



Strategies to use in reading

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<p>If a child pays little attention to print in the world, then:</p>	<p>Help child see purpose of print</p> <ul style="list-style-type: none"> • Environmental print • Work with names • Reading the room (a form of environmental print) • Literacy play boxes (journal of play) • Word games • Language experience • One-to-one matching • Directionality
<p>If a child has little knowledge of books, then:</p>	<p>Help reader feel comfortable with text and book handling</p> <ul style="list-style-type: none"> • Read aloud with child (shared reading modeled after bedtime reading) • Older reading buddies • Owning books • Library card
<p>If a child has little knowledge of the alphabet, then:</p>	<p>Make learning alphabet interesting and fun (letters need not be learned in order)</p> <ul style="list-style-type: none"> • Songs, nursery rhymes, and choral reading • Alphabet books • Letters in names • Alphabet blocks • Alphabet sound word examples • Magnetic letters and other Everyday Phonics • Write letters in shaving cream or sand • Handheld games and other Everyday Phonics • Letter detective • Letters in writing
<p>If a child does not recognize word units, then:</p>	<p>Help reader realize that print is made up of words that match speech</p> <ul style="list-style-type: none"> • Shared reading • News and announcements chart • Word wall • Writing • Blending sounds into words and word parts • One-to-one matching

<p>If a child has difficulty with letter-sound correspondence, then:</p>	<p>Help reader learn high-frequency letter-sound correspondence (consonants) in the context of real reading situations or as a result of examining text in real reading situations</p>
	<ul style="list-style-type: none"> • Letters in the context of real reading • Tongue twisters • Nursery rhymes • Flip the sound • Cross checking • Beginning sounds

<p>If a child has difficulty matching letters with corresponding sounds, then:</p>	<p>Help reader realize that words are made up of letters that correspond with speech sounds</p>
	<ul style="list-style-type: none"> • Counting words in speech • Clapping syllables • Sound boxes • Alphabet sound word examples • Word games – match word with beginning letter • Rhyming • Rhyming books • Everyday phonics (I-spy, alphabet cans, magnetic letters, etc.)

If a child reads words letter by letter, then:	Model fluent reading
	<ul style="list-style-type: none"> • Shared reading • News and announcements
	Help child see words as wholes
	<ul style="list-style-type: none"> • Word sorts • Word walls • Alphabet books (letter recognition) • Personal dictionary • Word of the day • List-group-share (LGS) • Visual-auditory-kinesthetic-tactile • Tracking • Cloze • Practice common sight words and high-frequency words
	Help child see word patterns
	<ul style="list-style-type: none"> • Onset/rime • Structural analysis • Chunk letters together • Blend sounds • Stretch and reread

If a child guesses at unknown words, using no graphic cues, then:	Help reader pay attention to the visual aspects of word identification while still using syntactic and semantic cues
	<ul style="list-style-type: none"> • Cloze with initial consonant sound • Finding little words in big words • Structural analysis • Onset/rime • Word sorts • Writing Word Wizards • Picture clues

If a child guesses at words using only initial consonant sound as cues, then:	Help reader see words as wholes and in the context of an authentic reading situation
	<ul style="list-style-type: none"> • Cloze activities during shared reading • Computer reading programs • Language experience
	Help reader use multiple strategies for decoding
	<ul style="list-style-type: none"> • Word families • Word sorts • Cloze • Word banks • Making words • Contextual analysis • Bag words • Writing • Cross-checking – meaning, syntax, visual cues • Monitoring and self-correcting

If a child can decode but uses only letter sounds, then:	Help reader see that decoding words involves multiple strategies such as onsets/rimes, word within words, structural analysis, context clues
	<ul style="list-style-type: none"> • Word sorts • Onset/rime • Cloze • Word bank • Making words • Contextual analysis • Finding little words in big words • Writing • Chunking

