

Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

C10

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to think about important details as you are reading.

While I am reading a book, it is very important that I find the important details. Since I can't remember everything when I read, I should choose the important details to remember.

Read aloud the paragraph on the front of the card. *The first thing I should do is figure out the main idea of the paragraph. I think the main idea is that the three students went to the library to work on a science project. The details that are important to the main idea are the ones I will try to remember.*

Point to the picture of the library in the thought bubble. *Is it important that the students went to the library? Yes, that is important to the main idea.* Point to the Main Street sign in the thought bubble. *Is it important that the library was on Main Street? No, that is probably not important.* Point to the volcano book in the thought bubble. *Is it important to remember that their project was about volcanoes? Yes, that is important to the main idea.* Point to the clock in the thought bubble. *Is it important to know that they finished at 4:30? No, that's probably not important.* Thinking about the important details as I continue my reading will help me understand the book better.

Zooming In

Next summarize your think-aloud with fewer words.

While I am reading, it is important to remember all of the details that are important to the main idea. As I read, I decide whether each detail is important and make sure that I remember the important ones.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Think about the important details.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Can you find details that support the main idea?
- What is important to remember and what is not so important?
- Some details are more important than others.



You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Think about the important details.



Comprehension

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C9

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to find the main idea of the book as you read.

While I am reading, I try to think about how the information on each page relates to the entire book. Point to the first box. These two pages are about the planet Earth. I will keep that in mind as I continue reading. Point to the second box. These pages are about the planet Saturn. Point to the third box. These pages are about the planet Pluto. All of the pages we have seen are about planets. Point to the fourth box. Since Earth, Saturn, and Pluto are all planets, the main idea of this book must be learning about planets.

Zooming In

Next summarize your think-aloud with fewer words.

While I am reading, it is important to think about how the information on each page relates to the entire book. Knowing the main idea of the book can help me pay attention to what is important and understand the book better.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Think about the main idea of the book as you read.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- What is the one thing that this book is mainly about?
- What is the big idea in this book?
- What does the author want you to think about?
- Tell me what the book is about in one sentence.

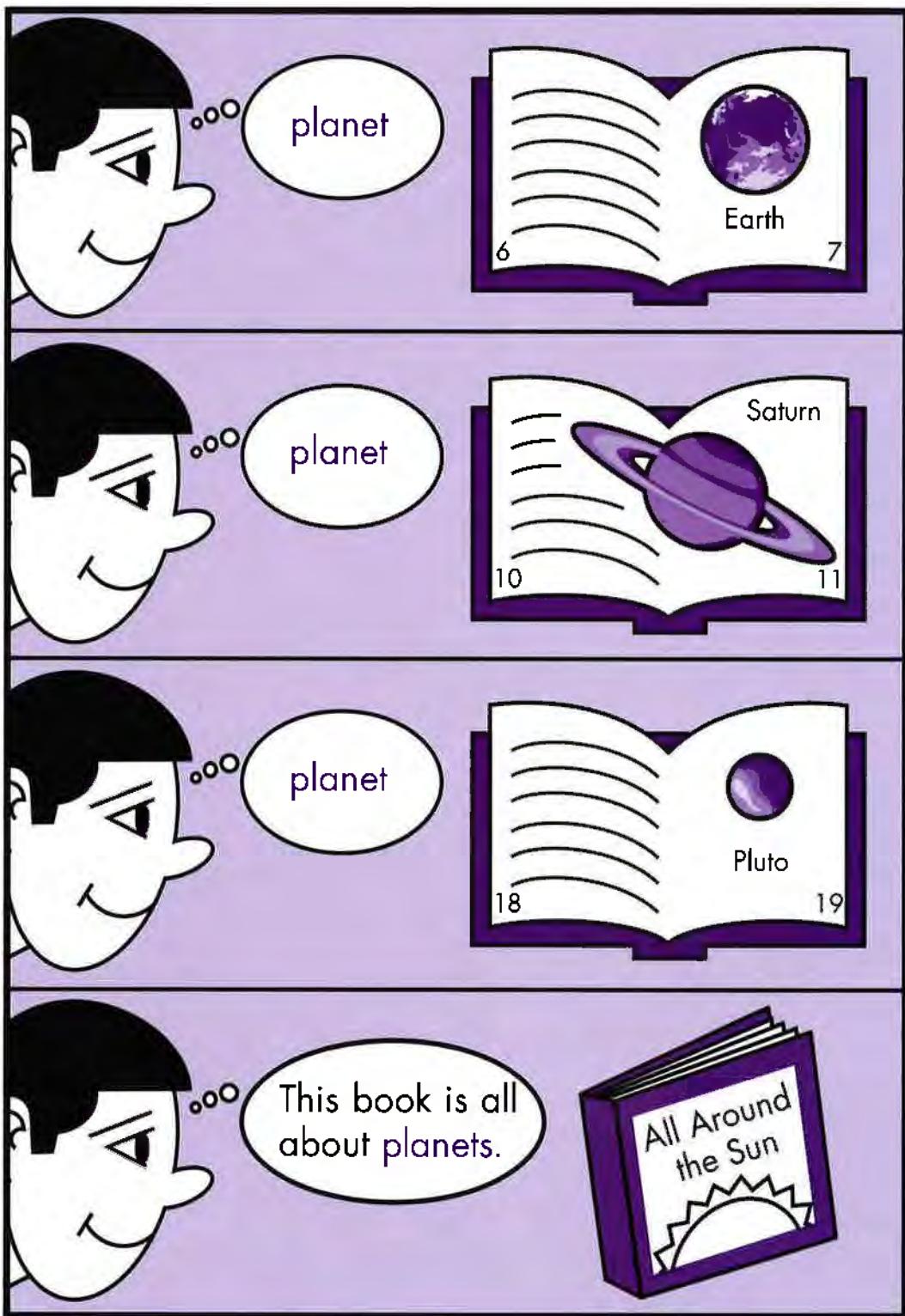


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Think about the main idea
of the book as you read.



Comprehension

LITERACY STAGE



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Fluent

C8

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to understand a text by thinking about a character's motivation.

Point to the character popping out of the book. *While I am reading, it is very important that I pay attention to the characters. Point to the girl's thought bubble. I might think about why the character in the book is crying. Did something happen to make him sad? Did another character say something to hurt his feelings? Did he say something wrong to another character, and that's why he's sad? I also have to think about what this character is going to do. Will he try to do something to make himself happy again? I am always thinking about why a character says something or does something. This helps me understand the characters and the story.*

Zooming In

Next summarize your think-aloud with fewer words.

When I am reading a story, I try to understand why a character is saying or doing something. When I do this, it helps me understand the story better.

Stating the Strategy

Finally, state the strategy clearly for students as you point to the picture for support.

Think about why a character is saying or doing something.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Why do you think (character) said that?
- Why do you think (character) did that?

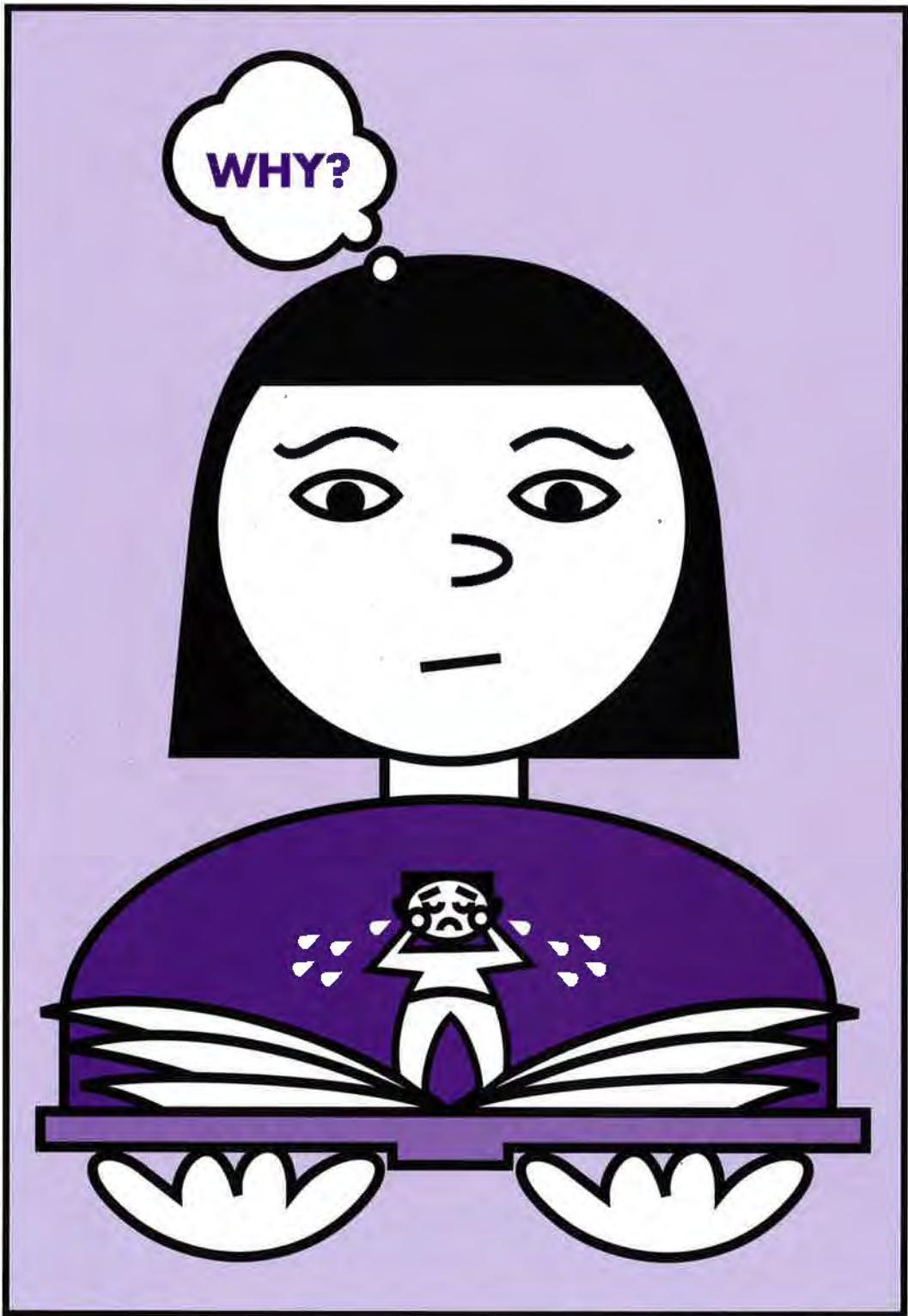


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Think about why a character
is saying or doing something.



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Comprehension

LITERACY STAGE



Emergent



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Early Fluent



Fluent

C7

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to predict what will happen next.

Point to the first page of the open book, and read the sentence with a suspenseful voice. *Oh wow! I wonder what's going to happen next!* Point to the question mark. *Maybe there is a space alien in Jin's kitchen. Maybe she hits her head and begins dreaming about something. Maybe she hears a noise and wonders who else is in her house. What I have just done is called predicting. That means that I am using what the book has said so far to guess what will happen next. When I predict and read on, I get to find out if my predictions were correct. This makes reading a lot of fun and helps me understand the story better.*

Zooming In

Next summarize your think-aloud with fewer words.

After I read part of a story, I always try to predict what will happen next. This makes reading fun and also helps me understand the story better.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Predict what might happen next.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- What do you think will happen next? What in the story makes you think so?



You can find more ideas for using this card in Section 2 of the Program Guide.

Predict what might happen next.

When Jin went into the kitchen, something strange happened.



Comprehension

LITERACY STAGE


Emergent



Early



Early Fluent



Fluent

C6

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to ask yourself if what you are reading makes sense.

When I am reading, I have to ask myself if what I'm reading makes sense. If not, there are some things that I can do. Point to the first example. I remember that sometimes I have to read more s-l-o-w-l-y to help me understand the story better. Point to the second example. If I have trouble with a certain part, I can go back and reread it. Point to the third example. I also need to pay attention to the punctuation. If I don't, I might miss the meaning of something. By doing all of these things, I can make sure I understand what I read.

Zooming In

Next summarize your think-aloud with fewer words.

If what I am reading doesn't make sense, I can help myself understand it better. I have to remember to read more slowly if I want to understand what I am reading. I might have to reread a part I don't understand. I also have to make sure I am pausing and stopping where I should.

Stating the Strategy

Finally state the strategy clearly for students as you point to the words for support.

Ask yourself if what you are reading makes sense. If not: read more slowly, reread the part that is giving you trouble, and make sure you are using the punctuation.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Could slowing down help you understand it better?
- Try reading that part again.
- Are you stopping at the periods and pausing at the commas?



You can find more ideas for using this card in Section 2 of the Program Guide.

Ask yourself if what you are reading makes sense. If not:

- read more s-l-o-w-l-y.
- reread the part that is giving you trouble.
- make sure you are using the punctuation.

Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

C5

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to understand a text better by thinking about the elements of the story.

Point to the clouds. *While I am reading, I should be thinking about the different parts of the story.* Point to each cloud as you talk about it. *One thing I should think about while reading is the characters. What are they doing and why? How do the characters act with each other? I should also be thinking about the setting. Is there more than one setting? Why did the author choose this setting? What about the problem and solution? What is the problem in the story? What caused the problem? How are the characters solving the problem? By thinking about the important elements of the story, I will understand it much better.*

Zooming In

Next summarize your think-aloud with fewer words.

There are many different things that I need to think about while I am reading. I have to think about the characters, the setting, the problem, and the solution. Understanding these parts will help me understand the story.

Stating the Strategy

Finally state the strategy clearly for students as you point to the words for support.

Think about the elements of the story: characters, setting, problem, and solution.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Who are the main characters in the story?
- How do the main characters relate to each other?
- Where does the story take place?
- Does the story have different settings? Why?
- What is the problem in the story?
- How is the problem fixed?



You can find more ideas for using this card in Section 2 of the Program Guide.

Think about the elements
of the story.

characters

setting

problem

solution

Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

C4

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how thinking about something you have read or heard or done before will help you as you are reading.

Point to the boy in the picture. *While I'm reading, there are a lot of things that I have to do. It's important to think about something that I may have read, heard, or done before.* Point to the radio. *Maybe I've heard something on the radio that relates to the book I'm reading.* Point to the book. *Maybe I've read a book similar to the one I'm reading.* Point to the television. *Maybe I've seen something on television that relates to the book.* Point to the boy's foot kicking the ball and the boy's drawing. *Maybe I have done things the characters in this book have done.* Thinking about these things will help me understand the story that I'm reading better.

Zooming In

Next summarize your think-aloud with fewer words.

While I'm reading I can think about things I have heard on the radio, books I have read, things I have seen on television, and things that I have done before. All of these things will help me understand the book that I'm reading better.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Think about something you may have read or heard or done before.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Is this book like one you've read before?
- Does this remind you of something you've seen or heard on TV or the radio?
- Think about something you have done that one of the characters has done.

