowledge**

### **What Is It?**

In this strategy, ACMS ask students what they already know about a subject in order to connect this previously acquired knowledge with new content and skills. They foster inquiry by having students generate questions about what they'd like to find out about the new content/topic.

### **Why Is It Important?**

Students' pre-existing knowledge acts as a foundation on which they can build new knowledge and helps them connect new learning to what they know already. These kinds of connections are what makes learning make sense. Activating prior knowledge not only helps students make connections between what they know already and what they are about to learn, it helps students become mentally engaged in upcoming learning.

### **What Does It Look Like?**

Although activating prior knowledge can take many forms such as a share-out, writing prompt, or discussion, the strategy and graphic organizer we will focus on is the KWL chart.

Here's how to do it:

- Ask students what they already know about a topic. Write it under the 'K' or 'what I know' column in the chart.
- Ask students what they want to know or wonder about the topic. Put this under the 'W,' which stands for "what I want to learn."
- As ACMS read through texts with students, fill in the 'L' column, which stands for 'what I learned.'
- When done reading, if there are still unanswered questions from the 'W' column find out the answers together with students.
- Be sure to validate student ideas and questions as they share. This draws them into this pre-reading strategy and helps them connect new information with what they already knew!

### **Resource**

#### **KWL Chart**

#### **Training Video #1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

## KWL Chart

Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

| What I Know | What I Want to Know | What I Learned |
|-------------|---------------------|----------------|
|             |                     |                |

## Strategy 2: **Preview**

### What Is It?

Previewing a text is comprised of exposing students to background information about a text as well as pointing out key text features and content to students. The instructor may set a purpose for reading during this pre-reading strategy in order to help students focus on desired learning outcomes.

### Why Is It Important?

Previewing text helps to engage and develop the background knowledge for students. It aids students in making predictions about the text and can pique their interest, thereby increasing their motivation to read. In addition, previewing allows students to focus their reading on key information. Previewing may provide clues about the text structure, preparing the reader to mentally organize the new information. After previewing, the student is ready to better comprehend the text. This is particularly true for students who have limited literacy skills.

### What Does It Look Like?

Previewing a text can take many forms. We are going to focus on how to do it systematically by using a graphic organizer called the Pre-reading Checklist.

### More Detailed Notes About Implementing the Strategy:

When previewing text with a small group or with the whole class, an AmeriCorps Member can be alerted to misconceptions students may hold, and be able to address those prior to reading.

A preview may vary based on the type of text. A preview of a **narrative text** might include looking at the cover and title, reading the "teaser" on the back book cover, looking at pictures, and/or noticing chapter names. A preview of an **expository text** could also include attention to text features such as headings and subheadings, maps and charts, picture captions, and featured vocabulary. Subject matter may dictate the contents of a preview. A preview of a **science text** might focus on tables or charts that will be key to understanding the text, while a preview of a **history text** might include noting the author and how the author's perspective might affect the point of view of the text.

## Resource

### **Previewing a Text checklist**

### **Training Video #1**

## Previewing a Text Checklist

Before I begin reading I will look at:

- Title
- Subtitles
- Photographs, illustrations and their captions
- Diagrams, graphs, charts, maps
- Bold-faced words
- Repeated words
- Boxed items

## **Strategy 3: Predict**

### **What Is It?**

Effective readers use pictures, titles, headings, and text, along with their personal experiences, to make predictions before they begin to read. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students should read through the text and refine, revise, and verify their predictions in order to stay actively engaged in the reading process. Instructors ask student to make predictions about the text for a variety of purposes. These purposes may include, but are not limited to, character motivations, cause and effect, problems and solutions, or author purpose. Predictions can be used with all genres of text including narrative, expository, and persuasive.

### **Why Is It Important?**

Predicting enables students to practice thinking patterns and to assess the strength of their thinking skills. As a strategy, predicting also provides students opportunities to connect a text to their own experiences, thereby creating an opportunity for engagement and student investment in the reading task.

### **What Does It Look Like?**

- ACMs should start by modeling how to make a prediction for students.
- When guiding student prediction making before students start to read, ACMs should use the template, "I think \_\_\_\_\_ will be true because \_\_\_\_\_."
- While the reading process is happening, ACMs should provide check-in points to stop and check the accuracy of the predictions made. At these stopping points, ACMs should model how to refine or rewrite their predictions based on new information gathered from the guided reading of the text. Then they should guide students through rewriting and changing their own predictions.
- At the end of the text, ACMs should discuss which prediction were valid and which were inaccurate.

### **Resource**

#### **Prediction Chart**

#### **Training Video #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Predict and Infer

Choose specific events from the story and predict what you think will happen next. Use the words and pictures to give you clues as to what might happen. Then, write what really happened in the story to see if you were correct.

Title: \_\_\_\_\_

| <u>Event</u> | <u>What I Think Will Happen</u> | <u>Clues From The Story</u> | <u>What Really Happened</u> |
|--------------|---------------------------------|-----------------------------|-----------------------------|
|              |                                 |                             |                             |

# Strategies During Reading

## **Strategy 4: ‘Click and Clunk’ to Self-Monitor Comprehension**

### **What Is It?**

In the strategy, students monitor their understanding of reading of a text. When students encounter difficulty with comprehension, encountering a “clunk” so to speak, they stop to assess what wasn’t “clicking” for them as they read that particular part of the text. Students use a checklist in conjunction with this strategy to figure out what the next step should be in applying a reading comprehension strategy.

### **Why Is It Important?**

When students are able to monitor and pinpoint where their understanding breaks down, they are able to address what is causing them to be confused; this ultimately allows them to get back on track and to reengage once again with the text. This strategy also remedies student frustration levels when reading comprehension is challenging. This strategy normalizes having moments where comprehension eludes a reader, and addresses ways to access understanding.

### **What Does It Look Like?**

- The ACM reads a sentence with the students aloud. If everything, including all vocabulary and the meaning is understood, students put a check mark after the sentence. This is known as “clicking.”
- If something is confusing at the end of the sentence, students have “clunked.” ACM should read through the prompts for the sentence level on the “click and clunk checklist graphic organizer.”
- ACMS continue to guide students through the text sentence by sentence until a paragraph is completed. At this point, ACMS check for comprehension of the paragraph as a whole. If it is understood, students place a check next to the paragraph. If there are any “clunks,” the ACM guides the student through the paragraph level on the “click and clunk checklist graphic organizer.”
- This process is repeated one more time when a page is completed. ACMS check for overall comprehension of the page. IF the page is understood fully, students place a check on the page. If there are any “clunks,” ACMS prompt students using the page level guides on the “click and clunk checklist graphic organizer.”

### **Resources**

[Click and Clunk Infographic](#), [Click and Clunk Student Checklist](#)

### **Training Video #2**

# CLICK AND CLUNK

## A 5-STEP READING STRATEGY FOR STUDENTS

**STEP 1: PREVIEW THE TEXT FOR TWO OR THREE MINUTES.**

- LOOK AT THE TITLE, SUBTITLE, PICTURES, BOLDED AND ITALICIZED WORDS. WHAT DO YOU SEE?
- ASK YOURSELF, "WHAT DO I ALREADY KNOW ABOUT THIS SUBJECT?"
- ASK YOURSELF, "WHAT DO I EXPECT TO LEARN FROM WHAT I AM ABOUT TO READ?"



**STEP 2: GRAB A PENCIL AND READ THE PASSAGE ALOUD.**



**STEP 3: WHAT "CLICKED?"**



**STEP 4: WHAT "CLUNKED?"**

- CLUNKS REFER TO ANY WORDS OR IDEAS THAT ARE CONFUSING. CIRCLE THESE, PLACE A CHECK MARK NEXT TO THEM, OR JOT THEM DOWN IN YOUR READING LOG! NOW CONTINUE READING.



**STEP 5: PUT FIX-UP STRATEGIES INTO PLAY.**

ONCE YOU'VE READ THE PASSAGE AND IDENTIFIED THE SECTIONS THAT "CLUNKED," YOU SHOULD:

- REREAD THE SENTENCES THAT CLUNKED.
- SEARCH FOR CONTEXT CLUES IN THE SENTENCES BEFORE AND AFTER THE SENTENCES THAT CLUNKED.
- LOOK FOR COGNATES IF YOU ARE BILINGUAL.
- STUDY THE WORD PARTS. DO YOU RECOGNIZE A PREFIX, SUFFIX OR ROOT WORD?