If a child has little interest in reading, then:	Help reader to discuss purposes for reading in his/her life
	<ul style="list-style-type: none"> • Environmental print • Literacy play boxes • Books about me • Interactive reading (reading with students) • Computer stories or reading games • Word games • Reading aloud to child • Shared reading • Owning books • Jackdaws • Career search • Interest Inventory (Motivation to Read Profile)

If a child has problems with sight words, then:	Help reader build a repertoire of sight words by connecting words to life/experience for long-term memory
	<ul style="list-style-type: none"> • Word walls • Personal dictionary • Bag words
	Demonstrate to reader that sight words are usually built from reading, not before reading
	<ul style="list-style-type: none"> • Word study after reading • Writing

If a child doesn't recognize new words built on known words, then:	Help reader learn that words are not always individual letters, but often have parts
	<ul style="list-style-type: none"> • Structural analysis • Word sorts • Making words • Word games • Rhyming words • Word families • News and announcements chart

If a child reads words he knows but stops at every new or unfamiliar word, then:	Help child realize reading is not just reading words, help learn to use all three cueing systems
	<ul style="list-style-type: none"> • Cloze activities • Use of prediction before and after reading • Guided reading • Think-alouds • Skip the word then come back • Blend sounds • Stretch and reread

If a child reads word-by-word, then:	Present opportunities for rereading
	<ul style="list-style-type: none"> • Repeated reading • Reader's theatre • Environmental print • Read and write about their world • Cut-up sentences
	Work on pre-reading so student makes predictions and reads to confirm or adjust predictions
	<ul style="list-style-type: none"> • Pre-telling • Anticipation guides • Webbing • Activate prior knowledge • Set purpose for reading
	Model fluent reading
	<ul style="list-style-type: none"> • Shared reading • Paired reading • Read-alouds • Tracking • Adjusting reading rate

If a child has problems choosing appropriate books, then:	Teach strategies for choosing books based on interest and ability
	<ul style="list-style-type: none"> • Choosing books • Reading buddies • Sharing books • Owning books • Five Finger Rule • Goldilocks strategy • Read appropriate level text • Choose good-fit books • Voracious reading • Ask, "Does this make sense?" • Interest inventories (Motivation to read profile)

If a child has little confidence in reading ability, then:	Help child see him/herself as a reader
	<ul style="list-style-type: none"> • Read to younger children • Reading logs • Choosing good-fit books • Language experience (reading books written by child) • Choral reading • Shared reading
	Emphasize reading strengths
	<ul style="list-style-type: none"> • Use strengths/needs list to begin with what students can do • Share strengths/needs list with parents and child • Work on goals together

If a child doesn't attend to story or attention wanders during reading, then:	Help reader see reading as a meaningful activity
	<ul style="list-style-type: none"> • Interest inventory • Reading own writing • Choosing good-fit books • DRTA • Reading buddies • SSR with buddy • Think-pair-share • Language experience • Socratic Method

If a child has difficulty tracking, loses place, then:	Help child practice reading fluently using aids that train the eyes to process left to right, line by line
	<ul style="list-style-type: none"> • Computer versions of story with highlighted text • Leap Pad reading games • Tracking with finger • Shared reading • Tracking with a bookmark • Use prior knowledge to connect with text • Ask questions while reading • Make connections to text

If a child reads so slowly that comprehension is compromised, then:	Take time for pre-reading
	<ul style="list-style-type: none"> • Activate prior knowledge • Set purpose for reading • Anticipation guides • Frame two/three words at a time • Guided instruction • KWL • Create a scenario • DRTA
	Model fluent reading and attend to meaning before having student read independently
	<ul style="list-style-type: none"> • Think-alouds • Create visual images • Ask student to read like a character (or teacher) would read it • Slide your finger across the text quickly, masking when necessary • Questioning strategies • Plan and label
	Make sure text is at appropriate level
	<ul style="list-style-type: none"> • Choose good-fit books