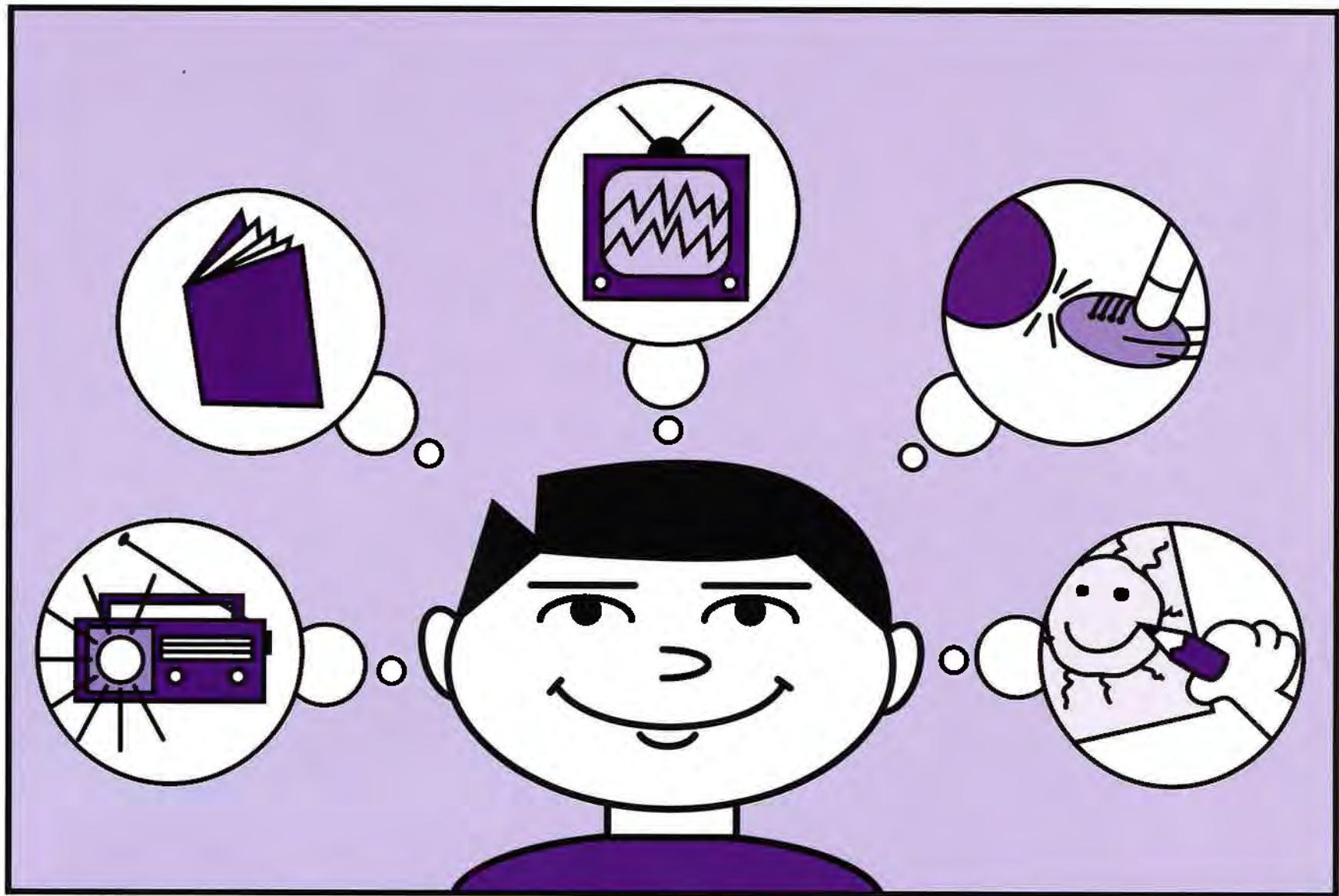


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Think about something you may have read
or heard or done before.



Comprehension

Also supports:
Fluency

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

C3

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text by going back to the beginning of the page and trying again.

Read the sentence shown in the book. Make mistakes while you are reading, such as reading too quickly or skipping words. *Well, I just finished reading, but I really don't understand what I read. I don't think I took my time. Maybe I should go back to the beginning of the page and try again. I think that will help me understand it better.*

Read the sentence again, correcting your mistakes. *Now I understand. This page tells me where a baby kangaroo lives.*

Zooming In

Next summarize your think-aloud with fewer words.

When I am reading a page, sometimes it can be difficult to understand. When that happens, I have to read the page again.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Go back to the beginning of the page and try again.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Have you skipped any words?
- Start the page again.
- Try it again.



You can find more ideas for using this card in Section 2 of the Program Guide.

Go back to the beginning
of the page and try again.



Comprehension

Also supports:

Vocabulary

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

C2

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text by thinking about what comes next and if it makes sense.

Point to the sentence. *I am going to read this sentence. My mother likes to bake . . . I don't know what word comes next. What would make sense?* Point to the picture of the girl thinking. *I see the word starts with the letter c. Would cars make sense? No, you can't bake cars. Would crayons make sense? No, you can't bake crayons. How about cookies? Yes, you can bake cookies. So when I am reading, I have to think about what comes next and decide what would make sense.*

Zooming In

Next summarize your think-aloud with fewer words.

When I am reading a sentence, I have to think about what could come next and decide if that word makes sense.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Think about what comes next and if it makes sense.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- What could come next?
- What do you think comes next? Why?
- Does the word you just read make sense in the sentence?
- Does that make sense?



You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Think about what comes next and
if it makes sense.



Comprehension

Also supports:

Concepts of Print

Vocabulary

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

C1

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text using words and pictures.

Point to the illustration on the strategy card. *I see a picture of a doghouse.* Then point to the sentence. *This sentence probably has words and ideas that tell about a doghouse.* Read the sentence, pausing before the word *doghouse*. Look at the picture again, and read the sentence fluently. *The words on this page told me more about the picture, and the picture showed me what the words meant. If I don't understand the words on a page, I can try using the pictures to help me.*

Zooming In

Next summarize your think-aloud with fewer words.

I look at the pictures when I read. Looking at pictures helps me read the words and make sense of the story.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Use the pictures to help you understand the words.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Look at the pictures to help you.
- Think about what the pictures show.
- Can the pictures help you understand what you are reading?



You can find more ideas for using this card in Section 2 of the Program Guide.

Use the pictures to help you understand the words.



Fluency

Also supports:

Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

F5

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to use your voice to show a character's feelings.

Cover up the text of the book on the strategy card. *I look at this illustration and I can tell how this character is feeling. He looks scared. I need to read the text in a way that shows that.*

Point to and read the text, and when you get to the word *scared*, change your tone to convey that feeling. *Now I'm really making the story come alive.*

Zooming In

Next summarize your think-aloud with fewer words.

When I read a story, I try to understand what a character is feeling. Then I read in a way that shows his or her feelings. This makes the story seem real.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Use your voice to show a character's feelings.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Think about what is happening to the character.
- How is the character feeling?
- Read in a way that shows how the character is feeling.



You can find more ideas for using this card in Section 2 of the Program Guide.

Use your voice to show a character's feelings.



Fluency

Also supports:

Concepts of Print

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

F3

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to change your voice for different characters.

Point to the book in the picture. *There are two characters in this book. One is a mouse, and the other is an elephant.*

Point to the quotation marks found in the text. *The quotation marks tell me that the characters are talking on these pages. A mouse and an elephant will probably sound different from each other. I think a mouse's voice will sound high and squeaky. I think an elephant's voice will sound loud and low. When I read their words, I will use voices that sound different, so it sounds like the characters are really talking. Read each character's words, using the voices you described. Reading with different character voices makes it easier to understand who is talking in the story. It also makes reading more fun!*

Zooming In

Next summarize your think-aloud with fewer words.

When I see quotation marks in the text, I know I am about to read a character's words. I need to think about what that character's voice might sound like and read the words the way the character would say them.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Change your voice for different characters.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Who is talking on this page?
- What do you think the character's voice sounds like?
- Change your voice to fit the character.

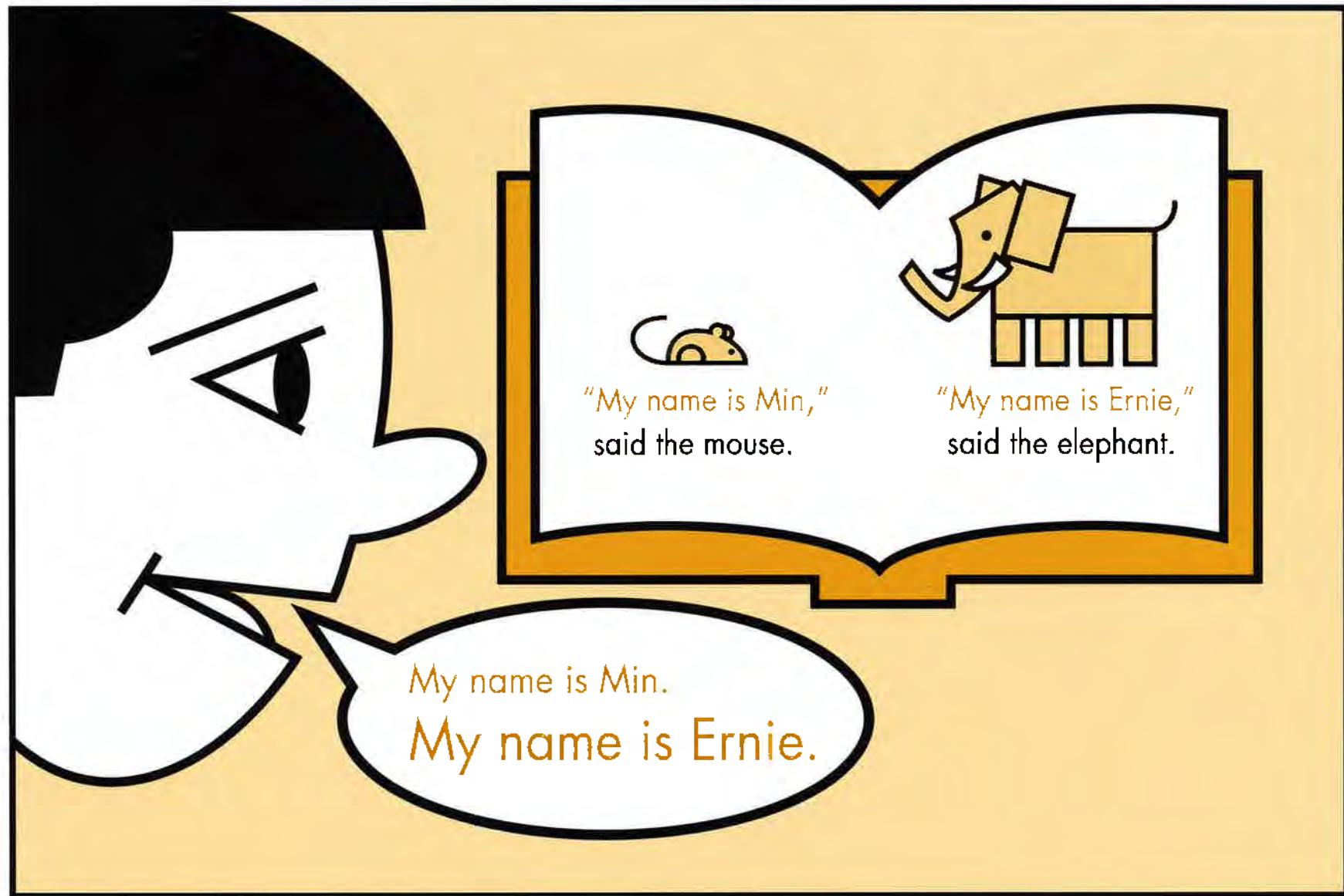


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Change your voice for different characters.



Fluency

Also supports:

Concepts of Print

Also supports:

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

F2

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to say a word in bold print with more emphasis.

Hold up the card and point to the sentence in the book. Read the sentence in a monotone, without stressing the word *really*.

Point to the word *really* in the sentence. *Now I notice that this word is in bold, or printed darker than the other words. When an author decides to make a word bold, he or she wants the reader to say the word differently to show how important it is.*

Point to the thought bubble in the picture. *The important word in this sentence is really. Let me try reading the sentence again the way the author meant it.* Read the sentence again, emphasizing the word *really*.

Zooming In

Next summarize your think-aloud with fewer words.

Point to the sentence in the book. *When I come to a word that is in bold print, I have to stress it, or say it with special force, so I can understand what the author is trying to tell me.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

When you come to a word in bold, stress it.

Look for opportunities to have each student demonstrate this strategy for you.

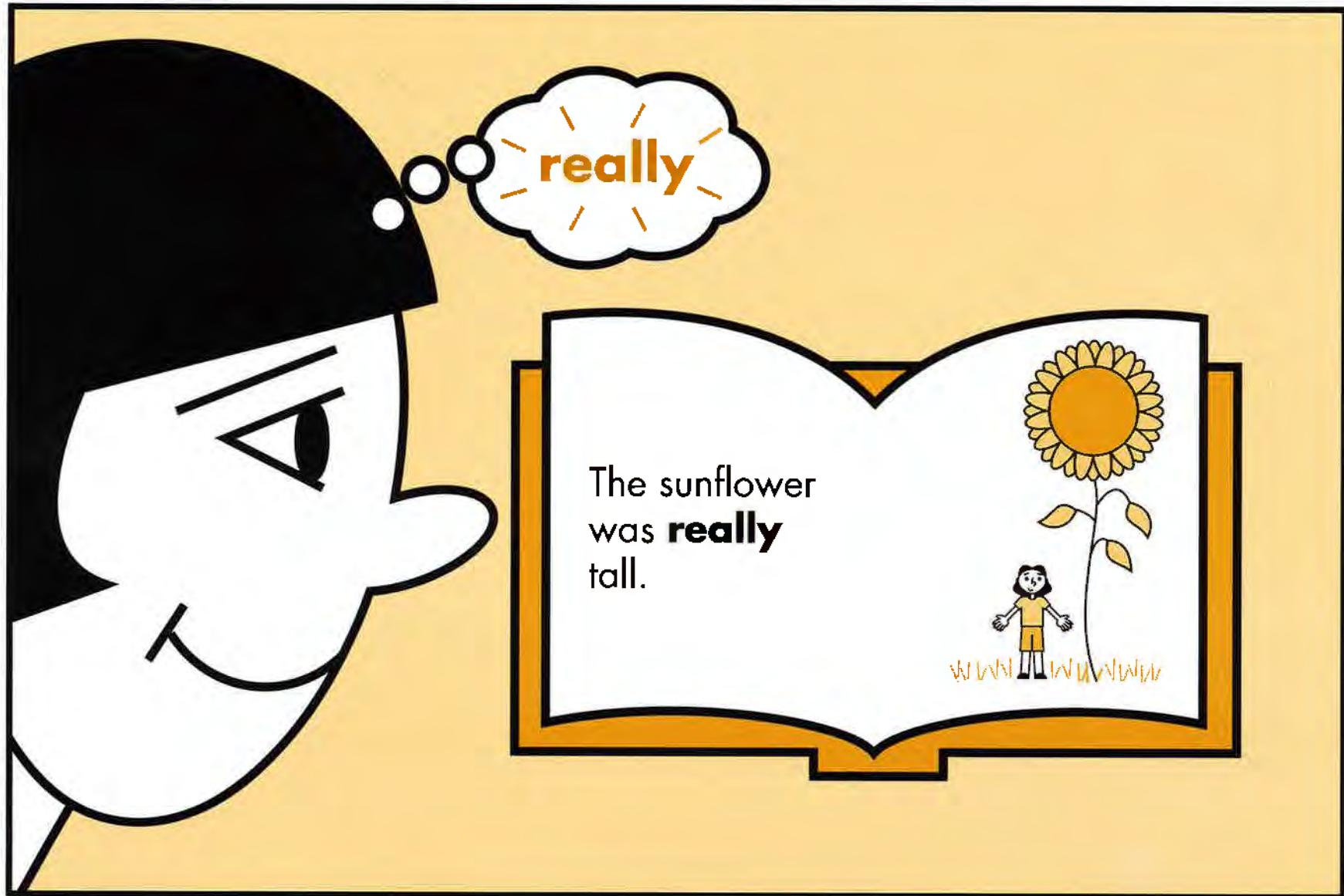
Prompts for This Strategy

- Is there a bold word on that page?
- Remember to stress any words that are in bold.
- Why do you think that word is darker than the others?