# My Click and Clunk Reading Checklist

## **1. Check for sentence understanding: "Did I understand what I read in this sentence?"**

I had a problem with a key word in the sentence.

- I should try to infer the meaning from the context of surrounding words and passages.
- I should look for clues as to what the word means (pictures, synonyms, homonyms, clue words).
- I should look the word up in a glossary or dictionary.
- I should ask someone like my teacher or guardian for help.

I had a problem understanding the whole sentence.

- I should try reading the sentences before and after the sentence.
- I should read the sentence again.
- I should try reading the whole passage out loud to myself.
- I should ask someone for help.

## **2. Check for paragraph understanding: Did I understand what I read in this paragraph?"**

I had a problem understanding the paragraph or passages I just read.

- I should look at the *heading* to see if that tells me what the main idea is.
- I should turn the heading into a question and see if I can answer the question.
- I should read the first sentence of the paragraph to see if I can figure out what the *main idea* is.
- I should reread the paragraph or passages and try to answer my question(s).
- I should ask someone guardian for help.

## **3. Check for page understanding: Did I understand what I read on this page? Do I remember what I read?"**

I had a problem understanding and/or remembering the page(s) I just read.

- I should review the introduction, vocabulary words, and summary, if available.
- I should look at the *heading* of each section and turn each into a question.
- I should review the pictures, graphs, tables, and photographs.
- I should reread the page(s) trying to answer my question(s).
- I should use a graphic organizer to help me organize the key points visually.
- I should use sticky-notes to mark important points in the book.
- I should write down the important points in a notebook.
- I should summarize the important points in my head and/or in writing.

## **Strategy 5: “Word Attack” Strategies**

### **What are they?**

#### **5a) Root Words**

This strategy involves breaking words down using prefixes and suffixes, and using etymological roots to derive word meaning.

#### **5b) Context Clues**

Students utilize context clues by examining the language around a term to derive a guess for what an unfamiliar word could mean.

#### **5c) Frayer Model**

Students come to a deeper understanding of a core concept expressed through a word by using a quadrant to examine four elements surrounding a word: a definition (in student friendly language), characteristics of the word, examples, and non-examples.

### **Why Is It Important?**

Having a variety of Word Attack strategies gives students multiple access ways to figure out words while they read. Vocabulary is a key element of text that elevates Lexile levels. Students can see that breaking down words, using context, and thinking through the larger concept behind words can make previously inaccessible texts feasible to read.

### **What Does It Look Like?**

### 5a) Root Words

Students look at a word to see if it can be broken down into any discernible pieces, prefixes, or suffixes. The next consult a **chart** containing prefixes and suffixes to see if any match parts of the unfamiliar term. They can also use recognizable words and cognates that they see contained within unfamiliar terms.

### 5b) Context Clues

- Students look immediately before and after the unfamiliar term, as well as in the preceding and proceeding sentences, to hunt for words that could help suggest the meaning of the unknown word.
- After getting a sense of the unknown word from context clues, they replace the unknown word with a guess
- Finally, students reread the sentence with the guessed meaning to see if it makes. If it doesn't, ACMs help students find stronger context clues to help students pick a better fitting word.

### 5c) Frayer Model

- Students place a word that they want to develop a deeper understanding of conceptually in the center of a quadrant.
- In the upper left, students figure out a definition that they understand in their own words.
- In the upper right corner of the quadrant, students list fact about the term and characteristics that pertain to it.
- In the bottom left, students generate examples of the term.
- In the bottom right they put opposites or non-examples of the term.

Tip: Instructors can help students with this strategy by using images and gestures, especially when support English Langauge Learners (ELLs) or students with lower Lexile levels

## Resources

Prefix and Suffix Chart, Context Clue Strategy Reminder, Frayer Model Quadrant template

## Training Video #3

Name

Date

## GRAPHIC ORGANIZER

## Most Common Prefixes

| Prefix              | Meaning          | Key Word              |
|---------------------|------------------|-----------------------|
| anti-               | against          | antifreeze            |
| de-                 | opposite         | defrost               |
| dis-*               | not, opposite of | disagree              |
| en-, em-            | cause to         | encode, embrace       |
| fore-               | before           | forecast              |
| in-, im-            | in               | infield               |
| in-, im-, il-, ir-* | not              | injustice, impossible |
| inter-              | between          | interact              |
| mid-                | middle           | midway                |
| mis-                | wrongly          | misfire               |
| non-                | not              | nonsense              |
| over-               | over             | overlook              |
| pre-                | before           | prefix                |
| re-*                | again            | return                |
| semi-               | half             | semicircle            |
| sub-                | under            | submarine             |
| super-              | above            | superstar             |
| trans-              | across           | transport             |
| un-*                | not              | unfriendly            |
| under-              | under            | undersea              |

\*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

Name

Date

## GRAPHIC ORGANIZER

## Most Common Suffixes

| Suffix                        | Meaning                       | Key Word             |
|-------------------------------|-------------------------------|----------------------|
| -able, -ible                  | can be done                   | comfortable          |
| -al, -ial                     | having characteristics of     | personal             |
| -ed*                          | past-tense verbs              | hopped               |
| -en                           | made of                       | wooden               |
| -er                           | comparative                   | higher               |
| -er,                          | one who                       | worker, actor        |
| -est                          | comparative                   | biggest              |
| -ful                          | full of                       | careful              |
| -ic                           | having characteristics of     | linguistic           |
| -ing*                         | verb form/ present participle | running              |
| -ion, -tion,<br>-ation, ition | act, process                  | occasion, attraction |
| -ity, -ty                     | state of                      | infinity             |
| -ive, -ative, -itive          | adjective form of a noun      | plaintive            |
| -less                         | without                       | fearless             |
| -ly*                          | characteristic of             | quickly              |
| -ment                         | action or process             | enjoyment            |
| -ness                         | state of, condition of        | kindness             |
| -ous, -eous, -ious            | possessing the qualities of   | joyous               |
| -s, -es*                      | more than one                 | books, boxes         |
| -y                            | characterized by              | happy                |

\*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.

Context clues help me figure out the meaning of unknown words. They can help me become a better reader. I can use clues when I read fiction or non-fiction. I can use them every day of the week. What can I do with context clues? When I use context clues it helps me understand what I read. My comprehension will improve. Using context clues will help me develop a broader vocabulary.

# Context Clues

Context clues are clues in the text. They help me figure out the meaning of an unknown word.

**WHERE** can I find context clues?

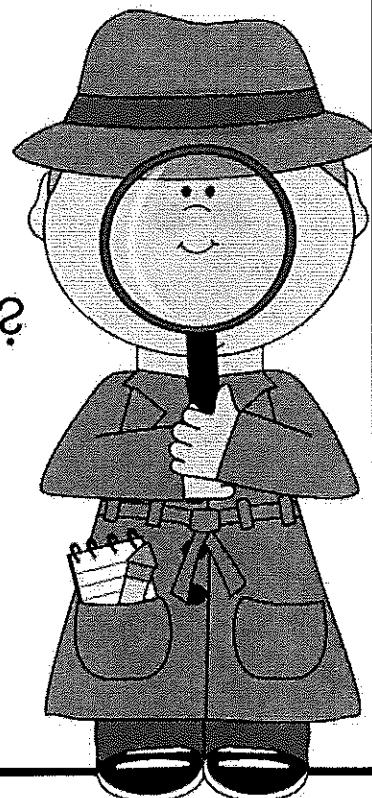
Look right after the word.