<p>If a child reads slowly, but comprehends, then:</p>	<p>Present authentic reasons for rereading</p>
	<ul style="list-style-type: none"> • Readers' theatre • Writing text for struggling readers • Rereading
	<p>Model fluent reading</p>
	<ul style="list-style-type: none"> • Shared reading • Echo reading • Read-alouds • Adjusting reading rate
	<p>Present opportunities for student to read fluently with support</p>
	<ul style="list-style-type: none"> • Choral reading • Computer reading • Paired reading with fluent readers • Tape-recorded reading • Games such as Leap Pad • Tracking • Repeated readings • Reader's Theatre • Listening center • Speed drills

<p>If a child memorizes text during repeated readings, then:</p>	<p>Help child pay attention to words in text</p>
	<ul style="list-style-type: none"> • Working with words using a familiar story, personal dictionary, and so on • Scrambled sentences • Tracking with finger • Computer versions of story with highlighted text • Computer games such as Leap Pad that use pencil for tracking

<p>If a child reads quickly but inaccurately and with limited comprehension, then:</p>	<p>Help child read at a pace that supports comprehension; help child read for meaning</p>
	<ul style="list-style-type: none"> • DRTA • Comprehension strategy framework with marginalia • Questioning • QAR • Create visual images • Plan and label • Fix-up strategies • Anticipation guide • Socratic Method • Guided reading • Think-pair-share • Reciprocal teaching • Practice fluency strategies • Adjust and apply different reading rates to match text • Use phrasing, use punctuation • Cross check • Chunk letters together

If a child reads fluently but can't retell, then:	Make sure student understands how to retell
	<ul style="list-style-type: none"> • Retelling • Summarize – headline it • Webbing/mapping • Modeling • Think-alouds • Interpretive questions • Socratic Method • Story frames • Semantic webbing
	Make sure student is constructing meaning while reading
	<ul style="list-style-type: none"> • Imagery • Predicting • Questioning • Determine important ideas • Prior knowledge – exclusion brainstorming • Guided Reading • Reciprocal teaching • DRTA • Plan and label • Adjust and apply different reading rates to match text

If a child reads fluently but can't (or sometimes doesn't) identify main idea or purpose, then:	Help reader bring meaning to text, connect to experience and previous knowledge, and organize the elements of the text during and after reading
	<ul style="list-style-type: none"> • Story mapping • Literature circles • Compare and contrast charts • Write and share • Imagery • Questioning • Determine importance in text – final word • Artful artist • Plan and label • Paraphrasing • Socratic Method • Asking for help • Venn diagram • Response logs • Summarizing / retelling • Connecting – conscious to unconscious • Column notes

If a child reads fluently but misses many details, then:	Help reader see that he should examine text and reread when necessary
	<ul style="list-style-type: none"> • Mapping • Webbing • Reciprocal teaching • Context clues, rereading, and skipping • Self-questioning (if reader can't identify main idea or purpose) • Coding • Phrasing, using punctuation • Voracious reading • Plan and label • Check for understanding – Importance in text • Make a picture or mental image – KID • Recognize literary elements
	Discuss story/text with others and revisit texts during discussion
	<ul style="list-style-type: none"> • Literature circles • Pair-think-share • Linguistic roulette • Figurative language • Artful artist • Write and share • Retell or summarize • 5-3-1 summarizing activity • Determine importance using theme, main ideas, and supporting details using List Group Label
If a child reads only one genre, or one type of book, then:	Help child to broaden interests and experiences with books, while respecting choice and interest
	<ul style="list-style-type: none"> • Read aloud from various genres • Share books • Introduce books through book talks • Recommend or suggest a book similar but one step removed • Interest Inventory
If a child has difficulty reading for information, then:	Help child develop techniques for reading nonfiction, which is different from reading text with a story grammar
	<ul style="list-style-type: none"> • Think-alouds • Reciprocal teaching • Anticipation guides • Determine important ideas • Questioning • Minute comprehension • Imagery – CSI • KWL • Webbing • Plan and label • Jackdaws • Use text features (title, caption, etc.) • Determine and analyze author's purpose and support with text