You can find more ideas for using this card in Section 2 of the Program Guide.

When you come to a word in bold, stress it.



Fluency

Also supports:

Concepts of Print

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

F1

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to use the punctuation to help you read more fluently.

Point to each punctuation mark as you talk about it. *If I want to read, there are many different things that I have to think about. One of the main things is punctuation. If I see quotation marks, I know that someone is talking. If I see a period, I know it is a statement. If I see a question mark, I know that someone is asking something. If I see a comma, it means that I should pause. If I see an exclamation point, it means that someone is excited about something. If I pay attention to all of these marks while I read, I will be able to read faster and with more expression.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to all of the punctuation marks. *When I am reading, it is very important that I pay attention to all of the punctuation marks. It will make reading a lot easier.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Are you using the punctuation as you read?

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Are you stopping at the periods and pausing at the commas?
- Read with breaks.
- Read like you sound when you are talking.
- Are you reading with expression?



You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Are you using the punctuation as you read?



LITERACY STAGE**Emergent****Early****Early Fluent****Fluent****V5**

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to use references, such as a glossary, dictionary, or thesaurus to find the meanings of unknown words. Have examples of a glossary, dictionary, and thesaurus on hand to show students.

Sometimes when I am reading, I come across a word I don't know that I can't figure out by using my other strategies. When that happens, I look up what the word means in a glossary, dictionary, or thesaurus.

The first place I check is the back of the book to see if it has a glossary. A glossary lists the meanings of words that are in that book. Show students an example of a book with a glossary or use the entry on the front of the card to demonstrate.

If the book I am reading does not have a glossary, then I check a dictionary or thesaurus. A dictionary lists the meanings of words, and a thesaurus lists other words that mean almost the same thing as the word I looked up. Show students examples of a dictionary and a thesaurus, demonstrating how to look up words alphabetically. A glossary, dictionary, or thesaurus can help me understand words that I would not be able to figure out any other way.

Zooming In

Next summarize your think-aloud with fewer words.

Point to or display the three references. *When I want to find the meaning of a word, I can look in three different places. I can use a dictionary, glossary, or thesaurus.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Use a glossary, dictionary, or thesaurus.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Try looking in the glossary at the back of the book.
- You could look that word up in a dictionary.
- Try using a thesaurus to find words that mean almost the same thing as the difficult word.

 **You can find more ideas for using this card in Section 2 of the Program Guide.**

Use a glossary, dictionary, or thesaurus.



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Vocabulary

Also supports:

Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

V3

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to figure out a difficult word by trying to say the word out loud.

*Sometimes when I read, I come to a word that doesn't look like a word I know. Point to the word *enjoy* in both places. This word looks a little strange to me. If I try saying it out loud, that might help me remember what it means. Ehn-JOY . . . that sounds like a word I have heard before. I think it means to have fun doing something. Now I'll try it out in the sentence and see if that makes sense. I will enjoy playing on the swings. That makes sense. Enjoy means to have fun!*

Zooming In

Next summarize your think-aloud with fewer words.

When I see a new word, I can try saying it out loud. If I hear the word, I might remember what it means.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Try saying the word out loud.

Look for opportunities to have each student demonstrate this strategy for you.

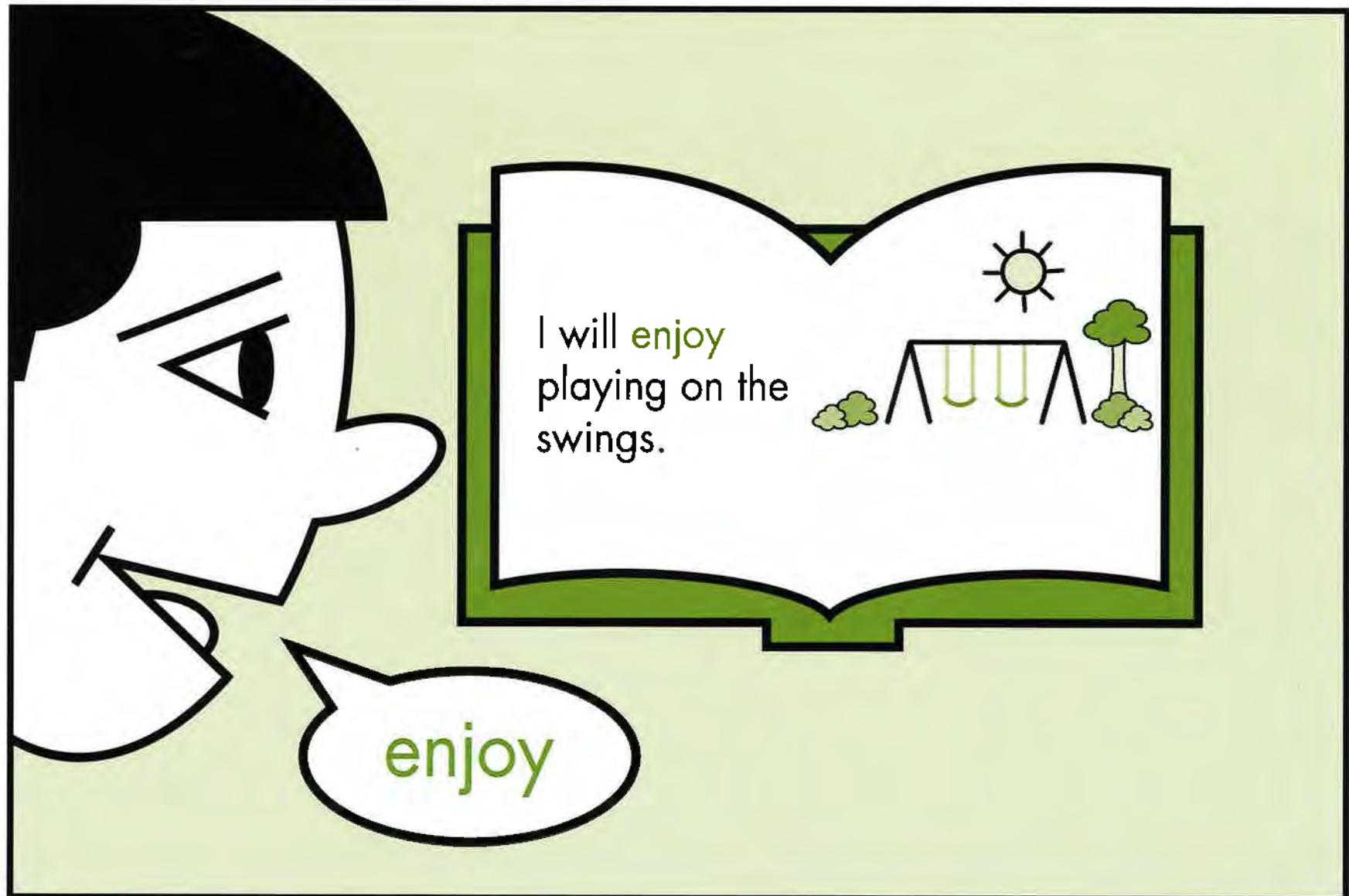
Prompts for This Strategy

- Have you heard that word before?
- Try saying it out loud.
- Say the tricky word out loud and see if you remember it.
- Try saying it out loud, even if you're not sure what it means.



You can find more ideas for using this card in Section 2 of the Program Guide.

Try saying the word out loud.



Vocabulary

Also supports:

Concepts of Print
Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

V2

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to use context clues to help with a word that is unfamiliar.

*Sometimes I can read a word out loud, but I don't know what it means. Then I can use the context, or the words around it, to figure it out. Run your finger along the sentences on the card as you read them aloud. Point to the highlighted word *dive*. If I don't know this word, I can figure out what it means by thinking about the words near it. Point to the words *swim* and *water*. I know these words. They can help me understand the word I don't know. Dive must mean something you can do to get into the water before you can swim.*

Zooming In

Next summarize your think-aloud with fewer words.

When I don't know a word, I can think about the words around it that I already know. Then I can use them to figure out what the difficult word means.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Use context clues.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Are there other words in the sentence that can help you?
- Read some more to see if that helps.
- Look at the rest of the words in the sentence.
- Which words can help you figure that out?
- Keep reading for clues.

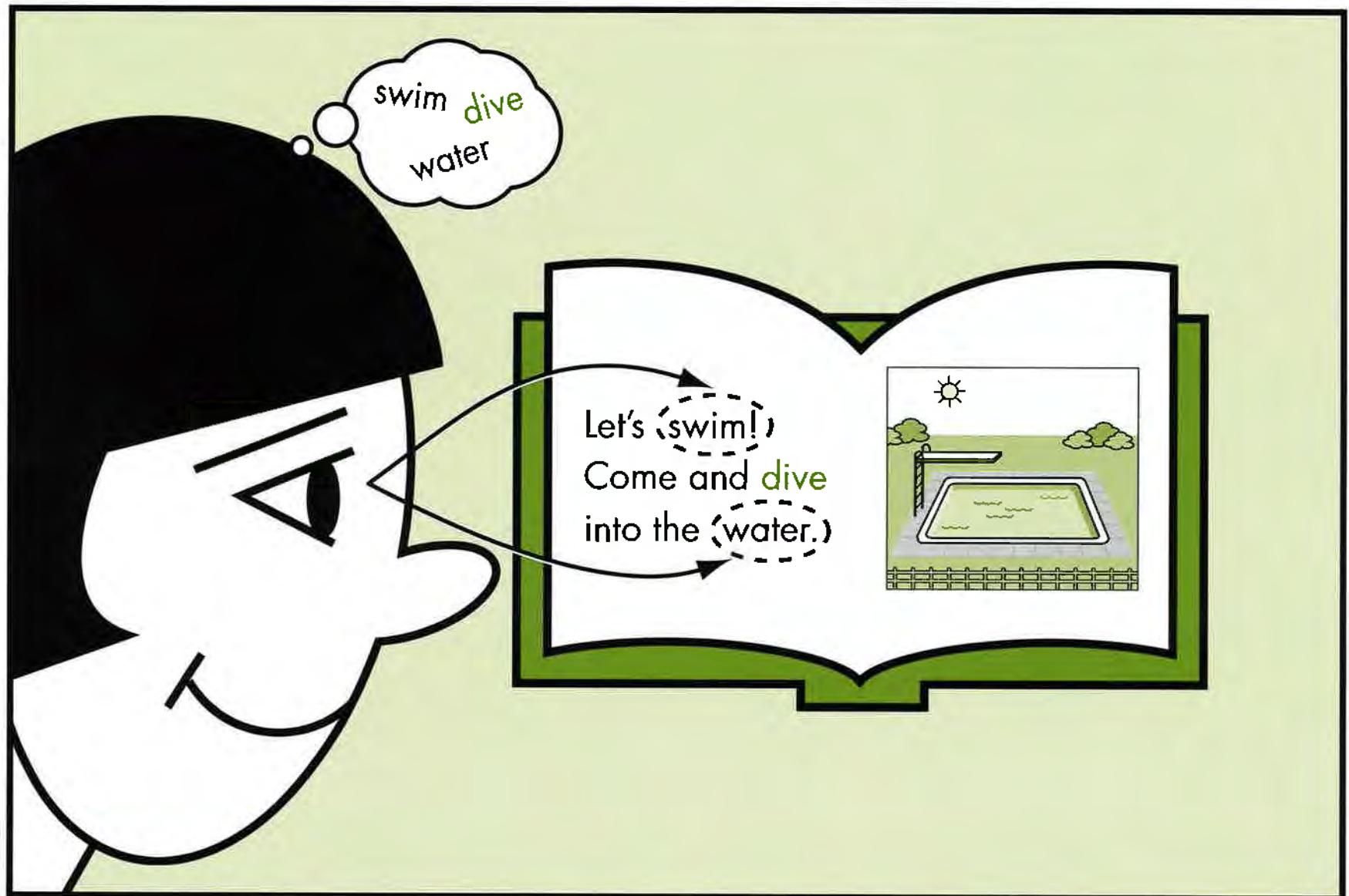


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Use context clues.



Vocabulary

Also supports:

Concepts of Print
Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

V1

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to look at the pictures for meaning clues.

Point to the sentence and begin reading, stretching out the word *emu*. Point to the word *emu*. *I don't know what that word means, but I know it must be something you see at the zoo. I'm going to check the picture. Maybe it will help me understand what the word emu means.* Point to the illustration. *This is a picture of a large bird. That must be what emu means. They saw a large bird called an emu at the zoo.*

Zooming In

Next summarize your think-aloud with fewer words.

While I am reading, I have to remember that I can look at the pictures for meaning clues. If I don't know what a word means after reading the sentence, I can try looking at the picture to figure it out.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Look at the pictures for meaning clues.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Is there a picture that could help?
- What does the picture tell you?
- Look at the pictures to see if they help you figure out what that word means.
- Check the pictures for clues.

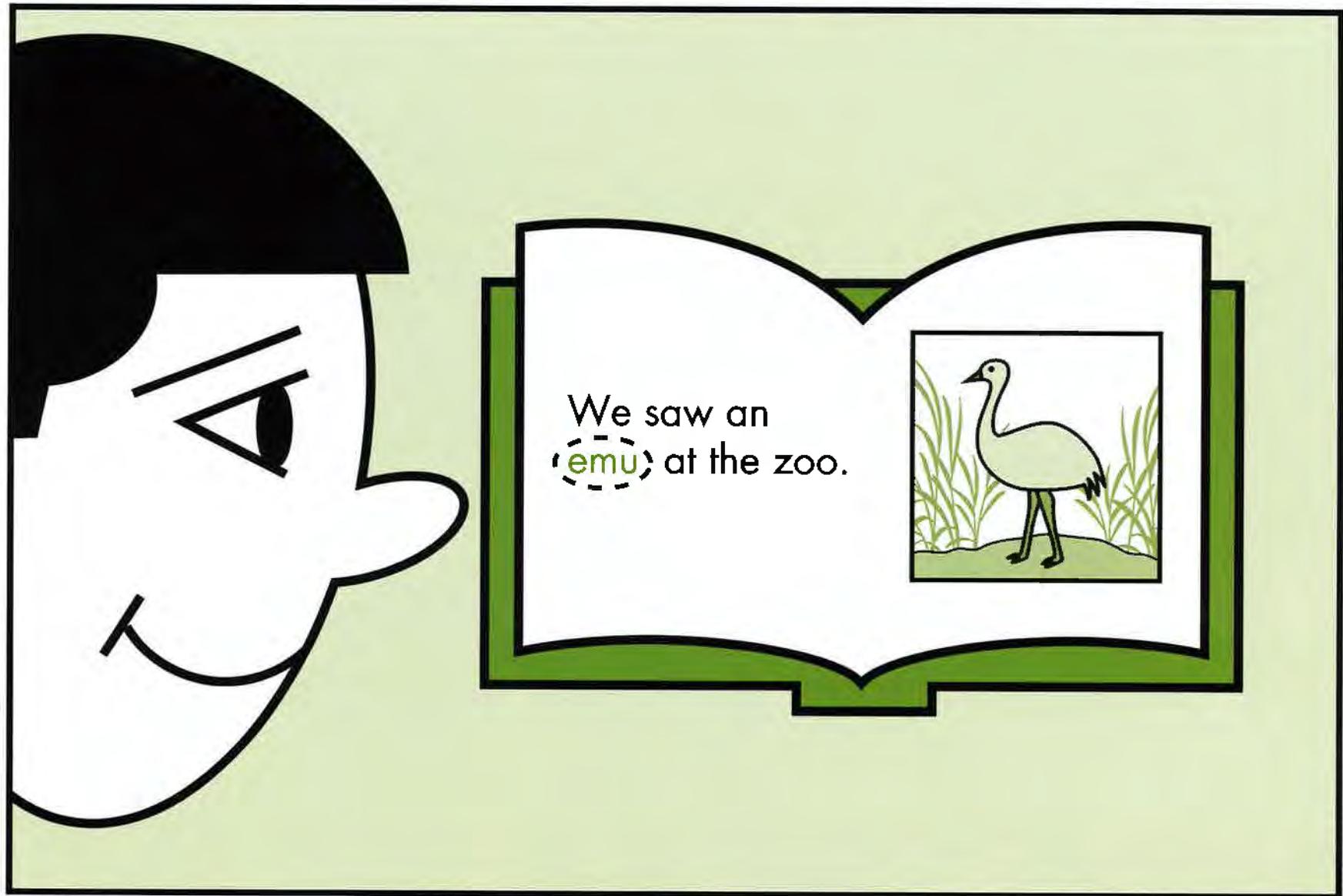


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Look at the pictures for meaning clues.