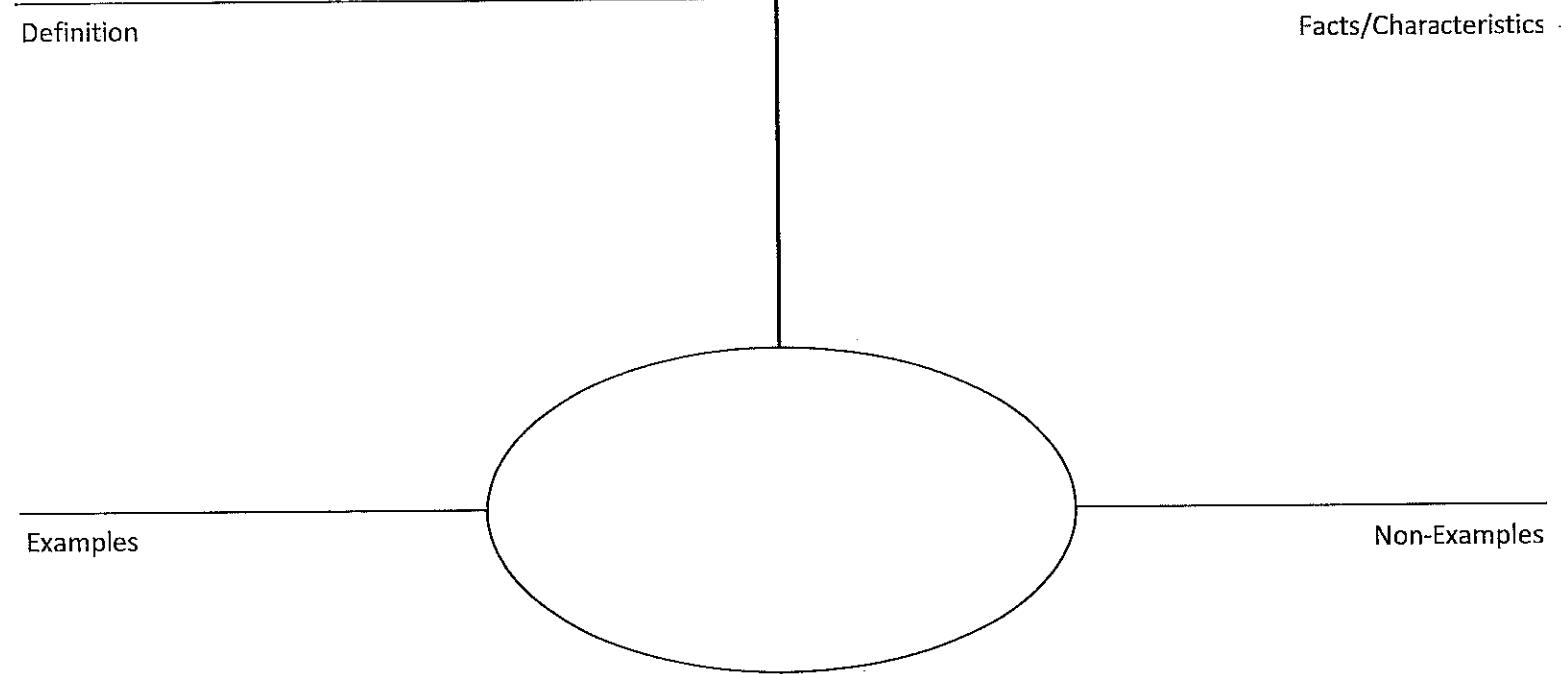
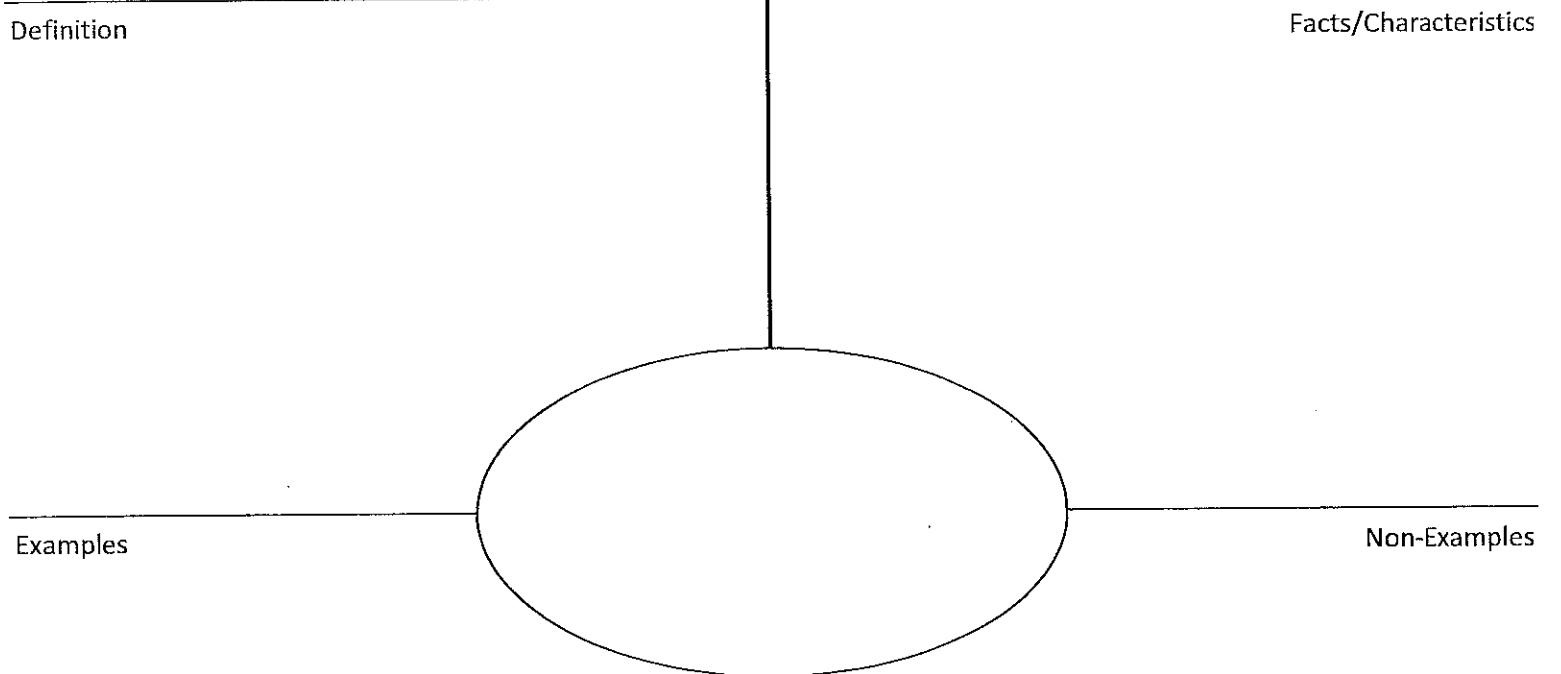
Look in the previous sentence.

Look in the following sentence.

**WHAT** do I do now?

Replace the unknown word with a "guess" word. Did it make sense?





## **Strategy 6: Visualize- Make a Movie in Your Mind**

### **What Is It?**

Visualizing refers to a reader's ability to create pictures in her/his head based on text read or word heard. Visualizing enables a reader to make a mental movie, and brings the text to life by calling upon a reader to utilize their five senses in creating the image.

### **Why Is It Important?**

Visualizing strengthens reading comprehension skills as students gain a more thorough understanding of the text they are reading by consciously using the words to create mental images. As students gain more deliberate practice with this skill, the act of visualizing text becomes automatic. Students who visualize as they read not only have a richer reading experience but can recall what they have read for longer periods of time.

Visualizing text as it is being read or heard also creates personal links between the readers/listeners and text. Readers who can imagine the characters they read about, for instance, may become more involved with what they are reading. This makes for a more meaningful reading experience and promotes continued reading.

### **What Does It Look Like?**

Students draw and write labels for each of the five senses as they read a text.

ACMs prompt students to fill in each square of the Visualization graphic organizer.

I see...

I hear...

I smell...

I taste...

I touch...

- After the graphic organizer is filled in, ACMs ask students to describe what they drew/wrote in as much detail as possible.

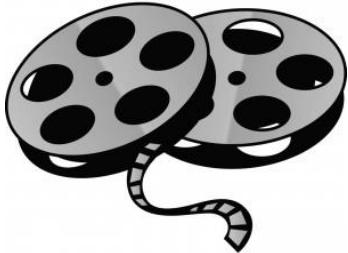
**Tip:** This strategy is especially applicable when reading narrative and dramatic texts.