<p>If a child isn't able to make inferences (recalls literally), then:</p>	<p>Help reader realize that when making meaning she must put pieces of information together to make sense of text; help reader see not everything is stated directly</p>
	<ul style="list-style-type: none"> • Think-alouds • Comprehension strategy framework • Literature circles • Socratic Method • Inferential strategy • Imagery • Write and Share • Response logs • Say something • Summarizing/retelling Jigsaw • Connecting • Infer and support with evidence • Ask questions while reading PQRS • Predict what will happen – read to confirm

<p>If a child needs or wishes to develop vocabulary, then:</p>	<p>Help student devise methods of adding new words she encounters in context of reading to her reading/writing vocabulary</p>
	<ul style="list-style-type: none"> • Words maps • Contextual analysis • Fix-up strategies • Questioning • Determine important ideas – Toughie chart • A-B-C graffiti • Word games • Explicit instruction • Context-structure-sound-reference • Tune to interesting words • Reread to clarify the meaning of a word • Linear array • Concept definition mapping • Word trees

<p>If a child has trouble expanding meaning, then:</p>	<p>Help student search for and use connections to the knowledge they have gained from personal, world, and text experiences</p>
	<ul style="list-style-type: none"> • Understand/develop purposes for reading texts • Connect knowledge of topic, plot, characters, or setting to personal experiences and their knowledge of the world and other texts • Bring background knowledge to their reading of a text • Interpret texts using personal experience and background knowledge • Make connections between and among texts they have read, seeing similarities and differences • Figurative language
	<p>Help students go beyond the literal meaning of a text to derive what is not there but is implied or to infer</p>
	<ul style="list-style-type: none"> • Construct theories that explain how characters behave or plots unfolds • Have empathy for fictional or historical characters • Use background knowledge and information from the text to form tentative theories as to the significance of the events • Create sensory images related to character, plot, setting, theme, or topic • Understand what is not stated but is implied in the text
	<p>Help students put together important information while reading or to summarize</p>
	<ul style="list-style-type: none"> • Relate important ideas, events, details, or other information related to comprehending the whole text • Continually organize information extracted from print • Distinguish between summarizing important information and remembering/retelling all the details of a text • Select important information after reading and bring together in a concise report
	<p>Help students synthesize by putting together information from the text and from personal, world, and literary knowledge to create new understandings</p>
	<ul style="list-style-type: none"> • Relate important ideas to each other • Develop schema with Anticipation Guide • Deepen understanding of an idea, concept, or topic by integrating new knowledge with prior knowledge • Expand personal understandings by incorporating the “lived through” experiences from texts • Figurative language • Socratic Method
<p>Help students analyze by closely examining elements of a text to achieve greater understanding of how it is constructed</p>	
<ul style="list-style-type: none"> • Recognize plot development based on knowledge of text structure • Recognize and use text characteristics related to genre • Discover the underlying organization of a text related to topic, genre, or theme • Recognize the author’s use of language to communicate meaning and emotions in various ways • Analyze elements of a fiction or nonfiction text to gain an understanding of how the author communicated meaning • Recognize and use graphic features of texts to expand understanding • Analyze the whole text to determine how illustrations, text and format communicate meaning in an integrated way 	

	Help students critique by judging or evaluating a text based on personal, world, or text knowledge
	<ul style="list-style-type: none">• Assess whether a text is consistent with what is known through life experiences• Judge whether a text is authentic in terms of plot or setting• Evaluate the writer's craft in light of appropriateness of genre, use of language, or other criteria• Judge the accuracy of information• Judge the qualifications of the writer to produce an authentic fiction or nonfiction text• Examine and discover bias in texts• Appreciate the aesthetic qualities of a text• Critical and Analytical Thinking Skills