Phonics

Also supports:

Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

P10

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text by figuring out a word that you do not know.

Point to all the boxes on the right side of the page. *When I don't know a word, I can try this strategy.* Point to the first box. *First I can break the word into smaller parts: re/main/ing.* Point to the second box. *Next I look for a smaller part inside the word. I see the word main inside this word.* Point to the third box. *Then I cover up the part I know and sound out the rest of the word. I know main, so I will cover that part and sound out the rest.* Follow the arrows from each sentence to the sentence at the bottom of the page. *The last thing I do is check to see if the word makes sense in the sentence.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the first box. *One thing I can do when I come to a word I don't know is break it up into smaller parts.* Point to the second box. *Next I can try to find a smaller part that I know within the word.* Point to the third box. *After I find the part I know, I cover it up, and sound out the rest. Then I check to see if the word makes sense in the sentence.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

When you come to a word you don't know, you can: break it into smaller parts; look for a smaller part you know; cover up the part you know and sound out the rest; then check to see if the word makes sense.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Look for parts.
- Look for a part you know.
- Break it up.
- Ask yourself, “Does it make sense with the rest of the sentence?”



You can find more ideas for using this card in Section 2 of the Program Guide.

When you come to a word you don't know,
you can:

Break it into smaller parts.



Look for a smaller part
you know.



Cover up the part you know
and sound out the rest.



Then check to see
if the word makes sense.

re/main/ing

re/main/ing

re  ing

remaining

Phonics

Also supports:

Vocabulary

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

P9

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process:

Thinking Aloud

First model how to try breaking a long word into two shorter words.

Point to and read the sentence, pausing when you come to the word *windmill*. *I don't know this long word, but I see the short word wind. I also see the short word mill. I can put those two short words together to see if they make a word I know: wind-mill, windmill. I know that word, and it makes sense. Now, when I come to a long word that has two shorter words in it, I can figure it out by breaking it into parts and then putting it back together.*

Zooming In

Next summarize your think-aloud with fewer words.

Some long words are made of two shorter words. If I come to a long word, I can try to break it into two shorter words. Then it will be easier to read.

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

If you come to a long word, see if you can break it into two words.

Look for opportunities to have each student demonstrate this strategy for you.

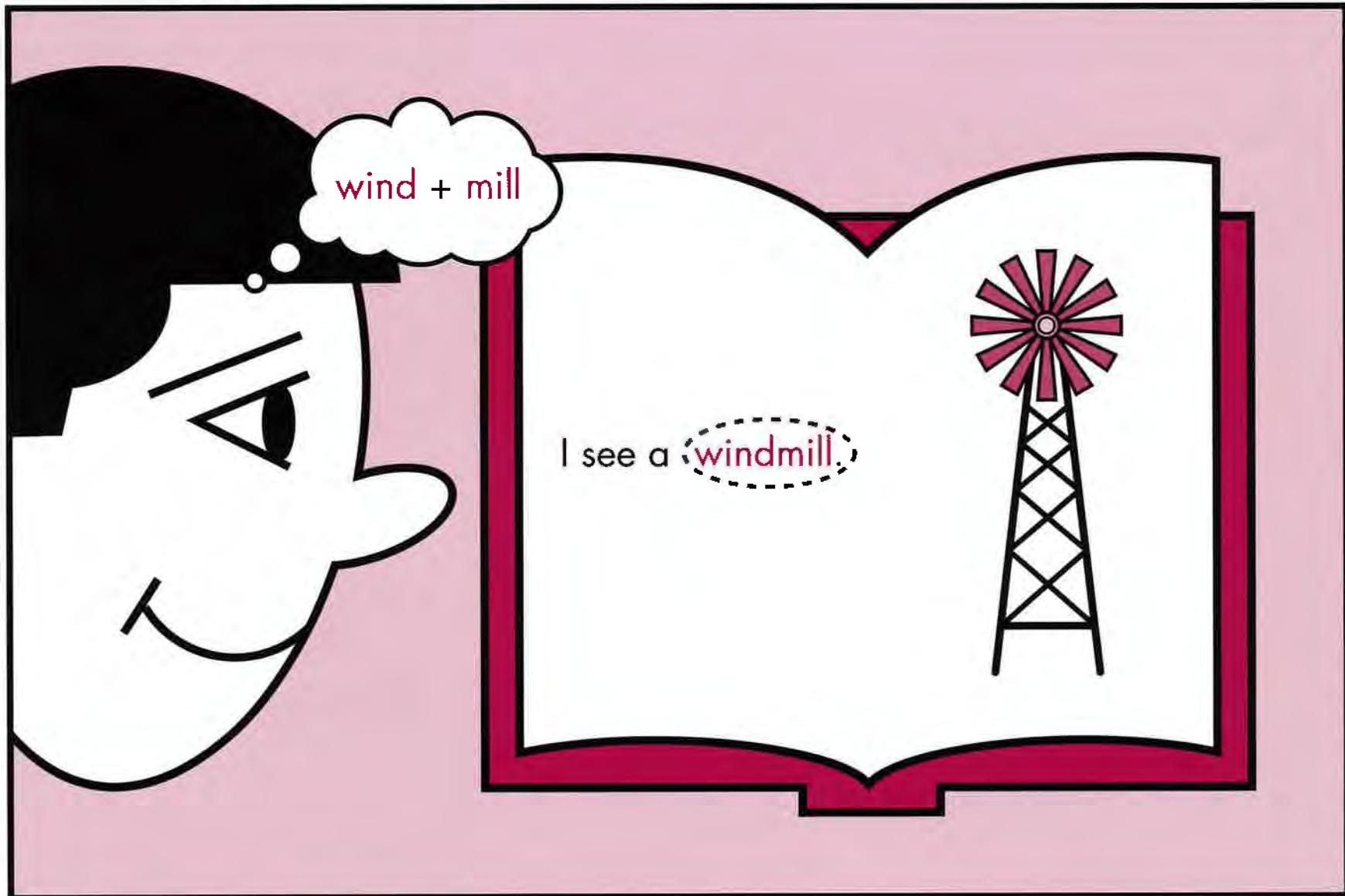
Prompts for This Strategy

- Look for shorter words in the long word.
- Can you break that word into smaller parts?
- Do you see any words you know in that long word?
- See if you can break that word into two parts.



You can find more ideas for using this card in Section 2 of the Program Guide.

If you come to a long word,
see if you can break it into two words.



Phonics

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

P8

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to cover up a word part in a text and sound out the rest.

Point to the top picture and read the sentence, pausing at the word *invite*. *I don't know this whole word, but I do know the first part of it: in-*. Point to the bottom picture. *I already know the first part of the word, so I can cover it up and work on the rest. The last part starts with a v. I know v makes the /v/ sound. The next three letters tell me this word is in the -ite word family, so it rhymes with kite and bite. The part of the word I didn't know is -vite. Now I can uncover the first part of the word and put the two parts together: in-vite, invite. Read the full sentence: I will come to the party if you invite me. That makes sense.*

Zooming In

Next summarize your think-along with fewer words.

If I already know part of a word, I can cover up that part and work on sounding out the rest. Then I can put the two parts together.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Cover up the part you know and sound out the rest.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Do you know part of that word?
- Cover up the part you know.
- Try sounding out the part you don't know.

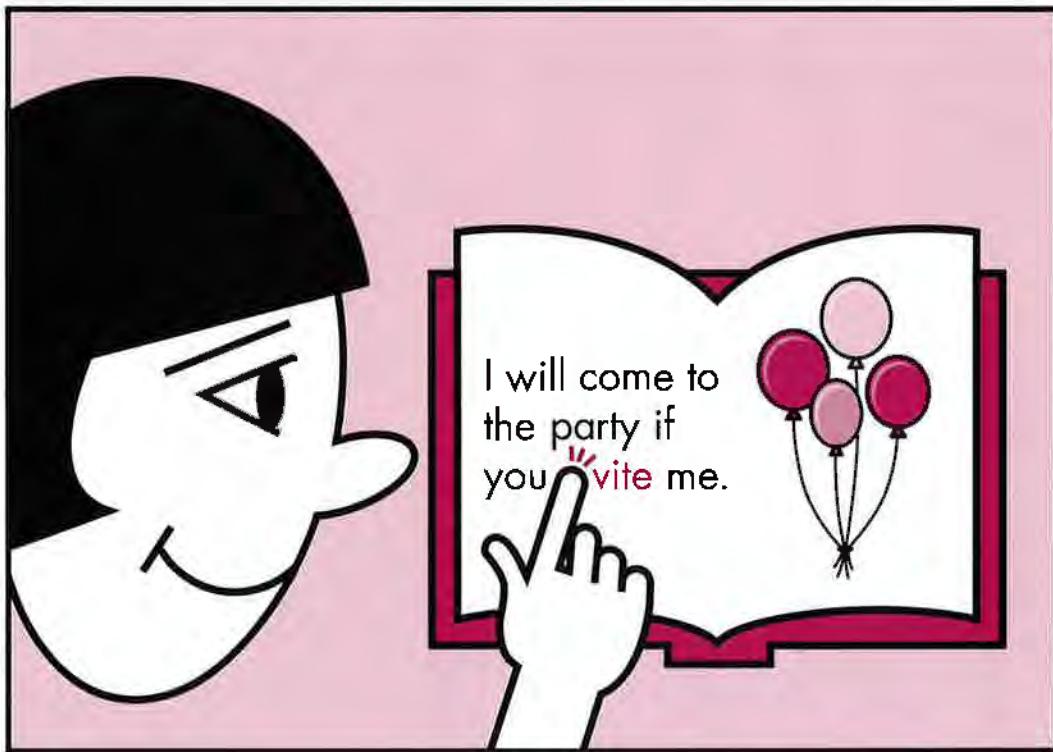


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Cover up the part you know
and sound out the rest.



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Phonics

Also supports:
Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

P7

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to figure out a word in a text by looking at the end of the word.

Point to the beginning of the sentence and begin reading. *Yun and Omar walk to the beach.*

Point to the picture. *When I read that sentence, and I look at the picture, I think that I will see Yun and Omar walking to the beach. When I look, I see that they are already at the beach. Maybe I didn't read the sentence correctly.*

Follow the arrow, moving your finger from the boy's eye in the picture to the end of the word *walked*. *When I read the word walk this time, I notice that it has an -ed at the end of the word. That makes /t/. I will read the sentence again.*

Point to the beginning of the sentence. *Yun and Omar walked to the beach. That makes more sense, because in the picture Yun and Omar are already at the beach. When I'm reading, I need to make sure I look at the end of the word because it is very important. Looking at the end of the word might tell me whether the story is taking place now, in the past, or in the future.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the word *walked*. *When I read a word, I have to make sure that I look at the end of the word. The ending might change the meaning of the sentence.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Look at the end of the word.

Look for opportunities to have each student demonstrate this strategy for you.

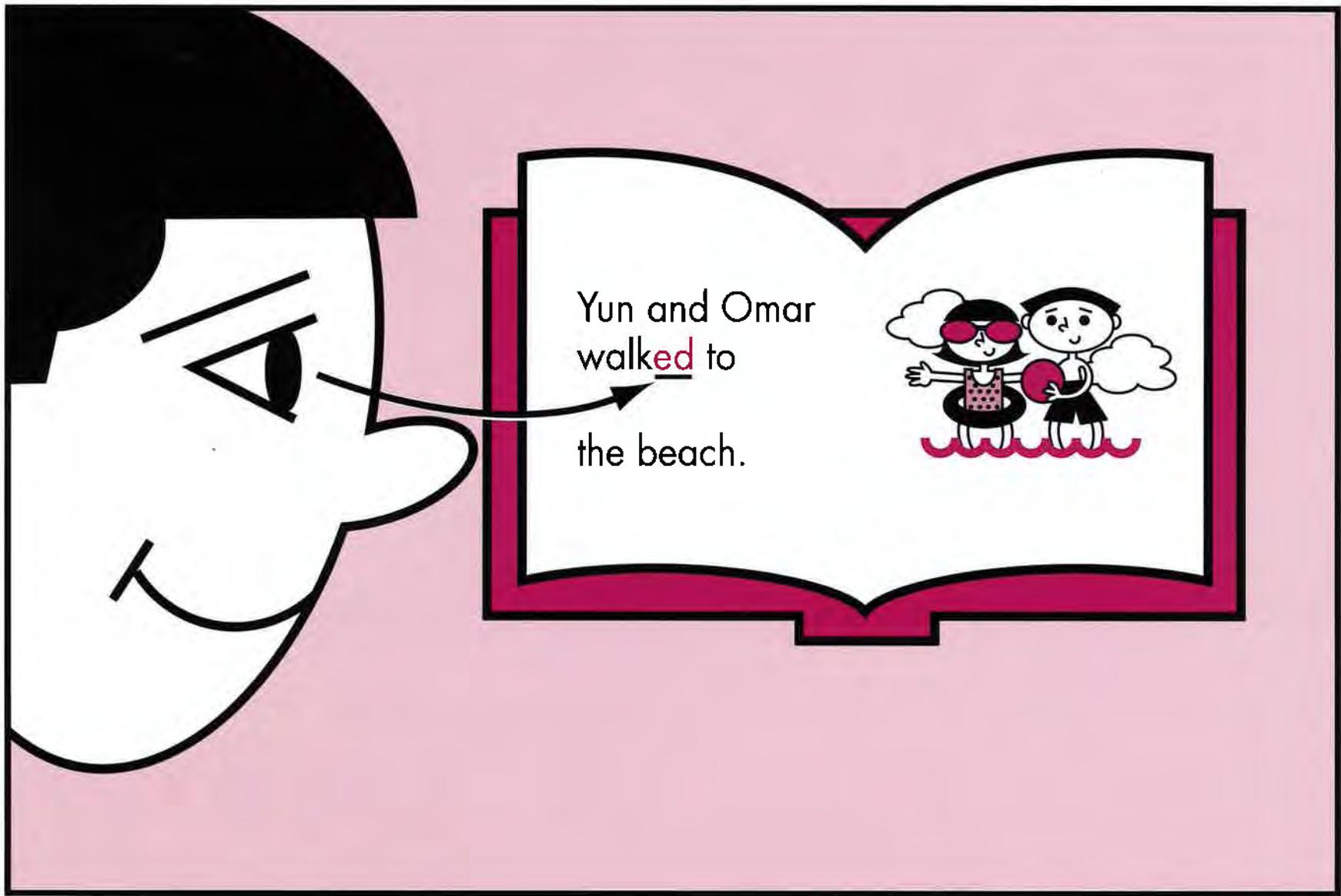
Prompts for This Strategy

- Point to the end of the word.
- What sound does the ending make?
- What is another word that ends with that sound?