### **Resources**

Visualization graphic organizer

### **Training Video #4**

## Reading Strategy: Visualize

|  |  |
|--|--|
| <p>Good readers create a movie in their mind as they read. This is called visualization. Think about what senses are used while you read to make this mental movie, and use the squares to draw and write about what you see in your mind.</p>  |  <p>I see...</p>           |
|  <p>I hear...</p>   |  <p>I smell...</p>        |
|  <p>I taste...</p>  |  <p>I feel/sense...</p> |

## Strategy 7: Create Connections to Self, Text, and World

### What Is It?

Connecting is a comprehension strategy that readers use to help them construct meaning from the text being read. By hooking background knowledge and prior experiences to what is happening in a text, readers are able to heighten their engagement and understand the story better. Connections generally take three forms:

- Text to self (relating what is read to a person's own experiences)
- Text to text (relating what is read to knowledge of events or text structures in other books)
- Text to world (relating what is read to what reader knows and understands has happened in the world in which they reside)

### Why Is It Important?

Connections enable readers to use what is known about a text to make predictions, identify potential difficulties in constructing meaning, and recognize when they don't have enough background information to make sense out of what they are reading.

### What Does It Look Like?

- After reading a paragraph or a small portion of a text, an ACM stops to model making connections by doing a "think aloud" of making a connection to either themselves, the text or the world.
- The ACM guides students through the same process. The ACM might ask specifically for students to pick one of the categories of text, self, or world, or ask students to make any connection and then have them characterize what kind of connection it is, whether self, text, or world.

Some sentence starters for this process are:

I can connect this part of the text to my life because it reminds me of \_\_\_\_\_...

I can connect this part of the text to another part of the book/article [or to another book/article] because I see a similarity/difference in \_\_\_\_\_...

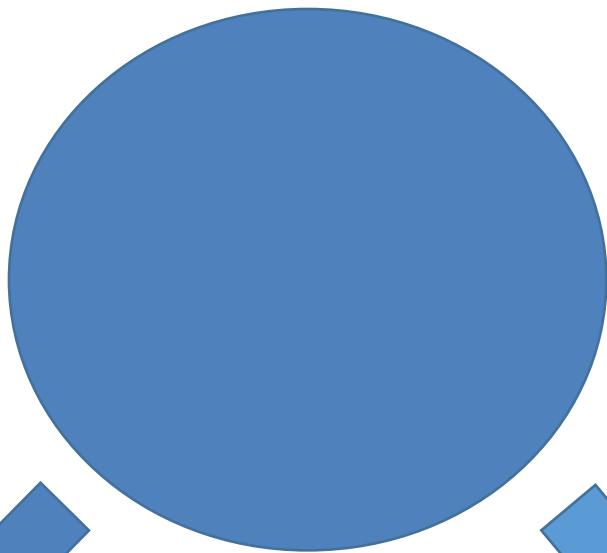
I can connect this part of the text to the world because it is similar to \_\_\_\_\_...

### Resources

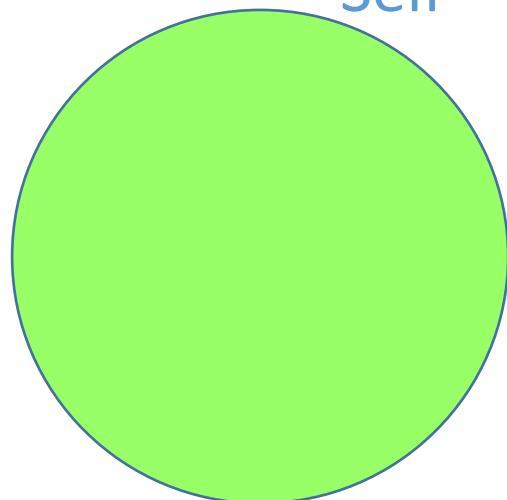
Connection Graphic Organizers

Training Video #5

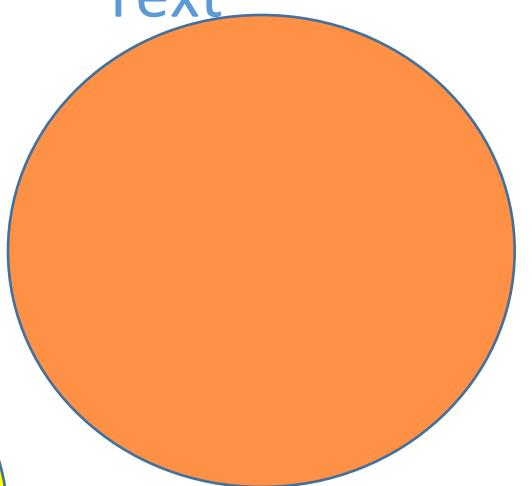
The Text



Self

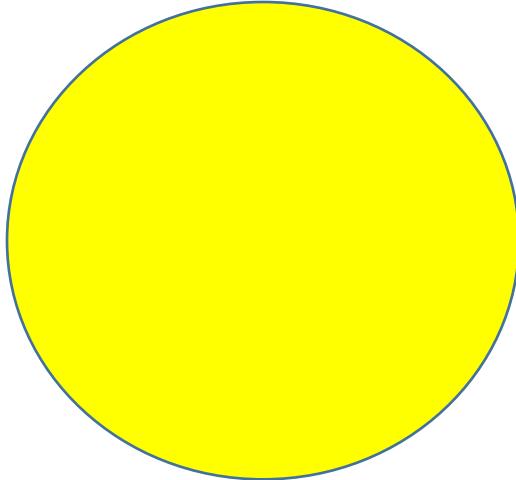


Text



Connect To

The World



Making Connections  
Chart

# Making Connections

- Text-to-Self connections:
  - What does this text remind you of?
  - Can you relate to the characters in the text?
  - Does anything in this text remind you of anything in your own life?
- Text-to-Text connections:
  - What does this remind you of in another text you have read?
  - How is this text similar to other things you have read?
  - How is this text different from other things you have read?

- Text-to-World connections:
  - What does this remind you of in the real world?
  - How are events in this text similar to things that happen in the real world?
  - How are events in this text different from things that happen in the real world?

| Passage or Quote from Text | Explain the connection you made to yourself, another text, or the real world. | What kind of connection did you make?  |
|----------------------------|---|--|
|                            |   | <input type="checkbox"/> Text-to-Self<br><input type="checkbox"/> Text-to-Text<br><input type="checkbox"/> Text-to-World |
|                            |   | <input type="checkbox"/> Text-to-Self<br><input type="checkbox"/> Text-to-Text<br><input type="checkbox"/> Text-to-World |
|                            |   | <input type="checkbox"/> Text-to-Self<br><input type="checkbox"/> Text-to-Text<br><input type="checkbox"/> Text-to-World |
|                            |   | <input type="checkbox"/> Text-to-Self<br><input type="checkbox"/> Text-to-Text<br><input type="checkbox"/> Text-to-World |

## Strategy 8: Annotate- Talk to the Text

### What Is It?

Annotation is a strategic method for marking up a text as one reads. When annotating, reader's use specific symbols and methods, (which are found on the annotation bookmark), to engage with the text as they read. We call this strategy, "talking to the text," because the text speaks to the reader, and marking it up acts as a method of "conversing" and formulating ideas as one reads. Annotation marks include identifying confusing words and ideas, finding main ideas and key words, making connections, noting surprise, asking questions, and responding with personal comments.

### Why Is It Important?

Annotating is important because it ensures that readers are focused on the text and processing it in a variety of ways, leading to deeper engagement with the text and an increased level of comprehension.