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Building an Effective Reading Process Over Time	
Emergent Readers [Levels A–B]	<ul style="list-style-type: none"> • Become aware of print • Read orally, matching word-by-word • Use meaning and language in simple texts • Hear sounds in words • Recognize name and some letters • Use information from pictures • Connect words with names • Notice and use spaces between words • Read orally • Match one spoken word to one printed word while reading 1 or 2 lines of text • Use spaces and some visual information to check on reading • Know names of some alphabet letters • Know some letter-sound relationships • Read left to right • Recognize a few high frequency words
Approximate Grades: K-1	<i>Texts: Simple stories with 1–2 lines</i>
Early Readers [Levels B–H]	<ul style="list-style-type: none"> • Know names of most alphabet letters and many letter-sound relationships • Use letter-sound information along with meaning and language to solve words • Read without pointing • Read orally and begin to read silently • Read fluently with phrasing on easy texts; use punctuation • Recognize most easy, high frequency words • Check to be sure reading makes sense, sounds right, looks right • Check one source of information against another to solve problems • Use information from pictures as added information while reading print
Approximate Grades: 1-2	<i>Texts: Longer books with high frequency words and supportive illustrations</i>
Transitional Readers [Levels H–M]	<ul style="list-style-type: none"> • Read silently most of the time • Have a large core of known words that are recognized automatically • Use multiple sources of information while reading for meaning • Integrate sources of information such as letter-sound relationships, meaning, and language structure • Consistently check to be sure all sources of information fit • Do not rely on illustrations but notice them to gain additional meaning • Understand, interpret, and use illustrations in informational text • Know how to read differently in some different genres • Have flexible ways of problem-solving words, including analysis of letter-sound relationships and visual patterns • Read with phrasing and fluency at appropriate levels
Approximate Grades: 2-3	<i>Texts: Texts with many lines of print; books organized into short chapters; more difficult picture books; wider variety of genre</i>

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Transitional Readers [Levels M–R]	<ul style="list-style-type: none"> • Read silently; read fluently when reading aloud • Use all sources of information flexibly in a smoothly orchestrated way • Sustain reading over texts with many pages, that require reading over several days or weeks • Enjoy illustrations and gain additional meaning from them as they interpret texts • Interpret and use information from a wide variety of visual aids in expository texts • Analyze words in flexible ways and make excellent attempts at new, multi-syllable words • Have systems for learning more about the reading process as they read so that they build skills simply by encountering many different kinds of texts with a variety of new words • Are in a continuous process of building background knowledge and realize that they need to bring their knowledge to their reading • Become absorbed in books • Begin to identify with characters in books and see themselves in the events of the stories • Connect texts with previous texts read
Approximate Grades: 3–4	<i>Texts: Wide reading of a variety of long and short texts; variety of genre</i>
Advanced Readers [Levels R–Y]	<ul style="list-style-type: none"> • Read silently; read fluently when reading aloud • Effectively use their understandings of how words work; employ a wide range of word solving strategies, including analogy to known words, word roots, base words, and affixes • Acquire new vocabulary through reading • Use reading as a tool for learning in content areas • Constantly develop new strategies and new knowledge of texts as they encounter greater variety • Develop favorite topics and authors that form the basis of life-long reading preferences • Actively work to connect texts for greater understanding and finer interpretations of texts • Consistently go beyond the text read to form their own interpretations and apply understandings in other areas • Sustain interest and understanding over long texts and read over extended periods of time • Notice and comment on aspects of the writer’s craft • Read to explore themselves as well as philosophical and social issues
Approximate Grades: 4–6	<i>Texts: Wide reading of a variety of genre and for a range of purposes</i>

Compiled from: *What’s After Assessment* by Kathleen Strickland; *Guiding Readers & Writers* by Irene Fountas and Gay Su Pinnell; *Mosaic of Thought* by Ellin Oliver Keene and Susan Zimmermann; *CORE Teaching Reading Sourcebook* by Bill Honig, Linda Diamond, and Linda Gutlohn ; *Strategies That Work* by Stephanie Harvey and Anne Goudvis; *The Next Step in Guided Reading* by Jan Richardson; *Café* by Gail Boushey and Joan Moser; *Research-Based Strategies* by Ruby K. Payne and various websites.



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6/2014