You can find more ideas for using this card in Section 2 of the Program Guide.

Look at the end of the word.



Phonics

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

P6

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to use familiar letter combinations such as blends and digraphs to decode words.

Point to and read the sentence in the top picture, pausing at the word *chip*. *I don't know this word, but I do know that the letters c and h together make the /ch/ sound. I can use that sound to figure out the word.* Slowly combine the parts: /ch/-/i/-/p/. /ch/-/ip/. The sentence says The cup has a chip. Model the same strategy for the next sentence. Read the sentence, pausing at the word *sail*. *I don't know this word, but I do know the sound that a and i make. The letters around the sound I know are s and l.* Slowly combine the parts: /s/-/ai/-/l/. The sentence says The boat has a sail. Let's try the last sentence together: The bird has a /n/-/e/-/st/. The bird has a nest.

Zooming In

Next summarize your think-aloud with fewer words.

When I come to a word I don't know, I can look for letter combinations that make a sound I know. Then I can look at the other letters to finish figuring out the word.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Look for letter combinations that make a sound you know.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Do some of the letters in that word make a special sound?
- Is there a special sound at the beginning (middle, end) of that word?
- Look for sounds you know.

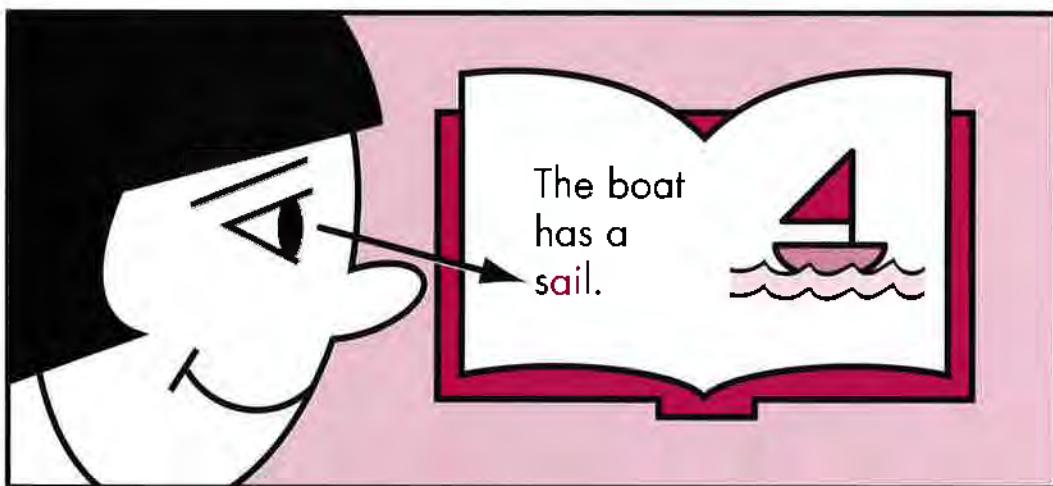


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Look for letter combinations that make a sound you know.



LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

P5

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to figure out a word in a text by looking at another word that you already know.

Point to the sentence in the book. *I am going to read this page. Dad . . . I don't know this word. I know that I've seen a word that ends in -ut like this word does. Maybe it will help me if I find that word.* Point to the picture of the word wall. *Let's look for the word on the word wall. Yes, here's a word that ends in -ut. The word is but. If I know the word but, then I can figure out the word I don't know. Take off the b in but, and put the sh onto the -ut. That makes shut.* Point to the sentence again. *Now I will try the sentence again.* Dad shut the bedroom door, and I went to sleep. *By thinking of a word I already know, I can figure out a word I don't know.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the sentence in the book. *I am reading, and I come to a word I don't know. I think that it looks like a word I do know. Point to the picture of the word wall. It looks like a word on the word wall. The word is but. If I know the*

word but, I can figure out this word. This word is shut. By thinking of a word I already know, I can figure out a word I don't know.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Does this word look like another word you know?

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Notice that part of the word looks and sounds like part of another word.
- Does it look like a word that you have seen before?
- Look for word families (chunks/patterns) you know.



You can find more ideas for using this card in Section 2 of the Program Guide.

Does this word look like another word you know?

A large, stylized illustration of a child's head and shoulders on the left side of the page. The child has dark hair and is looking down at an open book. The book is red with white pages. On the left page, there is text: "Dad ~~shut~~ the bedroom door, and I went to sleep." An arrow points from the word "shut" to a word wall on the right. On the right page of the book, there is a small illustration of a person sleeping in a bed.

WORD WALL

Aa	Bb	Cc	Dd
a	be	can	dad
am	but	cat	down
and	big	come	did

The word "but" in the word wall is circled with a dashed line and has an arrow pointing from it to the word "shut" in the book.

Phonics

Also supports:

Concepts of Print

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

P4

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to figure out a word in a text by sounding it out.

Point to the text in the book. *I want to read this page. The monkey . . . (pause). I don't know what the next word is. One thing I can do is sound it out. To do that, I have to start by looking at the first letter. The first letter is s. Then I have to think about what sound it makes.*

Point to the boy's mouth in the picture. *The letter s makes the sound /s/.*

On the card, trace the arrow from the boy's eye to the s in the word *sits*. Say /s/, /s/, make the sound, /s/. Use a similar procedure for the remaining letters. *Then I have to put it all together . . . /s/ /i/ /t/ /s/. I will keep saying it until the word makes sense . . . /s/ /i/ /t/ /s/. I think the word is *sits*. I will finish reading the sentence . . . *sits in his cage*. Then I will go back to the beginning and see if the word makes sense.*

Point back to the sentence in the book. *The monkey sits in his cage. Yes! It makes sense.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the text in the book. *I want to read this page. If I come to a word that I don't know, I will sound it out. The monkey /s/ /i/ /t/ /s/ . . . sits in his cage. Then I will repeat it to see if it makes sense. The monkey sits in his cage. Yes! It makes sense.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Sound it out.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Try reading the word.
- Does it look right? Does it sound right?
- Say the sounds of the letters from left to right.
- Where does the word start?

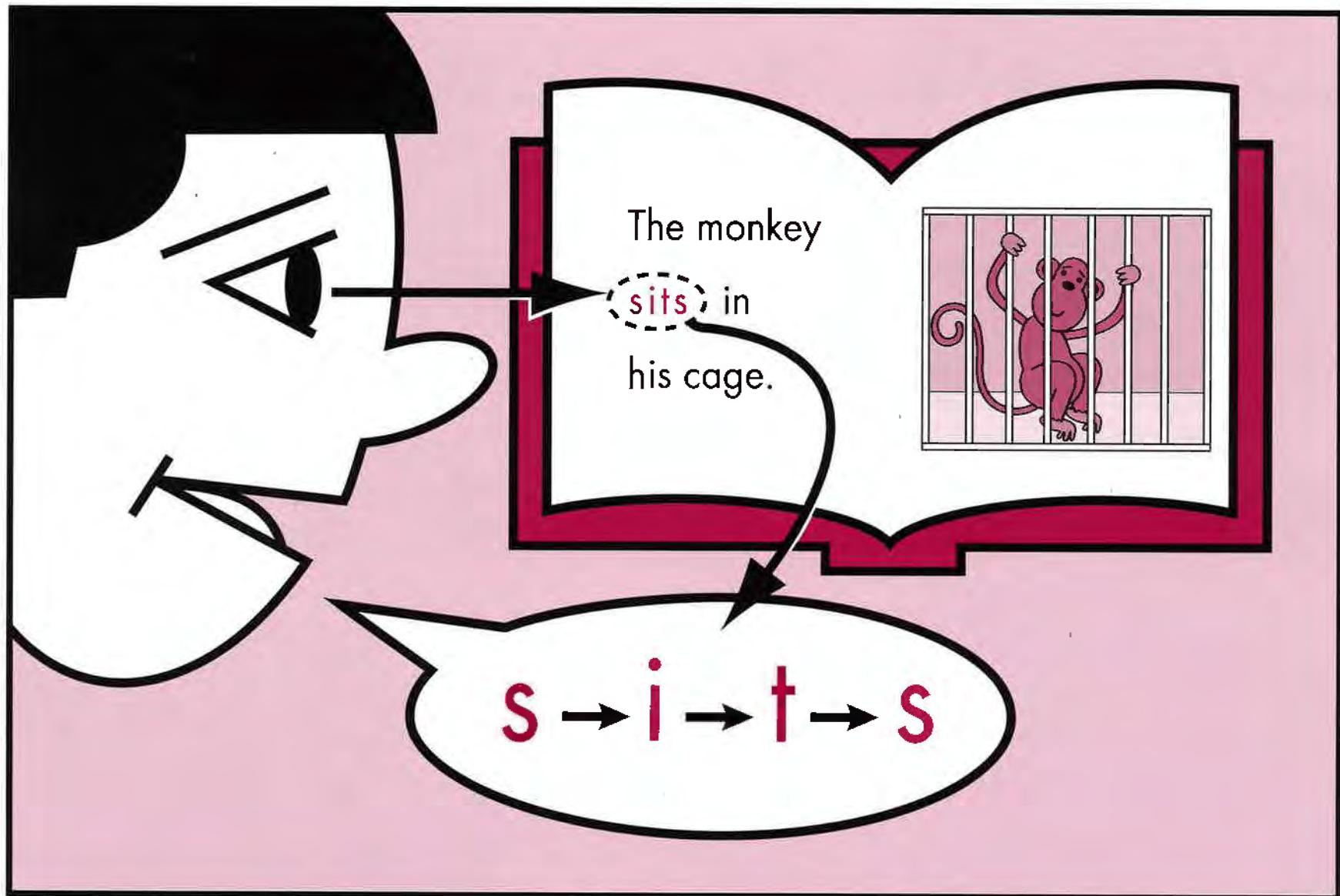


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Sound it out.



Phonics

Also supports:

Concepts of Print

Vocabulary

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

P1

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to figure out a word by thinking aloud.

Point to the top picture. *I look at the picture. I see that it is a picture of a ball.* Point to the middle picture. *I look at the words. I check to see if one of the words starts with a b, because /b/ is the first sound in the word ball.* I don't see the letter b. Point to the bottom picture. *I look at the picture again. I see that it is a football. Football starts with /f/.* Point to the text. *When I look at the text again, I see that the word starts with the letter f. Football starts with the letter f.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the picture. Say ball. *Ball, /b/, /b/, /b/.* Point to the text. *Does this word start with /b/? No.* Point to the picture again. *Try again.* Say football. Point to the first letter of the word. *Say /f/.* Yes, football starts with the letter f.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Look at the picture. Look at the first letter.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

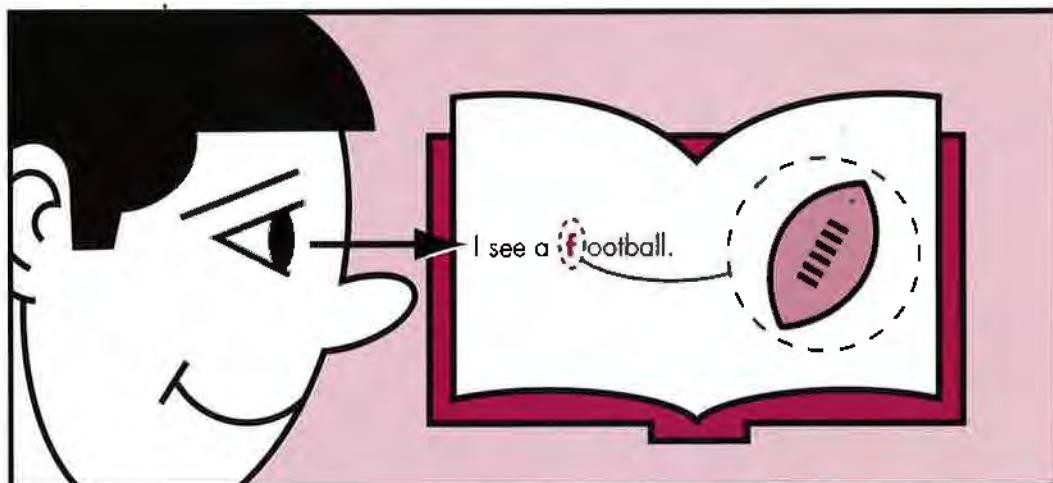
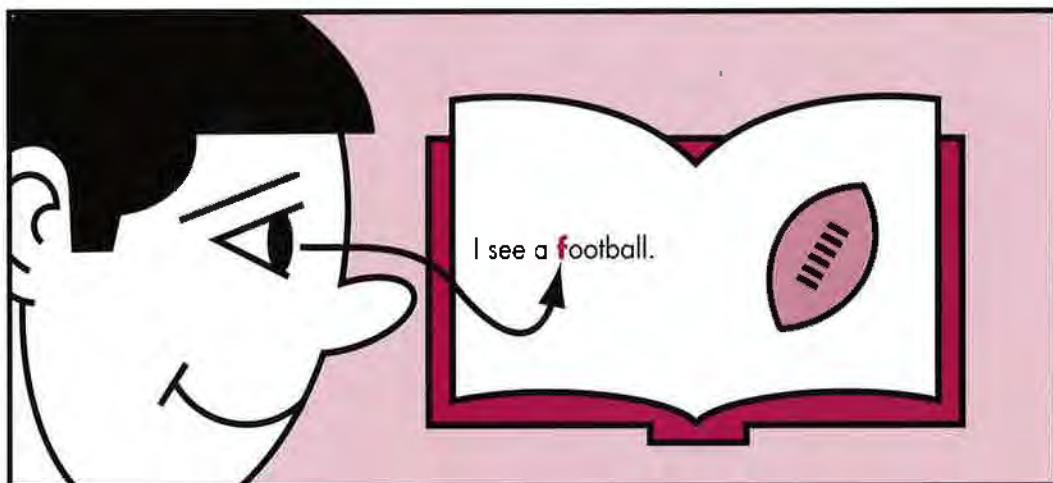
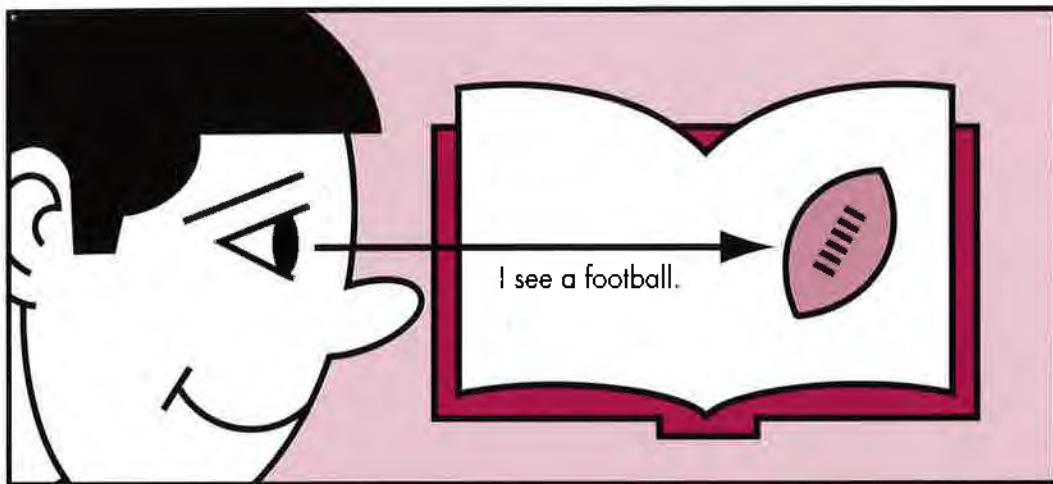
- What does this picture tell you?
- Look at/check the beginning sound.
- What does _____ start with?
- What sound does the letter ___ make?