### What Does It Look Like?

CYLA is using a uniform set of symbols that can be found on the annotation bookmark. They are also listed here:

| Symbol            | Meaning            | How To Use It   |
|-------------------|--------------------|---|
| Star              | Important          | Put a star next to the most important idea in a passage.                                      |
| Underline         | Key Words          | Use underline to highlight the most vital information.  |
| Check Mark        | I get it           | IF a sentence/paragraph are clear, put a check-mark next to it to self-monitor comprehension. |
| Circle            | Unfamiliar Word    | Circle words to go back and either use word attack strategies or look up later.               |
| Question Mark     | I don't understand | This shows I am lost.   |
| Exclamation Point | I'm surprised      | Exclamation points show excitement  |

|                      |  |  |
|----------------------|--|--|
|                      |  | and/or surprising information.   |
| Two Touching Circles | Connection                                     | I want to make a connection to myself/life/or world here.  |
| Comment/Question     | Student write what they are thinking/wondering | In order to speak to the text, students make comments and questions to process information and engage. |

## Resources

CYLA Annotation Bookmark Symbols

Training Video #6

| Symbol   | Meaning            | Symbol   | Meaning            | Symbol   | Meaning            | Symbol   | Meaning            |
|----------|--------------------|----------|--------------------|----------|--------------------|----------|--------------------|
| ★        | Important          | ★        | Important          | ★        | Important          | ★        | Important          |
| —        | Key Words          |
| ✓        | I Get It!          |
| ○        | Unfamiliar Word    |
| ?        | I Don't Understand |
| !        | I'm Surprised      |
| ∞        | Connection         | ∞        | Connection         | ∞        | Connection         | ∞        | Connection         |
| Comments | I'm Thinking!      |

## **Good Readers...**

Activate Prior  
Knowledge,  
Previews Texts,  
And Make Predictions  
***Before Reading***



Make Connections,  
Visualize,  
Ask Questions,  
And Make Inferences  
***While Reading***



Summarize,  
Evaluate,  
Discuss,  
And Synthesize  
***After Reading***

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Summarize,  
Evaluate,  
Discuss,  
And Synthesize  
***After Reading***

# Strategies Post Reading

## **Strategy 9: 'Get the Gist'- Creating Summaries through Main Ideas**

### **What Is It?**

The word **gist** is defined as "the main or essential part of a matter." The **GIST** strategy helps students read expository text and get the main idea. Students must then convey the gist of what they read in 20 words (for elementary students 10 word summaries are preferable). The strategy can be used with narrative text if students are asked to summarize after each chapter.

### **Why Is It Important?**

When students make **gist** statements, they are practicing the important strategy of summarizing the most essential points of a text. This strategy leads to comprehension of information central the main ideas of documents and helps students process what they have read.

### **What Does It Look Like?**

- ACMs should take a text and divide it into smaller chunks. Typically a paragraph is a good length for a chunk.
- ACMs should guide the students in finding the 5 5ws +H (Who, What, Where, When, Why, and How) for each chunk.
- Taking the 5Ws+H, students will articulate the mean idea of the chunk in 10 words (for elementary and lower level students) or 20 words (for middle and high school students).

### **Resources**

[GIST Template, Organizer for Summarizing](#)

### **Training Video #7**

# GIST Template

Name \_\_\_\_\_

Article Title \_\_\_\_\_

Article Source \_\_\_\_\_

1. Read the article.
2. Fill out the 5Ws and H.

Who:

What:

Where:

When:

Why:

How:

3. Write a 20-word GIST.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Organizer for Summarizing

### Someone

Who is the main character?

### Wanted

What did the character want?

### But

What was the problem?

### So

How did the character try to solve the problem?

### Then

What was the resolution to the problem?

### Summary

## **Strategy 10: “It Says, I Say, And So”- Inference Equation**

### **What Is It?**

This strategy enables students to practice making inferences by seeing them as a logical extension of both the text and their background novel, and connecting those two domains. Observations occur when one can see something happening. In contrast, *inferences* are what readers figure out based on an experience.

### **Why Is It Important?**

Helping students understand when information is implied, or not directly stated, will improve their skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies. Inferential thinking is a complex skill that will develop over time and with experience, and will allow students to understand readings at a deeper, non-literal level.

### **What Does It Look Like?**

- ACMs ask the student what the text says, helping them paraphrase until they can communicate what it means in their own words. In this part of the strategy students say, “It says...” referring to the text/data.
- Then, the ACM asks the student to connect the text or data to their background knowledge. Students start stating this part of the strategy with, “I Say....”
- The final part of the strategy is to put the two together to get an inference. This final inference statement in the equation is typically started with the words, “And so....”

### **Resources**

[Inference Equation Worksheet](#)

[Training Video #8](#)

### 'It Says, I Say, And So'- Inference Equation

| It Says...<br>(The Text or Data) | + | I Say...<br>(I already know) | And So....<br>(Putting the two together to make an inference) |
|----------------------------------|---|------------------------------|---|
|                                  |   |                              |   |
|                                  |   |                              |   |
|                                  |   |                              |   |
|                                  |   |                              |   |

## **Strategy 11: Evaluate- Support Claims with Evidence and Warrants (CEW)**

### **What Is It?**

This strategy calls upon students to evaluate texts by generating claims, to support those claims with evidence selected from the text/data, and then to explain the significance of the claim and its connection to the evidence through the creation of warrants.

### **Why Is It Important?**

This CEW comprehension strategy provides a framework to prove thoughts/opinions in a logical method. With this structure in place, students can practice essential skills such as selecting appropriate, quality evidence and coming up with analytical explanations for their assertions. In this way students can evidence a high degree of comprehension of a text by finding textual evidence that supports a proposition/claim and by analyzing that claim logically in their warrant.

### **What Does It Look Like?**

ACMs should note that although this three-part structure is widely used, different partner teachers may use slightly different terminology or phrases (i.e. ‘argument’ instead of ‘claim’) when referring to the different parts of this technique.

- The ACM and students come up with an argument, which is called a claim.
- Students are asked to state whether the claim is true and to select textual evidence that either supports it or proves it wrong.
- Finally, students provide a warrant, a statement that explains how the selected textual evidence proves their claim.

### **Resources**

#### **CEW graphic organizer**

#### **Training Video #9**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Claim-Data-Warrant Graphic Organizer

| <b>CLAIM</b>   | <b>DATA</b>  | <b>WARRANT(S)</b>   |
|--|--|---|
| The claim is the position on the issue- the thesis or the main argument. | Data means the evidence to support the claim, for example, facts, statistics, findings, expert opinions, personal anecdotes (shared stories) | The warrant refers to how the speaker or writer interprets the data. The warrant should show how the data supports the claim. The speaker may use several warrants, for example an emotional and ethical appeal to connect the data to the claim. |
|  |  |   |