 You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Look at the picture.
Look at the first letter.



Concepts of Print

Also supports:

Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP10

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to make sure you preview a text before you read it.

Before I begin reading a book, I always look at the book. This is called previewing. Point to the first box. The first thing that I do is to look at the cover of the book to see what it tells me. I see that this book is going to be about Regions of the United States. Point to the second box. The next thing that I do is to look to see if there is a contents page. The entries on the contents page will tell me what the different sections of the book will be about. Now I know what to expect in each section. Point to the heading in the third box. Then I will look at the different parts of the book, including headings, which will tell me what a section is about. Point to the caption in the third box. Then I will look at the pictures and captions to see if they can tell me a little more about what the book will be about. Point to the time line in the third box. The last thing I do before reading a book, or section of a book, is to look for any special features. These features tell me important information that will help me in my reading. Doing all of these things will help me understand the book better when I begin reading.

Zooming In

Next summarize your think-aloud with fewer words.

Before I read a book, it is important that I preview the text by looking at the cover, the contents page, any headings, captions, or special features. Doing all of these things will help me understand the book better.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Preview the text before you read.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Page through the book before you read. What did you find that will help you in your reading?
- Look before you start reading.
- Look at the cover, contents page, headings, and captions. How can they help you before you start reading?

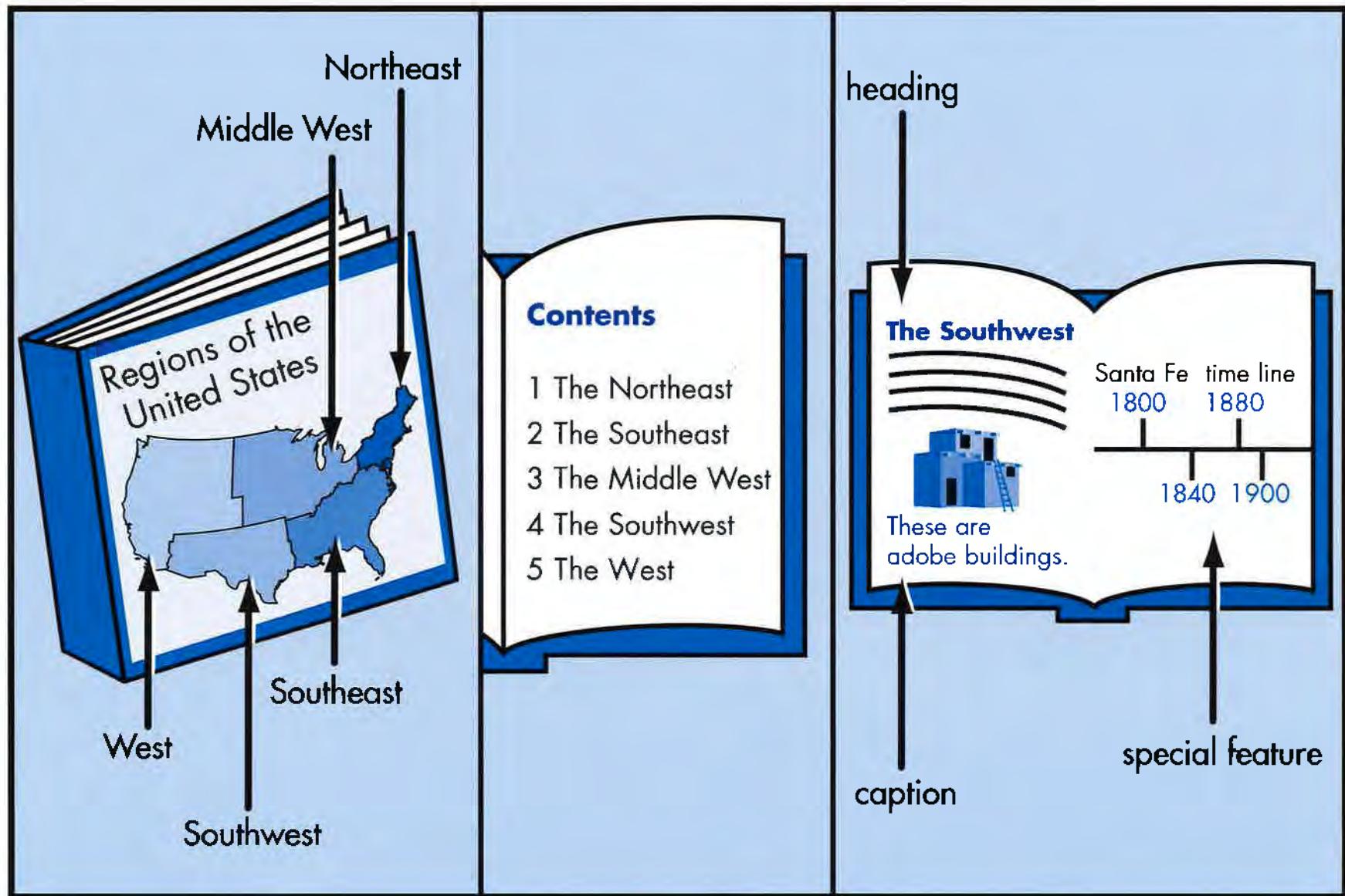


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Preview the text before you read.



Concepts of Print

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP9

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to think about what you want to know to help you decide what part to read.

Point to the first picture. *Well, I know that I have to do a report on elephants, and I know that an elephant is an animal. Where could I find some information about elephants?* Point to the second picture. *I know! I can look in a book about animals. As I look at this book, I realize that all of the animals are in alphabetical order. I can look at the table of contents, in the index, or through the book to find information about elephants.* Point to the third picture. *I think that since the book is in alphabetical order, I will look through the book. Here it is, Elephants. Now I can start reading.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the first picture. *I know that I need to find a book about elephants.*

Point to the second picture. *I can look for information about elephants in a book about animals.*

Point to the third picture. *I see that the book is in ABC order, so I will look through the book and begin reading when I find it.*

Stating the Strategy

Finally, state the strategy clearly for students as you point to the picture for support.

Think about what you want to know to help you decide what part to read.

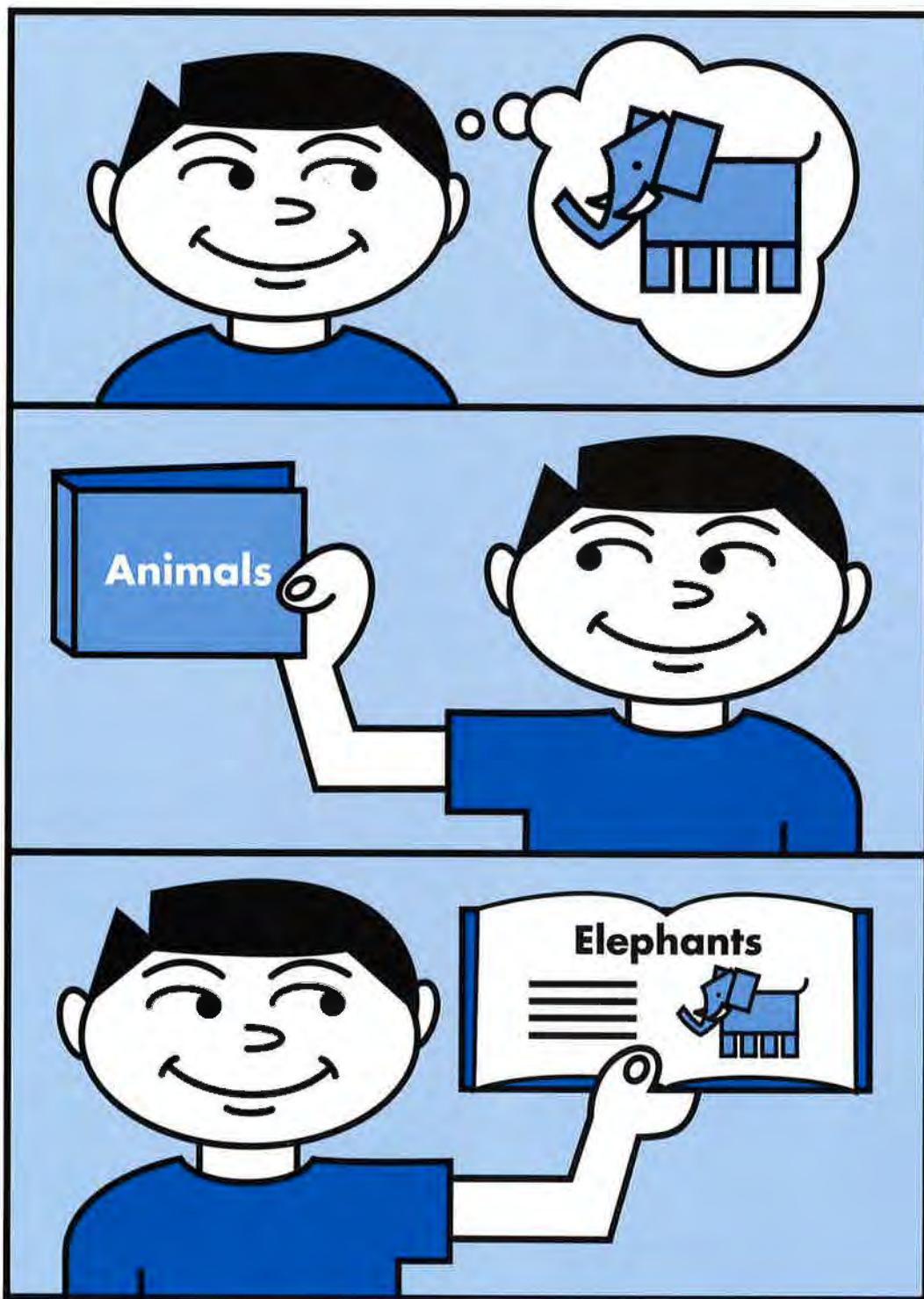
Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- What kind of information are you looking for?
- Do you need to read the whole book?
- Where can you look in the book to find the information?

 You can find more ideas for using this card in Section 2 of the Program Guide.

Think about what you want
to know to help you decide
what part to read.



Concepts of Print

Also supports:

Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP8

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text by thinking about the features: headings, bold print, charts, and diagrams.

Point to Enormous Elephants. I look at the underlined words, Enormous Elephants. I think to myself, why is it underlined? I think that it's the heading of the section. Maybe it will let me know what the section of writing will be about before I read it. Point to the word **enormous** in the sentence. I look at the bold word, **enormous**. Why is it darker than the other words? I think it means that the word is important. I should probably read to find out what is enormous. Point to the chart *Where Elephants Live*. When I am reading, it is very important that I look at everything. This chart could have information that will help me understand. Point to the diagram. Diagrams also have a lot of information that could be helpful to me.

Zooming In

Next summarize your think-aloud with fewer words.

Point to the heading Enormous Elephants. This is the heading. This will tell me what the writing will be about.

Point to the bold word **enormous** in the sentence. *The word enormous is darker than the other words. It is called a bold word. Bold words tell me what is important in a text.* Point to the chart and the diagram. *This is a chart and this is a diagram. These are also important to look at because they could have helpful information.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Think about the features: headings, bold print, charts, and diagrams.

Look for opportunities to have each student demonstrate this strategy for you.

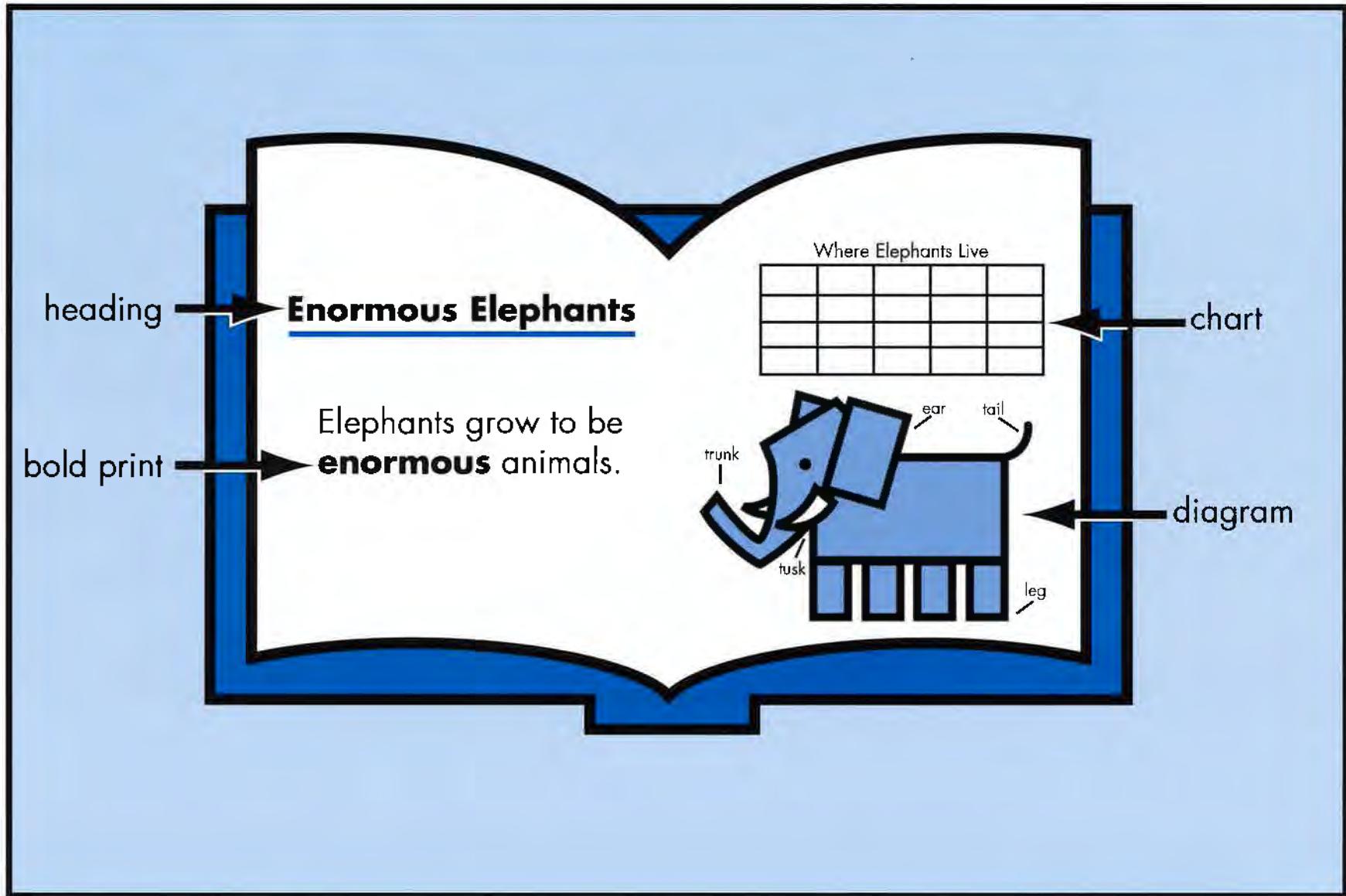
Prompts for This Strategy

- How can the headings help you?
- Do you think that looking at the bold print might help you decide what is important?
- Can the charts help you?
- What can the diagrams tell you?



You can find more ideas for using this card in Section 2 of the Program Guide.

Think about the features.



Concepts of Print

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP7

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text by figuring out if a word sounds right.

Point to the picture. *While I am reading, I have to think if every word I am saying sounds right in the sentence. For example if I read The bright, sheeny, new, red car was in the garage, does that make sense? What does "sheeny" mean? Did I read that word correctly? Does it sound right? No. I need to go back to that word and try it again.* The bright, (slowly) shiny . . . Oh, the word is shiny, not sheeny. The bright, shiny, new, red car was in the garage. *I have to listen to the word and see if it sounds right in the sentence.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the picture. While I am reading, I have to be thinking about the sounds of the words, and if I am pronouncing them correctly. *Are the words I am saying making sense in the sentence?*

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

Does it sound right?

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- You said _____. Do we say it like that in English?
- Did the word you used make sense in the sentence?

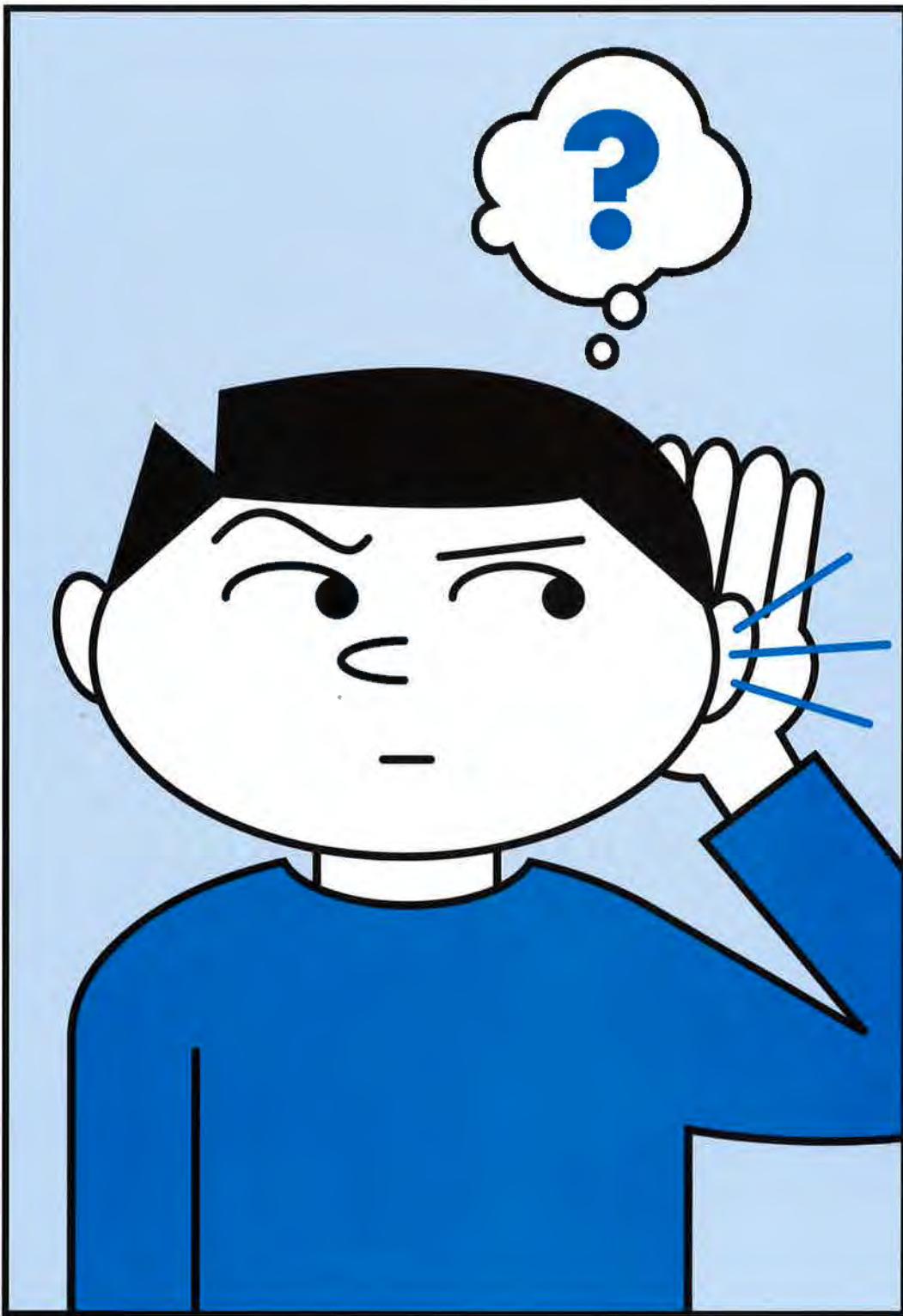


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Does it sound right?



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Concepts of Print

Also supports:
Fluency

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP6

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to figure out a word by sounding it out.

Point to the text at the top of the first page in the book. *Vegetables grow . . . I don't know what the rest of the sentence says, so I am going to skip it and read the next sentence.* Point to the text at the bottom of the first page. *There are carrots . . . The last three words in this sentence are the same as the last three words in the first sentence. Maybe there is a pattern. I will look at the next sentence to see if it is the same.* Point to the text at the bottom of the second page. *There are beans . . . The last three words on this page are also the same. There is a pattern! Now I just have to figure out what that pattern is to help me read these pages and the rest of the book.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the text at the top of the first page in the book. *Vegetables grow . . . I don't know the rest of the words, so I will read on.* Point to the text at the bottom of the first page in the book. *There are carrots . . . I don't know the rest of this sentence either. One thing I can do is see if there is a*

pattern. Point to the text at the bottom of the second page. I notice that the last three words in this sentence are the same as the words at the top of the first page. This is a pattern. Now, after I figure out the pattern, I can try to read the rest of the book.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Check for a pattern.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Is there a pattern?
- What words are the same on this page?
- Can you use the pattern to help you?

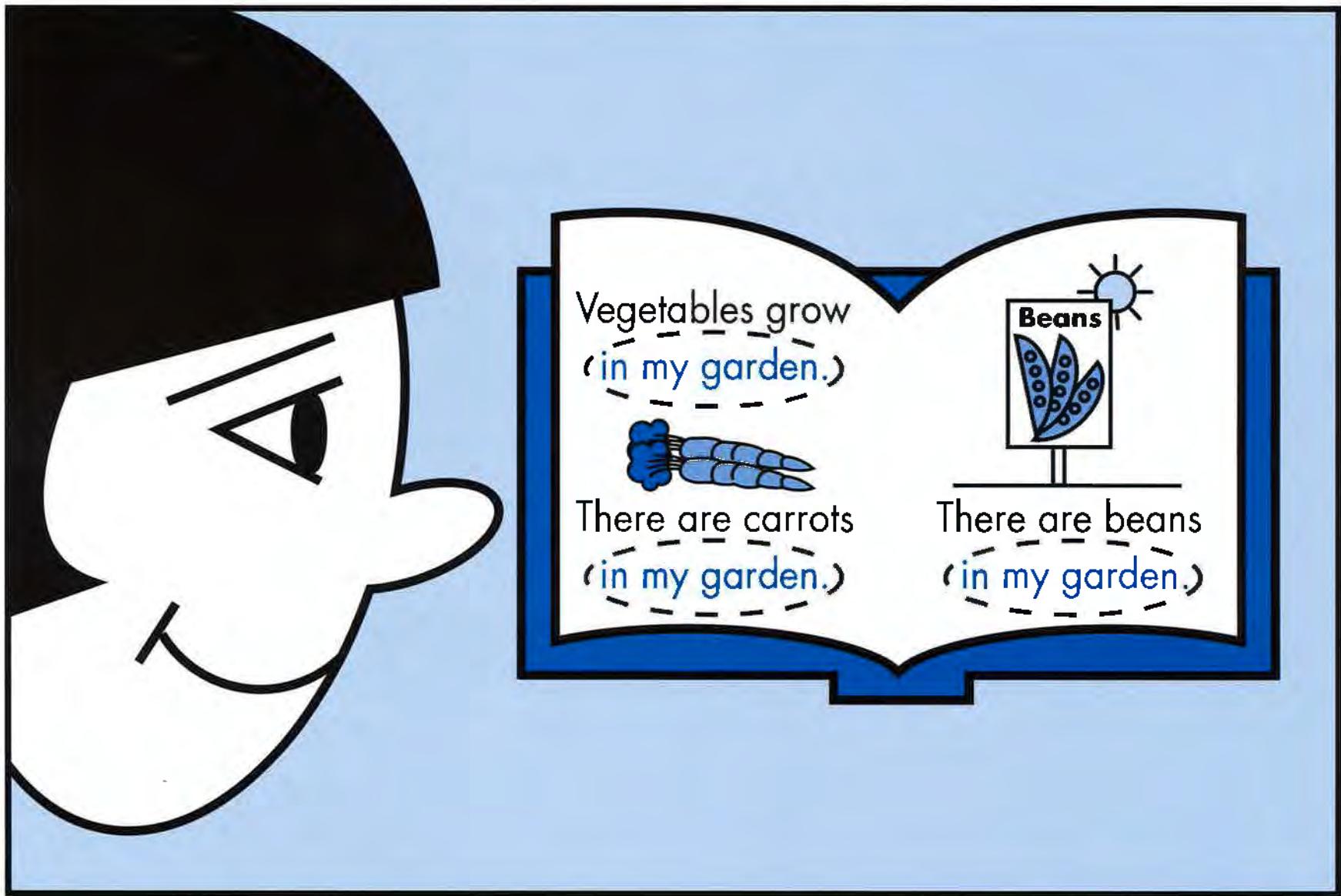


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Check for a pattern.



Concepts of Print

Also supports:

Vocabulary
Comprehension

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP5

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to look for words you know to help you read.

Point to the picture of the girl and follow the arrow, moving your finger from the girl's eye to the first word. *I want to start reading, but I am having a hard time with the whole sentence. What can I do?*

Point to the first word, *Look. I know that the first word is look, but I don't know the second word. Maybe I should just look for words that I know.*

Point to the third word, *the. I know that this word is the. Since I know two words, maybe I can figure out the rest of the sentence by going back to the beginning and trying again.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the girl's eye in the picture and move your finger down the arrow to the first word. *To read this sentence I am going to look for words that I know. Then I will go back to the beginning and try again.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Look for words you know.

Look for opportunities to have each student demonstrate this strategy for you.

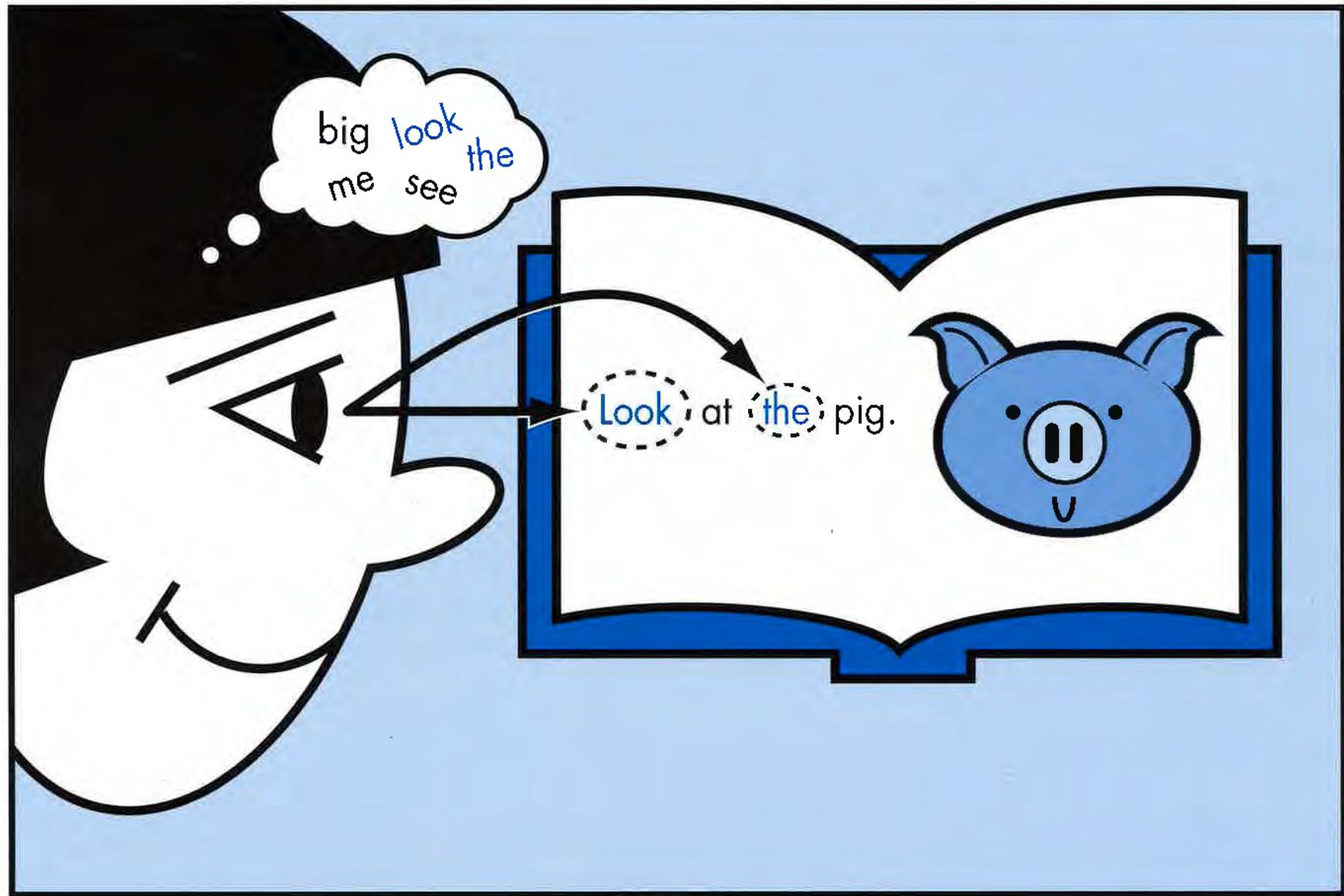
Prompts for This Strategy

- Do you know any of the words?
- Have you seen this word?
- Look at the word wall.