## Sentence Frames to form Warrants to link Claims and Evidence

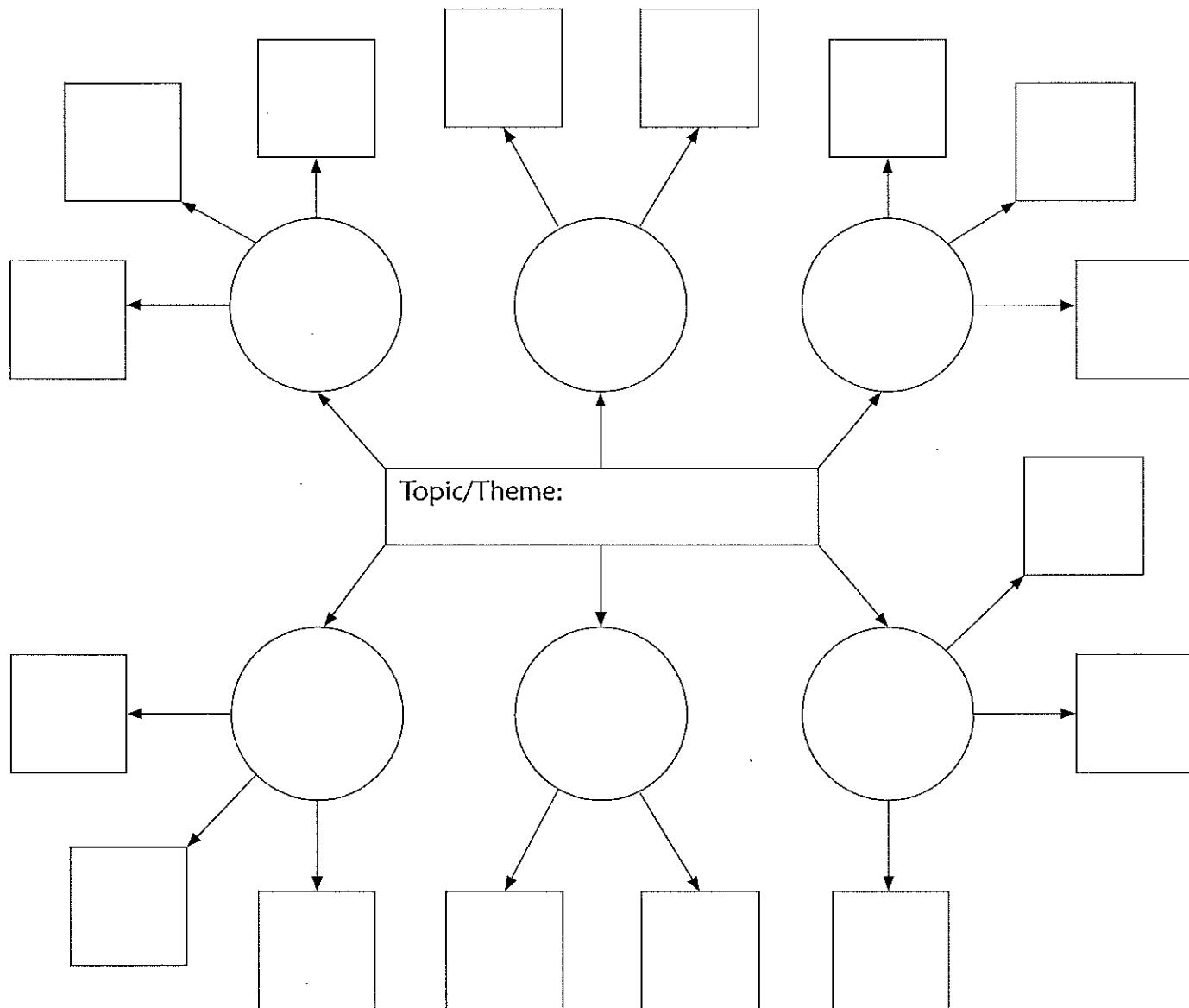
| What to Do   | Sentence Frame Example                                   |
|--|--|
| Make an inference.   | <i>It seems that because of _____, _____ happened.</i>   |
| Give an opinion.   | <i>The decision to do _____ was dangerous because...</i> |
| Give a reason.   | <i>He made this choice because...</i>                    |
| Give an effect.  | <i>Because of this decision...</i>                       |
| Explain the importance.  | <i>This is significant because...</i>                    |
| Compare and contrast with something.                             | <i>This is different from _____ because...</i>           |
| Make an “if, then” statement.                                    | <i>If this happened, then...</i>                         |
| Make a connection to another event or to ideas, past or present. | <i>This is similar to...</i>                             |

## Other Graphic Organizers

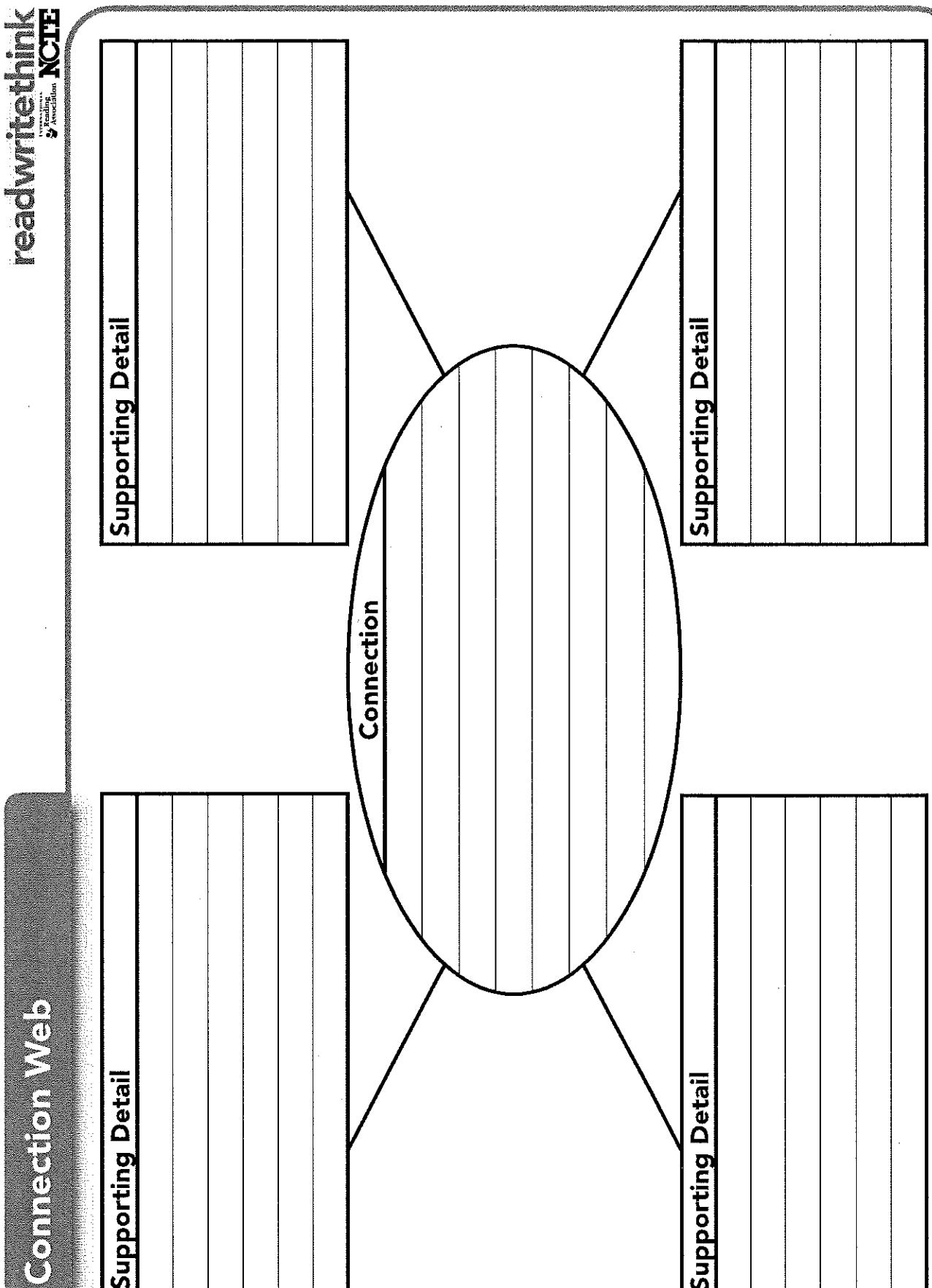
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Concept Map

The concept map below is a way for you to show relationships between words and concepts. An arrow connecting two words shows that those words are related in some way. When you're done, you can group words that go together with a circle or box.



## Connection Web



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## Compare and Contrast Chart

Item #1 \_\_\_\_\_

Item #2 \_\_\_\_\_

How are they alike?

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

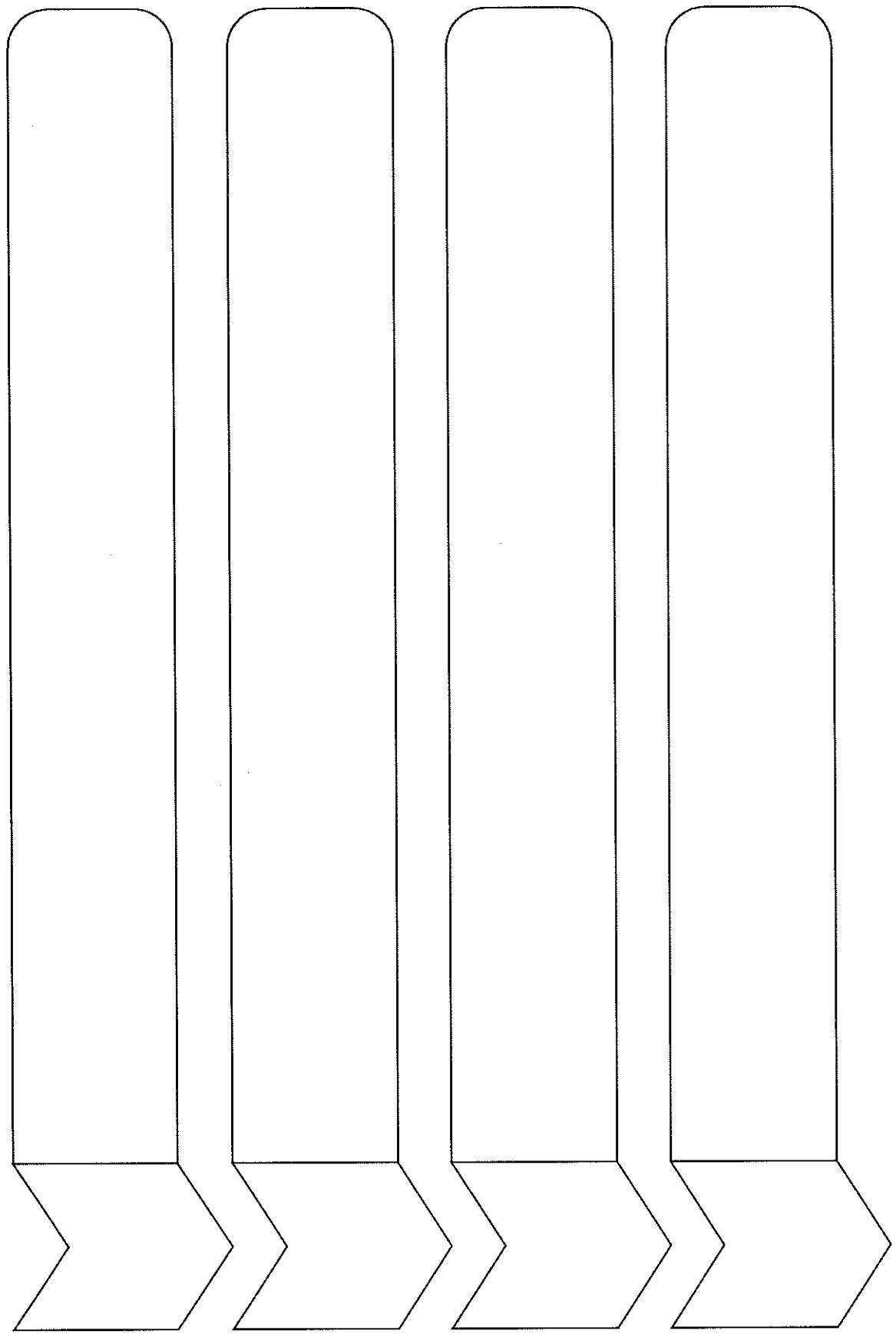
How are they different?

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

## Sequence of Events Chart

**readwritethink**  
Writing Association  
**NCTE**



|      |      |
|------|------|
| Name | Date |
|------|------|

GRAPHIC ORGANIZER

## Identifying Author's Purpose

| Inform | Entertain | Persuade |
|--------|-----------|----------|
|        |           |          |

# Checks for Understanding and Written Extensions

## Checking for Understanding After A Guided Reading Session

There are a few different strategies here that check for student comprehension after reading. Some, such as illustration and acting, are suited excellently to English Language Learners and struggling writers.

### 1. Illustrate

- Students draw a picture or symbols of the main ideas from the text, and describe what they drew.

### 2. Exit ticket

- Students respond to a question posed by an ACM to illustrate comprehension and pass it in to ACM before leaving. This can help an ACM tailor the next session to a specific student's needs.

### 3. Twitter Post

- Students summarize the text in 140 characters or less.

### 4. Act it Out

- Students act out the main ideas of the text.

### 5. The 411

- Students respond to:

What is the author's main point?

What are the arguments for and against this idea?

- Students describe the author's objective in two sentences.

### 6. 3-2-1

Students write:

- Three things they found out.
- Two interesting things.
- One question they still have.

### 7. Invent a Quiz

- Students write 3 quiz questions that someone should answer to show they understand a text, and they should make an answer key.

8. Intrigue Journal

- Students list the five most interesting, controversial, or resonant ideas they found in the readings.

9. 1 Minute Mind-dump

Students write as much as they can about the reading in one minute, including as many details as possible. This check for understanding is a great way to see if students retained not only main ideas, but also the supporting details.

10. 5 Words

Students pick out and highlight the most important 5 words from the text, and explain verbally why those words are the most vital to the text's meaning.

## Written Extension- SLAM Your Extended Response

After students practice guided reading, a great way to process and synthesize their comprehension is to practice a written response with them. Doing so utilizes a couple key strategies: making connections, making inferences, and using the Claim-Evidence-Warrant structure for argumentation. The graphic Organizer on the next page helps students structure their responses using the mnemonic device,

**SLAM: State, Locate, Add, and Make.**

**State** part of the question in your first sentence.

**Locate** evidence from the text. “*In the story it says...*” “*This proves...*”

**Add** your own ideas; “*In my opinion...*” “*I can relate to this...*”

**Make** a meaningful conclusion or connection.

The more this structure is practiced, the more comfortable students become with processing through writing and the more confident students become with writing in general.

# SLAM

## YOUR EXTENDED RESPONSE!



# S

**STATE** part of the question in your first sentence.

---

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# L

**LOCATE** evidence from the story. *"In the story it says..." "This proves ..."*

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---

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# A

**ADD** your own ideas.  
*"In my opinion...," "I can relate to this..."*

---

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---

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# M

**MAKE** a meaningful conclusion or connection.

---

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## **Guided Reading ELA Toolkit Supplement Strategy**

### **Video Resources**

Here are some additional videos that model the strategies that we endorse to use with your focus list students and to prepare your interventions. I have included a brief description of each video for your reference.

## ■ Strategies to Use Prior to Reading

### Activating Prior Knowledge: Using K-W-L Charts

- The KWL Chart

<https://www.youtube.com/watch?v=Qv-eOtO9f-A>

An instructor explains how KWL charts can be used and quickly runs through an example of how to use one with information about owls without students present.

- KWL Chart

<https://www.youtube.com/watch?v=oK6hi79OJns>

A teacher runs through a KWL chart for the three levels of United States government with students in a classroom. This video also shows how students can extend the KWL chart by doing additional research.

- Best Practices: High School Reading Strategies
- How to teach critical thinking skills: KWL Charts

[https://www.youtube.com/watch?v=wc\\_LTWkzJ4Y](https://www.youtube.com/watch?v=wc_LTWkzJ4Y)

A teacher uses a KWL chart to talk about two different plants and offers suggestions for how to add guiding questions. The instructor also models how to do think-alouds when filling out a KWL chart.

### **Previewing Text**

- Preview a nonfiction text--Lesson 1 of 7 (Common Core Standard RI.5.10)

<https://www.youtube.com/watch?v=X3kXnd4IR1I>

This video looks at titles and headings before diving into reading. It uses a text about the lives of slave children.

- Previewing a Text: Reading Video Lesson

<https://www.youtube.com/watch?v=RgvjMSEn3FE>

This video by a teacher called Mr. Akula previews the story *All Summer In A Day* by Ray Bradbury and shows how to use text features and knowledge of the author and title can help readers make predictions about the text.

### Making Predictions

- Reading Strategy: Prediction

<https://www.youtube.com/watch?v=nsLD33rczFA>

A student created video that outlines how to make predictions prior to and during reading based on clues. It also explains how to check predictions. The video models two students discussing a prediction and how it was made.

- Grog, Sheep, & Harold Making Predictions About Summer Reading

<https://www.youtube.com/watch?v=GRkkO6KOY5I>

Funny elementary level video that explains what prediction is and how to make predictions with some animated characters by looking at the covers of books.

- Preview the Text to Make Predictions

<https://www.youtube.com/watch?v=xFq-liqnp8Y>

A Learn Zillion video about preparing to read the book Monster by using book features to make predictions.