You can find more ideas for using this card in Section 2 of the Program Guide.

Look for words you know.



Concepts of Print

Also supports:
Fluency

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP4

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to use return sweep, or reading to the end of a line and then finding the start of the next line to continue reading.

Point to each word as you read the first line of the sentence. *Now I have to go to the next line, like this.* Trace your finger along the arrow and finish reading the sentence. Review this again with students. *When you start reading, start here.*

Point to the beginning of the first line. *Read the words on the first line and then, without stopping, go to the start of the next line.*

Trace the arrow and point to the beginning of the second line.

Zooming In

Next summarize your think-aloud with fewer words.

Trace the arrow in the picture with your finger. *When I get to the end of one line, I can use my finger to find the start of the next line.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the picture for support.

When you get to the end of a line, go to the start of the next line.

Look for opportunities to have each student demonstrate this strategy for you.

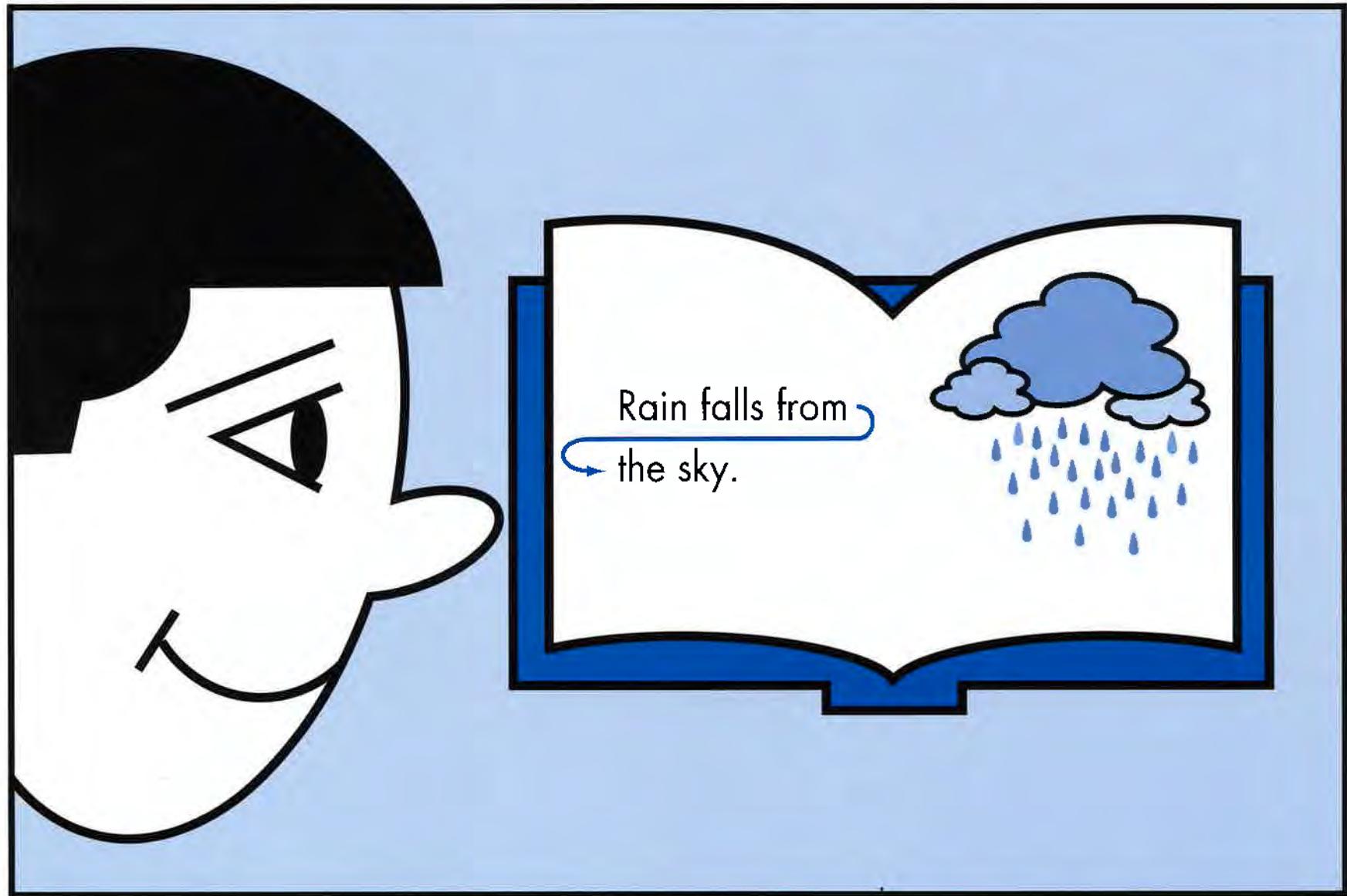
Prompts for This Strategy

- Where do you start reading?
- Where do you go after the end of the first line?
- Use your finger to find the next line.



You can find more ideas for using this card in Section 2 of the Program Guide.

When you get to the end of a line,
go to the start of the next line.



LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP3

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text by pointing to each word as you read.

Point to the picture. *What can I do to help make sure that I am reading each word on the page? Maybe I can use my pointer finger to point under each word as I read. Then I will not miss any words. I want to make sure that I point under the words and not on top of them.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the picture. *In order for me to make sure I am reading each word on a page, I have to use my finger to point under each word.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Point to each word as you read.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Use your finger.
- Show me the words (as you read).
- Were there too few or too many words?
- Count how many words there are. How many did you say?

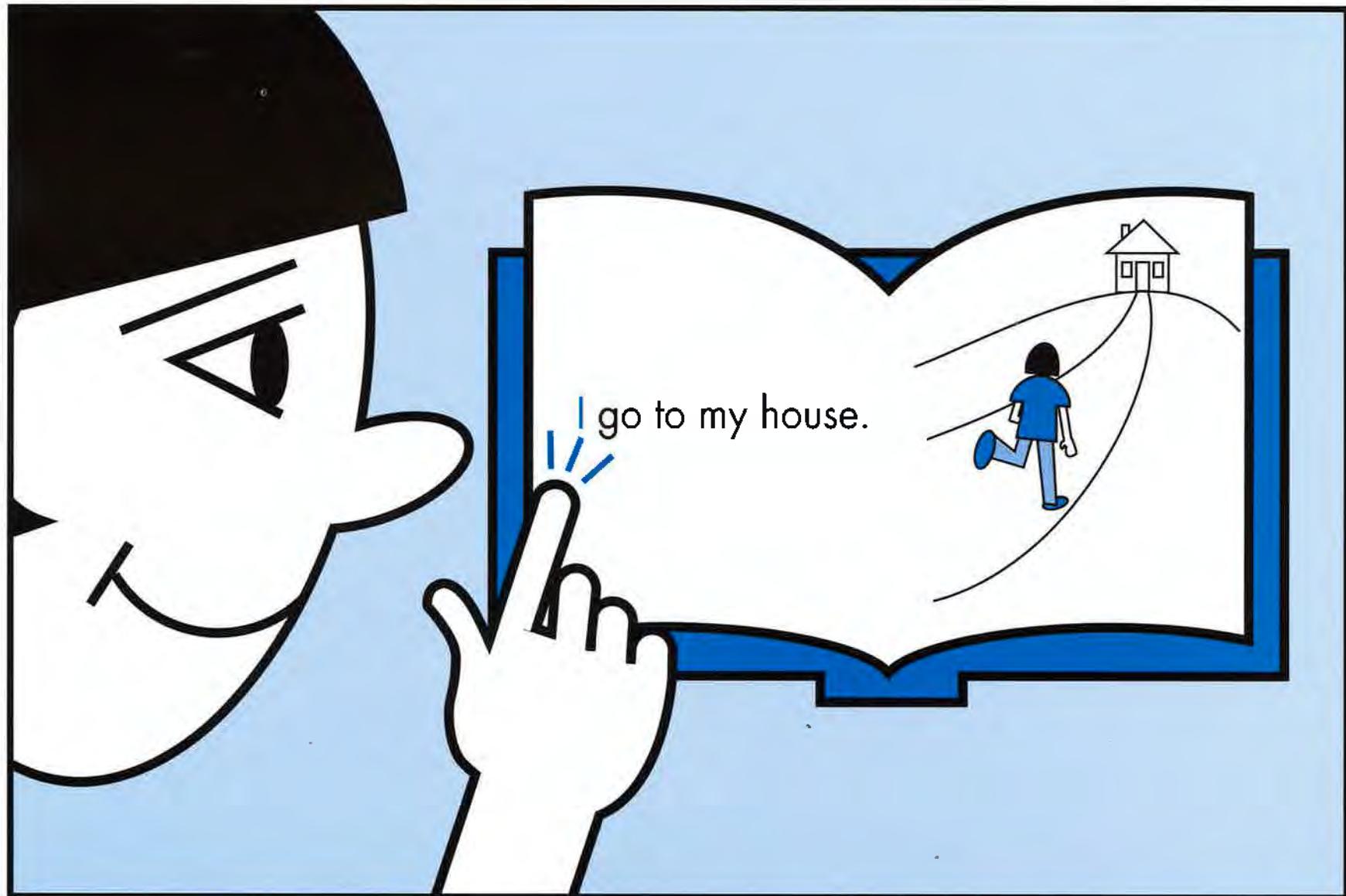


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Point to each word as you read.



LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP2

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text from left to right.

Point to the picture of the boy's eye looking at the open book. *I want to read this page, so I have to think about where my eyes should look first.*

Follow the arrow, moving your finger from the boy's eye to the first word in the sentence: *I. I know that in order to read, I have to look at the words. Where do I start? I start at the beginning on the left side of the page.*

Keep your finger under the word *I*. *I see that the first word in the sentence is I.*

Point to the arrow and the word *see*. *To keep reading the sentence I have to move right and look at the next word, which is see.*

Point to the rest of the words as you read them. *The last two words are: the cat.*

Zooming In

Next summarize your think-aloud with fewer words.

Point to the boy's eye in the picture and move your finger along the arrow to the first word: *I. I want to read this sentence. I look at the left side of the page. I see the word I. This is the first word in my sentence. Point to the rest of the words as you read them. I continue reading... see the cat.*

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Look at the words from left to right.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Follow the words from left to right.
- Where does the sentence start?
- Where do we start to read?
- Where do we go now? (return sweep)

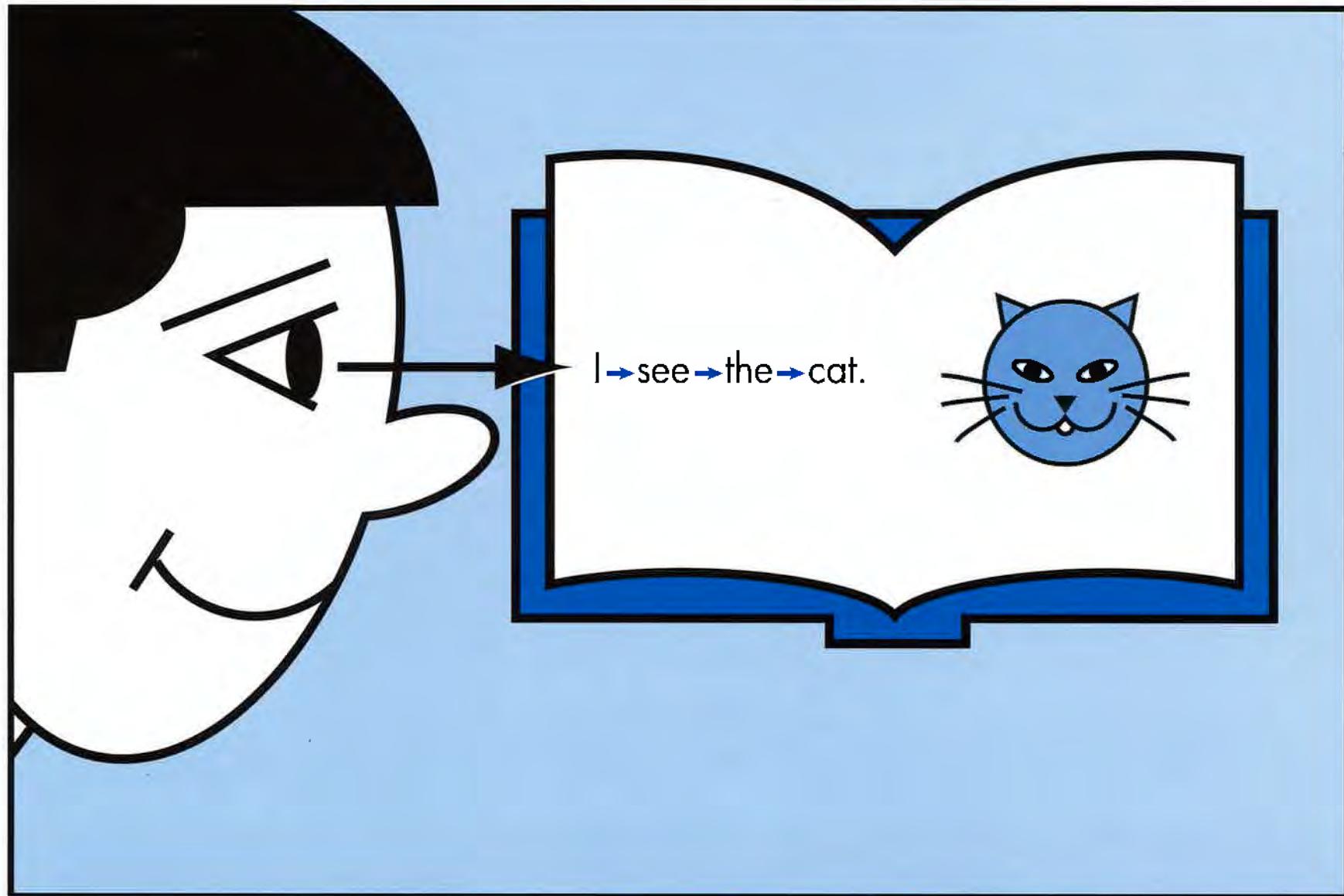


You can find more ideas for using this card in Section 2 of the Program Guide.



A Home Connection Bookmark for this strategy is available in English and Spanish in Section 4 of the Program Guide.

Look at the words from left to right.



Concepts of Print

Also supports:

Comprehension
Vocabulary

LITERACY STAGE



Emergent



Early



Early Fluent



Fluent

CP1

Strategy Card No.

The following is an example of how to teach this strategy using the strategy card. You can use the same idea with a leveled reading book.

Demonstrate how to use this strategy with the following three-step process.

Thinking Aloud

First model how to read a text using the words and pictures.

Point to the picture. *I look at the picture. I see the first picture. It is a ball. If I know the picture, it will help me when I try to read this text.* Point to the word *ball*. *The second picture is a house. The picture will help me read this text.* Point to the word *house*.

Zooming In

Next summarize your think-aloud with fewer words.

Point to the picture. *I see a ball. Say ball.*

I see a house. Say house. Now I can try to read.

Stating the Strategy

Finally state the strategy clearly for students as you point to the pictures for support.

Look at the pictures.

Look for opportunities to have each student demonstrate this strategy for you.

Prompts for This Strategy

- Use the pictures to help you.
- What does the picture tell you?
- Look at the pictures to see if they help you figure out what the word could be.



You can find more ideas for using this card in Section 2 of the Program Guide.

Look at the pictures.