-Make predictions about what an article will teach by previewing--Lesson 1 of 7 (Standard RI.3.10)

<https://www.youtube.com/watch?v=Esk5DYJOe2k>

Another Learn Zillion video that shows how to make predictions by looking at the title and sub-heading of a piece to get clues. This video uses the Declaration of Independence as its sample article.

## ■ Strategies to Use During Reading

### Click and Clunk: A Self Monitoring Strategy

- "Click or Clunk": A student comprehension self-check

<https://www.youtube.com/watch?v=ka5SeE4QdXI>

A teacher explains 'Click or Clunk' sentence strategy to a small group of students. The students then quietly read the first paragraph and go through saying 'click' or 'clunk.' The teacher then explains how to do a 'paragraph check' for comprehension, and a 'page comprehension check.'

### Word Attack #1: Using Prefixes, Suffixes, and Root Words to Understand Vocabulary

-Prefix or Suffix?" by The Bazillions

<https://www.youtube.com/watch?v=H2Z4p0au1yk>

An animated song that introduces the concept of prefixes and suffixes.

-Prefixes and Suffixes A Message from Dark Marker

<https://www.youtube.com/watch?v=Lf51Qca071g>

A group of crime-solving markers solve a mystery while comically introducing the concept of prefixes and suffixes.

- English Language Learning Tips - Prefixes and Suffixes

<https://www.youtube.com/watch?v=RPqxNqO8u-A>

A language school goes over some very common prefixes and suffixes that pop up in the English language frequently.

### Word Attack #2: Using Context Clues

- Word Attack! Using Context Clues to Become a Word Ninja

<https://www.youtube.com/watch?v=pbqJKWo6Hxs>

A hilarious teacher made video that shows how students can avoid becoming a word attack victim and how instead to be a "word attack ninja." by giving specific strategies for finding the meaning of unfamiliar words.

-Context Clues Song (Context Clues by Melissa)

<https://www.youtube.com/watch?v=xMw0KcEZljE>

A short song that gives some hints about how to find and use context clues.

-Context Clues From Comprehension Learning Upgrade

<https://www.youtube.com/watch?v=qgaSmJKR9HM>

Another brief song about context clues that gives an example using the word ‘mediocre’ as an example.

### **Word Attack #3: The Frayer Model**

The Frayer Model

<https://www.youtube.com/watch?v=acaWDV2DJqs>

A 5 minute video that goes over the purpose and goal of the Frayer model, as well as its uses. It shows a simple example of implementation using the word ‘vegetable.’

Graphic Organizer to Build Vocabulary- Frayer Model

[https://www.youtube.com/watch?v=N7bx\\_IBKQgk](https://www.youtube.com/watch?v=N7bx_IBKQgk)

Two teachers fill out a Frayer Quadrant together for the word ‘culture.’

The Frayer Model

<https://www.youtube.com/watch?v=W5cvEf0ueDE>

A teacher demonstrates how to use the internet to fill in the Frayer model quadrant with both words and images.

### **Visualizing**

- Reading Comprehension Strategy-Visualizing

<https://www.youtube.com/watch?v=zY7Mz7Qi4x0>

Brief explanation with graphics how visualizing is like “creating a movie in the mind.”

- Visualize

[https://www.youtube.com/watch?v=n5yP\\_HavvLg](https://www.youtube.com/watch?v=n5yP_HavvLg)

Inspirational silent animated video that demonstrates how visualizing adds depth and richness to the reading and comprehension process

- Reading Comprehension: Visualizing

<https://www.youtube.com/watch?v=eE1l0262KJA>

A teacher reads a picture book about a bus to a class of very young students, but doesn’t show them the pictures. She pauses periodically to have students perform a think-pair-share about what they visualized as she read. Next, students share to the whole class and teacher, and the teacher asks guiding questions to help students tie their visualizations to the text. The teacher also guides her students through a process of drawing their visualizations to process their mental pictures after the sharing process.

## **Making Connections: To the Self, to the Text, to the World**

-Reading Comprehension Strategy- Making Connections

<https://www.youtube.com/watch?v=uql0IIMJDY>

A brief powerpoint introducing the idea of making connections while reading.

- Into the Book Making Connections

<https://www.youtube.com/watch?v=sYN5PGiUy8M>

A 15 minute video about a magical little girl who connects to her novel deeply and other students in an elementary classroom who make different kinds of connections.

- Storylords | Connecting What You Know with What's on the Page

<https://www.youtube.com/watch?v=UL0wtjK4ljk>

A young boy travels into a pictureless storybook to make connections and save the day by making connections as an apprentice storylord. He learns this important lesson from his teacher's lesson in school.

- Making Connections While Reading

<https://www.youtube.com/watch?v=2NuISGdlKNU>

A goofy high school teacher pretends to be a sensei to engage students while modeling “the making connections reading strategy.” This video is geared toward teacher and tutor training.

## **Annotating Text**

- How to Annotate A Text

<https://www.youtube.com/watch?v=IzrWOj0gWHU>

A video with some ideas about what a student should be marking up as they read, and how to do it.

- Annotating Text

[https://www.youtube.com/watch?v=JZXgr7\\_3Kw4](https://www.youtube.com/watch?v=JZXgr7_3Kw4)

A teacher sets the purpose for annotation and explains the methods for annotation. She models multiple different ways for interacting with text, citing real examples.

- Learn to Annotate at Our Community College in Michigan

<https://www.youtube.com/watch?v=zy45es1HyO0>

A community college professor models how to mark up a text by asking questions and finding the main topics of paragraphs.

## ■ Strategies to Use After Reading

### Summarizing Text: Get the Gist

- Common Core Literacy Close Reading Strategies with Informational Text

<https://www.youtube.com/watch?v=9emLkXIMcOs>

This video shows a 5<sup>th</sup> grade teacher in the classroom modeling ‘gist the gist and understanding details with students during close reading procedures. The action is interspersed with the instructor offering explanations and key insights about how and why he teaches using discrete components of his method.

- Get the Gist- Comprehension Strategy

<https://www.youtube.com/watch?v=YNXqMykTbCY>

This is a video of a 3<sup>rd</sup> grade teacher modeling how to make 10 word or less “gist statements” with a picture book (Instructor Only).

- Getting the GIST

<https://www.youtube.com/watch?v=22yM5nqtA6g>

This video models the “journalistic” and expository “Get the Gist” strategy for older grades. After explaining the strategy and how to use it, the video models how to use it with a middle school reading passage about Ancient Sumer (Instructor only).

- GIST Reading Strategy Demonstration

<https://www.youtube.com/watch?v=FOHA7Kz3qtw>

A teacher introduces the “Get the Gist Strategy” in high school and has students identify the 5 Ws before writing a gist statement.

### Making Inferences

-Drawing Conclusions and Making Inferences

An instructor explains how to make inferences to fill in information that is missing from a text. The video has the viewer practice making inferences by looking at photos and answering some provided questions for thought. After this practice, it recontextualizes making inferences to within text, as a “Word picture.”

- Making Inferences

<https://www.youtube.com/watch?v=ioZW58bOBFE>

A teacher, Mr. Sato, lowers the affective filter in this animated and humorous video by explaining how students are already making inferences without previously knowing it. He explains how looking for textual evidence is completing an unfinished picture. It gives an example of inferences made in a

short story by indicating how students can “read between the lines” and use supporting evidence to validate inferences.

- Inference and Conclusions Practice- True Move Commercial

<https://www.youtube.com/watch?v=HDi66yKKxDM>

A teacher has taken a commercial from Thailand and interspersed it with questions to help students practice making inferences.

### **Claim Evidence Warrant**

-Claim Evidence Warrant

<https://www.youtube.com/watch?v=UckLoAQRsA4>

An intro video explaining the three discrete parts for a college-aged audience. This strategy is more important in general for an older audience (7th grade and up).

-Introduction to Reading Skills: Claims and Supporting Evidence

<https://www.youtube.com/watch?v=3571UcZlFyc>

An animated video by McGraw Hill that differentiates between facts and opinion that's about cheerleaders who take their case about not being included in the school paper to court.

-Clai Data Warrant Rap 2

<https://www.youtube.com/watch?v=t7iTEEDPBjk>

High school students rap about the three parts of Claim Data and Warrant.

